



**Oxford Department of International Development and
School of Anthropology and Museum Ethnography**

MSC in Migration Studies

COURSE HANDBOOK

2021–2022



DISCLAIMER AND IMPORTANT NOTES

The [Examination Regulations](#) relating to this course are available online. If there is a conflict between information in this Handbook and the online Examination Regulations, then you should follow the Examination Regulations online. If you have any concerns, please contact [Humaira Erfan-Ahmed](#) at the Oxford Department of International Development.

The information in this Handbook is accurate as at September 2021, however it may be necessary for changes to be made in certain circumstances, as explained in the [University of Oxford's Graduate](#) web page.

This Handbook has been prepared by the Postgraduate Course Coordinator (in consultation with other staff members for the MSc Migration Studies), Humaira Erfan-Ahmed, and any constructive feedback on these notes are welcome and should be sent to [her](#).

IMPORTANT NOTES

The contents given in this Course Handbook deals with information specifically concerning the Migration Studies Degree Course. For information relating to all students, *please* refer to the Departmental Information on the [International Development Canvas Tile](#). There you will find important information such as Student Health and Welfare, Study Guidance, etc.

HOW TO USE THE HANDBOOK

The Course Handbook includes essential information that you will need in the course of your studies and you should read all the sections and parts. For your benefit, the Course Handbook will also be available in downloadable format and in individual modules on Canvas, the University's virtual learning platform.

For your benefit, each section (§) and sub-section in the Table of Content is hyperlinked so that when you click on it, you will be taken to that section immediately. To make it easier to read, the text of the Table of Contents does not use underlines to indicate hyperlinks to information within documents. However, links to other departments are underlined.

In addition to email announcements, Canvas will be the main vehicle through which you will receive notifications about any course changes, pertinent events and other information. Both Canvas and any other virtual learning platform that the University uses, will require your Oxford Single Sign-on (SSO) and related password.

For a list of academic and other staff members involved in the course, please check [People](#).

Abbreviations, Address and Website for Departments concerned with Migration Studies

COMPAS	Centre on Migration Policy and Society 58 Banbury Road
ISCA	Institute of Social and Cultural Anthropology 51–53 Banbury Road
ODID	Oxford Department of International Development Queen Elizabeth House (QEH), 3 Mansfield Road
RSC	Refugee Studies Centre QEH, 3 Mansfield Road
SAME	School of Anthropology and Museum of Ethnography 51-53 Banbury Road
SSL	Bodleian Social Science Library Manor Road Building, Manor Road

Useful Links

Key Dates and Deadlines	Oxford Student Gateway
Examinations and Assessments	Oxford University Press
Examinations: Past Papers	Student Self-Service
MSc Alumni	University Student Handbook
Facebook	

The Teaching Year

In Oxford, the academic year is divided into three eight-week long terms. Students are expected to be in residence by Nought Week (Week 0). The dates of terms for 2021–22 are as follows:

Michaelmas	Sunday 10 October to Saturday 4 December (Week 0: Sunday, 3 October)
Hilary	Sunday 16 January to Saturday 12 March (Week 0: Sunday, 9 January)
Trinity	Sunday 24 April to Saturday 18 June (Week 0: Sunday, 17 April)

Although no formal lectures begin in the Weeks 0, these weeks are reserved for introductory sessions in Michaelmas, open-book examinations and submissions in Hilary and Trinity Terms.

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AIMS AND OBJECTIVES OF THE DEGREE

The Migration Studies masters 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 a critical perspective for both academic and policy work, as well as the ability to help apply theoretical knowledge to a range of empirical cases.

§1. STRUCTURE OF THE DEGREE

Anthropology of Migration

Contemporary migration studies emerged in response to the problematization of human movement by nation-states. Anthropology was a latecomer to the scientific study of migration as a distinct object of analysis and a target of policy intervention. Nevertheless, human movement has been both central to the emergence of the discipline of anthropology and at the centre of anthropological studies of the making and remaking of human communities.

This course aims to: (1), to provide students with a sound understanding of how mobility and migration are studied anthropologically; and (2), delve into some of the key migration-related themes studied by contemporary anthropology. The course moves across scales, from considering the historical, economic, and political conditions within which mobility and migration emerge as socially and culturally embedded practices to examining how mobility and migration come to be constituted as problems to be governed, are experienced subjectively – and last, but not least – mobilized politically. The distinctive feature of anthropology is that it ties together micro-level analysis of experiences and practices of individuals and communities with macro-level analysis of economic and political formations.

The course critically examines anthropological knowledge production about mobility and migration by inviting students to consider how we know what we know. Subsequently, the course covers key concepts used in anthropological studies of mobility and migration, such as diffusion, transnationalism, methodological nationalism, displacement, diaspora, identity, and subjectivity, among others. It proceeds from the premise that anthropology is an inherently interdisciplinary discipline that draws on and engages with social and political theory, geography, and other disciplines.

This course will be taught during the course of Michaelmas Term. You will be given formative essays during the term to prepare you for the summative assignment in Week 0 of Hilary Term (see [KEY DATES AND DEADLINES](#)). The summative assignment will take the form of an open-book examination. You will have a choice of questions from which you will be expected to answer two within eight hours. Each essay should be no more than 1,500 words (not including bibliography). Details will be announced separately.

Migration and the Economy

'Migration studies' is a young field, but especially in the macro-oriented disciplines – focused on drawing up generalisable theories – it has over the past decades developed something of a theoretical canon of its own. These theories have sought to explain the causes of migration; why, once started, migration processes tend to gain their own momentum; and how migration transforms societies across the globe, not least in the economic dimension. These theories have largely been developed separately within the various disciplines of the social sciences and offer varying (and often contradicting) interpretations and understandings of migration.

Migration and the Economy will explore these theories while relating them to policy debates on the economic impacts and drivers of migration, broadly understood. By understanding the parameters of these theories, we will develop a synthetic understanding of the macro-oriented and economics-focused dimensions of migration studies – which is important, not least, in understanding the assumptions that are embedded in policy formulation in this area, which will be further explored in the discussion seminars via problem-oriented learning.

At the end of this course, students will have developed a firm understanding of the theorisation of the economic dimensions of migration as well as skills in relating these theoretical perspectives to concrete policy scenarios and outcomes. Students will be able to relate these insights into the complementary debates on development and anthropological approaches offered elsewhere on the degree.

This course will be taught during the course of Michaelmas Term. You will be given formative essays during the term to prepare you for the summative assignment on Wednesday in Week 0 of Hilary Term (see [KEY DATES AND DEADLINES](#)). The summative assignment will take the form of an open-book examination. You will have a choice of questions from which you will be expected to answer two within eight hours. Each essay should be no more than 1,500 words (not including bibliography). Details will be announced separately.

Migration and Development

Ever since the nineteenth century 'laws of migration' were put forward by the geographer E.G. Ravenstein (himself a German migrant to the UK), migration theory has been strongly linked to the politics of development and modernisation. Emerging as a framework for dealing with the decolonising world in the immediate aftermath of the Second World War, 'development' may seem like an idea that has come and gone; and indeed, the later parts of the course will question whether development is any longer a driving framework for migration governance today, while asking what alternative frameworks may be emerging. However, it is clear that all the macro theories of migration have, broadly speaking, developmental implications, though they frequently disagree on what 'development' actually is – whether it can be measured by GDP growth, the extent of 'modernisation', 'human development' indices, or the active 'underdevelopment' of the postcolonial world.

The lectures will consider these varying and often clashing perspectives on migration and development via three discrete 'chunks' in Weeks 2–8. In Weeks 2 and 3, we look at more orthodox as well as recent synthetic migration theories, many of which operationalise causes of migration from a 'positivist' standpoint while addressing its developmental consequences in different and sometimes starkly contrasting ways. In Weeks 4–6, we shift to critical theories

of development, migration and globalisation, including from 'global South' perspectives. In Weeks 7–8, finally, we consider attempts on how crisis frameworks and the contested 'demise of development' have shifted theoretical and policy agendas towards concerns with 'resilience' and 'security'.

At the end of this course, students will have developed a firm understanding of the interlinkages of migration and development thinking in theory and, to some extent, in practice. We will be developing our own critical perspective on the much-debated 'migration-development nexus', taking the reading list as a starting point for expanding into new areas, thoughts and perspectives beyond those in the 'canon' of migration studies.

This course will be taught during Michaelmas Term. You will be writing a formative essay during the term to prepare you for the summative assignment on Friday, Week 0 of Hilary Term (see [KEY DATES AND DEADLINES](#)). The summative assignment will take the form of an open-book examination. You will have a choice of questions from which you will be expected to answer two within eight hours. Each essay should be no more than 1,500 words (not including bibliography). Details will be announced separately.

Governance of Migration

This course explores the intersections of human mobility and the governance of people, places, and political processes. The goal is to foster critical dialogue between theoretical and conceptual schema and emerging empirical dynamics. It does this through two broad themes. The first explores theories of power, sovereignty, and space drawing on themes from political science, human geography, sociology and anthropology. The second considers sites where rapid mobility helps generate or transform the exercise of authority and regulation at multiple scales. The course draws empirical examples from across the world with an emphasis on world regions that may otherwise be unfamiliar to students or where contemporary political debates over human mobility provide a strong heuristic into broader processes of socio-political transformation. The case material is intended to foster comparative perspectives with the aim of challenging and contributing to the theorization of mobility, space and power.

The course seeks to address the following primary questions:

1. Many theories of spatialised power and regulation were developed to make sense of places and processes in Europe and North America. What modifications are needed, if any, to enable us to employ these approaches to compare realities elsewhere?
2. What is the most significant way that human mobility reshapes regimes of spatial regulation?
3. What constitutes political resistance and justice amidst fluid and heterogeneous political orders? What is the most significant consequence of such actions?
4. What are the most effective analytic and methodological approaches for recognising the presence, effects, and dynamics of power *vis à vis* population movement?

This course will be taught during the course of Hilary Term. You will be given formative essays during the term to prepare you for the summative assignment in Week 2 of Trinity term (see [KEY DATES AND DEADLINES](#)). For the summative assignment, you will have a choice of questions from which you will be expected to answer two over a period of eight hours. Each

essay should be no more than 1,500 words (not including bibliography). Details will be announced separately.

Methods in Social Research

The course aims to familiarise you with common qualitative and quantitative research methods in migration studies. It will provide tools for you to become 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. Course materials will also support you in developing the methodology for your dissertation and provide a foundation for exploring specific methods you may wish to employ for this or other projects.

Qualitative method will be taught in Michaelmas Term. The summative assignment will be an essay no longer than 3,000 words (excluding appendices and bibliography). This will need to be submitted by Friday, Week 2 of Hilary Term and you should receive oral feedback following the assessment from your supervisor later in that term. The Quantitative Methods course will be taught in Hilary Term and will be assessed by a submission of a 3,000-word essay (excluding appendices and bibliography) on Monday, Week 0 of Trinity Term. (See [KEY DATES AND DEADLINES](#).)

Option Courses (Thematic and Regional Electives)

Students will choose two options. These options can be from the MSc Migration Studies, Refugee and Forced Migration, and from eligible options in SAME. Details of options will be available in the following pages. The options will be taught during Hilary Term. You will be given formative essays during the term to prepare you for the summative assignment in Week 1 of Trinity Term (see [KEY DATES AND DEADLINES](#)).

Dissertation

You will be working towards your dissertation throughout the academic year. Your dissertation should be an original contribution to the field, but not necessarily a work of primary research. In Michaelmas Term, students will be encouraged to discuss possible topics and approaches to their dissertation with their supervisor and to undertake a preliminary literature review.

In Hilary Term, students will need submit their final [Dissertation Topic Approval Form](#) in Week 3 (see [FORMS](#); [KEY DATES AND DEADLINES](#)). For the rest of the term, you should start more detailed work on the literature review and framing your dissertation.

In Trinity Term, a Dissertation Workshop will be held in Week 3. This is an informal workshop where you can discuss problems and issues about your dissertation with teaching staff and fellow students. Students may organise informal scriptorium group meeting every week from Week 3 onwards, and this will be supported by the Department. By Week 6 (or earlier) a full draft of your dissertation should be submitted to your dissertation supervisor. The earlier the supervisor can see your full draft, the more advantageous for you, as you would have more time to make the revisions. The dissertation will need to be submitted by Thursday of Week 8. (See [KEY DATES AND DEADLINES](#).)

§2. CHOOSING OPTION COURSES

In addition to the Core Courses, you **must** choose **two** options from a list of available courses. You may choose options from either Pool A, Pool B, or Pool C. Each pool will have its own limit of places available and this information is given where available. Places are allocated on a first-come-first-served basis. Full details on how to register for your option courses will be circulated nearer the time. In the case of options from Pool C, please ensure (a) that the option is available to MSc Migration Studies students and that (b) there will be an equivalency in summative assessment. MSc in Migration Studies will have priority over places available for options in Pool A while students from Refugee and Forced Migration will have priority over places in Pool B.

Short videos given by Option Conveners will be placed on Canvas to help you make your choice. In addition, course outlines and reading lists will be provided. They will remain there for a couple of weeks. Students would be welcome to contact the conveners directly if they have any questions. The three pools of available options courses are expected to be as follows (though changes are still possible at time of writing):

HOME POOL A: MIGRATION STUDIES OPTIONS COURSE SUMMARIES

Pool A: Migration Studies Home	No. of Places Available
Borders and Emergency (Alessandro Corso)	12
Ethics and Mobility: China–Africa as a Case Study (Di Wu)	12
Migration and Policy (Madeleine Sumption and Peter Walsh)	12
Migration and Religion (Lena Rose)	12
Migration, Time, and Temporality (Madeleine Reeves)	12
New Technologies and People on the Move (Emre Korkmaz)	12
Transnationalism and Diasporas (Manolis Pratsinakis with Marie Godin)	12

Borders and Emergency (Alessandro Corso)

The option course considers the relationship between borderlands, emergency, and ethics, reflecting on how frontiers for irregular migration generate ethical questions around otherness and sameness within the present context of irregular migration via the Mediterranean. The aim of the course is to provide a critical understanding of the intersection between border-production, states of emergency, and ethics, exploring how people act and interact with one another, by the means of proximity or indifference, obedience to moral codes and social rules or struggle to overcome fixed boundaries. As strongly research-led, the course puts particular emphasis on the North-African-European route of irregular migration, with a particular focus on the island of Lampedusa and southern Italy, but it provides an overview of borderlands around the world, from the Mexico-US border, to the Manus Island.

The course begins by introducing the notion of the ‘borderland’ analytically: how are borders constituted? What do we mean by fixed or fluid borders? We will then continue by drawing the interconnections between the historical and legal dimension of border-making, and the ways in which the emergence of borderlands raises important questions about political, legal and existential issues: how do people accept, normalize, reproduce, overcome, resist, remember, and narrate the borderland?

In all sessions, we will put emphasis on two approaches to understanding borderlands and ethics: on the one hand, ethnographic, experience-based perspectives, will allow us to explore how the space of the border generates ethical issues on a daily basis, and how everyday choices and attitudes can have an impact on peoples' present and future lives; on the other hand, a political theory perspective will provide for a theoretical framework for better understanding the politics of migration in relation to history, law, and ethics.

Ethics and Mobility: China–Africa as a Case Study (Di Wu)

This course examines the relationship between ethics and mobility and explores the theoretical issues arising at the intersection of the Anthropology of Morality and Migration Studies. Particularly, contrasting with the dominant political-economic analysis on mobility, we will take the moral perceptions and ethical narratives of people on the ground seriously. On the one hand, we aim to unpack how ethics influence people's decisions for and trajectories of migration; on the other hand, we will investigate how mobility shapes people's understandings and cultivations of the ethical self.

This option is research focused. Academic investigations will draw heavily – although not exclusively - from ethnographic materials on the recent yet controversial topic of China-Africa engagements. Specifically, we will start the course with discussions on how mobility is practised as an ethical project, concerning autonomy and freedom in particular. Then, we move on to historicise the ethical dimensions of mobility via the lens of (post)socialist discourse and legacies (ethics to be one) on current China-Africa interactions. Furthermore, we will critically evaluate the issue of 'ethics across borders'; i.e. how ethical practices could facilitate/hinder intercultural integrations. We will also explore the challenges and potential contributions that the 'feminist ethics' - ethics of care (in the form of humanitarianism in particular) – may bring to the study of mobility.

This course is primarily grounded in anthropology. Background knowledge in the Anthropology of Ethics would be helpful but not essential.

Migration and Policy (Madeleine Sumption and Peter Walsh)

How should governments regulate international migration? Who should be permitted to enter, for how long, and under what conditions? Which workers should be admitted, and how can migration be used to meet perceived labour market needs? Should migration be temporary or permanent, and what rights should migrants have after they arrive? How should governments balance the competing objectives of migration policy, such as the desire to promote economic growth, facilitate family union, promote migrants' integration, provide protection to people seeking asylum, enforce immigration laws, support the interests of the resident population, and inspire public confidence in the management of migration? How much control do governments really have over international migration?

This option course examines the design and implementation of immigration policies in high-income countries, analysing the key dilemmas that governments face when they make policy decisions on a diverse range of policy areas, from labour and family migration, to citizenship, unauthorised migration, immigration detention, and deportation. In looking at these areas, this course draws primarily on the experience of major destination countries in Europe and North America, but will also bring in examples from across the world.

For each policy area, students will examine the main theoretical debates and empirical evidence on the impacts of available policy options. What impacts do different policy choices have, and on whom? How sure can we be about the strength of the evidence, and how should governments act in the face of uncertainty? Since there is usually no ‘right answer’, but rather a series of difficult trade-offs, the course will pay particular attention to how governments balance competing objectives in practice.

Migration and Religion (Lena Rose)

Religion plays a major role in migrant experiences, motivations, identifications, belonging, and reception, but is often not well understood by migration scholars and policy-makers from secular traditions. The aim of this option course is to explore how religion is mobilised by migrants and societal actors in host societies, as well as managed by states confronted with migration processes – and how religious traditions themselves are transformed by migration. We will explore migrant spiritualities and the influence of religion on migrant agency, as well as religious notions of hospitality, including faith-based refugee assistance. We further ask how religion contributes to the formation of transnational collective identities beyond other types of belonging and examine the role of religion in different notions of ‘integration’ and (especially secularised Western) states’ management of religious diversity. We also explore how religion intersects with gender in the migratory process. Taking a critical perspective, we will come to appreciate the powerful interplay between different universalisms and their modes of inclusion and exclusion in the light of human migration.

The sessions take a from-the-ground-up, ethnographic perspective to enhance our understanding of the lived experiences of migrants, that is complemented by theoretical considerations of different disciplines, including religious studies, anthropology, socio-legal studies, international relations, and political theology. The course draws on a broad array of case studies that include different (and sometimes overlapping) migration experiences of forced and labour migration from diverse areas in the global North and South.

At the end of the course, students will have substantive overview of the potential of religion to undergird, transform, inspire, or complicate migrants’ experiences and states’ responses to migration. They will have the ability to critically analyse, and contribute to, major contemporary debates regarding integration, imperialism, terrorism, citizenship, and race as they intersect with religion.

Migration, Time and Temporality (Madeleine Reeves)

Time and temporality are intrinsic to the ways that migration is governed, lived, and discussed in public discourse. Time is implicated in administrative categories, bureaucratic determinations and the design of immigration rules. It is integral to the granting and revocation of rights, to the control of migrant labour, to systems of punishment for those who ‘overstay,’ and to state and popular imaginations of ‘development’ through transfers of remittances and expertise. Time is also central to the way that migration is experienced, from the challenges of synchronizing bodily and bureaucratic routines in contexts of economic or legal precarity to the demands of waiting—sometimes indefinitely—for the realisation of future life projects or for an absent family member to return.

This eight-week course provides an advanced introduction to this vibrant field of scholarly enquiry. It is informed by two guiding principles: first, the value of integrating broadly political

economic and phenomenological approaches, attentive to the ways in which the bureaucratic (dis)organisation of time in contemporary systems of migration shape the very rhythms and textures of life; second, the importance of exploring these themes comparatively and transversally, across diverse scales, forms of migration, and ethnographic settings. To this end, students are encouraged to read both for breadth and depth, recognising the centrality of ethnographic monographs to anthropological exposition and critique.

Each week a keyword serves as a starting point for thinking theoretically about time and temporality in relation to migration: impermanence, limbo, transit, hope, endurance, disjuncture, deferral and emergency. Weeks 1–3 focus broadly on the temporal governance of migration; Weeks 4–8 foreground the lived time(s) of migration. Seminar discussion during weeks 1–7 is organised around close discussion of two key readings and rotating student presentations on the week's core ethnographic monograph, selected chapters of which will be read by all students. The course will culminate in Week 8 with a round-table discussion on migration, crisis and critique, particularly as these pertain to the 2015 'refugee crisis' in Europe and the ongoing reconfiguration of mobilities in the context of the Covid-19 pandemic.

New Technologies and People on the Move (Emre Korkmaz)

The course aims to analyse the impact and actual/potential consequences of the new technological revolution over the people on the move. While governments, international agencies, NGOs and corporations benefit from big data, mobile phone data, block-chain and artificial intelligence to conduct projects and implement policies to support/empower, control/manipulate the movements of people; refugees and immigrants use social media and various software applications for their survival strategies. New technologies are also effectively used for humanitarian aids and responses such as cash support or disaster preventions.

The course will elaborate on these new developments from a critical perspective and discuss the positive and negative consequences. Such an approach will also include a critical approach towards the technological revolution, and its consequences will be debated for migrants, refugees, diasporas, humanitarian response and how authorities aim to exploit the technological progress to increase surveillance and control over the people on the move.

Transnationalism and Diasporas (Manolis Pratsinakis with Marie Godin)

The course is an introduction to contemporary approaches to diaspora and transnationalism in Migration Studies. It explores the sociocultural, economic and political aspects of transnational mobility and diasporic formations in an interconnected, post-colonial world. 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 concepts such as ethnicity, place, space and context, and to reflections on methodological nationalism in social science research on migration. In addition, we will focus on the lived experiences of migrants, refugees and other diasporic people, and ask how they make sense of mobility and displacement and construct senses of belonging. The course is structured around key topics such as identity; gender; transnational mobilisation; diasporas and development; memory and home-making, among

others. Adopting a historically sensitive lens, the course draws on ethnographic examples and case studies from across the world.

At the end of the course, students will have an understanding of current debates about diasporas and transnational approaches to migration and mobility within anthropology and sociology, as well as their historical underpinnings and antecedents. In addition to being able to reflect critically on literature in these fields, they will gain an understanding of how scholarship in this field contributes to wider social science debates and social policy.

HOME POOL B: REFUGEE STUDIES AND FORCED MIGRATION OPTION SUMMARIES

Pool B: Refugee and Forced Migration Home Pool	No. of Places Available
Carceral Spaces (Hanno Brankamp)	12
Dispossession and Displacement in the Modern Middle East (Dawn Chatty)	12
Postcolonial Borders and Forced Migration (To Be Determined)	12
Refugee Economies: Forced Displacement and Development (Naohiko Omata)	12
Statelessness: Politics, Knowledge, Resistance (Dilar Dirik)	12

Carceral Spaces (Hanno Brankamp)

Confinement and mobility control are key features of global migration systems. Refugees, migrants and other people on the move routinely face detention, encampment, imprisonment or are deprived of their mobility and freedoms in other ways. Captivity is thereby a debilitating bodily experience but is also embedded in more far-reaching systems of racialised, gendered, and classed injustice, violence, punishment, extraction and social control. Paradoxically, incarceration is sometimes also justified as humanitarian, protective and economically rational. At the same time, carceral conditions are by no means limited to those who migrate or cross borders but are also characteristic of contemporary society at large. Although prisons are the archetypical carceral spaces, they are but one among many technologies that can restrict human liberty. In fact, there is a growing recognition that forms of imprisonment now seem to lurk virtually everywhere and anywhere – they appear as much in physical locations as in imaginaries, discourses, psychological states and wider social relations. This course introduces the geographies of mobility control by examining a variety of such ‘carceral spaces’. It begins by spatialising the relationship between forced migration, (im)mobility and questions of (un)freedom. Each following week will then focus on a different space of incarceration – the prison, the camp, the plantation, the sea, the island, the border and the indigenous reserve – which will be discussed using theory and case studies from different time periods and geographical world regions. Ultimately, the course investigates not only what constitutes the ‘carceral’ in each of these sites, how they differ and may relate to each other, but also sheds light on forms of resistance, refusal and abolition that challenge these coercive infrastructures and practices. Drawing on scholarship in critical geography, black studies, queer and feminist studies, sociology and beyond, this course explores the nature, lived experiences, and conceptualisations of carceral spaces and their enduring relevance for the study of (forced) migration.

Dispossession and Displacement in the Modern Middle East (Dawn Chatty, Oriental Studies)

Dispossession and forced migration have come to be a defining feature of the contemporary Middle East. Yet involuntary movement of peoples has indelibly marked the region throughout the last 150 years. This course examines the history of forced migration through an anthropological lens, engaging with concepts such as: space and place, ethnicity, identity, belonging, nationalism, orientalism, cosmopolitanism, hybridity, and local conviviality, resilience, and integration. It engages with the forced migrations of Circassians from the borderlands of Imperial Russia, the Armenians, and the Kurds from Anatolia, the Palestinians, and Iraqis and Syrians in the Levant. The course addresses these dispossessions as part of the clash of empire, carried further by the colonial, neo-colonial as well as the contemporary neo-conservative political encounters. It engages with the ways in which these peoples have integrated without assimilating and developed a local cosmopolitanism. And finally, it examines whether such local conviviality can survive the current displacement and evictions of peoples, for example, from Syria.

Postcolonial Borders and Forced Migration (Details to follow)

Refugee Economies (Naohiko Omata)

This course explores the crucial but under-researched question: What difference does it make, in economic terms, to be a refugee? Amidst the daunting scale of protracted displacement worldwide, there has been growing interest in the development and economic potential of refugees across both policy and academic arenas. Although refugees engage in economic activities in their host states, their economic lives are usually shaped by various aspects of 'refugeehood' – defined as the legal, social, political and/or institutional contexts in which refugees find themselves in exile. By examining a range of factors that influence refugees' economic decisions, strategies and outcomes, the course investigates the ways in which their economic lives are analytically distinct. It takes an interdisciplinary approach by integrating the work of anthropologists, economists, sociologists, geographers, political scientists, lawyers, and practitioners.

This course closely draws upon the 'Refugee Economies' research project based at the RSC, which is a large-scale multi-country study on the economic lives of refugees and host populations in both refugee camps and urban cities across Uganda, Kenya, and Ethiopia. The course will incorporate findings from the research into class materials and invite 'refugee researchers' from these countries as guest speakers, offering students the opportunity to engage with the emic views from the field.

Statelessness: Politics, Knowledge, Resistance (Dilar Dirik)

Refugees, indigenous peoples and 'non-state' communities often have uneasy relationships with knowledge production, such as history-writing, documentation, and archiving. Often, vulnerable communities resort to practices of state evasion that render them invisible, unknowable and – therefore - ungovernable. This affects and shapes the ways they seek to preserve their memories and knowledge. Understanding these alternative archives requires alternative methodologies and scholarship.

This three-part course challenges the modern nation-state by focusing on life worlds, practices, and agencies within those whose livelihoods have been destroyed by state systems.

The first part of the course will lay out common issues around the state, power, and knowledge. In what ways is our understanding of the world shaped by histories, structures and systems like colonialism, racism and sexism? How do media, NGOs, and humanitarian institutions shape our perception of certain communities? By drawing on feminist and indigenous critiques of contemporary research methodologies, the second part will encourage students to engage with the knowledge produced by communities and movements in the context of violence, displacement and suppression. Finally, the last part of the course will delve into recently displaced or dispossessed communities' alternative, often unrecognised forms of collective resilience through autonomous knowledge production, grassroots resistance and justice-seeking efforts despite and beyond real or imagined borders.

Pool C: Anthropology Options

Students may also choose as their second option from the following. However they should note that the examination format is likely to be different to the one followed by this Degree. The Conveners would therefore need to be willing to set a separate question paper. Courses from Anthropology may clash with other option courses. Descriptions of the courses are available [online](#). Please choose from those running for Hilary Term only.

Social Anthropology of the Middle East (Zuzanna Olszewska and Morgan Clarke)

Anthropology of South Asia (David Gellner)

Themes in the Anthropology of Africa (David Pratten)

Key Debates in the Anthropology of Art and Visual Culture (Clare Harris and Elizabeth Hallam)

Anthropology and Film (Chihab El-Khachah)

Objects in Motion: Key Debates in Economic, Visual and Material Anthropology (Inge Daniels)

Sensory Experience in Therapeutics (Elisabeth Hsu and Paola Esposito)

The Anthropology of Law (Fernanda Pirie)

Anthropology of Buddhism (David Gellner)

Introduction to Science and Technology Studies (Javier Lezaun)

Anthropology of Environment (Laura Rival)

Materials: Anthropological Explorations (Elizabeth Hallam)

Anthropology of Violence and Social Suffering (Ina Zharkevich)

Anthropology of Politics and the Political (Gwen Burnyeat)

Anthropology, Climate Change and Climate Justice (Jessica Omukuti and Javier Lezaun)

Auditing Courses

If you are particularly interested in following an options course which forms part of another master's degree or options at ODID or SAME, 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. However, 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.

You should also confirm whether they would like you to attend all of their session regardless of whether you are auditing as sometimes a constant change of students in a class

can be disruptive. You should also ensure that the option does not clash with others that you will be taking for credit or the core courses.

But **please bear in mind** that the MSc in Migration Studies is an intensive nine-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.

§3. TEACHING AND ASSESSMENT SCHEDULE

The large majority of lectures and seminars will take place in Michaelmas and Hilary Terms (see [TEACHING YEAR](#) above), leaving Trinity Term for students to work on their dissertations. The table below sets out the schedule:

Course	No. of Lectures (1 hour per week unless otherwise specified)	No. of Seminars (1 hour per week unless otherwise specified)	No. of Formative Essays
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Michaelmas Term

Anthropology of Migration	8	8	1
Economies of Migration	8	8	1
Migration and Development	8	8	1
Methods of Social Research (Qualitative)	2 (2 hours) 6 (1 hour)	6	

Hilary Term

Governance of Migration	8	8	1
Option 1	8 (2 hours)		1
Option 2	8 (2 hours)		1
Methods of Social Research (Quantitative)	8 (1.5 hours)	7 (1.5 hours)	

Trinity Term

While there will be no formal lectures and/or seminars to attend during Trinity Term, there will be three summative assignments in Week 0 and Week 1 (see [KEY DATES AND DEADLINES](#)). There will be an informal Dissertation Workshop when students will be able to get feedback on their draft dissertations. In this period, students can organise study groups. Around Week 5/6 students will be expected to have shown their supervisor a complete draft dissertation.

Seminar Groups

To facilitate discussion in Michaelmas and Hilary Terms, students will be assigned to a seminar group. The constituency of the groups will change each term and for each core course.

Seminar Series

In addition to Lectures and Seminars, you are also strongly encouraged to attend, and participate, in the termly migration research seminars at SAME and COMPAS. They feature invited speakers and are an excellent introduction to cutting-edge migration research. (See the [COMPAS website](#) for more information.) Details of these talks will be circulated separately. You are also encouraged to sign-up to the Migration and Mobility mailing list, which collates migration-related events across the University, besides organising events for students and academics.

Students will be actively encouraged, and advised, to attend the weekly Work-in-Progress (WIP) seminars held by COMPAS in term time. These will be timetabled and you will receive more information on this research-led element of your degree during Induction – attendance is a must!

Study Trip

There will be a virtual Study Trip held during Week 9 and attendance will be compulsory. It is likely to take place over three days with presentations by specially invited members of international organisations. It is hoped that this albeit virtual sessions will provide students with first-hand exposure to the policy-world related to migration. It will be a good opportunity for students to ask questions of these organisations.

This study visit will be open to students on the MSc in Migration Studies and the Refugee and Forced Migration Studies so it would be an excellent way of meeting a wider range of students studying migration.

§4. ASSESSMENTS

Formative Assessments

There will be a number of formative 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 deepen your engagement with the issues discussed in the class and to hone your analytical writing skills. The essays will also help prepare you for the open-book examinations and other summative submissions throughout the academic year. 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 [WRITING ESSAYS](#) for notes on how to approach these short essays.) There are also writing guidelines for your dissertation in that section which you will find helpful.

Your course lecturer will mark the work and provide you with written feedback. Please note that formative 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 category ranges (i.e. Distinction, Merit, etc.) to be found in the marking criteria in the Examination Conventions ([EXAMINATION AND RESOURCES](#)).

Remember that while your formative 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.

Schedule of Formative Essays

You have to submit three 1,500-word formative essays during Michaelmas and one in Hilary for the core courses. In addition, you will write one formative essay each for your two options courses in Hilary. You will receive written feedback and an indicative mark on your essays, and you are encouraged to discuss the feedback with your module convenor and MSc supervisor.

You will be given a choice of essay topics from which to choose. The choice of questions will be released a week before they are due (e.g. on Monday, Week 2 for an essay due in Week 3). You will be notified by Canvas of the deadline for uploading your essay. After submitting your essay to Canvas, please upload it also to your assigned group portal so that you can share your ideas with your group. You are free to share your essay more widely with your cohort at your discretion.

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 and other informal assessments

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

- 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 interactions with teaching staff.
- Your essays returned to you within two weeks of the submission, and written feedback via Canvas giving you overall comments on your work and an indicative category mark (i.e. Distinction, Merit, etc.). 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 via Canvas, and will be able to help you should any concerns arise from the feedback.

Summative Assessment and Feedback

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.

Under the direction of the Chair of Examiners, written feedback will be provided to all students on their 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 overridden the assessors' mark, or where assessors disagreed, and appropriate synthesis of the feedback is provided. Students together with their supervisors will receive two anonymised reports within two weeks following the meeting of examiners at which the marks are ratified.

The purpose of feedback on summative assessment 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.

For the Methods in Social Research Qualitative proposal submitted in Week 2 of Hilary Term, informal oral feedback will be provided by the supervisor following assessment later that term. This, together with the mark obtained, will help inform the progress of your dissertation research.

For Options, students will be expected to attempt a total of three questions on the two options they have chosen for credit. They would need to answer one question from each of their chosen option for credit and a third from either one of their chosen options.

Other information about assessment standards

Students are advised to read the internal and external examiners' reports for the last cohort which can provide valuable insights and contribute to students' preparations for examinations and other forms of assessment. (Available in Canvas from mid-Michaelmas Term; note however for the years prior to 2021, some elements did not exist.)

§4. SUPERVISION

You have been assigned an individual supervisor, with whom you will have a short, introductory meeting in Induction Week or as individually arranged.

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 3 in Hilary. After this you will submit the final form Course Coordinator for approval by the Chair of the Examiners (see [KEY DATES AND DEADLINES](#)).

Your supervisor will have access to your formative essays and the essay feedback from your course lecturers on Canvas. They may discuss with you any challenges you are facing in the writing of formative 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 examination administration, you should contact the Course Coordinator in the first instance. Other personal, pastoral or financial matters are best directed to your College in the first instance.

It is generally expected that your assigned supervisor will oversee 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 supervise 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 a supervisor from another department or centre may be approached, depending on their availability. Graduate students may also on occasion lead seminars or discussion groups.

NB: 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 can be addressed promptly.

Supervision and Reading of Dissertation Drafts

Your supervisor should be the **only** person to be asked to read a draft of part, or all, of your dissertation. Your supervisor will not be the assessor of the 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 assessors from reading your work in advance.

Supervision varies from supervisor to supervisor. It will also be influenced 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).

Guidance for and Responsibilities of Students

(Adapted from regulations originally issued by the Education Committee of the University)

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 upon 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. S/he 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.

Attendance

You must attend all the lectures and seminars, which form part of the MSc in Migration Studies (see [Residence Requirements](#) below).

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 ODID and 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 Week 1 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. 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.
6. 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.
7. 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.
8. 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.

9. The supervisor should not be absent on leave (during term-time) unless appropriate temporary supervision has been arranged for the student.

§6. EXAMINATION

Examined Elements

The table outlines the assessments, method of assessment and weighting of the five elements and the successful completion of all constitutes the MSc in Migration Studies:

Assessment Title	Method of Assessment	Time Limit	No. of Questions	Word Length	Weighting
I. Anthropology of Migration	Open-Book	8 hrs	2	1,500 each†	7.5%
II. Migration and the Economy	Open-Book	8 hrs	2	1,500 each†	7.5%
III. Migration and Development	Open-Book	8 hrs	2	1,500 each†	7.5%
IV. Governance of Migration	Open-Book	8 hrs	2	1,500 each†	7.5%
V. Options	Open-Book	8 hrs	3	1,500 each†	15%

excluding: †bibliography

An ‘open-book examination’ is an assessment method designed to allow students to refer to either class notes and summaries or a ‘memory aid’, textbooks, or other approved material while answering questions under restrictive time conditions. The open-book examinations will take place online. Although students can refer to learning materials, the University Regulation of plagiarism still applies.

Assessment Title	Method of Assessment	Word Length	Weighting
VI. Methods in Social Research (Qualitative)	Essay Submission	3,000‡	7.5%
VII. Methods in Social Research (Quantitative)	Essay Submission	3,000‡	7.5%
VIII. Dissertation		15,000§	40%

excluding: ‡bibliography and appendices; §abstract, bibliography and appendices

Entering for the Examinations

The University will have automatically entered you for the examined elements of your course once you registered. However, it would be a good idea to check that you have been entered for the correct elements by clicking [here](#).

Alternative Examination Arrangements

Students 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](#). Subject to the provisions given in those notes, a student who fails to appear at the time and place appointed for any part of his/her examination shall be deemed to have withdrawn from the examination.

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 submissions which make up part of your final mark. The questions are 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!

Submission Process and Deadlines

All summative submissions should be uploaded to the Degree's designated platform **no later than 12 pm** (or at another specified time) on the deadline date ([KEY DATES AND DEADLINES](#)). At the time of submitting work, you will be asked to confirm statements on a declaration form found in the Degree's designated platform. All online open-book examination will start at 0930 hours (UK time) and assessments should be uploaded by 1730 hours (UK Time). (Please refer to [KEY DATES AND DEADLINES](#) for deadlines.)

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. It is **essential** that deadlines are strictly complied with. (See **Late Submissions** below.) (For deadlines, see [KEY DATES AND DEADLINES](#).)

Extensions and Late Submissions

In very exceptional circumstances (usually due to illness) it may be possible to request a short extension of time to hand in your assessed submissions. When you are not be able to submit an examined assignment on time, please contact the Senior Tutor of your College who will apply to the Proctors on your behalf for an extension. Late submission without approval will result in a fine from the University and may incur an academic penalty. Under **no** circumstances should an academic member of staff be contacted with regard to formal extension requests for assessed elements as this could undermine the impartial assessment process. However, students may discuss any pending issues with their supervisors.

Please note that dissertation submissions following late extensions may impact on the time when your marks are released and thus, potentially, on your graduation date. For submissions received at the latest **three working days prior to the final Exam Board meeting of Trinity**, we will aim to assess them in time for the final Exam Board, depending on assessors' availability. Dissertations submitted **after this point** may be assessed after the 'long break', in early September.

Examination Regulations

The [Examination Regulations](#) contain most of the University's formal regulations relating to examinations and to the programmes of study offered by the University. The regulations for the Migration Studies are split into two sub-sections. The first deals with general regulations covering all [MSc by coursework degrees](#) and the second with regulations specific to [MSc in Migration Studies](#). You may also find reading the regulations for the conduct of [University examinations](#) of particular use.

Examination Convention

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 penalties for late submission and over-length work. The full examination conventions for the MSc in Migration Studies will be published on Canvas ([EXAMINATION AND RESOURCES](#)) at least one whole term before the first assessment is due.

If there is a conflict between information in this Handbook and the Examination Conventions, then you should follow the Examination Conventions. Any modifications to the Conventions will be communicated to students via Canvas or email.

Previous Examiners' Reports

An anonymised copy of the Examiners' Reports for 2020–21 will be available to consult on [Canvas](#) (see *Examiners' Reports*). This will be published online in early Michaelmas Term.

Past Papers

Past examination papers, from 2010–2011 onwards, are available in the Library or from the [University of Oxford website](#). 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.

Receiving your results

You will receive an automatic email 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. The results page will detail all of your assessment results and your final classification. Results are generally published during the first half of July. **NB:** You will receive results for Papers I–III (three core courses) and VI (Qualitative Methods) by end of Hilary Term.

Best Dissertation and Examiners' Prizes

The Examiners may, at their discretion, award a prize for the best dissertation 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. Awards for these prizes will be considered at the final Exam Board meeting. Dissertations that are submitted later than one week before the final Exam Board meeting will not be eligible for the Award.

Deposit of Dissertations

The Examiners will normally recommend that dissertations awarded a distinction be deposited in the Bodleian Library. The Course Coordinator will contact you if this is the case, asking you to complete an Information for Thesis Cataloguing form (GSO.26b and GSO 3b).

Past Dissertations

Students interested in looking at dissertations prior to 2018–2019 will be able to find copies in the [Bodleian Library main catalogue](#). 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. Post 2019–2020, electronic copies of such dissertations can be consulted by application to the [Course Coordinator](#). For a list of available dissertations, please see this [link](#).

Graduation/Degree Ceremony

Degree ceremonies are arranged by 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). For more information, please click [here](#). Degrees are not automatically conferred at the end of the course, but either at a degree ceremony (in person) or *in absentia*. Degree ceremonies usually take place, on set days, between July through to September. After receiving results, you should check with your College to find out which is the earliest available ceremony dates for which you will be eligible. If you are interested in the background to the Degree Ceremony, please click [here](#).

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 the:

1. feasibility and coherence of your research proposal;
2. availability of appropriate supervision; and
3. 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.

§7. DISSERTATION RESEARCH RELATED MATTERS

Fieldwork

We do not encourage original field-based research on the degree; a dissertation can often be just as if not more effective based on secondary sources in the time available. If at the time of undertaking fieldwork, Covid-19 or similar epidemics persist, field research will be impossible and it is unlikely that students will get Departmental approval even where a strong academic case can be made. A limited number of online or telephone interviews, or media-based research, would be possible, if this is approved by your supervisor and deemed necessary for the project. This research will still have to go through the ethics procedures outlined below.

Even in cases where a limited amount of face-to-face research may be granted, students who wish to conduct primary research must plan their time very limited time (i.e. Christmas and Easter) carefully. Students *must* discuss their research plans thoroughly with their supervisors as early as possible. If fieldwork is deemed necessary, you will need to obtain ethical approval from the University **before** the field research is undertaken, including interviews. Your supervisor will need to read and sign off your application which the supervisor should then be submitted to the Departmental Research Ethics Committee (DREC) at ODID for approval. **NB:** 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. (See [KEY DATES AND DEADLINES.](#))

If your supervisor approves a limited amount of primary fieldwork, you must apply in good time for University travel insurance. This will involve completing a High-Risk Safety in Fieldwork Risk Assessment questionnaire. (See [FORMS.](#)) **NB:** 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 whilst on university-related activity. **NB:** you will only be covered for the days and travel directly linked to university work, and **not** for any personal time or travel.

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.

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 the [International Development](#) tile in Canvas). 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.

Change of dissertation topic

After Week 3 in Hilary Term, **ALL** substantive changes of topic (i.e. those which significantly affect the content and scope of your dissertation, and not simply changes to the wording of the title or specific area of research) **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 (see [FORMS](#)).

Change of supervisor

In some instances, there may be a case for students to change supervisor at the start of Hilary term. The reason for change may be based on the topic of their dissertation. The supervisor will have been allocated according to your research interests and how they fit in with those of the staff supervising on the course. Most students are happy for their supervisor to oversee 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 rest with 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.

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. Oxford regulations allow proof-reading assistance for the dissertation only; **not** for any other examined element.

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.

A proof-reader may identify:

- typographical, spelling and punctuation errors;
- formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, header and footers);
- grammatical and syntactical errors and anomalies or ambiguities in phrasing;
- minor formatting errors in referencing (for consistency and order);
- errors in the labelling of diagrams, charts or figures;
- 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 specified word limit;
- translate any part of the work into English

Students have overall authorial responsibility for their own 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*. 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 Appendix 1 ( *Good Practice in Citation and Avoiding Plagiarism*).

§8. FUNDS

Hardship Fund

This fund is intended for students who are facing financial hardship owing to circumstances that could not have been foreseen when starting the degree and are mainly designed for those who are self-/family-funded rather than those with scholarships. These funds should **NOT** go towards paying for fieldwork. A maximum of £250 can be awarded to a single applicant. The application should include:

- a cover note detailing the change(s) in circumstances which have resulted in monetary difficulties;
- a letter of support from the supervisor; and
- a full budget of expected costs, showing any secured and potential sources of funding and the shortfall expected.

Applications should be emailed to the [Course Coordinator](#).

Decisions will be emailed to the applications and, if successful, the funds will be transferred directly into the student's UK bank account.

Dissertation Support Fund

A small fund is available to support students in the preparation of their dissertation. The money may be used to subsidise 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

The maximum amount any one student can expect to get is £200 (supported by valid documentation).

Forms and guidance are available on [Canvas](#). A successful candidate will be reimbursed upon production of original receipt(s) for funds relating to dissertations.

§9. GRADUATE SUPERVISION REPORTING

At the end of each term, your supervisor will submit a report on your academic progress via the University's online Graduate Supervision Reporting.

Students will be notified by email when the reporting window opens and they are strongly recommended to complete a self-assessment report every reporting period. If you have any difficulty completing this task, you should speak to your supervisor. Your self-assessment report will be used by your supervisor(s) as a basis to complete a report on your performance this reporting period, for identifying areas where further work may be required, and for reviewing your progress against agreed timetables and plans for the term ahead. GSR will alert you by email when your supervisor or DGS has completed your report and it is available for you to view.

Students are asked to submit their report in **Week 7** of each term via the [Student Self-Service](#) portal, using their Oxford Single Sign-On username and password to log in. 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 (DGS) at ODID and to your College Advisor. Supervisors will submit their report via eVision. 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.

Your supervisor should discuss the GS 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.

§10. WRITING ESSAYS, DISSERTATIONS AND USING REFERENCES

Guidelines for Essay Writing

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

Highlight 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 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.]

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

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 anything more to add, 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.

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](#).

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](#).

Guidelines for Writing the Dissertation

1. What assessors are looking for?

Here is a list of things assessors will look for in a dissertation:

- 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 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. 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 help you to assess how feasible the research topic is, and how you may develop it.

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.

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 (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.

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.

The Department uses the Harvard referencing system, following the format of Oxford University Press. A style guide can be found on the [Oxford University Press website](#). You may find that there are a variety of different Harvard referencing systems online. It does not matter which one you use as long as you use the **same system consistently** throughout your written work. Some students have found online referencing tools, such as [Mendeley](#), helpful. You may also like to take a look at Appendix 2 ( **APPENDIX 2**) for guidance.

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

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

7. 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**.

To understand what constitutes 'plagiarism', please see [Appendix 1](#) below. There is also a related task you need to complete by **Friday, Michaelmas Term**, first week. ([EXAMINATIONS AND RESOURCES](#))

8. Format and presentation of submitted work

All work must be submitted in the following format:

- Must be **anonymous**, with only your candidate number on the front cover sheet†
- Must be presented in size 12 font
- Must be 1.5 line-spaced
- Must have a bibliography that consists only of references that are cited in the text; the section title should be 'References Cited' or 'Bibliography'
- Must follow the [Harvard](#) or author-date system of referencing
- Must be within the permitted word limit and include the word count‡ clearly stated where indicated.
- Must have a standard cover sheet, showing your essay title, candidate number and word count. Cover sheet will be supplied in the electronic submission platform.
- An abstract of 150-200 words should be added to the Dissertation. This will not be included in your 15,000-word count.

†Do not include anything in the Examiners' Copies that might identify you: this includes acknowledgements 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 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 Exam Conventions in [EXAMINATIONS AND RESOURCES](#)).

Part II

§11. SOURCES OF INFORMATION AND HELP

The Department and its Role

Your first port of call for any academic matters should be your supervisor ( SUPERVISION); other personnel who can help are listed below:

The second port of call for any matters regarding procedural, administrative matters and especially examinations	MSc in Migration Studies Course Coordinator ; tel. (2)81833
If no success with supervisor or Course Coordinator	Course Director
Matters to do with teaching on the course (or with the course itself) which needs to be discussed outside the course	Director of Graduate Studies, ODID or Director of Graduate Studies, SAME

For more practical information about ODID, please refer to the [International Development Canvas](#) pages. There you will find information on the use of the building and its facilities, including Computing and printing. It is important to note, however, that all our communication with you will be through your Oxford email address. We do not add non-Oxford University email addresses to the mailing list. If you use another email address, please ensure our Oxford email is forwarded to your mailer. It is also your responsibility to read announcements from Canvas and emails sent to you from the Department. Failure on your part to do so will not be accepted as an excuse for any resulting problems.

Microsoft Teams, Canvas and Inspera

All course materials (lecture lists, reading lists, etc.) are held on [Canvas](#) and all summative assignments will be on Inspera. Students will be directed to the site through Canvas. It is a web-based virtual learning environment (VLE). In order to access the site you will require a username and password. This will be the same as your Oxford Single-Sign-on name and the password you use for other accounts (such as email). For more details about the University of Oxford authentication, see [webauth](#).

NB: The MSc course relies heavily on Canvas to distribute course material, make important announcement and notify students of changes in course.

The College and its Role

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. If you need to obtain extensions for assignments, etc., the Senior Tutor of the College would be the person to contact. For more information on the role that College's play, please consult their individual handbooks.

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. College advisors may also be able to provide you with a character reference or for a Junior Deanship, but they are not able to provide you with academic reference.

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 whom to contact and what support is available.

Counselling and other welfare needs

The 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 General Practitioner (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

The University also offers a [counselling service](#). It is there 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. In addition, a range of [student-led support](#) is available to help provide support to other students, peer support, OUSU Student Advice Service and Nightline.

COMPAS and School of Anthropology and Museum of Ethnography (SAME)

The Centre on Migration, Policy and Society (COMPAS) is a research centre at the University of Oxford. Since 2003, COMPAS has established an international reputation for original research and policy relevance. It undertakes multi-disciplinary research, publication, teaching, and user engagement activities with a broad set of academic and non-academic users worldwide. COMPAS research covers a spectrum of global migration processes and phenomena, from conditions in places of migrant origins, through to institutions and activities affecting mobility, to social and economic effects in receiving contexts.

As MSc Migration Studies students you will have access to facilities in both COMPAS (58 Banbury Road) and SAME. SAME has a library in its main building (51–53 Banbury Road) which you may find useful. The Department's teaching rooms are dotted around at various locations on. Please do check their websites: [COMPAS](#) and [SAME](#).

Student Counselling Service

The University has a professionally staffed confidential [Student Counselling Service](#) for assistance with personal, emotional, social and academic problems. The Service is available free to all matriculated undergraduate and graduate members of the University.

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 [email](#).

Book well in advance so that courses of immunisation can be completed in good time (at least six weeks before your departure date). Dominique Attala is the Departmental contact. This service does not extend to families or other accompanying persons or 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](#).

Disability

If you have any concerns or need advice please refer to your supervisor or the [Course Coordinator](#) or check out the University's [Disability Office website](#).

Harassment

The University's policy relating to Harassment is available [here](#). The Department's Harassment advisors are [Annelies Lawson](#), [Sophie Scharlin-Petee](#), and [Cory Rodgers](#).

§12. COMMITTEES AND STUDENT FEEDBACK

Joint Graduate Studies Committee

Responsibility for the programme is vested in the Joint Graduate Studies Committee of the School of Anthropology and 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. At the University level, the [Education Committee](#) is responsible for matters of academic policy.

The Joint Graduate Studies Committee (JGSC) is chaired, alternately, by the Heads of both ODID and SAME. Its constituent members comprise the Course Directors from both Migration Studies and Refugee and Migration Studies pathways. One student representative from MSc in Migration Studies would be expected to attend. The student representative would be expected to report back on any concerns that students in their cohort had and on any suggestions for future improvements. The meeting would normally be held around the first week of Hilary Term.

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.

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 by Week 2.

Student Committees

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.

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 7/8 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 Teaching Committee). Any member of the class is welcome to attend. However, 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.

COMPAS Staff Committee: The COMPAS Staff Committee meets three times a year, to which a student representative is invited. The Committee deals with matters relating to the governance of COMPAS. Student representatives would have the opportunity to comment on or suggest changes to those aspects relating to their pathway.

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.

Course evaluations and surveys

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. Students are warmly encouraged to fill in these evaluation forms.

The 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 in Migration Studies degree course, such as the organisation and content of teaching, liaison with the library, staff and personnel, equipment, timetabling, 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.

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.

§13. UNIVERSITY REGULATIONS AND GUIDELINES

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](#).

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](#)

[Education Committee Guidance Notes](#) (the Education Committee is responsible for academic policy matters.)

Residence requirements

You should be aware that, according to University regulations, MSc Migration Studies students are required to keep statutory residence and pursue their studies in Oxford for no less than three terms after admission. 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.

Please note that, during the period of Covid-19 or similar pandemic, it may be necessary for students to remain at home for reasons of quarantine or self-isolation. We will be expecting everyone to follow official and university guidelines scrupulously throughout the year. For any concerns or doubts, please speak to the Course Coordinator or members of the teaching team.

Please refer to the University's guidance on [residency requirements](#).

Overseas students: [Tier 4 Visa Obligations](#)

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.

Policy on paid employment, Internships or *Pro Bono* Work

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 an intense academic programme; 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](#) on paid employment.

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 two hours a week** to ensure that this participation does not interfere with their academic commitments.

Policies on conflict of interest/academic integrity

You will find details on these on Canvas ( [UNIVERSITY AND DEPARTMENTAL POLICIES](#)).

The Oxford Students' [website](#) provides a lot of useful information – do check it out

§14. COMPLAINTS, ACADEMIC APPEALS AND OTHER CONCERNS

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.

Complaint relating to teaching or other provision

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](#). If you feel unable to approach one of those individuals, you may contact the Head of Department/Faculty (Professor Christopher Adam). The officer concerned will attempt to resolve your concern/ complaint informally.

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.

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](#).

Academic appeal

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](#).

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.

§15. LIBRARIES AND OTHER RESOURCES

The [Bodleian Libraries](#) form the integrated library service of the University of Oxford, offering over 13 million volumes, 27 site libraries, over 4,000 study places, 80,000 online journals, 1,350 research databases, document supply services, information skills training programmes and world-class staff expertise.

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). For off-site access to online resources log-in to SOLO with your Single-Sign-On user name and password received with your University email.

An extensive range of guides to resources and services are available [online](#), including details of forthcoming [training](#).

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 and is a five-minute walk from ODID. 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 Bodleian Libraries main website www.bodleian.ox.ac.uk.

Students will be provided with a library induction session at the beginning of Michaelmas Term, and a search skills session for online resources later in the term in preparation for dissertation writing. The [Libguide for International Development](#) also provides useful links for subject-specific resources. The Subject Consultant for International Development is based in the SSL and available for individual research [appointments](#) on request. Social Sciences data management queries can be addressed to the [Bodleian Data Librarian](#), John Southall, who can also be approached for support in creating or using qualitative data. For information about library services for readers with disabilities please contact the [SSL Reader Services Librarian](#). To request new library materials for purchase, email the details to [library material orders](#).

Course readings are available through Oxford Reading Lists Online (ORLO); links for these are given in the individual course tiles.

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, and South Asia materials), the Nizami Ganjavi Library, the Latin American Centre Library, the Bodleian Japanese Library, and the Institute for Chinese Studies Library. The main departmental library for anthropology is the [Tylor Library](#) (ISCA) on Banbury Road where students will find additional texts to support their course.

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

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](#).

§16. MIGRATION SOCIETIES AND NETWORKS

Oxford Migration Studies Society (OMSS)

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. The society also organises the annual Oxford Migration Conference.

If you are interested in getting involved, there will be an introductory meeting in Week 1 of Michaelmas Term on Friday 15 October.

Migration and Mobility Network

Researchers of migration and mobility across the University have the possibility to join a new [network](#) 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, [Domiziana Turcatti](#) or the generic network [email](#).

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.

§17. CAREERS INFORMATION AND ADVICE

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.

There is a Careers Orientations Session held in Week 1 of Michaelmas Term, 2.00-4.00pm led 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.

For advice and more information regarding internships, job opportunities please see the [Oxford Student website](#) and the [University Careers Service website](#).

Other careers events to look out for:

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

APPENDICES

Appendix 1: 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.

- Autoplagiarism. 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

Appendix 2: Style for References and Bibliographies

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.

Examples of Single author

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

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

Examples of Multiple authors

If there are two authors, cite the surnames 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.

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.

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.

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).

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 (ellipsis):

‘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)'.

(a) *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.

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 Caroline Brettell (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.

(b) *JOURNAL ARTICLES*

Ersanilli, Evelyn. 2012. 'Model(ing) 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.

(c) *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*, Oct. 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.

(d) *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.

(e) *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.

(f) *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.

(g) *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.

(h) *ACTS OF PARLIAMENT*

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

(i) *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.

(j) *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).

(k) *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.

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.

(l) *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.

(m) *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 Organisation 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>

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/>>

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.