



# MSc in Migration Studies

Course Handbook 2016-2017



School of Anthropology and Museum Ethnography  
Oxford Department of International Development



This handbook is for all students commencing the MSc in Migration Studies in Michaelmas Term 2016. The information in this book may be different for students starting in other years.

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**NB: SECTION 5 HAS BEEN REMOVED AS IT CONTAINED PERSONAL STUDENT INFORMATION**

## DISCLAIMER

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

<http://www.admin.ox.ac.uk/examregs/2015-16/mosbcinmigrstud/studentview/>

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

The information in this handbook is accurate as at 30 September 2016, however it may be necessary for changes to be made in certain circumstances, as explained at [www.graduate.ox.ac.uk/coursechanges](http://www.graduate.ox.ac.uk/coursechanges) webpage. If such changes are made the department will publish a new electronic version of this handbook on WebLearn, together with a list of the changes, and students will be informed.

# 1. WELCOME

## GREETINGS FROM THE COURSE DIRECTOR

Welcome to Oxford and to the MSc in Migration Studies!

This handbook is designed to guide you through the MSc in Migration Studies during the 2016-17 academic year. It is to be used together with the Weblearn site, where you will find full course reading lists and course-related announcements (see  p. 2).

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

This MSc in Migration Studies is unique in that it draws on the intellectual resources of three world-leading migration research centres at Oxford: the Centre on Migration, Policy and Society ([COMPAS](#)); the International Migration Institute ([IMI](#)); and the Refugee Studies Centre ([RSC](#)), as well as on two Departments: the Oxford Department of International Development ([ODID](#)) and the School of Anthropology and Museum Ethnography ([SAME](#)). You will be a full member of both Departments with access to all resources and facilities for students in both.

In addition to the lectures, seminars and tutorials, you are also encouraged to attend and participate in the [IMI](#) and [COMPAS](#) seminar series which run each term. The IMI seminars take place at QEH on Wednesday lunchtimes; and the COMPAS seminars are on Thursday early afternoons in the Pauling Centre at Anthropology. Both series feature invited speakers and are an excellent introduction to cutting-edge migration research.

We also intend to run an optional short study visit to Sweden and Denmark in Week 9 of Hilary term (see  p. 28-29 for an overview). You can apply for a contribution towards the costs of travel and accommodation (see  p. 72). There will be a study visit planning meeting late in Michaelmas term. Students interested in the study visit will be invited to actively participate in its planning.

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

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

I very much hope that you will engage with the Migration Studies Society that was set up by previous students in Migration Studies at Oxford (see  p. 56). In the past, the society has organised a wide range of activities and events for students and staff in Oxford with an interest in migration. However, it will only thrive if you get involved.

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



Professor Dace Dzenovska  
*Course Director, MSc in Migration Studies 2016-17*

## HOW TO USE THIS HANDBOOK

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

### Abbreviations used

#### Departments

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

#### Centres

|        |  |
|--------|--|
| COMPAS | <a href="#">Centre on Migration, Policy and Society</a> (58 Banbury Road) [part of SAME] |
| IMI    | <a href="#">International Migration Institute</a> [part of QEH]                          |
| RSC    | <a href="#">Refugee Studies Centre</a> [part of QEH]                                     |

#### Other



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

See another section or page within this Handbook

### Signposts to further reading online

Throughout this handbook you will be directed to information available online. Please take the time to investigate these links for yourself.

### Weblearn ()

Weblearn is a Virtual Learning Environment, a structured web-based system to support and enhance teaching and learning at the University of Oxford. <http://www.weblearn.ox.ac.uk/>. All the MSc course materials (lecture lists, reading lists, schedule, etc.) are held here.

Weblearn uses the analogy of a University Campus. There are 'building' sub-sites for each of the University Divisions, and 'floor' sub-sites for the departments belonging to that Division. The site for the MSc in Migration Studies can be found in the Social Sciences building sub-site, on the International Development floor sub-site: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh>. You will use your Oxford Single Sign-On (SSO) username and password to log in.

In parts of this handbook where you are referred to material that is on Weblearn, you will see this symbol: 

### Notes on the various roles of teaching staff

|            |   |
|------------|---|
| Supervisor | The member of teaching staff, normally one of those who teach the degree, who oversees your overall academic progress throughout the year, as well as supervises your dissertation. You will be assigned to a supervisor at the beginning of the academic year. See  section 6 for more details on the supervision system. |
| Lecturer   | Those who give lectures and who may also provide tutorials linked directly to a lecture series. Supervisors are normally also lecturers.  |
| Convenor   | The member of the core teaching staff responsible for the overall design and delivery of a course.  |

## POINTS OF CONTACT/WHO'S WHO

- **Course Coordinator: Andrea Smith**

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

*Office Location:* QEH, 1<sup>st</sup> floor New Building, Room 20.07

*Contact:* [andrea.smith@geh.ox.ac.uk](mailto:andrea.smith@geh.ox.ac.uk) / ☎ 01865 281701 (or 81701 from within the University network)

*Office Hours:* Mondays-Thursdays, 0830-1300 / 1400-1700; Fridays 0830-1300 / 1400-1600

- **Course Director 2016-17: Professor Dace Dzenovska**

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

- **Supervisor:**

Your supervisor oversees your overall academic progress throughout the year and you will find the name of your supervisor below (📖 p. 15). For further details on the role of the supervisor, please see 📖 section 6.

- **Chair of Examiners 2016-17: Professor Mathias Czaika**

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

- **External Examiner 2016-17: Professor Uma Kothari**, Professor of Migration and Postcolonial Studies and Head of the Institute for Development Policy and Management, University of Manchester

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

- **Core teaching staff** (see 📖 section 4 for further details):

|   |                 |   |   |
|---|-----------------|---|---|
| <b>Professor Dace Dzenovska</b><br>Associate Professor in the Anthropology of Migration | ISCA/<br>COMPAS | <a href="mailto:dace.dzenovska@compas.ox.ac.uk">dace.dzenovska@compas.ox.ac.uk</a> ☎<br>01865 284945 (or 84945 on the University network) | 43 Banbury Road, 1st floor<br>Wednesdays 14:00-16:00 by appointment                           |
| <b>Professor Mathias Czaika</b><br>Associate Professor of Migration Studies             | ODID/IMI        | <a href="mailto:mathias.czaika@geh.ox.ac.uk">mathias.czaika@geh.ox.ac.uk</a> ☎<br>01865 271533 (or 71533 on the University network)       | QEH, 2 <sup>nd</sup> floor Old Building,<br>Room 30.03<br>Tuesdays 11:00-13:00 by appointment |
| <b>Professor Ruben Andersson</b><br>Associate Professor of Migration and Development    | ODID/IMI        | <a href="mailto:ruben.andersson@geh.ox.ac.uk">ruben.andersson@geh.ox.ac.uk</a> ☎<br>01865 281817 (or 81817 on the University network)     | QEH, 2 <sup>nd</sup> floor Old Building,<br>Room 30.08<br>Tuesdays 11:30-13:30                |

Office hours are when a member of the core teaching staff will be available in their office to see you, but they may nevertheless require making an appointment. If no office hours are given, please contact that staff member by e-mail to arrange an appointment.

- **Department and Centre contact details**

These can be found on the web as follows (see also 📖 section 10):

*Departments*

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

ODID <http://www.geh.ox.ac.uk/>

*Centres*

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

IMI <http://www.imi.ox.ac.uk/>

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

## WEB-LINKS AND MAILING LISTS

### Web-links

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

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

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

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

### Mailing Lists

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

[geh-mscms@mailist.qeh.ox.ac.uk](mailto:geh-mscms@mailist.qeh.ox.ac.uk)

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

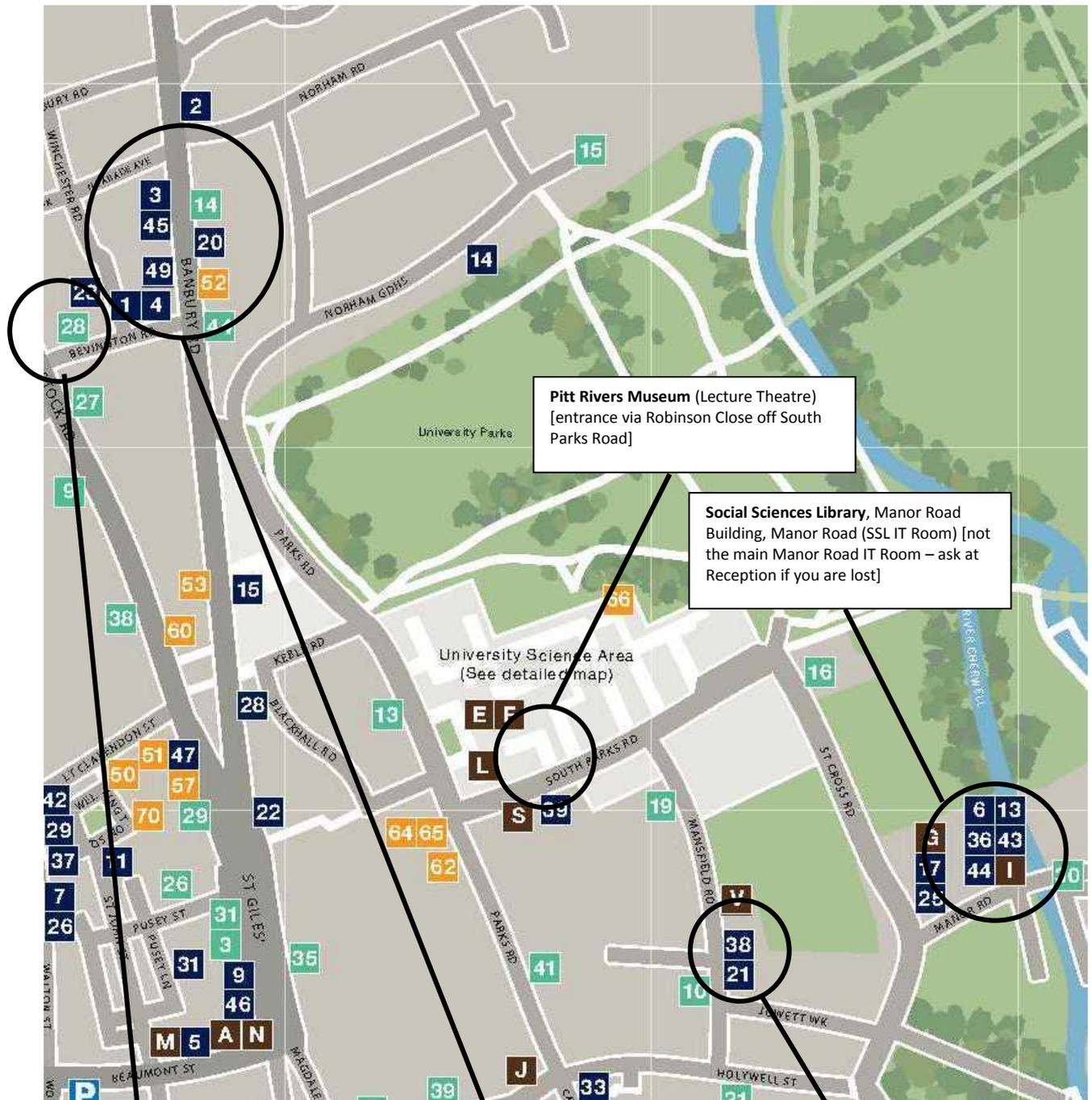
**All our email communication with you will be through your Oxford email address. We do not add non-Oxford University email addresses to this mailing list.** If you use another email address, please make sure your Oxford email is forwarded to your mailer.

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

## INDUCTION WEEK TIMETABLE

| Monday 3 October  | Tuesday 4 October  | Thursday 6 October  | Friday 7 October  |
|---|--|---|---|
| 0915-0945: <b>Coffee and biscuits</b> [Hall, QEH]   |  |   | 0900-0930: <b>Group Photo</b><br>(Garden or Seminar Room 2 if wet, QEH) |
| 0945-1000: <b>Collect welcome packs</b> [Seminar Room 1, QEH]   |  |   |   |
| 1000-1100: <b>MSc MS Introductions</b><br>(Professor Dace Dzenovska, and teaching staff)<br>[Seminar Room 1, QEH]   |  |   |   |
| 1100-1130: <b>Coffee and biscuits</b> [Hall, QEH]   | 1000-1230: <b>Individual meetings with supervisors</b><br>(COMPAS/IMI offices – separate schedule will be circulated)  |   |   |
| 1145-1245: <b>Introduction to Queen Elizabeth House and Departmental Facilities</b><br>(Professor Chris Adam, Dominique Attala)<br>[Seminar Room 3, QEH]<br>[with MSc RFMS students]  |  |   |   |
|   | 1245-1345: <b>Introduction to the International Migration Institute (IMI)</b><br>[Sandwich lunch in the New Building 2nd Floor open area, QEH]   |   |   |
| 1345-1445: <b>MSc MS Outline of Course</b><br>(Professor Dace Dzenovska, Professor Mathias Czaika, Professor Ruben Andersson)<br>[Seminar Room 3, QEH]  |  |   |   |
| 1445-1515: <b>Coffee and biscuits</b> [Hall, QEH]   |  |   |   |
| 1500-1700: <b>Introduction to the Social Sciences Library</b><br>(Sarah Rhodes)<br><br><b>Group 1 – 1500-1600</b><br><b>Group 2 – 1600-1700</b><br><br>(see separate sheet for groupings)<br><br>[IT Room, Manor Road Building, Manor Road] | 1500-1730: <b>Introduction to Anthropology</b><br>[Nissan Lecture Theatre, St Antony's College] [with Anthropology students]<br><br>[followed by Anthropology drinks party at the Pitt Museum] | 1540-1620: <b>Welcome to Oxford's Migration Research Centres (COMPAS, IMI &amp; RSC)</b><br>(Prof Cathryn Costello, Prof Mathias Czaika, & Prof Michael Keith)<br><br>[Seminar Room 3, QEH]<br>[with MSc RFMS/any students interested in migration] |   |
|   |  | 1630-1800: <b>MSc MS / MSc RFMS Welcome Party</b><br>Representatives/information about local NGOs and charity organisations will be present<br><br>[Hall, QEH]<br>[with MSc RFMS and other new MPhil/DPhil students interested in migration]        |   |

## MAP OF KEY PLACES IN OXFORD



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

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

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

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

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

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

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

## WELCOME FROM LAST YEAR'S CLASS

Dear incoming Migration Studies class

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

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

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

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

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

Make friends with other members of your class! There are so many students of different fascinating backgrounds and experiences that you can learn a lot from each other. Stressful times are also so much easier to deal with when you can talk to other people about them. We set up a Facebook group to exchange thoughts, ask each other questions and organise social events, as well as an organized Slack account for people who do not use Facebook and to divide events vs. readings, etc. The field trip to Greece between Hilary and Trinity terms was great for getting to know people outside of the school setting. It takes a lot of organization (in terms of divvying up who arranges flights, accommodations, meetings, etc.) but we attended lots of interesting migration-related talks, got to know each other a lot better and had loads of fun! Fortunately one of our cohort had lived there for a significant period of time and spoke Greek, which was very helpful.

The break between Hilary and Trinity will be intensive. Spend a good amount of time producing strong first drafts of the essays that make up your research methods portfolio. This will save you a lot of time

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

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

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

We've attached a list of alumni who don't mind being contacted about their research and work (see pages 50-55). Please don't hesitate to get in touch!

All the best,

Migration Studies Class of 2016

For a list of course alumni who are happy to be in touch, please see  Section 5. You should also check the LinkedIn pages set up by previous cohorts which can be found at: <http://tinyurl.com/mm27sj4>.

For a list of your fellow students this year, please see  section 5.

## **2. SCHEDULES AND *AIDE MÉMOIRE***

## COURSES BY TERM

### **Michaelmas Term (MT)** [Sunday 9 October to Saturday 3 December]

| Course title  | Led by  |
|---|---|
| International Migration in the Social Sciences : An Interdisciplinary Introduction (IMSS) * | Professor Dace Dzenovska  |
| Migration, Globalisation and Social Transformation (MGST) I *                               | Professor Ruben Andersson   |
| Methods in Social Research I *  | Professor Mathias Czaika  |
| Keywords: Migration and Social Theory*  | Professor Dace Dzenovska  |
| “Creative Approaches to Migration” Series   | Various external and internal presenters/performers<br>(separate schedule will be provided) |

### **Hilary Term (HT)** [Sunday 15 January to Saturday 11 March]

| Course title   | Led by                               |
|--|--------------------------------------|
| Migration, Globalisation and Social Transformation (MGST) II * | Professor Ruben Andersson            |
| Methods in Social Research II *                                | Professor Mathias Czaika             |
| Keywords: Migration and Social Theory*                         | Professor Dace Dzenovska             |
| “Creative Approaches to Migration” Series                      | Various – to be arranged by students |
| Option Course I (from Migration Studies home pool) * #         | Various                              |
| Option Course II * #   | Various                              |

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

# Options Courses (see  pp. 23-26 for further details). Three pools of options courses will be available:

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

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

We will be holding an Options Fair in Week 5 of Michaelmas (Friday 11 November, 14.00-16.00, QEH Seminar Room 3), when those lecturers offering options in 2016-17 will outline their course. You will be given full information about how to register for your preferred options courses in Hilary at this meeting.

## COURSES WITH ASSOCIATED ASSESSMENT UNITS

| Assessment Unit Number / Title                            | Weighting | Method of Assessment      | Submission Date                                  | Term    | Courses Relating to this Assessment Unit   | Comments  |
|---|-----------|---------------------------|--|---------|--|---|
| 9755 / International Migration in the Social Sciences     | 15%       | Essay                     | 12 noon, Tuesday Week 1 Hilary (17 January 2017) | Hilary  | International Migration in the Social Sciences (Michaelmas) and associated tutorials                       | One written essay of a maximum of 5,000 words (including footnotes, but excluding bibliography)<br><br><b>NB: This essay is unsupervised</b>  |
| 6062 / Migration, Globalisation and Social Transformation | 15%       | 3- hour written exam      | n/a  | Trinity | Migration, Globalisation and Social Transformation I (Michaelmas) and II (Hilary) and associated tutorials | The exams are likely to be held in Week 1 of Trinity term (w/c 24 April 2017), but there is a possibility this may change. Dates will be confirmed at least 5 weeks beforehand. See the Student Gateway for further details:<br><a href="http://www.ox.ac.uk/students/exams/timetables/">http://www.ox.ac.uk/students/exams/timetables/</a> |
| 6061 / Thematic and Regional Electives                    | 15%       | 3- hour written exam      | n/a  | Trinity | Option Course I (Hilary) and Option Course II (Hilary)   |   |
| 9756 / Methods in Social Research                         | 15%       | Portfolio of written work | 12 noon, Tuesday Week 0 Trinity (18 April 2017)  | Trinity | Methods in Social Research I (Michaelmas) and II (Hilary)  | A portfolio of 2 assignments of 2,500 words   |
| 9767 / Dissertation                                       | 40%       | Dissertation              | 12 noon Thursday, Week 8 Trinity (15 June 2017)  | Trinity | All courses  | A dissertation of not more than 15,000 words (excluding references and appendices) on a subject approved by the supervisor. Topic approval deadlines outlined later in this chapter of the handbook   |

The Keywords Discussion Classes are relevant to all assessment units.

## TIMETABLE OF CORE CLASSES AND SEMINARS

| <b>MICHAELMAS TERM 2017</b>             |   |  |  |  |   |
|---|---|--|--|--|---|
| Sunday 9 October to Saturday 3 December |   |  |  |  |   |
|   | Mondays   | Tuesdays   | Wednesdays   | Thursdays  | Fridays   |
| am                                      | <b>IMSS Session I</b><br>(Dace Dzenovska)<br>0930–1130<br>Weeks 1–8<br>64 Banbury Road  | <b>MGST I</b><br>(Ruben Andersson)<br>0900–1100<br>Weeks 1–8<br><b>Seminar Room 2</b><br><br><b>Research Methods Tutorials Group 4</b><br>1145–1245<br>Weeks 5–8<br>QEH Music Room | <b>IMSS Session II</b><br>(Dace Dzenovska)<br>0930–1130<br>Weeks 1–8<br>61 Banbury Road  | <b>IMSS/MGST Tutorials</b><br><b>Group 1</b><br>0930–1030<br><b>Group 2</b><br>1045–1145<br><b>Group 3</b><br>1200–1300<br>Weeks 3, 5, 6 & 8<br>51–53 Banbury Road | <b>IMSS Extra Session</b><br>0930–1130<br><u>Week 1 only</u><br>64 Banbury Road<br><br><b>IMSS/MGST Tutorials Group 4</b><br>0930–1030<br><b>Group 5</b><br>1045–1145<br><b>Group 6</b><br>1200–1300<br><u>Weeks 3-8</u><br>43 Banbury Road |
| lunch                                   |   |  | <u><b>IMI Seminar</b></u><br>1300–1400<br>Weeks 1–8<br>QEH Seminar Room 3  |  |   |
| pm                                      | <b>Research Methods I</b><br>(Tom Scott-Smith and/or guest lecturers)<br>with MSc MS students<br>1400–1600<br>Seminar Room 3 and Meeting Room A<br><b>(weeks 1 &amp; 3--8)</b><br><br><b>Research Methods Tutorials Groups 1,2 and 3</b><br>Group 1: 1700-1800<br>Group 2: 1800-1900<br>QEH Meeting Room A<br>Group 3: 1700-1800<br>QEH Music Room<br>Weeks 5–8 | <b>Keywords</b><br>(Dace Dzenovska)<br>1430–1630<br>Group 1: Weeks 1, 3, 5, 7<br>Group 2: Weeks 2, 4, 6, 8<br>64 Banbury Road  | <b>IMSS/MGST Tutorials</b><br><b>Group 1</b><br>1400–1500<br><b>Group 2</b><br>1515–1615<br><b>Group 3</b><br>1630–1730<br>Weeks 4 and 7 <u>only</u><br>51–53 Banbury Road | <b>Research Methods I</b><br>(Tom Scott-Smith)<br>With MSc RFMS students<br><br>Seminar Room G, Manor Rd<br><b>(week 2 only)</b>                                   | <u><b>COMPAS Seminar</b></u><br>1400–1530<br><u>Weeks 1–8</u><br>Pauling Centre, 58a Banbury Road   |
| eve                                     |   |  | <u><b>RSC Public Seminar</b></u><br>1700–1830<br><u>Weeks 1–8</u><br>QEH Seminar Room 1  | <b>Creative Series</b><br>1600-1730<br><u>Weeks 2,3,5,7</u><br>Pauling Centre, 58a Banbury Road  |   |

~ Please see pp. 16 to find out which Tutorial Group and which Keywords group you are in.

Week 1: *Essay Writing Workshop* (Professors Dace Dzenovska/Mathias Czaika) [Thursday 13 October, 1000-1200, 61 Banbury Road]

Weeks 2&3: One-off SSL Online Resources and Searching Skills Sessions (Group 1 – Friday 21 October, 1330-1530/Group 2 – Friday 28, 1330-1530) (led by Sarah Rhodes)

Week 5: *Options Fair* [Friday 11 November, 1400-1600, QEH Seminar Room 3] (with MSc RFMS)

Week 7: *Dissertation Workshops* [Time and date TBC] (teaching staff) [rooms TBC]

### Meetings and events in Michaelmas:

Week 1: *COMPAS Welcome Meeting* [Thursday 13 October, 1200, COMPAS Common Room, 58 Banbury Road]

Week 1: *Migration Studies Society/OxMo Introductory Meeting* [Friday 14 October, 1430-1600, SR3 followed by tea/biscuits in the Hall] (with MSc RFMS) (Claudia Hartman, Faith Cowling)

Week 4: *Careers Orientation Session* [Friday 4 November, 1400-1600, QEH Seminar Room 3] (with MSc RFMS) (led by Rachel Bray)

Week 4: *DPhil/ESRC application process presentation* [Thursday 3 November 1630-1800pm QEH Seminar Room 3]

Week 8: *Malmö and Copenhagen Study Visit Planning Meeting* [Monday 28 November, 1130-1300, 64 Banbury Road] (led by Ruben Andersson)

Week 8: *Student Consultative Committee* [TBA] (led by Professor Dace Dzenovska)

**☑ Please check your Nexus shared timetable calendar regularly as this will have the most up to date timetable information. Also, be sure to check any emails from the Course Co-ordinator, or from WebLearn, as this is how any last minute amendments or additions to your timetable will be communicated.**

## TIMETABLE OF CORE CLASSES AND SEMINARS

| <b>*HILARY TERM 2017 (PROVISIONAL)</b><br>Sunday 15 January to Saturday 11 March |                                      |   |  |   |                                      |
|--|--------------------------------------|---|--|---|--------------------------------------|
|  | Mondays                              | Tuesdays  | Wednesdays   | Thursdays   | Fridays                              |
| am   | OPTIONS COURSES<br>(see 📖 pp. 23-26) | <b>MGST II</b><br><u>Weeks 1–8</u><br><br><b>Research Methods Tutorials</b><br><u>Weeks 2-8</u><br>Group A (Chris Jacobi)<br>Group B (Robert Hellpap)<br>Group C (Muzhi Zhou) | OPTIONS COURSES<br>(see 📖 pp. 23-26)   | <b>Methods II</b><br><u>Weeks 1–8</u><br><br><b>MGST Tutorials:</b><br><b>Tutorial Group 1 ~</b><br><b>Tutorial Group 2 ~</b><br><u>Weeks 4 and 6 only</u><br><br><b>Tutorial Group 4 ~</b><br><b>Tutorial Group 5 ~</b><br><u>Weeks 5 and 7 only</u>                           | OPTIONS COURSES<br>(see 📖 pp. 23-26) |
| lunch  |                                      |   | <b>IMI Seminar</b><br>1300–1400<br><u>Weeks 1–8</u>                              |   |                                      |
| pm   | OPTIONS COURSES<br>(see 📖 pp. 23-26) | <b>Keywords ~</b><br><u>Group 1: Weeks 1, 3, 5, 7</u><br><u>Group 2: Weeks 2, 4, 6, 8</u><br><br><b>“Creative Approach to Migration” Series</b><br><u>Weeks 1, 3, 5, 7</u>    | OPTIONS COURSES<br>(see 📖 pp. 23-26)   | <b>COMPAS Seminar</b><br>1400–1530<br><u>Weeks 1–8</u><br>Pauling Centre, 58a<br>Banbury Road<br><br><b>MGST Tutorials</b><br><b>Tutorial Group 3 ~</b><br><u>Weeks 4 and 6</u><br><br><b>Tutorial Group 6 ~</b><br><u>Weeks 5 and 7, 43</u><br>Banbury Road<br>Group 6: 4-5.00 | OPTIONS COURSES<br>(see 📖 pp. 23-26) |
| eve  |                                      |   | <b>RSC Public Seminar</b><br>1700–1830<br><u>Weeks 1–8</u><br>QEH Seminar Room 1 |   |                                      |

~ Please see 📖 pp. 16 to find out which Tutorial Group and which Keywords Discussion Class group you are in.

### Individual seminars and workshops in Hilary:

Week 0: One-off *STATA Introduction Workshops* [Thursday 12 January, 0900-1230 OR 1300-1700, IT Services, Banbury Road] (groups TBC)

Week 6: *Mock Exam* [date and time TBA, Exam Schools] (led by Exam Schools staff)

Week 7: *Individual Research Methods Consultations* [separate timetable to be circulated later] (led by Professor Mathias Czaika)

Week 8: *Exam Preparation Session* [date and time TBA] (led by Professor Mathias Czaika)

### Meetings in Hilary:

Week 1: *Malmö and Copenhagen Study Visit planning meeting* [date and time TBA, Room TBA] (led by Ruben Andersson)

Week 4: *Malmö and Copenhagen Study Visit Admin Meeting* [date and time TBA, Room TBA] (led by Ruben Andersson and Andrea Smith)

Week 8: *Student Consultative Committee* [date and time TBA] (led by Professor Dace Dzenovska)

📖 Please note that scheduling in Hilary is still provisional. You should check your Nexus shared timetable calendar regularly, as this is where any amendments or additions to your timetable will be posted.

## TIMETABLE OF CORE CLASSES AND SEMINARS

| TRINITY 2017 (PROVISIONAL)<br>Sunday 23 April to Saturday 17 June |         |          |  |   |         |
|---|---------|----------|--|---|---------|
|   | Mondays | Tuesdays | Wednesdays   | Thursdays   | Fridays |
| am  |         |          |  |   |         |
| lunch   |         |          | <b>IMI Seminar</b><br>1300–1400<br><u>Weeks 1–8</u>                              |   |         |
| pm  |         |          |  | <b>COMPAS Seminar</b><br>1400–1530<br><u>Weeks 1–8</u><br>Pauling Centre, 58a<br>Banbury Road |         |
| eve   |         |          | <b>RSC Public Seminar</b><br>1700–1830<br><u>Weeks 1–8</u><br>QEH Seminar Room 1 |   |         |

**Individual seminars and workshops in Trinity:**

Week 2: *Dissertation Workshops* [time and date to be confirmed, Anthropology] (led by teaching staff)

**Meetings in Trinity:**

Week 8: *Student Consultative Committee* (led by Professor Dace Dzenovska) [Time and date TBA, roomTBC]

📅 Please note that scheduling in Hilary is still provisional. You should check your Nexus shared timetable calendar regularly, as this is where any amendments or additions to your timetable will be posted.

## AIDE MÉMOIRE OF MAJOR DEADLINES 2016-17

### MICHAELMAS

- Week 0** Elect two class representatives and a Social Secretary and let the Course Coordinator have a note of their names by the end of Week 1 (Friday 14 October 2016)
- Week 1** Submit Avoiding Plagiarism 1 post-test results and 'Use of *Turnitin*' to Course Coordinator by 12 noon on **Friday** (14 October 2016)
- Week 8** Methods in Social Research (Assignment 1): 3,000 word research proposal (essay) to be submitted via Weblearn to the course coordinator by 12 noon on **Friday** (2 December 2016)
- Week 8** Decide on dissertation topic and title (provisional): draft *Dissertation Title Approval Form* (☞) to your supervisor by 12 noon on **Friday** (2 December 2016)

The form will ask you to explain your choice and list some of the questions you will ask in your dissertation, as well as to list five essential sources. You will need to have a final, approved copy of this form signed off by your supervisor by Week 1 in Hilary

### HILARY

- Week 1** International Migration in the Social Sciences Essay to be submitted to Examination Schools (2 bound copies) and electronically (via Weblearn) by 12 noon on **Tuesday** (17 January 2017)
- Week 2** Final *Dissertation Title Approval Form*, approved in writing by your supervisor, to the Course Coordinator (for submission to the Chair of Examiners) by 12 noon on **Friday** (27 January 2017)
- Week 9** Methods in Social Research (Assignment 3): a 3,000 word statistics essay to be submitted via Weblearn to the course coordinator by 12 noon on **Monday** (13 March 2017)

### TRINITY

- Week 0** Methods in Social Research Portfolio to be submitted to Examination Schools (2 bound copies) and electronically (via Weblearn) by 12 noon on **Tuesday** (18 April 2017)
- Week 1** Two, three-hour written examinations (during the week commencing 24 April 2017\*):  
Paper 6062: Migration, Globalisation and Social Transformation  
Paper 6061: Thematic and Regional Electives
- \*Please note that there is a possibility this may change. Dates will be confirmed at least 5 weeks beforehand. See the Student Gateway for further details.
- Week 5** Full draft of dissertation to be submitted to your dissertation supervisor by 12 noon on **Friday** (26 May 2017) (it will be to your advantage in improving the dissertation to submit earlier)
- Week 8** Dissertation to be submitted to Examination Schools (3 bound copies) and electronically (via Weblearn) by 12 noon on **Thursday** (15 June 2017)

## ALLOCATION OF SUPERVISORS

| <b>Name</b>                | <b>From</b>    | <b>College</b>            | <b>Supervisor</b>                                    |
|----------------------------|----------------|---------------------------|--|
| Tatheer Ali                | Canada         | St Antony's College       | Mathias Czaika                                       |
| Lucinda Allen              | United Kingdom | St Catherine's College    | Marie Godin  |
| Maria Eleni Anastasopoulou | Greece         | Kellogg College           | Franck Düvell  |
| Ramzi Asali                | Jordan         | St Anne's College         | Nicholas Van Hear                                    |
| Sabina Barone              | Italy          | Kellogg College           | Ruben Andersson                                      |
| Oana Dumitrescu            | Romania        | St Antony's College       | Dace Dzenovska                                       |
| Alethea Enns               | Canada         | Kellogg College           | Michael Keith  |
| Christopher Foulkes        | New Zealand    | Blackfriars College       | Giulia Liberatore; (MT);<br>Gunvor Jonsson (HT & TT) |
| Jesus Gonzalez             | United States  | St Edmund Hall            | Carlos Vargas-Silva                                  |
| Jeffrey Hallock            | United States  | St Antony's College       | Ruben Andersson                                      |
| Ethan Hamilton             | United States  | Harris Manchester College | Ruben Andersson                                      |
| Leonie Harsch              | Germany        | St Antony's College       | Marie Godin  |
| Iryna Himbitskaya Corley   | United States  | Blackfriars College       | Giulia Liberatore                                    |
| Fiorina Jaso               | Albania        | Kellogg College           | Bridget Anderson                                     |
| Katharina Koch             | Germany        | Blackfriars College       | Marieke Van Houte (MT);<br>Gunvor Jonsson (HT & TT)  |
| Magdalena Krieger          | Germany        | Green Templeton College   | Martin Ruhs  |
| Danny Liu                  | Denmark        | St Edmund Hall            | Dace Dzenovska                                       |
| Paulius MacKela            | Lithuania      | St Antony's College       | Dace Dzenovska                                       |
| Katryna Mahoney            | United States  | St Antony's College       | Robtel Pailey  |
| Maryam Mamilova            | Russia         | St Catherine's College    | Frank Düvell   |
| Rosanna O'Keeffe           | United Kingdom | St Edmund Hall            | Dace Dzenovska                                       |
| Stephen Pellerine          | Canada         | St Antony's College       | Bridget Anderson                                     |
| Ana Powell                 | United Kingdom | Kellogg College           | Ruben Andersson                                      |
| Giulia Ravassard           | Italy          | St Anne's College         | Robtel Pailey  |
| Hannah Sachs               | United States  | Blackfriars College       | Bridget Anderson                                     |
| Inga Sagolla               | Germany        | Regent's Park College     | Ruben Andersson                                      |
| Richard Salame             | United States  | Regent's Park College     | Dace Dzenovska                                       |
| Wai Siong See Tho          | Malaysia       | Lincoln College           | Mathias Czaika                                       |
| Ananya Shrestha            | Nepal          | St Antony's College       | Nicholas Van Hear                                    |
| William Side               | United Kingdom | St Antony's College       | Mathias Czaika (MT);<br>Gunvor Jonsson (HT & TT)     |
| Patrick Thompson           | United States  | St Antony's College       | Ruben Andersson (MT);<br>Gunvor Jonsson (HT & TT)    |
| Veronika Trebulova         | Slovakia       | Kellogg College           | Franck Düvell  |
| Iliana Velkova             | Germany        | Lady Margaret Hall        | Mathias Czaika                                       |
| Benjamin Washburn          | United States  | St Antony's College       | Nicholas Van Hear (MT);<br>Gunvor Jonsson (HT & TT)  |
| Naomi Whitbourn            | United Kingdom | St Catherine's College    | Mathias Czaika                                       |
| Brian Young                | United States  | St Cross College          | Mathias Czaika                                       |

## KEYWORDS DISCUSSION CLASS GROUPS

[Keywords Discussion Classes usually take place in 51–53 Banbury Road]

### Group 1

Michaelmas and Hilary  
Tuesdays 14.30 -16.30  
Weeks 1, 3, 5, 7

|                            |                     |                          |
|----------------------------|---------------------|--------------------------|
| Tatheer Ali                | Alethea Enns        | Iryna Himbitskaya Corley |
| Lucinda Allen              | Christopher Foulkes | Fiorina Jaso             |
| Maria Eleni Anastasopoulou | Jesus Gonzalez      | Katharina Koch           |
| Ramzi Asali                | Jeffrey Hallock     | Magdalena Krieger        |
| Sabina Barone              | Ethan Hamilton      | Danny Liu                |
| Oana Dumitrescu            | Leonie Harsch       | Paulius MackKela         |

### Group 2

Michaelmas and Hilary  
Tuesdays 14.30 -16.30  
Weeks 2, 4, 6, 8

|                   |                   |                    |
|-------------------|-------------------|--------------------|
| Katryna Mahoney   | Hannah Sachs      | Patrick Thompson   |
| Maryam Mamilova   | Inga Sagolla      | Veronika Trebulova |
| Rosanna O'Keeffe  | Richard Salame    | Iliana Velkova     |
| Stephen Pellerine | Wai Siong See Tho | Benjamin Washburn  |
| Ana Powell        | Ananya Shrestha   | Naomi Whitbourn    |
| Giulia Ravassard  | William Side      | Brian Young        |

## IMSS/MGST TUTORIAL GROUPS (see p. 59 for further details)

[Tutorial Group meetings for groups 1-3 will take place at 51-53 Banbury Road, and for groups 4-6 at 43 Banbury Road]

### Group 1

Michaelmas (Weeks 3, 5, 6 & 8):  
Thursdays, 0930-1030  
**Weeks 4 & 7 only:** Wednesday 1400-1500

Tatheer Ali  
Lucinda Allen  
Maria Eleni Anastasopoulou

Ramzi Asali  
Christopher Foulkes  
Jesus Gonzalez

Hilary (Weeks 4 and 6):  
Thursday morning (time TBC)

### Group 2

Michaelmas (Weeks 3, 5, 6 & 8):  
Thursdays, 1045-1145  
**Weeks 4 & 7 only:** Wednesday 1515-1615

Sabina Barone  
Oana Dumitrescu  
Alethea Enns

Ethan Hamilton  
Leonie Harsch  
Danny Liu

Hilary (Weeks 4 and 6):  
Thursday morning (time TBC)

### Group 3

Michaelmas (Weeks 3, 5, 6 & 8):  
Thursdays, 1200-1300  
**Weeks 4 & 7 only:** Wednesday 1630-1730

Jeffrey Hallock  
Iryna Himbitskaya Corley  
Fiorina Jaso

Katharina Koch  
Magdalena Krieger  
Paulius MackKela

Hilary (Weeks 4 and 6):  
Thursday afternoon (time TBC)

### Group 4

Michaelmas (Weeks 3-8):  
Fridays, 0930-1030

Katryna Mahoney  
Maryam Mamilova  
Rosanna O'Keeffe

Stephen Pellerine  
Ana Powell  
Richard Salame

Hilary (Weeks 5 and 7):  
Thursday morning (time TBC)

### Group 5

Michaelmas (Weeks 3-8):  
Thursdays, 1045-1145

Giulia Ravassard  
Hannah Sachs  
Inga Sagolla

Wai Siong See Tho  
William Side  
Patrick Thompson

Hilary (Weeks 5 and 7):  
Thursday morning (time TBC)

### Group 6

Michaelmas (Weeks 3-8):  
Thursdays, 1200-1300

Ananya Shrestha  
Veronika Trebulova  
Iliana Velkova

Naomi Whitbourn  
Benjamin Washburn  
Brian Young

Hilary (Weeks 5 and 7):  
Thursday afternoon (time TBC)

## RESEARCH METHODS TUTORIAL GROUPS

### Group 1

Michaelmas\* (5-8):  
Mondays 1700-1800  
QEH Meeting Room A

Tatheer Ali  
Lucinda Allen  
Maria Eleni Anastasopoulou  
Ramzi Asali  
Christopher Foulkes

Jesus Gonzalez  
Giulia Ravassard  
Hannah Sachs  
Inga Sagolla

### Group 2

Michaelmas\* (5-8):  
Mondays 1700-1800  
QEH Meeting Room A

Sabina Barone  
Oana Dumitrescu  
Alethea Enns  
Ethan Hamilton  
Leonie Harsch

Danny Liu  
Wai Siong See Tho  
William Side  
Patrick Thompson

### Group 3

Michaelmas\* (5-8):  
Mondays 1700-1800  
QEH Music Room

Jeffrey Hallock  
Iryna Himbitskaya Corley  
Fiorina Jaso  
Katharina Koch  
Magdalena Krieger

Paulius Mackela  
Ananya Shrestha  
Veronika Trebulova  
Iliana Velkova

### Group 4

Michaelmas\* (5-8):  
Tuesdays 1145-1245  
QEH Music Room

Katryna Mahoney  
Maryam Mamilova  
Rosanna O'Keeffe  
Stephen Pellerine  
Ana Powell

Richard Salame  
Naomi Whitbourn  
Benjamin Washburn  
Brian Young

\*Your Hilary Term groupings will be distributed at a later date

## AIDE MÉMOIRE OF TUTORIAL AND OVERVIEW ESSAYS

**MICHAELMAS** (all deadlines: by 10am Mondays)

4 essays (1 overview essay\*; 2 essays linked to Paper I; 1 linked to Paper II)

- Week 1** Sign up for Michaelmas term essays (2 essays linked to Paper II; 1 linked to Paper I)
- Week 2** Overview essay [to supervisor]
- Week 3** Paper II essay (Causes of migration) [Professor Ruben Andersson]
- Week 4** Paper I essay (The State) [Professor Bridget Anderson]
- Week 5** Paper II essay (Development and Change) [Professor Ruben Andersson]
- Week 6** Paper I essay (Labour) [Dr Carlos Vargas Silva]
- Week 7** Paper I essay (Identity) [Dora-Olivia Vicol]
- Week 8** Paper I essay (Sociality) [Professor Dace Dzenovska]

\*no sign up required

**HILARY** (all deadlines: by 10am Mondays)

1 essay linked to Paper II

- Week 1** Sign up for Hilary term essays
- Week 4 or 5** Paper II essay ('Refugees are not Migrants') [Dr Jeff Crisp]
- Week 6 or 7** Paper II essay ('Migration, (dual) citizenship and its discontents in Africa) [Dr Robtel Pailey]

Please submit an electronic copy of your essay and *Short Essay Self-Assessment* form (p. 66) in **Word Format** via WebLearn by the deadline

You should also e-mail your essay to all other members of your tutorial group

## 3. THE DEGREE

## **AIMS AND OBJECTIVES OF THE DEGREE**

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

### Programme outcomes

#### A. Students will develop a knowledge and understanding of:

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

#### B. Skills and other attributes:

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

##### I. Intellectual skills

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

##### II. Practical skills

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

## AIMS AND OBJECTIVES OF THE DEGREE

B. Skills and other attributes (cont):

III. Transferable skills

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

### **Related teaching/learning methods and strategies**

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

### **Assessment**

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

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

### **Course structure**

The MSc in Migration Studies comprises three core courses. These are compulsory, as is the Keywords Discussion Class, which supplements the core courses and feeds into all assessment units, including the dissertation. In Hilary a range of options courses are taught, from which you must select two. Most of the courses on the degree feed into one of the final assessment units (see  p. 9).

### **Course balance**

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

## STRUCTURE OF THE DEGREE AND TEACHING PROGRAMME

### Teaching programme and lecture lists

Oxford University has a three-term academic year:

|                 |   |
|-----------------|---|
| Michaelmas term | Sunday 9 October to Saturday 3 December |
| Hilary term     | Sunday 15 January to Saturday 11 March  |
| Trinity term    | Sunday 23 April to Saturday 17 June     |

Each term consists of Weeks 1-8 of classes. In addition, in Michaelmas term, Noughth Week (Week 0) is a time when introductory meetings take place; and Week 10 of Trinity term is when examination vivas may take place (📖 p. 85).

### *Attending lectures and seminars outside the MSc in Migration Studies*

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

### *Auditing classes*

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

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

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

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

### *Oxford is not modular*

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

### *Attendance*

You must attend all the classes and tutorials which form part of the MSc in Migration Studies. See also 📖 p. 100 regarding residence requirements in Oxford.

### *Submission of work*

You must submit all written work on time and within the prescribed word length – both your tutorial essays and essays linked to your options courses; and work which is assessed as part of your final result (the IMSS Assessed Essay; the Methods in Social Research portfolio; and the dissertation). See 📖 pp. 17 and 86 for details of how and when to submit your written work.

## STRUCTURE OF THE DEGREE AND TEACHING PROGRAMME

Paper I (International Migration in the Social Sciences) and Paper II (Migration, Globalisation and Social Transformation) are designed to be complementary. The key difference is that Paper I approaches migration from the perspective of different social science disciplines in turn (economics, politics, sociology, anthropology, law and public policy respectively), while Paper II takes a strictly non-disciplinary perspective and focuses on the contribution of theories to our understanding of migration processes. While the course conveners have been careful to avoid significant overlaps, the two papers are strongly connected, reinforcing each other in approaching migration issues from different angles. Taken together, the lectures and readings on both papers will give students a solid theoretical and empirical insight into migration processes.

## CORE COURSES AND CLASSES

*International Migration in the Social Sciences: an Interdisciplinary Introduction [Paper I]*  
(Professor Dace Dzenovska) [Michaelmas]

The aim of the paper is to discuss themes in migration from different disciplinary perspectives. It will introduce students to fundamental concepts, methods and debates in the analysis of international migration within key disciplines (economics, politics, sociology, geography, anthropology, law, and public policy) by putting these disciplines in conversation with each other in relation to specific migration-related topics.

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

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

*Methods in Social Research [Paper IV]*  
(Professor Mathias Czaika) [Michaelmas and Hilary]

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

*Keywords: Migration and Social Theory*  
(Professor Dace Dzenovska) [Michaelmas and Hilary]

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

## CORE COURSES AND CLASSES (cont.)

*Tutorials and Supervision* [Michaelmas and Hilary] (See  pp. 57-60)

In addition to the compulsory classes, you will also have six one-hour tutorials in Weeks 3-8 of Michaelmas and two in either Weeks 4 and 6 or Weeks 5 and 7 of Hilary (depending on which Tutorial Group you are in). Four are linked to Paper I (IMSS) and four to Paper II (MGST). They are taught by the lecturers from these courses, in tutorial groups of around 5-6 students.

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

You will have to submit one additional 1,500 word essay to your general supervisor in Week 2 of Michaelmas; see  p. 61 for details. There is no tutorial linked to this essay, but your supervisor will discuss the essay with you during one of your one-to-one supervisions. Your other supervisions will check your general progress on the degree, and start you thinking about and reading around your dissertation topic. See  section 6 for further details on the supervision system.

*“Creative Approaches to Migration” Series*  
(Various Presenters/performers) [Michaelmas and Hilary]

The purpose of this series is to introduce students to different genres of engaging with migration outside the classroom. For example, in Michaelmas Term, students will learn about various aspects of migration through debates, films, theatre performances, and music. In Hilary Term, students will be asked to participate in organising the program.

## OPTIONS COURSES

In addition to the core courses, you must choose two further courses in Hilary from a list of options. Your first options course must be from the list of Migration Studies ‘home’ options; your second options course may come from either the home pool; the pool offered by the MSc in Refugee and Forced Migration Studies; or from the Anthropology home pool. The availability of any particular options course will be dependent on numbers. More information about the Migration Studies home options is available below ( pp. 23-26).

## SEMINARS

In addition to classes and tutorials, you are also encouraged to attend and participate in the [IMI](#) and [COMPAS](#) seminar series which run each term. The IMI seminars take place at QEH on Tuesday lunchtimes (in Michaelmas) and on Wednesday lunchtimes (in Hilary and Trinity IMI); and the COMPAS seminars are on Thursday early afternoons in the Pauling Centre at Anthropology. Both series feature invited speakers and are an excellent introduction to cutting-edge migration research.

 Please note that scheduling in Hilary is still provisional. Please check your Nexus shared timetable calendar regularly: this is where any amendments or additions to your timetable will be posted

## OPTIONS COURSES IN HILARY

We will be holding an Options Fair in Week 5 of Michaelmas (Friday 11 November, 1400-1600, QEH Seminar Room 3), when:

- we will confirm final titles and course descriptions for all options pools;
- those lecturers offering options in 2016-17 will outline their courses; and
- you will be given full information about how to register for your preferred two options courses in Hilary.

You must take **two** option courses in Hilary Term 2017, and these are assessed by a 3-hour written examination at the start of Trinity term (*Regional and Thematic Electives*).

In 2016-17 the Migration Studies home options are expected to be as follows, and you will find course descriptions below:

| Migration Studies home options pool                                  | Lecturer                  |
|--|---------------------------|
| Migration and mobilities in Africa                                   | Dr Gunvor Jonsson         |
| Transnationalism and diasporas                                       | De Leslie Fesenmyer       |
| Migration, development and security                                  | Professor Ruben Andersson |
| Socio-legal approaches to migration: Everyday experiences of the law | Dr Agnieszka Kubal        |
| The Rights of Migrants: Economics, Politics and Ethics               | Professor Martin Ruhs     |
| The political economy of international migration                     | Professor Mathias Czaika  |
| Mobility, nation, and the state                                      | Professor Dace Dzenovska  |

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

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

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

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

The Refugee and Forced Migration Studies home options pool is likely to include the following courses (other options will be announced at a later date):

| Refugee and Forced Migration Studies home options pool   | Lecturer                  |
|--|---------------------------|
| Critical Approaches to Durable Solutions                 | Georgia Cole              |
| Dispossession and Displacement in the Modern Middle East | Professor Dawn Chatty     |
| Refugees and Displacement in Africa                      | Professor Alexander Betts |
| UNHCR and World Politics                                 | Professor Gil Loescher    |

## OPTIONS COURSES IN HILARY

You will find a list of possible Anthropology options in the *ISCA Graduate Studies Handbook 2016-17*, which is available from: <http://www.isca.ox.ac.uk/current-students/course-information/>.

Please note the following about your choice of options:

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

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

### **Migration Studies home options pool: course descriptions**

#### Transnationalism and Diasporas (Dr Leslie Fesenmyer)

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

#### Migration and mobilities in Africa (Dr Gunvor Jonsson)

Wildly inflated estimates of the number of African migrants headed to Europe via the Mediterranean Sea appear frequently in current political and media debates, and have been given further credence due to fears over future tides of “climate refugees” flooding Europe, as they will be fleeing desertification in Africa. Such narratives obscure the dominant patterns and complex reasons for African migrations and mobilities, which are primarily directed to destinations within Africa and which often constitute a normal feature of life on the continent. Analyses of African migration tend to focus on the “brain drain”, trafficking, displacement from conflict, and irregular migrants in the global North. This risks “pathologising” African migration, portraying it as a problem and a symptom of all that is wrong with Africa. This regional course challenges such mainstream discourse and misconceptions, by examining the experiences of African migrants themselves and moving beyond a purely crisis perspective to explore both the continuities and discontinuities of African migrations. The course provides students with an empirically grounded understanding of the past and present socio-cultural, political and economic contexts shaping human mobilities in Africa. Through this improved empirical and theoretical understanding, students will acquire the skills to critically evaluate research and policies that target African migrants.

## OPTIONS COURSES IN HILARY

### **Migration, development and security** (Professor Ruben Andersson)

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

### **The Rights of Migrants: Economics, Politics and Ethics** (Professor Martin Ruhs)

There is a large gap between the rights of migrants stipulated in international human rights law and the rights that migrants in high-income countries experience in practice. Many UN agencies and other international and national organisations concerned with migrants have responded to the widespread restrictions of migrant rights by emphasizing that migrant rights are human rights that are universal, indivisible, and inalienable; they derive from a common humanity and must be protected regardless of citizenship. A key argument and starting point of this course is that we need to expand current debates and analyses of migrant rights by complementing conversations about human rights with a systematic, dispassionate analysis of the interests and roles of nation-states in granting and restricting the rights of migrants. This is because the rights of migrants not only have intrinsic value, as underscored by human rights approaches, but also play an important instrumental role in shaping the effects of international migration for receiving countries, migrants, and their countries of origin.

This course explores how and why high-income countries restrict the rights of migrants, with a focus on labour migrants, asylum seekers and refugees. Why do high-income countries restrict the rights of migrant workers, and how do these restrictions vary across countries? What explains the differential responses by high-income countries to the ongoing "refugee crisis"? Why have some countries done much more than others to protect the rights of people fleeing violence? What do we know about the determinants of immigration and asylum policies in high-income countries, and what are the implications for global governance of international migration and asylum? In addressing these questions, the course engages with theoretical debates and empirical research on the tensions between human rights and citizenship rights, the agency and interests of migrants and states, and the determinants and ethics of immigration policies.

### **The political economy of international migration** (Professor Mathias Czaika)

Over past decades, immigration and emigration has transformed many states both economically and politically. This course aims to provide students with a thorough understanding of the complex role and interaction of the state and the economy in international migration processes; and to help students understand current academic and public debates on core questions of international migration such as: why and how do people migrate across international borders? How does immigration and emigration affect the economy such as labour markets, fiscal balances, innovation, and economic growth? Who are the 'winners' and 'losers' of international migration? How can we understand the politics of immigration and emigration policy? Can states control migration, including "unwanted" migrants? How do countries aim to attract or retain "wanted" high-skilled migrants, and do they succeed?

## OPTIONS COURSES IN HILARY

### **Migration, Law and the Everyday Life: socio-legal approaches** (Dr Agnieszka Kubal)

Whilst the law (international norms, regulations, state immigration law and policies) regulates the movement of people, the black letter law does not operate in a vacuum. It is important therefore to ask how the law is experienced 'in action' by the governed mobile populations, and with what consequences? This option will provide an overview of the different analytical, often ethnographically informed, approaches developed by the socio-legal scholars to capture the nuanced relationships between migrants and the legal systems of the host countries. The different seminars throughout the term will critically review the following perspectives: legal pluralism, cultural defence, anthropological critiques of illegality and legalization, legal culture and legal consciousness, criminalisation of migration, deportation and deportability, legal violence, human rights. The readings will draw on rich ethnographies of Europe, United States and Russia – the largest destinations for migrants globally.

### **Mobility, nation, and the state** (Professor Dace Dzenovska)

Contemporary life is hardly imaginable without mobility—of capital, things, ideas, images and people. At the same time, some forms of mobility—for example, migration—are often thought to undermine modern political forms, such as the nation-state, as well as threaten the polities associated with them. This course will investigate the relationship between mobility, modern political forms, and associated conceptions of the polity. It will pay particular attention to some of the crucial tensions of the current historical moment—for example, the tension between the principle of freedom of movement and nation-state sovereignty. It will also ask whether and how practices of mobility open possibilities for imagining organization of collective life beyond the currently predominant political forms.

The course will engage concepts, such as the state, sovereignty, nation, the people, democracy, freedom, governmentality, and the commons. Firmly grounded in anthropology, the course will draw insights from other disciplines, such as history, political theory, cultural studies and geography. The course will question conventional regional divisions, instead emphasizing relational constitution of people and places. Within that, the course will pay particular attention to postsocialist perspectives and critical analysis of Europeanness, all the while viewing these as co-produced with other spaces and places.

## TYPICAL STUDENT SCHEDULE

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

## **MALMÖ AND COPENHAGEN STUDY VISIT**

### **STUDY TRIP TO DANISH-SWEDISH BORDERS**

We are planning to run a short field trip to Copenhagen, Denmark and Malmö, Sweden in Week 9 of Hilary term (the week commencing 13 March 2017). This is a 2½-3 day programme, and you should allow time for travel between the UK and Copenhagen airport on either side of the visit. It will be led by Ruben Andersson.

Sweden has been one of the largest protagonists in the ‘refugee crisis’ in Europe in the past two years, and in 2015 saw the highest per-capita intake of asylum seekers of all European countries – at 163,000, more than the population of the country’s fifth biggest city. For this reason, Sweden has been held up as a symbol of humanitarianism in some quarters and attacked in others. The criticism has come, not least, from neighbouring Denmark, whose government has long opted for the opposite strategy of seeking to curtail refugee flows through deterrence measures – including, in the most widely-reported initiative, through the confiscation of refugees’ valuables.

Sweden and Denmark jointly present a revealing case study of starkly divergent migration policies, yet surface differences belie many commonalities, which have only grown with the U-turn in Swedish migration policy in 2016. As most other European nations closed their doors to refugees, Sweden finally ‘gave in’ as well, introducing tough new asylum rules as well as border controls at the Øresund bridge between the two countries (both of which belong to Europe’s passportless Schengen area). These measures have brought Sweden firmly into the European mainstream – of not vanguard – of ever-tightening controls. Today, the situation in the Danish-Swedish borderlands is emblematic of a larger European failure to forge a common policy towards refugee hosting, and a flashpoint and testing ground for tough political choices on migration and asylum.

The impact of the shifting policies has been large on both sides of the bridge. While the large influx of refugees in 2015 saw Swedish authorities struggle with accommodating new arrivals, this year’s tightening of the border is affecting the bi-national metropolitan area across the bridge, which every day sees huge numbers of commuters cross between Malmö and Copenhagen. Meanwhile – in Denmark as in Sweden – migration authorities and police have to juggle conflicting demands. Among citizens, migrants and refugees alike, emotions are running high: asylum seekers are left in limbo and the nationalist/far right is experiencing a political surge, while volunteering groups try to create a welcoming environment amid closed borders.

All these reasons make the Copenhagen-Malmö area a compelling site to visit to see the conflicts, layers and real-life dilemmas in which today’s tense migration politics is imbricated. The visit will let us to go beyond the stark media reporting on the ‘migration/refugee crisis’ to understand better the day-to-day realities with which locals, institutions and migrants/refugees grapple, as well as the large social, political, cultural and financial impacts of migration politics and control in a region dependent on cross-border mobility of all kinds.

The field trip will give you the opportunity to meet:

- Local representatives from government agencies working on migration and refugee issues in the two countries.
- Representatives from local and international organisations working on migration issues, including humanitarian, advocacy and volunteering groups.
- Local scholars and their students.
- We will also plan visits to neighbourhoods and/or facilities where there has been a large intake of refugees, besides crossing the bridge to see border controls ‘in action’.

## MALMÖ AND COPENHAGEN STUDY VISIT

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

We have a small allowance within the course budget to support our students' work on their dissertations. You may apply for up to £250 and the funds are intended for use – among other things – in meeting academics and other experts outside Oxford. Participation in the Study Trip is one legitimate use of these funds. See  p. 69 for further details.

We will hold an initial planning meeting in Week 8 of Michaelmas term (**Monday 28 November, 11.30-1.00, 64 Banbury Road**) and will set up a sign-up on Weblearn () for you to express interest shortly before this.

## 4. THE STAFF

## CORE TEACHING STAFF

### **Professor Dace Dzenovska** (Course Director)

Associate Professor, Anthropology of Migration

*College:* Kellogg *Office:* 43 Banbury Road, 1<sup>st</sup> floor

*Office Hours:* Email for appointment

*Contact:* [dace.dzenovska@compas.ox.ac.uk](mailto:dace.dzenovska@compas.ox.ac.uk) / ☎ 01865 (2)84945

*Teaching:*

- Paper I: International Migration in the Social Sciences (Convenor)
- Keywords: Migration and Social Theory (Convenor / Lecturer)
- Option course: Mobility, Nation and the State (Hilary)
- Supervision

*Research Interests:* Postsocialism and migration; postcolonial Europe; sovereignty; the state; bordering; nation, race and ethnicity; political imaginaries.



### **Professor Mathias Czaika** (Chair of Examiners)

Associate Professor of Migration Studies

*College:* Wolfson *Office:* QEH, 2<sup>nd</sup> floor Old Building, Room 30.03

*Office Hours:* Wednesdays 1400-1600 by appointment

*Contact:* [mathias.czaika@qeh.ox.ac.uk](mailto:mathias.czaika@qeh.ox.ac.uk) / ☎ (01865) (2)81794

*Teaching:*

- Paper IV: Methods in Social Research (Convenor)
- Option Course: The Political Economy of Migration (Hilary)
- Supervision

*Research Interests:* Migration determinants; migration policy, migration and inequality/globalization, migration decision-making



### **Professor Ruben Andersson**

Associate Professor of Migration and Development

*College:* Wolfson *Office:* QEH, 2<sup>nd</sup> floor New Building, Room 30.27

*Office Hours:* Tuesdays 1100-1300 by appointment

*Contact:* [ruben.andersson@qeh.ox.ac.uk](mailto:ruben.andersson@qeh.ox.ac.uk) ☎ (01865) (2)71902

*Teaching:*

- Paper II: Migration, Globalisation and Social Transformation (Convenor)
- Option Course: Migration, Development and Security (Hilary)
- Supervision
- Malmö/Copenhagen Study Trip

*Research Interests:* migration, borders and security with a focus on West Africa and southern Europe; irregular migration; humanitarianism; globalisation; conflict and displacement



## STAFF TEACHING ON THE DEGREE

### **Will Allen**

Research Officer, COMPAS

*Research* British media representations of migration, public opinion, borders, civil society,  
*Interests:* politics

*Teaching:* · Paper I (International Migration in the Social Sciences)



### **Professor Bridget Anderson**

Professor of Migration and Citizenship and Research Director, COMPAS

*Research* Citizenship; immigration enforcement (including 'trafficking'); low waged labour,  
*Interests:* migration and the state

*Teaching:* · Paper I (International Migration in the Social Sciences)  
· Supervision



### **Professor Cathryn Costello**

Andrew W. Mellon University Lecturer in International Human Rights and Refugee Law, RSC  
and Research Associate, COMPAS

*Research* EU immigration and asylum law, including asylum procedures, EU Citizenship and  
*Interests:* third country national family members and family reunification

*Teaching:* · Paper I (International Migration in the Social Sciences)



### **Dr Jeff Crisp**

Research Associate, RSC

*Background:* Has held senior positions and worked within a number of humanitarian  
organisations including UNHCR, and the British Refugee Council. Jeff has first-  
hand experience of humanitarian operations throughout the world and has  
published and lectured widely on refugee and migration issues.

*Teaching:* · Paper II (Migration, Globalisation and Social Transformation)



### **Professor Franck Düvell**

Senior Researcher, COMPAS

*Research* Irregular immigration, highly skilled migrants; health issues; aspects of migration  
*Interests:* politics and management on EU and international level

*Teaching:* · Paper I (International Migration in the Social Sciences)  
· Supervision



### **Dr Leslie Fesenmyer**

ESRC Future Research Leaders Fellow, COMPAS

*Research* Transnational families, generation, and gender; migration and religion;  
*Interests:* Pentecostalism; African diaspora; belonging and citizenship; space and place;  
urban anthropology.

*Teaching:* · Option course: Diasporas and Transnationalism (Hilary)



### **Dr Marie Godin**

Research Officer, IMI

*Research* Migration and development, diaspora engagement, women's participation in  
*Interests:* peace-building, and (post)-conflict reconstruction

*Teaching:* · Supervision



## STAFF TEACHING ON THE DEGREE (cont.)

### Dr Gunvor Jonsson

Departmental Lecturer, Migration and Development

*Research* Migration and Mobilities, Africa (esp. Francophone West Africa), Anthropology,  
*Interests:* Trade, Gender, Space/Place

*Teaching:* · Option Course: Migration and Mobilities in Africa (Hilary)  
· Supervision (HT and TT only)



### Professor Michael Keith

Director, COMPAS

*Research* Interface between culture, urbanism and migration; the dynamics of urbanism;  
*Interests:* the study of cultural difference; the impact of migration on structures and processes of governance

*Teaching:* · Paper I (International Migration in the Social Sciences)  
· Supervision



### Dr Agnieszka Kubal

Research Fellow, Centre for Socio-Legal Studies

*Research* European migration systems; migrants' legal incorporation; the rights-citizenship  
*Interests:* nexus; questions of legality and semi-legality; social theory and comparative legal culture

*Teaching:* · Paper I (International Migration in the Social Sciences)  
- Option course: Migration, Law and the Everyday Life: socio-legal approaches (Hilary)



### Rob McNeil

#### Head of Media and Communications, Migration Observatory

*Background:* Rob joined COMPAS in November 2010 after two years as the Media Director for the US environmental organisation Conservation International. Previously he worked as PR manager for Oxfam GB, Senior Press Officer for WWF-UK and as a journalist for a range of publications

*Teaching:* · Paper I (International Migration in the Social Sciences)



### Dr Robtel Pailey

Senior Research Officer, IMI

*Research* Migration, citizenship, diasporas, transnationalism, conflict, post-war recovery,  
*Interests:* governance, and the political economy of aid, trade and remittances, all with respect to Africa

*Teaching:* · Paper II (Migration, Globalisation and Social Transformation)  
· Supervision



### Professor Martin Ruhs

Associate Professor of Political Economy, CONTED

*Research* Economics and politics of international labour migration, public policy-making,  
*Interests:* multinational corporations, migrant labour and the nation state, national institutions, social norms and the politics of free movement in the EU

*Teaching:* · Paper II (Migration, Globalisation and Social Transformation)  
· Supervision



## STAFF TEACHING ON THE DEGREE (cont.)

### **Dr Sarah Spencer, CBE**

Senior Fellow, COMPAS

*Research* Migrant integration; human rights and equality; and the policy making process

*Interests:*

*Teaching:* · Paper I (International Migration in the Social Sciences)



### **Professor Tom Scott-Smith**

Associate Professor of Refugee Studies and Forced Migration

*Research* Humanitarianism, technology, refugees, nutrition, shelter, NGOs

*Interests:*

*Teaching:* · Paper IV (Methods in Social Research) – Michaelmas Term



### **Dr Nicholas Van Hear**

Senior Researcher and Deputy Director, COMPAS

*Research* Forced migration; conflict; development; diasporas and transnationalism; with

*Interests:* field experience in Africa, the Middle East, South Asia and Europe

*Teaching:* · Paper II (Migration, Globalisation and Social Transformation)  
· Supervision



### **Dr Marieke Van Houte**

Marie Curie Research Fellow

*Research* Migration and development issues, migration from (post-) conflict countries,

*Interests:* return migration, transnational (political) engagement of migrants, and processes of structure and agency in mobility

*Teaching:* · Supervision (MT only)



### **Dr Carlos Vargas-Silva**

Associate Professor and Senior Researcher, Migration Observatory/COMPAS

*Research* Economic impact of immigration on migrant receiving countries; and the link

*Interests:* between migration (including forced migration) and economic development in migrant sending countries

*Teaching:* · Paper I (International Migration in the Social Sciences)  
· Supervision



### **Dora-Olivia Vicol**

DPhil Social Anthropology/COMPAS

*Research* politics and practice of precarious work, particularly that affecting Eastern

*Interests:* European nationals in the UK

*Teaching:* · Paper I (International Migration in the Social Sciences) (tutorials only)  
· Keywords (Lecturer)



## STAFF TEACHING ON THE DEGREE (cont.)

### Teaching Assistants

#### Chris Jacobi

DPhil, Sociology

*Research* · demography, sociology, statistics, life-course, mental health, eudaimonic

*Interests:* happiness measures, neighbourhood research



*Teaching:* - Quantitative Tutorials for Methods in Social Research (Hilary)

#### Robert Hellpap

DPhil, Sociology

*Research* · ethnic friendship segregation in school classes, education and educational

*Interests:* inequalities, computational sociology



*Teaching:* - Quantitative Tutorials for Methods in Social Research (Hilary)

#### Alejandro Olayo-Mendez

DPhil, International Development

*Research* interactions between migrants and humanitarian organizations along the

*Interests:* migration corridor in Mexico, as well as the role of humanitarian aid in migration processes.



*Teaching:* - Tutorials for Methods in Social Research (Michaelmas)

#### Michaela Peykovska

DPhil, Social and Cultural Anthropology

*Research* Population systems, demographic trends and wider development, post-

*Interests:* transitional demographic regimes



*Teaching:* · Tutorials for Methods in Social Research (Michaelmas)

#### Muzhi Zhou

DPhil, Sociology

*Research* - family and marriage, social demography, and quantitative methodology

*Interests:*



*Teaching:* - Quantitative Tutorials for Methods in Social Research (Hilary)

The contact details of University staff and students can be found on the main [University website](#)

## 6. SUPERVISION

## SUPERVISION

As you will see from  p. 15, you have been assigned an individual supervisor, with whom you will have a short, introductory meeting on the Tuesday of Induction Week (or as individually arranged).

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

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

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

Your supervisor will help you to start thinking about your dissertation from the start of the course, and will suggest preparatory readings to help you develop your thinking. Come prepared to discuss your ideas, as your supervisor will help you to identify a suitable topic and questions. By the end of Michaelmas term, you have to submit a draft *Dissertation Title Approval Form* to your supervisor for feedback; and your supervisor must have approved this by Week 1 in Hilary, when it is submitted to the Course Coordinator for approval by the Chair of the Examiners (see  section 2 of this handbook for further information on deadlines).

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

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

It is generally expected that your assigned supervisor will supervise your dissertation. If a strong case can be made for changing supervisors, you may be allocated a different supervisor at the end of Michaelmas to oversee work on your dissertation in Hilary and Trinity terms. Please see  section 7, pp. 69-72 for further details on dissertation supervision.

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

## **GSS – GRADUATE SUPERVISION SYSTEM**

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

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

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

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

When reporting you should

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

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

## TUTORIAL GROUPS

Students are divided into six tutorial groups (with 6 students in each group:  p. 16). The tutorial groups meet on Wednesdays/Thursdays and Fridays in Weeks 3-8 of Michaelmas Term and on Thursdays in Weeks 4 and 6 or in Weeks 5 and 7 of Hilary. You must attend all meetings of your group, and have done the reading in preparation for each meeting – regardless of whether you will be submitting an essay that week. Meetings usually take place in Anthropology (Seminar Room, 51-53 Banbury Road).

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

In addition to attending all your tutorial group meetings, you must write (see also  p. 17):

- **four** essays in Michaelmas (2 linked to Paper I; 1 linked to Paper II; and 1 overview essay [no tutorial is associated with this overview essay – see  p. 61 for details]); and
- **one** essay in Hilary (1 linked to Paper II)

You should sign up on Weblearn () early in Michaelmas Term for the Paper I and Paper II essays; and then again early in Hilary Term for the remaining Paper II essay. (You do not need to sign up for your overview essay: you will find details of the overview essay titles below. Please note that the sign-up system works on a first come first served basis, and automatically closes an essay topic when the allocated maximum number of students has signed up. You will receive further instructions from the Course Coordinator during Induction Week once the sign-up is open.

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

### Tutorial Schedule (Michaelmas):

| <u>Wk</u> | <u>Essay Due</u><br>(10am<br>Monday) | <u>Tutorial</u>                                 |                                       | <u>Topic</u>           | <u>Lecturer</u>     | <u>Paper</u> |
|-----------|--------------------------------------|---|---------------------------------------|------------------------|---------------------|--------------|
|           |                                      | <i>Groups 1,2 &amp; 3</i><br>(Weds or<br>Thurs) | <i>Groups 3,4 &amp; 5</i><br>(Friday) |                        |                     |              |
| 3         | 24 October                           | 27 October                                      | 28 October                            | Causes of migration    | Ruben Andersson     | II           |
| 4         | 31 October                           | 2 November                                      | 4 November                            | The State              | Bridget Anderson    | I            |
| 5         | 7 November                           | 10 November                                     | 11 November                           | Development and change | Ruben Andersson     | I            |
| 6         | 14 November                          | 17 November                                     | 18 November                           | Labour                 | Carlos Vargas Silva | I            |
| 7         | 21 November                          | 23 November                                     | 25 November                           | Identity               | Dora-Olivia Vicol   | I            |
| 8         | 28 November                          | 1 December                                      | 2 December                            | Sociality              | Dace Dzenovska      | II           |

## TUTORIAL GROUPS

### Tutorial Schedule (Hilary):

| <u>Week</u>                | <u>Essay Due</u><br>(10 am<br>Monday) | <u>Tutorial</u><br>(Thursday) | <u>Topic</u>   | <u>Lecturer</u> | <u>Paper</u> |
|----------------------------|---------------------------------------|-------------------------------|--|-----------------|--------------|
| <u>Groups 1, 2 &amp; 3</u> |                                       |                               |  |                 |              |
| 4                          | 6 February                            | 9 February                    | 'Refugees are not Migrants'*                                 | Jeff Crisp      | II           |
| 6                          | 20 February                           | 23 February                   | 'Migration, (dual) citizenship and its discontents in Africa | Robtel Pailey   | II           |
| <u>Groups 3, 4 &amp; 5</u> |                                       |                               |  |                 |              |
| 5                          | 13 February                           | 16 February                   | 'Refugees are not Migrants'*                                 | Jeff Crisp      | II           |
| 7                          | 27 February                           | 2 March                       | 'Migration, (dual) citizenship and its discontents in Africa | Robtel Pailey   | II           |

## OVERVIEW ESSAY (MICHAELMAS)

In addition to your three tutorial essays, you should write an overview essay answering the following question:

1. What are the key questions to ask of the unfolding “European refugee/migration crisis”?

The aim is to encourage you to start building on the reading you have done over the summer, and to get you into the habit of writing Oxford-style essays (see below (📖 p. 62). There are no separate reading lists for this essay.

Your essay and *Short Essay Self-Assessment* form (see below) should be submitted via Weblearn (📖) by 10am on Monday of Week 2 of Michaelmas (17 October 2016). Please also check with your supervisor if they would like to receive a hard copy of your essay via their department mailbox.

Please note: you should answer the questions as they are set, but by all means critically evaluate the underlying implications and assumptions of the question (see also 📖 pp. 84 on the importance of answering questions as set in examinations).

## ASSESSMENT OF ESSAYS

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

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

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

You are expected to complete a *Short Essay Self-Assessment* sheet (📖 p. 66) and attach it to your essay before submission. Your course lecturer will complete a *Short Essay Assessment Sheet* (📖 p. 67). Please note that tutorial essays do *not* form part of the formal assessment of your work. However, they are an integral part of teaching and learning. To help with this, they will be given an indicative mark from the range to be found on 📖 p. 92.

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

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

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

📖 Self-assessment sheets are available to download from Weblearn.

## WRITING ESSAYS AND PREPARING PAPERS FOR CLASS WORK

### Introduction

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

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

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

### Step One: Decide what the problem is all about

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

For example, if you were writing an essay entitled:

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

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

Some further questions to ask yourself might be:

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

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

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

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

## WRITING ESSAYS AND PREPARING PAPERS FOR CLASS WORK

### Step Two: Find the missing link

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

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

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

The missing links would be that:

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

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

### Step Three: State your major points

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

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

### Step Four: Structure each section

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

## WRITING ESSAYS AND PREPARING PAPERS FOR CLASS WORK

### **Step Five: Summarise the main points you have made**

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

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

### **Step Six: Plan your introduction**

Planning introductions and conclusions is what most students find hardest. In the case of the conclusion, it is most frequently because they are not sure of their stance on a topic or problem. In the case of the introduction, it usually is because they cannot make up their minds about what they want to say.

Accordingly, it is easier to plan the start of the essay or paper after you have planned the major sections and their summary. The reason is that you need to know what your explanation will consist of before you can draw the attention of your readers or audience to what you are going to explain and the way you are going to tackle it. If you don't know what your major sections will be, clearly you cannot do this.

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

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

### **Step Seven: Write your completed essay plan**

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

Introduction

Section One: major point, example, qualification, restatement

Section Two: major point, example, qualification, restatement

Section N: major point, example, qualification, restatement

Summary / conclusion

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

## WRITING ESSAYS AND PREPARING PAPERS FOR CLASS WORK

### 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:

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

## ENGLISH FOR ACADEMIC STUDIES

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

**MSc in Migration Studies 2016-17**  
**SHORT ESSAY SELF-ASSESSMENT (STUDENT)**



|                  |  |
|------------------|--|
| Course Title     |  |
| Name of Student  |  |
| Title of Essay   |  |
| Name of Lecturer |  |

|   |  |
|---|--|
| Main argument of your essay                           |  |
| Strengths of your essay                               |  |
| Areas for improvement                                 |  |
| Writing Process (eg. time management, planning, etc.) |  |

Signed: ..... Date: .....

**MSc in Migration Studies 2016-17**  
**SHORT ESSAY ASSESSMENT (LECTURER)**



|                 |  |
|-----------------|--|
| Course Title    |  |
| Name of Student |  |
| Title of Essay  |  |

|                    |  |
|--------------------|--|
| Overall evaluation |  |
|--------------------|--|

|  |  |
|--|--|
| Further comments regarding any of the following aspects of the essay:<br>- relevance<br>- coherence<br>- clarity<br>- originality<br>- use of literature |  |
|--|--|

|  |  |
|--|--|
| Areas for improvement; questions to explore with the student |  |
|--|--|

|                  |  |                 |  |
|------------------|--|-----------------|--|
| Name of Lecturer |  | Indicative mark |  |
|------------------|--|-----------------|--|

Signed: .....

Date: .....

## FEEDBACK ON YOUR WORK

Feedback on both formative and summative assessment is an important element of all programmes at Oxford and may be provided informally and/or formally. Feedback on formative assessment e.g. course essays or assignments, should provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment, will indicate areas of strength and weakness in relation to an assessment task, and will provide an indication of the expectations and standards towards which students should be working. Feedback on summative assessment e.g. theses and dissertations, should provide a critical review of the work and provide suggestions for improvements and future development of the topic of research to enable students to develop their work for doctoral study if appropriate.

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:

- Your essays returned to you within two weeks of the tutorial/submission, and a completed *Short Essay Assessment* sheet giving you overall comments on your work and an indicative mark  via WebLearn. In addition, the lecturer may have marked up the copy of your essay, highlighting individual points of strength and weakness in your argument.
- Your essay, together with your *Short Essay Self-Assessment* sheet and the *Short Essay Assessment* from the lecturer, will be copied to your supervisor, and you should expect to discuss these during your regular supervisions.

There is no formal written feedback given for Paper I, and students will not receive their final result for this assessment until July.

All students will also receive formal written feedback on their dissertation submitted in the final term of the course. Please see  p.71 for further details.

## **7. WRITING AND REFERENCES**

## THE DISSERTATION

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

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

Please make sure you discuss the possibility of limited primary fieldwork/ interviews with your supervisor, if your dissertation subject would benefit from such inputs. If your supervisor agrees that limited fieldwork/interviews would be appropriate, you will need to obtain ethical approval from the University **before** this is undertaken. Please see  pp. 93 for further details.  Forms and guidance notes are available on Weblearn. Your supervisor will need to read and sign off your application, which should then be submitted to the Departmental Research Ethics Committee (DREC) at ODID for approval.

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

### Timetable

#### Michaelmas

|          |  |
|----------|--|
| General  | Start to discuss possible topics and approaches with supervisor, and undertake a preliminary literature review   |
| Week 7   | First dissertation workshop (Time and date to be confirmed): <ul style="list-style-type: none"> <li>- You will be asked to submit in advance a <i>Dissertation Workshop Preparation Sheet</i> ( See Weblearn) to help formulate your thoughts on your dissertation title, topic and preliminary bibliography</li> <li>- You will be divided into smaller discussion groups, each led by a member of the teaching staff</li> <li>- We will ask you to give a very brief presentation of your ideas for your dissertation, based on your preparation sheet</li> </ul> <p>If you wish to make a case for changing supervisors, you will be able to do so on this form. Please see notes below for further explanation.</p> |
| Week 8   | You must complete a <u>draft</u> <i>Dissertation Title Approval Form</i> (  See Weblearn) and submit this to your supervisor for feedback by 12 noon on Friday (2 December 2016). The form will ask you to explain your choice and list some of the questions you will ask in your dissertation, as well as to list five essential sources  |
| Vacation | Continue work on formulating your dissertation topic, approach and literature review   |

#### Hilary

|           |  |
|-----------|--|
| Week 2    | Final <i>Dissertation Title Approval Form</i> (  See Weblearn), signed off in writing by your supervisor, to be submitted to the Course Coordinator (for approval by the Chair of Examiners) by 12 noon on Friday (27 January 2017) |
| Weeks 2-8 | Start more detailed work on literature review and framing your dissertation; regular meetings with your dissertation supervisor  |
| Vacation  | Continue working on your dissertation literature review and undertake any interviews. (See notes above and  pp. 93 on the need for prior approval for any limited fieldwork/interviews)   |

## THE DISSERTATION

### Trinity

|        |   |
|--------|---|
| Week 2 | <p>Second dissertation workshop (time and date to be confirmed):</p> <ul style="list-style-type: none"> <li>- You will be asked to submit a revised <i>Dissertation Preparation Sheet</i> (☒ See Weblearn) based on your work to date</li> <li>- Similar format to the first workshop, with the group divided into smaller discussion groups, each led by member(s) of the teaching staff</li> <li>- We will ask you to give a very brief presentation of your work on your dissertation to date and/or of a problem you are working through</li> </ul> |
| Week 5 | <p>Full draft of your dissertation to be submitted to your dissertation supervisor by 12 noon on Friday (26 May 2017). If you can get this in to your dissertation supervisor before Week 5, this would be to your advantage, as it would give you longer for final revisions.</p>  |
| Week 8 | <p>Final submission of your dissertation to Examination Schools by 12 noon on Thursday (15 June 2017).</p>  |

### Changes of supervisor

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

### Supervision and reading drafts

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

Supervision varies from supervisor to supervisor. It will also be affected by your own working pattern and the nature of your research topic. Sometimes relatively frequent, short discussions can work well. At other times, longer, structured discussion or written comments may be more effective. It is up to you and your dissertation 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 dissertation supervisor at least five times from early Hilary to late Trinity term (roughly once a fortnight in term; you should not expect your dissertation supervisor to be available in the Easter vacation).

### Proof reading/copy editing

We have in the past had enquiries about whether it is permissible to use a copy-editor to review your dissertation before submission, in particular to pick up any minor errors in English usage. There are no rules against having some help with proof-reading and we recognise that it is very useful to have other eyes reviewing your work before submission. However, it is important to note that the final work submitted **must** be your own and any assistance from a copy-editor should be limited to correcting English language.

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

## THE DISSERTATION

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

### Changes of title

After Week 1 in Hilary Term, **ALL** substantive changes of title (i.e. those which affect the content of your dissertation, and not simply minor changes to the title itself) **MUST** be formally approved by the Chair of Examiners. Please discuss this with your dissertation supervisor if in doubt as to the extent of any proposed changes. Your supervisor must, in any case, approve any changes to your dissertation title. Should you wish to change your title substantively, write to the Chair with an explanation of the proposed change. You will find a *Dissertation Title Change Form* on Weblearn (.

### Feedback on dissertations

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

### Dissertation prizes

The Examiners may, at their discretion, award a prize for the best dissertation submitted by a student on the MSc in Migration Studies. The student will be notified during the summer and will be awarded the prize (which is currently £100).

The School of Anthropology also awards the Nicola Knight Prize, for the best use of statistical methods in a master's thesis. The winning student is notified in the October following completion of the degree.

### Deposit of dissertations receiving distinction in the Bodleian

The Examiners will normally recommend that dissertations awarded a distinction should be deposited in the Bodleian Library. The Course Coordinator will write to you if this is the case, asking you to complete an *Information for Thesis Cataloguing* form (GSO.26b – available on Weblearn (.

### How to find past dissertations in the SSL

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

## THE DISSERTATION

### **Dissertation support fund**

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

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

Funds may also be applied for towards the costs of travel and accommodation on the Study Trip in Week 9 of Hilary term (see  p. 28-29 for further details). Forms and guidance are available on Weblearn (.

**Please note you will only need to complete a form to apply for non-study trip funds.**

### **Safety in Fieldwork/Risk Assessment questionnaire, travel insurance forms, CUREC**

If your supervisor approves a limited amount of primary fieldwork, or if you are participating in the Morocco Fieldwork Trip, you must apply in good time for University travel insurance, which will involve completing a Safety in Fieldwork/Risk Assessment questionnaire. For any primary fieldwork, you should also be aware of the University's research ethics requirements (CUREC) (see  p. 93). Full details and forms are available on Weblearn (.

### **Submitting your dissertation**

Please see  p. 86 (FORMAT AND PRESENTATION OF SUBMITTED WORK).

### **Marking conventions**

Please see  p. 90-92 (MARKING SCALE AND GUIDELINES).

## DISSERTATION WRITING GUIDELINES

### 1. What the Examiners are looking for

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

### 2. Choosing your topic

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

#### *Discuss it with your supervisor*

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

#### *Identify a question*

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

#### *Further considerations*

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

### 3. Conducting research

#### *Identify a theoretical framework*

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

## DISSERTATION WRITING GUIDELINES

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

### *Evaluate your sources*

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

### *Refine your question*

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

## **4. Planning the dissertation**

### *Make a timetable*

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

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

### *Write a plan*

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

## DISSERTATION WRITING GUIDELINES

### 5. Writing the dissertation

#### *Define your key concepts – and early on!*

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

#### *Convince your reader*

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

#### *Structure*

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

#### *Familiarise yourself with academic work*

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

#### *Grammar, punctuation and spelling*

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

### 6. Referencing

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

### 7. Some useful resources:

Phyllis Crème and Mary R. Lea (2003) *Writing at University: a guide for students*, 2<sup>nd</sup> 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

## HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

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

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

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

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

### 1. Citations in the text

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

#### Single author

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

*or*

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

#### Multiple authors

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

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

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

*or*

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

#### Multiple sources

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

## HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

### 1. Citations in the text (cont.)

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

#### No author

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

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

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

#### Secondary referencing

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

#### Law cases

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

#### Personal communications and interviews

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

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

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

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

**NB: Remember that you MUST obtain approval before undertaking any research projects which involve human participants. This includes elite interviews. See  p. 93 for further details.**

#### Websites

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

## HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

### 2. Direct quotations

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

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

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

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

Oliver Bakewell argues that:

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

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

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

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

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

### 3. Listing references at the end of a text

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

#### 3a. Books

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

##### *Single author*

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

## HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

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

#### 3a. Books (cont.)

##### *Joint authors*

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

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

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

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

##### *Edited book*

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

##### *Translated book*

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

##### *Same author(s), multiple publications*

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

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

##### *Chapter in an edited volume*

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

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

#### 3b. Journal Articles

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

#### 3c. Newspaper and periodical articles

If an individual author can be identified:

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

If no author can be identified:

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

If reference is made to an entire edition:

*Daily Telegraph*. 2013. April 19.

## HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

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

#### 3d. Conference papers

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

#### 3e. Papers from published conference proceedings

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

#### 3f. Reports

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

#### 3g. Government publications

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

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

#### 3h. Acts of Parliament

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

#### 3i. Theses or dissertations

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

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

#### 3j. Law cases

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

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

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

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

#### 3k. Personal communications

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

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

or

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

## HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

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

#### 3l. Interviews

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

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

#### 3m. Electronic sources

##### Website references

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

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

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

##### Documents on the internet

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

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

[http://publications.iom.int/bookstore/free/Positive\\_Factors\\_in\\_Brazil.pdf](http://publications.iom.int/bookstore/free/Positive_Factors_in_Brazil.pdf) (accessed 23 September 2013).

##### Electronic journal articles

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

Shandy, Dianna J. 2003. 'Transnational linkages between refugees and Africans in the diaspora' (online). *Forced Migration Review* 16: 7-8. Available from:

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

##### Email discussion lists

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

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

or

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

## HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

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

#### CD-ROMs

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

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

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

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

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

#### Video recordings

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

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

## PAST EXAM PAPERS

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

The paper numbers in 2010-11 and 2011-12 were:

6060 (Paper II: *Key Themes in International Migration*)

6061 (Paper III: *Thematic and Regional Electives*)

From 2012-13, the syllabus for Paper II changed somewhat and the paper became:

6062 (Paper II: *Migration, Globalisation and Social Transformation*).

## PREVIOUS EXAMINERS' REPORTS

An anonymised copy of the Examiners' Reports for 2014-15 may be consulted on WebLearn (📖) under Exam Resources (<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/mscms/page/resources>). They will be published online in early Michaelmas Term.

## PUBLISHING YOUR WORK

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

You are also very much encouraged to participate in public debates on migration and related issues, for instance by publishing in various forums, and we are proud to be associated with you. We suggest you identify yourself as follows: **XX is/was an MSc student in Migration Studies, Oxford, 2016-17.**

## 8. EXAMINATION AND ASSESSMENT

## SUMMARY OF THE EXAMINED ELEMENTS FOR THIS DEGREE

The successful completion of the MSc Degree requires the submission of several assessment units.

Please look carefully at the table on  page 10 of section 2, which summarises information relating to each unit.

## EXAMINATION ORGANISATION AND ADMINISTRATION

### Conduct

The proper conduct of all examinations in the University comes under the jurisdiction of the Proctors (see  p. 99 for further information).

**Complaints and academic appeals** (see also  pp. 97-98)

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

### Entering for the exams

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

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

### Location

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

### Extensions

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

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

### Sitting your exams

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

### Importance of answering the question as set

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

### Mock exams/exam briefing

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

## EXAMINATION ORGANISATION AND ADMINISTRATION

### **Mock exams/exam briefing (cont.)**

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

### **Illegible scripts**

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

### **Viva voce examinations**

At the Examiners' discretion an oral (*viva voce*) examination may be held at the end of Trinity term. This applies to all parts of the examination. The *viva* is an interview between the Examiners and the candidate. The Examiners are free to ask questions relating to all examined elements. Students should make sure to bring copies of their submissions with them. If a *viva* is required it takes place after all marks for the submissions and written examination papers have been collated.

The purpose of the *viva* is to confirm the final marks to be awarded. A *viva* may be required where the student is on a borderline between Pass/Fail, or Pass/Distinction. The final mark is never reduced as a result of the *viva*, but it may be increased. Candidates who receive less than the pass mark on any one element (papers or essays) may possibly be called for a *viva* at the discretion of the Examiners.

**It is important that you do not leave Oxford immediately after the Examinations in Trinity term, but you should wait until at least Week 11 (the week starting 3 July 2017) to see whether a *viva* is scheduled and whether you are being called on to attend.**

## FORMAT AND PRESENTATION OF SUBMITTED WORK

### Format

- Must be presented in size 12 font (preferably Times New Roman)
- Must be double spaced, on only one side of A4 paper
- Must be anonymous, with only your candidate/examination number on the front cover sheet~
- Must have a bibliography that consists only of references that are cited in the text; the section title should be 'References Cited'
- Must follow the Harvard or author-date system of referencing (see  section 7)
- Must be within the permitted word limit and include the word count clearly stated on the front cover sheet\*
- Must be soft bound (either glued or spirally bound between semi-rigid covers)
- Must have a standard cover sheet, showing your essay title, candidate number and word count, bound into the front ( You will find templates on Weblearn – see also  p. 87)

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

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

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

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

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

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

### Where, when and how to submit hard copies

- **Two** of your International Migration in the Social Sciences Assessed Essay (by Tuesday Week 1 Hilary, 17 January 2017)
- **Two** of your Methods in Social Research Portfolio (by Tuesday Week 0 Trinity, 18 April 2017)
- **Three** of your dissertation (by Thursday Week 8 Trinity, 15 June 2017)

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

### Deadlines

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

### Electronic submission ( Guidance is available on Weblearn)

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

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

## SAMPLE COVER SHEET FOR SUBMITTED WORK

### EXAMINERS' COPIES



**(Title of Essay)**

International Migration in the Social Sciences: An Interdisciplinary Introduction

*Paper submitted in partial fulfilment of the requirements for the Degree of Master of Science by  
Coursework in Migration Studies at the University of Oxford*

*by*

**(Examination number)**

Word Count: **(number of words excluding bibliography)**

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

University of Oxford

INSTRUCTIONS FOR COMPLETION [📖 full instructions on submissions are available on Weblearn]:

1. Complete your essay title, examination/candidate number and word count where highlighted. Remove the highlighting and brackets.
2. Delete this instructions section (in red) before printing out your cover sheet.
3. Remember: do not insert acknowledgments for help given in the preparation of this essay in the Examiners' copies or anything else that might identify you. **The essay must remain anonymous.**

## DECLARATION OF AUTHORSHIP

|  |  |                                      |  |
|--|--|--------------------------------------|--|
| <b>Name:</b>   |  | <b>Candidate number<sup>1</sup>:</b> |  |
| <b>College:</b>  |  | <b>Word count<sup>2</sup>:</b>       |  |
| <b>Title of dissertation/essay*:</b>                     |  |                                      |  |
| <b>Supervisor(s)<sup>3</sup> of dissertation/essay*:</b> |  |                                      |  |

[Please type or complete in BLOCK CAPITALS]

Please check the boxes  to confirm the following:

- I have read and understood the University's disciplinary regulations concerning conduct in examinations and, in particular, the regulations on plagiarism (*Essential Information for Students. The Proctors' and Assessor's Memorandum*, Section 9.6; also available at [www.admin.ox.ac.uk/proctors/info/pam/section9.shtml](http://www.admin.ox.ac.uk/proctors/info/pam/section9.shtml)).
- I have read and understood the Education Committee's information and guidance on academic good practice and plagiarism at [www.admin.ox.ac.uk/edc/goodpractice](http://www.admin.ox.ac.uk/edc/goodpractice).
- The thesis/ essay\* I am submitting is entirely my own work except where otherwise indicated.
- It has not been submitted, either partially or in full, for another degree of this University, or for a qualification at any other institution. Nor have I repeated any material from other pieces of work that I have previously submitted for assessment for this degree, except where permitted.
- I have clearly indicated the presence of all material I have quoted from other sources, including any diagrams, charts, tables or graphs.
- I have clearly indicated the presence of all paraphrased material with appropriate references.
- I have acknowledged appropriately any assistance I have received in addition to that provided by my supervisor(s).
- I have not copied from the work of any other candidate.
- I have not used the services of any agency providing specimen, model or ghostwritten work in the preparation of this thesis/dissertation/extended essay/assignment/project/other submitted work. (See also section 2.4 of Statute XI on University Discipline under which members of the University are prohibited from providing material of this nature for candidates in examinations at this University or elsewhere: [http://www.admin.ox.ac.uk/statutes/352-051a.shtml#\\_Toc28142348](http://www.admin.ox.ac.uk/statutes/352-051a.shtml#_Toc28142348).)
- I confirm that the content of the hard copies I am submitting is the same as the content of the electronic copy submitted to *Turnitin* through Weblearn for screening.
- I agree to retain an electronic copy of this work until the publication of my final examination result.
- I agree to make any such electronic copy available to the examiners should it be necessary to confirm my word count or to check for plagiarism.

Candidate's signature: ..... Date: .....

<sup>1</sup> You candidate number is the same as your examination number.

<sup>2</sup> The word count should *include* your main text and any footnotes; but *exclude* reference tools such as your bibliography (and in your dissertation, any appendices, a list of abbreviations, short abstract and table of contents).

<sup>3</sup> For your IMSS Assessed Essay and the Methods in Social Research Portfolio, you should give your general supervisor; for your Dissertation, please give both your general supervisor and your dissertation supervisor (if different).

\* Delete as appropriate.

## EXAMINATION REGULATIONS

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

Of particular use are the following sections:

*Regulations for the Conduct of University Examinations*

<http://www.admin.ox.ac.uk/examregs/2016-17/rftcofunivexam/>

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

General regulations for all MSc by coursework degrees

<http://www.admin.ox.ac.uk/examregs/2016-17/grftdomosciebycour/>

Special regulations specific to the MSc in Migration Studies:

<http://www.admin.ox.ac.uk/examregs/2016-17/mosbcinmigrstud/studentview/>

Hard copies of the regulations should be available in college libraries. However the most up-to-date version of the regulations are published online. The on-line version of the Examination Regulations is the printed version plus any changes that have been subsequently approved and published in the University Gazette: <http://www.ox.ac.uk/gazette/>. There is normally a short time between Gazette publication of changes and their appearance in the online version.

## EXAMINATION CONVENTIONS (📄)

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

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

### Final marks

The final mark for the degree is made up of a mean of five marks weighted as follows:

|   |     |
|---|-----|
| Paper I: submission essay for <i>International Migration in the Social Sciences</i>           | 15% |
| Paper II: written examination paper <i>Migration, Globalisation and Social Transformation</i> | 15% |
| Paper III: written examination paper <i>Thematic and Regional Electives</i>                   | 15% |
| Paper IV: submission portfolio for <i>Methods in Social Research</i>                          | 15% |
| Paper V: dissertation   | 40% |

### Verification and reconciliation of marks

All components of the final examination are blind double-marked by examiners or assessors.

Marks are returned independently, with comments, by the initial examiners/assessors. After assigning a mark, the two initial examiners/assessors are asked to agree on a final mark. The final mark is the mean of the marks of the two examiners/assessors unless:

- i) it differs by more than 10 marks
- ii) one mark is less and one more than 49
- iii) one mark is less and one more than 69.

In these cases, the examiners/assessors are asked to consult with each other and come to an agreement. The agreed marks and explanatory comments are then submitted. If they are unable agree a mark, the examiners/assessors are asked to return the papers with their mark sheets. The Chair of Examiners will then refer the paper to the external examiner who will act as a third marker. The mark of the third marker is taken as final.

The external examiner will also review any of the individual components of a student's examination (i.e. the dissertation, written papers, and submitted essay or research methods portfolio) where it is deemed to have failed by the examiners/assessors. In the final Exam Board meeting, all marks will be considered with detail for inconsistencies and exceptional cases and will lead to moderation, as appropriate.

### Scaling

Re-scaling of papers is not undertaken.

### Short-weight convention and departure from rubric

There is no compensation for missing answers (short weight) or for incomplete answers.

## EXAMINATION CONVENTIONS

A mark of zero shall be awarded for any part or parts of questions that have not been answered by a candidate, but which should have been answered. Where students answer more questions than the rubric allows, the *strongest* question/s will be dropped.

Where students fail to submit all two compulsory assignments ('portfolio') of the Research Methods paper, they will be deemed to have failed the paper.

### Penalties for late or non-submission

Failure to submit a required element of assessment will result in the failure of the degree.

Late or non-submissions will be reported to the Proctors for consideration of penalty.

The scale of penalties agreed by the board of examiners in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the Examination Regulations (Regulations for the Conduct of University Examinations, Part 14.)

| Lateness   | Cumulative mark penalty |
|--|-------------------------|
| After the deadline but submitted on the same day | No penalty              |
| 1-5 days late                                    | 5 percentage points     |
| 6-10 days late                                   | 10 percentage points    |
| More than 10 days                                | Automatic fail          |

### Penalties for over-length work and departure from approved titles or subject-matter

The scale below sets out the penalties that may be applied for written work (IMSS Extended Essay, Research Methods Portfolio, and Dissertation) for exceeding the respective word-limits.

| Amount of excess                                       | Penalty to apply    |
|--|---------------------|
| Between 1 and 250 words                                | No penalty          |
| Between 251 and 500 words                              | 2 percentage points |
| Between 501 and 750 words                              | 3 percentage points |
| Between 751 and 1000 words                             | 4 percentage points |
| 1001 words or more (Exceeds word-count by 20% or more) | Automatic fail      |

### Progression rules and classification conventions

#### Qualitative descriptors of Distinction – Pass - Fail

Agreed final marks for the MSc in Migration Studies course will be expressed using a pass mark of 50 and a distinction threshold of 70.

Award of Distinction demonstrates overall excellence, a strong knowledge base and wide-ranging secure command of material.

Award of Pass demonstrates overall a good standard of knowledge and familiarity with material, and the ability to apply it effectively.

Award of Fail demonstrates overall an insufficient range of knowledge, and the ability to apply material appropriately.

## EXAMINATION CONVENTIONS

### Final Marks

Agreed final marks for individual papers and overall results will be expressed using the following scale:

|        |             |
|--------|-------------|
| 70-100 | Distinction |
| 50-69  | Pass        |
| 0-49   | Fail        |

### *Criteria for award of Pass*

To pass the examination, a mark of at least 50 must be obtained on the dissertation and on all four written papers.

### *Criteria for award of Distinction*

Students with an average of 70 per cent or more across all examined elements are awarded a distinction for the degree. Subject to the discretion of the Examiners, distinction in the dissertation is expected to be part of the criteria for awarding an overall distinction. Candidates who have initially failed any element of the examination will not be eligible for the award of a Distinction.

### **Progression from MSc to DPhil**

Candidates who have successfully completed the MSc and who wish to pursue research in the same subject area, may be admitted to the DPhil programme in Development Studies or Anthropology if they meet the admissions criteria. This is at the discretion of the ODID or SAME Graduate Studies Committee, which will take into account:

- i) the feasibility and coherence of the research proposal
- ii) the availability of appropriate supervision
- iii) the marks achieved in the MSc.

Normally candidates will be expected to have achieved a final grade of 70%, with at least 70% for the dissertation, but attainment of this mark does not guarantee admission to the DPhil.

## 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.
- If you are a DPhil student, you will have to answer a series of questions regarding ethical scrutiny of your research in your Transfer and Confirmation of Status application forms.

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

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

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

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

## GOOD PRACTICE IN CITATION AND AVOIDING PLAGIARISM

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

### **Online avoiding plagiarism course/Use of Turnitin**

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

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

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

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

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

Please print out this confirmation that you have successfully completed the test and submit it to the Course Coordinator **by 12 noon Friday Week 1 Michaelmas (14 October 2016)**.

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

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

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

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

#### *What is plagiarism?*

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

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

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

#### *Why does plagiarism matter?*

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

## GOOD PRACTICE IN CITATION AND AVOIDING PLAGIARISM

*What forms can plagiarism take?*

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

*Not just printed text!*

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

Please also refer to  section 7 of this handbook for guidance on good referencing practice, and the house style for referencing and bibliographies.

## RECEIVING YOUR RESULTS

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

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

**NB: You will not receive results for any of the assessment units which make up your final degree\* until you receive your assessment results and final degree classification in early July.**

*\* IMSS assessed essay; Methods in Social Research portfolio; Dissertation; MGST 3-hour exam paper; Thematic and Regional Electives 3-hour exam paper.*

## GRADUATION FROM THE MSc

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

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

## PROGRESSION FROM MSc TO DPHIL

On completion of the degree, you can apply to study for a DPhil at Oxford. This could be in Anthropology with ISCA; in International Development with ODID; or with another Department of the University (subject to their eligibility criteria).

Admission to read for a DPhil at both ISCA and ODID is at the discretion of their respective Graduate Studies Committee, which will take into account:

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

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

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

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

## **COMPLAINTS AND ACADEMIC APPEALS WITHIN THE DEPARTMENT OF INTERNATIONAL DEVELOPMENT**

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

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

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

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

### **Complaints**

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

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

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

### **Academic appeals**

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

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

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

## **COMPLAINTS AND ACADEMIC APPEALS**

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.

## 9. DEGREE ADMINISTRATION

## UNIVERSITY REGULATIONS AND POLICIES

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

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

*Oxford University Statutes and Regulations*  
[www.admin.ox.ac.uk/statutes/](http://www.admin.ox.ac.uk/statutes/)

*Education Committee Guidance Notes*

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

*Proctors' Office*

[www.admin.ox.ac.uk/proctors](http://www.admin.ox.ac.uk/proctors)

Each student should receive a copy of the *Proctors' and Assessors' Memorandum* booklet from their college and it can also be found on the website under 'Essential Information for Students'. It is a useful source of information on examinations, general conduct, welfare, safety, disciplinary procedures, complaints, support services, residence requirements, etc.

There are two Proctors who are University officers, elected annually from the academic staff, who ensure generally that the statutes, customs and privileges of the University are observed. They are responsible for seeing that the University examinations are properly and fairly conducted. When a complaint is received, the Proctors have the power to summon any member of the University to help them in their enquiries. A student is entitled to appear before the Proctors to put his/her case and may be accompanied by a friend or an adviser. A leaflet explaining the procedure followed by Proctors in investigating complaints or appeals is available from the Graduate Studies Office.

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

Hard copies of the regulations should be available in college libraries. However the most up to date version of the Regulations are published online. The on-line version of the Examination Regulations is the printed version plus any changes that have been subsequently approved and published in the *University Gazette*: <http://www.ox.ac.uk/gazette/>. There is normally a short time between *Gazette* publication of changes and their appearance in the online version.

The following sections are of particular use:

Section 1: *Regulations for the Conduct of University Examinations*

<http://www.admin.ox.ac.uk/examregs/2015-16/rftcofunivexam/>

Section 8: *Regulations for the Degree of Master of Science by Coursework*, which is split into two subsections:

General regulations for all MSc by coursework degrees

<http://www.admin.ox.ac.uk/examregs/2015-16/grftdomosciyecour/>

Special regulations specific to the MSc in Migration Studies

<http://www.admin.ox.ac.uk/examregs/2016-17/mosbcinmigrstud/studentview/>

## UNIVERSITY REGULATIONS AND POLICIES

### Residence requirements

You should be aware that, according to University regulations, MSc candidates are required to keep statutory residence and pursue their studies in Oxford for no less than three terms after admission. The *Examination Regulations 2016* state in point 5, on page 6 that:

‘... student members who are reading any other degree of the University shall reside, for the period prescribed for that degree, within twenty-five miles from Carfax.’

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

### Attendance registers / visa requirements

Please note that the UK Home Office requires monitoring the attendance of students on a Tier 4 visa. The University has thus asked faculty to take a register of attendance during one or more of the core courses in Michaelmas and Hilary. If you are on a Tier 4 visa, please ensure you read and comply with the following: [http://www.ox.ac.uk/students/international\\_students/visaduring/legal/](http://www.ox.ac.uk/students/international_students/visaduring/legal/).

### Paid employment

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

### Internships/Pro Bono Work

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

### Academic dress

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

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

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

### University policies on conflict of interest / academic integrity in research

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

## STUDENT CONSULTATION AND FEEDBACK

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

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

### **Class representatives**

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

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

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

### **Student Consultative Committee**

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

### **Course evaluation**

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

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

### **Division and University representation**

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

### **University wide evaluation**

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

## SOURCES OF INFORMATION AND HELP

### Within the Department

Your first port of call for any academic matters should be your **general supervisor**: see  section 6 for further details about supervision.

However, the **Course Director** (Professor Dace Dzenovska) is also available to discuss any matters to do with the course with you: Preferably, visit her during office hours (Wednesdays 14:00-16:00, by appointment) ([dace.dzenovska@compas.ox.ac.uk](mailto:dace.dzenovska@compas.ox.ac.uk)).

If your issue is to do with teaching on the course, or with the course itself, and you need to speak to someone outside the course about this, you should contact the ODID Director of Graduate Studies (DGS): Professor Cathryn Costello ([cathryn.costello@geh.ox.ac.uk](mailto:cathryn.costello@geh.ox.ac.uk)). You may also contact the SAME Director of Graduate Studies: Dr Robert Parkin ([robert.parkin@anthro.ox.ac.uk](mailto:robert.parkin@anthro.ox.ac.uk)).

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

### Within your College

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

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

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

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

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

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

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

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

## SOURCES OF INFORMATION AND HELP

### **Further information**

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

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

### **Within the wider University**

#### **Overseas students**

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

#### **Health and welfare**

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

#### **Student counselling**

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

#### **Oxford University Students Union (OUSU)**

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

#### **Student support services and information**

For all student-related information visit the Student Gateway: [http://www.ox.ac.uk/current\\_students/index.html](http://www.ox.ac.uk/current_students/index.html)

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

See also below ( p.114) for information about the Language Centre, Occupational Health Service, Disability Office, Careers Service.

## SOURCES OF INFORMATION AND HELP

### Some FAQs

#### ***Can I change my course?***

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

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

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

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

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

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

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

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

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

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

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

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

#### ***How do I make a complaint or appeal?***

For information about this, please see  section 8 above.

## OTHER USEFUL INFORMATION

### Support services and information

For all student-related information visit the Student Gateway:

[http://www.ox.ac.uk/current\\_students/index.html](http://www.ox.ac.uk/current_students/index.html)

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

### IT Services

For all your IT needs:

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

University Computer Usage Rules and Etiquette

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

### OULS – Oxford University Library Services

Links to the catalogues, individual libraries and library support services (see also  p. 108):

[www.ouls.ox.ac.uk](http://www.ouls.ox.ac.uk) and <http://www.ssl.ox.ac.uk/>

### University Gazette

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

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

### Useful Website - Migration Observatory Website

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

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

## **SPECIAL NEEDS AND DISABILITIES**

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

[www.ox.ac.uk/students/shw/das/](http://www.ox.ac.uk/students/shw/das/)

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

### *Department contacts*

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

Disability Co-ordinator - Dominique Attala (Graduate Student Administrator)

Disability Lead - Lindsay Rudge (Head of Administration)

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

## **COUNSELLING SERVICE**

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

[www.ox.ac.uk/students/shw/counselling/](http://www.ox.ac.uk/students/shw/counselling/)

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

[www.ox.ac.uk/students/shw/peer/](http://www.ox.ac.uk/students/shw/peer/)

## EQUALITY AND DIVERSITY

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

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

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

## **10. INFORMATION ABOUT COMPAS, IMI, LIBRARIES AND DEPARTMENTS**

## OXFORD'S LIBRARIES

The Bodleian Libraries form the integrated library service of the University of Oxford, offering over 10 million volumes, 25 site libraries, 3,800 study places, 48,000 online journals, hundreds of research databases, document supply services, information skills training programmes and world-class staff expertise: [www.bodleian.ox.ac.uk/](http://www.bodleian.ox.ac.uk/).

To search the collections, locate items, access online resources, reserve or renew books, and for the library's instant chat service, please use SOLO (Search Oxford Libraries Online): <http://solo.bodleian.ox.ac.uk/>. For off-site access to online resources log-in to SOLO with your Single-Sign-On. Once you have received your University Card, please set-up your library password in order to log-in to library PCs or connect your laptop to the Bodleian Libraries network: <https://register.bodleian.ox.ac.uk/>. An extensive range of guides to resources and services are available online, <http://libguides.bodleian.ox.ac.uk/>, including details of forthcoming training, <http://ox.libguides.com/workshops>.

The Bodleian Social Science Library (SSL) is the main library for Oxford University's Social Sciences Division and particularly supports the Departments of: Economics, International Development, Politics and International Relations, Sociology, and Social Policy and Intervention, and the Centres for: Criminology, Refugee Studies, Russian and East European Studies, and Socio-Legal Studies. Of particular interest is the unique grey literature collection on refugee studies and forced migration, now fully searchable via SOLO. The SSL is housed on the ground floor of the Manor Road Building, [www.bodleian.ox.ac.uk/ssl](http://www.bodleian.ox.ac.uk/ssl), and is open 7 days a week during term-time (9am to 10pm Mon – Fri, 10am – 6pm Sat, 12 noon - 6pm Sun). The Library offers a variety of study spaces including graduate study rooms, individual study carrels, and two group discussion rooms which are available for booking. For answers to FAQs (Which password do I use? How do I print, copy and scan? How do holds work? etc.), please see the SSL Getting Started webpage: [bodleian.ox.ac.uk/ssl/gettingstarted/](http://bodleian.ox.ac.uk/ssl/gettingstarted/). The SSL website also provides links to the Library's Facebook page, RSS feed, Twitter account and the 'ask an SSL Librarian' enquiry form.

To arrange a one-to-one research support appointment with the subject consultant please email [sarah.rhodes@bodleian.ox.ac.uk](mailto:sarah.rhodes@bodleian.ox.ac.uk). For information about library services for readers with disabilities please contact the SSL Reader Services Librarian, [craig.finlay@bodleian.ox.ac.uk](mailto:craig.finlay@bodleian.ox.ac.uk). To request new library materials for purchase, email the details to [ssl-orders@bodleian.ox.ac.uk](mailto:ssl-orders@bodleian.ox.ac.uk).

The MSc in Migration Studies is one of the courses selected for a new pilot service (SSL eReadings) providing digital copies of print-only book chapters and articles cited on reading lists. These scans are created and hosted under the terms of the CLA HE Licence (maximum of one chapter/article from any single book/journal per course). It is hoped that this service will help supplement/ease pressure on the provision of print copies in the library, and will complement the library's provision of online journals and ebooks. More details about the service, an example scan and an online scan request form can be found on the SSL Weblearn site at: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ssl>. Feedback is always welcome: [ssl-orders@bodleian.ox.ac.uk](mailto:ssl-orders@bodleian.ox.ac.uk)

In addition to the SSL, there are separate social science libraries for Anthropology, Business, Education and Law. Area studies are well-served by the Vere Harmsworth Library, Rhodes House Library, the Oriental Institute Library, the Latin American Centre Library, the Bodleian Japanese Library, the Institute for Chinese Studies Library and the Indian Institute collections. For further information about the libraries at Anthropology, see  p. 119.

Oxford College Libraries offer collections and services to their own members. Nuffield College also offers reference access to its library to all postgraduate members of the University, and hosts and supports the Data Library with a Data Officer who specializes in supporting graduates needing to create or use qualitative data.

## GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

### Introduction

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

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

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

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

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

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

### People

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

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

### Administrative offices

The departmental administrative staff are based on the first floor of the old building adjacent to the departmental graduate student administrative office (20.24). Office hours are Monday to Friday 9.00 am to 5.15 pm. A message can be left on general enquiries voice mail ((2)81800) out of office hours. The Migration Studies student co-ordinator is based in the Refugee Studies area on the 1<sup>st</sup> floor of the new extension.

## GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

### Opening hours

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

### Teaching Rooms

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

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

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

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

### General Facilities

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

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

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

### Common Room and Catering

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

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

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

## GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

### Parking

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

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

### Safety and Security

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

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

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

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

### Occupational Health Service

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

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

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

## GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

### Library Services

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

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

### Computing Areas

There are two hot-desking areas at Mansfield Road:

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

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

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

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

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

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

### Wireless

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

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

## GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

### Computing Facilities

#### *IT at Oxford*

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

#### *IT Services*

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

#### *Email*

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

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

### WebLearn

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

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

In order to access the site you will require a username and password. Your username is your Oxford Username (*i.e.* the same as your Nexus username/password) (see Webauth (<https://webauth.ox.ac.uk/>) for more details about University of Oxford Authentication)

### ODID Information Security Policy

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

### Harassment

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

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

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

## GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

### **Disability**

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

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

### **Language Centre**

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

### **Careers Service**

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

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

### **Cycling in Oxford**

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

### **Addresses**

#### **IMPORTANT NOTE**

#### **Students' Addresses**

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

### **Useful Information for Students**

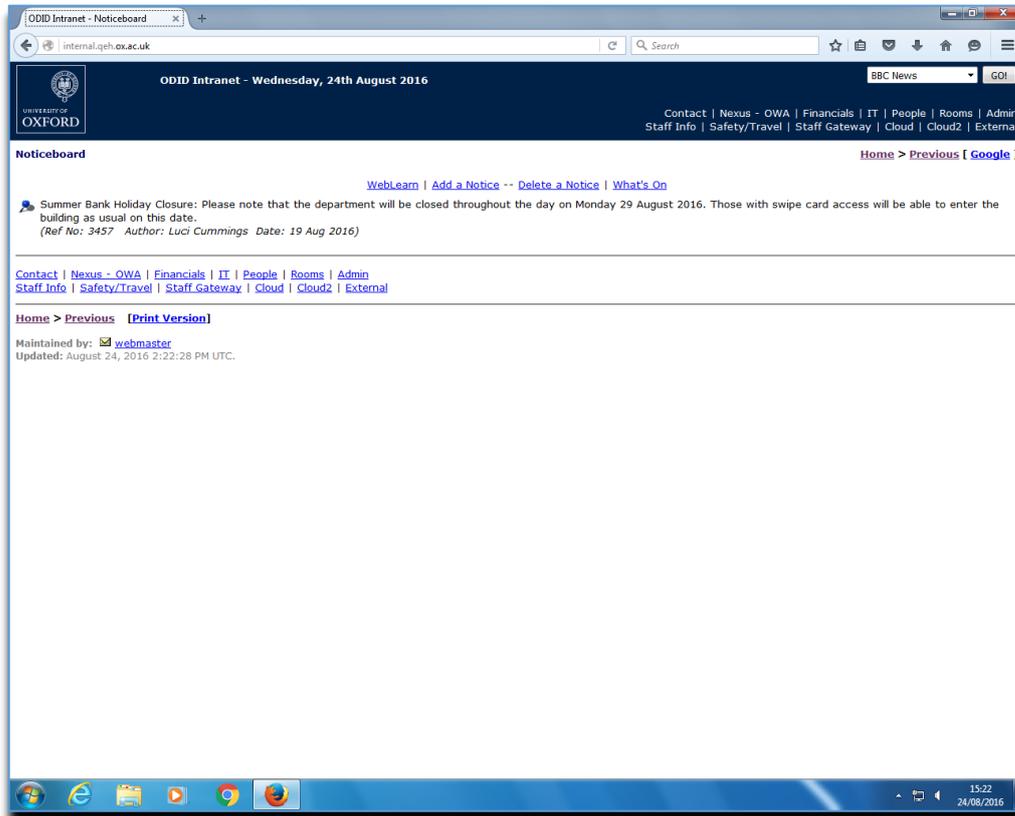
The drop down list on the department's Noticeboard page has links to many useful sites, mainly in the University but some outside. The University of Oxford link directs you to the University's home page where a current students' link <http://www.ox.ac.uk/students> leads to a wide range of information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

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

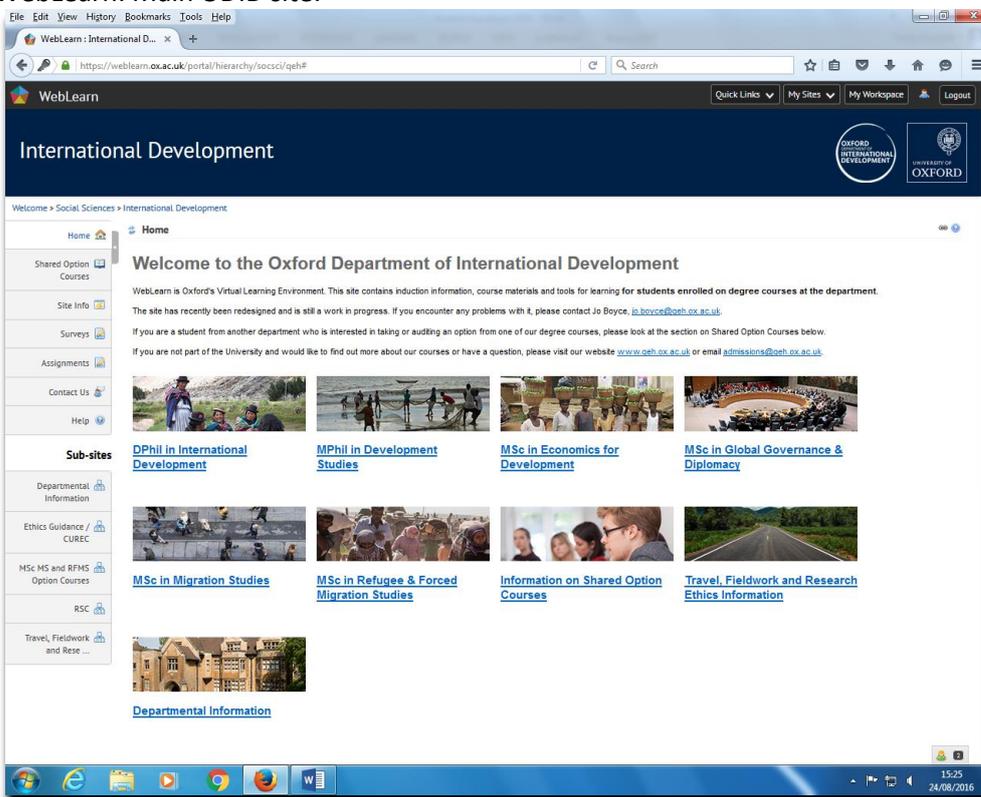
## GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

### The ODID Intranet and WebLearn Sites

Intranet: Noticeboard page:

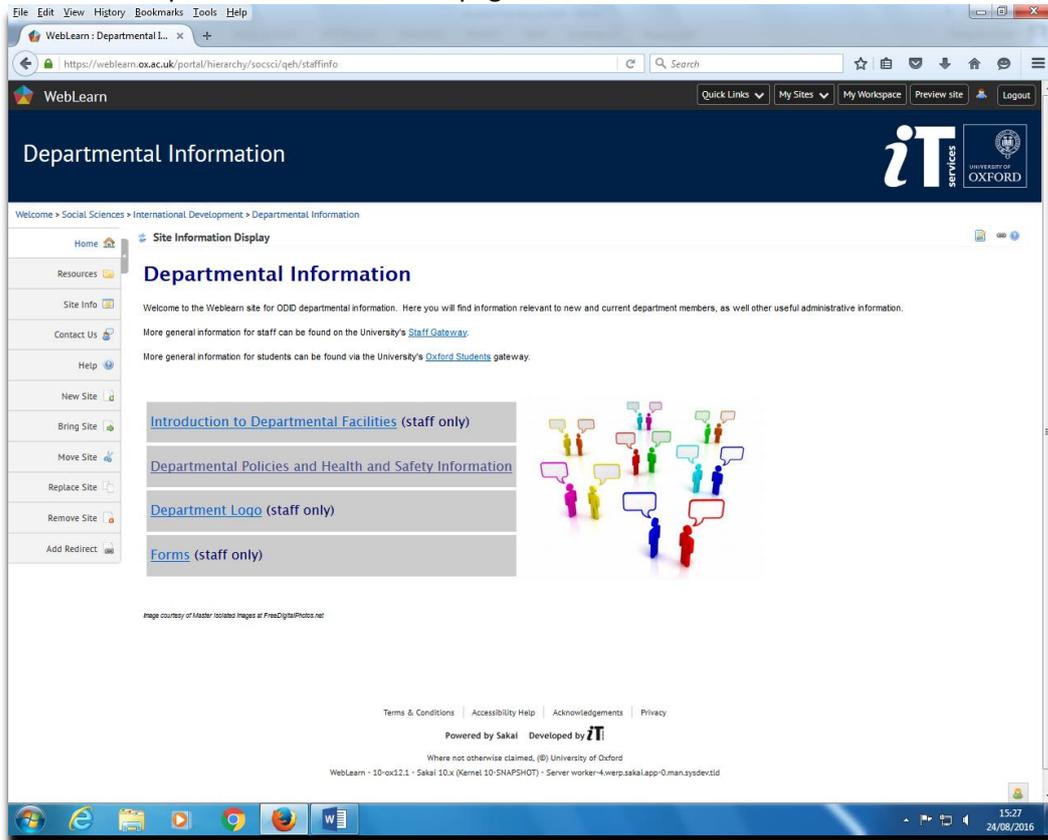


WebLearn: Main ODID site:

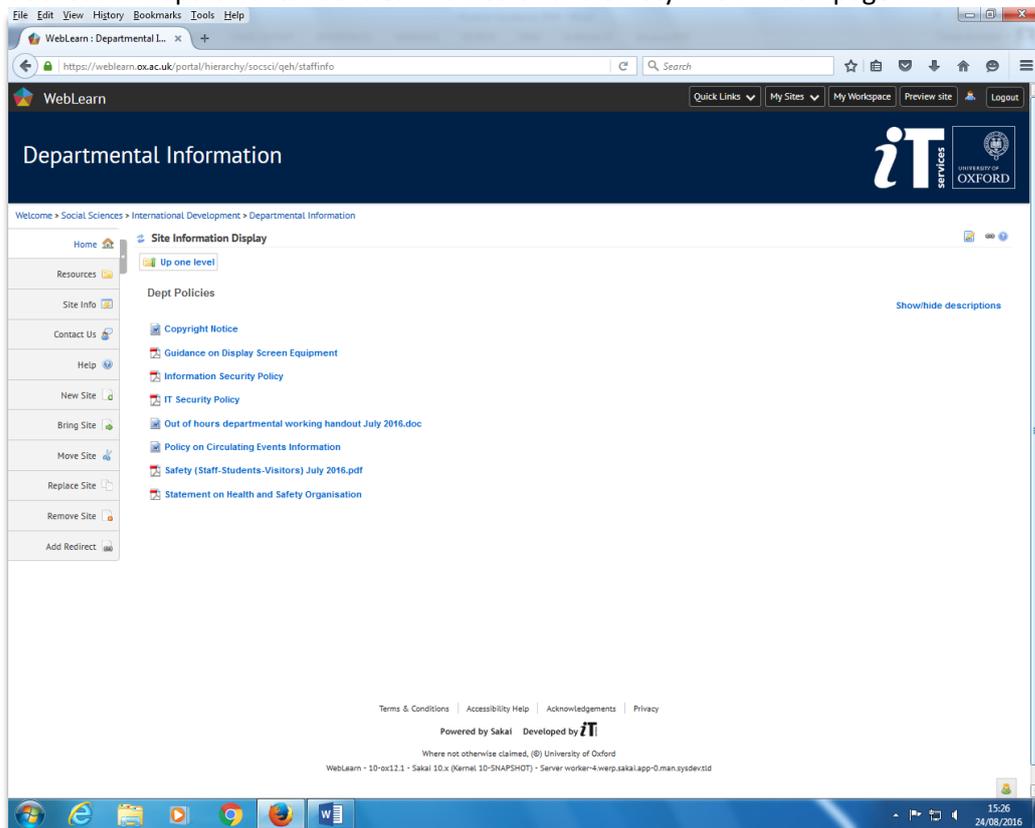


## GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

WebLearn: Departmental Information page:



WebLearn: Departmental Policies and Health and Safety Information page:



## GENERAL INFORMATION / FACILITIES AT ANTHROPOLOGY

### Structure of the School of Anthropology and Museum Ethnography

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

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

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

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

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

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

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

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

## GENERAL INFORMATION / FACILITIES AT ANTHROPOLOGY

### Staff details

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

|                                    |                         |
|------------------------------------|-------------------------|
| Head of School                     | Professor David Gellner |
| Head of Administration and Finance | Gil Middleton           |
| Director of ISCA                   | Professor Elizabeth Hsu |
| Director of Graduate Studies       | Dr Robert Parkin        |

### Student-staff interaction

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

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

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

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

### Practical arrangements and facilities

#### Opening times

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

## GENERAL INFORMATION / FACILITIES AT ANTHROPOLOGY

### Libraries

The University's library and museum collections constitute a research resource of world importance. The two main libraries for anthropology are the Tylor Library (ISCA) and the Balfour Library (PRM), which are both run by Oxford University Library Services. Many other libraries in the University also include anthropology stock, such as the Bodleian Library (the main University library), the Indian Institute (II), the Institute of Human Sciences (IHS) Library, the Radcliffe Science Library (RSL, part of the Bodleian), the Wellcome Institute, and individual college, departmental and faculty libraries. All the libraries in Oxford are linked through an electronic library and information system (OLIS). The primary search interface is Search Oxford Libraries Online (SOLO), which includes an on-line catalogue and provides access to both remote and locally mounted datasets: <http://solo.bodleian.ox.ac.uk/>. For further information, see  p. 108.

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

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

### Museums

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

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

### Rooms available for use

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

### Pigeon holes

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

## **GENERAL INFORMATION / FACILITIES AT ANTHROPOLOGY**

### **Notice boards**

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

### **Computers**

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

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

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

### **Desk space**

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

### **First aid/safety**

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

## INTERNATIONAL MIGRATION INSTITUTE (IMI) GENERAL INFORMATION

### Introduction

The International Migration Institute (IMI) was created in 2006 as one of the first research institutes within the new James Martin School for the 21<sup>st</sup> Century (which has since become the Oxford Martin School). IMI was the product of a collaboration between the directors of the other two major migration research centres in Oxford – the Refugee Studies Centre (RSC), then directed by Stephen Castles, and the Centre on Migration, Policy and Society (COMPAS), led by Steven Vertovec. In line with the ambition of the School, IMI was set up with a very broad research agenda to address the challenges and opportunities of migration in the 21<sup>st</sup> century.

The first paper produced at IMI, *Towards a New Agenda for Migration Research* (May 2006), laid out what researchers saw as the current state of global migration research. It identified a number of gaps in the theorisation of migration, the characterisation of linkages between migration and development, a lack of research on migration processes, the reliance on rigid policy categorisations of migrants and migrations, a static approach to the analysis of migration systems and a focus of research on the wealthier regions of the world. In response, IMI identified four broad themes for research:

1. Looking at migration as an integral part of global processes of change rather than as a problem to be solved;
2. Relating current migration patterns to historical trends by analysing continuities and discontinuities;
3. Linking micro-level understanding of migration to macro-level trends;
4. Looking to the future by developing scenarios for migration trends, taking account of political, economic and demographic change.

A key aim of IMI's research agenda has always been to move beyond the 'receiving country bias' in migration studies, and it remains committed to developing a long-term and forward-looking perspective on international migration as part of global change, rather than seeing it as a 'problem to be solved'. IMI's research focus helps to ensure that it is distinctive in the growing crowd of migration research centres as it approaches migration from a global development perspective. IMI's ambitious aim is not just to inform policy, nor even change it, but to rethink migration and, hence, help change the terms of the debate.

### Seminar series

IMI holds a weekly seminar which is open to the public, each Wednesday during term-time from 1–2pm in Queen Elizabeth House. The topics vary widely and the series includes invited external speakers as well as members of IMI's own research staff, visiting and study fellows. Seminars are also podcasted and available to download following the event: <http://podcasts.ox.ac.uk/series/international-migration-institute> All students are encouraged to attend the seminar series, which provides a rich variety of background knowledge to complement formal teaching.

### Libraries

The Migration Studies collections are available at the Bodleian Social Science Library in Manor Road. For further information, see  p.108.

### Publications

The *IMI Working Paper Series* presents current research in the field of international migration by researchers and associates of IMI, but also that of external researchers who share IMI's research focus. Papers aim to analyse migration as part of broader global change, contribute to new theoretical approaches and advance understanding of the multi-level forces driving migration. The series numbers over 130 papers and includes several papers which began life as dissertations by those MSc Migration Studies students who received a distinction for their thesis.

## INTERNATIONAL MIGRATION INSTITUTE (IMI) GENERAL INFORMATION

### **Data**

IMI undertakes ambitious primary data collection and compiles existing macro-data from archives and electronic sources, and has produced several important datasets that are freely available either through IMI's own website or hosted externally by other data providers. The five-year EC-funded Determinants of International Migration (DEMIG) project produced three significant datasets tracking migration policy changes and migration flows. These are DEMIG POLICY, which tracks more than 6,500 migration policy changes enacted by 45 countries around the world mostly in the 1945–2013 period; DEMIG TOTAL, which reports immigration, emigration and net migration flows for up to 161 countries covering various periods of time from the early 1800s to 2011, and DEMIG C2C (country-to-country), which contains bilateral migration flow data for 34 reporting countries and from up to 236 countries over the 1946–2011 period.

Also available are qualitative and quantitative data from the EUMAGINE project, which studied how Europe is perceived from outside the EU. Funded by the European Commission under the Seventh Framework Programme, the project involved more than thirty researchers in seven countries who worked to understand how people in Morocco, Senegal, Turkey and Ukraine relate to the possibility of migration.

The UK Data Service hosts data from Theorizing the Evolution of European Migration Systems (THEMIS), a four-year project which took a fresh look at how patterns of migration to Europe develop, focusing on the conditions that encourage initial moves by pioneer migrants to become established migration systems (or not).

All data can be accessed via the IMI website: <https://www.imi.ox.ac.uk/data>

### **Current research**

IMI's aim is to advance understanding of how migration shapes and is shaped by broader development processes. IMI is pioneering new theoretical and methodological approaches that produce impactful research. It collaborates with researchers and policy makers in the global South and North to foster better understanding of the multi-level forces driving current and future migration processes. IMI conducts a range of research that is clustered under four broad and often inter-related themes: development, inequality and change; diasporas and identity; drivers and dynamics, and policy and states. Sitting within these broad themes are in-depth pieces of research on skilled migration, migration and family, migration and welfare, migration and trade, migrants in times of crisis, and migrant transnationalism.

Further information and details of ongoing and recently-completed research can be found on the IMI website at: <https://www.imi.ox.ac.uk/projects>

### **Institutional links**

Since its inception IMI has sought to collaborate with partners across the world, including in the so-called 'Global South'. IMI has developed a research agenda that aims to steer away from Eurocentric ways of perceiving, by rethinking migration as an intrinsic part of development and social transformation, and in which the perspective of societies in the 'Global South' takes a central place. IMI first set out to explore ideas of migration in the context of the African continent as a region, and made considerable efforts to develop a network of researchers in Africa (and beyond) and established new collaborative research projects with them. Since this beginning the scope of the work has moved beyond Africa, with research conducted in Latin America, the Caribbean and Eastern Europe as well as within the EU.

## **CENTRE ON MIGRATION, POLICY AND SOCIETY (COMPAS) GENERAL INFORMATION**

### **Introduction**

The Centre on Migration, Policy, and Society (COMPAS) is a Research Centre within the School of Anthropology and Museum Ethnography at the University of Oxford. Since 2003 COMPAS has established an international reputation for original research and policy relevance. It has undertaken a strategic programme of multi-disciplinary social scientific research, publication and dissemination, events, knowledge transfer and user engagement activities with a broad set of academic and non-academic users in the UK and abroad.

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. In particular, COMPAS has developed expertise in relation to migration and the labour market, and migration and urban change.

Under the Directorship of Professor Michael Keith, COMPAS currently has more than 18 research staff from a range of social science backgrounds and is actively involved in many national, European and international networks and projects. COMPAS is based within the School of Anthropology and Museum Ethnography and maintains strong links with departments across the University of Oxford within the Social Sciences and Humanities Divisions.

### **Mission and aims**

The mission of COMPAS is to conduct high quality research in order to develop theory and knowledge, inform policy-making and public debate, and engage users of research within the field of migration.

In line with this overall mission statement our aims are:

- Academic advancement: contributing significant new empirical data; reflecting and advancing theory, methods and multi-disciplinary understanding in the field of migration studies; and building capacity among researchers and practitioners.
- Informing policy-making and public debate: providing evidence and analysis to policy-makers and to the wider public that will inform policy-making and public debate.
- Engaging with research users: establishing reciprocal relationships with individuals and organisations with experience of migration, including migrants and their organisations, government, business, international organisations, and third sector and civil society organisations.
- Achieving long-term sustainability: establishing a reputation for high quality delivery of service, operating efficiently as a centre and ensuring a diversified funding base that will allow a long term future for the centre.

To achieve these aims the Centre will build on the management systems and procedures established since 2003 in order to maximise the added value of working as a centre. The cross-fertilisation of ideas will also be extended across the University, as well as with other migration-related institutions in the UK, Europe and beyond.

For more information on COMPAS' work since 2003 and future research priorities please read *The COMPAS Approach*. <http://www.compas.ox.ac.uk/2014/the-compas-approach/>

## CENTRE ON MIGRATION, POLICY AND SOCIETY (COMPAS) GENERAL INFORMATION

### Engagement Initiatives

#### *The Migration Observatory*

The Migration Observatory was set up in 2011 in order to inform media, policy and public debates on immigration with independent and strictly evidence-based data and analysis on migration. The Migration Observatory quickly established itself as one of the most trusted voices in the UK's migration debate, used by policy makers, journalists and civil society groups across the political spectrum as a lodestone in an often polarised debate.

#### *The Global Exchange on Migration and Diversity*

The Global Exchange on Migration and Diversity is an initiative focussed on opening up opportunities for knowledge exchange and longer term collaboration between those working in the migration field. Their programme of work is extending and deepening COMPAS's international contribution to the reciprocal sharing of knowledge, ideas and experience on migration and diversity issues among academics, policy makers, service professionals, civil society, lawyers, foundations, school students and others in the field.

### Seminar Series

COMPAS holds a weekly seminar which is open to the public, each Thursday during term-time from 2 pm in 58a Banbury Road. The seminars are organised by a different staff member each term around a theme of their choice, with COMPAS staff members and external academics contributing. All students are encouraged to attend.

There are also Work in Progress seminars held once a week on Thursday between 10-11.30am in the COMPAS board room at 58 Banbury road. The WiPs provide COMPAS staff, doctoral students and visiting academics with the opportunity to present ongoing research to other members of the centre.

### Publications

The *COMPAS blog* is published on a weekly basis during term time. The blog provides staff, students and visiting academics with the opportunity to communicate ongoing work and activities, as well as to comment and reflect on current events and public debates on the subject of migration.

<http://www.compas.ox.ac.uk/publications/blog/>

The *COMPAS Working Paper Series* is designed to communicate work in progress and to disseminate key findings in areas related to the core research themes of COMPAS. The series includes contributions from COMPAS staff, colleagues and invited authors, as well as papers originally prepared as Masters dissertations. <http://www.compas.ox.ac.uk/publications/working-paper/>

The *Migration Observatory* publishes up-to-date, easily accessible and responsive data and analysis (<http://www.migrationobservatory.ox.ac.uk/>). Publications include:

- Commentaries: Expert commentary on current migration news and issues
- Reports: Original and independent research and analysis
- Briefings: Up-to-date analyses of key migration trends and impacts
- Policy primers: Research evidence on public policy issues relating to migration