



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

MSC in Migration Studies

COURSE HANDBOOK

2020–2021



COURSE HANDBOOK

This handbook is specially prepared for students starting the MSc in Migration Studies course in Michaelmas Term 2020. The information in this handbook may be different from students starting in other years.

DISCLAIMER AND IMPORTANT NOTES

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

The information in this Handbook is accurate as at September 2020, however it may be necessary for changes to be made in certain circumstances, as explained in the [University of Oxford's Graduate](#) web page.

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

IMPORTANT NOTES

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

HOW TO USE THE HANDBOOK

The Course Handbook includes essential information that you will need in the course of your studies and you should read all the sections. You can, however, read sections in any order you wish.

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

The University of Oxford is using Canvas as its virtual learning environment. In addition to email announcements, Canvas will be the main vehicle through which you will receive notifications about any course changes, pertinent events and other information. However, the Department will also be using WebLearn for all examined elements. Fortunately, students use the same SSO username and password to log on to either Canvas or WebLearn.

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

Common Abbreviations for Departments

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

Important and Useful Links

Web Link	Web Address
Alumni	MSc Alumni 2015-20 (on Canvas)
COMPAS	https://www.compas.ox.ac.uk/
Education Committee	http://www.admin.ox.ac.uk/edc/
Examination Regulations	http://www.admin.ox.ac.uk/examregs/2019-20/mosbcinmigrstud/studentview/
Examinations & Assessments	https://www.ox.ac.uk/students/academic/exams?wssl=1
Examinations: Past Papers [WebLearn]	https://weblearn.ox.ac.uk/portal/site/:oxam
ISCA	https://www.isca.ox.ac.uk/
Facebook (MSc Migration)	https://www.facebook.com/groups/MScMigrationOxford/
ODID	https://www.qeh.ox.ac.uk/
ODID Intranet	http://internal.qeh.ox.ac.uk/
Oxford Students Gateway	https://www.ox.ac.uk/students?wssl=1
Oxford University Press	https://global.oup.com/academic/authors/author-guidelines/reference-styles/author-date/?lang=en&cc=gb
RSC	https://www.rsc.ox.ac.uk/
SAME	https://www.anthro.ox.ac.uk/
University Student Handbook	http://www.proctors.ox.ac.uk/handbook/handbook/
SSL	https://www.bodleian.ox.ac.uk/ssl

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§1. KEY DATES AND DEADLINES 2020-21

Michaelmas 2020 (Sunday, 11 Oct.–Saturday, 5 Dec.; Nought Week: Sunday, 4 Oct.)

Week 0	Elect class representatives and a Social Secretary, and let the Course Coordinator have a note of their names by	Friday, 9 Oct.
Week 1	Submit 'Avoiding Plagiarism I Post-Test Results and 'Use of <i>Turnitin</i> ' to Course Coordinator	12 noon Friday, 16 Oct.
Week 5	Videos and information on available options will be available to students. Option conveners will take questions from students	9-13 November
	Writing Forum	Thursday, 12 Nov.
Week 5–8	Submit a draft plan for a research proposal and present it in research methods tutorial for formative feedback from Course Convener and fellow students	<i>By Friday, 4 Dec.</i>
Week 6	Sign up for TWO option courses for Hilary Term	Friday, 20 Nov.
	Submit a CUREC form for ethics approval (and travel insurance form, if applicable) for any fieldwork research planned during the Christmas break.	Friday, 20 Nov.
	Draft <i>Dissertation Topic Approval Form</i> for preparation for Dissertation Workshop in Week 7	Friday, 20 Nov.
Week 7	Release of the Politics of Movement: International Migration in the Social Sciences Assessed Essay Questions	<i>by Friday, 27 Nov.</i>
	Dissertation workshops	1400–1700 hrs Thursday, 26 Nov.
	GSR Report via Student Gateway	

Hilary 2021 (Sunday, 17 Jan.–Sat., 13 Mar.; Nought Week: Sunday, 10 Jan.)

Week 1	Politics of Movement: International Migration in the Social Sciences (Paper I): Submission of an electronic copy via WebLearn	12 noon, Tuesday, 19 January
Week 2	Final <i>Dissertation Topic Approval Form</i> to Course Co-Ordinator	12 noon Friday, 29 January
Week 6	Submit a CUREC form for ethics approval (and travel insurance form, if applicable) for any fieldwork research planned during Easter Vacation.	Friday, 26 February
Week 7	Examination Workshop	Friday, 5 March
	GSR Report via Student Gateway	
	Politics of Movement: International Migration in the Social Sciences (Paper I): Interim results published	w/c Monday, 1 March
Week 8	Feedback on Politics of Movement: IMSS Assessed Essay	w/c Monday, 8 March

Trinity Term 2021 (Sunday, 25 April–Saturday, 19 June; Nought Week: Sunday, 18 April)

Week 0	Methods in Social Research Portfolio (Paper IV): Submission of two soft-bound copies to Exam Schools and electronic copy via WebLearn	12 noon Tuesday, 20 April
Week 1	Paper III: Thematic & Regional Electives: Short, time-limited essay	Monday, 26 April[†], 1030 BST Release of Question paper
	Paper III: Submission of short, time-limited essay	Tuesday, 27 April[†] 1600 BST Deadline for submission of essay
	Paper II: Migration, Globalisation, and Social Transformation: Short, time-limited essay	Thursday, 29 April[†], 1030 Release of Question Paper
	Paper II: Submission of short, time-limited essay	Friday, 30 April[†], 1600 BST
Week 2	Dissertation Workshop	0930–1230 Wednesday, 5 May
Week 5	Full draft of dissertation to be submitted to supervisor	by 12 noon Friday, 28 May
Week 7	GSR Report via Student Gateway	
Week 8	Dissertation (Paper V): Submission of two soft-bound copies to Exam Schools and electronic copy via WebLearn	12 noon Thursday, 17 June
Week 10	Final Exam Board Meeting to settle marks	Friday, 2 July
Week 11	Final Results published and communicated to students	Week commencing 5 July

[†]These are provisional dates; a final timetable will be sent to you directly by the University

IMPORTANT NOTE:

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

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

§2. THE DEGREE

AIMS AND OBJECTIVES OF THE DEGREE

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

TEACHING PROGRAMME

The University of Oxford has a three-term academic year during which all teaching is carried out. The term dates in 2020-21 are as follows:

Michaelmas Sunday 11 October to Saturday 5 December (Week 0: Sunday, 4 October)

Hilary Sunday 17 January to Saturday 13 March (Week 0: Sunday, 10 January)

Trinity Sunday 25 April to Saturday 19 June (Week 0: Sunday, 18 April)

Each term consists of eight weeks, numbered from Week 1–8. In addition, in Michaelmas Term, Nought Week (Week 0) is a time when introductory meetings take place.

Attendance

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

Submission of Work

You must submit all written work on time and within the prescribed word length. This includes both formative and summative submissions. Formative assessments provide useful feedback on your progress; summative submissions, such as the Politics of Movement: International Migration in the Social Sciences Assessed Essay, the Methods in Social Research Portfolio and the Dissertation, count towards your final result. (For when and how to submit your written work, see, for deadlines [KEY DATES AND DEADLINES](#) and [FORMAT AND PRESENTATION OF WORK](#).)

Course structure and classes

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

The Politics of Movement: International Migration in the Social Sciences (Paper I)

[Taught in Michaelmas Term]

Assessed by submission of an essay

The aim of the paper is to provide an overview of mobility and migration across multiple scales and locations. The paper considers the historical, economic, and political conditions within which mobility and migration emerge as particular forms of life, as problems to be governed, as subjective experiences – and last, but not least – as sites of political mobilization. In addition, the paper aims to critically examine different ways of producing knowledge about mobility and migration across disciplines.

Migration, Globalisation and Social Transformation (Paper II)

[Taught in Michaelmas and Hilary Terms]

Assessed by short, time-limited essay submission in Trinity Term

This paper introduces you to the main ‘macro’ migration theories, discusses their strengths and weaknesses, and relates them to the politics of ‘development’ in both richer and poorer nations. Discussing different theoretical traditions in combination with concrete empirical cases, the course puts particular emphasis on a critical, ground-up approach to migration theorising. It examines how theories have interacted (or failed to interact with) migration policies, while emphasising the need for a critical approach to the politics of this theory-policy interface – as well as to the field of ‘migration studies’ as it has come to be constituted over the past decades.

Students will be expected to answer three questions, each no more than 1,500 words with at least one question coming from either Part 1 or Part 2 of the paper.

Thematic and Regional Electives (Paper III) [Options Courses]

[Taught in Hilary Term] Assessed by a short, time-limited essay submission in Trinity Term

Students will choose two options. Students will be expected to answer three questions, each no more than 1,500 words with at least one question coming from one of their chosen options. These options can be from the MSc Migration Studies, Refugee and Forced Migration, and from Anthropology. Information on the available options will be given below.

Methods in Social Research (Paper IV)

[Taught in Michaelmas and Hilary Terms] Assessed by submission of a research portfolio

The course aims to familiarise you with common qualitative and quantitative research methods in migration studies. It will provide tools for you to become a critical consumer and producer of social scientific data by increasing your understanding of the choices involved in conducting research and the consequences of these choices. Course materials will also support you in developing the methodology for your dissertation and provide a foundation for exploring specific methods you may wish to employ for this or other projects.

Keywords: Migration and Social Theory

[Taught in Michaelmas and Hilary Terms]

Unassessed (but see  below)

Keywords are concepts that function as organising principles or ‘binding words’ of particular ways of thinking and acting (Williams 1977). In addition to facilitating meaning-making, they are nodal points through which states govern and through which people make claims against the state. In this seminar-style course, we will engage with selected keywords in order to think critically about how migration is understood 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 contestations.

👉 *Keywords, while not examined, feeds into other examined elements.*

Lectures and Seminar Groups

Politics of Movement: International Migration in the Social Sciences (IMSS) and Migration, Globalisation and Social Transformation (MGST), and Keywords

Lectures for IMSS and MGST courses will be given online. The students will then be split into smaller seminar groups (8 to 9 students). These seminars will be face-to-face and/or online, depending on conditions and needs due to the covid-19 situation.

Methods in Social Research

In the first two weeks, there will be a two-hour lecture given online, after which a lecture of about one hour will be given. During weeks 2-8, students will also have small group meetings during which they will have an opportunity to ask specific questions and present ideas for their dissertation projects. The first two small group meetings will be held online. Should conditions allow, in-person instruction will commence. Following the lectures, students will be split into four seminar groups in Michaelmas Term.

Students should consult the timetable for venues and times and they will be notified of any changes to the advertised times/venues.

Study Buddies

This year, as we are not having as much spontaneous face-to-face interaction in classrooms and corridors as usual due to the Covid-19 situation, we have created a simple 'study buddy' system. Each week, starting in induction, you will be randomly paired up with one of your peers, with the pairings changing every week over Michaelmas and Hilary terms. There are no formal tasks or requirements associated with the study buddy system - see it as a resource for academic and social interaction, and try to meet each other at least once during the week, online or offline depending on your situation and possibilities. (If you are both physically able to meet in Oxford, while observing all the guidance, then do try to make use of this as a chance to meet away from screens!) From time to time, a lecturer may suggest a discussion point or problem for study buddy pairs, and you should feel encouraged to share any ideas or questions emanating from those conversations - or indeed from other discussions as well as from your own individual studies - in the seminars as well as on the Canvas discussion board, which some lecturers will be using for their courses. If more than one lecturer asks you to discuss something in study buddy pairs, you can bring more than one topic into a single meeting between the two of you, in case you don't find space in your schedule to meet repeatedly. In any case, use the study buddy system as a resource and, above all, as a way to get to know one another!

Schedule of Formative Essays

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

Michaelmas Term

- Week 1** Sign up
- Week 3** Migration and the Economy (Carlos Vargas Silva)
- Week 4** Migration and the 'development of underdevelopment' (Ruben Andersson)
- Week 5** Governance and citizenship (Di Wu)
- Week 6** Infrastructures (Di Wu)
- Week 7** Crisis and Resilience (Ruben Andersson)
- Week 8** The politics of identity (Di Wu)

You should choose two essays from either Week 3, 5, 6 and 8 and one from either Weeks 4 and 7. You should submit your essay in the assignment section of the appropriate tile in Canvas by **10.00 am** on the **Monday in the week in question** (e.g. Monday week 3 for the week 3 essay). You will receive a notification from Canvas. Please upload your essay as directed in MS Word format by the stated deadline. Once you submit your essay, all members of your seminar group will receive a copy of your essay as a means of sharing your ideas in the group; you are also free to share the essay more widely with your cohort at your discretion.

Assessment of Formative Essays

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

The purpose of these essays is to deepen your engagement with the issues discussed in the class and to hone your analytical writing skills. The essays will also help prepare you for the 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 [WRITING ESSAYS](#) for notes on how to approach these short essays.) There are also writing guidelines for your dissertation in that section which you will find helpful.

Your course lecturer will mark the work and provide you with written feedback. Please note that formative essays do *NOT* form part of the formal assessment of your work. However, they are an integral part of teaching and learning. To help with this, they will be given an indicative mark from the category ranges (i.e. Distinction, Merit, etc.) to be found in the marking criteria in the Examination Conventions ([EXAMINATION AND RESOURCES](#)).

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

Feedback on Learning and Assessment

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

Feedback on formative and other informal assessments

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

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

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

- Informal feedback provided during interactions with teaching staff.
- Your essays returned to you within two weeks of the submission, and written feedback via Canvas giving you overall comments on your work and an indicative category mark (i.e. Distinction, Merit, etc.). In addition, the lecturer may have marked up the copy of your essay, highlighting individual points of strength and weakness in your argument.
- Your supervisor will be able to view your essays via Canvas, and will be able to help you should any concerns arise from the feedback.

Feedback on summative assessments

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

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

Students will receive feedback on the Paper I assessed essay and the dissertation only.

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

Other information about assessment standards

Students are advised to read the internal and external examiners' reports for the last cohort which can provide valuable insights and contribute to students' preparations for examinations and other forms of assessment. (Available from mid-Michaelmas Term, see [FORMS](#).)

Options courses

In addition to the Core Courses, you **must** choose **two** options from a list of available courses. These are taught during Hilary Term and assessed by the submission of a short, time-limited essay at the beginning of Trinity Term

Your first option course must be from either Pool A or Pool B. Your second options course may come from either Pools A, B, or C. Please note that options chosen from Anthropology (Pool C) where students are taught alongside other students from other degrees who will have different method of assessment. Please make sure that the convener is made aware that you will be doing the short, time-limited essay submission. The availability of any particular options course will be dependent on numbers.

The three pools of available options courses are expected to be as follows (though changes are still possible at time of writing):

Pool A: Migration Studies Home Pool	Lecturer
Migration and Policy	Madeleine Sumption and Peter Walsh
Migration and Security	Ruben Andersson
The Politics of Urban Mobility in the Global South	Loren Landau
Public Opinion, Media and Migration	William Allen
Socialist and Post-socialist Perspectives on Mobility and Migration	Di Wu
Transnationalism and Diasporas	Manolis Pratsinakis with Marie Godin
Pool B: Refugee and Forced Migration Home Pool	Lecturer
Dispossession and Displacement in the Modern Middle East	Dawn Chatty
Postcolonial Borders and Forced Migration	Anne Irfan
Refugee Economies: Forced Displacement and Development	Naohiko Omata
New Technologies and People on the Move	Emre Korkmaz
Statelessness: Politics, Knowledge, Resistance	Dilik Dirik

Pool C: Anthropology Options

You will find a list of possible Anthropology options in the [Anthropology Option Course Information](#) (under 'Options' tab). This link will take you to all the options that are available to students following the Anthropology degree(s). Please note that students should choose only those options that are available to MSc Migration Studies (ODID) which will be duly marked next to the course description.

All Migration Studies home options will have a maximum of 10 places each 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 either Pool A or Pool B.

Please note the following about your choice of options:

- Anthropology options are at the discretion of 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 options pool, students on the MSc in Refugee and Forced Migration Studies have priority for places on their own course 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 10 places available on each of courses in the RFMS pool.
- It is possible a course could be cancelled if not enough people sign up for it.

Short videos given by Option Conveners will be placed on Canvas to help you make your choice. In addition, course outlines and reading lists will be provided. They will remain there for a couple of weeks. Students would be welcome to contact the conveners directly if they have any questions.

HOME POOL A: MIGRATION STUDIES OPTIONS COURSE SUMMARIES

Migration and Policy (Madeleine Sumption and Peter Walsh)

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

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

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

Migration and Security (Ruben Andersson)

This option course considers the how migration has become linked to security concerns in

policy and practice. The aim of the course is to provide a critical understanding of how the control of how human mobility and the state-driven quest for 'security' have come to intersect at a time of perennial 'border crises', securitised aid and faltering 'dreams of development'. Being in large part research-led, the course puts particular emphasis on Euro-African relations around mobility and security, even though examples are brought in from across the world. The course will help students develop the substantive background and intellectual tools needed to assess academic theories and public policy responses in the interlinked fields of migration and security. In particular, it will provide students with a critical ability to analyse the 'securitisation' of migration transversally, by linking how migration and security agendas play out in daily life with the high politics of migration 'crises' and border security.

The Politics of Urban Mobility in the Global South (Loren B. Landau)

Cities are foundations of contemporary political orders and theories of production, power, and belonging. As primary nodes in accelerating circulations of people, goods, and ideas, they are also increasingly sites of emerging contestations over identity, inequality, and the scale and substance of civic engagement. Varied forms of human mobility are central to these emerging formations, helping to redefine the meaning of membership and exchange while giving cause to question city and states' practical and analytical value. Yet despite the rapid growth of cities worldwide, scholarly approaches to urban mobility often overlook the 'global south's' urban revolution. Beyond the wealthy west, cities often grow rapidly without the potential for employment or expanding public infrastructures. This 'do it yourself urbanism' engenders a diversity of urban socio-economic and political forms giving cause to question fundamental ethical and epistemological approaches across the social sciences. This course will explore these connections through conceptual and empirical examination of cities in sub-Saharan Africa in comparative perspective. In so doing, it seeks to revisit fundamental sociological and political questions about the meaning of social and political community, representation and governance, and the spatial and temporal foundations of justice and development. While the course largely draws empirical examples from sub-Saharan Africa, the case material is intended to foster comparative perspectives with the aim of challenging and contributing to the theorization of mobility, space and power.

Public Opinion, Media and Migration (William Allen)

This course aims to explore public opinion and media, with particular attention to the connections between these concepts. It uses migration and mobility as lenses onto key questions such as: what are attitudes, how are they measured, and what comprises 'public opinion' on migration-related issues; what factors, including media, matter for opinion formation and change; how are changes in media production and consumption impacting public debates; and what roles do information and messages have in contemporary politics? It will also deal with normative and ethical questions about the place of media in public life, as well as develop skills necessary for critically engaging with messages originating in research and media alike. Although the course is primarily grounded in political science and communication studies, it also draws upon concepts and empirical work from complementary fields including anthropology, psychology, sociology, linguistics, and critical data studies.

Socialist and Postsocialist Perspectives on Mobility and Migration (Di Wu)

This course examines mobility and migration through the lens of socialism and postsocialism. It understands socialism and postsocialism not only as markers of historical periods or regimes of governance, but also of ways of seeing the world that invite attention to geopolitical and ideological shifts after the end of the Cold War. The course begins with a discussion of what were/are socialism and postsocialism and how can they be used as critical lenses for thinking about the present. It continues with an examination of practices and governance of mobility and migration in the context of Cold War political orders marked as socialist— for example, the former Soviet Union, Eastern Europe, and parts of Asia.

The course then moves to consider shifts in practices and governance of mobility and migration after the collapse of the Soviet Union and Eastern European socialisms. It covers themes, such as rebordering after socialism, changing political regimes, forms of statehood and citizenship, displacement, migration governance, and postsocialist diasporas. In the end, the course invites students to think about how the collapse of actually existing socialisms— and the end of the Cold War more broadly—has affected political imaginaries in relation to mobility and beyond. The course is primarily grounded in anthropology, but also includes texts from history, political theory, geography, and sociology.

Transnationalism and Diasporas (Manolis Pratsinakis with Marie Godin)

The course is an introduction to contemporary approaches to diaspora and transnationalism in Migration Studies. It explores the sociocultural, economic and political aspects of transnational mobility and diasporic formations in an interconnected, post-colonial world. We will discuss the challenges of conceptualising, interpreting and contextualising new forms of transnational mobility and diasporic formations, but also ask if they really are new phenomena. This leads to a critical re-assessment of concepts such as ethnicity, place, space and context, and to reflections on methodological nationalism in social science research on migration. In addition, we will focus on the lived experiences of migrants, refugees and other diasporic people, and ask how they make sense of mobility and displacement and construct senses of belonging. The course is structured around key topics such as identity; gender; transnational mobilisation; diasporas and development; memory and home-making, among others. Adopting a historically sensitive lens, the course draws on ethnographic examples and case studies from across the world.

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

HOME POOL B: REFUGEE STUDIES AND FORCED MIGRATION OPTION SUMMARIES

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

Dispossession and forced migration have come to be a defining feature of the contemporary Middle East. Yet involuntary movement of peoples has indelibly marked the region throughout the last 150 years. This course examines the history of forced migration through an anthropological lens, engaging with concepts such as: space and place, ethnicity, identity, belonging, nationalism, orientalism, cosmopolitanism, hybridity, and local conviviality, resilience, and integration. It engages with the forced migrations of Circassians from the

borderlands of Imperial Russia, the Armenians, and the Kurds from Anatolia, the Palestinians, and Iraqis and Syrians in the Levant. The course addresses these dispossessions as part of the clash of empire, carried further by the colonial, neo-colonial as well as the contemporary neo-conservative political encounters. It engages with the ways in which these peoples have integrated without assimilating and developed a local cosmopolitanism. And finally, it examines whether such local conviviality can survive the current displacement and evictions of peoples, for example, from Syria.

New Technologies and People on the Move (Emre Korkmaz)

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

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

Postcolonial Borders and Forced Migration (Anne Irfan)

Understandings of forced migration are inherently grounded in the concept of borders. In legal terms, a forced migrant must cross an international border in order to be recognised as a refugee. Yet most modern-day borders are themselves the product of colonialism. Accordingly, this course uses a postcolonial framework to examine the relationship between borders and forced migration, unpacking what colonial legacies mean for displacement and refugeedom in the modern age. To do so, the course examines not only state borders but also the boundaries around transnational entities such as the EU, as well as the colonial legacies inherent in the global refugee regime. Students are encouraged to familiarise themselves with these topics by reading not only academic scholarships but also forced migrants' own accounts and testimonies, alongside relevant podcasts and documentaries.

The course opens by historicizing forced migration and borders within the context of postcolonialism. It examines how decolonisation and the construction of 'modern' borders have created new dynamics in displacement and citizenship, while often remaining grounded in colonial legacies. It also unpacks the assumptions inherent in the discourse around citizenship and refugeedom, their intersection with race and gender, and their centrality to forced migration. We then examine these themes through a range of case studies that take in the US, South Africa, Haiti and the Levant, as well as the partitions and creation of new borders in India-Pakistan and Palestine-Israel. The course concludes by considering the de facto contemporary border between Global North and Global South, its implications for refugees, and its connections to colonial structures.

Refugee Economies (Naohiko Omata)

This course explores a crucial but under-researched question: What difference does it make, in economic terms, to be a refugee? Alongside the daunting scale of protracted displacement worldwide, there has been growing interest in the developmental and economic potential of refugees across both policy and academic arenas. Although refugees engage in economic activities and participate in markets in their host states, their economic lives are inevitably shaped by aspects of 'refugeehood' - particular legal, social, political and institutional contexts that relate to being a refugee. The course investigates what makes refugees' economic lives analytically distinctive and examines a range of factors that lead to variation in economic strategies and outcomes for refugees. It takes an inter-disciplinary approach by integrating the work of anthropologists, sociologist, economists, geographers, political scientists, and practitioners. The geographical scope is global but a particular focus is given to refugees living in the Global South, including both camp and non-camp settings.

Statelessness: Politics, Knowledge, Resistance (Dilar Dirik)

Refugees, indigenous peoples and 'non-state' communities often have uneasy relationships with knowledge production, such as history-writing, documentation, and archiving. Often, vulnerable communities resort to practices of state evasion that render them invisible, unknowable and – therefore - ungovernable. This affects and shapes the ways they seek to preserve their memories and knowledge. Understanding these alternative archives requires alternative methodologies and scholarship. This three-part course challenges the modern nation-state by focusing on life worlds, practices, and agencies within those whose livelihoods have been destroyed by state systems.

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

Auditing Courses

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

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

- Refusals: many lecturers tailor their teaching to the cohort of students on a particular degree, or wish to limit the number of participants; and

- Timetabling clashes: some programmes offer their options courses in Michaelmas term, when it is not realistic to audit other courses in light of the heavy demands of your own degree, or at a time when you have a compulsory class or tutorial.

Seminar Series

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

Hardship Fund

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

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

Applications should be emailed to the Course Co-ordinator.

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

Distribution of classes and assessments by term

Michaelmas (MT)	Hilary (HT)	Trinity (TT)
<p>Classes/Supervision (Weeks 1–8)</p> <ul style="list-style-type: none"> • <i>Core course:</i> The Politics of Movement: International Migration in Social Sciences (IMSS) • <i>Core course:</i> Migration, Globalisation and Social Transformation Part I • <i>Core course:</i> Methods in Social Research • <i>Core course: Class:</i> Keywords I • <i>Core Course: Dissertation:</i> identify topic and provisional title; preliminary literature review 	<p>Classes/Supervision (Weeks 1–8)</p> <ul style="list-style-type: none"> • <i>Core course:</i> Migration, Globalisation and Social Transformation Part II • <i>Core course:</i> Methods in Social Research II • <i>Options course 1</i> • <i>Options course 2</i> • <i>Core Course: Class:</i> Keywords II • <i>Core Course: Dissertation:</i> confirm topic and title; develop abstract; start work 	<p>Classes/Supervision (Weeks 1–8)</p> <ul style="list-style-type: none"> • <i>Dissertation:</i> complete work and write up • <i>OMSS Conference</i>

Michaelmas (MT)	Hilary (HT)	Trinity (TT)
	<p style="text-align: center;">Assessment</p> <p>Submission Politics of Movement: Introduction to Migration in the Social Sciences 5,000-word essay (Tuesday Week 1)</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Submission: Methods in Social Research 6,000-word portfolio (Tuesday Week 0) • Short, Time-Limited Essays: (Week 1) • Submission: Dissertation (Thursday Week 8)
<p>Vacation</p> <ul style="list-style-type: none"> • Courses: catch up on reading • Dissertation: literature review 	<p>Vacation</p> <ul style="list-style-type: none"> • Methods in Social Research portfolio • Courses: exam revision • Dissertation: continue work 	

Core courses feed directly into assessed elements and attendance is compulsory.

§3. THE DISSERTATION

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

In **Michaelmas Term**, students will be encouraged to discuss possible topics and approaches to their dissertation with their supervisor and to undertake a preliminary literature review. In **Week 7**, a dissertation workshop will be held, for which you will have submitted a [Dissertation Topic Form \(First Draft\)](#) the week before. This sheet will help formulate your thoughts on your dissertation topic, research questions, evidence bases and preliminary bibliography. At the workshop, you will be divided into smaller discussion groups, each group led by a member of teaching staff. You will be asked to give a brief presentation of your ideas for your dissertation topic.

In **Hilary Term**, students will need submit their final [Dissertation Topic Approval Form](#) in Week 2 (see [FORMS](#); [KEY DATES AND DEADLINES](#)). For the rest of the term, you should start more detailed work on the literature review and framing your dissertation.

In **Trinity Term**, a second Dissertation Workshop will be held in Week 2. This is a more informal workshop where you can discuss problems and issues about your dissertation with teaching staff and fellow students. Students may organise informal scriptorium group meeting every Monday from Week 2 onwards, and this will be supported by the Department. In Week 5 (or earlier) a full draft of your dissertation should be submitted to your dissertation supervisor. The earlier the supervisor can see your full draft, the more advantageous for you, as you would have more time to make the revisions. The dissertation will need to be submitted by Thursday of Week 8. (See [KEY DATES AND DEADLINES](#).)

Fieldwork

We do not encourage original field-based research on the degree; a dissertation can often be just as – or more – effective based on secondary sources in the time available. However, due to the unprecedented covid-19 situation, field research looks impossible this year for student projects and you are very unlikely to get departmental approval even where a strong academic case can be made. We will update you if the situation changes. A limited number of online or telephone interviews, or media-based research, is still possible, if this is approved

by your supervisor and deemed necessary for the project. This research will still have to go through the ethics procedures outlined below.

Even in cases where a limited amount of face-to-face research may be granted (which is not possible at the time of writing), students who wish to conduct primary research must plan carefully, considering the very limited time available (i.e. Christmas and Easter vacations) and the multiple uncertainties involved. Students must discuss their research plans thoroughly with the supervisors as early as possible. If this is the case, you will need to obtain ethical approval from the University **before** the field research including interviews. 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. **NB:** Approval can take up to 4 weeks to come through so please make sure you apply by the **end of Week 6** in Michaelmas Term at the latest for any projects planned for Hilary Term. (See [KEY DATES AND DEADLINES.](#))

If your supervisor approves a limited amount of primary fieldwork, you must apply in good time for University travel insurance. This will involve completing a High-Risk Safety in Fieldwork Risk Assessment questionnaire. (See [FORMS.](#)) **NB:** For reasons of liability **ALL** student travel is deemed to be 'high risk' regardless of the destination or nature of the work. While it is not compulsory to take out the University's travel insurance, students are **strongly recommended** to do so to ensure cover for any unforeseen theft, accident or missed/delayed travel whilst on university-related activity. **NB:** you will only be covered for the days and travel directly linked to university work, and **not** for any personal time or travel.

Ethical Review Procedures for Research in the Social Sciences

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

Why is ethics scrutiny and approval important?

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

You need ethics approval if:

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

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

What you need to do

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

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

Dissertation Support Fund

A small fund is available to support students in the preparation of their dissertation. 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

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

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

Dissertation supervision

Supervision and reading of drafts

Your supervisor should be the **only** person to be asked to read a draft of part, or all, of your dissertation. Your supervisor will not be the assessor of the dissertation. You may consult other members of staff for a discussion on a specific aspect of your work, but make sure you discuss this with your supervisor in advance. This is to ensure we are fair to all students and will prevent assessors from reading your work in advance.

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

Change of topic

After Week 2 in Hilary Term, **ALL** substantive changes of topic (i.e. those which significantly affect the content and scope of your dissertation, and not simply changes to the wording of the title or specific area of research) **MUST** be formally approved by the Chair of Examiners. Please discuss this with your supervisor if in doubt as to the extent of any proposed changes. Your supervisor must, in any case, approve any changes to your dissertation topic. Should you

wish to change your topic substantively, you will need to submit a *Dissertation Topic Change Form* to the Chair for approval (see [FORMS](#)).

Change of supervisor

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

Dissertation: proof reading/copy editing

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

What a proof-reader may and may not do

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

A proof-reader may identify:

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

A proof-reader may not

- add to content in any way;
- check or correct facts, data calculations, formulae or equations;
- rewrite content where meaning is ambiguous;
- alter argument or logic where faulty;
- re-arrange or re-order paragraphs to enhance structure or argument;
- implement or significantly alter a referencing system;
- re-label diagrams, charts or figures;
- reduce content so as to comply with specified word limit;
- translate any part of the work into English

Students have overall authorial responsibility for their own work and should choose whether they wish to accept the proof-reader's advice. A third party proof-reader should mark up the

student's work with suggested changes which the student may then choose to accept or reject.

Failure to adhere to these guidelines could constitute a breach of academic integrity and contravene the [Proctors' Disciplinary Regulations for Candidates in Examination](#). It is, therefore, the student's responsibility to provide the proof-reader with a copy of this policy statement. With reference to this, we would draw your attention to Appendix 1 ( [Good Practice in Citation and Avoiding Plagiarism](#)).

Past Dissertations

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

§4. SUPERVISION

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

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

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

Your supervisor will help you to start thinking about your dissertation from the start of the course, and will suggest preparatory readings to help you develop your thinking. Come prepared to discuss your ideas, as your supervisor will help you to identify a suitable topic and questions. By the end of Michaelmas term, you have to submit a draft *Dissertation Topic Approval Form* to your supervisor for feedback; and your supervisor must have approved this by Week 2 in Hilary. After this you will submit the final form Course Coordinator for approval by the Chair of the Examiners (see [KEY DATES AND DEADLINES](#) above).

Your supervisor will have access to your formative essays and the essay feedback from your course lecturers on Canvas. They may discuss with you any challenges you are facing in the writing of formative essays, and suggest measures for improvement. However, your supervisor will only read your essays if the lecturers' feedback causes concern.

Although your supervisor will be in close and regular contact with you throughout the year, supervision should generally be limited to academic issues. If you have any queries about procedural or administrative matters to do with degree or examination administration, you

should contact the Course Coordinator. Other personal, pastoral or financial matters are best directed to your College in the first instance.

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

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

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

Guidance for students and supervisors

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

Responsibilities of the student

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

12. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.
13. The student should ensure that he or she allows adequate time for writing up the dissertation, taking the advice of the supervisor. Particular attention should be paid to final proof-reading.

Responsibilities of the supervisor

1. In considering an invitation to supervise an MSc student, the supervisor must recognise and accept the responsibilities both to the student and to the Graduate Studies Committees for ODID and SAME implicit in the supervisory relationship.
2. The supervisor is required to make an appointment for a meeting with the new student not later than Week 1 of full term.
3. The supervisor is responsible for giving early advice about the nature of the course and the standard expected. The supervisor is also responsible for advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary). The supervisor should discuss with the student the lecture list for his or her subject and related lecture lists. The supervisor should identify with the student any subject-specific skills necessary for the course.
4. Where during the course of the year a student wishes, in addition to contact with his or her supervisor(s), to have limited consultation with one or two other academics, the supervisor should try to identify (in conjunction with the Course Director) such colleagues and to arrange for an approach to them by the student.
5. The supervisor should ensure that the student works within a planned framework which marks out the stages which the student should be expected to have completed at various points in his or her period of study. This is particularly important for meeting various deadlines related to the supervision and preparation of the student's dissertation.
6. The supervisor should meet with the student regularly. Times should be fixed early in each term so as to ensure that a busy supervisor does not inadvertently find that meetings are less frequent than the student would like, and to give sufficient time for the student to discuss the work and for the supervisor to check that certain things have been done. Informal day-to-day contact should not be seen as a substitute for formal scheduled meetings. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor should also request written work as appropriate. Such work should be returned with constructive criticism and in reasonable time.
7. The supervisor should tell the student from time to time how well, in the supervisor's opinion, work is progressing, and try to ensure that the student feels properly directed and able to communicate with the supervisor. It is essential that when problems arise, corrective action is clearly identified and full guidance and assistance are given to the student.

8. The supervisor is required to report on the student's work three times a year, once at the end of each term. Each report should state the nature and extent of recent contact with the student, and, if there has been none, state why this is so. The report should also make clear whether the student is making satisfactory progress and, in this regard, the supervisor should bear in mind comments made by essay markers and special supervisors.
9. The supervisor should not be absent on leave (during term-time) unless appropriate temporary supervision has been arranged for the student.

Graduate Supervision Reporting

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

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

Students are asked to submit their report in **Week 7** of each term via the [Student Self-Service](#) portal, using their Oxford Single Sign-On username and password to log in. Once you have completed your sections of the online form, it is released to your supervisor for completion and will also be visible to your Course Director, the Director of Graduate Studies (DGS) at ODID and to your College Advisor. Supervisors will submit their report via eVision. When the supervisor's sections are completed, you will be able to view the report, as will your Course Director, the ODID Director of Graduate Studies and your College Advisor. (Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place; College Advisors are a source of support and advice to students.)

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

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

§5. WRITING ESSAYS, DISSERTATIONS AND USING REFERENCES

Guidelines for Essay Writing

These notes are guidelines on preparing the essays which you are asked to give in the course of reading for the degree. They are plainly stated, so as to render them easy to follow. But they are not meant as dogmatic instructions to be followed unquestioningly. You may feel that you have worked essay writing into a fine art and that guidelines are redundant. Still, you

may be stimulated by these guidelines to reconsider your approach, and those students less certain of the techniques of essay writing may find them helpful. There is no such thing as the perfect essay. What follows are suggestions on how to write a good essay.

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

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

Step One: Decide what the problem is all about

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

For example, if you were writing an essay entitled:

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

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

Some further questions to ask yourself might be:

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

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

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

[If you are giving a paper to fellow students in class, then ask yourself: 'What is interesting about the topic?'. 'What should they know about the topic?'. Then formulate your answers as a simple question or questions: e.g. 'What is the difference between detention and imprisonment?'. 'Does detention deter asylum seeking?'. This helps to clear your mind and

focuses your attention on what you need to explain. It also reminds you that you are explaining the topic to other people, as well as providing you with hints on how to set about explaining the topic.]

Step Two: Find the missing link

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

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

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

The missing links would be that:

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

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

Step Three: State your major points

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

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

Step Four: Structure each section

- *Express the point at issue in a simple, direct statement.* Keep technical terms to a minimum, though some will be unavoidable, and avoid complex grammatical structures. Useful introductions to your major sections could be: 'Now the next point is ...', 'A second feature is ...'. These serve as markers between sections and draw attention to the major points.
- *Choose one or two apt examples or illustrations.* They should be short and appropriate. Little point is served by dredging up vast chunks from your sources, unless you wish to work out theoretical implications arising from the texts at length. If you are discussing the economic consequences of labour migration, do not digress into the ecological consequences of labour migration.

- *Give any important qualifications.* Again, it is more helpful to give 'lead-ins' such as 'Of course there are exceptions ...', 'Now there are problems / difficulties ...'. In writing up your essay you will naturally wish to select more elegant phrases and ring the changes but these act as clarifiers. Remember to give only the main elaborations and leave out vague cases which are not essential.
- *Restate your major point.* At the end of each section you should restate the point at issue in a slightly extended form and in different words. The use of alternative words increases the chances of being understood and enhances your own understanding. Often a change of words, or word order, brings impact to your meaning and opens up entirely new perspectives

Step Five: Summarise the main points you have made

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

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

Step Six: Plan your introduction

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

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

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

Step Seven: Write your completed essay plan

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

Introduction

Section One: major point, example, qualification, restatement

Section Two: major point, example, qualification, restatement

Section N: major point, example, qualification, restatement

Summary/Conclusion

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

Step Eight: Write down your essay

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

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

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

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

Useful Sources

On writing a Masters thesis:

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

General reference books

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

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

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

Opportunities for Skills Training and Development

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills,

referencing, revision skills and academic writing – through the [Oxford Students website](#).

English for Academic Studies

If English is not your first language, and you feel you could do with some more formal help to develop your academic writing skills, remember that the University's Language Centre offers courses in [English for Academic Studies](#).

Guidelines for Writing the Dissertation

1. What assessors are looking for?

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

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

2. Choosing your topic

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

Discuss it with your supervisor

You should take the opportunity during your first meeting with your supervisor to discuss any thoughts for your dissertation topic, even if they are embryonic. Your supervisor will be able to help you to assess how feasible the research topic is, and how you may develop it.

Identify a question

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

Further considerations

You should consider existing scholarship in the area. If little scholarship exists, it will be difficult to produce a dissertation from secondary sources. Check that your sources are in a language that you can understand, where your sources are located and whether you will need

to travel, and what types of data and analysis (quantitative, ethnographic, archival, etc.) will be required.

3. Conducting research

Identify a theoretical framework

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

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

Evaluate your sources

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

Refine your question

Once you have undertaken preliminary research, refine your question. Discuss the scope of the question with your supervisor; your dissertation will be weak if the research area is too broad or too thin.

Finally, be flexible. The literature you read during the course of your research may change the direction of your thoughts or your opinions.

4. Planning the dissertation

Make a timetable

Draw up a timetable in which to write the dissertation, in consultation with your supervisor. Make sure you meet the Week 4 Trinity term deadline for submitting a full draft of your dissertation to your supervisor, as this should allow enough time for you subsequently to take on board arising suggestions. The sooner you can get a full draft to your dissertation supervisor, the better. You'll find that even if a last-minute blitz has worked in the past, you will be disappointed with the results of it on a project of the scale of the dissertation. You will

also need to leave time to account for unforeseen complications throughout and any computer hassles near the end. Always save your dissertation to a USB stick/external hard-drive/email account as well as the hard drive of your computer, to circumvent the panic of computer crashes. Ensure that you have the document ready for the printer in time to get it to the Exam Schools by the deadline.

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

Write a plan

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

5. Writing the dissertation

Define your key concepts – and early on!

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

Convince your reader

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

Structure

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

At the end of each section you should very briefly restate your major points in alternate words, relating them to the broader argument. This will help you to conclude the section and the dissertation as a whole, as well as ensuring that the reader is entirely clear of the point you are making.

Familiarise yourself with academic work

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

Grammar, punctuation and spelling

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

6. Referencing

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

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

Some useful resources:

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

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

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

7. Plagiarism

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

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

8. Format and presentation of submitted work

All work must be submitted in the following format:

- Must be **anonymous**, with only your examination number on the front cover sheet†
- Must be presented in size 12 font
- Must be 1.5 line-spaced

- Must have a bibliography that consists only of references that are cited in the text; the section title should be 'References Cited'
- Must follow the [Harvard](#) or author-date system of referencing
- Must be within the permitted word limit and include the word count[‡] clearly stated on the front cover sheet
- Must have a standard cover sheet, showing your essay title, candidate number and word count, bound into the front
- An abstract of 150-200 words should be added to the Dissertation. This will not be included in your 15,000-word count.

†Do not include anything in the Examiners' Copies that might identify you: this includes acknowledgements for help given [and in the Methods in Social Research Portfolio, references to previous work using your name or syntax files containing the name of personal document folder]

‡The word count should *include* your main text and any footnotes (which should be kept to a minimum), but *exclude* data tables, and reference tools, such as your bibliography (and in your dissertation, any appendices, a list of abbreviations, short abstract and table of contents). Do **not** exceed the word count for submitted work. If you do, you may face an academic penalty (see Exam Conventions in [EXAMINATIONS AND RESOURCES](#)).

§6. EXAMINATION

Examined Elements

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

Assessment Title	Method of Assessment	Word Length	Weighting
The Politics of Movement: International Migration in the Social Sciences	Essay	5000 [†]	15%
Migration, Globalisation and Social Transformation	Three Essays (completed within 30 hrs)	1,500 each [❖]	15%
Thematic and Regional Electives	Three Essays (completed within 30 hrs)	1,500 each [❖]	15%
Methods in Social Research	Two assignments 1. Qualitative plus 2. Quantitative	3000 [‡] 3000 [‡]	15%
Dissertation		15,000 [§]	40%

excluding: †notes and bibliography; ❖bibliography; ‡ bibliography and appendices; §abstract, bibliography an appendices

NB: The Keyword Discussion classes are relevant to all assessment units

Entering for the Examinations

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

Alternative Examination Arrangements

Students requiring special arrangements for the examinations for reasons of illness or disability must make prior application through their respective colleges to the Proctors. The Proctors' rules concerning arrangements in cases of illness and disability are detailed in the [University Student Handbook](#). Subject to the provisions given in those notes, a student who

fails to appear at the time and place appointed for any part of his/her examination shall be deemed to have withdrawn from the examination.

Conduct and Academic Dress

All members of the University are required to wear [academic dress](#) with *sub fusc* clothing when attending any formal University event, such as matriculation or graduation

To help you prepare for the short-timed essays in the first week of Trinity, we hold an informal Exam Briefing/feedback session between Weeks 6 and 8 of Hilary. The formative essays written during the year follow the same format as the short timed essays, and so constitute key practice for these. Further details of the workshop will be circulated during Hilary.

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!

Submission Process and Deadlines

All summative submissions should be uploaded to WebLearn **no later than 12 pm** on the deadline date ([KEY DATES AND DEADLINES](#)). Before submitting work, you will be asked to confirm statements on a declaration form within WebLearn.

Checks will be made of such declarations and dishonesty will be treated as an attempt to cheat in the examination. You will be responsible for retaining an electronic copy of your submitted work until the examination is concluded. It is **essential** that deadlines are strictly complied with. (See **Late Submissions** above.) (For deadlines, see [KEY DATES AND DEADLINES](#) above.)

Extensions

In very exceptional circumstances (usually due to illness) it may be possible to request a short extension of time to hand in your assessed submissions. You will need to contact the Senior Tutor of your College who will be able to advise you and who, if necessary, will seek approval from the Proctors. If your request is accepted, it will be forwarded to the Chair of the Examiners for the MSc. All such extensions need to be approved **in advance**. Failure to hand in papers and deposit your assessed submissions in time without prior approval may result in failure to complete the degree.

Late Submissions

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

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

Examination Regulations

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

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

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

Previous Examiners' Reports

An anonymised copy of the Examiners' Reports for 2019-20 will be available to consult on [Canvas](#) (see *Examiners' Reports*). This will be published online in early Michaelmas Term.

Past Papers

Past examination papers, from 2010–2011 onwards, are available in the Library or from the [University of Oxford website](#). If searching by using free text, enter 'Migration Studies' and then select 'Master of Science in Migration Studies (by coursework)'. This will bring up the four past papers. If searching by course, scroll down until you reach 'Master of Science (by coursework)' and then look for the exam paper code JMIG.

Receiving your results

You will receive an automatic email once your examination results are available via your Student Self-Service Academic and Assessment Results page. You will need to log in to [Student Self-Service](#) using your Oxford Single Sign-on. The results page will detail all of your assessment results and your final classification. Results are generally published during the first half of July. **NB:** You will receive results for Paper 1 (the assessed essay) followed by feedback in Hilary Term.

Best Dissertation Prize and Examiners' Prizes

The Examiners may, at their discretion, award a prize for the best dissertation submitted by a student, and for the best overall performance by a student, taking into account performance in each of the individual examined elements. A prize of £100 will be sent to each student during the summer. Awards for these prizes will be considered at the final Exam Board meeting. Dissertations that are submitted later than one week before the final Exam Board meeting will not be eligible for the Award.

Deposit of Dissertations

The Examiners will normally recommend that dissertations awarded a distinction be deposited in the Bodleian Library. The Course Coordinator will contact you if this is the case, asking you to complete an Information for Thesis Cataloguing form (GSO.26b and GSO 3b). You do not need to send an extra copy of your dissertation for cataloguing: simply a signed and completed form.

Graduation/Degree Ceremony

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

Progression from MSc to DPhil

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

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

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

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

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

§7. UNIVERSITY REGULATIONS AND GUIDELINES

University Regulations and Policies

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A–Z of University Regulations, Codes of Conduct and Policies available on the [Oxford Student website](#).

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

[Oxford University Statutes and Regulations](#)

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

Residence requirements

You should be aware that, according to University regulations, MSc candidates are required to keep statutory residence and pursue their studies in Oxford for no less than three terms after admission. The *Examination Regulations 2017* state that:

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

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

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

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

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

Please make sure to co-operate with the University in fulfilling its Tier 4 duties so that it maintains its status as a Highly Trusted Sponsor enabling international students to study at Oxford. The University also has obligations as your sponsor.

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

Students who wish to take up paid employment are required to seek advice from your supervisor in the first instance and then the Course Director **before** taking up any such employment. Students must ensure that paid employment does not impair their studies. The MSc in Migration Studies is an intense academic programme; paid employment is advisable for students only under exceptional circumstances. If permission is granted, your general supervisor will monitor, on a termly basis, that a proper balance is maintained between paid

employment and academic coursework. Please note that University guidelines stipulate that Masters courses are expected to entail full-time commitment. Please refer to the [University's Guidelines](#) on paid employment.

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

Policies on conflict of interest/academic integrity

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

§8. COMPLAINTS, ACADEMIC APPEALS AND OTHER CONCERNS

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

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

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

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

Complaint relating to teaching or other provision

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

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

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the [University Student Complaints Procedure](#).

Academic appeal

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

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

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the [University Academic Appeals Procedure](#).

Please remember in connection with all the academic appeals that:

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

§9. COMMITTEES AND STUDENT FEEDBACK

Joint Graduate Studies Committee

Responsibility for the programme is vested in the Joint Graduate Studies Committee of the School of Anthropology and the Department of International Development, which reports to the Social Sciences Division. The Divisional Board has formal responsibility for the maintenance of educational quality and standards in its broad subject area and exercises its responsibility through its Academic Committee, which scrutinises proposed course revisions, reports of examiners, and other questions of academic policy. At the University level, the [Education Committee](#) is responsible for matters of academic policy.

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

Class Representatives

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

the class reps will also reflect your cohort's gender balance and diversity in educational backgrounds.

Oxford University Student Union (OUSU) run training courses for class representatives, which we strongly encourage you to attend. The OUSU will get in touch with you early in Michaelmas, and you can [contact](#) them direct for further information.

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

Student Committees

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

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

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

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

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

Course evaluations and surveys

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

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

Students on full-time courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the [Student Barometer](#). Previous results can be viewed by students, staff and the general public.

§10. SOURCES OF INFORMATION AND HELP

The Department and its Role

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

Matters to do with the course:	Course Director
Matters to do with teaching on the course (or with the course itself) which needs to be discussed outside the course	Director of Graduate Studies, ODID or Director of Graduate Studies, SAME
Regarding procedural or administrative matters and especially examinations (or anything else)	MSc in Migration Studies Course Coordinator ; tel. (2)81833

The College and its Role

All students are full-time, matriculated, college members. The colleges have no formal role in graduate teaching, but all students have college advisors who can discuss both personal and academic matters. If you need to obtain extensions for assignments, etc., the Senior Tutor of the College would be the person to contact. For more information on the role that College's play, please consult their individual handbooks.

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

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

In addition, your college advisor may be able to offer you advice on academic-related matters such as: applications for research funding, conferences and seminar attendance, publication and career plans. College advisors may also be able to provide you with a character reference or for a Junior Deanship, but they are not able to provide you with academic reference.

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

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

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

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

Counselling and other welfare needs

The College Advisor will be able to direct you to relevant sources of advice and support which you should feel free to consult as necessary. These might include, but are not limited to:

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

The University also offers a [counselling service](#). It is there to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. In addition, a range of [student-led support](#) is available to help provide support to other students, peer support, OUSU Student Advice Service and Nightline.

Student Counselling Service

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

Occupational Health Service

The Service provides travel advice, immunisations and antimalarial prophylaxis to University staff and certain students travelling in the course of their work, for example, undertaking research abroad, attending conferences or going on field trips. There is a travel clinic on Monday afternoons in the University Occupational Health Service at 10 Parks Road. Telephone: 01865 (2)82676, or [email](#).

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

More information on vaccinations and preparation for travel abroad are available from the [Occupational Health website](#).

Disability

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

Harassment

The University's policy relating to Harassment is available [here](#). The department's Harassment advisor is [Professor Doug Gollin](#).

§11. LIBRARIES AND OTHER RESOURCES

The [Bodleian Libraries](#) form the integrated library service of the University of Oxford, offering over 13 million volumes, 29 site libraries, 4,070 study places, 80,000 online journals, 1,350 research databases, document supply services, information skills training programmes and world-class staff expertise.

To search the collections, locate items, access online resources, reserve or renew books, and for the library's instant chat service, please use [SOLO](#) (Search Oxford Libraries Online). For off-site access to online resources log-in to SOLO with your Single-Sign-On user name and password received with your University email.

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

The Bodleian Social Science Library (SSL) is the main library for Oxford University's Social Sciences Division and particularly supports the Departments of: Economics, International Development, Politics and International Relations, Sociology, and Social Policy and Intervention, and the Centres for: Criminology, Refugee Studies, Russian and East European Studies, and Socio-Legal Studies. Of particular interest is the unique grey literature collection on refugee studies and forced migration, now fully searchable via SOLO. The [SSL](#) is housed on the ground floor of the Manor Road Building. To visit the Bodleian Library and the SSL, you will need to book in advance. You can do this [here](#). It is a five-minute walk from ODID. The Library offers a variety of study spaces including graduate study rooms, individual study carrels, and two group discussion rooms which are available for booking. For answers to FAQs (Which password do I use? How do I print, copy and scan? How do holds work? etc.), please see the SSL [Getting Started](#) webpage. The SSL website also provides links to the Library's Facebook page, RSS feed, Twitter account and the 'ask a Student Consultant' enquiry form.

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. The Subject Consultant for International Development is based in the SSL and available for individual research [appointments](#) on request. Social Sciences data management queries can be addressed to the [Bodleian Data Librarian](#), John Southall, who can also be approached for support in creating or using qualitative data. For information about library services for readers with disabilities please contact the [SSL Reader Services Librarian](#). To request new library materials for purchase, email the details to [library material orders](#).

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

In addition to the SSL, there are separate social science libraries for Anthropology, Business, Education and Law. Area studies are well-served by the Vere Harmsworth Library, the Weston Library (for Africa and Commonwealth materials), the Oriental Institute Library,

the Latin American Centre Library, the Bodleian Japanese Library, the Institute for Chinese Studies Library and the Indian Institute collections. The two main libraries for anthropology are the [Tylor Library](#) (ISCA) and the [Balfour Library](#) (PRM), which are both run by the Bodleian Library. Information about the Anthropology library can be found [here](#).

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.

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](#).

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](#).

§12. COMPUTING

IT at Oxford

You will find a useful introduction to IT at Oxford [here](#). This site provides information on the various resources available throughout the University, and how to obtain access to them.

Email

The main central email server at Oxford is called Nexus365 which is run by the University's IT Services. All new members of the University are automatically pre-registered for a Nexus365 account in time for their arrival in Oxford. Most Oxford users have an email address relating to their college, e.g. chris.jones@sant.ox.ac.uk. Graduate and staff users also get an email address relating to their Department, e.g. chris.jones@geh.ox.ac.uk

Mailing List

Your Oxford email address will be included in the class mailing list: odid-msc@maillist.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. This list only contains MSc MS students; to reach the faculty, please use their individual emails which can be found from departmental or university websites.

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 ensure your Oxford email is forwarded to your mailer.

IMPORTANT NOTE: It is your responsibility to read your Oxford email and to check Canvas notifications. 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.

Microsoft Teams, Canvas and Weblearn

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

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

§13. MIGRATION SOCIETIES AND NETWORKS

Oxford Migration Studies Society

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

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

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

Migration and Mobility Network

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

For regular network newsletters, as well as general enquiries, please email the network coordinator, [Domiziana Turcatti Domiziana Turcatti](#) or the generic network [email](#).

Oxford Monitor of Forced Migration

The [Oxford Monitor of Forced Migration](#) (OxMo) is an independent, student-run publication that moves to engage with various aspects of forced migration through academic scholarship. At its core, OxMo is dedicated to protecting and advancing human rights of individuals who have been forcibly displaced. By monitoring political, legal and practical developments, we seek to draw attention to the plight of forced migrants, identify gaps within existing international and national protection regimes and engage with the many practical and

conceptual concerns which perpetuate displacement. We seek to present critical yet balanced analyses of forced migration issues, placing particular emphasis on monitoring the policies and actions of governments, international organisations, and local and international NGOs. Equally, we are committed to giving expression to innovative undertakings that move to alleviate and counter the numerous difficulties that forced migrants face.

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

§14. CAREERS INFORMATION AND ADVICE

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

There is a Careers Orientations Session held in Week 1 of Michaelmas Term, 2.00-4.00pm led from the University's Careers Service. A careers event is also usually organised for the MSc MS course in early Trinity Term with the participation of alumni students and external professionals. The Course Coordinator will notify students about the exact date and program of this event.

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

Other careers events to look out for:

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

APPENDICES

Appendix 1: Good Practice in Citation and Avoiding Plagiarism

What forms can plagiarism take?

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

- Autoplagiarism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination.

Not just printed text!

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

Appendix 2: Style for References and Bibliographies

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

1. Citations in the text

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

Examples of Single author

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

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

Examples of Multiple authors

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

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

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

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

Multiple sources

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

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

No author

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

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

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

Secondary referencing

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

Law cases

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

Personal communications and interviews

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

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

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

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

NB: Remember that you **MUST** obtain approval before undertaking any research projects which involve human participants. This includes elite interviews.

Websites

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

2. Direct quotations

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

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

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

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

Oliver Bakewell argues that:

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

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

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

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

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

3. Listing references at the end of a text

A full list of all references cited in the text must be provided at the end of the paper. The references should be listed alphabetically by author’s surname and then by date (earliest first). If an item has no author, it should be cited as ‘Anon’ and ordered in the reference list by the first significant word of the title. Authors’ surnames should be followed by the author’s initials or forenames and the date of publication. The format of the reference depends on the

nature of the source (see examples below). Second and subsequent lines of each entry are indented three spaces, to highlight the alphabetical order, and the author's name may be replaced by a line in cases where an author has multiple entries. If a source has editors, rather than authors, this should be indicated by the use of '(ed.)' or '(eds)'.

(a) *BOOKS*

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

Single author

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

Joint authors

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

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

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

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

Edited book

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

Translated book

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

Same author(s): multiple publications

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

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

Chapter in an edited volume

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

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

(b) *JOURNAL ARTICLES*

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

(c) *NEWSPAPER AND PERIODICAL ARTICLES*

If an individual author can be identified:

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

If no author can be identified:

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

If reference is made to an entire edition:

Daily Telegraph. 2013. April 19.

(d) *CONFERENCE PAPERS*

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

(e) *PAPERS FROM PUBLISHED CONFERENCE PROCEEDINGS*

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

(f) *REPORTS*

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

(g) *GOVERNMENT PUBLICATIONS*

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

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

(h) *ACTS OF PARLIAMENT*

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

(i) *THESES OR DISSERTATIONS*

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

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

(j) *LAW CASES*

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

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

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

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

(k) *PERSONAL COMMUNICATIONS*

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

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

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

(l) *INTERVIEWS*

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

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

(m) *ELECTRONIC SOURCES*

Website references

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

Migration Information Source. 2013. *Albania* (online). Available from:
<<http://www.migrationinformation.org/Resources/albania.cfm>> (accessed 22 September 2013).

Documents on the internet

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

International Organisation for Migration. 2013. *Positive Factors and Obstacles to a Sustainable Reintegration in Brazil*. Lisbon: IOM Mission in Portugal. Available from:
<http://publications.iom.int/bookstore/free/Positive_Factors_in_Brazil.pdf>
(accessed 23 September 2013).

Electronic journal articles

Cite as printed journal articles, indicating that the source is electronic by including ('online') after the title. If issue identification and page numbers are not available, include the date of

issue in round brackets after the journal title. Provide the <URL> and details of when the document was accessed.

Shandy, Dianna J. 2003. 'Transnational linkages between refugees and Africans in the diaspora' (online). *Forced Migration Review* 16: 7-8. Available from: <<http://www.fmreview.org/FMRpdfs/FMR16/fmr16.2.pdf>> (accessed 23 September 2013).

Email discussion lists

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

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

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

CD-ROMs

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

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

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

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

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

Video recordings

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

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