MSc in Refugee and Forced Migration Studies
Course Handbook
2020–2021
This handbook is for all students commencing the MSc in Refugee and Forced Migration Studies in Michaelmas Term 2020. The information in this book may be different for students starting in other years.

NB: ODID is striving to become a low waste, low carbon department. In line with our mission, this handbook has only been made available to students in electronic format on CANVAS in order to reduce the department’s carbon footprint, so please think carefully before you print any of it.

DISCLAIMER

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

http://www.admin.ox.ac.uk/examregs/2020-21/mosbciraforcimigstud/studentview/

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

The information in this handbook is accurate as at 5 October 2020, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges webpage. If such changes are made the department will publish a new electronic version of this handbook on CANVAS, together with a list of the changes, and students will be informed.

Front cover photo: Rohingya girls attend a youth club in Kutupalong refugee camp, Bangladesh. © UNHCR/Vincent Tremeau
HOW TO USE THIS HANDBOOK

This handbook includes essential information that you will need in the course of your studies. It is intended to be as concise as possible, in order to make it useful for you as a quick reference guide. To find specific information, you can navigate to parts of the handbook using the hyperlinks in the Contents Page, and also via hyperlinked cross-references throughout the book. You can also key ctrl + F to bring up a search bar, and enter key words to be found within the text.

Abbreviations/symbols used
ODID  Oxford Department of International Development
RSC  Refugee Studies Centre (within QEH)
SCC  Student Consultative Committee
TC  Teaching Committee
You will find resources available on CANVAS, Oxford’s Virtual Learning Environment (see below for further information)
See another resources available on CANVAS, Oxford’s Virtual Learning Environment (see below for further information)

Signposts to further reading online
Throughout this handbook you will also be directed via hyperlinks to information available online. Please take the time to investigate these links for yourself.

CANVAS and WebLearn
CANVAS is a Virtual Learning Environment, a structured web-based system to support and enhance teaching and learning at the University of Oxford. https://login.canvas.ox.ac.uk/. All the MSc course materials (lecture lists, reading lists, schedule, etc.) are held here. You will use your Oxford Single Sign-On (SSO) username and password to log in.

WebLearn is a web-based system that you will use only for the purpose of submitting work (both formative and summative), and for signing up to option courses and additional workshops.

In parts of this handbook where you are referred to material that is on CANVAS, or to tools on WebLearn, you will see this symbol: 

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

Contact: andrea.smith@qeh.ox.ac.uk / 01865 281701 or via TEAMS
Remote contact preferred, but where an in-person meeting (face covering essential) is deemed necessary:
Location: ODID, 1st floor Old Building, Room 20.04 (9.30-5.30 on Tuesdays only)
NB: This is subject to change depending on the coronavirus situation

Course Director 2020-21: Dr Catherine Briddick
The Course Director has overall responsibility for the organisation of the degree and convenes the Teaching Committee and Student Consultative Committee meetings. The Course Director is happy to discuss any course-related matters, especially if you are unable to discuss them with your supervisor.

Supervisor
Your supervisor oversees your overall academic progress throughout the year. For further details, please see SUPERVISION.

Chair of Examiners 2020-21: Professor Alex Betts
Queries relating to exams and assessments should be directed to the Course Coordinator (Andrea Smith) in the first instance.

External Examiner 2020-21: Professor Michael Collyer, Professor of Geography, University of Sussex

Please note: Students are strictly prohibited from contacting external examiners directly
WEB LINKS AND MAILING LISTS

WEB-LINKS

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

https://login.canvas.ox.ac.uk/

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

- University of Oxford: http://www.ox.ac.uk
- Department of International Development: http://www.qeh.ox.ac.uk/
- Examination regulations: http://www.admin.ox.ac.uk/examregs/
- Oxford students: http://www.ox.ac.uk/students
- Central University Student Handbook: https://www.ox.ac.uk/students/academic/student-handbook.

MAILING LISTS

Your Oxford email address will be included in the class mailing list which you can use to email your whole cohort:

odid-mscfm@mailist.ox.ac.uk

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

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

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

To all new students for the Master of Science in Refugee and Forced Migration Studies

Welcome to Oxford, to the Refugee Studies Centre (RSC), and to the Department of International Development. This handbook is designed to be your primary source of reference regarding all matters relating to the MSc in Refugee and Forced Migration Studies in 2020-21.

2020 has been, in many respects, an extraordinary year. Many of us have experienced periods of separation from our friends and families, have had our education and work disrupted, and restrictions placed on our ability to move and interact with each other. Many of us have experienced illness and bereavement. For these and other reasons, you may be starting the new academic year with a sense of trepidation, as well as of excitement, uncertain of what the next few weeks and months hold.

The RSC is, however, also extraordinary. It is a wonderful place to study and work because of the people who make up its community and contribute to its collaborative and vibrant intellectual and social life. In the pages that follow we set out how, within the rules we need to follow to ensure our health and wellbeing, we intend to provide you with an enriching and exciting course of study. During this nine-month course you will, for example, be introduced to a number of perspectives that will both broaden and deepen your understanding of forced migration. Our teaching, whether delivered in-person or online, remains grounded in a multi-disciplinary approach that includes the perspectives of anthropology, international relations, history, law, politics, and social theory. Taken together, these perspectives will provide you with a rich and diverse training in the social sciences.

Another strength of the MSc programme is the individual supervision we provide to our students. You have been assigned a supervisor and you are expected to meet regularly with them to discuss the essays that you write, your academic progress and research plans. An additional advantage of Oxford is its libraries. The Social Sciences Library on Manor Road contains the RSC’s collection, the world’s largest unpublished collection of literature in refugee and forced migration studies. The Social Science Library also contains an excellent collection of books on conflict, development, forced migration, humanitarianism, politics and international relations. The Law Library in St Cross Building similarly contains a wealth of international and comparative legal materials. Then there is the historical core of the Bodleian library, which, as a legal deposit library, holds every book published in the UK. This library has many beautiful reading rooms, historical buildings, and a wealth of archival materials. When the library cannot be accessed physically, its unrivalled resources can usually be retrieved electronically, with the help of the University’s amazing librarians.

To help us work together, and to be the contact point between us in course-related matters, I would like to encourage you to identify three fellow MSc students to be your Student Representatives. One of these representatives will take on the role of Social Secretary and organise events for the group. I will meet with the three representatives at the end of each term, to see how things are going. In addition, if you need advice on any aspect of the course, please do not hesitate to contact me. For any enquiries related to the degree or your studies more broadly, you can email to arrange to see me or simply pop up to my office. My door is both physically and virtually open to you.

The contexts and challenges that refugees and forced migrants have to negotiate are being dramatically affected by the current crisis. We will be engaging with these challenges over the next nine months and we will draw on and apply the knowledge and skills provided by our programme, include those of research, evaluation and critical thinking, in order to do so. The MSc is, however, more than a course of study. It is about people; it is about you. Even and especially in these times, I would encourage you to engage with the wealth of social and cultural activities that Oxford, the University and city, has to offer. Your college will also provide you with an opportunity to meet people from many different fields of study. Take the time to share experiences with them. You never know what connections you might make and what you might learn.

I wish you well and hope you find your time with us challenging, exciting and fulfilling.

Warm wishes,

Dr Catherine Briddick
Martin James Departmental Lecturer in Gender and Forced Migration
MSc in Refugee and Forced Migration Studies Course Director, 2020-21
WELCOME FROM LAST YEAR’S CLASS

Dear incoming Refugee and Forced Migration Studies class:

The 2019-2020 Refugee and Forced Migration Studies cohort would like to welcome you to Oxford University, the Department of International Development, and the Refugee Studies Centre!

Speaking from experience, we have no doubt that you will find your time at Oxford to be both intellectually stimulating and personally enriching. The RFMS course will challenge you academically and encourage you to produce quality scholarly research - from the lectures to the extensive reading lists, to individual meetings with supervisors, to informal discussions with peers. However, the RFMS course is not only a space for learning; it is also one that fosters friendships, support networks, and mentorships. Work hard but also have fun and support each other.

Because the course is only nine months, it is intense and demanding from the start. While you may feel overwhelmed, rest assured from those of us who were in your shoes just one year ago, the course is equally manageable as it is rigorous.

Here is some advice that we hope you will keep in mind as you start the degree:

- **Take time for yourself:** Being a student at Oxford should not only entail studying. It’s a time for personal development and exploration. Do not feel guilty about taking time for yourself, however you wish to spend it. Your work will benefit from mindful breaks. We all have different ways of reading, writing, and studying, but it’s important for everyone to enjoy themselves. Queen Elizabeth House is a five-minute walk from the University Parks and the expansive open fields that lie beyond it, and a twenty-minute walk from Port Meadow. There is more to the Oxford landscape than the inside of seminar rooms, especially when the sun is out. Oxford may sometimes be overdosing in its potential offers of social activities, so don’t stress out if you end up “only” sitting in one of the many cafes people watching.

- **Work as a team:** This course encourages you to work together with your peers, all of whom have diverse perspectives and insights from the academic and professional work they have undertaken. We found lots of success and fun in creating reading groups, sharing notes, discussing essay topics together, and keeping each other company in the library. In preparation for the exams, while you should be sure to prepare original examination papers, it can be helpful to practice writing, or talk about exam preparation in groups. Your course-mates are also your strongest support network; during stressful moments, be sure to take breaks and talk through challenges. Because of restrictions during the lockdown, for example, many of us in the cohort did group ‘study calls’ to create a sort of virtual library space. It helped keep us focused and have a chance to take breaks together to talk through what we were working on and feeling that day. We also found it useful to have a WhatsApp group to communicate with each other and arrange social gatherings and study groups.

- **Be strategic on your readings:** The reading lists can seem daunting. In most courses, you will of course get the most out of class discussions if you do the required readings, but for the additional readings, select what interests and challenges you most. Additional readings will be useful for the formative essays and exam preparation. Remember that you will not be examined on every week of material; it is okay to strategise and focus additional time on those weeks that are most interesting to you. Also, be critical of the reading list and suggest additional texts you think are missing to your tutors and peers.
• *Don’t sweat, but don’t slack on the formative essays:* The formative essays are not formally graded and are intended to help you work through ideas and arguments on paper. While they do not count towards your final marks, putting effort into the formative essays from the beginning will inevitably help you in both the exams and thesis, and more generally will help you process the course material. Furthermore, if you intend to apply for the DPhil, your marks could be asked for. Thus, use the essays as an opportunity to delve further into topics that you are interested in learning more about, and also as preparation for the work that will be marked. What’s more, questions that are asked for the formative essays may be similar in theme and will require the same skills as those asked in the exams.

• *Study selectively for the assessments and remember to answer the question instead of showing off your knowledge on a certain topic:* A sure-fire way to be in the best position possible on the day of the assessment is to be selective in what you revise, but to have spent time preparing essay plans on the topics you do intend to answer.

• *For your thesis, learn what works best for you and stick with it:* With the immediacy of coursework, the thesis may be the furthest thing from your mind at the start of the year. You may have come into this program knowing exactly what you want to research; alternatively, you may have no idea. Either (or somewhere in between) is perfectly okay. Keep a journal to track your ideas; writing down and working through your ideas is an extremely important part of the process. Your supervisor will also be able to provide more specific feedback once you begin to articulate your ideas on paper. Know that being proactive does not mean rushing the process. It is equally important to be patient with yourself and to take your time exploring topics to find something you are excited about. Also keep in mind that the process is different for everyone and comparing your pace to your peers’ can be more distressing than helpful. It is also important to remember that writing is a deeply personal process and your peers will likely be at different stages at different times. Your supervisor is your primary point of contact for your thesis, but don’t be afraid to approach other faculty - inside and outside the RSC - to discuss your thesis. They may share valuable insight with you on your topic and your research and writing process. Also, use your classmates as advisors as well, beyond the sessions the department organises in which we discuss each other’s topics.

• *Attend additional talks:* In addition to course lectures, try to make time for a few additional talks each week. The weekly Refugee Studies Centre Seminar Series is terrific and there are also amazing talks that take place outside the department. You may choose to attend seminars that might help your thesis research or you may find it refreshing to attend seminars on topics that have nothing to do with refugees, but will nevertheless broaden your perspective. Look out for the email you’ll receive at the beginning of each week from ODID summarizing all the talks in Oxford on topics you may be interested in.

• *Make use of both breaks:* Be sure to take real and well-deserved time off during both breaks, but also be sure to make good use of the time away from classes. During the first break, catch up on any readings that fell through the cracks during the term, consider starting to revise material for exams, and dedicate some time to your thesis. During the second break, focus on exam revisions but also work on your thesis if you can. Know how many weeks and days you have until exams and create a schedule to keep yourself on track.

• *Enjoy stepping out of your comfort zone with coursework:* You may have never taken a course in one of the subjects (law, ethics, or anthropology, for instance), but don’t let that intimidate you. In fact, looking back, these were among the most exciting and enriching courses for many of us. Also, many of us were able to explore subjects that were new for us by auditing classes in Hilary Term in both our degree and the Migration Studies Degree, which we’d highly recommend.
• *Take advantage of the resources at your fingertips:* Your lecturers are your greatest resource. You will be learning from some of the leading scholars in the field. Take advantage of this! It is likely that beyond your supervisor, other professors could provide valuable input on your thesis research or your future career path. Lecturers are approachable and are willing to meet with you one-on-one if you ask. This year is an opportunity to form mentorships and to seek advice from the very scholars whose books we read in class.

• *Enjoy yourself:* Oxford is a lot – there is a reason that you will get a funny, impressed look when you tell people next year or in the future that you studied here. Don’t forget that there is a reason you are here and that if it looks like some people are finding it easy, they are only good actors. Try and stay composed while doing as much as you can, speak to as many people as possible, take care of yourself, and remember that before you know it, the year will have passed.

• *Coping with COVID-19:* As far as how the course is impacted by the COVID-19 pandemic, you will obviously have a very different experience than we had, because the lockdown began right after our Hilary term had ended – it profoundly affected our Hilary break and Trinity term, our exams and our theses, but it did not affect our coursework. As you can imagine, it was incredibly hard not to be able to study for our exams and write our theses by each other’s side. Academic work can be very lonely when you’re all working in isolating conditions. Our class had regular happy hours on Zoom with ourselves and our faculty, in which we checked in with each other. We continued to share resources and advise each other on our theses. We used Google Docs to compile potential exam questions and had study calls to review questions for particular classes. It’s difficult to give specific advice on how to cope with the new conditions of the degree that you will face. But we can say that doing the degree during the pandemic puts things in perspective and makes you realise that it’s more important than ever to take time to be outside and to spend time with each other in whatever ways are safe and feasible. Try and stay connected to Oxford and the field by going to talks and conferences that are streamed online and discuss them with classmates. Also, the degree and the department made many accommodations for us because of the working conditions, and they will do the same for you -- but you also have to remember to be kind to yourself. Try to always remember why you’re studying this subject and doing this degree and don’t worry too much about the marks.

You will find some of our contact information on [Canvas](#), and some of us are still in Oxford, so please don’t hesitate to reach out. We’d be delighted to hear from you.

Have a terrific year!

*Refugee and Forced Migration Studies Class of 2020*

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**INDUCTION**

You will find your induction schedule and all other related information materials on [Canvas](#).
OVERVIEW OF DEGREE ADMINISTRATION

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

Student Consultative Committee (SCC)
During induction week, students are asked to nominate 2-3 fellow MSc students to be their Student Representatives.

SCC meetings are scheduled every term. These meetings serve as a forum for discussing students’ reactions to the course as well as other related issues – student representatives can put forward ideas from their fellow students and are expected to pass back any points of interest that are discussed in the meetings. The SCC also deals with student issues related to theses and examinations. The meetings are chaired by the Course Director.

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

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

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

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

### Dr Catherine Briddick (Course Director)
**Martin James Departmental Lecturer in Gender and Forced Migration**

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<thead>
<tr>
<th>Office Location:</th>
<th>1st Floor RSC, Room 20.10</th>
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<tr>
<td>Contact:</td>
<td><a href="mailto:catherine.briddick@qeh.ox.ac.uk">catherine.briddick@qeh.ox.ac.uk</a></td>
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<tr>
<td>Office Hours:</td>
<td>Please email to book an appointment (term time only)</td>
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</table>
| Courses Taught:  | - International Human Rights and Refugee Law I (Michaelmas) (Convenor)  
                  - International Human Rights and Refugee Law II (Hilary) (Convenor) |
| Research Interests: | Feminist jurisprudence, ethics and politics; discrimination law; international human rights law; refugee law; immigration law & control. |

### Dr Tom Scott-Smith (Course Convenor, Anthropology of Forced Migration)
**Associate Professor of Refugee Studies and Forced Migration**

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<th>College:</th>
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<td>Office Location:</td>
<td>1st Floor RSC, Room 20.11</td>
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<td>Contact:</td>
<td><a href="mailto:tom.scott-smith@qeh.ox.ac.uk">tom.scott-smith@qeh.ox.ac.uk</a></td>
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<tr>
<td>Office Hours:</td>
<td>Please email to book an appointment (term time only)</td>
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</table>
| Courses Taught:  | - The Anthropology of Forced Migration (Michaelmas)  
                  [On sabbatical from Hilary Term] |
| Research Interests: | Humanitarianism, technology, refugees, nutrition, shelter, NGOs |

### Professor Alexander Betts (Chair of Examiners)
**Professor of Forced Migration and International Affairs**

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<th>College:</th>
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<tr>
<td>Office Location:</td>
<td>1st Floor, Room 20.09</td>
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<tr>
<td>Contact:</td>
<td><a href="mailto:alex.betts@qeh.ox.ac.uk">alex.betts@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Please email to book an appointment (term time only)</td>
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</table>
| Courses Taught:  | Politics of Forced Migration (Michaelmas) (Co-Convenor)  
                  - Movement and Morality (Hilary) (Convenor) |
| Research Interests: | International politics of asylum and migration; politics of humanitarianism; UNHCR; international relations theory; displacement in Sub-Saharan Africa; & forced migration; innovation, technology, and the private sector |

### Professor Matthew Gibney (RSC Director)
**Elizabeth Colson Professor of Politics and Forced Migration**

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<td>Office Location:</td>
<td>2nd Floor RSC, Room 30.30</td>
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<tr>
<td>Contact:</td>
<td><a href="mailto:matthew.gibney@qeh.ox.ac.uk">matthew.gibney@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Please email to book an appointment (term time only)</td>
</tr>
</tbody>
</table>
| Courses Taught:  | - Politics of Forced Migration (Michaelmas) (Co-Convenor)  
                  - Movement and Morality (Hilary) (Convenor) |
| Research Interests: | Political and ethical issues raised by refugees, immigration, statelessness; and citizenship; contemporary political theory |

### Dr Anne Irfan (Course Convenor, Research Methods)
**Departmental Lecturer in Forced Migration**

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<tr>
<th>Office Location:</th>
<th>1st Floor RSC, Room 20.08A</th>
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<tr>
<td>Contact:</td>
<td><a href="mailto:anne.irfan@qeh.ox.ac.uk">anne.irfan@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Please email to book an appointment (term time only)</td>
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| Courses Taught:  | - Research Methods I and II (Michaelmas and Hilary) (Convenor)  
                  - Postcolonial Borders and Forced Migration (Hilary) (Convenor) |
| Research Interests: | Palestinian refugees & UNRWA, Syrian refugee crisis, historical origins of the global refugee regime, postcolonialism and borders, statelessness |
### OTHER STAFF TEACHING ON THE DEGREE

<table>
<thead>
<tr>
<th>Professor/Director</th>
<th>Research Interests</th>
<th>Teaching</th>
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<tr>
<td><strong>Professor Dawn Chatty</strong>&lt;br&gt;Professor Emerita</td>
<td>Conservation-induced displacement, tribal resettlement, modern technology and social change, gender and development and the impact of prolonged conflict on refugee young people</td>
<td>- Option course: Displacement and Dispossession in the Modern Middle East (Hilary) (Convenor) [external option run by Oriental Faculty]&lt;br&gt;- Supervision</td>
</tr>
<tr>
<td><strong>Dr Dilar Dirik</strong>&lt;br&gt;Joyce Pearce Junior Research Fellow</td>
<td>women's liberation struggles; refugee autonomy; knowledge production and the state; statelessness and anti-state resistance; feminist epistemologies; anti-colonial struggles; revolutionary movements; nation-state violence</td>
<td>- Option course: Statelessness: Politics, Knowledge, Resistance (Hilary) (Convenor)&lt;br&gt;- Supervision</td>
</tr>
<tr>
<td><strong>Dr Nao Omata</strong>&lt;br&gt;Senior Research Officer, Refugee Economies</td>
<td>Refugee livelihoods, durable solutions (repatriation, integration, resettlement), networks &amp; mobility, relationship with host states &amp; populations, urbanisation</td>
<td>Option Course: Refugee Economies (Hilary) (Convenor)&lt;br&gt;- Supervision</td>
</tr>
<tr>
<td><strong>Dr Cory Rodgers</strong>&lt;br&gt;Pedro Arrupe Research Fellow</td>
<td>Hosting; Livelihood; Local integration; Displacement in eastern Africa; Pastoralism; Phenomenology, place, and belonging</td>
<td>Supervision</td>
</tr>
<tr>
<td><strong>Dr Olivier Sterck</strong>&lt;br&gt;Refugee Economies, Senior Research Fellow; Lecturer</td>
<td>refugee economies, development, health, applied econometrics</td>
<td>Research Methods II (Hilary) (Lecturer)</td>
</tr>
<tr>
<td><strong>Professor Roger Zetter</strong>&lt;br&gt;Professor Emeritus</td>
<td>Environmental displacement; refugees and labelling; development and protection challenges; undocumented migrants; asylum and refugee identity</td>
<td>Supervision</td>
</tr>
</tbody>
</table>
OTHER STAFF AT THE RSC

Academic Staff

Dr Kathrin Bachleitner  Ikea Research Fellow in International Relations
Dr Evan Easton-Calabria  Researcher, The Global Governed
Dr Derya Ozkul  Research Officer, Refugees are Migrants: Refugee Mobility, Recognition and Rights
Dr Caroline Nalule  Research Officer, Refugees are Migrants: Refugee Mobility, Recognition and Rights

Library Staff (based at the Bodleian Social Sciences Library, Manor Road Building)

Sarah Rhodes  Forced Migration, African and Commonwealth Subject Consultant
Joanna Soedring  Senior Library Assistant, Reader Services/Refugee Studies
Emma Yendell  Cataloguer

Outreach and Publications Staff

Tamsin Kelk  Communications and Information Coordinator
Annelies Lawson  International Summer School and Conferences Manager
Eliya Beachy  Events and Administrative Assistant

Forced Migration Review

Marion Couldrey  FMR Editor
Sharon Ellis  FMR Subscriptions Assistant
Vacancy  FMR Editor
Maureen Schoenfeld  FMR Promotion and Finance Assistant

Administrative Staff

Felicity Leary  RSC Manager
Laurence Medley  Accounts Officer
Madison Bakewell  Project Coordinator, Refugee Economies
Bryony Varnam  ERC Project Administrator, Refugees are Migrants: Refugee Mobility, Recognition and Rights
# DEPARTMENTAL ADMINISTRATIVE STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Details</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominique Attala</td>
<td>Graduate Studies Manager</td>
<td>📞 (2)81806</td>
<td><a href="mailto:dominique.attala@qeh.ox.ac.uk">dominique.attala@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room 20.24</td>
<td></td>
</tr>
<tr>
<td>Vacancy</td>
<td>ODID Receptionist</td>
<td>📞 (2)81800</td>
<td><a href="mailto:reception@qeh.ox.ac.uk">reception@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Gary Jones</td>
<td>ODID Caretaker</td>
<td>📞 (2)81818</td>
<td><a href="mailto:caretaker@qeh.ox.ac.uk">caretaker@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Graham Bray</td>
<td>Head of Administration and Finance</td>
<td>📞 (2)81804</td>
<td><a href="mailto:graham.bray@qeh.ox.ac.uk">graham.bray@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Andrea Smith</td>
<td>Travel Administrator</td>
<td>📞 (2)81701</td>
<td><a href="mailto:andrea.smith@qeh.ox.ac.uk">andrea.smith@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room 20.04</td>
<td></td>
</tr>
<tr>
<td>Hamayun Minhas</td>
<td>ICT Officer</td>
<td>📞 (2)81821</td>
<td><a href="mailto:hamayun.minhas@qeh.ox.ac.uk">hamayun.minhas@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Josie Inaldo</td>
<td>Executive Assistant to the Head of Department</td>
<td>📞 (2)81803</td>
<td><a href="mailto:odid-ea@qeh.ox.ac.uk">odid-ea@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Wendy Grist</td>
<td>Accounts Officer</td>
<td>📞 (2)81824</td>
<td><a href="mailto:wendy.grist@qeh.ox.ac.uk">wendy.grist@qeh.ox.ac.uk</a></td>
</tr>
</tbody>
</table>

The contact details of all University staff can be found on the main [University website](http://www.qeh.ox.ac.uk/).

**Department and Centre contact details**

These can be found on the web as follows:

<table>
<thead>
<tr>
<th>Departments</th>
<th>Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODID <a href="http://www.qeh.ox.ac.uk/">http://www.qeh.ox.ac.uk/</a></td>
<td>RSC <a href="http://www.rsc.ox.ac.uk/">http://www.rsc.ox.ac.uk/</a></td>
</tr>
</tbody>
</table>
2. SCHEDULES
TERMLY OVERVIEW OF CORE CLASSES AND SEMINARS

These schedules are provided to give an overview only of the classes and seminars running in each of the three terms. Final timetables will be published on CANVAS () at the start of each term.

The full and final timetable for Michaelmas Term, including room locations and additional meetings and workshops will be provided separately on CANVAS as both a termly overview and a weekly calendar in Induction Week.

MICHAELMAS TERM 2020

Teaching on the MSc will, following the flexible and inclusive approach to teaching (FIT) that the University has adopted, have a strong focus on small-group teaching, complemented by online pre-recorded lectures and live online ‘Question and Answer’ sessions. This model of teaching allows flexibility around when and how students and staff engage with each other, and ensures that ‘real time’ and, where possible, in-person contact, occurs at the point(s) which add the most to your learning.

Whilst students can watch their lectures whenever is convenient, we envisage that you will, for each course each week, watch the relevant lecture first thing in the morning, do the required readings and then submit any questions you have to the course convenor via CANVAS in advance of each courses’ afternoon online Q&A session. Where it is possible and safe to do so, small-group teaching will be delivered in-person in the Department. To ensure everyone’s health and wellbeing, teaching will take place in socially distanced groups, with all participants wearing face coverings. If students are unable to attend their classes in person, alternative arrangements will be made to ensure that they can continue to participate. Such arrangements may including enabling students to ‘dial in’ to their regular class via Teams, or through the provision of separate, online, classes (again, via Teams).

### Sunday 11 October to Saturday 5 December

<table>
<thead>
<tr>
<th>Time</th>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
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<tr>
<td>am</td>
<td>Politics of Forced Migration Lecture</td>
<td>Politics of Forced Migration classes</td>
<td>International Human Rights and Refugee Law I Lecture</td>
<td>The Anthropology of Forced Migration Lecture</td>
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<td></td>
<td>(Matthew Gibney/Alex Betts)</td>
<td>(Matthew Gibney/Alex Betts)</td>
<td>(Catherine Briddick)</td>
<td>(Tom Scott-Smith)</td>
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<td></td>
<td>Pre-recorded on CANVAS (weeks 1–8)</td>
<td>In-person (weeks 1–8)</td>
<td>Pre-recorded on CANVAS (weeks 1–8)</td>
<td>Pre-recorded on CANVAS (weeks 1–8)</td>
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<td>lunch</td>
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<td>pm</td>
<td>1300-1330: Politics Q&amp;A live via Teams</td>
<td>1300-1330: Research Methods Q&amp;A live via Teams</td>
<td>1300-1330: IHRRL Q&amp;A live via Teams</td>
<td>1300-1330: Anthropology Q&amp;A live via Teams</td>
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<tr>
<td></td>
<td>Research Methods I</td>
<td>Research Methods Tutorials</td>
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<td></td>
<td>(Anne Irfan/guest lecturers)</td>
<td>(Anne Irfan/Imogen Dobie)</td>
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<td></td>
<td>Pre-recorded on CANVAS (weeks 1–8)</td>
<td>In-person (weeks 1–8)</td>
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<td></td>
<td>Research Methods I</td>
<td>International Human Rights and Refugee Law Discussion Classes</td>
<td>The Anthropology of Forced Migration classes</td>
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<td></td>
<td>(Tom Scott-Smith)</td>
<td>(Catherine Briddick)</td>
<td>(Tom Scott-Smith)</td>
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<td>In-person (weeks 1–8)</td>
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<tr>
<td></td>
<td><strong>RSC Public Seminar ON ZOOM</strong></td>
<td><strong>Essay Submission Deadline – 5pm</strong></td>
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<tr>
<td></td>
<td>1700-1830 (weeks 1–8)</td>
<td><strong>(Weeks 3,5,7,9)</strong></td>
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</tbody>
</table>

Please be sure to check any emails from the Course Co-ordinator, or announcement notifications from CANVAS, as this is how any last minute amendments or additions to your timetable will be communicated.
HILARY TERM 2021

The Hilary Term timetable will be published on CANVAS (🔗) prior to the start of the term. However, students will again attend four courses: two core courses, Research Methods II and Movement and Morality, plus the two option courses they signed up to in Michaelmas Term.

TRINITY TERM 2020

There are no taught courses running in Trinity term, as this term is mostly spent doing short time-limited essays (in weeks 1 and 2) and writing your thesis. There will, however, be one-off events such as thesis workshops and careers events taking place during the term, in addition to the regular RSC seminar series.
OVERVIEW OF KEY DATES AND DEADLINES

NOTE: It is essential that submission deadlines are adhered to exactly. Late submission requests have to be approved by the Proctors. Failure to hand in submissions by the deadline may result in failure to complete.

MICHAELMAS

| Week 0-1 | Elect two class representatives and a Social Secretary and let the Course Coordinator have a note of their names by the end of Week 1 (Friday 16 October 2020) |
| Week 1 | Submit Avoiding Plagiarism test results and ‘Use of Turnitin’ to Course Coordinator by 12 noon on Friday (16 October 2020) |
| Week 5-6 | Option course sign up: Sign up to two Hilary Term options courses by end of week 6 Friday (20 November 2020). |
| Week 6 | Submit a CUREC form for ethics approval (and travel insurance form if applicable) for any fieldwork research planned for Christmas Vacation by 12 noon on Friday (20 November 2020) |
| NB: | Any late forms received after week 8 will not be considered until next term* |
| Week 8 | Submit draft Thesis Topic Approval Form to your supervisor by 12 noon on Friday (4 December 2020) |
| | You will need to have a final, approved copy of this form signed off by your supervisor by Week 3 in Hilary |

HILARY

<p>| Week 3 | Submit Thesis Topic Approval Form, approved in writing by your supervisor, to the Course Coordinator (for submission to the Chair of Examiners) by 12 noon on Friday (2 February 2021) |
| Week 4 | Submit either a completed Thesis Support Fund Application Form for any thesis related activities planned Friday (12 February 2021) |
| Week 5 | Research Design Essay for Research Methods instructions released at 12 noon on Friday (19 February 2021) |
| Week 6 | Submit CUREC form for ethics approval (and travel insurance form if applicable) for any fieldwork research planned for Easter Vacation or early Trinity by 12 noon on Friday (26 February 2021) |
| NB: | Any late forms received after week 8 will not be considered until next term* |
| Week 7 | Research Design Essay due to examination schools at 12 noon on Friday (5 March 2021) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1&2    | Three x short time-limited essay papers (during week commencing 26 April 2021*):  
          Paper I: International Legal and Ethical Frameworks  
          Paper II: Political and Anthropological Frameworks  
          Paper III: Contemporary Issues in the Study of Forced Migration  
          *Please note that there is a slight possibility this timing may change. Dates will be confirmed at least 5 weeks beforehand. |
| 3      | Draft of one full chapter to be submitted to your supervisor by 12 noon on Friday (14 May 2021) |
| 4      | Thesis Workshops                                                         |
| 5      | Full draft of thesis to be submitted to your supervisor by 12 noon on Friday (28 May 2021)  
          (it will be to your advantage to submit earlier) |
| 8      | Theses to be submitted via CANVAS by 12 noon on Thursday (17 June 2021)   |
| 10     | Final exam board where students’ marks and awards are agreed              |
| 11     | Final results published on Evision                                       |
| July   | Student graduation ceremonies – organised and scheduled by Colleges (dates may be different for each college) |

[See also FORMATIVE ESSAY DEADLINES for your essay submission schedule]
KEY EXAMINATION DEADLINES

(RESEARCH DESIGN ESSAY, THESIS AND PAPERS I, II AND III)

<table>
<thead>
<tr>
<th>MICHAELMAS TERM 2020</th>
<th>HILARY TERM 2021</th>
<th>TRINITY TERM 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Design Essay</strong> 3,000 words</td>
<td>Wk 5 Friday [12 noon, 19 February] Research Design Essay instructions released</td>
<td>Wk 3 [By 12 noon, Friday 14 May] Draft of one full chapter to be submitted to your supervisor</td>
</tr>
<tr>
<td></td>
<td>Wk 7 Friday [By 12 noon, 5 March]: Electronic copy to submitted via WebLearn/Turnitin</td>
<td>Wk 4 [exact date TBC] Thesis Workshop Preparation Sheet (�) to be submitted to your supervisor</td>
</tr>
<tr>
<td><strong>Thesis</strong> Between 10,000 and 15,000 words</td>
<td>Wk 1 [By 12 noon, Friday 16 October] Turnitin declaration and Avoiding Plagiarism 1 post-test results to Course Coordinator</td>
<td>Wk 5 [By 12 noon, Friday 28 May] Full draft of thesis to be submitted to your supervisor</td>
</tr>
<tr>
<td></td>
<td>Wk 6 [By 12 noon, Friday 20 November] Complete and sign CUREC form and submit (approved by Supervisor) to Course Coordinator for any research planned for Christmas Vacation (�)</td>
<td>Wk 8 [By 12 noon, Thursday 18 June] Electronic copy to be submitted via WebLearn/Turnitin</td>
</tr>
<tr>
<td></td>
<td>Wk 8 [By 12 noon, Friday 5 December] Thesis Topic Approval Form (קו) draft must be submitted to your supervisor for approval</td>
<td></td>
</tr>
<tr>
<td><strong>Papers I, II and III</strong> Short time-limited essay papers</td>
<td></td>
<td>Likely to be in Week 1 (w/c 26 April). This may change, but dates will be confirmed at least 5 weeks before the date of the exams.</td>
</tr>
</tbody>
</table>
### REGULAR EVENTS AND SEMINARS AT THE RSC

<table>
<thead>
<tr>
<th></th>
<th>MICHAELMAS TERM</th>
<th>HILARY TERM</th>
<th>TRINITY TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RSC Public Seminars</strong></td>
<td>Wednesdays 5-6.30 Weeks 1-8 On Zoom</td>
<td>Wednesdays 5-6.30 Weeks 1-8 On Zoom</td>
<td>Wednesdays 5-6.30 Weeks 2-7 Seminar Room 1? (TBC)</td>
</tr>
<tr>
<td><strong>Annual Elizabeth Colson Lecture</strong></td>
<td>Wednesday, Week 6 18 November, 5-6.30pm On Teams</td>
<td></td>
<td>Usually week 2 or 3 Speaker, venue and title to be confirmed</td>
</tr>
<tr>
<td><strong>Annual Barbara Harrell-Bond Lecture</strong></td>
<td><strong>Jan-Werner Muller</strong> German political philosopher and historian of political ideas working at Princeton University (NB: Registration necessary)</td>
<td></td>
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</tr>
<tr>
<td><strong>RSC Work in Progress Seminars</strong></td>
<td>Day and Time TBC</td>
<td>Day and Time TBC</td>
<td>Day and Time TBC</td>
</tr>
</tbody>
</table>

### RSC SPECIAL EVENTS IN MICHAELMAS 2020

You should check the events page on the RSC website for regular updates:

http://www.rsc.ox.ac.uk/events

### OXFORD MINDS SERIES

The Social Sciences Division will be offering a 'curriculum enrichment programme' for all graduate students (PGTs and PGRs) throughout the academic year. It will divide into three areas 'Themes' (Michaelmas), 'Theory' (Hilary), and 'Methods' (Trinity). It will comprise a fortnightly 'campus-wide' theme with lecture, panel, and small group discussions.

[For further information see CANVAS]
3.
THE DEGREE
**AIMS AND OBJECTIVES OF THE DEGREE**

The course aims to offer you an understanding of the complex and varied nature of forced migration and refugee populations, of their centrality to global, regional and national processes of political, social and economic change. It will also help you develop a broad understanding of academic research related to forced migration and refugees, as well as critical thinking and sound evaluative tools.

**Teaching programme and lecture lists**

Oxford University operates a three-term academic year. Each term consists of Weeks 1 - 8 of classes. In addition, in Michaelmas Term, Week 0 is a time when introductory meetings take place; and Weeks 9 and 10 after Trinity Term are when exam marking and final examination board meetings take place.

As members of the University, you may attend most lectures and seminars held by the University. Occasionally special lectures may require advance permission to attend. Lecture Lists are available from the University Offices on Wellington Square during Week 0 of each term. A copy is also kept at ODID and they also appear on the University’s website accessed from: [http://www.ox.ac.uk/students/academic/lectures/](http://www.ox.ac.uk/students/academic/lectures/)

**Aims and objectives**

- To help students understand the complex and varied nature of forced migration and refugeehood and their centrality to global, regional and national institutions and processes of political, legal, social and economic change.
- To contribute to a better understanding of the rights and entitlements of forcibly displaced people.
- To gain a broad understanding of the literature on forced migration and refugees.
- To contribute to a better understanding of the various research methodologies and approaches relevant to the field of refugees and forced migration studies.
- To contribute to the development of original thinking, unique research skills and sound evaluative tools.
- To understand the contribution of various social science disciplines to the study of refugees and forced migration.

**Programme outcomes**

A. Students will develop a knowledge and understanding of:
   - Key theories of migration as they relate to the complex processes and causes of forced migration and refugee flows.
   - Global processes of social, economic and political change.
   - Ethical, political and sociological issues associated with responses to forcibly displaced people.
   - The nature of the international human rights and refugee regime, international law related to refugees, and associated legal and normative frameworks.
   - Research methods, including quantitative, qualitative and participatory techniques and research designs relevant to the study of refugees and forced migration.
   - The historical evolution of responses to refugees, asylum seekers and other forced migrants.

B. Skills and other attributes

Students have the opportunity to develop the following skills during the course:
I. Intellectual skills

- The ability to undertake critical analysis of key research (particularly in the field of forced migration and in relation to refugees).
- The ability to identify the major ethical, political, legal and sociological issues raised by forced migration.
- The ability to plan and organise empirical research into aspects of forced migration and refugee studies, and the construction of a 10-15,000 word thesis.
- Familiarity with the needs and rights of refugees and other forced migrants and to contribute to academic and practitioner dialogues in the field of humanitarian aid and forced migration policy.
- The ability to contribute new perspectives to forced migration and the study of refugee issues using a combination of theoretical and practical approaches.

II. Transferable skills

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

Related teaching/learning methods and strategies

There is a combination of lectures, seminars, workshops, small group discussion and tutorial classes (5-15 students), student-led presentations, essays and library work leading to a thesis. Students are expected to prepare for each taught element or essay by reading a selection of recommended book chapters, articles and working papers. Students also participate in group work for Research Methods. Teaching staff specifically refer to exemplary studies in forced migration and the literature on refugees to illustrate important theoretical, ethical, methodological and practical issues and whenever possible involve students in aspects of their own research activity.

Assessment

Course assessment is made up of three elements: a Research Design Essay for research methods, a thesis, and short time-limited essays. These summative assessments measure the extent to which students are able to demonstrate knowledge and understanding of the points outlined above. The process and production of the Research Design Essay will assess the students’ ability to plan and apply the research techniques they have learned. The assessment of the thesis measures the individual student’s ability to work independently and with sustained analytical focus on a multi-disciplinary issue related to refugees and forced migration and to bring that research to fruition in the production of an original piece of work based, primarily on secondary sources.

Formative assessment provides regular feedback on progress through fortnightly student-teaching staff supervision, small group classes on the core courses, comments on students’ informal essays, and student exercises and presentations. This ongoing feedback allows for comment on individual strengths and weaknesses and allows for identification of any student requiring additional support.
STRUCTURE OF THE DEGREE AND TEACHING PROGRAMME

The MSc in Refugee and Forced Migration Studies offers four core courses in Michaelmas term; in Hilary term, students undertake two further core courses, as well as choosing two additional courses from a list of options. Most of the courses offered on the MSc feed into either Paper I (International Legal and Normative Frameworks), Paper II (Political and Anthropological Frameworks), or Paper III (Contemporary issues in the Study of Forced Migration); Research Methods is assessed by means of a research design essay.

CORE COURSES

In Michaelmas Term the following courses are provided, which you are expected to attend in their entirety:

- **International Human Rights and Refugee Law I** (taught by Catherine Briddick)
- **The Anthropology of Forced Migration** (taught by Tom Scott-Smith)
- **The Politics of Forced Migration** (taught by Matthew Gibney and Alex Betts)
- **Research Methods (Part I)** (taught by Anne Irfan)

In Hilary Term students on the MSc in Refugee and Forced Migration Studies must undertake four courses, two of which must be:

- **Movement and Morality** (taught by Matthew Gibney)
- **Research Methods (Part II)** (taught by Olivier Sterck)

Formative work

As part of these courses students are usually expected to present five essays of approximately 1,500 words in length (see FORMATIVE ESSAYS). There will be one essay for each of the core courses, (except Research Methods), and one essay based on the introductory module Conceptualising and Historicising the Study of Forced Migration at the start of Michaelmas. Essays will be assessed by the appropriate course lecturers, except the first essay in Michaelmas which is assessed by your supervisor. You will also be required to write an essay for the option courses you choose in Hilary term.

CORE COURSE OUTLINES

**The Anthropology of Forced Migration** (Tom Scott-Smith) [Michaelmas]

This course explores the lived experiences of refugees and forced migrants, covering the anthropological literature on displacement, encampment, resettlement and asylum. It looks at how refugee identity is formed, at notions of home and belonging, it explores the social lives of refugee camps, and it examines how forced migrants interact with aid agencies, governments and the UNHCR. The course is structured by going through the archetypal stages of a forced migration: initial crisis, human movement, life in camps, interaction with aid agencies, claiming asylum, and then resettlement and life in exile. It is often said that displacement is a process, and this course looks at the human experience of this process. Each week will involve the close reading of a classic ethnography, placing these in the context of similar work.
International Human Rights and Refugee Law I (Catherine Briddick) [Michaelmas]

This course covers the core issues in international refugee law (IRL) and international human rights law (IHRL) that define the scope of international protection. It focuses on the definition of a refugee under the 1951 Refugee Convention and regional instruments, as well as on the role of human rights law in offering protection to refugees and other ‘forced migrants’. The course aims to provide students with a critical understanding of the content, workings and shortcomings of international legal responses to refugees, so that by the end of the course, you will have an understanding of both the potential, and the limits, of international refugee law. In addition to receiving a comprehensive grounding in the law on international protection, by actively engaging with the readings, lectures and class activities, students will develop their abilities to engage in legal analysis, synthesis and argumentation.

The Politics of Forced Migration (Matthew Gibney and Alex Betts) [Michaelmas]

Forced migration is inherently political. Its causes, consequences, and responses to it cannot be understood without looking at the role of power, interests, and ideas. The movement of people across communities, especially when forced, necessarily leads to competing claims. In order to make sense of how these claims are reconciled, this course draws primarily upon the tools of both Comparative Politics and International Relations, in order to examine how domestic and international processes shape the behaviour and interactions of states and other actors in relation to forced migration. Issues discussed include: the refugee as a creation of modern nation state system; why different types of refugees emerge; why states provide asylum; the factors shaping public attitudes to refugees; questions of resistance and protection outside the state; the importance of refugees as key political actors. To tackle these issues and others the course draws upon examples from a range of different countries.

Movement and Morality (Matthew Gibney) [Hilary]

Human movement across borders raises complex moral questions. States, humanitarian organisations, and individuals often justify their various positions on immigration and refugee movements on moral grounds. This course aims to explore a range of moral issues raised by contemporary border controls. We critically consider questions such as: whether people should have the right to move freely between states; whether states should be allowed to trade responsibility for refugees amongst themselves; under what, if any, circumstances disobeying or resisting immigration controls might be justifiable; whether states have a duty to grant admission to non-citizens from countries they have formerly colonized; and if it is morally acceptable to denationalize and deport citizen terrorists. These questions raise controversial and contested issues. We will map the contours of these lively and important debates and identify the positions that we find the strongest. By the end of this course students should have gained a greater awareness of the moral controversies that underpin contemporary debates on border control; an improved understanding of why actors use moral arguments as a resource in political debates; and an introduction to some key debates in moral and political theory.

Research Methods I and II (Anne Irfan and Olivier Sterck) [Michaelmas and Hilary]

This course examines how to appropriately and ethically research forced migration. It is presented over two terms and has been designed in conjunction with the ESRC guidelines on the provisions of research training for postgraduate research students in the social sciences. In Michaelmas term the programme focuses on qualitative methodologies, research design, and data collection. These topics are covered alongside specific case studies of ‘research in practice’. In keeping with the interdisciplinary nature of the RFMS MSc, the course will consider research methods grounded in a range of various disciplines. Material covered in Michaelmas term will be formally assessed by a research design essay.

In Hilary term, lectures and classes will turn to quantitative data analysis, led by Olivier Sterck. Olivier will use the example of the quantitative research he conducted in cities and refugee camps in Kenya, Uganda, and Ethiopia to introduce students to the design and implementation of quantitative research in the study of refugee and host populations.
OPTIONS COURSES [Hilary Term]

The remaining two courses in Hilary Term will be chosen by the student from a list of options. The options for 2020-21 are likely to include:

Pool A - Refugee and Forced Migration Studies Home Pool:
- Displacement and Dispossession in the Modern Middle East (Dawn Chatty, at the Oriental Faculty)
- International Human Rights and Refugee Law II (Catherine Briddick)
- New Technologies and People on the Move (Emre Korkmaz)
- Post-Colonial Borders and Forced Migration (Anne Irfan)
- Refugee Economies (Naohiko Omata)
- Statelessness: Politics, Knowledge, Resistance (Dilar Dirik)

Pool B - Migration Studies Home Pool:
- Migration and Policy (Madeleine Sumption and Peter Walsh)
- Migration and Security (Ruben Anderson)
- Public Opinion, Media, and Migration (Will Allen)
- Socialist and Post-socialist Perspectives on Mobility and Migration (Di Wu)
- The Politics of Urban Mobility in the Global South (Loren Landau)
- Transnationalism and Diasporas (Manolis Pratsinakis with Marie Godin)

The availability of any particular options course will be dependent on numbers. Descriptions of the courses can be found below, and students will be presented with more information on the available options in Week 4-5 of Michaelmas Term and will need to make their final choices by end of Week 6.

All options will have a maximum of 10 places available and places will be allocated on a first come, first served basis. You may, therefore, find that your first choice is not available and so you will have to sign up for another course.

Please note the following about your choice of options:

- You will have first priority for places on the MSc RFMS Home Pool (Pool A), and MSc MS students will have first priority for places in their Home Pool (Pool B)
- 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 are welcome to contact the conveners directly if they have any questions.
OPTIONS COURSE OUTLINES

Pool A: Refugee and Forced Migration Studies Home Pool

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

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

International Human Rights and Refugee Law II (Catherine Briddick)

The course commences with a consideration of the particular situation of Palestinian refugees in international refugee law, before examining legal questions relating to exclusion from refugee status, cessation of refugee status, repatriation and resettlement. Having contemplated the ‘rights’ of refugees at sea and the legality, under international refugee and human rights law, of efforts to externalize refugee protection, we proceed to explore States’ detention of refugees and their encampment. We then consider two issues that arise in the context of refugee protection, but which are also governed by their own, distinct, legal regimes: trafficking and statelessness.

This course is the advanced law option, it builds, therefore, on the foundation course ‘International Human Rights and Refugee Law I’, which provided an introduction to, and overview of, the international protection regime. By actively engaging with the readings, seminars and seminar activities, students will further develop their skills of legal analysis, argumentation, problem solving and critical reflection. Students will also gain a deeper and more sophisticated understanding of the interrelationship(s) between international refugee and human rights law in the area of forced migration.

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.

**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.

**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.
Pool B: Migration Studies Home Pool

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.
FORMATIVE ESSAYS

During the course of Michaelmas and Hilary Terms, you will be asked to write seven short, formative essays. The essays should be approximately 1,500 words in length and deal with the substantive, theoretical and/or methodological aspects of the material covered in each of core and options course.

The purpose of these short essays is to hone your analytical skills and to prepare you for the challenge of writing the short, summative, and time-limited essays for Papers I, II and III at the start of Trinity Term.

The formative essays, therefore, are intended:

1) To prepare and equip students with a variety of skills required for their summative assessment.
2) To create a good basis for discussion and subsequent subject learning.
3) To give students the opportunity to present a succinct argument.

What makes a good short essay?

✓ Conciseness
✓ Structure
✓ Clarity
✓ Evidence
✓ Acute attention to question
✓ Theoretical engagement where relevant
✓ Good argumentation
✓ Independence of thought
✓ Awareness of relevant literature and accurate citation

What the short essays are not:

- Literature reviews or summaries – they must contain an argument!
- In need of an extensive bibliography.

Your course lecturer and supervisor will expect your essay to be a well-written piece of analytical work which is based on, perhaps, half a dozen or so readings around a specific topic. The topic may have been one of the discussion topics of the course outline, or it may have been one which has been specifically assigned in class. Alternatively it may have been a question from a previous year’s examination (available in the Library or from Oxford Examination Papers Online [OxAM]: www.oxam.ox.ac.uk).

Your supervisor and course lecturer will expect a piece of work which sets out an argument; engages in analysis; and draws a conclusion. The writing guidelines in this handbook (see  WRITING) should be useful to follow in preparing for your first few essays. In most cases you will need to spend a week reading around your essay topic and a few hours, or a day or two, planning and writing it.

Your supervisor or course lecturer will provide you with feedback via CANVAS ( ), usually within two weeks of the submission date, for discussion at your next meeting.

The first essay of Michaelmas Term, due in Week 3 and marked by your supervisor, will be on a subject discussed in the introductory module: Conceptualising and Historicising the Study of Forced Migration. All other essays will be assessed by the course lecturer, who will provide you with written feedback and an indicative mark (via CANVAS ( )). You are encouraged to discuss this feedback with your supervisor.
# FORMATIVE ESSAY SUBMISSION DEADLINES

<table>
<thead>
<tr>
<th>Essay 1 - topic from Conceptualising and Historicising Forced Migration Seminar</th>
<th>Michaelmas Term</th>
<th>Hilary Term</th>
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<tbody>
<tr>
<td>Essay 2 - topic from the Anthropology of Forced Migration</td>
<td>Week 3 – to Supervisor</td>
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<tr>
<td>Essay 3 - topic from International Human Rights and Refugee Law</td>
<td>Week 5 – to Course Lecturer</td>
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<tr>
<td>Essay 4 - topic from The Politics of Forced Migration</td>
<td>Week 7 – to Course Lecturer</td>
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<tr>
<td>Essay 5 - topic from Movement and Morality</td>
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<td>Week 4 – to Course Lecturer</td>
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In addition, you will also write one formative essay for your two option courses and a number of assignments for Research Methods.

A **Word** version of your essay should be submitted via [Canvas](https://canvas.example.com) by **5pm on the Thursday** of the week in which the essay is due.
## TYPICAL STUDENT SCHEDULE

<table>
<thead>
<tr>
<th>Michaelmas</th>
<th>Hilary</th>
<th>Trinity Term</th>
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<tbody>
<tr>
<td><strong>Classes/Supervision (Weeks 1-8)</strong></td>
<td><strong>Classes/Supervision (Weeks 1-8)</strong></td>
<td><strong>Classes/Supervision</strong></td>
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<tr>
<td>- Core course: Politics of Forced Migration</td>
<td>- Core course: Movement and Morality</td>
<td>- Thesis: complete work and write up</td>
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<tr>
<td>- Core course: Anthropology of Forced Migration</td>
<td>- Core course: Research Methods I</td>
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<tr>
<td>- Core course: International Human Rights and Refugee Law I</td>
<td>- Options course 1</td>
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<tr>
<td>- Core course: Research Methods I</td>
<td>- Options course 2</td>
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<tr>
<td>- Thesis: identify topic and title; preliminary literature review</td>
<td>- Thesis: confirm topic and title; develop abstract; start work</td>
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<tr>
<td><strong>Vacation</strong></td>
<td><strong>Vacation</strong></td>
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<tr>
<td>- Courses: catch up on reading</td>
<td>- Courses: exam revision</td>
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<tr>
<td>- Work on thesis</td>
<td>- Thesis: continue work</td>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td>- Submission: Research Methods Research Design Essay 3,000-word essay (Friday Week 7)</td>
<td>- Examinations: 3 x short time-limited essay papers (Weeks 1&amp;2 expected)</td>
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<tr>
<td>- Submission: Thesis (Thursday Week 8)</td>
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Full-time MSc students should generally regard their studies as a full-time occupation of 40 hours per week during term time, and should normally be available for academic commitments during core working hours (i.e. 9 am to 5 pm on weekdays).

Students who feel they would benefit from further support and training for handling their study workloads can sign up for skills training. (for further information see OPPORTUNITIES FOR SKILLS TRAINING and CANVAS)

### SEMINAR SERIES

On top of a busy schedule of lectures, seminars and supervisions, you are also encouraged to attend and participate in the RSC seminar series which run each term. The Public Seminar Series runs each Wednesday evening and regular Work in Progress seminars are also organised in term time. Both series feature invited speakers and are an excellent introduction to cutting-edge forced migration research. See the RSC website for further information.
STUDENT GRANTS

The Grants Committee is able to make small grants available to students on the MSc in Refugee and Forced Migration Studies, as detailed below. Please note, that we would expect you to have explored other avenues of funding (notably from your college) before approaching the RSC.

Thesis Support Fund

This is designed to support students on the MSc in Refugee and Forced Migration Studies in the preparation of their theses. Students will be able to apply for funds up to £250 that are needed for activities relating directly to their thesis. While we generally discourage primary fieldwork (given the tight timetable of the course), this money may be used for travel and fees in respect of activities such as the following:

- 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 thesis.
- Technical support in the preparation of the thesis.

Belinda Allan Fund

This fund was established in honour of the RSC’s first Development Officer and is intended to award small travel grants, primarily for students from developing countries, to present their work at a conference. Before applying, please discuss the reason for the grant with your supervisor and then contact the Course Coordinator for guidance regarding the application process. Students will be required to submit information about the conference, a copy of their invitation to present and an abstract of their paper. Written submissions to such meetings must identify the student as an MSc student at the Refugee Studies Centre.

ODID Hardship Fund

As a last resort, the department has a hardship fund that is intended to award small grants to help students who have found themselves in unexpected financial difficulties. These grants are intended only for self-funded students. Please email the Course Coordinator for details.

CAREERS INFORMATION AND ADVICE

There is a Careers Orientations Session held in week 4 of Michaelmas (Thursday 5 November, 1530-1615), led by Damilola Odimayo from the University’s Careers Service.

A series of careers workshops/presentations will be scheduled during Michaelmas and Hilary terms that are open to all students in the department. Details will be posted on CANVAS.

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

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

Other careers events to look out for:

- International Organisations’ Day – London School of Economics – November
- International Careers Day – January
OXFORD MIGRATION STUDIES SOCIETY

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

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

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

If you are interested in getting involved, there will be an introductory meeting in Week 1 of Michaelmas Term on Thursday 15 October, 2.30pm via TEAMS.

MIGRATION AND MOBILITY NETWORK

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

For regular network newsletters, as well as general enquiries, please email the network coordinator, Domiziana Turcatti (domiziana.turcatti@wolfson.ox.ac.uk), or the generic network email address (migration-mobility@torch.ox.ac.uk).

OXFORD MONITOR OF FORCED MIGRATION

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

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

More information is available from OxMo's web site: http://oxmofm.com/
REFugee AND MIGRATION LAW DISCUSSION GROUP

The Refugee and Migration Law Discussion Group is a forum for the discussion and debate of any and all aspects of refugee and migration law. Experts from a range of backgrounds and disciplines (including internationally renowned scholars and academics, practitioners and activists) are invited to present their work and ideas and discuss them with members of the group who include staff and postgraduate students of the Law Faculty and Refugee Studies Centre.

The group has representatives from Socio-Legal Studies, Law, Criminology, and ODID. If you are interested in becoming the ODID co-convenor, please go to the website: https://www.law.ox.ac.uk/content/refugee-and-migration-law-discussion-group or email the group contacts for more information:

emilie.mcdonnell@law.ox.ac.uk
kathryn.kaelin@worc.ox.ac.uk
stacy.topouzova@law.ox.ac.uk

Co-convenor is a very simple role that involves the choosing speakers and guests as well some logistical aspects of organising the gatherings.
4.

SUPERVISION
SUPERVISION

You will have been assigned an individual supervisor, with whom you will have a short, introductory meeting in Induction Week. During this meeting you and your supervisor should discuss your needs, expectations and ways of working and what your responsibilities are. This should then form the basis of an informal agreement that you can both agree upon.

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

It is up to you and your supervisor to agree exactly when and for how long you meet, but it is a good idea to get this into your diaries at the start of each term. As a general guide, you should expect to see your supervisor every two weeks during term, with meetings lasting for around 30 minutes.

Your supervisor will help you to start thinking about your thesis from the start of the course, and will suggest preparatory readings to help you develop your thinking. Come prepared to discuss your ideas from the start, 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 Thesis Topic Approval Form to your supervisor for feedback; and your supervisor must have approved this by the Tuesday of Week 3 in Hilary, when it is submitted to the Course Coordinator for approval by the Chair of the Examiners (see EXAM DEADLINES).

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

In very exceptional circumstances, students may apply to change supervisor at the end of Michaelmas term if they feel their thesis topic could benefit from the expertise of another member of the academic staff. Supervisor changes will be granted by the Course Director provided that the academic rationale for the change is sound and a suitable supervisor is available.

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

Supervisors are drawn from the teaching and research staff based at the Refugee Studies Centre, although on occasion we may appoint a supervisor from another department or centre if this would be more appropriate for your thesis subject. Graduate students may also lead discussion groups.

Reporting Supervision Issues

If you have any issues with your supervision, please raise these as soon as possible so that they can be addressed promptly. It is very important for a student to be able to work well with their supervisor, so any problems raised will be taken seriously and considered carefully. Reports should be made to the Course Director, Catherine Briddick, via email. All such reports will be treated in the strictest confidence and handled tactfully. (See also SUPERVISION OF THESIS for more information)
GUIDANCE FOR STUDENTS AND SUPERVISORS
(Adapted from regulations originally issued by the Education Committee)

RESPONSIBILITIES OF THE STUDENT

1. The student must accept his or her obligation to act as a responsible member of the University’s academic community.

2. The student should take ultimate responsibility for his or her work programme and endeavour to develop an appropriate working pattern, including an agreed and professional relationship with the supervisor(s). The student should discuss with the supervisor the type of guidance and comment which he or she finds most helpful, and agree a schedule of meetings.

3. He or she should make appropriate use of the teaching and learning facilities available within the University.

4. It is the student’s responsibility to seek out and follow the regulations relevant to his or her course, including faculty/departmental handbooks/notes of guidance, and seek clarification from supervisors and elsewhere if this is necessary.

5. The student should not hesitate to take the initiative in raising problems or difficulties, however elementary they may seem. He or she should ensure that any problems regarding the course are drawn to the attention of the supervisor so that appropriate guidance may be offered.

6. The student should seek to maintain progress in accordance with the plan of work agreed with the supervisor, including in particular the presentation of the required written material in sufficient time for comment and discussion. Both the student and supervisor will want to keep a record of all formal, scheduled meetings. They may well want to agree a record of what has been discussed and decided.

7. The student should recognise that a supervisor may have many competing demands on his or her time. The student should hand in work in good time to the supervisor and give adequate notice of unscheduled meetings. The need for adequate notice also applies to requests for references from the supervisor.

8. The student should be aware that the provision of constructive criticism is central to a satisfactory supervisory relationship, and should always seek a full assessment of the strengths and weaknesses of his or her work.

9. If the student feels that there are good grounds for contemplating a change of supervision arrangements, this should first be discussed with the supervisor or, if this seems difficult, with the Course Director or the college adviser.

10. Where problems arise, it is essential that a student gives full weight to any guidance and corrective action proposed by the supervisor.

11. The student should ensure that the standard of his or her English is sufficient for the completion of written assignments, the end of year examinations and the presentation of essays. Students whose first language is not English should take advice on this.

12. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.

13. The student should ensure that he or she allows adequate time for writing up the Thesis, taking the advice of the supervisor. Particular attention should be paid to final proof-reading [see PROOF READING for further information].
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 Committee for the Department of International Development (ODID) implicit in the supervisory relationship.

2. The supervisor is required to have a meeting with the new student not later than the first week of full term.

3. The supervisor is responsible for giving early advice about the nature of the course and the standard expected. The supervisor is also responsible for advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary). The supervisor should discuss with the student the lecture list for his or her subject and related lecture lists. The supervisor should identify with the student any subject-specific skills necessary for the course.

4. Where during the course of the year a student wishes, in addition to contact with his or her supervisor(s), to have limited consultation with one or two other academics, the supervisor should try to identify (in conjunction with the Course Director) such colleagues and to arrange for an approach to them by the student.

5. Where a supervisor operates as a co-supervisor, it is important to clarify the responsibilities of each supervisor and to co-ordinate advice and guidance.

6. The supervisor should ensure that the student works within a planned framework which marks out the stages which the student should be expected to have completed at various points in his or her period of study. This is particularly important for meeting various deadlines related to the supervision and preparation of the student’s thesis.

7. The supervisor should meet with the student regularly. Times should be fixed early in each term so as to ensure that a busy supervisor does not inadvertently find that meetings are less frequent than the student would like, and to give sufficient time for the student to discuss the work and for the supervisor to check that certain things have been done. Informal day-to-day contact should not be seen as a substitute for formal scheduled meetings. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor should also request written work as appropriate. Such work should be returned with constructive criticism and in reasonable time.

8. The supervisor should tell the student from time to time how well, in the supervisor’s opinion, work is progressing, and try to ensure that the student feels properly directed and able to communicate with the supervisor. It is essential that when problems arise, corrective action is clearly identified and full guidance and assistance are given to the student.

9. The supervisor is required to report in writing to the Graduate Studies Committee for the Department of International Development (ODID) 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.

10. The supervisor should not be absent on leave (during term-time) unless appropriate temporary supervision has been arranged for the student.
FEEDBACK ON LEARNING AND ASSESSMENT

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

Feedback on formative assessment and other informal feedback

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

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

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

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

Feedback on summative assessment

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

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

Feedback on theses

Under the direction of the Chair of Examiners, we provide written feedback to all students on their theses. 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 on their theses and we aim to distribute it within two weeks following the meeting of examiners at which the marks are ratified.

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

Other information about assessment standards

Students are advised to read the internal and external examiners’ reports for the last cohort (published on CANVAS under ‘Summative Assignments and Exam Resources’ in mid-Michaelmas) which can provide valuable insights and contribute to students’ preparations for examinations and other forms of assessment.
At the end of each term, your supervisor will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision Reporting (GSR) system. You have the opportunity to contribute to your termly supervision reports, via Student Self Service (link below), by reviewing and commenting on your own progress.

You are strongly encouraged to take the opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to in the future, and on your engagement with the academic community (e.g. seminar/conference attendance).

Your supervisor will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. Your supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

When reporting on academic progress, students on taught courses should review progress during the current term, and measure this progress against the timetable and requirements for their programme of study. All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your department or the division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen through undertaking training.

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

Students are asked to report in Week 7 of term via the Student Self Service portal, using their Oxford SSO sign in details. Once you have completed your sections of the online form, it will be released to your supervisor for completion and will also be visible to your course director, director of graduate studies and to your college advisor. When the supervisor’s sections are completed, you will be able to view the report, as will the relevant course director, director of graduate studies and your college advisor. Directors of graduate studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

To access the reporting system, go to https://www.ox.ac.uk/students/selfservice?wssl=1. You will be able to log on to the site using your single sign-on details. However, should you need additional support, please contact the Course Coordinator in the first instance.
5.
WRITING AND REFERENCES
WRITING ESSAYS AND PREPARING PAPERS FOR CLASS WORK

Introduction

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

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

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

Step One: Decide what the problem is all about

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

For example, if you were writing an essay entitled:

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

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

Some further questions to ask yourself might be:
- Should I focus on laws in the destination country only?
- Should I focus more on migrants’ perceptions of laws, or their formal normative relationship to the law, or the relationship as actually experienced?

You should also ask yourself: ‘What is the point of the question?’ or ‘What is the question driving at?’.

It is important to note that in the question ‘legal pluralism’ and ‘legal culture’ are two perspectives rather than actual situations. The question is thus asking for a theoretical or methodological evaluation of the two approaches. If you elaborate how migration may affect the legal culture of the receiving society, then you are probably missing the point.

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

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 be 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 any, but there are always some. Your essay plan should look something like this:

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

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

Step Eight: Write down your essay

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

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

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 master’s thesis:


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 courses and materials are available to help you develop your academic skills, including English for Academic Studies courses. [see CANVAS (๒) for further details]

**THE THESIS**

Your thesis should be an original contribution to the field, but not necessarily a work of primary research. It should be between 10,000 and 15,000 words including footnotes, but excluding bibliography, appendices, list of abbreviations, short abstract and table of contents. Students awarded a Distinction on the thesis may be invited to edit their work for submission for publication in the RSC Working Paper series.

**FIELDWORK**

We do not encourage original, field-based research on the degree, given the time constraints that students are subject to. A thesis can often be just as – or more – effective when it is based on secondary sources. Given the current situation regarding COVID-19, it is also extremely unlikely that field research for student projects will be approved by the department this academic year. We will, of course, update you if the situation changes. Primary research in the form of, for example, online or telephone-based research, remains possible. If you plan on undertaking (telephone) interviews, you should refer to the discussions in your Research Methods classes regarding ethical research and ensure that you have completed the necessary forms for the department in good time (e.g. CUREC and/or any Risk Assessment and Travel forms). Any planned primary research will have to go through the ethics procedures outlined below before it is undertaken. Forms and guidance notes are available under ‘International Development/Research Ethics Information’ on CANVAS (๒). 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.

Contact the Course Convener for further information about fieldwork-related travel and safety, including in relation to risk assessment and travel insurance.

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, or by WEEK 6 IN HILARY TERM for any work planned in the Easter Vacation or Trinity Term.

NB: Please note that any late forms received after week 8 will not be considered until next term*
ETHICAL REVIEW PROCEDURES FOR RESEARCH IN THE SOCIAL SCIENCES

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

Why is ethics scrutiny and approval important?

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

You need ethics approval if...

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

What you need to do

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

1. Complete a CUREC 1A checklist (available via CANVAS). If this shows a CUREC 2 form is required, complete this too (but please note that this is not advised as it can take up to 2 months to process).

2. Sign the form yourself and then obtain your supervisor’s signature.

3. Give your completed form to the Course Coordinator, for forwarding to the Departmental Research Ethics Committee (DREC). Please note that you should do this at least 30 days before you plan to start your research.

Details of the procedure and application forms can be found on the Central University Research Ethics Committee (CUREC) website:

Please note you must not undertake any interviews until you have received CUREC approval. Any late forms received after week 8 will not be considered until next term

THESIS SUPPORT FUND

A thesis support fund is available to support students in the preparation of their theses (see STUDENT GRANTS for further information.)
# THESIS ADMINISTRATION AND SUPPORT

## TIMETABLE OF DEADLINES

### MICHAELMAS

<table>
<thead>
<tr>
<th>General</th>
<th>Start to discuss possible topics and approaches with supervisor, and undertake a preliminary literature review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday of Week 6</strong></td>
<td>Deadline to submit CUREC forms for any research due to be carried out in Christmas vacation.</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>You should complete a draft Thesis Topic Approval Form (See CANVAS) and submit this to your supervisor for feedback by 12 noon on Friday (5 December 2020). The form will ask you to explain your choice and list some of the questions you will ask in your thesis, as well as to list five essential sources</td>
</tr>
<tr>
<td>Vacation</td>
<td>Continue work on formulating your thesis topic, approach and literature review</td>
</tr>
</tbody>
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### HILARY

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<tr>
<th><strong>Week 3</strong></th>
<th>Final Thesis Topic Approval Form (signed off by your supervisor) must be submitted to the Course Coordinator, for approval by the Chair of Examiners by 12 noon on Tuesday (2 February 2021) After Week 3 in Hilary term, ALL substantive changes of topic (i.e. those which affect the analytical or descriptive terrain of your thesis, and not simply minor changes to the title) MUST be formally approved by the Chair of Examiners. Please discuss this with your thesis supervisor if in doubt as to the extent of any proposed changes. Your supervisor should, in any case, approve ALL topic changes. Should you wish to make a substantive change to your topic, you will need to complete a Thesis Topic Change Form (on CANVAS).</th>
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<tbody>
<tr>
<td><strong>Weeks 1-8</strong></td>
<td>Start more detailed work on literature review and framing your thesis; regular meetings with your supervisor</td>
</tr>
<tr>
<td><strong>Friday of Week 6</strong></td>
<td>Deadline to submit CUREC for any research due to be carried out in Easter vacation</td>
</tr>
<tr>
<td><strong>Vacation</strong></td>
<td>Continue working on your thesis literature review and undertake any primary research, where relevant.</td>
</tr>
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</table>

### TRINITY

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<tr>
<th><strong>Week 3</strong></th>
<th><strong>By 12 noon on Friday (14 May 2021):</strong> Draft of one full chapter of thesis to be submitted to supervisor for comment</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>[Exact time and date TBC]:</strong> The thesis workshops are an opportunity to present your work in progress to a small group of your peers and a member of RSC staff, who will provide feedback on the subject matter, structure and general comments on your work.</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>By 12 noon on Friday (28 May 2021):</strong> Full draft of thesis to be submitted to supervisor for comment. Only your supervisor should be asked to read a draft of your thesis. You may consult other members of staff for a discussion on a specific aspect of your work, but only with your supervisor's approval. This will ensure that the RSC is fair to all students and will prevent assessors from reading your work in advance.</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Final submission of thesis to Examination Schools by 12 noon on Thursday (17 June 2021).</td>
</tr>
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</table>
SUPERVISION OF THE THESIS

Changes of supervisor

In some cases there may be a case for students to change supervisor at the start of Hilary based on the topic of their thesis. Your supervisor will have been allocated based on your research interests and how they mesh with those of the staff supervising on the course. In Michaelmas term your supervisor provides general support for settling in, managing expectations, and producing formative essays as well as discussing thesis topics and ideas. Most students are happy for their allocated supervisor to supervise their thesis, and we will assume this is the case unless you have strong views to the contrary.

- Changes of supervisor are rare and an exceptional case must be made.
- The final decision about who will be your new supervisor will be taken by the Course Director, and you should not approach staff members yourself.
- Many of the staff have limited availability for supervision, so please do not be disappointed if your preferred supervisor is unavailable.

Supervision and reading drafts

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

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

PROOF READING/COPY EDITING

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

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

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

What a proof-reader may and may not do

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

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

A proof-reader may not

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

AUTHORIAL RESPONSIBILITY

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

Failure to adhere to these guidelines could constitute a breach of academic integrity and contravene the Proctors’ Disciplinary Regulations for Candidates in Examination (http://www.admin.ox.ac.uk/statutes/regulations/288-072.shtml).

It is therefore the student’s responsibility to provide the proof-reader with a copy of this policy statement.

With reference to this, we would draw your attention to points 3-6:

3. No candidate shall cheat or act dishonestly, or attempt to do so, in any way, whether before, during or after an examination, so as to obtain or seek to obtain an unfair advantage in an examination.
4. No candidate shall plagiarise by presenting someone else’s work as their own, or by incorporating other people’s work or ideas into their own work without full acknowledgement. This includes: verbatim quotation, cutting and pasting from the internet, and paraphrasing without clear acknowledgement; collusion; inaccurate citation; failure to acknowledge assistance; use of material written by professional agencies or other persons; and autoplagiarism.
5. Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall submit to the examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by the candidate is citable, he or she shall reference it clearly.
6. No person shall dishonestly give help to a candidate before, during or after an examination so as to give, or attempt to give, that candidate an unfair advantage in an examination.

Please see CITATION AND PLAGIARISM for details on good practice in citation and avoiding plagiarism.
CHANGES OF THESIS TOPIC

After Week 3 in Hilary Term, **ALL substantive changes of topic** (i.e. those which affect the content of your thesis, and not simply minor changes to the title) **MUST** be formally approved by the Chair of Examiners. Please discuss this with your supervisor if in doubt as to the extent of any proposed changes. Your supervisor must, in any case, approve any changes to your thesis topic. Should you wish to change your topic substantively, you will need to submit a *Thesis Topic Change Form* to the Chair for approval (on **CANVAS**).

HOW TO FIND PAST THESES IN THE SSL

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

Students are required to write a multidisciplinary thesis, which will contribute to 45% of their overall mark for the course. Your thesis should be an original contribution to the field, but not necessarily a work of primary research. It must be a minimum of 10,000 and a maximum of 15,000 words, including the footnotes but not the bibliography. Examiners are not required to read beyond 15,000 words and over-length theses will incur a penalty (for details, please consult the examination conventions). Students awarded a distinction for their thesis are usually encouraged to publish it following the degree, often as an RSC Working Paper. A best thesis prize is awarded by the Examiners’ Committee to the value of £100.

Below is a guide to writing your thesis. Your supervisor will be your primary point of reference to discuss any questions you might have regarding your specific area of work. However, the general information below may prove helpful to you in preparing your work.

What the examiners are looking for

- A well-chosen topic with a clear question and aim, which is rooted in the relevant literature.
- Appropriateness of the structure (and methodology where relevant), a critical attitude to evidence, and an awareness of ethical research.
- Good knowledge of relevant theory and how it applies to your question.
- Clear and accurate referencing, spelling and grammar
- The most successful theses 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. The most successful theses also critically engage with existing literature, rather than simply reporting or summarising.

Resources: MSc in Refugee and Forced Migration Studies marking scale and guidelines (see full exam conventions on CANVAS)

Choosing your topic

The thesis is an opportunity for you to harness your enthusiasm for an intellectual interest of yours. You may know before you arrive in Oxford the subject you wish to research; other students may find inspiration from classes taken or lectures heard in Michaelmas Term, 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 thesis could explore, confident that you can live with it for many months and that you can convince others of the value of research in the area. Choose a topic which will allow you to capitalise on your past experience and academic strengths. This passion will be evident in the thesis 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 thesis topic, even if they are embryonic. Your supervisor will be able to direct you to reading material which could assist you in your choice, as well as identify key researchers in the field working in the department. Take Michaelmas term to explore possibilities and ideas, as you may change your interest after exposure to the course syllabus.

Identify a question

Once you have decided an area of research, frame it as a question. This will help you to identify avenues of enquiry 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 thesis 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 whether it will require quantitative analysis.
Conducting research

Identify a theoretical framework
The framework will help to situate your thesis in current research; 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 includes websites that may be of general interest to many students. Investigate the sources that are available, for example, in the RSC collection at the Social Science Library, and draw upon the expertise of the librarians to point you to sources you had not considered. 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 too dated.

Refine your question
Once you have undertaken preliminary research, refine your question. Discuss the scope of the question with your supervisor; your thesis will be weak if the research area is too broad or so thin that there is a dearth of sources.

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

Planning the thesis

Make a timetable
Draw up a timetable in which to write your thesis, in consultation with your supervisor. Arrange a date with your supervisor for him/her to read over one draft, allowing enough time for you subsequently to take on board arising suggestions. You will find that life in Hilary Term becomes particularly busy: even if a last-minute blitz has worked in the past, you might be disappointed with the results of it on a project of the scale of the thesis. You will also need to leave time to account for any computer hassles near the end. Always save your thesis 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 Examination 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.

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 limiting space in which to fit all your research.
Writing the thesis

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 thesis and bear in mind that your object is to persuade your reader of your hypothesis. Explain clearly at the start of the thesis why this topic is important and notable; in short, why your reader should care. Don’t leave the theory only to the introduction and conclusion but integrate it properly throughout.

Structure
The paragraph is the basic unit making up the thesis. Ensure that each paragraph has a point which 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 to the argument of the previous one as the logical progression of your argument. You will have more material than space which will require you 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 thesis and to ensure that your message is clear. Be careful if your thesis is peppered with ‘however’ or ‘on the other hand’ as clarification or analysis of ideas is helpful, you need to ensure that your message is not confused or contradictory.

At the end of each section you should restate your major points in different words, relating them to the broader argument. This will help you to conclude the section and the thesis 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.

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 to which you have referred in the thesis. (See CITATION AND PLAGIARISM)
THESIS AND RESEARCH DESIGN ESSAY FORMAT AND PRESENTATION

Format

• Must be presented in size 12 font
• Must be 1.5 line spaced
• Must be anonymous, with only your candidate/examination number(s) on the front cover sheet

NB: Do not include anything in the examiners’ copies that might identify you: this includes acknowledgments for help given, or references to your own previous work, such as a thesis or paper, which is unlikely to have been read by the rest of the class. Your candidate number is the same as your examination number.

• Must have a bibliography that consists only of references that are cited in the text; the section title should be ‘References Cited’. All direct quotations must be fully referenced, with a page number.
• Must follow a recognized system of referencing that accurately and consistently applied throughout. Either author-date or footnote style is acceptable, but please consult with your supervisor and course director as some referencing styles are more or less appropriate for certain types of research. Most theses use an author-date system (see REFERENCING for the House Style Guide for Referencing and Bibliographies)
• Must be within the permitted word limit (no more than 3,000 words for the Research Design Essay and between 10,000 and 15,000 for the Thesis) and state the word count clearly on the front cover sheet

NB: The word count should include your main text, in-text citations and any footnotes (which should be kept to a minimum); but exclude numerical data tables, and reference tools such as your bibliography (and in your thesis, any appendices, a list of abbreviations, short abstract and table of contents). Do not exceed the given word count for submitted work: if you do, you may face an academic penalty
• Must have a standard cover sheet, showing your essay title, candidate number and word count on the front (You will find templates on CANVAS)

SUBMISSION PROCEDURE

Where, when and how to submit:

You will need to submit electronic copies via WebLearn of:

- your Research Design Essay (by 12 noon on Friday Week 7 Hilary, 5 March 2021)
- your thesis (by 12 noon on Thursday Week 8 Trinity, 17 June 2021)

Declaration of authorship form

You will also be asked to complete an authorship declaration form electronically via WebLearn, and the word count will be checked. Penalties may be applied if students exceed the word limit.

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

You will be required to use WebLearn when you submit your electronic copy. WebLearn will run your work through Turnitin, a plagiarism detection service which screens students’ work and compares it with the Turnitin database. You will be asked to complete an authorship declaration that the electronic material you have screened is your own work. 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.

COVER SHEET TEMPLATES, GUIDANCE ON TURNITIN ARE AVAILABLE ON CANVAS
HOUSE 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.

We recommend the Chicago Manual of Style system for referencing. You can find a simple guidance on the style here https://www.chicagomanualofstyle.org/tools_citationguide.html. For more complicated questions about referencing unusual documents or unpublished sources, consult the full manual, which is held in the Bodleian (The Chicago Manual of Style, 17th Edition. Chicago: University of Chicago Press).

The link above offers a quick guide to both the footnote system and the author-date system, however we have a preference for the author-date system, which is the norm for social sciences, and which also has the advantage of being succinct. Some theses make extensive use of archival or unpublished documents, and in those cases the footnote system may be preferable - in such instances the best approach is to consult your supervisor.

NB: We recommend the Chicago Manual of Style for referencing only. On questions of English spelling and usage, we would prefer students to follow English language and grammatical conventions.

Resources
6. EXAMINATION AND ASSESSMENT
NOTES ON THE EXAMINED ELEMENTS

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

i) Examination Paper I (Legal and Normative Frameworks) 15%
ii) Examination Paper II (Political and Anthropological Frameworks) 15%
iii) Examination paper III (Contemporary Issues in the Study of Forced Migration) 15%
iv) Submission (Research Design Essay for Research Methods) 10%
v) Submission (Thesis) 45%

Papers I, II and III are short time-limited essay papers which require 3 x 1500 word essays to be written within a 30 hour window and are expected to be submitted in Weeks 1 and 2 of Trinity Term. The dates of these will be confirmed at least 5 weeks beforehand.

You will find a full description of the topics which are covered in the examination papers below and on the 2020-21 Examination Regulations.

Each paper accounts for 15% of your final mark.

NB: Papers I, II and III are normally in-person, 3 hour written examinations, but have been changed this year to short, time-limited, essay papers. The format of the papers and the weighting of the components have not changed, just the format of assessment.

The Thesis is approximately 15,000 words, which accounts for 45% of your final mark, and must engage in the multi-disciplinary analysis of a single issue in forced migration. The word count should be not less than 10,000 words and not more than 15,000 words. See FORMAT AND PRESENTATION for more details.

The topic of this essay must be submitted to your supervisor via the Thesis Topic Approval Form by the end of Michaelmas, and then the signed form must be submitted to the Course Coordinator by week 3 of Hilary for approval by the Chair of the Examiners. See EXAM DEADLINES for specific dates.

The Research Design Essay for Research Methods involves an assessed piece of research design in response to a written brief, which will be released in week 5 of Hilary Term. It can be up to 3,000 words


**SUMMARY OF THE EXAMINED ELEMENTS FOR THIS DEGREE**

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

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Weighting</th>
<th>Method of Assessment</th>
<th>Submission Date</th>
<th>Term</th>
<th>Courses Relating to this Assessment Unit</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Design Essay</td>
<td>10%</td>
<td>Essay</td>
<td>12 noon, Friday Week 7 Hilary</td>
<td>Hilary</td>
<td>Research Methods I (Michaelmas) and II (Hilary)</td>
<td>One written Research Design Essay of a maximum of 3,000 words (including footnotes, but excluding bibliography)</td>
</tr>
<tr>
<td>Paper I: International Legal and Ethical Frameworks</td>
<td>15%</td>
<td>Short time-limited essay</td>
<td>n/a</td>
<td>Trinity</td>
<td>International Human Rights and Refugee Law I (Michaelmas) and Movement and Morality (Hilary)</td>
<td></td>
</tr>
<tr>
<td>Paper II: Political and Anthropological Frameworks</td>
<td>15%</td>
<td>Short time-limited essay</td>
<td>n/a</td>
<td>Trinity</td>
<td>The Anthropology of Forced Migration and The Politics of Forced Migration (Michaelmas)</td>
<td>The essay questions are likely to be released in Weeks 1 and 2 of Trinity term but there is a possibility this may change.</td>
</tr>
<tr>
<td>Paper III: Contemporary Issues in the Study of Forced Migration</td>
<td>15%</td>
<td>Short time-limited essay</td>
<td>n/a</td>
<td>Trinity</td>
<td>Option Course I and II (Hilary)</td>
<td></td>
</tr>
<tr>
<td>Multidisciplinary Thesis</td>
<td>45%</td>
<td>Thesis</td>
<td>12 noon Thursday, Week 8 Trinity</td>
<td>Trinity</td>
<td>All courses</td>
<td>A thesis of not more than 15,000 words (excluding references and appendices) on a subject approved by the supervisor.</td>
</tr>
</tbody>
</table>
EXAMINATION ORGANISATION

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

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

Proctors’ Office www.admin.ox.ac.uk/proctors
The fair and proper conduct of all examinations in the university comes under the jurisdiction of the Proctors. There are two Proctors who are University officers, elected annually from the academic staff, who ensure generally that the statutes, customs and privileges of the University are observed. When a complaint is received, the Proctors have the power to summon any member of the University to help them in their enquiries. A student is entitled to appear before the Proctors to put his/her case and may be accompanied by a friend or an adviser.

Complaints and academic appeals (see also COMPLAINTS AND APPEALS)
http://www.admin.ox.ac.uk/proctors/complaints.shtml

Entering for Examinations
You will find details of how to check you are entered for the correct assessed elements here:
http://www.ox.ac.uk/students/academic/exams/entry

Pass mark
A pass mark must be achieved in each of Papers I, II and III, the Thesis, and the Research Design Essay. A candidate who fails an element of the Examinations may, at the discretion of the Examiners, be permitted to retake, usually by next year’s set deadlines.

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

Extensions
In very exceptional circumstances, (usually because of illness) it may be possible to request a short extension of time to hand in examined work. Contact your College Tutor Course Coordinator who will advise you on how best to submit this request to Student Administration for consideration. DO NOT APPLY DIRECTLY TO YOUR SUPERVISOR. If your request is accepted, it will be forwarded to the Chair of the Examiners for the MSc in Refugee and Forced Migration Studies.

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

Preparing for Examinations
To help you prepare for the short-timed essays in the first week of Trinity, we will 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 time limited 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 short time-limited essay 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 under-lying implications and assumptions of the question – indeed, this is exactly what we are looking for!

Arrangement in Cases of Illness and Disability
Candidates requiring special arrangements for the examinations for reasons of illness or disability must make prior application through their respective colleges to the Proctors.

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

Mitigating Circumstances
Information on what to do if you would like examiners to be aware of any mitigating circumstances that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website (https://www.ox.ac.uk/students.academic/student-handbook).

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

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

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

The following sections are of particular use:

Section 1: Regulations for the Conduct of University Examinations
http://www.admin.ox.ac.uk/examregs/2020-21/rftcofunivexam/

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

General regulations for all MSc by coursework degrees
http://www.admin.ox.ac.uk/examregs/2020-21/grftdomosciebycour/

Special regulations specific to the MSc in Refugee and Forced Migration Studies:
http://www.admin.ox.ac.uk/examregs/2020-21/mosbciraforcmigrstud/studentview/

MSc in Refugee and Forced Migration Studies students may be provided with selected international legal materials for use during some examinations.

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, penalties for late submission and under/over-length work.

The full examination conventions for the MSc in Refugee and Forced Migration Studies will be published on CANVAS (¶) in early Michaelmas.

PAST EXAM PAPERS

Past exam papers are available in the Library or at: www.oxam.ox.ac.uk.

PREVIOUS EXAMINERS’ REPORTS

Anonymised copies of Examiners’ reports from the last three years can be found on CANVAS (¶). The reports for 2019-20 will be published online in early Michaelmas Term.
GOOD PRACTICE IN CITATION AND AVOIDING PLAGIARISM

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

Online avoiding plagiarism course/Use of Turnitin

By the end of Week 1 Michaelmas term, you will be required to show that you have read and understood the University’s guidelines on academic good practice, which are available at: http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

You will also have to take an online courses: Avoiding Plagiarism which is available at: https://CANVAS.ox.ac.uk/portal/hierarchy/skills/plag

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

Please print out this confirmation that you have successfully completed the test and submit it to the Course Coordinator by 12 noon Friday Week 1 Michaelmas (16 October 2020).

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

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

Below are the Education Committee’s short notes:

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

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

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

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

Please also refer to [REFERENCING](#) for guidance on good referencing practice, and the house style for referencing and bibliographies.
AFTER THE EXAMINATIONS

Feedback on your thesis
Under the direction of the Chair of Examiners, written feedback is provided to all students on their theses. (See FEEDBACK for more information).

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

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

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

Deposit of Theses receiving distinction in the Bodleian
The Examiners will normally recommend that theses awarded a distinction should be deposited in the Bodleian Library. The Course Coordinator will write to you if this is the case, asking you to complete an Information for Thesis Cataloguing form (GSO.26b) and a Deposit and Consultation of Thesis form (GSO.3b). We do not need you to send an extra copy of your thesis for cataloguing: simply a signed and completed form. But please wait until you are contacted and sent the forms by the Course.

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

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

Publishing your work
Students who get a distinction for their MSc theses may be encouraged to edit their research for submission for simultaneous publication in the RSC Working Paper series, and a number of the Working Papers on these sites have originated in this way.

You are also very much encouraged to participate in public debates on forced migration and refugee-related issues, for instance by publishing in various forums, and we are proud to be associated with you. We suggest you identify yourself as follows: XX is/was an MSc student in Refugee and Forced Migration Studies, Oxford, 2020-21.

Progression from MSc to DPhil
On completion of the degree, you can apply to study for a DPhil at Oxford. This could be in International Development with ODID, or with another Department of the University (subject to their eligibility criteria). Admission to read for a DPhil at ODID is at the discretion of the Graduate Studies Committee, which will take into account:
1. the feasibility and coherence of your research proposal;
2. the availability of appropriate supervision; and
3. the marks you achieve in the MSc*.

If your application is successful, you will be admitted as a Probationary Research Student (PRS) leading to the DPhil programme. During the first academic year 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.

* ODID normally requires an overall grade of 67% with a distinction (70% or above) on your thesis, although achieving these marks will not guarantee you a place on the DPhil.

**COMPLAINTS AND ACADEMIC APPEALS**

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 Student Consultative Committees or via student representation on the facultydepartment’s committees.

**Complaints**

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Chair 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 (Graham Bray). If you feel unable to approach one of those individuals, you may contact the Head of Department/Faculty (Professor Diego Sánchez-Ancochea). The officer concerned will attempt to resolve your concern/complaint informally.

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

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

**Academic appeals**

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.
If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or Head of Administration and Finance as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

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

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate’s performance.
- On no account should you contact your examiners or assessors directly.
7.

DEGREE ADMINISTRATION
UNIVERSITY REGULATIONS AND POLICIES

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

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

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

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

Residence requirements
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 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 [centre of Oxford].’

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

Overseas students: Tier 4 visa obligations
(See also https://www.ox.ac.uk/students/visa/during/legal?wssl=1)
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.

Should you wish to stay in the UK to work when you have finished your studies you will need to apply for visa permission to do so. To find out more go to https://www.ox.ac.uk/students/visa/work?wssl=1.

Paid employment
The University recommends that full-time graduate students on a taught course (such as a Master’s) do not undertake more than 8 hours’ paid work each week whilst studying.

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

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

University policies on conflict of interest / academic integrity in research
You will find details of these on CANVAS () under Study Guidance.
STUDENT CONSULTATION AND FEEDBACK

You are encouraged to make suggestions for change and improvements at any time to your teachers and supervisor.

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

Class representatives
During Induction Week we ask you to elect two or three class representatives from among your number. The representatives act as a channel for the class to convey their collective views to the Course Director.

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

Social Secretary
We will also ask you to choose one of your elected class representatives to act as social secretary for your cohort. They will be responsible for organising social events and gatherings to help you get to know each other and bond as a group.

The names of these elected student representatives will be published on CANVAS (.mx) by week 2.

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

Departmental representation
Student representatives may be asked to attend a departmental meeting with the Head of Department, usually held twice a year. This is a forum for any department-specific feedback to be given, or for recent new developments to be announced by the HoD.

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

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

Individual student course evaluation
At the end of Michaelmas and Hilary terms, all students are asked to evaluate the courses they have studied. All answers are confidential and anonymous. Detailed entries will be kept on file and a summary of the views expressed will be discussed at MSc in Refugee and Forced Migration Studies Teaching Committee meetings.
**SOURCES OF INFORMATION AND SUPPORT**

Details of the wide range of sources of support available can be found on the Oxford Students website ([www.ox.ac.uk/students/welfare](http://www.ox.ac.uk/students/welfare)), including in relation to mental and physical health and disability.

**Within the Department**

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

Your first port of call for any academic matters should be your *supervisor*: (see [SUPERVISION](#) for further details about supervision.

However, the *Course Director* (Catherine Briddick) is also available to discuss any matters to do with the course with you: please e-mail her to arrange an appointment ([catherine.briddick@qeh.ox.ac.uk](mailto:catherine.briddick@qeh.ox.ac.uk)).

If your issue is to do with teaching on the course, or with the course itself, and you need to speak to someone outside the course about this, you should contact the ODID Director of Graduate Studies (DGS): Associate Professor Corneliu Bjola ([corneliu.bjola@qeh.ox.ac.uk](mailto:corneliu.bjola@qeh.ox.ac.uk)).

You can find more information and staff contact information via the ODID Departmental Website: [http://www.qeh.ox.ac.uk/](http://www.qeh.ox.ac.uk/)

**Within your College**

All students are assigned a College Adviser, who is usually a Fellow of the College. Your College Adviser 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 Adviser may be able to offer you advice on academic-related matters such as: applications for research funding, conferences and seminar attendance, publication and career plans.\(^5\)

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

Your College Adviser may be changed during periods of sabbatical or other academic leave. Should there be reasons for you to seek a change of Adviser, 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 (which can be found on your college websites) for further information on who to contact and what support is available.

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\(^5\)College Advisers would not normally be expected to provide academic references, as others are better placed to do so. They might provide a reference for other purposes, such as Junior Deanship, or a character reference.
Further information
This guidance focuses specifically on the role of your College Adviser. Your College Adviser will be able
to direct you to relevant sources of advice and support, which you should feel free to consult as
necessary. These might include (but are not limited to):

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

Within the wider University

Central University Student Handbook
http://www.admin.ox.ac.uk/proctors/info/pam/
As well as providing general information and guidance you may need to help you to make the most of
the opportunities on offer at the University of Oxford, this handbook also gives you formal notification
and explanation of the University’s codes, regulations, policies and procedures.

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

CANVAS
https://canvas.ox.ac.uk
Source of all course-related information and regularly updated.

IT Services
http://www.oucs.ox.ac.uk/
For all your IT needs.

OULS – Oxford University Library Services
www.ouls.ox.ac.uk
Links to the catalogues, individual libraries and library support services

Careers
http://www.careers.ox.ac.uk/
Comprehensive guidance and support for life after the MSc.

Language Centre
http://www.lang.ox.ac.uk/
If you need foreign languages for your study or help in improving your academic English.

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

Equality and Diversity Unit
www.admin.ox.ac.uk/eop
See SPECIAL NEEDS AND DISABILITIES below for further information on disability support.
Health, Welfare, Childcare and Financial Hardship
Further information regarding Equality, Health and Welfare, counselling, childcare and financial hardship, can be found here: [http://www.ox.ac.uk/students/shw/](http://www.ox.ac.uk/students/shw/)

University Gazette
[http://www.ox.ac.uk/gazette/](http://www.ox.ac.uk/gazette/)
The University Gazette is a useful source of information on changes to regulations, prizes available, lectures and seminars, jobs, accommodation etc.

**FREQUENTLY ASKED QUESTIONS**

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

**Who do I speak to if I'm taken seriously ill or need to leave Oxford unexpectedly?**
Please familiarise yourself with what to do in cases of illness or medical emergency; you will find a link on the University's Student Health site: [http://www.ox.ac.uk/students/welfare/health](http://www.ox.ac.uk/students/welfare/health).

In all cases, please let both your College Advisor and also, if possible, your Supervisor or the MSc RFMS Course Coordinator know what has happened.

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

**What do I do if I need to take a break from studying (suspend status)?**
You may apply to the Graduate Studies Committee to suspend status for a specified period. If your application is approved, you will not be required to pay fees during the period of suspension and will resume your former status at the end of the period.

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

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

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

Applications for suspension of status must be made to the Graduate Studies Committee (through the Graduate Studies Administrator) using the form [GSO.17](http://www.ox.ac.uk/students/welfare/health); should be for a specified period of time; and must have the support of the supervisor(s) and the college.

**How do I make a complaint or appeal?**
For information about this, please see [COMPLAINTS AND APPEALS](http://www.ox.ac.uk/students/welfare/health)
SPECIAL NEEDS AND DISABILITIES

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

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

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

Disability Co-ordinator - Dominique Attala (Graduate Studies Manager)
Disability Lead – Graham Bray (Head of Administration and Finance)

RECORDING LECTURES

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

COUNSELLING SERVICE

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

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

There are also over 40 titles of e-book available covering a variety of topics including academic life, identity, self-care, relationships, mental health, disability, overcoming traumatic events, how to deal with anxiety, time management, food disorders, bereavement, etc. Readers can access these even when the libraries are closed. A list containing all the titles available (including direct links to the ebooks) is available at: http://www.bodleian.ox.ac.uk/using/disability/resources/self-help-books and they are also available on SOLO.

EQUALITY AND DIVERSITY

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

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

The Equality and Diversity Unit supports a network of over 300 harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University’s Harassment and Bullying policy and the support available for students visit: www.admin.ox.ac.uk/eop/harassmentadvice/.
8.

INFORMATION ABOUT OXFORD LIBRARIES AND THE RSC
Oxford’s Libraries

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: www.bodleian.ox.ac.uk.

To search the collections, locate items, access online resources, reserve or renew books, and for the library’s instant chat service, please use SOLO (Search Oxford Libraries Online): solo.bodleian.ox.ac.uk. For off-site access to online resources log-in to SOLO with your Single-Sign-On, and access the databases and electronic journals via the A-Z listings. An extensive range of guides to resources and services are available online, http://ox.libguides.com/oxford including details of forthcoming training: http://ox.libguides.com/workshops.

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

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

Reading Lists are available via Oxford Reading Lists Online (ORLO). This interface provides students with the availability of print materials within the libraries as well as direct links to e-books, e-journals and scanned chapters which can also be accessed when off campus. Reading lists can found via the ORLO link on the front page of SOLO or directly via https://oxford.rl.talis.com/index.html. Students can also link through to their lists via the departmental CANVAS link: https://canvas.ox.ac.uk/.

In addition to the SSL, there are separate social science libraries for Anthropology, Business, Education and Law. Area studies are well-served by the Vere Harmsworth Library, the Weston Library (for Africa and Commonwealth, and South Asia materials), the Oriental Institute Library, the Latin American Centre Library, the Bodleian Japanese Library, and the KB Chen China Centre Library.

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.

Box of Broadcasts is an on-demand TV and radio service for education. Members of the University of Oxford can search an archive of over 2 million broadcasts, record programmes from over 65 free-to-air channels, and create their own playlists and clip compilations. Content includes BBC One, BBC Two, BBC Four, ITV, Channel 4, Film4, 10 foreign language channels and more. This resource requires you to log in with your Oxford Single Sign-On via SOLO, the Bodleian Libraries catalogue. Please note that Access is provided under the terms and conditions of an ERA licence, which means that this resource is: a) To be used for non-commercial educational purposes only b) Available within the UK only.
The origins of the Refugee Studies Centre go back to 1982 when Dr Barbara Harrell-Bond was awarded a three-year Fellowship by the British Overseas Development Administration to undertake research on Ugandan refugees in Southern Sudan. One result of her study was the book *Imposing Aid: Emergency Assistance to Refugees*. Another outcome of the ODA award was the inspiration to establish, with the crucial assistance of Dr Ahmed Karadawi, an official unit at Queen Elizabeth House (now the Oxford Department of International Development) for the study of forced migration. The Refugee Studies Programme (RSP) was created in response to the neglect of the study of refugees within universities and to the need for accountability for the massive amount of funds spent on humanitarian assistance programmes. In 1987, the RSP began offering a nine-month Foundation Course on the Study of Forced Migration and there have been almost 450 Visiting Fellows and other students who participated in this course up to June 1998. This course has now been replaced by the MSc in Refugee and Forced Migration Studies. In January 2000 the RSP became the Refugee Studies Centre (RSC).

The purpose of the RSC is to carry out multi-disciplinary research and teaching in the field of forced migration and to encourage and facilitate the dissemination of research findings in this field to academics, policy-makers and practitioners. See the RSC website for more information.

**RSC VISITING FELLOWSHIP PROGRAMME**

Visiting Fellowships at the RSC are open to senior and mid-career practitioners and policy makers, professional academics, post-doctoral scholars, independent non-academic researchers, and PhD (DPhil) students who are working in fields related to forced migration, who wish to spend a period of study and reflection in a conducive academic environment, and to academics and other researchers. Each Fellow undertakes a specific programme of self-directed study of research, guided by an academic advisor. Fellowships are normally held over one term in the academic year, but in certain instances this can be extended. There will normally be no more than six Visiting Fellows in residence at the RSC at any one time.

Visiting Fellows have access to some of the University’s academic facilities, including libraries, seminars, language laboratories and computer training courses. Fellows use the computers and desk space on the first floor of the RSC.