This handbook is for all students commencing the MSc in Refugee and Forced Migration Studies in Michaelmas Term 2018. The information in this book may be different for students starting in other years.

NB: This handbook has only been made available electronically on WebLearn in order to reduce the department’s carbon footprint, so please think carefully before you print any of it out.
DISCLAIMER

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

http://www.admin.ox.ac.uk/examregs/2018-19/mosbciraforcmigrstud/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 26 September 2018, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges webpage. If such changes are made the department will publish a new electronic version of this handbook on WebLearn, together with a list of the changes, and students will be informed.
HOW TO USE THIS HANDBOOK

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

Abbreviations/symbols used

ODID  Oxford Department of International Development
QEH  Queen Elizabeth House (3 Mansfield Road, Oxford, OX1 3TB: QEH is the physical building where ODID is located, but the two are terms are sometimes used interchangeably to refer to the Department)
RSC  Refugee Studies Centre (within QEH)
SCC  Student Consultative Committee
TC  Teaching Committee
 You will find resources available on Weblearn, Oxford’s Virtual Learning Environment (see below for further information)
 See another section within this Handbook

Signposts to further reading online

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

Weblearn ()

WebLearn is a Virtual Learning Environment available only to enrolled students, a structured web-based system to support and enhance teaching and learning at the University of Oxford. [https://weblearn.ox.ac.uk](https://weblearn.ox.ac.uk). All the MSc course materials (lecture lists, reading lists, schedule, etc.) are held here.

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

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

WHO’S WHO

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

Office Location: QEH, 1st floor Old Building, Room 20.04
Contact: andrea.smith@qeh.ox.ac.uk / 01865 281701

Course Director 2018-19: Associate Professor Tom Scott-Smith
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 2018-19: Professor Cathryn Costello
Queries relating to exams and assessments should be directed to the Course Coordinator (Andrea Smith) in the first instance.

External Examiner 2018-19: 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

WebLearn 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. WebLearn is accessed using your Oxford single sign-on, at:

https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscfm

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/http://internal.qeh.ox.ac.uk/
- Examination regulations: http://www.admin.ox.ac.uk/examregs/
- MSc RFMS examination conventions: https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscfm/tool/3a7384af-d088-4df4-9e60-fb3212c6780c
- Oxford students: http://www.ox.ac.uk/students
- Central University Student Handbook: http://www.admin.ox.ac.uk/proctors/info/pam

MAILING LISTS

Your Oxford email address will be included in the class mailing list: geh-mscfm@mailist.qeh.ox.ac.uk

This list will be used by the course director, teaching faculty and the course coordinator to inform you of day-to-day developments and course news. The list only contains the MSc 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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## DEGREE ADMINISTRATION AND UNIVERSITY POLICIES

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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 2018-19. During this nine-month course you will be introduced to a number of perspectives that will deepen your understanding of forced migration. Our teaching is grounded in a multi-disciplinary approach that includes the perspectives of anthropology, international relations, history, law, politics, and social theory, which, taken together, provide a rich and diverse training in the social sciences. If you need advice on any aspects of the study of forced migration not covered in the course syllabus, do not hesitate to ask me. For any enquiries related to the degree course, you can email to arrange to see me.

Among the great strengths of Oxford is its system of individual supervision, which means that to some extent your work can be customised to meet your own interests. You will be assigned a supervisor at the start of the year, with whom you will be expected to meet regularly to discuss your progress and research plans. You will also write a number of short (1,500-2,000 word) essays for academic members of staff, which will be followed by feedback and discussion in tutorials. All efforts will be made to assign you a supervisor with some shared research concerns as indicated from your statement of interest.

Another great 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. Then there is the historical core of the Bodleian library, which, as a legal deposit library, holds every book published in the United Kingdom. This library has many beautiful reading rooms, historical buildings, and a wealth of archival materials.

Finally, I would like to encourage you to identify three fellow MSc students to be your Student Representatives, one of which will take on the role of Social Secretary to organise social events for the group. These students will be the contact point between us in course-related matters, the library, etc. I would like you to identify your student representatives at the end of this induction week programme, and I will meet with the three representatives at the end of each term to see how things are getting along.

Enjoy the year. The Oxford experience is more than the course of study, the formal lectures, the seminars and the individual tuition. It is also about people. There is also a wealth of social activities and cultural events in Oxford, and your college will provide you with an opportunity to meet students and fellows from many different fields of study. Take the time to meet and share experiences with them. You never know what you might learn.

I wish you well and hope you find the Oxford experience challenging, exciting and deeply satisfying.

Dr Tom Scott-Smith
Associate Professor of Refugee Studies and Forced Migration
MSc in Refugee and Forced Migration Studies Course Director, 2018-19
WELCOME FROM LAST YEAR’S CLASS

Dear incoming Refugee and Forced Migration Studies class:

The 2017-2018 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 here 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 promises to be 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 are some pieces of advice that we hope you will keep in mind as you start the degree:

1. **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. Make use of your proximity to London (and its many airports and budget airlines), row on the Oxford’s Isis, go to Stratford to watch the Royal Shakespeare Company, take a long walk around Blenheim Palace, have a picnic in University Parks, punt, play croquet. 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 watching people.

2. **Work as a team**: The beauty of this course is that it incentivises collaboration and working together. It is important to remember that grades are not on a curve. Your peers are not competitors; they are an invaluable resource with diverse perspectives and insights. So, work together! You may wish to create reading groups, share notes or discuss essay topics together. 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, with your peers. Your course-mates are also your strongest support network; during stressful moments, be sure to take breaks with your peers and talk through challenges. We found it useful to have a Facebook group to communicate with each other, and arrange social gatherings and study groups.

3. **Stay organised**: Do your best to stay organised from the beginning. The terms will be busy and it is invaluable to have an orderly system of taking class and reading notes. Work together as a cohort to track down all of the required readings and share them either in a DropBox or Google Drive folder.

4. **Do the readings, yet be strategic**: The reading lists can seem daunting. It is important to do the required readings to be able to participate in class discussions, but it is also okay to be strategic about the additional readings. Additional readings will be useful for the formative essays and for 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. Generally, the tutors are receptive to recommendations.
5. **Be strategic in the formative essays (don't sweat, but don't slack):** 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 dissertation, and more generally will help you ingest 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.

6. **Study strategically for exams:** When revising for your final exams, remember that your exam essays will need to be handwritten in about one hour each. We highly recommend doing your own practice exams by taking the time to answer past year exam questions in one hour. Your tutors might be willing to take a look at your handwritten practice essays for feedback. The process of writing your exam essays and your formative essays is very different. When revising for the handwritten final exams, it is wise to be selective in terms of content and to work on developing a convincing argument in a short amount of time rather than covering too much ground. Most importantly, remember to answer the question instead of showing off your knowledge on a certain topic. We cannot stress enough how useful it is to prepare outlines to probable essay questions, memorise them, and have them ready for the exams.

7. **Be proactive about your dissertation:** With the immediacy of coursework, the dissertation 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. Know what works for you and stick with it.

8. **Attend additional seminars:** In addition to course lectures, try to make time for a few additional seminars each week. The weekly Refugee Studies Centre Seminar Series is terrific and there are also amazing seminars 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.

9. **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.

10. **Take risks with the group project:** This project is the perfect opportunity to step out of your comfort zone and think about research and research design on a topic that is new to you. It is a chance to challenge your own way of thinking by working together with your peers, who will have diverse perspectives and distinct approaches from your own. Group work and writing often requires stepping outside of your comfort zone, but it is worth it. You will have the chance to draw on each other’s strengths and ultimately to produce a piece of work that is truly collaborative. Some tips: remember to focus on methodology; don’t stress about the mark, but if you intend to apply to the DPhil, remember that it does show up on the transcript.
11. 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.

12. 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 dissertation 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.

You will find some of our contact information on WebLearn, 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 2018

Please see WebLearn for a list of alumni who are willing to be contacted about their research and work, and do not hesitate to get in touch.
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 dissertations 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 Tom Scott-Smith (Course Director)
Associate Professor of Refugee Studies and Forced Migration

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<td>Office Location</td>
<td>1st Floor RSC, Room 20.11</td>
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<tr>
<td>Contact</td>
<td><a href="mailto:tom.scott-smith@qeh.ox.ac.uk">tom.scott-smith@qeh.ox.ac.uk</a>, 01865 281722</td>
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<tr>
<td>Office Hours (in term)</td>
<td>Please email to book an appointment</td>
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| Courses Taught | - The Anthropology of Forced Migration (Michaelmas) (Convenor)  
                  - Research Methods I and II (Michaelmas and Hilary) (Convenor)  
                  - Supervision |
| Research Interests | Humanitarianism, technology, refugees, nutrition, shelter, NGOs |

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

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<tr>
<td>Office Location</td>
<td>2nd Floor RSC, Room 30.30</td>
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<td>Contact</td>
<td><a href="mailto:matthew.gibney@qeh.ox.ac.uk">matthew.gibney@qeh.ox.ac.uk</a>, 01865 281714</td>
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| Courses Taught | - Politics of Forced Migration (Michaelmas) (Convenor)  
                  - Movement and Morality (Hilary) (Convenor)  
                  - Supervision |
| Research Interests | Political and ethical issues raised by refugees, immigration, statelessness; and citizenship; contemporary political theory |

### Dr Ali Ali (Course Convenor, Coercive Landscapes)
Departmental Lecturer in Forced Migration

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<td>Office Location</td>
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<td>Contact</td>
<td><a href="mailto:ali.ali@qeh.ox.ac.uk">ali.ali@qeh.ox.ac.uk</a>, 01865 281704</td>
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<td>Office Hours (in term)</td>
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| Courses Taught | - Research Methods  
                  - Coercive Landscapes (Hilary) (Convenor)  
                  - Supervision |
| Research Interests | Displacement and the state in the Middle East with ref. to Iraq, Syria and neighbours, the socio-economic implications of conflict, ICT & society in the Middle East |

### Dr Lilian Tsourdi (Course Convenor, International Human Rights and Refugee Law)
Departmental Lecturer in International Human Rights and Refugee Law

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<tr>
<td>Office Hours (in term)</td>
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                  - Human Rights and Refugee Law II (Hilary) (Course Convenor)  
                  - Supervision |
| Research Interests | International and regional refugee law; International, European and EU human rights law; global and regional administrative governance of asylum; immigration detention; |

### Ms Catherine Briddick (Course Convenor, Gender and Forced Migration)
Martin James Departmental Lecturer in Gender and Forced Migration

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<td>Contact</td>
<td><a href="mailto:catherine.briddick@qeh.ox.ac.uk">catherine.briddick@qeh.ox.ac.uk</a>, 01865 281717</td>
</tr>
<tr>
<td>Office Hours (in term)</td>
<td>Please email to book an appointment</td>
</tr>
</tbody>
</table>
| Courses Taught | - Gender and Forced Migration (Hilary) (Course Convenor)  
                  - Supervision |
| Research Interests | feminist jurisprudence; discrimination and violence against women; international human rights law; refugee law; immigration law and control; BREXIT |
### OTHER STAFF TEACHING ON THE DEGREE

<table>
<thead>
<tr>
<th>Professor Dawn Chatty</th>
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<tr>
<td><strong>Research Interests:</strong> Conservation-induced displacement, tribal resettlement, modern technology and social change, gender and development and the impact of prolonged conflict on refugee young people</td>
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<td><strong>Teaching:</strong> Option Course: Dispossession &amp; Displacement in the Modern Middle East (Hilary)</td>
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<th>Professor Gil Loescher</th>
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<tr>
<td><strong>Research Interests:</strong> UNHCR and contemporary world politics; protracted refugee situations; international political history of refugees and forced migration</td>
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<tr>
<td><strong>Teaching:</strong> Option Course: UNHCR and World Politics (Hilary)</td>
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<th>Dr Nao Omata</th>
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<td><strong>Research Interests:</strong> Refugee livelihoods, durable solutions (repatriation, integration, resettlement), networks &amp; mobility, relationship with host states &amp; populations, urbanisation</td>
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<tr>
<td><strong>Teaching:</strong> Option Course: Refugee Economies: Forced Displacement and Development (Hilary) (Convenor)</td>
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<th>Mr Cory Rodgers</th>
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<td><strong>Research Interests:</strong> Hosting; Livelihood; Local integration; Displacement in eastern Africa; Pastoralism; Phenomenology, place, and belonging</td>
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<tr>
<td><strong>Teaching:</strong> - Option Course: Responses to Displacement in Africa (Hilary)</td>
</tr>
<tr>
<td>- Supervision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr Olivier Sterck</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Interests:</strong> refugee economies, development, health, applied econometrics</td>
</tr>
<tr>
<td><strong>Teaching:</strong> Research Methods II (Hilary) (Lecturer)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr Thomas Western</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Interests:</strong> refugee economies, development, health, applied econometrics</td>
</tr>
<tr>
<td><strong>Teaching:</strong> Option Course: Writing and Representing Refugee Lives (Hilary) (Convenor)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professor Roger Zetter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Interests:</strong> Environmental displacement; refugees and labelling; development and protection challenges; undocumented migrants; asylum and refugee identity</td>
</tr>
<tr>
<td><strong>Teaching:</strong> Supervision</td>
</tr>
</tbody>
</table>
OTHER STAFF AT THE RSC

Academic Staff
- Dr Kathrin Bachleitner: Ikea Research Fellow in International Relations
- Professor Alexander Betts: Professor of Forced Migration and International Affairs; Director, Refugee Economies
- Dr Mark Breeze: Research Officer, Architectures of Displacement
- Dr Cathryn Costello: Andrew W Mellon Associate Professor of International Human Rights and Refugee Law
- Ms Evan Easton-Calabria: Researcher, The Global Governed
- Dr Derya Ozkul: Research Officer, Refugees are Migrants: Refugee Mobility, Recognition and Rights
- Dr Kate Pincock: Research Officer, The Global Governed
- Dr Anne-Line Rodriguez: Early Career Fellow in Refugee and Forced Migration Studies
- Dr Olivier Sterck: Junior Research Fellow in the Economics of Forced Migration
- Dr Robin Vandevoordt: Early Career Fellow in Refugee and Forced Migration Studies
- Dr Thomas Western: Early Career Fellow in Refugee and Forced Migration Studies

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
- Susanna Power: International Summer School and Conferences Manager
- Eliya Beachy: Events and Administrative Assistant

Forced Migration Review
- Marion Couldrey: FMR Editor
- Sharon Ellis: FMR Subscriptions Assistant
- Jenny Peebles: FMR Editor
- Maureen Schoenfeld: FMR Promotion and Finance Assistant

Administrative Staff
- Felicity Irwin: RSC Manager
- Laurence Medley: Accounts Officer
- Isabelle Aires: Project Coordinator, Refugee Economies
- Bryony Varnam: ERC Project Administrator, Refugees are Migrants: Refugee Mobility, Recognition and Rights
# DEPARTMENTAL ADMINISTRATIVE STAFF

The contact details of all University staff can be found on the main University website.

- **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</td>
<td>RSC</td>
</tr>
<tr>
<td><a href="http://www.qeh.ox.ac.uk/">http://www.qeh.ox.ac.uk/</a></td>
<td><a href="http://www.rsc.ox.ac.uk/">http://www.rsc.ox.ac.uk/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominique Atalla</td>
<td>Graduate Student Administrator</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>Penny Rogers</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>Departmental Administrator</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>Temporary Travel Safety Officer</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>Sue Garrett</td>
<td>Assistant to the Head of Department</td>
<td>(2)81803</td>
<td><a href="mailto:sue.garrett@qeh.ox.ac.uk">sue.garrett@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>
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 WebLearn 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 both in hard copy (overview) and on WebLearn (weekly schedule) in Induction Week.

MICHAELMAS TERM 2018

<table>
<thead>
<tr>
<th>Sunday 7 October to Saturday 1 December</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mondays</strong></td>
</tr>
<tr>
<td><strong>am</strong></td>
</tr>
<tr>
<td>Politics of Forced Migration</td>
</tr>
<tr>
<td>(Matthew Gibney)</td>
</tr>
<tr>
<td>Whole class: 1000-1150</td>
</tr>
<tr>
<td>(week 1 only)</td>
</tr>
<tr>
<td>Group 1: 1000–1130</td>
</tr>
<tr>
<td>Group 2: 1130–1250</td>
</tr>
<tr>
<td>(weeks 2–8)</td>
</tr>
<tr>
<td>lunch</td>
</tr>
<tr>
<td>RSC Work in Progress Seminar</td>
</tr>
<tr>
<td>Meeting Room A</td>
</tr>
<tr>
<td>1300–1350 (weeks 1-8)</td>
</tr>
<tr>
<td><strong>pm</strong></td>
</tr>
<tr>
<td>Research Methods I</td>
</tr>
<tr>
<td>(Tom Scott-Smith/guest lecturers)</td>
</tr>
<tr>
<td>1400–1515</td>
</tr>
<tr>
<td>(weeks 1–8)</td>
</tr>
<tr>
<td>Research Methods Tutorials</td>
</tr>
<tr>
<td>1515–1630 (weeks 1-8)</td>
</tr>
<tr>
<td>Grp 1 - Music Room (Ali Ali)</td>
</tr>
<tr>
<td>Grp 2 – SR3 (Nora Bardelli)</td>
</tr>
<tr>
<td>[except wk 7 – rescheduled to Tues 20 Nov]</td>
</tr>
<tr>
<td>Grp 3 – SR2 (Evan Easton-Calabria)</td>
</tr>
<tr>
<td>eve</td>
</tr>
<tr>
<td>Student-led Sessions</td>
</tr>
<tr>
<td>(film seminar/peer support/</td>
</tr>
<tr>
<td>DPhil presentation etc)</td>
</tr>
<tr>
<td>Together with MSc MS students</td>
</tr>
<tr>
<td>1715-1845</td>
</tr>
<tr>
<td>(weeks 1-8)</td>
</tr>
<tr>
<td>OR Student-led Sessions</td>
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<tr>
<td>(film seminar/peer support/</td>
</tr>
<tr>
<td>DPhil presentation etc)</td>
</tr>
<tr>
<td>Together with MSc MS students</td>
</tr>
<tr>
<td>1700-1830</td>
</tr>
<tr>
<td>(weeks 1-8)</td>
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</tbody>
</table>

* COMPLETE TIMETABLE WILL BE PROVIDED SEPARATELY AND PUBLISHED ON WEBLEARN
Please be sure to check any emails from the Course Co-ordinator, or announcement notifications from WebLearn, as this is how any last minute amendments or additions to your timetable will be communicated.
HILARY TERM 2019 (Provisional)

Sunday 13 January to Saturday 9 March

<table>
<thead>
<tr>
<th></th>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>OPTIONS COURSES</td>
<td>Research Methods II</td>
<td>OPTIONS COURSES</td>
<td>Movement and Morality</td>
<td>OPTIONS COURSES</td>
</tr>
<tr>
<td></td>
<td>(Oliver Sterck) (weeks 1-8)</td>
<td>(Matthew Gibney) (week 1-8)</td>
<td></td>
<td>(various teaching assistants)</td>
<td></td>
</tr>
<tr>
<td>lunch</td>
<td>RSC Work in Progress Seminar</td>
<td></td>
<td></td>
<td>Research Methods Tutorials</td>
<td>OPTIONS COURSES</td>
</tr>
<tr>
<td></td>
<td>Meeting Room A 1300-1400 (weeks 1-8)</td>
<td></td>
<td></td>
<td>(separate schedule will be provided)</td>
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<tr>
<td>pm</td>
<td>OPTIONS COURSES</td>
<td>OPTIONS COURSES</td>
<td></td>
<td>OPTIONS COURSES</td>
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<tr>
<td>eve</td>
<td>OPTION COURSES</td>
<td>RSC Public Seminar</td>
<td>OPTION COURSES</td>
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<tr>
<td></td>
<td></td>
<td>(Seminar Room 1 1700-1830 (weeks 1-8))</td>
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</tbody>
</table>

NB: There is also flexibility for student led sessions to be organised for Hilary Term, however the timing and location cannot be confirmed until after the option course sign ups in week 6 of Michaelmas.

TRINITY TERM 2019

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

Sunday 22 April to Saturday 16 June

<table>
<thead>
<tr>
<th></th>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td></td>
<td>RSC Work in Progress Seminar</td>
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<tr>
<td></td>
<td></td>
<td>Meeting Room A 1300–1400 (weeks 1-6)</td>
<td></td>
<td></td>
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<tr>
<td>lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pm</td>
<td></td>
<td>Student-led Sessions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>(film seminar/peer support/ DPhil presentation etc) Together with MSc MS students 1700-1830 (weeks 1-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eve</td>
<td></td>
<td>OR Student-led Sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(film seminar/peer support/ DPhil presentation etc) Together with MSc MS students 1700-1830 (weeks 1-8)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>RSC Public Seminar*</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(Seminar Room 1 1700–1830 Weeks 1–8)</td>
<td></td>
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</tbody>
</table>

*Date TBC: Annual Elizabeth Colson Lecture (http://www.rsc.ox.ac.uk/events/colson)
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 12 October 2018) |
| Week 1 | Submit Avoiding Plagiarism 1 post-test results and ‘Use of Turnitin’ to Course Coordinator by 12 noon on Friday (12 October 2018) |
| Week 6 | Sign up for two option course for Hilary Term following Options Fair on Friday of week 5 (9 November 2018) |
| 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 (16 November 2018)  *NB: Please note that any late forms received after week 8 will not be considered until next term* |
| Week 8 | Study trip planning and expressions of interest meeting (date and time TBA) |
| Week 8 | Submit draft Thesis Topic Approval Form () to your supervisor by 12 noon on Friday (30 November 2018)  You will need to have a final, approved copy of this form signed off by your supervisor by Week 3 in Hilary |

HILARY

| Week 2 | 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 (25 January 2019) |
| Week 4 | Submit either a completed Thesis Support Fund Application Form for any thesis related activities planned or email the course coordinator confirmation that you intend to use the funds towards the Geneva Study Trip by 12 noon on Friday (8 February 2019) |
| Week 4-5 | Study trip planning and admin meeting (time and date TBA) |
| Week 5 | Group Essay for Research Methods instructions released at 12 noon on Friday (15 February 2019) |
| 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 (22 February 2019)  *NB: Please note that any forms received after week 8 will not be considered until next term* |
| Week 7 | Group Essay due to examination schools at 12 noon on Friday (1 March 2019) |
## TRINITY

| Week 1 | Three, 3-hour written examinations (during the week commencing **29 April 2019**)*:  
|        | 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 may change. Dates will be confirmed at least 5 weeks beforehand. See the Student Gateway for further details. |
| Week 2/3 | Careers Alumni Workshop (TBC) |
| Week 3 | Thesis Workshops |
| Week 3 | Draft of one full chapter to be submitted to your supervisor by 12 noon on **Friday (17 May 2019)** |
| Week 5 | Full draft of dissertation to be submitted to your supervisor by 12 noon on **Friday (31 May 2019)**  
|        | (it will be to your advantage in improving the dissertation to submit earlier) |
| Week 8 | Theses to be submitted to Examination Schools (3 bound copies) and electronically (via Weblearn) by 12 noon on **Thursday (20 June 2019)** |
| Week 10 | Final exam board where students’ marks and awards are agreed |
| Week 11 | Final results published on Evision |
| July | Student graduation ceremonies – organised and scheduled by Colleges (dates may be different for each college) |

## FORMATIVE ESSAY SUBMISSION DEADLINES

<table>
<thead>
<tr>
<th>ESSAYS ASSESSED BY SUPERVISOR/COURSE LECTURER</th>
<th>Michaelmas Term</th>
<th>Hilary Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1 - topic from Defining Forced Migration Seminar</td>
<td>Week 2 – to Supervisor</td>
<td></td>
</tr>
<tr>
<td>Essay 2 - topic from the Anthropology of Forced Migration</td>
<td>Week 4 – to Course Lecturer</td>
<td></td>
</tr>
<tr>
<td>Essay 3 - topic from International Human Rights and Refugee Law</td>
<td>Week 6 – to Course Lecturer</td>
<td></td>
</tr>
<tr>
<td>Essay 4 - topic from The Politics of Forced Migration</td>
<td>Week 8 – to Course Lecturer</td>
<td></td>
</tr>
<tr>
<td>Essay 5 - topic from Movement and Morality</td>
<td>Week 4 – to Course Lecturer</td>
<td></td>
</tr>
</tbody>
</table>

You may also be required to write an essay for your two option courses and a number of assignments will be due for Research Methods throughout Michaelmas and Hilary terms.

A Word version of your essay should be submitted via WebLearn () by **5pm on the Friday** of the week in which the essay is due.

Please check with the lecturer if they require an additional printed copy to be submitted to their pigeon hole.
# KEY EXAMINATION DEADLINES

(= on Weblearn)

<table>
<thead>
<tr>
<th></th>
<th>MICHAELMAS TERM 2017</th>
<th>HILARY TERM 2018</th>
<th>TRINITY TERM 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Essay</strong></td>
<td></td>
<td><strong>Wk 5</strong> Friday [12 noon, 15 February] Group Essay instructions released</td>
<td><strong>Wk 7</strong> Friday [By 12 noon, 1 March]: Two bound copies of the Group Essay to be submitted to Examination Schools with an electronic copy submitted via Weblearn/Turnitin (same deadline)</td>
</tr>
<tr>
<td>5,000 words</td>
<td></td>
<td><strong>Wk 2</strong> [exact date TBC] Thesis Workshop Preparation Sheet (=) to be submitted to your supervisor</td>
<td><strong>Wk 5</strong> [By 12 noon, Friday 31 May] Full draft of thesis to be submitted to your supervisor</td>
</tr>
<tr>
<td></td>
<td><strong>Wk 1</strong> [By 12 noon, Friday 12 October] Turnitin declaration and Avoiding Plagiarism 1 post-test results to Course Coordinator</td>
<td><strong>Wk 3</strong> [By 12 noon, Tuesday 29 January] Thesis Topic Approval Form (=) (signed by your supervisor) to Course Coordinator (for approval by Chair of Examiners)</td>
<td><strong>Wk 8</strong> [By 12 noon, Thursday 20 June] Three bound copies of the thesis to be submitted to Examination Schools with an electronic copy submitted via Weblearn/Turnitin (same deadline)</td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td><strong>Wk 6</strong> [By 12 noon, Friday 16 November] Complete and sign CUREC form and submit (approved by Supervisor) to Course Coordinator for any fieldwork activities planned for Christmas Vacation (=)</td>
<td><strong>Wk 6</strong> [By 12 noon, Friday 22 February] Complete and sign CUREC form and submit (approved by Supervisor) to Course Coordinator for any fieldwork activities planned for Easter Vacation (=)</td>
<td><strong>Wk 8</strong> [By 12 noon, Thursday 20 June] Likely to be held in Examination Schools, High Street in Week 1 (w/c 29 April 2019). This may change, but dates will be confirmed at least 5 weeks before the date of the exams. For further details: <a href="http://www.ox.ac.uk/students/exams/timetables/">http://www.ox.ac.uk/students/exams/timetables/</a></td>
</tr>
<tr>
<td>Between 10,000 and 15,000 words</td>
<td><strong>Wk 8</strong> [By 12 noon, Friday 30 November] Thesis Topic Approval Form (=) must be submitted to your supervisor for approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Papers I, II and III Written Examinations</strong></td>
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</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</td>
<td>Wednesdays 5-6.30 Weeks 1-8</td>
<td>Wednesdays 5-6.30 Weeks 1-8 Seminar Room 1</td>
</tr>
<tr>
<td><strong>Annual Elizabeth Colson Lecture</strong></td>
<td></td>
<td></td>
<td>Usually week 2 or 3 Speaker, venue and title to be confirmed</td>
</tr>
</tbody>
</table>
| **Annual Barbara Harrell-Bond Lecture** | Thursday, Week 2 18 October, 5-6.30pm | The Grove Auditorium, Magdalen College, Oxford OX1 4AU | Pierre Krähenbühl  
Commissioner General for the United Nations Relief and Works Agency for Palestine Refugees in the Near East since March 30, 2014  
[NB: Registration necessary] |
| **RSC Work in Progress Seminars** | Tuesdays 1-2 Weeks 1-8 Meeting Room A | Tuesdays 1-2 Weeks 1-8 Meeting Room A | Tuesdays 1-2 Weeks 1-6 Meeting Room A |

### RSC SPECIAL EVENTS IN MICHAELMAS 2018

You should check the events page on the RSC website for regular updates: [http://www.rsc.ox.ac.uk/events](http://www.rsc.ox.ac.uk/events)
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 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. (Both the lecturer and the college in which the lecture is taking place have the right to refuse admission.) Lecture Lists are available from the University Offices on Wellington Square during Week 0 of each term. A copy is also kept at QEH and they also appear on the University’s website accessed from: 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 themselves;
• 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 needs, interests and rights of forced migrants, as well as those of practitioners and other actors in the humanitarian and forced migration regime;
  - 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, organise and carry out research on a group and individual basis into aspects of forced migration and refugee studies;
- 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 (5-14 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 a group research project that involves working in small groups (4-6 students). 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 group essay for research methods, an individual thesis, and final examinations. 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 group essay will assess the students’ ability to work independently as well as part of a group, and demonstrates their ability to use the research techniques they have learned to carry a research hypothesis from the formulation of a research question through to a conclusion. 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 tutorials on the core courses, comments on students’ informal essays, and student seminar and lecture class presentations. This ongoing feedback allows for comment on individual strengths and weaknesses and allows for identification of any student requiring remedial support.
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 Ethical 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 group research essay.

CORE COURSES

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

- *The Anthropology of Forced Migration* (taught by Tom Scott-Smith)
- *The Politics of Forced Migration* (taught by Matthew Gibney)
- *Research Methods (Part I)* (taught by Tom Scott-Smith)

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 above). There will be one essay for each of the core courses, except Research Methods, and one essay based on the first panel discussion seminar on Defining 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 may 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. The weekly topics are as follows: Week 1: Anthropological thinking; Week 2: Violence; Week 3: Displacement; Week 4: Relief; Week 5: Encampment; Week 6: Borders; Week 7: Asylum; Week 8: Integration.
International Human Rights and Refugee Law I: Foundations of International Protection (Lilian Tsourdi) [Michaelmas]

This course covers the core issues in international refugee law and international human rights law that define the scope of international protection; it focuses on the definition of refugee under the 1951 Convention on the Status of Refugees and regional instruments, and 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 law on forced migration and, in particular, the interactions between international refugee, migration, and human rights law. By actively engaging with the readings, lectures and class discussions students will develop the skills of legal analysis, synthesis, problem solving, and argumentation so that by the end of the course, you will have an understanding of both the potential, and the limits, of the scope of international protection.

The course comprises weekly lectures, led by Lilian Tsourdi, with occasional guests, as well as weekly discussion classes. This course is cumulative; the material covered week on week will build up to an overview of the different aspects of international refugee and human rights law. The introductory weeks will therefore raise issues that will be returned to throughout the course, with students gaining greater understanding and insight as the term progresses.

The Politics of Forced Migration (Matthew Gibney) [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 and unavoidable moral questions. States, humanitarian organisations, and individuals often justify their various responses to immigration and refugee movements on moral grounds. It is often claimed, for example, that states have a moral obligation to admit refugees or that controlling immigration is a rightful prerogative of any national community. This course aims to explore a range of contemporary moral issues raised by border control. Drawing on a number of case studies, we will consider questions such as whether people should have the right to move freely across the globe; whether there should be a market in asylum for refugees; colonialism, harm and responsibilities to refugees; and, on what basis membership in political communities should be distributed. The answers to these questions (and the others we’ll consider) are highly contested in practice and in the academic literature. 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 current moral and political theory.

Research Methods I and II (Tom Scott-Smith and Olivier Sterck) [Michaelmas and Hilary]

This course in research methods 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 there will be eight lectures followed by seminars running through Monday afternoons.

The lectures will cover a series of broad issues in research methods, from conceptual issues such as epistemology and the use of theoretical frameworks, to more practical concerns, such as literature reviews, research questions, and writing up.
The seminars will be led by three Teaching Assistants and will include interactive components and group work, preparing students for the final assessment for this course: the group essay.

In Hilary term, lectures and classes will turn to data analysis, with substantial training in quantitative techniques, led by Olivier Sterck. Olivier will use the example of research he conducted in a refugee camp using quantitative research methods to introduce students to the design and implementation of quantitative research in the study of refugee populations and economies.

OPTIONS COURSES [Hilary Term]

The remaining two courses in Hilary Term will be chosen by the student from a list of options. At least one of these options courses must be from the list of Refugee and Forced Migration Studies 'home' options. The home options for 2018-19 are likely to include:

- Coercive Landscapes (Ali Ali)
- Dispossession and Displacement in the Modern Middle East (Dawn Chatty)
- Gender and Forced Migration (Catherine Briddick)
- International Human Rights and Refugee Law II: Current Issues in International Protection (Lilian Tsourdi)
- Refugee Economies (Naohiko Omata)
- Responses to Displacement in Africa (Cory Rodgers)
- Writing and Representing Refugee Lives (Tom Western)
- UNHCR and World Politics (Gil Loescher)

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 5 of Michaelmas Term and will need to make their final choices by Week 6.

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

All Refugee and Forced Migration Studies home options will have a maximum of 12 places available and students on the MSc in Refugee and Forced Migration Studies will have priority for these places. Places will be allocated on a first come, first served basis. You may find that your first choice is not available and you will have to sign up for another course from the Refugee and Forced Migration Studies home options pool.

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

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

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

- **Migration, Development, Security** (Ruben Andersson)
- **Mobility, Nation and the State** (Dace Dzenovska)
- **New Technologies and People on the Move** (Emre Korkmaz)
- **Reproduction Migration in the Asia Pacific** (Biao Xiang)
- **Transnationalism and Diasporas** (Marie Godin)
- **Intersectionalities: Gender, Sexuality, Race and Mobility** (Ana Gutierrez-Garza)
OPTIONS COURSE OUTLINES

Coercive Landscapes (Ali Ali)

This course will ask students to directly engage with ideas about the meaning and application of coercion, and the ways in which they can be applied to explain the processes of displacement and forced migration. We will think through different structural circumstances that coerce populations into migration decisions, and conversely the pressures that immobilise populations which desire migration. How and through what processes are different groups coerced into migration? How can coercive pressures affect social groups in different ways, depending on factors such as class and gender? Throughout, we will consider human agency even in the most constrained of circumstances.

The course begins with a review of different notions of coercion before examining various systemic formations that are coercive. Among those we will consider are Slavery, neo-liberalism, conflict-systems, famine, and the migrant policing and detention industry. The relationship of these systems to forced migration will be analysed as well as the strategies that are implemented to evade or to counter them, including through the use of smugglers. By also asking which actors benefit from these political economies of insecurity, and understanding their functions, we can think about what perpetuates the recurrent violence and forced migrations associated with them.

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

Dispossession and forced migration in the contemporary Middle East is often regarded as synonymous with the Palestinian population. At a stretch of the imagination, it might also take in the Kurdish problem. This course, however, situates both the Palestinian and Kurdish migrations of the twentieth century into the wider and pervasive involuntary movement of populations which has indelibly marked the region throughout the last 100 years. It firmly places the dispossession of peoples in the Middle East as part of the policy of empire, carried further by the colonial and neo-colonial encounter. The aim of this course is to give students an understanding of the way in which dispossession, displacement and social cohesion (integration without assimilation) has come to be a defining feature of life in the twenty-first century Middle East, and to illustrate the individual experiences and ethnographic context of the dispossessed community, as a step in understanding the coping strategies and mechanisms of these diverse groups. The course also aims to develop an understanding of the context of such dispossession, statelessness and forced migration, as well as the social, political and environmental price which is paid regionally and globally.

Gender and Forced Migration (Catherine Briddick)

This module draws on scholarship from a range of disciplines to critically examine the myriad of ways in which sex/gender impacts upon and structures an experience of forced migration. The course starts by exploring different disciplinary and theoretical approaches to sex/gender and discrimination more broadly, before considering the impact of such approaches on legal scholarship and the study of forced migration. Whilst no experience of sex/gender, discrimination or displacement is the same, weeks two–seven follow (and problematise) the archetypal displacement ‘process’. Gendered causes of displacement (both within and across borders) are explored, as are issues arising from encampment and the suppression of women’s mobility. We also consider access to protection, including via ‘facilitators’ and/or ‘traffickers’. Gender-based claims for protection situated in international refugee and human rights law are evaluated and status determination procedures considered. The course ends by reflecting on what it means for women in particular to receive international ‘protection’, be resettled, ‘integrate’ and ‘belong’.

Students who undertake this course will be able to evaluate, from a feminist and/or gendered perspective, academic, legal and institutional ‘responses’ to both refugees and forced migration more broadly. Students will also be introduced to feminist jurisprudence and will be given the opportunity to draw upon, broaden and deepen their knowledge of refugee and human rights law.

The course is composed of eight two-hour sessions. Sessions in weeks 1–7 involve a lecture component supplemented by discussion and debate. In week 8 students will be asked to present, in small groups, their own research in a poster presentation.
International Human Rights and Refugee Law II: Current Issues in International Protection (Lilian Tsourdi)

This course examines a number of recent developments in international protection, including legislation, case law, and practice. The aim is to put the specific development in its context, providing not only an update but also an opportunity to reflect on the direction the law is taking and whether any overall trends can be identified. The course critically analyses a number of refugee rights and their violations in different regional contexts, considering the applicable provisions in human rights and refugee law. It also examines legal questions around exclusion from refugee status, cessation of refugee status, repatriation, and resettlement focusing on regional case studies. It contemplates the legality, under international refugee and human rights law, of efforts to externalise refugee protection. It assesses the adequacy of responses, at global and regional level, to the challenge of responsibility-sharing. Finally, the course delves into the administrative governance of the EU asylum policy, analysing the role of EU agencies in tackling the implementation gap in EU asylum legislation.

The course comprises weekly sessions combining lecture and discussion components by Dr. Lilian Tsourdi. It is the advanced law option, building on the foundation course ‘International Human Rights and Refugee Law I’ which focused on questions of the scope of international protection, the legal conceptions of ‘refugee’ and the nature of asylum. By actively engaging with the readings, lectures, and practical exercises, students will develop the skills of legal analysis, argumentation, problem solving and critical reflection. They will gain a deeper understanding on the interrelationship between international refugee law and human rights law in the area of forced migration.

Refugee Economies: Forced Displacement and Development (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.

Responses to Displacement in Africa (Cory Rodgers)

This course will critically engage issues of displacement, refugee protection/management, and the pursuit of durable solutions for displaced people in Africa. Readings cover a range of interdisciplinary research on forced migration in Africa, focusing on the ethnographic literature of the lived experiences of displacement. The structure of the course reflects the key elements of the Comprehensive Refugee Response Framework (CRRF), a prominent set of recommendations emerging from the 2016 New York Declaration. Students will therefore explore the research and long-standing debates on displacement in Africa, while also applying this literature to interrogate prevailing policy discourses and practices.

The course begins with an introduction to the history and geopolitics of displacement in Africa, as well as an overview of the New York Declaration and its policy predecessors. Reflecting the renewed attention to “hosts” in the CRRF, we will discuss research on the economic impact of hosting refugees, as well as the ways that bureaucratic hosting agreements interact with local moral and religious tenets of hospitality. Subsequent weeks will address CRRF topics including encampment and containment policies; urban and informal settlement; local integration strategies; repatriation; and naturalisation. These policy issues will be refracted through themes in the regional literatures from Africa pertaining to legibility; being, becoming, and belonging; urban mobilities; land, place and identity; and citizenship.
UNHCR and World Politics (Professor Gil Loescher)

The political history of the Office of the United Nations High Commissioner for Refugees (UNHCR) offers a unique perspective of a major UN agency operating in a highly politicized role caught between a mandate that makes it responsible to governments and dependent on international donors while trying to protect and assist refugees. Although UNHCR was established to ensure protection for refugees and to find solutions to their plight, these objectives are frequently frustrated by political constraints.

The course will focus on the historical evolution of UNHCR over the past six decades, its role as an international actor in world politics, and how its activities contributed to and were shaped by Cold War tensions, decolonization, development, post-Cold War changes, the War on Terror and globalization. It will also discuss the agency’s functions, culture and relations with other organizations in the international system, its institutional strengths and weaknesses and some of the key policy challenges the Office will face in the years ahead. The course aims is to provide students with a greater understanding of some of the major tensions and constraints that affect the international refugee protection regime.

Writing and Representing Refugee Lives (Dr Tom Western)

Refugee lives are often depicted through particular narrative tropes. And these tropes – of tragedy and idealisation, of stigma and dehumanisation – inform understandings of forced migration across mainstream media, humanitarian action, popular culture and more. This course examines these narratives from multiple perspectives, with the twin aims of equipping students with the tools to read representations of displacement, and developing the skills to write about those affected by it. To do this, we will combine approaches from anthropology, human geography, media studies, and cultural theory.

The first three weeks introduce some dominant narratives of displacement, examining how refugee stories and voices are curated. The next three weeks zoom in on representational practices: of writing displacement, focussing on how words are used to tell stories of exile across multiple genres; of framing the journey, looking at how human movement is mediated through photography and film; and of sounding the border, listening to how experiences of forced migration manifest in music. The final two weeks focus on representations of displacement from the bottom up, exploring how refugees analyse and articulate their own situations, and exploring the implications of this for dominant discourses of the ‘refugee crisis’.
### TYPICAL STUDENT SCHEDULE

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<tr>
<th>Michaelmas</th>
<th>Hilary</th>
<th>Trinity Term</th>
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<tr>
<td><strong>Classes/Supervision (Weeks 1-8)</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>· Group project: Ongoing research design training and weekly activities in RM tutorials</td>
<td>· Group project: Group Essay instructions released in week 5</td>
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<tr>
<td><strong>Vacation</strong></td>
<td><strong>Vacation</strong></td>
<td><strong>Assessment</strong></td>
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<tr>
<td>· Courses: catch up on reading</td>
<td>· Optional Geneva Study Visit (Week 9)</td>
<td>· Examinations: 3 x 3-hour written papers (Week 1 expected)</td>
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<tr>
<td>· Work on thesis</td>
<td>· Courses: exam revision</td>
<td>· Submission: Thesis (Thursday Week 8)</td>
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<tr>
<td>· Thesis: continue work</td>
<td>· Submission: Research Methods Group Essay 5,000-word essay (Friday Week 7)</td>
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Full-time MSc students should generally regard their studies as a full-time occupation of at least 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](#))

### 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 at 5.00 pm in term; and [Work in Progress Series](#) runs on Tuesday lunchtimes. Both series feature invited speakers and are an excellent introduction to cutting-edge forced migration research. See the [RSC website](#) for further information.
GENEVA STUDY VISIT

We are planning to run a short study visit to Geneva in 9th Week of Hilary term (the week commencing 11 March 2019). This will be a 2 or 3 day programme, with travel either side, led by a member of academic staff from Oxford, and organised in conjunction with colleagues at the UNHCR, IOM and other agencies.

This study visit is contingent on student interest. We would look for volunteers from among you to arrange logistics such as flights, accommodation and (in liaison with the course coordinator) insurance (See Weblearn for further details); and to take responsibility for organising rapporteurs for each meeting and putting together a report on the visit at the end. Volunteers will also be involved in drawing up the programme in collaboration with academic staff in Oxford and in Geneva. Please remember that while in Geneva you are ambassadors for the RSC and Oxford University, so please be punctual at meetings and polite to speakers who have given their time to you and the class.

We have a small allowance within the course budget to support our students’ work on their theses. You may apply for up to £250 and the funds are intended for use – among other things – in meeting academics and other experts outside Oxford. Participation in the Geneva study visit is one legitimate use of these funds (see below and Weblearn for further details). Please note you will only need to complete a form to apply for non-study trip funds.

We will hold an initial planning meeting in Week 1 of Hilary term (Time and date to be arranged) and will set up a sign-up on Weblearn for you to express interest in late Michaelmas.

RSC STUDENT GRANTS

The RSC Grants Committee, a sub unit of the Teaching Committee, is able to make small travel 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 dissertation.
- Technical support in the preparation of the dissertation.

To apply for funds for thesis-specific activities, an application form needs to be completed and submitted to the Course Co-ordinator. Forms and guidance are available on Weblearn.

Funds may also be applied for towards the costs of travel and accommodation on the Geneva Study Visit in Week 9 of Hilary term, however you do not need to complete a form for this.
Group Research Fund

A fund is available to support costs incurred during work on group research activities. The fund is primarily designed to offset travel expenses, for example observation visits to asylum tribunals and interview practice. You may apply for funds of up to £250 per group. You can be confident that your group’s travel costs will be reimbursed within this limit. Further information and an application form is available on Weblearn or from the Course Coordinator.

Belinda Allan Fund

This fund was established in honour of the RSC’s first Development Officer and is intended to award small travel grants for travel to present at conferences, primarily for students from developing countries. 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.

Glenn Hendricks Fund

The RSC has also benefited from a generous benefaction by Glenn Hendricks, a former Visiting Fellow. The fund is intended to help students who have found themselves in unexpected financial difficulties.

As a last resort, you may apply to QEH for a grant – although most of the departmental grants are not normally intended for MSc students. Please contact the Graduate Student Administrator, Dominique Attala, on (2)81806 or at dominique.attala@qeh.ox.ac.uk. The Administrator and Director of Graduate Studies would be responsible for deciding to award funds.

CAREERS INFORMATION AND ADVICE

There is a Careers Orientations Session held in week 6 of Michaelmas (Friday 16 November 2-4pm), led by Damilola Odimayo from the University’s Careers Service.

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

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

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

Other careers events to look out for:

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

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

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


If you are interested in getting involved, there will be an introductory meeting in Week 1 of Michaelmas Term (see the timetable on [WebLearn](#) for details).

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

For regular network newsletters, as well as general enquiries, please email the network coordinator, Lena Rose ([lena.rose@anthro.ox.ac.uk](mailto:lena.rose@anthro.ox.ac.uk)), or the generic network email address ([migration-mobility@torch.ox.ac.uk](mailto: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/](http://oxmofm.com/)
4. SUPERVISION
SUPERVISION

You will have been assigned an individual supervisor, with whom you will have a short, introductory meeting on the Monday of Induction Week.

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 30-45 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 DEADLINES).

Your supervisor will have access via WebLearn 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 mainly be linked to academic issues. If you have any queries about procedural or administrative matters to do with degree or exam administration, you should contact the Course Coordinator. And other personal, logistical, pastoral or financial matters are best directed to your College 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. Any reports should be made to the Course Director, Tom Scott-Smith, either via email, or by leaving a note in his pigeonhole (located on 1st Floor of the RSC).
GUIDANCE FOR STUDENTS AND SUPERVISORS
(Adapted from regulations originally issued by the Education Committee)

RESPONSIBILITIES OF THE STUDENT

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

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

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

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

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

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

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

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

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

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

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

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

13. The student should ensure that he or she allows adequate time for writing up the Dissertation, taking the advice of the supervisor. Particular attention should be paid to final proof-reading [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 (QEH) 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 dissertation.

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

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

9. The supervisor is required to report in writing to the Graduate Studies Committee for the Department of International Development (QEH) 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.
SUPERVISION AND ASSESSMENT OF SHORT ESSAYS

Each student is assigned a supervisor upon commencing the Master of Science Degree programme. The role of the supervisor is to guide the student through the course of study. This may include assistance where necessary with completing four short essays in Michaelmas Term and between 1 and 3 short essays in Hilary Term. Although when the essay is being written for another member of staff, this assistance is likely to take the form of stylistic and structural – rather than substantive – advice. The essays should be 1,500-2,000 words in length and deal with substantive, theoretical and/or methodological aspects of the material covered in each of the courses and core seminars.

The purpose of these short essays is to hone your analytical skills and to prepare you for the challenge of writing Papers I, II and III at the start of Trinity Term. These three, three-hour essay examinations require detailed knowledge and writing.

The essays, therefore, are intended:

1) To prepare and equip students with a variety of skills required in exams (see below).
2) To create a good basis for tutorial discussion and subsequent subject learning
3) To give students the opportunity to present a succinct argument.

What makes a good short essay?

- Concision
- 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, typed 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 days or evenings writing a draft and finalising it.

Your supervisor or course lecturer will provide you with feedback via WebLearn (🔗) within two weeks for discussion at your next meeting.
The first essay of Michaelmas Term, due in Week 2, will be drawn from a theme presented in the Defining Forced Migration Seminar held in Week 1 and will be marked by your supervisor. All other essays will be assessed by the course lecturer.

Once the essays have been read and assessed by the course lecturers, they will be returned to the students, with the essay feedback being made available to the students’ supervisors for further discussion during the bi-monthly student/supervisor meetings.

The essays and assignment are to be assessed over Michaelmas and Hilary Terms:

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<th>MICHAELMAS</th>
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<td>Wk</td>
<td>Topic from</td>
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<td>2</td>
<td>Defining Forced Migration</td>
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<tr>
<td>4</td>
<td>Anthropology of Forced Migration</td>
</tr>
<tr>
<td>6</td>
<td>International Human Rights and Refugee Law</td>
</tr>
<tr>
<td>8</td>
<td>The Politics of Forced Migration</td>
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You may also be required to write an essay for your two option courses and there will be regular exercises to complete as part of your research methods training.

This schedule of due dates takes into account the requirements for submission of the Group Essay and the Thesis.

A Word version of your essay should be submitted electronically via WebLearn () by 5pm on the Friday of the week in which the essay is due. Please check with the lecturer if they also require a hard copy to be submitted via their pigeon hole.
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 WebLearn giving you overall comments on your work and an indicative mark. In addition, the lecturer may have marked up the copy of your essay, highlighting individual points of strength and weakness in your argument.
- Your supervisor will be able to view your essays and feedback via the Markbook on WebLearn, so you should expect to discuss these during your regular supervisions.

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

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

Feedback on dissertations
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 only and we aim to distribute it (copied to supervisors) within two weeks following the meeting of examiners at which the marks are ratified.

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

Other information about assessment standards
Students are advised to read the internal and external examiners’ reports for the last cohort (published on WebLearn under ‘Exam Resources’ in mid-Michaelmas) which can provide valuable insights and contribute to students’ preparations for examinations and other forms of assessment.
GRADUATE SUPERVISION REPORTING (GSR)

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. Further information can be found on the GSR website: https://projects.it.ox.ac.uk/edu-it-gsr-faqs-students, 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 materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the Oxford Students website: https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1

**ENGLISH FOR ACADEMIC STUDIES**

If English is not your first language, and you feel you could do with some more formal help to develop your academic writing skills, remember that the University’s Language Centre offers courses in English for Academic Studies. Details can be found at: http://www.lang.ox.ac.uk/courses/english.html.
THE 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 dissertation are usually encouraged to edit their work for submission for publication in the RSC Working Paper series.

FIELDWORK

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

Approval can take up to 4 weeks to come through, so please make sure you apply by the end of Week 6 in Michaelmas Term at the latest for any projects planned for Hilary Term, 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 1 or 1A checklist (available from Weblearn). If this shows a CUREC 2 form is required, complete this too.
2. Obtain signatures (or email confirmation) from your department, including your supervisor's signature.
3. Give your completed form to the Course Coordinator, for forwarding to the Departmental Research Ethics Committee (DREC). Please note that you should do this at least 30 days before you plan to start your research.

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

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

FIELDWORK RELATED TRAVEL AND SAFETY PROCEDURES

If your supervisor approves a limited amount of primary fieldwork, or if you are participating in the Study Trip, you must apply in good time for University travel insurance, which will involve completing a Student Safety in Fieldwork/Risk Assessment questionnaire.

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

THESIS SUPPORT FUND

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

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

Funds may also be applied for towards the costs of the Study Trip in Week 9 of Hilary term (see GENEVA STUDY VISIT above for further details). Forms and guidance are available on Weblearn. Please note you will only need to complete a form to apply for non-study trip funds.
## THESIS ADMINISTRATION AND SUPPORT

### TIMETABLE OF DEADLINES

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<tr>
<td>General</td>
<td>Start to discuss possible topics and approaches with supervisor, and undertake a preliminary literature review</td>
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<tr>
<td><strong>Friday of Week 6</strong></td>
<td>Deadline to submit CUREC and travel insurance forms for any fieldwork due to be carried out in Christmas vacation</td>
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<tr>
<td>Week 8</td>
<td>You must complete a draft Thesis Topic Approval Form (See Weblearn) and submit this to your supervisor for feedback by <strong>12 noon on Friday (30 November 2018)</strong>. 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>
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<tr>
<td>Vacation</td>
<td>Continue work on formulating your thesis topic, approach and literature review</td>
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<tr>
<td>Week 3</td>
<td>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 <strong>12 noon on Friday (1 February 2019)</strong>. After Week 3 in Hilary term, <strong>ALL</strong> 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) <strong>MUST</strong> 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 <strong>ALL</strong> topic changes. Should you wish to make a substantive change to your topic, you will need to complete a Thesis Topic Change Form (on Weblearn).</td>
</tr>
<tr>
<td>Weeks 1-8</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 and travel insurance forms for any fieldwork due to be carried out in Easter vacation</td>
</tr>
<tr>
<td>Vacation</td>
<td>Continue working on your thesis literature review and undertake any interviews and fieldwork where relevant</td>
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<th>TRINITY</th>
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<tr>
<td>Week 2</td>
<td>[Exact time and date TBC]: The thesis workshops are an opportunity to present your work in progress to your peers and RSC staff, who will provide feedback on the subject matter, structure and general comments on your work.</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>By 12 noon on Friday (17 May 2019)</strong>: Draft of one full chapter of thesis to be submitted to supervisor for comment</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>By 12 noon on Friday (31 May 2019)</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. <strong>You may consult other members of staff for a discussion on a specific aspect of your work, but only with your supervisor’s approval.</strong> 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>Week 8</td>
<td>Final submission of thesis to Examination Schools by 12 noon on <strong>Thursday (20 June 2019)</strong>.</td>
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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. 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 at least five times from early Hilary to late Trinity term (roughly once a fortnight in term; you should not expect your supervisor to be available in the Easter vacation).

PROOF READING/COPY EDITING

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

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

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

What a proof-reader may and may not do
Within the context of students’ written work, to proof-read is to check for, identify and suggest corrections for errors in text. In no cases should a proof-reader make material changes to a student’s writing (that is, check or amend ideas, arguments or structure), since to do so is to compromise the authorship of the work.
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 dissertation, and not simply minor changes to the title) MUST be formally approved by the Chair of Examiners. Please discuss this with your supervisor if in doubt as to the extent of any proposed changes. Your supervisor must, in any case, approve any changes to your 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 Weblearn).

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.

SUBMITTING YOUR THESIS

Please see FORMAT AND PRESENTATION OF SUBMITTED WORK below.
THESIS WRITING GUIDELINES

Students are required to write a multidisciplinary thesis, which will contribute to 45% of your overall mark for the course. Your thesis should be an original contribution to the field, but not 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. 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 question/aim which takes due consideration of the relevant literature and case studies.
- 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.

Resources: MSc in Refugee and Forced Migration Studies marking scale and guidelines (see MARKING CONVENTIONS below, and the full exam conventions on WebLearn)

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.

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.

Is fieldwork possible?
To reiterate: your thesis should be an original contribution to the field, but not necessarily a work of primary research. Extensive fieldwork and data gathering is strongly discouraged within the 9-month timeframe of the degree. However, you may wish to conduct a small number of interviews or limited fieldwork, but make sure this research is ancillary to the topic. If you are undertaking interviews, you should refer to the discussions in the Research Methods classes regarding ethical research and ensure that you have completed the necessary forms for the department in good time (e.g. CUREC, Risk Assessment and Travel forms). See FIELDWORK AND ETHICAL CLEARANCE for further guidance (this is also available on WebLearn).

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. Integrate raw data and case studies into your argument as justification. Don’t leave the theory to the introduction and conclusion but use it along the way.

Structure
The paragraph is the basic unit making up the 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 GROUP ESSAY FORMAT AND PRESENTATION

Format
1. Must be presented in size 12 font (preferably Times New Roman)
2. Must be double spaced, on only one side of A4 paper
3. Must be anonymous, with only your candidate/examination number(s) on the front cover sheet~
4. Must have a bibliography that consists only of references that are cited in the text; the section title should be ‘References Cited’
5. Must follow the Harvard or author-date system of referencing (see REFERENCES)
6. Must be within the permitted word limit (no more than 5,000 words for the Group Essay and between 10,000 and 15,000 for the Thesis) and include the word count clearly stated on the front cover sheet*
7. Must be soft bound (either spirally bound or glued between semi-rigid covers – similar to this booklet)
8. Must have a standard cover sheet, showing your essay title, candidate number and word count, bound into the front (You will find templates on Weblearn)

~ Do not include anything in the examiners’ copies that might identify you: this includes acknowledgments for help given, or references to your own previous work, such as a dissertation 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. For the Group Essay, you need to list the candidate/examination numbers of all group members on the cover sheet.

* The word count should include your main text and any footnotes (which should be kept to a minimum); but exclude data tables, and reference tools such as your bibliography (and in your 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.

SUBMISSION OF THE THESIS

Where, when and how to submit hard copies
You will need to submit the following number of hard copies:
- Two of your Group Essay (by 12 noon on Friday Week 7 Hilary, 1 March 2019)
- Three of your thesis (by 12 noon on Thursday Week 8 Trinity, 20 June 2019)
The covering envelope should be addressed to: Chairman of Examiners, MSc in Refugee and Forced Migration Studies, c/o Examination Schools, High Street, Oxford and include only your examination/candidate number(s) as identification.

Declaration of authorship form (You will find the form on Weblearn)
You will also be asked to sign an authorship declaration form. This should be put in a separate envelope and included in the larger envelope with the hard copies submitted to Examination Schools. Please note that, for the Group Essay, although you will be submitting two hard copies on behalf of the whole group, each group member should sign an individual declaration of authorship form, and these should all be included in the separate envelope with the hard copies.

Electronic submission (Guidance is available on Weblearn)
In addition to hard copy submission, you will be required to submit an electronic copy of your submissions to the Course Coordinator, for the purposes of checking word counts if required. Penalties may be applied if students exceed the word limit.

Screening/retaining an electronic copy of your work via WebLearn
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 sign a declaration that the electronic material you have screened is identical in content to the hard-copy. Checks will be made of such declarations and dishonesty will be treated as an attempt to cheat in the examination. You will be responsible for retaining an electronic copy of your submitted work until the examination is concluded.

COVER SHEET TEMPLATES, AUTHORSHIP DECLARATION FORMS AND GUIDANCE ON TURNITIN ARE AVAILABLE ON WEBLEARN
HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

We use the Harvard referencing system, following the format of Oxford University Press. A style guide can be found on the Oxford University Press website, by following this link: http://global.oup.com/uk/academic/authors/AuthorGuidelinesMain/referencestyles/authordate/

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

Online referencing tools
Some students have found using online referencing tools helpful, eg. Mendeley.

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

1. Citations in the text

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

Single author

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

or

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

Multiple authors

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

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

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

or

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

Multiple sources

When referring to two or more texts by different authors, list them by date order (starting with the oldest first), separating each entry with a semi-colon; if there is more than one publication in a given year, list them alphabetically within that year.
If reference is made to more than one work published by the same author in the same year, the sources are distinguished by adding a lower-case letter to the year of publication in both the in-text citations and the reference list. The order of sources is determined by the alphabetical order of the titles, ignoring words such as ‘the’, ‘an’ and ‘a’, e.g. (Ruhs 2008a; Ruhs 2008b).

**No author**

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

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

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

**Secondary referencing**

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

**Law cases**

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

**Personal communications and interviews**

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

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

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

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

**NB:** Remember that you MUST obtain approval before undertaking any research projects which involve human participants. This includes elite interviews. See [ETHICAL CLEARANCE](#) for further details.

**Websites**

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

1. **Direct quotations**

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

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

In this way, the introduction of carrier sanctions has been described as the ‘privatisation of immigration control’ (Yaansah 1987: 115).
Quotations longer than two lines are usually introduced by a colon and should be indented in a separate paragraph, without using quotation marks. The author’s name, publication date and page number(s) are given at the end of the quotation.

Oliver Bakewell argues that:

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

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

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

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

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

2. Listing references at the end of a text

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

3a. Books

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

Single author


Joint authors

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


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


Edited book


Translated book

Same author(s), multiple publications


Chapter in an edited volume

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


3b. **Journal Articles**


3c. **Newspaper and periodical articles**

If an individual author can be identified:

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

If no author can be identified:


If reference is made to an entire edition:


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

3d. **Conference papers**

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

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


3f. **Reports**


3g. **Government publications**

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

3h. Acts of Parliament


3i. Theses or dissertations

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


3j. Law cases

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

*East African Asians v. United Kingdom [1973] 3 EHRR 76, EComHR*
*R. v. Secretary of State for the Home Department ex parte Q and others [2003] EWCA Civ 364*
*R. v. Chief Immigration Officer, ex parte Bibi [1976] 1 W.L.R. 979 at 984 (CA).*

3k. Personal communications

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


or


3l. Interviews

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


3m. Electronic sources

Website references

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


Documents on the internet

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

**Electronic journal articles**

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


**Email discussion lists**

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


**CD-ROMs**

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


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


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

**Video recordings**

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


**Resources**

*Examination Regulations* (‘Grey Book’) ([http://www.admin.ox.ac.uk/examregs/contents.shtml](http://www.admin.ox.ac.uk/examregs/contents.shtml))

Thesis support fund information and form (WebLearn)

Safety in Fieldwork questionnaire, travel insurance forms (WebLearn)

Declaration of authorship form, Thesis cover sheet (WebLearn)


*Encyclopedia of Social Sciences*


Roget’s *Thesaurus* (1998) new ed. Betty Kirkpatrick, Penguin, London – many editions are available, and it is also available online
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 (Group Essay for Research Methods) 10%
v) Submission (Thesis) 45%

Papers I, II and III are 3-hour examinations which are expected to be held in Week 1 of Trinity Term. The dates of these will be confirmed at least 5 weeks beforehand. See the Student Gateway for further details: [http://www.ox.ac.uk/students/exams/timetables/](http://www.ox.ac.uk/students/exams/timetables/)

You will find a full description of the topics which are covered in the examination papers in the Examination Regulations (‘Grey Book’): [http://www.admin.ox.ac.uk/examregs/2018-19/mosbciraforcmigrstud/studentview/](http://www.admin.ox.ac.uk/examregs/2018-19/mosbciraforcmigrstud/studentview/)

Each paper accounts for 15% of your final mark.

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 [DEADLINES](#) for specific dates.

Changes to your thesis topic: 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 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 should first obtain your supervisor’s approval. You should then write to the Chair with an explanation of the proposed change. You will find a Thesis Topic Change Form on [Weblearn](#).

The Group 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. Each person will be allocated to a group in Week 1 of Michaelmas term and will complete a number of practice exercises in these groups in preparation for the final assessment. The purpose of the group essay is to give students the opportunity to apply the principles of social science research and to demonstrate their understanding of sound research design. Further instructions on the activity will be provided as part of the Research Methods training. The Group Essay will count for 10% of the final course mark.
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>Group Essay</td>
<td>10%</td>
<td>Essay</td>
<td>12 noon, Friday</td>
<td>Hilary</td>
<td>Research Methods I (Michaelmas) and II (Hilary)</td>
<td>One written group essay of a maximum of 5,000 words (including footnotes, but excluding bibliography)</td>
</tr>
<tr>
<td>Paper I: International Legal and Ethical Frameworks</td>
<td>15%</td>
<td>3-hour written exam</td>
<td>n/a</td>
<td>Trinity</td>
<td>International Human Rights and Refugee Law (Michaelmas) and Movement and Morality (Hilary)</td>
<td>The exams are likely to be held in Week 1 of Trinity term but there is a possibility this may change. Dates will be confirmed at least 5 weeks beforehand. See the Student Gateway for further details: <a href="http://www.ox.ac.uk/students/exams/timetables/">http://www.ox.ac.uk/students/exams/timetables/</a></td>
</tr>
<tr>
<td>Paper II Political and Anthropological Frameworks</td>
<td>15%</td>
<td>3-hour written exam</td>
<td>n/a</td>
<td>Trinity</td>
<td>The Anthropology of Forced Migration and The Politics of Forced Migration (Michaelmas)</td>
<td></td>
</tr>
<tr>
<td>Paper III: Contemporary Issues in the Study of Forced Migration</td>
<td>15%</td>
<td>3-hour written exam</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’, and the Education Committee’s notes of guidance on their website. Please also ensure that you read the Examination Conventions (on WebLearn) for further details about the examination and marking process.

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

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

Location
All written examinations (i.e. excluding the thesis and group essay) take the form of 3-hour papers. Such examinations are usually held in the Examinations School on High Street – a nineteenth century building purpose-built for the holding of examinations. This is also where submissions (the thesis and group essay) are handed in.

Pass mark
A pass mark must be achieved in each of Papers I, II and III, the Thesis, and the Group Essay. A candidate who fails an element of the Examinations may, at the discretion of the Examiners, be permitted to retake, usually in the following June.

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 who will advise you on how best to submit this request to Student Administration for consideration. If your request is accepted, it will be forwarded to the Chair of the Examiners for the MSc 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.
Arrangement in Cases of Illness and Disability
Candidates requiring special arrangements for the examinations for reasons of illness or disability must make prior application through their respective colleges to the Proctors.

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

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

Illegible scripts
Details of the procedures for dealing with illegible scripts can be found in the Exam Regulations.

Mock exams/exam briefing
To help you prepare for the written exams in the first week of Trinity, there is a mock exam and an Exam Briefing session held between Weeks 6 and 8 of Hilary. We would strongly advise you to attend both of these, although they are not compulsory, however students in previous years have found both extremely helpful. Further details will be circulated during Hilary.

The mock exam run by Examination Schools provides a valuable opportunity to get a sense of what it is like writing an exam paper in the formal setting and wearing sub-fusc. You can find further details here. Please note, however, that we cannot guarantee that any scripts you write during such sessions will be marked by members of the teaching staff on the MSc in Refugee and Forced Migration Studies.

Failures do occasionally occur. This may be due to a multiplicity of causes. A frequent reason is failure to realise that a graduate course requires continuous effort both during term and during vacations. Students from outside Oxford may have little training in the Oxford mode of examining or may have difficulties in writing at speed in English. They are advised to practice with mock examinations well before the real examination using copies of past papers available in the Library or at: www.oxam.ox.ac.uk. The fortnightly informal essays will also provide useful training for this.

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

Please refer to the Student Handbook for further information. You should receive a copy of this from your college and it is also available on the web at: http://www.admin.ox.ac.uk/proctors/info/pam/. Gowns and squares are available for hire (and purchase if you wish) from the Student Union, Shepherd and Woodward on High Street or from similar shops.
EXAMINATION REGULATIONS

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

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

The following sections are of particular use:

Section 1: Regulations for the Conduct of University Examinations
http://www.admin.ox.ac.uk/examregs/2018-19/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/2018-19/grftdomosciebycour/

Special regulations specific to the MSc in Refugee and Forced Migration Studies:
http://www.admin.ox.ac.uk/examregs/2018-19/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 WebLearn at least one whole term before your first assessment takes place.

The following information about marking scales and criteria is extracted from the full examination conventions:

University scale for standardised expression of agreed final marks

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

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100</td>
<td>Distinction</td>
</tr>
<tr>
<td>65-69</td>
<td>Merit</td>
</tr>
<tr>
<td>50-64</td>
<td>Pass</td>
</tr>
<tr>
<td>0-49</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Marking Criteria for Submissions (essays, theses) [NB: there are different criteria for written exams]

**Distinction level**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Superb work showing fine command of intellectual debates and making a clear contribution to them. Excellent knowledge of the topic, extensive awareness of the literature, and critical engagement with core texts. Relevant and accurate use of theoretical frameworks. A highly original argument, articulated in response to a clear question. The work is presented in a creative and articulate manner. Accurate and consistent referencing and full attribution of ideas throughout.</td>
</tr>
<tr>
<td>75-79</td>
<td>Excellent work, demonstrating an intellectually stimulating argument. Very good knowledge of the topic and full awareness of relevant literature. Relevant and accurate use of theory when used. An original argument, which is presented clearly. Accurate and consistent referencing.</td>
</tr>
<tr>
<td>70-74</td>
<td>Fine work showing powerful analysis and a distinctive argument. A comprehensive treatment of the topic, with very good awareness of relevant literature. Precise interpretation of the question and clear presentation and structure. Accurate use of theory when used. Clear presentation and writing. Accurate and consistent referencing.</td>
</tr>
</tbody>
</table>

**Merit level**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>65-69</td>
<td>Strong and well-developed analysis with some indication of distinction potential. A very clear argument made in response to an accurately interpreted question. A very good survey of the literature, with critical engagement of key ideas and theory. Very good engagement with theory. Very clearly written. Accurate and consistent referencing.</td>
</tr>
</tbody>
</table>

**Pass level**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>55-64</td>
<td>Good pass: sound analytical standard with most points developed rather than stated. A solid understanding of the topic, with a reasonable coverage of the literature. Clearly identifiable argument. Use of evidence to support main points. Accurate referencing</td>
</tr>
<tr>
<td>50-54</td>
<td>Pass: basic analytical skills apparent from identification of intellectual problems and some structured discussion of them</td>
</tr>
</tbody>
</table>

**Fail**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-49</td>
<td>Marginal fail: inadequate development of points made.</td>
</tr>
<tr>
<td>0-44</td>
<td>Outright fail: inadequate coverage and inadequate analysis</td>
</tr>
</tbody>
</table>

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

**PAST EXAM PAPERS**

Past exam papers are available in the Library or at: [www.oxam.ox.ac.uk](http://www.oxam.ox.ac.uk).

**PREVIOUS EXAMINERS’ REPORTS**

An anonymised copy of the Examiners’ Reports for 2017-18 may be consulted on [WebLearn](http://www.oxam.ox.ac.uk). They will be published online in early Michaelmas Term.
GOOD PRACTICE IN CITATION AND AVOIDING PLAGIARISM

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

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

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

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

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

Please print out this confirmation that you have successfully completed the test and submit it to the Course Coordinator by **12 noon Friday Week 1 Michaelmas (12 October 2018)**.

You should also read, sign and date the Use of *Turnitin* declaration, which is included in your Induction Pack (and is also available on [Weblearn](https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag)) 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 dissertation 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 2017). Degree ceremonies will take place in late July and mid-September 2018. You should check with your college to find out which ceremonies you are eligible for.

Publishing your work
We usually encourage students who get a distinction for their MSc dissertations 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, 2018-19.

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 dissertation, 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 Joint Consultative Committees or via student representation on the faculty/department’s committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the 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 Chris Adam). The officer concerned will attempt to resolve your concern/complaint informally.

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

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

Academic appeals

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

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

Please remember in connection with all the academic appeals that:

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

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

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

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

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

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

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

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

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

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:
http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork/

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

University policies on conflict of interest / academic integrity in research
You will find details of these on Weblearn () under Resources/University and Departmental Policies.
STUDENT CONSULTATION AND FEEDBACK

You are encouraged to make suggestions for change and improvements at any time to your 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 WebLearn 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), including in relation to mental and physical health and disability.

Within the Department
Your first port of call for any academic matters should be your supervisor: (see SUPERVISION for further details about supervision.

However, the Course Director (Tom Scott-Smith) is also available to discuss any matters to do with the course with you: please e-mail him to arrange an appointment (tom.scott-smith@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).

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; tel: (2)81701).

You can find more information and staff contact information via the ODID Departmental Website: 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.

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.

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

WebLearn
https://weblearn.ox.ac.uk.portal/hierarchy/socsci/geh
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/

University Gazette
http://www.ox.ac.uk/gazette/
The University Gazette is a useful source of information on changes to regulations, prizes available, lectures and seminars, jobs, accommodation etc. A copy is usually available in the QEH Common Room.

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.

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; 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
SPECIAL NEEDS AND DISABILITIES

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

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

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

Disability Co-ordinator - Dominique Attala (Graduate Student Administrator)
Disability Lead – Graham Bray (Head of Administration)

RECORDING LECTURES

Please see [https://www.admin.ox.ac.uk/edc/policiesandguidance/](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/](http://www.ox.ac.uk/students/shw/counselling/).

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

EQUALITY AND DIVERSITY

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

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

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

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

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

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.
INFORMATION ABOUT DEPARTMENTAL FACILITIES AT QEH

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

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

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

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

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

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

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

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

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

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

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

Please note: While laptops and iPads are permitted in lectures and classes, mobile phones are not and should be switched off
General Facilities
There are notice boards in reception which cover information about University seminars and courses, health and safety and general what's-on-in-Oxford.

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

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

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

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

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

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

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

Addresses

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<th>IMPORTANT NOTE - Students' Addresses</th>
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<td>It is important that the Refugee and Forced Migration Course Coordinator is kept informed of any change of address.</td>
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Safety and Security
The departmental guidance note Safety for Staff, Students and Visitors can be found in the Departmental Policies and Health and Safety Information section on WebLearn at: https://weblearn.ox.ac.uk/portal/hierarchy/socsci/geh/staffinfo. Please read it carefully and if you have any queries please refer to the Administrator or the Safety Officer. A fire drill will be held in Michaelmas Term. Please ensure that you understand the procedures by reading the blue notices posted around the building. If the drill is not carried out satisfactorily we are obliged to repeat it.

The University’s Personal Safety website can be found at: https://www.ox.ac.uk/students/life/community/personal?wssl=1
The Thames Valley Police website can be found at: https://www.thamesvalley.police.uk/
The contact number for non-emergency enquiries is 101.
All students, whether or not they use a computer in the department, should read the DSE (Display Screen Equipment) notes carefully (see https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/staffinfo for departmental notes on DSE use and http://www.admin.ox.ac.uk/safety/policy-statements/s8-09/ for the University’s policy statement on the use of DSE). The department has staff who can advise on workstation layout. Please refer to the ICT Officer if you would like advice.

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

**Occupational Health Service**

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

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

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

**Computing Areas**

There are two hot-desking areas at Mansfield Road:

- Room 10.09 (ground floor, Frances Stewart Wing) – this is a quiet study area with 2 computers and 2 network printers.
- Outside the lower ground floor seminar rooms (in the new extension) – this area has 8 computers and 2 network printers.

Both these areas are open between 9 am and 5.15 pm, although it is possible to stay later. The doors between the new extension and the main building lock at 8 pm; however, exit is always possible using the green button.

**Login to Departmental Hot Desk computers**

Your username and password to log into the computers at QEH are as follows:

Username: Oxford Single Sign On (SSO) username (eg: abcd2345)
Password: ODID=[yourstudentcardnumber] (eg: ODID=123456789)

At first login, you will be prompted to change your password to something more memorable, consisting of at least 10 characters long, mixed case and contain at least one number and a special character.

Please note that the printers in the computer rooms have notices behind them giving their name. If you have any problems, send an email to: it-support@qeh.ox.ac.uk.

Although the department does not normally charge for printing, all print usage is monitored and the department reserves the right to make a charge where printing is regarded as excessive.
Wireless
The department is linked to the Oxford Wireless LAN (OWL). Full details of OWL and how to connect to it are available at: [http://www.oucs.ox.ac.uk/network/wireless/](http://www.oucs.ox.ac.uk/network/wireless/)

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

Computing Facilities

**IT at Oxford**

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

**IT Services**

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

**Email**

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

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

**WebLearn**

All course materials (lecture lists, reading lists, etc.) are now held on WebLearn. WebLearn ([http://www.weblearn.ox.ac.uk/](http://www.weblearn.ox.ac.uk/)) is a web-based virtual learning environment (VLE).

In order to access the site you will require a username and password. Your username is your Oxford Username (i.e. the same as your Nexus username/password) (see Webauth ([https://webauth.ox.ac.uk/](https://webauth.ox.ac.uk/)) for more details about University of Oxford Authentication)

**Harassment**

The University’s policy relating to Harassment is available at: [http://www.admin.ox.ac.uk/eop/harassmentadvice/](http://www.admin.ox.ac.uk/eop/harassmentadvice/)

The department’s Harassment advisor is Professor Doug Gollin (doug.gollin@qeh.ox.ac.uk)

**Disability**

If you have any concerns or need advice please refer to your supervisor or the Course Coordinator, Andrea Smith. The University’s Disability Office website is at: [http://www.admin.ox.ac.uk/eop/disab/](http://www.admin.ox.ac.uk/eop/disab/)

**Language Centre**

The University’s Language Centre is located at 12 Woodstock Road. It provides resources for members of the University who need foreign languages for their study or interest. There may be a charge. For more information see the website: [http://www.lang.ox.ac.uk/](http://www.lang.ox.ac.uk/)
Careers Service
The University’s Careers Service is situated at 56 Banbury Road Oxford. The Careers Service exists to enable current and recent Oxford University students to make and implement well-informed decisions about their careers. More information regarding this is available from their website at: http://www.careers.ox.ac.uk/.

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

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

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

REFUGEE STUDIES CENTRE - GENERAL INFORMATION

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 who wish to spend a period of study and reflection in a conducive academic environment, and to academics and other researchers who are working in fields related to forced migration. Each Fellow undertakes a specific programme of self-directed study of research, guided by an academic advisor. Fellowships may be held for one, two, or three terms in any one academic year. There will normally be no more than eight 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.