

**Department of Sociology
University of Oxford**



Graduate Studies Handbook

2011-2012

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1 Introduction

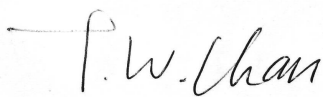
Welcome to Oxford and the Department of Sociology. We hope that you will enjoy your time living and studying in Oxford, and will find it a rewarding experience. You should find that the Department of Sociology provides a friendly and supportive environment in which to work, in addition to being well-resourced with computing and library facilities.

This handbook contains detailed information for graduate students (MSc, MPhil, MLitt, DPhil, and Probationary Research Students) in Sociology. It is hoped that you will find the information contained within the handbook to be a useful guide both while you are new to studying your course and throughout the duration of your studies. If you should identify a need for information which is not currently included in the handbook please notify Anne Millard, Graduate Studies Administrator (tel: (2)86183, anne.millard@sociology.ox.ac.uk) so that your suggestion can be considered for inclusion in next year's handbook.

All graduate students will have been admitted both by a department of the University and by one of the colleges and halls. In general, prime responsibility for over-sight of postgraduate students lies with the relevant University department which appoints a Supervisor for each postgraduate student, and arranges lectures and classes as appropriate. Though colleges are equally concerned for the academic success of their students, their role as regards their postgraduate students is more pastoral in nature: they are concerned to see that their students—especially those who are new to Oxford or to the United Kingdom—are sufficiently well provided for to be able to make the most fruitful academic use of their time in Oxford.

Some of the information in this handbook is an informal description and interpretation of some of the most relevant rules in *Examination Regulations* (the grey book) which is published in September each year, and can be obtained from colleges. This handbook is compiled using the current version of the grey book. Any formal question has to be settled primarily by reference to the Decrees and Regulations and these notes are secondary.

An electronic version of this handbook can be found, together with other extremely useful information, on the sociology website: www.sociology.ox.ac.uk



Dr Tak Wing Chan - Head of Department

2 Department of Sociology

The Department is located on Manor Road, close to the centre of Oxford. This building also accommodates the Departments of Politics and International Relations, Economics, the Centre for Criminological Research, and the Centre for Socio-Legal Studies. There is a shared library as well as a common room, cafeteria and student computing facilities.

The building is open in term-time throughout the year from 08.00 to 22.00 on weekdays, 10.00 to 16.00 on Saturdays, and Sundays 12.00 to 18.00. Vacation opening hours are 08.00 to 19.00 on weekdays, and 10.00 to 16.00 on Saturdays. Outside these hours, access to the building is controlled by use of the university card and to obtain out of hours access, the Departmental Administrator must give permission and you must also attend a short health and safety presentation, dates of which will be advertised periodically. Without this, you will be unable to gain out of hours access. Please report any lost card to the Departmental Administrator, Victoria Bancroft as soon as possible. There is a no smoking policy throughout the building at all times.

2.1 Members of the Department

Please refer to Department/College websites for up to date information

2.2 Full Members

Dr Isabella Aboderin	Wellcome Research Fellow, OIPA
Ms Aurelie Annat	Research Officer
Dr Michael Biggs	University Lecturer in Sociology, Fellow of St Cross College
Dr Tak Wing Chan	Head of Department, University Lecturer in Sociology, Director of ONSIR, Fellow of New College
Prof Bleddyn Davies	Professorial Research Fellow, OIPA
Dr Neli Demireva	Leverhulme Postdoctoral Research Fellow
Prof Geoff Evans	Professor of the Sociology of Politics, Official Fellow of Nuffield College
Dr Kimberley Fisher	Research Fellow, Centre for Time Use Research (CTUR)
Dr Stephen Fisher	University Lecturer in Political Sociology, Fellow of Trinity College
Prof Diego Gambetta, FBA	Professor of Sociology, Official Fellow of Nuffield College

Prof Jonathan Gershuny FBA	Professor of Sociology, Director CTUR, Fellow of St Hugh's College
Dr John Goldthorpe FBA	Emeritus Fellow of Nuffield College
Ms Kate Hamblin	Volkswagen Research Assistant, OIPA
Dr Heather Hamill	Deputy Head of Department, Taught Course Director, University Lecturer in Sociology, Fellow of St Cross College, Deputy Director of EXLEGI
Professor Sarah Harper	Professor of Gerontology, Director, OIPA,
Professor Anthony Heath, FBA	Emeritus Professor of Sociology, Fellow of Nuffield College
Dr Ekaterina Hertog	Career Development Fellow in the Sociology of Japanese Society
Mr Jaco Hoffman	James Martin Research Fellow, OIPA
Mr Kenneth Howse	James Martin Senior Research Fellow, OIPA
Dr Man-Yee Kan	RCUK Fellow, British Academy Postdoctoral Research Fellow, CTUR
Professor Takehiko Kariya	University Lecturer in the Sociology of Japanese Society, Fellow of St Antony's College
Dr Phillip Kreager	Senior Research Fellow, OIPA
Dr George Leeson	HSBC Senior Research Fellow, OIPA
Mr Colin Mills	Reader in Sociology, Fellow of Nuffield College and Chair of Examiners
Dr Christiaan Monden	University Lecturer in Sociology, Fellow of Nuffield College and Examiner
Dr Rachel Murphy	University Lecturer in the Sociology of China, Fellow of St Antony's College
Prof Leigh Payne	University Lecturer in Latin America, Fellow of St Antony's College and Examiner
Dr Maria Porter	James Martin Research Officer, OIPA
Dr Wojtek Przepiorka	Research Fellow, Nuffield
Dr Felix Reed-Tsochas	James Martin Lecturer in Complex Systems, Co-Director CABDyN Complexity Centre, Fellow of Green Templeton College
Dr Almudena Sevilla-Sanz	Research Fellow, CTUR
Professor Tom Snijders	Professor of Statistics in the Social Sciences, Fellow of Nuffield College
Dr Oriel Sullivan	Reader in Sociology, Deputy Director CTUR
Prof Federico Varese	Professor of Criminology, Director of Graduate Studies, Director of EXLEGI

2.3 Associate Members

Prof Peter Abell	Emeritus Professor, London School of Economics
Dr Vikki Boliver	University of Durham
Prof Colin Crouch	Professor of Governance & Public Management, University of Warwick
Ms Liz David-Barrett	Research Associate, Saïd Business School
Dr Sophie Duchesne	Senior Research Fellow, National Centre for Scientific Research
Dr Muriel Egerton	Research Fellow, CTUR
Dr Gabriella Elgenius	Research Associate
Prof Ray Fitzpatrick	Professor of Medical Sociology, Fellow of Nuffield College
Prof Duncan Gallie, FBA	Professor of Sociology, Official Fellow of Nuffield College
Dr Sandra Gonzalez-Bailon	Research Fellow, Oxford Internet Institute
Mr Alan Hudson	Director of Studies in Social and Political Science, OUDCE, Kellogg College
Mr Kenneth Macdonald	University Lecturer in Applied Social Studies, Fellow of Nuffield College
Dr Raya Muttarak	Marie Curie Research Fellow, Visiting Fellow, European Institute, Florence
Dr Tiziana Nazio	Research Associate
Prof Avner Offer, FBA	Chichele professor of Economic History, Fellow of All Souls College
Dr Valeria Pizzini-Gambetta	Research Associate
Dr Alice Sullivan	Research Fellow, Centre for Longitudinal Studies, Institute of Education
Dr Rebecca Surrender	University Lecturer, SPSW, Fellow of Green Templeton College
Dr Adam Swift	Fellow of Balliol College
Dr James Tilley	University Lecturer in Quantitative Political Science, Fellow of Jesus College
Prof Geoffrey Walford	Professor of Education Policy, Fellow of Green Templeton College

2.4 Contact Information

Dr Tak Wing Chan, Head of Department	(2)86176
Prof Federico Varese, Director of Graduate Studies	(2)81150
Dr Heather Hamill, Deputy Head of Department & Taught Course Director	(2)86184
Victoria Bancroft, Departmental Administrator	(2)86170
Anne Millard, Graduate Studies Administrator	(2)86183
Ian Bloomfield, Finance Officer	(2)86186
Jane Greig, Departmental Secretary	(2)81740
Social Science Library	(2)71093
IT	(2)78712
Debbie Alder, Professorial PA to Sarah Harper & Facilities Co-ordinator	(2)86193
Angelika Kaiser, Programme Administrator, OIPA	(2)86196
Rakesh Verma, Finance Officer OIPA	(6)12803

2.5 Sociology Graduate Studies Committee

The members of the Sociology Graduate Studies Committee are:

Dr Michael Biggs (St Cross)
 Dr Heather Hamill (St Cross)
 Dr George Leeson (OIPA)
 Prof Federico Varese - Chair (Linacre)

For 2011/12 the Chair will be Professor Federico Varese. The Graduate Studies Committee:

- Considers applications for admission,
- Appoints a University Supervisor for each student,
- Considers applications from students during the course of study (e.g. change of course; Transfer of Status; Confirmation of Status; Extensions of time etc)
- Appoints examiners for MLitt and DPhil candidates,
- Reviews the programme of teaching and considers changes in regulations and the like.

The Committee meets twice a term (normally Tuesdays in weeks 3 and 7). It is important that students submit any applications (and all accompanying material) to the Committee (via Anne Millard by Friday of week 2 and Friday of week 6) in good time for its meetings. While some matters *may* be dealt with under Chair's

action during the vacations, this is *not* the norm and will not always be appropriate. Particularly in the case of applications for Transfer of Status, late applications may be subject to considerable delays. Enquiries about the work of the Graduate Studies Committee should be made to Anne Millard, Graduate Studies Administrator.

Academic records of all students are maintained centrally by the Graduate Studies Office on the University student database. Each new record is opened on the issue of a formal notice of admission. Further information is added to students' records during their first term from matriculation forms and all records are continually updated as students progress on their course.

2.6 Graduate Joint Consultative Committee

The GJCC exists to provide a forum for graduate students to put forward suggestions, comments and grievances about the courses and facilities provided by the department. The Committee is *for* students and *run by* students. It will usually meet every term in Week 5. Membership includes student representatives (one each for MSc, MPhil, PRS and DPhil), Head of Department, teaching staff, and the Graduate Studies Administrator. Agendas, minutes etc are completed by the student reps. All students are welcome to attend and are encouraged to put forward items for discussion.

2.7 Departmental Seminars

The Department holds a weekly series of seminars during term throughout the year. Departmental Seminars are held in Seminar Room G, Manor Road at 12.45 on Mondays. Further details can be found at www.sociology.ox.ac.uk/notices

Nuffield College holds weekly seminars during term; these are held in the Clay Room at 5pm every Wednesday. Further information can be found at www.nuffield.ox.ac.uk

Information about Oxford Institute of Population Ageing seminars can be found at www.ageing.ox.ac.uk

Presentations at all seminars are made by Oxford and visiting academics.

Graduate Research in Progress Seminars (GRIPS) are run by the students for the students and provide a friendly environment for academic discussion between research students (at all levels) who are aiming for excellence in their own research and presentation techniques. The seminars can be used as an opportunity to talk about research proposals and to discuss preliminary results

in quantitative and qualitative thesis projects. Alternatively the seminars can act as a forum to practice presentation skills or just to sit in, listen and take part in the discussion. Occasionally guest speakers are invited who have recently completed their DPhil theses to discuss their research experiences. Further details can be found at www.sociology.ox.ac.uk

2.8 Computing, IT Support and Data Library

- Computing and IT support for the Department is provided by the IT Officers located in the Sociology Department (tel. (2)84240). Information about the support they provide for the Sociology Department can be found at itsupport@manor-road.ox.ac.uk
- Please consult and observe the University rules for computer use, which can be found at www.admin.ox.ac.uk/statutes/regulations/196-052.shtml
- Students wishing to use the computing facilities described below should contact itsupport@manor-road.ox.ac.uk tel (2)84240) for a user account. To enable the account, you will need to produce your University card as proof of identity.
- Computers in Sociology are allocated to named DPhil, 2nd Year MPhil and MLitt students only.
- Named students will be allocated either a desk with a computer, or a desk with a data point for the use of a personal laptop. Those students who are allocated a desk with a data point are to register their laptop and to ensure that their anti-virus software is up to date and all relevant operating system updates have been applied. If a student introduces a vulnerability or a virus to the network and have been found to be negligent with regards to patching and updates they will lose all University IT privileges. For further information regarding laptop registration, please contact the IT department.
- Application forms for a computer in Sociology are available from the Departmental Secretary - Jane Greig, or can be downloaded from www.sociology.ox.ac.uk
The deadline for new applications is the end of 0th week, Michaelmas Term. Existing users must reapply over the summer vacation to renew their computer space.
- Allocation of workstations is based on the following selection criteria:
 - Computing facilities in applicant's college;
 - Possession of a computer or laptop;

- Software or access needed for research that is not available elsewhere;
- Requirements due to the type of research being undertaken, e.g. working with databases.

When there are several candidates with equal weight in their application, priority by student status is applied, for example third year DPhil students have priority over 2nd and 1st years.

- Students allocated a workstation will be able to access the building 24 hours a day on condition that they have attended the relevant health & safety talk and have been given permission by the Departmental Administrator, Victoria Bancroft, who will ensure that your University card is updated accordingly.
- In addition, there are some unallocated drop-in work stations available for any student to use.
- The Sociology workstations are a valuable resource; students allocated a workstation are required to follow a number of regulations regarding the use of the Department's resources. A copy of the regulations can be viewed at www.sociology.ox.ac.uk.
- The Social Science Library provides 50 networked PCs which are available for all students to use during open hours.
An extensive data library of British and international databases is located at Nuffield College. Datasets and support for use of datasets in research are available from the IT department.
- The main application packages used by Social Scientists are all available in the University. These include Amos, SPSS, STATA, R and Nudist. Advice on appropriate software can be obtained from the IT Officers. Additional software may be provided on department facilities based on need, numbers and licensing costs.
- Oxford University Computing Services (OUCS) run courses on programming languages, use of software (statistical packages, word processing, spreadsheets, database & graphics), setting up and maintaining web pages, etc. See www.oucs.ox.ac.uk for further details. They offer a wide range of personal computing services - see www.oucs.ox.ac.uk/atoz/ - including personal computing consultancy service; space and advice for personal web pages; advice on computer purchase and a shop with hardware and software at advantageous prices due to the bulk purchase agreements.

- The department runs an email distribution list for sociology students. This list consists of all graduate students. It is intended for dissemination of relevant information. Any message sent to these lists will be received by all students. Some staff are able to post to this list, but no staff would receive emails from this list. See www.sociology.ox.ac.uk/internal.html for details.

2.9 Libraries

- The Social Science Library combines the Economics, Politics and International Relations, Sociology, Social Policy and Social Work departments, and Queen Elizabeth House (development Studies). Collections are available on open-shelves and are organized by the Library of Congress classification system for easy subject browsing. All library material (except older government publications) is recorded on the online catalogue OLIS, the Oxford University Library Information System. The Social Science Library provides 50 networked PCs giving access to over 7,000 electronic journals and 300 online databases. Dedicated OLIS terminals and a colour scanner are also available. The library is open:

Weeks 0-9:	Monday to Thursday	0900 to 2200
	Friday	0900 to 1900
	Saturday	1000 to 1800
	Sunday	1200 to 1800
Vacations:	Monday to Friday	0900 to 1900
	Saturday (Christmas and Easter)	1000 to 1800
	Saturday (summer vacation)	1000 to 1600
	Sunday	CLOSED

- Please bring your University Card with you to register with the Library and on each subsequent visit.

- The Bodleian Library (www.bodley.ox.ac.uk) is the major research library in Oxford. It is not a lending library and all books and periodicals must be read in the library. As with all large libraries, readers must be prepared to go to some trouble in order to understand how to exploit its immense resources to the fullest advantage. Introductory talks, designed for postgraduates and others of a similar status, are given during October. These must be booked in advance.

- Nuffield College library is open to all graduate students 9.30 to 5.30 Monday to Friday. It offers a reference collection of all books on the core reading lists of the MPhil / MSc Sociology.

- In St. Antony's College, admission to the main library, the Russian and the Middle East collections is granted to students of other colleges who wish to consult material not readily available elsewhere and who bring a written recommendation from their Supervisor. The Far East and Latin American collections are open to all members of the University – apply to the librarian concerned.
- Other important libraries are those of Queen Elizabeth House (development studies), Rhodes House (international affairs), SAID Business School (management) and the Department of Educational Studies.

2.10 Cafeteria and Common Room

There is a cafeteria and common room on the First Floor of the building. It is open throughout the year from 8.00am to 4.00pm weekdays. There are also vending machines which will be accessible 24 hours a day.

2.11 Photocopier and Fax Machine

Students may use the departmental photocopier during office hours; contact Jane Greig for further information. Please note that there may be a modest charge.

2.12 Student Research Allowance

- The department sets aside a small sum each year to support student research. This is meant to help those who need to go to essential conferences, or to pay for expenses related to their study or dissertation (e.g. fieldwork, expensive photocopying of essential documents in the Bodleian, etc).
- Application forms for a Student Research Allowance are available for download from the Sociology Intranet. **Average grants are likely to be around £100.** Applications must be authorised by the student's Supervisor.
- **When considering applications for departmental support, the department will give priority to those students who have met departmental deadlines for Transfer of Status and Confirmation of Status.**
- Applications will be considered by the Department once a term. All paperwork should be with **Victoria Bancroft** by Friday of 1st week; requests will be considered during Week 2 and replied to as soon as possible thereafter. Applications will also be accepted once in the Long Vacation.
- Please note that all students are eligible, but they should first apply to their funding body (e.g. the ESRC) and college for financial support.

- Unused allowance of any year will be added to the fund for the following year.

2.13 Other Funding Sources

ESRC-funded students receive an ESRC Research Training Support Grant (RTSG). It is intended that the RTSG should be used to meet incidental expenses to do with research, for example postage, photocopying, journals, survey costs, purchase of equipment and materials (e.g. computer software, etc.). They can also be used for UK fieldwork expenses and for summer schools, study trips and conferences in the UK and EU. The ESRC pays the money to the University in two instalments (May and December). But the Department, at its discretion, will pay the full amount in advance of the receipt of the second instalment. Applications should be directed to the Administrator, Victoria Bancroft, and should consist of:

- **A list of the items claimed. This is to include a description of the expense, the date of purchase and the cost per item. For example:**
 - (1) Bus to Date Cost (£)
 - (2) Train to Date Cost (£)
- **Signed confirmation from the researcher's Supervisor that the expenditure was necessary in connection with the research**
- **Original copies of receipts. These should be clearly numbered and should correlate to the list of items claimed.**

Please state RTSG clearly on the form

Please also check www.ox.ac.uk/students for general information about research support and funding.

2.14 Departmental Bursary

The Department funds a small number of bursaries for graduate students which can be provided for *no more than one year*. It is a condition of consideration for these bursaries that the applicant has made every effort to find alternative sources of support. Bursary recipients will also be asked to undertake (by arrangement) a small amount of teaching, research assistance or clerical support as prescribed by the department to contribute to the activities of the department. This work will not exceed the equivalent of six hours per week over the duration of the bursary.

Applicants who wish to be considered for these bursaries should complete the relevant application form in Trinity Term, and provide all of the information requested; returning it in accordance with the scheme's instructions. Forms must be approved by Supervisors who will be asked for comments as to the

applicant's suitability. Incomplete applications will not be considered. More detailed information is available on the Departmental Website.

2.15 Travel outside the UK, Insurance and Safety Considerations for all types of Fieldwork in the UK and abroad

More detailed policy information is available on the department's website.

If, as an essential part of your studies, you need to travel abroad for fieldwork, or conferences, you may apply to be added to the university's travel insurance policy. Please contact Jane Greig for details.

As a separate but related matter, you should always provide Jane with an itinerary and contact details for your next of kin, in order to meet university regulations.

Please be aware that you may need to complete a full risk assessment. (Whether this is required or not is determined by the type of activity you are to undertake and the location you are to visit). Your Supervisor will be able to offer advice in the first instance. Risk assessments are considered by the Head of Department, who, in some instances, may need to refer it to the university's Safety Office before approval can be given. You are advised to talk to your Supervisor at the earliest opportunity. In addition, you should make an appointment to talk to either the Departmental Secretary (Jane Greig) or the Departmental Administrator (Victoria Bancroft) *at least one month before the start of your trip*. They can provide the appropriate forms and assist with the risk assessment process. You should allow *at least two weeks before your date of travel* for this to take place.

The need to complete a risk assessment should not be seen as an obstacle, but as an integral and fundamental part of travel and fieldwork preparation. Those conducting interviews in **areas of high risk** (e.g. areas of serious political unrest) or in **an environment which poses a higher risk than the normal place of work** (e.g. interviewing prisoners in a prison) must be able to demonstrate that they have thought properly about where risk may be present and describe clearly their proposed actions to mitigate such risk as far as is reasonably possible.

The University's Safety Office runs training courses each term which may be suitable for those planning extensive periods of fieldwork or those who are new to the idea of risk assessment. Jane Greig and Victoria Bancroft can advise on these.

Those travelling to risky areas or those carrying out particularly sensitive activities (*wherever* they may be being done) will be required to have their forms

referred to the Safety Office for approval. Sufficient time in advance of the start of the trip must be allowed for this referral to take place.

Please note that the university's insurance will not be valid if you do not complete this process in good time.

More information on the university's scheme is available at:

<http://www.admin.ox.ac.uk/finance/insurance/travel/>
and www.fco.gov.uk/en/travelling-and-living-overseas/

The Foreign and Commonwealth Office gives up-to-date advice on travel to anywhere in the world, country by country. You are strongly advised to refer to this in any case; and particularly where advisory information applies. All travel plans to FCO advisory areas must be the subject of a risk assessment and will be referred to the Safety Office by Victoria Bancroft (Departmental Administrator).

Some key points:

- Allow plenty of time (at least one month) before the start of your trip to do the planning and get any approvals
- The University has a duty of care to you wherever you are - when you are there on what may be perceived as legitimate university business. Research would count as such. Even if your trip is taking you home to your own country (e.g. you are a Turkish national going to do fieldwork in Turkey), you will still need to demonstrate that you have considered the risks and completed a risk assessment.
- You must provide next-of-kin contact details to Jane Greig before you leave.
- If your fieldwork involves human participants or use of personal data you will also need to consider the ethical implications of such activity. Detailed information on the university's policy and the application process are available at www.admin.ox.ac.uk/curec/index.shtml

3 The MSc in Sociology

3.1 The Aims of the Course

- The aim of the course is to prepare students for doctoral work in Sociology and for research careers in government and in the private sector. To achieve this, it aims to give students a high quality graduate level research training in sociology. This includes:

- Knowledge of the key theoretical approaches;
- An understanding of their application to substantive problems;
- Skills in the use of major research techniques.

- By the end of the course students should be able to understand, and to evaluate critically, research monographs and papers at the forefront of academic development within sociology, enabling them to apply these ideas and techniques to their own doctoral work. The emphasis is not only on the findings of sociological research but more importantly on the ways in which these findings were reached, the formulation of the research questions, the research methods used, and the interpretation of the research results.

- Students who successfully complete the course should thus have acquired a solid basis for further, independent research and should have the relevant research training necessary for a doctoral degree. It is intended that students who wish to work towards a doctoral degree will, through the MSc, have acquired a thorough knowledge of the discipline and an understanding of, and competence in the application of, the principal research techniques likely to be employed in their doctoral research. In addition the course enables students, through their optional paper, to acquire a more detailed knowledge of the substantive literature in the field of the proposed doctoral research, and, through their thesis, to undertake preparatory work, theoretical and methodological, towards the doctoral dissertation.

- It is also intended that students who have completed the course should have developed a solid basis for research work of other kinds, e.g. in government or private administration, in market research, and in international agencies.

3.2 Course Structure

This is a one-year taught course which is assessed on the following four elements:

1. A compulsory core paper, Sociological Analysis, for which students sit an examination at the end of Trinity Term. This paper is described in Section 6.1.
2. A compulsory Research Methods course, for which students are examined on a mixture of a formal examination and take-home assignments. The detailed requirements for the Methods course are described in Section 6.2.
3. An optional paper, for which students either sit an examination at the end of Trinity Term, or complete appropriate coursework if there is a practical component. The list of optional papers and the convenors of those courses is in Section 5: the options are described in Section 7. **Students should note that the options available may vary each year.**
4. A thesis of not more than 10,000 words. The thesis must be entirely original work; and analyse a sociological problem specified jointly by Supervisor and student. See Section 6.4

3.3 The MSc Examinations

- **Students are responsible for entering their own names for University examinations. Forms for this purpose are available from your College office, and should be submitted to the University Offices through your College Secretary.**
- **Word Limits, Deadlines and Statements:** The regulations give specific rules for word limits in theses and essays and deadlines for the submission of work. **These rules are absolute and are interpreted strictly.** *Word limits define the maximum length, and are not the target length.*
- **Essays and theses must be accompanied by a written statement that they are the student's own work (except where otherwise indicated). This should also give the length of the work by including the word count.**

3.4 Examination Criteria and Marking Scale

- Candidates are examined on the basis of examination scripts, thesis, critical essay and coursework. The main criteria applied by the examiners in judging this material are analytical quality, ability to apply the theoretical

and methodological approaches that have been taught, critical awareness of alternative approaches and sources of data, and knowledge of the substantive literature. The examination standards are those that are appropriate for students who have graduated with the equivalent of at least an upper second class degree.

- The scale of marks used by examiners and assessors for all subjects in the MSc is shown below in Figure 1.

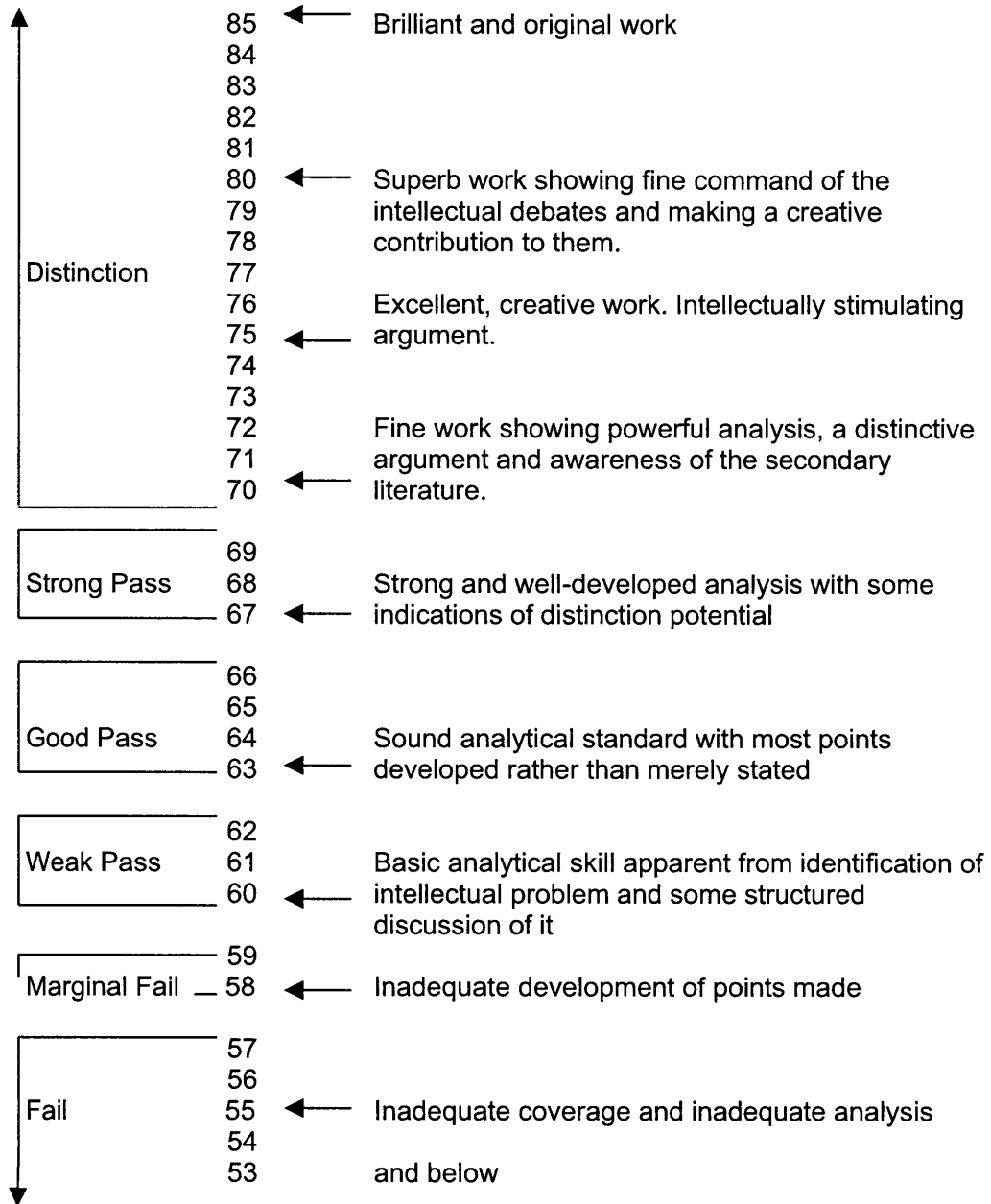


Figure 1: Marking Scale.

- Where a candidate presents a thesis (or other exercise) which exceeds the word limit prescribed by the relevant statute, decree or regulation, the examiners, if they agree to proceed with the examination of the work, may reduce the mark by up to ten marks. This also applies to late submissions.

- The components of the course are weighted as follows:

Sociological Analysis examination 25%

Research Methods 25%

Optional Paper 25%

Thesis 25%

Research Methods consists of three equally weighted components:

- 1) Statistical Methods unseen exam plus assignments
- 2) Qualitative Methods assignments
- 3) Critical Essay

- The majority of components are double marked (blind), and the examiners normally agree an overall mark prior to the examiners' meeting. In the event that this is not possible then the external examiner reads the script to adjudicate the mark.

- Routine scaling of marks is not undertaken. However, where the marks of an individual assessor, examiner, paper or question are outside the normal range of variation, a process of moderation may be undertaken.

- **PASS:** All components are marked using a numerical scale. Marks of 70 and above represent Distinction grades, marks from 60 to 69 are pass grades, and marks below 60 represent a fail. **To pass the examination, candidates must achieve 60 or more in all four components. If a candidate fails just one component of the MSc / MPhil, and it is a marginal fail (ie not less than 58) they can still be awarded a degree without Distinction if they achieve a mark of 67 or above in another component.**

- **DISTINCTION:** The examiners may award a Distinction for excellence in the whole examination. **To obtain a distinction, candidates should obtain a mark of 70 or above in at least half of the components and an average mark of 70 or above, across all components.**

- **FAIL:** A candidate who fails an MSc may enter for one subsequent examination only, provided this is still within six terms of his or her initial registration. A revised version of the same thesis may be resubmitted and will be examined afresh by the examiners on the second occasion. No component can be retaken if passed first time round. Please also refer to section 12.2 of this handbook.

- The Proctors' rules concerning arrangements in cases of illness, disability, etc., are detailed in the Examination Regulations pp. 32-5. 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.

3.5 Course Schedule

The following is the minimum set of lectures, seminars and classes that a MSc student is expected to attend.

Michaelmas Term

- Sociological Analysis (class)
- Statistical Methods (lecture)
- Statistical Methods (computing lab)
- Qualitative Methods (lecture/class)
- Departmental Seminar
- Nuffield College Sociology Seminar (recommended)

Hilary Term

- Research Design (lecture)
- Optional Paper (class/tutorial)
- Departmental Seminar
- Nuffield College Sociology Seminar (recommended)
- Lectures relevant to optional paper where applicable

Trinity Term

- Thesis (workshop)
- Departmental Seminar
- Nuffield College Sociology Seminar (recommended)
- Examinations

3.6 Required Course Work

Class essays, seminar presentations and other assignments form the basis for much of the student's learning and progress throughout the course as well as being the main way in which we can offer flexibility in meeting individual students' special interests. **This work is compulsory** and termly Supervisor

reports on individual progress are required by the student's college and discussed there as well as at the meetings of the Graduate Studies Committee. Negative reports or non-attendance at tutorials or classes are taken seriously by the colleges and the Graduate Studies Committee, but do not form part of the formal assessment for the degree.

All assessed coursework is retained in an anonymised form by the department for one year. Retained work is kept for inspection by course providers and external teaching quality inspectors. Samples of non-assessed coursework will also be retained.

3.7 Seminars

Students are strongly encouraged to attend the research seminars held in the Department and in Nuffield College throughout the academic year. Students are also urged to organise their own seminar activity in addition to the supervised teaching arrangements.

3.8 MSc Deadlines/Workshops

These are the main deadlines and workshops for the course. Lecturers may request additional course work, e.g. essays for your optional paper, with deadlines not included in this list.

What?	To Whom/Where?	When?
Option Circus	Seminar Room G	14:00, Monday, 6 th week, MT
Select Option	Graduate Studies Administrator	12 noon, Friday, 7 th week, MT
Qual. Methods Assignment- Interview transcript and tape recording of interview	CES#*	12 noon, Friday 9 th week, MT
Qual. Methods Assignment- code book, research proposal and field research description	CES#*	12 noon, Friday 0 th week, HT
Statistical Methods Unseen Exam	Exam Schools or Ewert House	09:30, Friday 0 th week, HT
Sociological Analysis Term Essay	Graduate Studies Administrator	Monday, 1 st week, HT
Stat. Methods Take-Home Assignment	CES#*	12 noon, Friday 5 th week, HT

Thesis Title Submission and Ethics Form	Graduate Studies Administrator	12 noon, Wednesday, 8 th week, HT
MSc Workshop		1st week, TT
2,500 word critique of research paper (Critical Essay)	CES#*+	12 noon, Monday 1 st week, TT
Intermediate Quantitative Methods Take Home Exam	Graduate Studies Administrator	12 noon, Monday, 2 nd week TT
Coursework for optional papers not assessed by examination	CES#*+	12 noon, Friday 8 th week, TT. However, if the course is taught by another department, the submission date may be different.
Examinations (Sociological Analysis & Option)	Exam Schools or Ewert House.	The exams <i>usually</i> take place during 9 th week, TT.
Thesis	CES#*+ Electronic material to the Graduate Studies Administrator.	12 noon, the weekday on or before 1 st September.

+ Two copies.

* All assessed coursework must be accompanied by a statement signed by the candidate indicating that it is the candidate's own work, except where otherwise specified. This statement must be submitted separately in a sealed envelope addressed to the Chair of Examiners.

° Director of Graduate Studies (submit to the Graduate Studies Administrator).

Clerk of the Exam Schools.

3.9 Deadline Extensions

If a student requires a deadline extension for any work that counts towards their final mark, they will need to apply to the senior tutor in their college who will then write to the proctors. **Deadline extensions need to be applied for in advance and have to be accompanied by a medical note.** The Proctors then decide if the reason is valid and inform the examiners. **The department cannot grant extensions** and penalties may be incurred for late submissions.

4 The MPhil in Sociology

4.1 The Aims of the Course

- The main aim of the MPhil is to give students an advanced level training in Sociology which will equip them for research and training careers. To achieve this, the aim is to give students:
 - Knowledge of the key theoretical approaches;
 - An understanding of their application to substantive problems;
 - Skills in the use of major research techniques;
 - Experience of a significant piece of independent research

- By the end of the course students should be able to understand, and to evaluate critically, research monographs and papers at the forefront of academic development within sociology. It is intended that students who have completed the course have a solid basis for sociological research work, both in the academic world as doctoral students or research officers, and in government or private administration, in market research, and in international agencies. Students should therefore have acquired a thorough knowledge of the discipline and an understanding of, and competence in the application of, the principal research techniques likely to be employed in their subsequent research. In addition the course enables students, through their optional papers, to acquire a more detailed knowledge of the substantive literature in two major fields, and, through their thesis, to complete a significant piece of independent research.

4.2 Course Structure

This is a two-year taught course which is assessed on the following five elements:

1. A compulsory core paper, Sociological Analysis, for which the students sit an examination as part of the qualifying test at the end of Trinity Term of the first year. The course is described in Section 6.1.

2. A compulsory Research Methods course for which students are examined on the basis of a mixture of in-class and take home assignments plus unseen exam. The detailed requirements for the Methods paper are described in Section 6.2. This is completed in the 1st year as part of the MPhil Qualifying Test.

3. Advanced Research Methods

4. Two optional papers, for which the students either sit examinations or complete coursework. Examinations are taken/coursework submitted in the year in which the option is taken. The 1st optional paper is taken in the 1st year (HT) as part of the Qualifying Test and the 2nd in the 2nd year (HT). The list of optional papers and the convenors of those courses is in Section 7.

5. A thesis of not more than 30,000 words. See section 6.5

4.3 Qualifying Test

- Every candidate must pass a Qualifying Test in the two compulsory papers (Research methods and Sociological Analysis) and in one of the optional papers, at the end of the third term from beginning the course. Marks obtained in the Qualifying Test count towards the final outcome.
- Candidates who fail the Qualifying Test are allowed to retake the test before the beginning of the first week of the next academic year. Such candidates are required to retake only those elements of the qualifying test that they have failed.

4.4 The MPhil Final Examination

- Students are responsible for entering their own names for University examinations. Forms for this purpose are available from your College office, and should be submitted to the University Offices through your College Secretary.
- Word Limits, Deadlines and Statements: The regulations give specific rules for word limits in theses and essays and deadlines for the submission of work. These rules are absolute and are interpreted strictly. *Word limits define the maximum length, and are not the target length.*
- Essays and theses must be accompanied by a written statement that they are the student's own work (except where otherwise indicated). This should also give the length of the work in words or numbers. Candidates are discouraged from re-using material in their optional papers that they have already made use of in their thesis.

4.5 Examination Criteria and Marking Scale

- Candidates are examined on the basis of examination scripts, thesis, critical essay and workbooks. The main criteria suggested for the examiners

in judging this material are analytical quality, ability to apply the theoretical and methodological approaches that have been taught, critical awareness of alternative approaches and sources of data, and knowledge of the substantive literature. The examination standards are those that are appropriate for students who have graduated with the equivalent of at least an upper second class degree.

- The marking scale used is 60 – 70, where 60 is a Pass and 70 a Distinction. See Fig. 1 (p 20)

- The components of the course are weighted as follows:

Sociological Analysis 14%

Research Methods 14%

Thesis 30%

Optional Paper 1 14%

Optional Paper 2 14%

Advanced Research Methods 14%

Research Methods consists of three equally weighted components:

- 1) Statistical Methods
- 2) Qualitative Methods assignments
- 3) Critical Essay

- Routine scaling of marks is not undertaken. However, where the marks of an individual assessor, examiner, paper or question are outside the normal range of variation, a process of moderation may be undertaken.

- **PASS:** All components are marked using a numerical scale. Marks of 70 and above represent distinction grades, marks from 60 to 69 are pass grades, and marks below 60 represent a fail. **To pass the examination, candidates must achieve 60 or more in all four components. If a candidate fails just one component of the MPhil, and it is a marginal fail (ie not less than 58) they can still be awarded a degree without distinction if they achieve a mark of 67 or above in another component.**

- **DISTINCTION:** The examiners may award a Distinction for excellence in the whole examination. **To obtain a distinction candidates should obtain a mark of 70 or above in at least half of the components and an average mark of 70 or above across all components.**

- **FAIL:** A candidate who fails an MPhil may enter for one subsequent examination only, provided this is still within six terms of his or her initial registration. The same thesis may be resubmitted but will be

examined afresh by the examiners on the second occasion. No component can be retaken if passed first time round. Please also refer to section 12.2 in this handbook.

- The Proctors' rules concerning arrangements in cases of illness, disability, etc., are detailed in the Examination Regulations pp. 32-5. 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.

4.6 Course Schedule

The following is the minimum set of lectures, seminars and classes that an MPhil student is expected to attend. There are many other lectures and seminars in Oxford that are of interest to Sociology students. Please consult the lecture list published by the University at the beginning of each term for details. Lecture lists are available online at www.admin.ox.ac.uk/pubs/lectures/

Michaelmas Term (first year)

- Sociological Analysis (class)
- Statistical Methods (lecture)
- Statistical Methods (computing lab)
- Qualitative Methods (lecture/class)
- Departmental Seminar
- Nuffield College Sociology Seminar (recommended)

Hilary Term (first year)

- Research Design (lecture)
- 1st Optional Paper (class/tutorial)
- Departmental Seminar
- Nuffield College Sociology Seminar (recommended)
- Lectures relevant to optional paper where applicable

Trinity Term (first year)

- Departmental Seminar
- Nuffield College Sociology Seminar (recommended)
- Advanced Research Methods
- Exam

Michaelmas Term (second year)

- Lectures relevant to optional paper (where applicable)
- Thesis (one day workshop)
- Departmental Seminar
- Nuffield College Sociology Seminar (recommended)

Hilary Term (second year)

- Thesis write-up
- 2nd Optional paper
- Departmental Seminar
- Nuffield College Sociology Seminar (recommended)

Trinity Term (second year)

- Departmental Seminar
- Nuffield College Sociology Seminar
- Final Exam
- Thesis Write Up

4.7 Required Course Work

Tutorial essays, seminar presentations and other assignments form the basis for much of the student's learning and progress throughout the course as well as being the main way in which we can offer flexibility in meeting individual students' special interests. This work is compulsory and termly tutor reports on individual progress are required by the student's college and discussed there as well as at the meetings of the Graduate Studies Committee. Negative reports or non-attendance at tutorials or classes are taken seriously by the colleges and the

Graduate Studies Committee, but do not form part of the formal assessment for the degree.

All assessed coursework is retained in an anonymised form by the department for one year. Retained work is kept for inspection by course providers and external teaching quality inspectors. Samples of non-assessed coursework will also be retained.

4.8 Seminars

Students are strongly encouraged to attend the research seminars held in the Department and in Nuffield College throughout the academic year and also the GRIPS Seminars. Students are also urged to organise their own seminar activity in addition to the supervised teaching arrangements.

4.9 MPhil Deadlines

These are the main deadlines for the course. Lecturers may request additional course work, e.g. essays for your optional paper, with deadlines not included in this list. The Qualifying Test and the Final Exams usually take place in the Exam Schools during the 9th week of Trinity Term of your first and second year respectively.

What?	To Whom/Where?	When?
First year		
Option Circus	Seminar Room G	14:00, Monday 6 th week, MT
Select 2 option papers (one taken in first and one in second year)	Graduate Studies Administrator	12 noon, Friday 7 th week, MT
Qual. Methods Assignment- Interview transcript and tape recording of interview	CES#*	12 noon, Friday 9 th week, MT
Qual. Methods Assignment- code book, research proposal and field research description	CES#*	12 noon, Friday 0 th week, HT
Statistical Methods Unseen Exam	Exam Schools or Ewert House	09:30, Friday 0 th week, HT
Sociological Analysis Term Essay	Graduate Studies Administrator	Monday, 1 st week, HT
Enter for MPhil Qualifying Test	Through your	Usually before 12 noon, Friday,

	College	2 nd week, HT.
Stat. Methods Take-Home Assignment	CES#*	12 noon, Friday 5 th week, HT
Thesis Title Submission and Ethics Form	Anne Millard	Wednesday, 8 th week, HT
2,500 word critique of research paper (Critical Essay)	CES#**+	12 noon, Monday 1 st week, TT
Intermediate Quantitative Methods Take Home Exam	Graduate Studies Administrator	12 noon, Monday 2 nd week, TT
Coursework for Optional Papers not assessed by examination	CES#**+	12 noon, Friday 8 th week TT. However if the course is taught by another Department, the submission date may be different.
Examinations (Sociological Analysis & Option)	Exam Schools or Ewert House	The exams usually take place during 9 th week, TT.

Second Year

Present Thesis outline	MPhil Thesis Workshop	0 th week, MT.
Confirm choice of second option	Graduate Studies Administrator	Friday, 0 th week, MT.
Enter for the Final Exam	Through your college	Usually 12 noon, Friday, 2 nd week, MT.
Thesis	CES#**+ Electronic Material to the Graduate Studies Administrator	12 noon, Friday 6 th week, TT
Coursework for optional papers not assessed by examination	CES#**+	12 noon, Friday, 8 th week, TT
Examinations (2 nd option)	Exam Schools or Ewert House.	The exams usually take place during 9 th week, TT.

+ Two copies.

* **All assessed coursework must be accompanied by a statement signed by the candidate indicating that it is the candidate's own work, except where otherwise specified. This statement must be submitted separately in a sealed envelope addressed to the Chair of Examiners.**

Clerk of the Exam Schools.

4.10 Deadline Extensions

If a student requires a deadline extension for any work that counts towards their final mark, they will need to apply to the senior tutor in their college who will then write to the proctors. **Deadline extensions need to be applied for in advance and have to be accompanied by a medical note.** The Proctors then decide if the reason is valid and inform the examiners. **The department cannot grant extensions** and penalties may be incurred for late submissions.

5 List of Taught Papers for MSc and MPhil Students

Papers	Contact Persons
Core Papers	
Sociological Analysis	Dr Tak Wing Chan (New)
<u>Research methods:</u>	
1)Qualitative Methods	Dr Heather Hamill (St Cross) & Dr Ekaterina Hertog (St Antony's)
2)Statistical Methods	Dr Christiaan Monden (Nuffield)
3)Research Design	Mr Colin Mills (Nuffield)
<u>Advanced Research Methods:</u> (For MPhil Qual students)	
1)Experimental Social Sciences	Dr Wojtek Przepiorka (Nuffield & CESS)
2) Social Network Analysis	Prof Tom Snijders (Nuffield) & Dr Felix Reed-Tsochas (SBS)
Optional Papers 2011/12	
Intermediate Quantitative Methods	Prof John Ermisch (Nuffield), Mr Colin Mills (Nuffield), Dr Christiaan Monden (Nuffield),
Sociology of the Family	Dr Christiaan Monden (Nuffield)
Social Stratification	Mr Colin Mills (Nuffield)
Sociology of China	Dr Rachel Murphy (St Antony's)
Political Sociology	Dr Stephen Fisher (Trinity)
Sociology of Mafias	Prof Federico Varese (Linacre)
Advanced Sociological Theory	Dr Michael Biggs (St Cross) & Dr Heather Hamill (St Cross)
Civil & Political Conflict	Dr Heather Hamill (St Cross)
Sociology of Latin America	Prof Leigh Payne (St Antony's)
Sociology of Japanese Society	Prof Takehiko Kariya (St Antony's) & Dr Ekaterina Hertog (St Antony's)

Note: Students may also choose optional papers offered by the Department of Social Policy and Social Work, subject to approval by the Graduate Studies Committee.

6 Course Details: Core Papers

6.1 Sociological Analysis

Course Provider: Dr Tak Wing Chan (New)

tw.chan@sociology.ox.ac.uk

Outline: The nature of different sociological explanations, their possibilities and methodological implications. Rationality and its limits with regard to both individual agents and institutions. The interrelationships between description and explanation, theory and empirical data, macro- and micro-levels of analysis as they emerge from areas of major sociological enquiry.

Aims: This course aims to:

- develop the intellectual skills of the student in the analysis and interpretation of social phenomena and the explanation of sociological puzzles;
- provide the students with the skills to integrate the theoretical, substantive and technical aspects in the analysis of sociological questions.

Content and Structure: The classes/lectures in Sociological Analysis are 'core' and therefore compulsory. They are designed to develop abilities in analysing and doing sociological work. The course consists of eight 90 minute lectures/classes in Michaelmas Term and will cover a range of examples of established research which combine sociological theory and empirical evidence. The focus will be on the links between theory and hypotheses on the one hand and their empirical testing on the other. Each week all students will be expected to write either a short (1-3 page) memo or a more extended essay. This should identify and assess:

1. the sociological puzzle(s),
2. the explanatory mechanism(s),
3. the research design (including the research method and evidence),
4. the persuasiveness of the evidence.

To complement the lectures/classes we strongly recommend, where timetabling allows; that students attend the Undergraduate lectures on Sociological Theory in Michaelmas Term. Students are also strongly encouraged to attend the Departmental Seminars held in the department (Monday, 12.45-2.00) and at Nuffield College (Wednesday, 5.00-6.30). There are also many lecture courses in Oxford in disciplines cognate to sociology (such as criminology or demography) which students may find it helpful to attend. Please check the relevant lecture lists.

Learning Outcomes: By the end of the course, students should:

- have a firm grasp of the main analytical concepts in sociology, and be able to appreciate their use and the limit of their application in sociological explanations e.g. contextual effects, the collective action problem, social capital, self-selection;
- know the main empirical facts pertaining to a range of substantive research areas;
- be able to identify well-defined sociological puzzles, formulate plausible middle-range explanatory mechanisms, specify clear hypotheses, understand the main issues in choosing appropriate research strategies (e.g. the small N problem, the identification problem), and appreciate the nature of the evidence required in the evaluation of the proposed explanatory mechanisms.

Teaching Arrangement: Eight 90 minute classes in Michaelmas Term. More detailed information regarding required readings etc will be given at the start of Term.

Obligations:

- A short memo (1–3 pages) summarising each week's readings or longer essay.
- **A term essay (strictly not longer than 2, 500 words) to be submitted by Friday, week 0 of Hilary Term.**

Course Assessment: One 3-hour unseen examination in Trinity Term.

Key Texts:

- Goldthorpe, J.H. (2000) *On Sociology*, Oxford University Press.
- Lieberman, S. (1985) *Making It Count*, University of California Press.
- Coleman, J.S. (1990) *Foundation of Social Theory*, Harvard University Press.
- Hedström, P. and R. Swedberg (1998) *Social Mechanisms*, Cambridge University Press.

6.2 Research Methods

Course Providers: Dr James Tilley (Jesus), Mr Colin Mills (Nuffield), Dr Christiaan Monden (Nuffield), Dr Heather Hamill (St Cross), Dr Ekaterina Hertog (St Antony's)

Rubric: (a) The satisfactory completion of a course of practical work including (i) statistical methods; (ii) qualitative methods; (iii) research design. The reports of practical work shall be available for inspection by the examiners.

(b)For (iii) research design candidates will be required to produce an essay of up to 2,500 words evaluating the research design, methods of data collection and analysis, and any ethical or philosophical issues that arise in a specified research paper.

6.2.1 Statistical Methods

Aims: The lectures aim to develop the foundations of statistical thinking and to introduce the most important statistical models used in social science research. The practical classes aim to give students the skills to undertake quantitative data analysis using Stata.

Content and Structure: This course is taught through an integrated series of lectures, given by Dr James Tilley, and hands-on classes, led by Dr Christiaan Monden. The course is vertically structured: for the most part, later lectures assume knowledge of the foundational material covered earlier in the course. Topics covered include ideas of sampling and probability models, basic methods for inference about a population from a sample, and the use and interpretation of some common types of statistical models, including linear regression and logistic regression.

Learning Outcomes: On successfully completing this course, students should

- understand the basic principles of statistical thinking;
- be familiar with the most commonly used statistical models;
- be able to implement standard statistical procedures (multivariate analysis as well as descriptive statistics) using Stata.

Teaching Arrangement: Eight lectures plus eight hands-on classes in Michaelmas Term. There will also be a series of optional hands-on classes convened by DPIR in Trinity term for students who wish to deepen their skills in statistical analysis, e.g. the Multilevel Modelling.

Course Assessment: Students will be given take-home assignments. The assignments will involve analysing data independently and writing up the results in a formal manner. The assignments will make up half of the final grade. The other half will be made up by a two hour in-class test.

Key Texts:

- Agresti, A. and B. Finlay (1997) *Statistical Methods for the Social Sciences*, Prentice-Hall.
- Rose, D. and O. Sullivan (1993) *Introducing Data Analysis for Social Scientists*, 2nd ed., Open University Press.
- Hamilton, L.C. (2009) *Statistics with Stata*, Brooks/Cole

6.2.2 Research Design

Aims: To introduce students to a wide range of research strategies, and the basic principles in designing social research.

Content and Structure: This course will explore the relationship between the nature of the sociological question being asked and the type of research design needed to answer the particular question. Research designs covered include:

- The logic of experiments;
- Cross-sectional designs;
- Panel designs;
- Comparative designs.

Learning Outcomes: By the end of this course, students should appreciate the strength and limits of different research strategies, and understand how technical research design considerations should be linked to substantive sociological concerns.

Teaching Arrangement: Eight lectures in Hilary Term led by Mr Colin Mills.

Course Assessment: Students will be required to submit one essay of up to 2,500 words evaluating a published piece of research. This essay should consider the philosophical and ethical aspects of the research as well as technical design issues (see section 6.2.3).

Key Texts:

- King, G., R. Keohane and S. Verba (1994) *Designing Social Inquiry*, Princeton University Press.

6.2.3 Qualitative Methods

Aims: To introduce students to the basic issues in the collection of qualitative data.

Content and Structure: A course on qualitative methods taught by Dr Heather Hamill and Dr Ekaterina Hertog (8 classes in Michaelmas Term). The course is intended to give an introduction to qualitative research methods. Students will gain practical experience in study design, the application of the major research methods and the analysis of qualitative data. By the end of this course, participants should be able to: appreciate the importance of qualitative methods in sociological research; decide when a research topic requires qualitative research methods and select the most appropriate qualitative format to address the research question; begin to develop skills required to conduct interviews, facilitate focus groups and undertake ethnographic research including

observation; begin to understand how to analyse qualitative data; start to understand how to employ qualitative methods alongside other methods in sociological research.

In addition there is one further optional course in Trinity Term on Content Analysis which consists of 4 classes. The course on Content Analysis is convened by the Politics Department and provides an introduction to the analysis of textual data, including the development of coding frames and issues of reliability and validity. Please contact Politics Admin for further information.

Learning Outcomes: By the end of this course, students should

- understand the basic principles of qualitative data collection;
- have practical experience in conducting and analysing interview data.

Teaching Arrangement: Eight lectures/classes on qualitative methods in Michaelmas Term.

Course Assessment: Students will be required to complete a series of practical assignments in data collection, and in coding and reporting the results. For deadlines see Section 3.8.

Key Texts:

- Arnsperg, H & P. Knight (1996) *Interviewing for Social Scientists*, Sage.
- Burgess, R. (1984) *In the Field*, Routledge.
- Gilbert, N. ed. (1996) *Researching Social Life*, Sage.
- Miles, M. and M. Huberman (1994) *Qualitative Data Analysis*, Sage.

6.3 Advanced Research Methods (MPhil Qual Sociology students)

6.3.1 Experimental Social Sciences

Course Provider: Dr Wojtek Przepiorka (Nuffield, CESS)
wojtek.przepiorka@sociology.ox.ac.uk

Rubric: Designing, implementing, conducting and analysing social science experiments

Aims: The course covers the design, implementation, and analytic tools necessary for conducting social science experiments. Students will learn what research questions can be addressed using a wide range of experimental methods such as lab, field and on-line experiments. The objective is to provide students with the theoretical foundations for designing, implementing, conducting and analysing experiments, but also to learn the applied aspects of experimental social sciences.

Content and structure: (may vary from year to year) 1. Causal inference and research designs 2. Experimental designs 3. Topics in experimental social sciences I 4. Topics in experimental social sciences II 5. Lab, field, survey and online experiments 6. Implementing a lab experiment: Basic considerations and software 7. Conducting a lab experiment 8. Analysing experimental data

Learning Outcomes: Upon completion of the course you should be able to (1) formulate research questions that can be addressed using experiments, (2) design and carry out experiments, including programming and subject recruitment, and (3) analyse and interpret results from social sciences experiments.

Teaching Arrangement: 8 two hour lectures (weeks 1-4), including two exercise sessions in the experimental laboratory at CESS.

Course Assessment: This course is assessed by an assignment of no more than 3,000 words that is due on Friday of week 10 of Trinity Term. In this assignment, students either carry out a secondary analysis of experimental data or develop an experimental design that addresses a new research question.

Key Texts:

- Camerer, C. F. (2003). *Behavioral Game Theory*. Princeton (NJ): Princeton University Press.
- Morton, R. B. and K. C. Williams (2010). *Experimental Political Science and the Study of Causality: From Nature to the Lab*. Cambridge: Cambridge University Press.
- Shadish, W. R., T. D. Cook, and D. T. Campbell (2002). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston: Houghton Mifflin.

6.3.2 Social Networks Analysis

Course providers: Prof Tom A.B. Snijders (DPIR, Statistics) & Dr Felix Reed-Tsochas (SBS).

Tom.snijders@nuffield.ox.ac.uk felix.reed-tsochas@sbs.ox.ac.uk

Overview and Objectives:

This course is an introduction to Social Network Analysis, with a focus on modelling. The aim is to give students an overview of research on Social Networks, and the descriptive measures, models and analytical methods for empirical Social Network Analysis. This course has a maximum capacity of 30 students. Upon completion of the course, students should be able to:

1. Formulate meaningful research questions in social network analysis;
2. Understand the basics of gathering network data, and the issues and

problems in collecting network data;

3. Calculate a range of descriptive measures of social networks, and interpret these measures;
4. Formulate agent-based models which generate networks with diverse global structures from local behaviour of agents;
5. Conduct computer simulations to analyze properties of agent-based models;
6. Specify and carry out empirical analysis of longitudinal network data with stochastic actor-oriented models, and interpret the results of such analyses.

Teaching arrangements and course content:

The course is taught through eight two-hours sessions offered in weeks 1–6 in Trinity Term, including two hands-on computer lab sessions. In addition, because the course uses R and relevant R packages (e.g. sna, igraph, and RSiena), the Department of Sociology will offer a crash course in R in week 1 of Trinity Term, in order to prepare students with no prior experience of using R. The following is an outline of the content of the eight sessions:

1. (a) Overview of some network theories motivating the measures treated next: strength of weak ties, cohesion and brokerage, social capital. Examples of empirical social network studies.
 (b) The structure and collection of social network data: egocentric and whole networks; network boundary problem; network surveys and name generators; archival data; experiments.
 (c) Representation of networks: relations, graphs, sociograms, adjacency matrices.
 (d) Visualization of networks.
 (e) Centrality: degree, betweenness, closeness, eigenvector.
 (f) Cohesion: density, fragmentation, cliques, k-plex, k-core, modularity.
 (g) Brokerage: bridges, structural holes.
 (h) Positions and equivalence: structural equivalence, regular equivalence.
 (i) Block modelling.
2. Hands-on computer class introducing R packages sna and igraph.
3. (a) Micro-models and macro-properties.
 (b) Network properties at local and global scales.
 (c) Small world networks. Transitivity/clustering, minimum path length, observational and experimental evidence.
 (d) Degree distributions. Scaling properties for cumulative degree distributions, properties of scale-free networks.
4. (a) Generative models: micro-specifications for network growth and

evolution.

(b) Preferential attachment: growth models for scale-free networks, sensitivity to initial conditions and specifications.

(c) Generation of small world properties: generating small-world networks with local processes.

(d) Computer simulation, agent-based models: modelling cooperation in networks, modelling the growth of collaboration networks.

5. (a) Statistical analysis of network dynamics: network panel data.

(b) Stochastic actor-oriented models for network dynamics: statistical inference for simulation models.

(c) Studies of networks and behaviour: selection and influence.

6. Hands-on computer class introducing the package RSiena.

7. Model specification and interpretation of stochastic actor-oriented models for network dynamics. Workshop on students' proposals for essay topics and plans.

8. Pointers to other topics, methods, studies, and software. Continued workshop on students proposals for essay topics and plans.

Assessment:

This course is assessed by an essay of no more than 5,000 words which is due on Friday of week 10 of Trinity Term. The essay must contain an analysis of observed or simulated network data. The topic should be agreed upon by the student and the course instructors before week 7.

In addition, there is a practice assignment given to students in week 4, to be completed by the end of week 5. Students have to submit an essay of no more than 2,500 words, describing an analysis of an observed network data set or the exploration of a network simulation model. This assignment is for feedback purpose only, and students are allowed to collaborate.

Key Texts::

- Borgatti, S.P. and Kidwell, V. In Press. 'Network Theorizing'. In Carrington, P. and Scott, J. (eds) *The Sage Handbook of Social Network Analysis*. Sage Publications
- Borgatti, S.P., Mehra, A., Brass, D. and Labianca, G. (2009). 'Network Analysis in the Social Sciences.' *Science*. Vol. 323. no. 5916, 892–895.
- Marsden, P.V. (1990) 'Network data and measurement.' *Annual Review of Sociology* 16:435–63.
- Marsden, P.V. (2005) 'Recent developments in network measurement. Chapter 2 (pp.8–30) in P.J. Carrington, J. Scott, and S. Wasserman (eds.), *Models and methods in social network analysis*, (2005). Cambridge

University Press.

- Moody, J. and Paxton, P. (2009), 'Building Bridges: Linking Social Capital and Social Networks to Improve theory and research'. *American Behavioral Scientist*, 52, 1491–1506.
- Butts C.T. (2008). 'Social Network Analysis with sna.' *Journal of Statistical Software*, 24(6).
- Travers, J. and Milgram, S. (1969) 'An experimental study of the small world problem.' *Sociometry* 32:425–443.
- Dodds, P. S., Muhamad, R., and Watts, D.J. (2003) 'An experimental study of search in global social networks.' *Science* 301:827–829.
- Watts, D.J. and Strogatz, S.H. (1998) 'Collective dynamics of "smallworld" networks.' *Nature* 393:440–442.
- Moody, J. (2004). 'The structure of a social science collaboration network: Disciplinary cohesion from 1963–1999.' *American Sociological Review* 69:213–238.
- Merton, R. (1968) 'The Matthew effect in science.' *Science* 159:56–63.
- Barab`asi, A.-L. and Albert, R. (1999) 'Emergence of scaling in random networks.' *Science* 286:509–512.
- Kossinets, G. and Watts, D.J. (2006) 'Empirical analysis of an evolving social network.' *Science* 311:88–90.
- Newman, M.E.J. (2001) 'Clustering and preferential attachment in growing networks.' *Physical Review E* 64:025102.
- Guimer`a, R., Uzzi, B., Spiro, J., and Amaral, L.A.N. (2005) 'Team assembly mechanisms determine collaboration network structure and team performance.' *Science* 308:697–702.
- Egu´iluz, V.M., Zimmermann, M.G., Cela-Conde, C.J., and San Miguel, M. (2005) 'Cooperation and the emergence of role differentiation in the dynamics of social networks.' *American Journal of Sociology* 110:977–1008.
- Robins, G.L., Woolcock, J., and Pattison, P. (2005) 'Small and other worlds: Global network structures from local processes.' *American Journal of Sociology*, 110:894–936.
- Snijders, T.A.B., Steglich, C.E.G., and van de Bunt, G.G., (2010). 'Introduction to actor-based models for network dynamics.' *Social Networks*, 32, 44–60.
- Ripley, R., and Snijders, T.A.B. (2010) *Manual for SIENA version 4.0*. University of Oxford: Department of Statistics and Nuffield College.

6.4 MSc Thesis

Students should aim to write (the equivalent of) a publishable paper for an academic journal. They are discouraged from embarking on data collection of their own for their thesis work as this is not usually practicable within the

timescale of the MSc. Students working with data that is not publicly available must ensure that examiners will be able to access data if required. The thesis should contain details of how such access can be obtained. Students who make use of materials in languages other than English must, on request of the examiners, make available English translations (e.g. of transcriptions, code books, etc) within a time period specified by the examiners, not usually expected to be more than one month. All students must complete a Research Ethics Checklist (see section 12.8).

There is a compulsory Thesis Workshop for MSc students in the first week of Trinity Term (see Section 3.8). Guidance on the presentation of the thesis can be found in Sections 10.1 and 10.2. Students are asked to deposit one copy of their thesis with the Department.

6.5 MPhil Thesis

The thesis is expected to represent a substantial piece of research. The thesis topic should be within the subject of the course, to be specified jointly by Supervisor and student, but it does not need to be related specifically to any of the taught papers. There is a Thesis Workshop for MPhil students in Michaelmas Term of their second year where students are required to make a brief presentation on their research topic, specifying the research question they plan to address, the relevant theoretical ideas and the method they propose to use to answer their chosen question. Students must also complete Gantt Charts for the Workshop and also fill in feedback forms which comment on their fellow students' presentations. Students are asked to deposit one copy of their thesis with the Department. Students working with data that is not publicly available must ensure that examiners will be able to access data if required. The thesis should contain details of how such access can be obtained. Students who make use of materials in languages other than English must, on request of the examiners, make available English translations (e.g. of transcriptions, code books, etc) within a time period specified by the examiners, not usually expected to be more than one month. All students must complete a Research Ethics Checklist (see section 12.8).

7 Course Details: Optional Papers

Students need to agree with their Supervisor which option they would like to take. Students are then responsible for informing the Graduate Studies Administrator of their choice by the end of 8th week of Michaelmas Term. Numbers may be limited and therefore places will be allocated on a first come first served basis. Students *may* be able to take Option Papers offered in other relevant master's degrees in the University, subject to permission by the relevant Graduate Studies Committee as appropriate.

The course work requirements for the optional papers should be discussed with the relevant optional course tutor.

An Option Circus will be held in the sixth week of Michaelmas Term. There will be the opportunity to listen to lecturers make brief presentations on the Options offered and ask them questions.

The Options offered will vary from year to year. For 2011/12 they are as follows:

7.1 Intermediate Quantitative Methods

Course Providers: Professor John Ermisch (Nuffield), Mr Colin Mills (Nuffield), Dr Christiaan Monden (Nuffield),

colin.mills@sociology.ox.ac.uk

christiaan.monden@sociology.ox.ac.uk

john.ermisch@sociology.ox.ac.uk

Rubric: The application and interpretation of standard statistical models, mainly from the family of generalized linear models, to social science data.

Aims: This course follows on from Statistical Methods in Michaelmas Term with the aim of developing a number of more advanced techniques that are particularly relevant to sociologists. It is primarily an “applied” course and emphasizes the application of standard statistical models to typical social science data. Most emphasis is placed on the correct and useful interpretation of parameter estimates rather than on the derivation of the models themselves (though the latter cannot be entirely avoided).

Content and structure: The precise topics covered will vary from year to year depending on the expertise and interests of the staff giving the lectures. An indicative list of topics: binary logit/probit; multinomial logit/probit; ordinal logit/probit; conditional logit; models for count data; log-linear models; multilevel models; models for panel data. In 2011/2012 we will cover: binary, ordinal and multinomial logit models, multilevel models and panel data models.

Learning Outcomes: On successfully completing this course, students should have an appreciation of the advantages and pitfalls of different methods and experience of the practical use of the methods taught. To gain any benefit from this course it is necessary to have demonstratively mastered the material taught in the Statistical Methods course in Michaelmas Term. A poor or even average performance in that course should suggest to you that you are unprepared for this course.

Teaching Arrangement: 8 two hour lectures (weeks 1-8) and 5 practical classes (weeks 4-8) in which students are introduced to and gain hands-on experience with software for fitting the statistical models outlined in the lectures.

Course Assessment: The course is assessed by a take home exam consisting of three research questions/problems. The candidates will analyse data using some of the methods covered and write a short report on two of the three questions. The exam will be made available at noon Monday 1st week of Trinity Term and the deadline for submission will be noon Monday 2nd week of Trinity Term.

Key Texts:

Powers, D. A. and Y. Xie (2008) *Statistical methods for categorical data analysis* (2nd ed.).

Scott, Long, J. and J. Freese (2006) *Regression models for categorical variables using Stata* (2nd ed.).

Hamilton, L.C. (2009) *Statistics with Stata*. Brooks/Cole.

Snijders, T & Bosker, R. (2011) *Multilevel Analysis. An introduction to basic and advanced multilevel modeling*. Second edition. Sage Publications.

7.2 Social Stratification

Course Provider: Mr Colin Mills (Nuffield)

colin.mills@sociology.ox.ac.uk

Rubric: The major forms of social stratification; their relation to economic and political institutions. The course will concentrate mainly on industrial societies; the structure of social inequality; prestige hierarchies and status structures; class formation; social mobility; processes of 'social selection' and status attainment; social stratification and sub-cultural variations. Social stratification in relation to social integration, conflict and change, with special reference to industry and politics.

Aims: The paper introduces students to contemporary research on social stratification, so that they are able to apply advanced concepts and techniques to their own research problems.

Content and Structure: This course examines the central debates about stratification and social mobility in contemporary societies. For example, what explains the sharp rise in income inequality in recent decades? Why has the gender gap in educational attainment disappeared? How much inequality is there between countries, and is global income inequality growing or shrinking? Are social classes becoming less relevant in modern societies? How do class advantages and disadvantages get passed from parents to children? In what sense can Britain be said to be a meritocracy? How does cultural inequality map onto social inequality? Students are introduced to the central concepts and theories, the key methodological issues in stratification research, and the main empirical results.

Learning Outcomes: On completing this course satisfactorily, students should:

- have a thorough understanding of the empirical results in contemporary stratification research;
- understand how methodological issues in stratification research are related to theoretical concepts and substantive questions;
- be able to relate sociological stratification research with that done by economists and psychologists.

Teaching Arrangement: Eight classes in Hilary Term. Students are expected to write four short essays (of no more than 1500 words each).

Course Assessment: One three-hour unseen examination in Trinity Term.

Key Texts:

- Arrow, K., S. Bowles and S. Darlauf, eds. (2000) *Meritocracy and Economic Inequality*, Princeton University Press.

- Bowles, S., H. Gintis and M. Osborne Groves, eds. (2005) *Unequal Chances: Family Background and Economic Success*, Princeton University Press.
- Wright, E.O. ed. (2005) *Approaches to Class Analysis*, Cambridge University Press.
- Devlin, B. et al. eds. (1997) *Intelligence, Genes and Success*, Copernicus.
- Grusky, D.B. ed. (2008) *Social Stratification*, 3rd ed, Westview Press.
- Goldthorpe, J.H. (1987) *Social Mobility and Class Structure in Modern Britain*, 2nd ed, Clarendon Press.
- Marshall, G., A. Swift and S. Roberts (1997) *Against the Odds?* Oxford University Press.
- Firebaugh, G. (2003) *The New Geography of Global Income Inequality*, Harvard University Press.

7.3 Political Sociology

Course Provider: Dr Stephen Fisher (Trinity)

stephen.fisher@sociology.ox.ac.uk

Rubric: The social circumstances of politics and the impact of politics on society: the organization and representation of interests; the formation and change in political identities, attitudes and social cleavages, and their relationships with the political process, the nature of the state and of democracy (or the process of democratization). Candidates will be expected to be familiar with the main theoretical approaches to political behaviour, and must show knowledge of more than one major industrial society.

Aims: To introduce students to advanced research in political sociology and to prepare students for doctoral research in this area.

Content and Structure: The paper covers debates about the social bases of political behaviour, such as the role of class, religion and ethnicity. The course addresses questions along the lines of the following ones. Is social class less relevant for structuring political competition in recent decades? How do we explain the rise of new social movements such as the Greens? Is there a gender gap in political participation and party preference? What explains differences in the political behaviour of different ethnic groups? Why have anti-immigrant parties been so successful in so many West European countries in recent years? What are the bases of national identity? Why have turnout, trust and satisfaction with democratic institutions been declining in advanced industrial societies? What are the consequences for politics?

Learning Outcomes: By the end of this course, students should

- be familiar with empirical research in the sociology of politics, the technical tools used, and the empirical results obtained;
- be prepared to undertake doctoral research in this area.

Teaching Arrangement: Eight classes in Hilary term. Students are expected to write a minimum of four essays, and complete the major readings for each week.

Course Assessment: One three-hour examination in Trinity Term.

Introductory Reading:

- Crouch, Colin (1999) *Social Change in Western Europe*. Oxford: Oxford University Press.
- Dalton, Russell (2008) *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*. 5th edition, CQ Press.
- Franklin, M.N., et al. (1992) *Electoral Change*, Cambridge University Press.
- Inglehart, R. (1990) *Culture Shift in Advanced Industrial Society*, Princeton University Press.
- Manza, Jeff and Clem Brooks (1999) *Social Cleavages and Political Change: Voter Alignments and U.S. Party Coalitions*. Oxford: Oxford University Press.

7.4 Sociology of the Family

Course Provider: Dr Christiaan Monden (Nuffield)
christiaan.monden@nuffield.ox.ac.uk

Rubric: History of the male bread-winner family; Partner selection & marriage markets; Causes and consequences of divorce; Family forms and children's wellbeing; Division of domestic labour; Welfare policies and the family; Intergenerational solidarity in families; Family values.

Aims: To introduce students to current sociological debates on the family in contemporary Western societies.

Content and Structure: We begin by considering the history of marriage and the male breadwinner model in Western societies. The decline of the traditional male-breadwinner model – through increased divorce rates, declined marriage rates, and increased female labour market participation – lies at the heart of many contemporary debates on the family. Subsequently, we discuss a number of important topics (see above), if possible from a comparative perspective. The comparisons can be cross-nationally and/or historically.

Learning Outcomes: On successfully completing the course, students should:

- have acquired knowledge of the most important theoretical ideas in

the field;

- be familiar with recent empirical research;
- be familiar with the most important historical (1850-) developments in family demographics;
- be prepared to do doctoral work in the area of family sociology.

Teaching Arrangements: Eight seminars in Hilary Term. Each student is expected to write four essays (1500-2000 words) and participate actively in the seminars.

Course Assessment: One three-hour unseen examination in Trinity Term.

Key Texts:

Goode, W.J. (1964) *The family*. Prentice-Hall.

Gillis, J. R. (1985) *For better, for worse: British marriages, 1600 to the present*. Oxford University Press.

Cherlin, A. (2009) *The marriage-go-round*. Alfred Knopf.

Kalmijn, M. (1998) Intermarriage and homogamy: Causes, patterns, trends. *Annual Review of Sociology* 24: 395-421.

Oppenheimer, V. K. (1997) Women's employment and the gain to marriage: The specialization and trading model. *Annual Review of Sociology* 23: 431-453.

Lyngstad, T. H. & M. Jalovaara (2010) A review of the antecedents of union dissolution. *Demographic Research* 23: 257-291.

McLanahan, S. & G. Sandefur (1994) *Growing up with a single parent*. Harvard University Press.

Waite, L. J. (1995) *Does marriage matter?* *Demography* 32(4): 483-507.

Ni Bhrolchain, M. (2001) *Divorce effects' and causality in the social sciences*. *European Sociological Review*, 17:33-57.

Hamilton, L., Cheng, S., & Powell, B. (2007). Adoptive parents, adoptive parents: Evaluating the importance of biological ties for parental investment. *American Sociological Review*, 72(1), 95-116.

Lesthaeghe, R. (2010) *The unfolding story of the second demographic transition*.

7.5 Sociology of Japanese Society

Course Providers: Prof Takehiko Kariya (St Antony's) & Dr Ekaterina Hertog (St Antony's)

Takehiko.kariya@sant.ox.ac.uk Ekaterina.hertog@sant.ox.ac.uk

Rubric: Japan once was regarded as "a model" for the West not only for its economic and industrial power but also for its excellence in education, culture, low crime rates, stable families, and its perceived meritocracy. More recently less

favorable images of Japan have been coming to the surface. But are any of these images of Japan true? To investigate this, the class will center on the following questions: How does a society become a particular, in this case a “Japanese society”? How are the changes in the processes of becoming “Japanese” related with changes in Japanese society? How do individual decisions amount to social trends? How do those interchanges in people and society make Japanese society look “unique” (or at least make people believe it is unique)? To understand these complex issues, in this class we will discuss the key themes from a range of vantage points: education, work, family and social stratification.

Aims: The main goal of this course is to develop an understanding of the features of contemporary Japanese society from a sociological perspective and to show how Japanese society has changed since WWII.

Contents and Structure: Both lecture and discussion formats will be utilized throughout the course.

The course will be open without prerequisite to anyone with interest in modern Japanese society and also to anyone interested in understanding social change in developed countries in general. No Japan-specific knowledge will be necessary, but an interest in social science concepts and methods will be important.

Learning Outcomes:

- 1) better understanding of features of contemporary Japanese society and its changes
- 2) development of “sociological imagination” (a way of thinking “sociologically” both with sociological theories and methods) necessary to understand contemporary (post-)industrial societies including Japan and UK.

Teaching Arrangement: Eight classes in Hilary Term. Each student is expected to write three essays. Each week, two or three students will be assigned to make short presentations based on the assigned readings. Everyone is expected to participate with comments and questions.

Course Assessment: One three-hour examination in Trinity Term

Schedule (tentative):

Week 1 Household and Family

Week 2 Social Welfare

Week 3 Japan's demographic challenge

<First essay is due>

Week 4 Law and Order in Japan

Week 5 School and Education Policies

Week 6 Entering the Labour Market and Employment problems

<Second essay is due>

Week 7 The World of Work

Week 8 Social Stratification

<Final essay is due>

Essay questions will be given at class a week before

7.6 Sociology of China

Course Provider: Dr Rachel Murphy (St Antony's)

Rachel.murphy@sant.ox.ac.uk

Rubric: China's transition to a market society has produced dramatic changes in the lives of its citizens. In this unit we will consider pressing social concerns that confront China in the course of its ongoing reforms and continuing integration into the global community and market place. Throughout we use comparisons from within China and from other developing societies and other late/post-socialist societies to enrich our analysis of key dimensions of social change.

Aims: To examine key social trends in China from a sociological perspective
To reflect on how the study of China can contribute to sociology

Content and Structure: We begin by reviewing the key debates and conceptual frameworks that have occupied sociologists (and social scientists) engaged in the study of China in recent years. We then use selected problems to explore wider issues of change and stratification across gradients of gender, class, residency, ethnicity and citizenship designation. We consider questions such as:

- What are the wellbeing and stability implications of the fragmentation of China's urban working class?
- Can rural residents and migrants claim a share of the economic growth?

- How do inequalities engendered by rapid social change shape people's health risks?
- What are the intended and unintended outcomes of the one-child policy?
- Can education remedy gender inequalities?
- Why do ethnic minorities tend to be poorer than Han Chinese?
- What is the digital divide? What form(s) does it take in China?

Throughout our deliberations we reflect on the formal and informal institutional arrangements which shape how social problems and social inequalities manifest themselves. We evaluate also Chinese policy-makers' evolving approaches for conceptualising and dealing with the most urgent social concerns as they continually revise their strategies for ensuring the strength and stability of the nation overall and the wellbeing of sub-groups in particular.

Learning Outcomes:

1. To see how China – as an East Asian society, a late socialist society and a rapidly industrialising society – can be studied through a sociological lens.
2. To become familiar with academic research on social change in contemporary China.
3. To be prepared for advanced research in the sociology of China.

Teaching Arrangements: Eight teaching sessions in the Hilary Term – one hour lecture followed by one hour discussion class. Each student is expected to write a minimum of three essays and to come to class having done the assigned readings.

Course Assessment: One three-hour unseen examination in Trinity Term.

Key Texts:

Carolyn Hsu (2008) *Creating Market Socialism: How Ordinary People are Shaping Class and Status in China*, Duke University Press.

Lily L. Tsai (2007) *Accountability Without Democracy: Solidarity Groups and Public Goods Provision in Rural China*, Cambridge University Press.

Andrew G. Walder (2002). 'Markets and Income Inequality in Rural China: Political Advantage in an Expanding Economy.' *American Sociological Review* 67:231-53.

Simon Clarke (2005) 'Post-Socialist Trade Unions: China and Russia', *Industrial Relations Journal* 36(1):2-18.

Amy Hanser (2003) 'The Gendered Rice Bowl: The Sexual Politics of Service Work in Urban China', *Gender and Society* 19 (5): 581-600.

- Emily Hannum (2005) 'Market Transition, Educational Disparities, and Family Strategies in Rural China: New Evidence on Gender Stratification and Development.' *Demography* 42:275-99.
- Monica Das Gupta, Bohua Jiang, Zhenming Li, Woojin Chung and Hwa-Ok Bae (2003) 'Why is Son Preference so Persistent in East and South Asia? A Cross-Country Study of China, India and the Republic of Korea', *Journal of Development Studies*, 40 (2): 153-187.
- Yanqiu Rachel Zhou, (2007) 'If You Get AIDS...You Have to Endure It Alone: Understanding the Social Constructions of HIV/AIDS in China', *Social Science and Medicine*, 65 (2) (July): 284-295.
- Drew Gladney (2004) *Dislocating China: Muslims, Minorities, and Other Subaltern Subjects*. Chicago: University of Chicago Press, pp. 5-84.
- Yang, Guobin and Craig Calhoun (2007) 'Media, Civil Society and the Rise of a Green Public Sphere in China', *China Information*, 21 (July):211-236.
- Carolyn Cartier, Manuel Castells and Jack Linchuan Qiu, (2005) 'The Information Have-Less: Inequality, Mobility, and Translocal Networks in Chinese Cities,' *Studies in Comparative International Development*. 40 (2):9-34.

7.7 Sociology of Mafias

Course Provider: Prof Federico Varese (Linacre)

Federico.varese@sociology.ox.ac.uk

Rubric: Definitions of Mafia, organized crime, the state, patronage and corruption. The Logic of protection. Property rights theory and protection theory. Origins of Mafias. Resources Mafias use. Organization, role of women and norms of Mafias. What Mafias do in legal and illegal markets. Organized Crime in non-traditional Mafia territories. Mafias and terrorism. The transplantation of Mafias. The decline of Mafias.

Aims: To examine the origins, structure, organizational norms, activities, relations with terrorism, transplantation and decline of mafia groups. To explore and tests propositions from the theory of protection. To compare and contrast different criminal groups.

Content and Structure: The course analyzes five criminal organizations that have emerged in different times and contexts: the Sicilian Cosa Nostra, the American Mafia, the Russian Mafia, the Hong Kong Triads and the Japanese Yakuza. We explore the extent to which these cases, notwithstanding their differences, share crucial characteristics and features. The course begins by defining State, Mafia group, Mafia and organized crime, and distinguishes the Mafia from superficially related phenomena, such as corruption and patronage. The course examines parallels between state behaviour in early modern Europe and Mafia behaviour, the emergence of Mafias as well as what Mafias do in both legal and

illegal markets. The second part of the course focuses on how Mafias perform their roles. We study the resources, the organization, the role of women and the norms of these organizations. Finally, the course explores factors that facilitate the expansion and the decline of Mafias and whether Mafias are emerging in non-traditional areas. The course is multidisciplinary and draws on concepts from political theory, industrial economics, and political economy, as well as on the history and sociology of different countries, such as Hong Kong, Italy, Japan, Russia, and the United States.

Learning Outcomes: On successfully completing the course, students should be familiar with:

- Key issues related to the origins, organization, activities, migration and decline of mafia groups;
- Key theories discussed in the course;
- The comparative method in Sociology and key concepts in Political Theory, Industrial Economics, and Political Economy.

In addition, students should be able to apply key insights to cases not covered in the course.

Teaching Arrangement: Teaching will be through 8 weekly seminars. Every week students are expected to study the required readings and engage in class discussion. They are also expected to write no more than three 'reading responses' to the texts discussed weekly and email them to the course provider before the class meets.

Course Assessment: One three-hour unseen examination in Trinity Term.

Key Texts:

- D. Gambetta. 1993. *The Sicilian Mafia*. Harvard University Press.
 Y.K. Chu. 2000. *The Triads as Business*. Routledge.
 F. Varese. 2001. *The Russian Mafia*. Oxford University Press.
 F. Varese. Ed. 2010. *Organized Crime. Critical Concepts in Criminology*. London and New York: Routledge. [Library Resource]
 F. Varese. 2011. *Mafias on the Move*. Princeton University Press.

7.8 Advanced Sociological Theory

Course Providers: Dr Michael Biggs (St Cross) & Dr Heather Hamill (St Cross)
Michael.biggs@sociology.ox.ac.uk
heather.hamill@sociology.ox.ac.uk

Rubric: The problem of cooperation and its solutions. Signalling Theory and its applications.

Aims: This option examines two related problems of social theory. The first problem is explaining how individuals cooperate, when there is an incentive to 'free-ride'. We begin with biological approaches to the evolution of cooperation (focusing on ultimate mechanisms), including inclusive fitness and reciprocity. We then turn to theories of individual motivation (the proximate mechanisms) that challenge or modify self-interest, as revealed in experiments with trust games and public goods games. Finally we explore how norms and institutions that support or undermine cooperation can themselves be explained. The second problem of social theory is explaining how individuals credibly communicate unobservable traits, when there is an incentive to lie in both conflictual and cooperative situations. We begin by introducing the principles of signalling theory, its history and its limitations. We then consider two important sociological applications: signalling trustworthiness and toughness.

Content and Structure: There will be eight classes on the following topics:

- self-interest and cooperation
- evolving cooperation (ultimate mechanisms)
- motivating cooperation (proximate mechanisms)
- institutions and norms
- introduction to signalling theory: principles and some limits
- ancestors, founders, and pitfalls
- signals of toughness: interpersonal violence as communication
- signals of trustworthiness

Learning Outcomes: On successfully completing the course, students will have a sophisticated understanding of the relationship between individual action and social facts. They will be able to analyze the major theories explaining cooperation and explicate the logic of signalling theory

Teaching Arrangement: There is a weekly class in Hilary Term, part lecture and part seminar. Each student will contribute four written essays (no longer than 2000 words).

Course Assessment: One three-hour unseen examination in Trinity Term.

Key Texts:

- Richard Tuck, *Free Riding*, Cambridge, Mass: Harvard University Press, 2008

- Herbert Gintis et al. (eds), *Moral Sentiments and Material Interests: The Foundations of Cooperation in Material Life*, Cambridge, Mass: MIT Press, 2005
- Stuart A. West, Ashleigh S. Griffin, and Andy Gardner, 'Evolutionary Explanations for Cooperation: Review', *Current Biology* vol. 17, pp. R661-72, 2007
- Zahavi Amotz and Avishag Zahavi, *The Handicap Principle*, Oxford: Oxford University Press, 1998
- Diego Gambetta, *Codes of the Underworld: How Criminals Communicate*, Princeton, N.J.: Princeton University Press, 2009, chapters, Introduction, Chapter 4 and 5
- Diego Gambetta, 'Signalling', Peter Hedström and Peter Bearman (eds.), *The Oxford Handbook of Analytical Sociology*, Oxford: Oxford University Press, 2009, pp. 168-194

7.9 Sociology of Latin America

Course Provider: Professor Leigh A. Payne (St. Antony's)
leigh.payne@lac.ox.ac.uk

Rubric: Sociological concepts and theories as applied to Latin America and the contribution of scholarship on Latin America to the field of sociology. Theories of development, poverty and inequality, nation- and state-building, social movements, religion, demography; justice and injustice. The paper focuses on at least one of these broad theoretical approaches applied to a particular Latin American country.

Aims: This course introduces students to advanced research on sociology in Latin America, and prepares students for doctoral research in this area.

Content and Structure: The paper covers major debates in the sociology of Latin America. The topics include political economy at the international level (i.e., dependency, liberalism and neo-liberalism, and regional integration) and at the domestic level (i.e., poverty and inequality, marginality and marginalization, urbanization, and migration); the formation of states and nations; social mobilization by gender, race, sexuality; the sociology of work and labour; the role of religion in society (i.e., liberation theology, the rise of protestant churches, and spiritist movements); and issues of violence and justice (i.e., rule of law, crime, human rights),

Learning Outcomes: On successfully completing the course, students should be

- familiar with scholarship on sociology and sociological questions in Latin America;
- prepared for advanced research in these areas.

Teaching Arrangement: Eight classes in Hilary Term. Each student is expected to write a minimum of four essays and to make short presentations.

Course Assessment: One three-hour unseen examination in Trinity Term.

Key Texts:

- Cardoso, F.H. and E. Faletto, *Dependency and Development in Latin America* (1979)
- Centeno, Miguel, *Blood and Debt: War and the Nation-State in Latin America* (2002)
- Escobar A. and S. Alvarez, *The Making of Social Movements in Latin America: Identity, Strategy, and Democracy* (1998)
- Fals Borda, O., *The Challenge of Social Change* (1985)
- Jaquette, J., *The Women's Movement in Latin America: Participation and Democracy* (1994)
- Jelin, Elizabeth, *State Repression and the Labors of Memory* (2003)
- Germani, Gino, *The Sociology of Modernization: Studies on its Historical and Theoretical Aspects with Special Regard to Latin America* (1981)
- Mendez, J., G. O'Donnell, and P.S. Pinheiro, *The (Un)Rule of Law and the Underprivileged in Latin America* (1999)
- Rotker, S. et al, *Citizens of Fear: Urban Violence in Latin America* (2002)
- Wickham-Crowley, T. and S. Eckstein, *What Justice? Whose Justice? Fighting for Justice in Latin America* (2003)

7.10 Political & Civil Conflict

Course Provider: Dr Heather Hamill (St Cross)

Rubric: This course is designed for students interested in aspects of political and civil conflict. The course introduces students to changes in the type and nature of conflict; the motivations of actors; the strategic use of violence and the end of violence and its consequences.

Aims: To introduce students to current social science debates on the causes and consequences of political and civil conflict.

Content and Structure: This course will begin by examining changes in violent political and civil conflict over time. It will then focus on civil wars and the role of ethnicity in violent conflict; recruitment into violent political organisations; how rebel groups are organised and the impact this has on their behaviour; the strategic use of violence against civilians including the use of suicide attacks; and the end of violence and its legacy.

Learning Outcomes: On successfully completing this course, students should:

- Have acquired knowledge of the key theoretical debates on the causes of political and civil conflict and the motivations of actors
- Become familiar with a range of different case studies and issues arising from the comparative method of investigating this topic
- To be prepared for advanced doctoral research on violent political conflict

Teaching Arrangement: Eight seminars in Hilary Term. Each student is expected to write three essays (1500-2000 words) and participate actively in seminars.

Course Assessment: One three-hour unseen examination in Trinity Term.

Key Texts:

- Gambetta, Diego (ed) (2006) *Making Sense of Suicide Missions*. Oxford: Oxford University Press
- Hamill, Heather (2010) *The Hoods: Crime and Punishment in Belfast*. Princeton University Press.
- Human Security Report Project, Human Security Brief 2009/2010 <http://www.hsrgroup.org/human-security-reports/20092010/overview.aspx>
- Kalyvas, Stathis (2006) *The Logic of Violence in Civil War*. Cambridge University
- PressKapuściński, Ryszard *Another Day of Life* London: Penguin Classics; New edition (2001)
- Petersen, Roger D. (2002) *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth Century Eastern Europe*. Cambridge: Cambridge University Press
- Tilly, Charles (2003) *The Politics of Collective Violence*. Cambridge: Cambridge University Press.
- Weinstein Jeremy (2006). *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge: Cambridge University Press.

8 Course Evaluation and Student Feedback

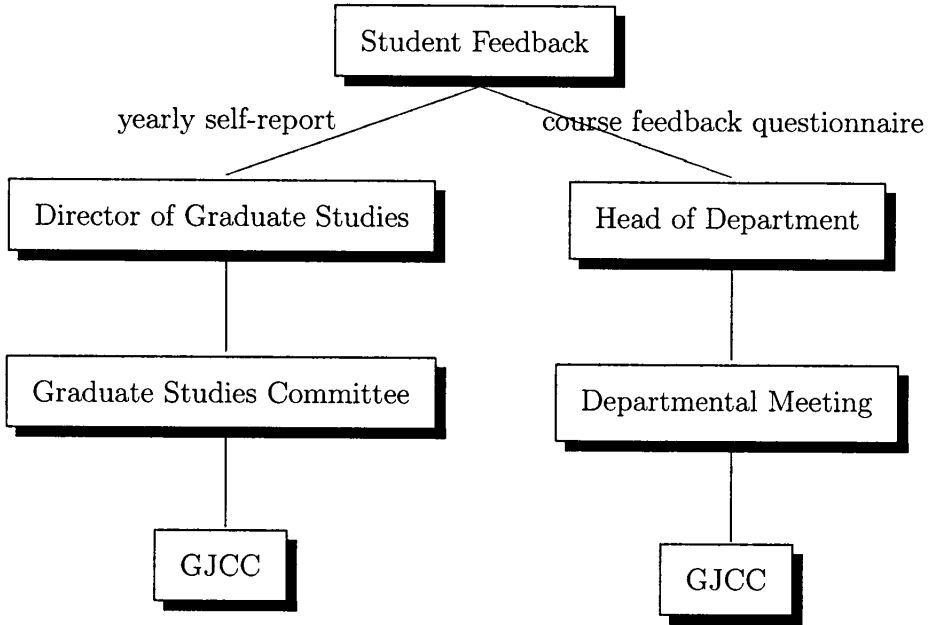
The Department of Sociology is concerned that students have the opportunity to comment on the structure, teaching and content of each of the courses. Student feedback will thus be sought through the use of student evaluation forms both at the end of each lecture or seminar series and at the end of the course. Should you not receive a course feedback questionnaire at the end of a lecture or seminar series please download a copy from: www.sociology.ox.ac.uk/internal.html

The Graduate Supervision System (GSS) is used by Supervisors each term to review, monitor and comment on their student's academic progress and performance and to assess skills and training needs. Students are given the opportunity to contribute to their termly supervision reports by reviewing and commenting on their own academic progress.

Students will receive a report of their termly supervision from their Supervisor. Divisions, Departments and Colleges use the completion of supervision reports as an essential means of monitoring student progress.

The supervision reporting process is controlled by a structured timetable with automatic notifications and reminders. Once reports are submitted they are immediately available to the student, Supervisor and DGS for review. Additionally, Subject Administrators, College Advisors, College Administrators and Scholarship and Funding Administrators are able to view reports.

<http://www.admin.ox.ac.uk/gss/guidanceforstudents/>



9 The Research Degrees

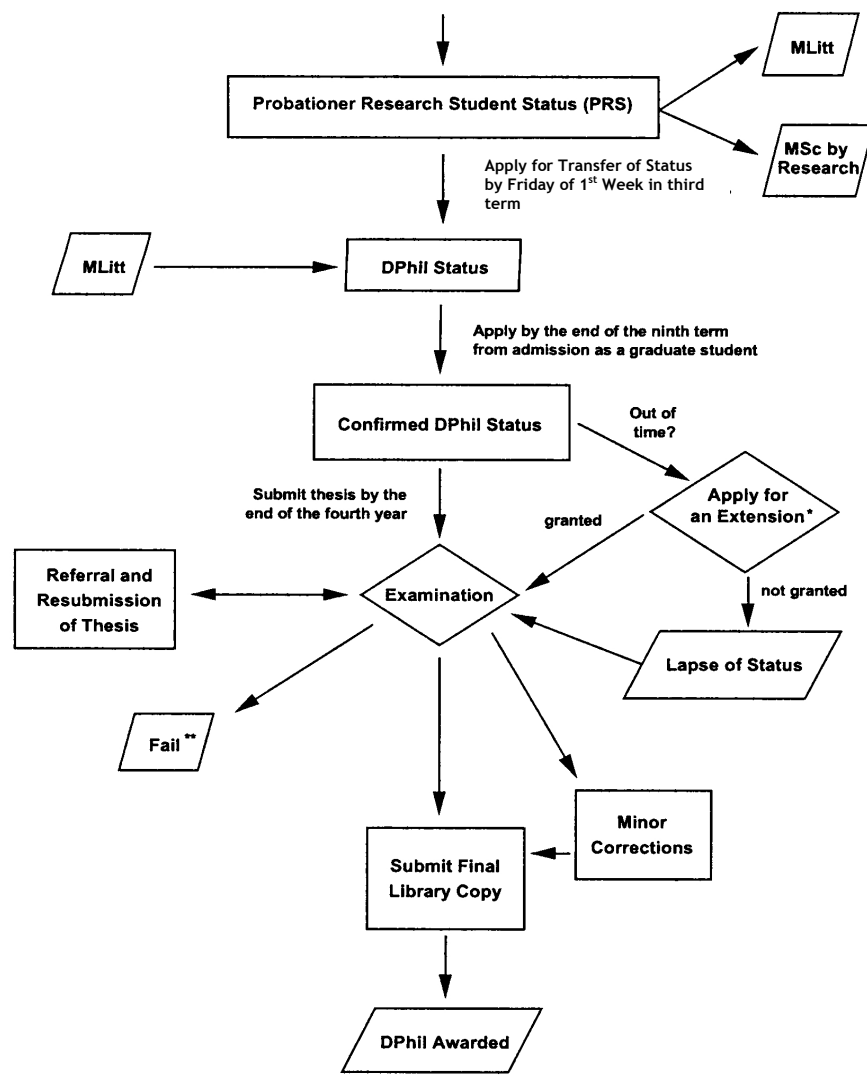
- The Department offers three research degrees:
 - MSc by Research
 - MLitt
 - DPhil
- These three degrees differ in the length of thesis required (see Section 10.1.2), the length of the compulsory residence period (see Section 12.4) and the examination requirements.

9.1 Admission

- The normal sequence of events for research students is as follows:
 - Admission as Probationer Research Student (PRS);
 - Transfer of Status to DPhil/MLitt/MSc by Research depending on which degree the student is aiming for;
 - Confirmation of DPhil status for DPhil students (with the possibility of transfer to MLitt status);
 - Submission of Thesis.
- Students currently studying towards the MSc by Coursework or the MPhil at Oxford who were not admitted as PRS (MSc) or PRS (MPhil) students must submit a new application in order to be admitted to the DPhil.

9.2 Time-Table of Events

- The expected normal time-table is as follows (see also page 61):
 - **Application for Transfer of Status:** to be submitted by Friday of 1st Week in Trinity Term of the first year; that is at the beginning of the third term after admission to Probationary Research Status.
 - **Application for Confirmation of DPhil status:** by the end of the eighth term from admission as a PRS student and no later than your ninth term.
 - Submission of MLitt/MSc by Research thesis: before the end of the second year.
 - **Submission of DPhil Thesis:** by the end of the third year.



Note: * Extension is not automatically granted.
 ** One resubmission is automatically allowed.

• This is the time-table the Graduate Studies Committee in normal cases encourages research students to follow. Circumstances may make this inappropriate in individual cases, and the formal regulations (e.g. the Grey Book) do not impose this time-table. **The University is, however, under strong pressure from the Economic and Social Research Council (ESRC) to ensure DPhil submissions by the end of the fourth year.** It also imposes stringent conditions on the grant of intermissions in student status. **The Graduate Studies Committee will be reluctant to accept applications in which submission within the fifth year is not envisaged or likely.**

9.2.1 Overview of Structure of Doctoral Programme

Year	Compulsory	Recommended
1	<ul style="list-style-type: none"> • PRS Seminars • Skills Training Courses • End of year questionnaire • Transfer of Status 	<ul style="list-style-type: none"> • Advanced methods short courses (see section 9.3.3) • Either Intermediate Quantitative Methods or Advanced Qualitative Methods Workshops (See section 9.3.4) • Preparation for Academic Practice (see Section 9.8) • Departmental and Nuffield College Seminars
2	<ul style="list-style-type: none"> • Presentation at DPhil Presentation Day TT (see Section 9.4.1) • Skills Training Courses • End of year questionnaire 	<ul style="list-style-type: none"> • Advanced methods short courses • Preparation for Academic Practice Seminars • Departmental and Nuffield College Seminars • Confirmation of Status
3	<ul style="list-style-type: none"> • Skills Training Courses • End of year questionnaire • Confirmation of Status 	<ul style="list-style-type: none"> • Confirmation of Status • Preparation for Academic Practice • Departmental and Nuffield College Seminars • Visit the Careers Centre (see section 13.1) • Submission

9.3 Coursework

9.3.1 Initial Training Needs

PRS students who have not previously completed the Oxford Sociology MSc are required to take a set of tests set by the Director of Graduate Students. Supervisors will then discuss initial training requirements with their new students. PRS students with no prior training in Introductory Statistics and/or Qualitative Methods will be required to attend relevant lectures and classes. Additionally, they may, depending on the general requirements for a Sociology DPhil, or the specific character of their thesis, be required to audit and complete assignments for (but not submit for examination in) any of the core MSc papers.

9.3.2 Intermediate Quantitative Methods

All PRS students are recommended to attend either the course in Intermediate Quantitative Methods and submit all coursework (see Section 7.1), *or* the Advanced Qualitative Methods Workshop (see Section 9.3.4).

9.3.3 Advanced Methods Short Courses

A variety of short courses in advanced methods are offered each year (some convened by DPIR). Topics covered in previous years include Content Analysis, Simulation in Sociology, Network Analysis, Longitudinal Analysis and Panel Data. Although not compulsory, research students are strongly encouraged to attend.

9.3.4 Advanced Qualitative Methods Workshops

It is recommended for all DPhil students who are using qualitative methods in their research to attend the Advanced Qualitative Methods workshops. These workshops provide an opportunity for students to discuss various methods-related issues and problems in the context of their own research. The topics covered include sample design, fieldwork and analysis.

Depending on staff availability, these may not be offered every year.

9.3.5 Probationer Research Student Seminars

Course Provider: Professor Takehiko Kariya (St Antony's)

Aims:

- To provide an opportunity for PRS students to begin refining their thesis topic into specific empirically addressable questions;
- To provide a forum for the presentation and discussion of evolving research ideas;
- To enable students to gain confidence in presenting and defending their ideas;
- To promote an atmosphere of intellectual camaraderie amongst PRS students.

Content and Structure: Writing a doctoral dissertation can often seem like a solitary struggle in which all your peers seem to be making more progress than you are. The paradox is that everyone feels the same. Rather than keep your ideas to yourself afraid that what you have to say isn't good enough, it's far better to expose your thoughts to the fresh air of other people's opinions. Usually others will find your ideas interesting. Sometimes they will say things that will

make you realise that you are about to go down the wrong track or suggest reading that is relevant but terra incognita to you. Science is ultimately about the public presentation, discussion and defence of ideas, so forcing you to start early is an important aspect of your professional socialisation or in the currently fashionable jargon, promotes a "transferable skill". It should also promote intellectual sympathy, toleration and respect for the people that you are going to share at least three years of your life with. There is no better way of showing respect for someone than treating their ideas as serious enough to warrant criticism.

Frightened that you haven't got anything to say? Well, you had to write a proposal to be admitted into the department and that should be the basis of the presentation of your work (of course if you have changed your ideas about what you will work on you can talk about your new ideas instead). How does it work? PRS students will be formed into pairs. Each pair will be assigned (at random) a slot in the schedule. Now here is the interesting bit. Each member of the pair will give to the group as a whole a twenty minute presentation that explains the research proposal of their partner. Ideally this will:

- convey something about the intellectual significance of the topic;
- explain how the topic relates to the general state of research in the field;
- tell us about the specific empirical questions that will be answered;
- give us some idea about how relevant data will be collected and used to answer the empirical questions.

A good goal to set for yourself is to make sure that you convey to your audience what it is that is not known now, but will, with luck, be known in three years time when the research is complete. Since someone else will be presenting your research proposal you will obviously have to do some preliminary work before the seminar to explain your research to them. Explaining your research, so that someone else can understand it is hard so the more time you put into this the better job your partner will make of explaining your ideas to everyone else. Sometimes, despite your best efforts, your partner may grasp the wrong end of the stick and misrepresent your intentions. After each presentation you will be allowed ten minutes to correct any erroneous impressions that your partner may have inadvertently given and to add important points that have been left out. The floor will then be open for general discussion, questions and criticisms.

Teaching Arrangements: Eight two-hour seminars in Hilary Term.

Obligations: Attendance is compulsory for all PRS students. Normally no exemptions will be given. Each student will give one presentation to the group as a whole and, outside of formal class time, will brief their partner. Students will

be expected to participate actively in the discussion following each presentation. Passive free-riding will be strongly frowned upon.

Assessment: There is no formal assessment for this seminar.

9.3.6 Academic Practice Seminars

The department will provide a set of two-hour workshops in Hilary Term to 2nd Year Doctoral students. **Attendance is compulsory (students doing fieldwork in this term will be required to attend in their 3rd Year).** More advanced doctoral students are welcome to attend if they wish. Workshops will include:

- How to write or revise articles for academic journals
- How to write book-length manuscripts
- How to present at conferences
- How to present data
- How to review manuscripts for journals

9.3.7 Joint Work Submitted as Part of a Thesis

At the time of submission the student is asked to provide a statement with the Appointment of Examiners form, detailing which (if any) parts of the thesis are not the student's own work. The Examiners will therefore assess how much of the thesis is the student's own original work, *and will take this into consideration when deciding whether sufficient original work of high enough quality has been produced in order for the DPhil to be awarded.*

Work *must* be clearly referenced, and if tables/figures etc from co-authored material are reproduced, then it should be made clear if this is the student's own work. Written permission should also be sought from co-authors to re-use any material from co-authored papers in the thesis. Co-authorship must also be referenced within the acknowledgements, and also in footnotes/references in the relevant sections.

9.4 Presentations

9.4.1 DPhil Presentation Day

All students have to present a paper at the DPhil Presentation Day in Trinity Term of their second year (**that is, all incoming PRS students of the 2011/2012 cohort will present in Trinity Term 2013**). This presentation is part of the DPhil programme. Each student presents a paper from his/her DPhil project to fellow students, all Supervisors and core faculty. All DPhil students from the relevant cohort are expected to attend the Presentation Day; and other research students,

in particular PRS students, are strongly encouraged to participate as well. This is the best chance you have to see all the new and exciting research in the department in just one day!

DPhil Presentation Days are held in Week 4 of Trinity Term. **The 2012 Presentation Day will be on Thursday May 17th, 9am - 6pm.**

At the 2012 DPhil presentation day, **all students from the 2010 cohort (starting PRS in October 2010)** will present their work. The 2012 day is organised by Dr Christiaan Monden and Dr Wojtek Przepiorka. The programme and presentation instructions will be communicated in due course. **Please note that participation is compulsory.**

9.4.2 Conference and Seminar Presentations

DPhil students are strongly recommended to attend and to present their own work at relevant conferences in and outside Oxford. The Department has some funds to help students with the costs of attending conferences (see further in Section 2.12). Some conferences provide special financial support for DPhil students.

Students are encouraged to present their work at formal seminars around Oxford and the 'GRIPS' - a seminar ran by and for DPhil students in the social sciences. For regular updates on the GRIPS seminar series, you can sign up to a mailing list by sending an email with an empty subject line and "subscribe GRIPS" in the message body to listserv@jiscmail.ac.uk.

9.5 Transfer from Probationer Status

1. The Purpose of Transfer of Status

The Probationer Research Student (PRS) status is intended to be used constructively, permitting a wise choice of the research topic to be made in the context of broader reading as well as preliminary research, helping the student to become accustomed to the rhythm of graduate work, and allowing for the acquisition of any specific skills appropriate to the research.

The Transfer of Status assessment is to ensure that the student is making satisfactory progress in the development of the research, to ensure that the work is of potential D.Phil. quality, and that the methodology of the research is appropriate and practicable. The Transfer process provides the opportunity for the student to discuss their work with two independent members of staff and to receive feedback. Broadly the assessment should show a plan for the thesis, which locates the research in the context of earlier work in the field, sets out the questions, hypotheses or issues on which it will focus, and describes and explains the methods by which these will be answered, tested or addressed.

The assessment procedures are intended to remove the risk of failure and to reduce the risk of referral as far as possible, and must therefore be as rigorous as necessary to achieve this.

The formal Regulations for Transfer of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for individual subjects, grouped within their particular Division.

Students who have been granted leave to supplicate for the degree of Master of Philosophy, where the subject of the Masters thesis is in the same broad field as the research proposed for the D.Phil., may progress directly to D.Phil. status with the transfer of status assessment waived.

2. The Timing of Transfer of Status

The *Examination Regulations* state that PRS status can be held for a maximum of six terms for students who commenced their studies before October 2011, and for a maximum of four terms for students commencing their studies from October 2011 onwards. However, Departments and Faculties are strongly encouraged by the University's Education Committee to require students to transfer status sooner, and in this Department Transfer of Status is normally required by Friday, 1st Week of Trinity Term of the first year; that is, at the beginning of the third term after admission to PRS Status.

Any student who has not applied to Transfer Status by the end of their fourth term will be required to attend a formal academic review meeting involving their

supervisor(s) and Director of Graduate Studies (or at least one other member of academic staff who may or may not be a future assessor for Transfer of Status). The purpose of this meeting will be to review progress to date, and to draw up a clear timetable to ensure that Transfer of Status is successfully achieved within six terms as required by the *Examination Regulations*. The student will also be required to apply for a formal deferral of Transfer of Status for one or two further terms using the form GSO.2b available from <http://www.admin.ox.ac.uk/gso/forms/>. Students are required to complete the form, which should then be signed by the student's supervisor and College and be approved by the GSC.

In exceptional cases only, an extension of PRS status may be granted beyond six terms. Applications for such extensions should be again made using the form GSO.2b and will require the same approvals as above and, in addition, approval of the University's Education Committee as it requires formal dispensation from the *Examination Regulations*. Any extensions to PRS status do not affect the overall time permitted for registration on the D.Phil.

3. How to Apply for Transfer of Status

Applications for Transfer of Status should be made using the GSO.2 form available from <http://www.admin.ox.ac.uk/gso/forms/>. Students are required to complete the form and to provide supplementary information on development of both research specific and personal and professional skills during their time as a Probationer Research Student. Both the student's supervisor and College should then sign the form. You will also be required to complete the supplementary form Soc.1 Supervisors are asked [in consultation with their student] to suggest names of appropriate assessors.

In addition, you will be required to submit/complete the following:

1. Thesis Title
2. Thesis Outline
3. Research Proposal
4. Written Work (including a clear detailed guide as to what is expected and any word limits)
5. Timetable for Completion
6. Literature Review
7. Bibliography
8. Presentation of work at a research seminar
9. Evidence of attendance of subject specific courses
10. Research Ethics Forms
11. Data Protection Notes
12. Health and Safety Forms (e.g. for Fieldwork)
13. Subject Specific Materials

The complete application for Transfer of Status should be submitted to the Graduate Studies Administrator.

4. The Transfer Assessment

The Graduate Studies Committee will appoint two assessors neither of whom will normally be the student's supervisor (they will normally be academic staff working in the University of Oxford; only in exceptional circumstances will external assessors be appointed) to read the transfer application and to interview the candidate. (It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the D.Phil. viva voce examination.) Students should normally expect to be interviewed within six weeks of submitting their Transfer application, though this may be longer during the vacation periods due to availability of the assessors. The interview is not an official examination or viva, and *sub fusc* is not worn. The assessors will write a report and submit recommendations to the Graduate Studies Committee. Following their interview, students should normally expect to hear the outcome of their assessment within three weeks, though this may be longer during the vacation periods.

5. Instructions to Assessors

Assessors are asked to contact students as soon as reasonably possible to arrange a time for the interview, or to explain problems in doing so. Students find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible (please let the Graduate Studies Administrator know if there is a problem in this respect at the time of application).

Assessors are invited to consider whether the student is capable of carrying out advanced research, and that the subject of the thesis and the manner of its treatment proposed by the student are acceptable for transfer to D.Phil. Assessors should judge the application against the criteria for success defined below. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their proposed research project, rather than to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. An Application to Transfer to D.Phil. status must provide evidence that the applicant can construct an argument, can present material in a scholarly manner, has a viable subject to work on, and can be reasonably expected to complete it in 3-4 years.

However, the assessors should judge the submissions in the light of the fact that they usually reflect two terms work and are made at the early stages of the research project. The written work will not necessarily be, or read like, a final thesis. Omissions, unpersuasive arguments, or missing perspectives are not fatal unless they seem to indicate an inability to reach the necessary standard. The research proposal and thesis structure need not be completely finalised, but the

student should have clearly defined ideas of what the research questions are, and have possible ways to answer them.

The joint assessors' report should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and a permanent indication of the student's progress. It should normally include a summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward.

Finally, for non-native English speakers, the report should indicate the assessors' view of the student's ability to present and defend the work in English.

6. Criteria for Success

For Transfer of Status to be approved, the student will need to be able to show that their proposed thesis and treatment represents a viable topic and that their written work and interview show that they have a good knowledge and understanding of the subject. Students must show that they are competent to complete and present their thesis in English. In addition, the assessors will judge the application against the following criteria:

1. All required coursework materials have been submitted
2. Attendance of all required subject specific training courses
3. Competence in both written and spoken English
4. The aims of the research are realistic and focused
5. Evidence of wide reading and critical analysis
6. Appropriate methodology and research techniques are proposed
7. Limitations to the research are addressed
8. It is clear how the research will develop for a D.Phil.
9. There is a suitable timetable for the research
10. The candidate demonstrates the progression of an argument
11. The candidate shows a scholarly and rigorous approach to research issues
12. The research topic and treatment meet the Division's ethical standards
13. The written work and interview show that the candidate has a good overall knowledge and understanding of the subject
14. The University has adequate facilities (including supervision) to enable the research to progress
15. The student is capable of carrying out advanced research
16. The proposed schedule of work can be completed within three or at most four years for the D.Phil.

7. Outcomes of Transfer of Status

The assessors may recommend one of four outcomes, which must be considered and approved by the Graduate Studies Committee.

(i) Successful Transfer - Accompanied by suggestions and advice for future progress

(ii) Referral for a second attempt at Transfer (with or without a further interview) - This should normally involve the same assessors and take place within one term of the first attempt. If the first attempt is made in the fourth term or later of PRS status, a one-term extension of PRS status is automatically granted to allow the second attempt. This extension of PRS status does not affect the total amount of time permitted for registration on the D.Phil. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt at transfer being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor. Referral should not necessarily be seen as a failure, it may simply represent attempts to ensure that the student's work is enhanced so that it is set on the best possible course.

(iii) Transfer to the M.Litt./M.Sc. by Research - Although the work presented was not suitable for transfer to D.Phil. status, nonetheless, the assessors felt it was strong enough for the lower award which is a less demanding and shorter time-scale research degree.

(iv) Reject the application - The assessors cannot recommend Transfer to either DPhil. status or the lower award, and thus it is recommended that the student should withdraw from the course.

At the first attempt at Transfer only options (i)-(iii) should normally be chosen. At the second attempt, options (i), (iii) or (iv) should be considered. (Only in exceptional circumstances may a third attempt at transfer be made, and this would require the support of the Graduate Studies Committee and approval by the University's Education Committee).

If a student is transferred to the lower degree under option (iii), they may apply to Transfer to D.Phil. status again until the end of their sixth term following admission to PRS status; however, the Graduate Studies Committee would need to be convinced that the research plan had been much improved.

If following a second unsuccessful attempt at Transfer, a student does not accept the recommendation to withdraw under option (iv), further action will be required. In such circumstances, informal counselling, involving the student's college, should be an integral part of the procedures. The Department should

refer to the *Examination Regulations* governing the removal of a graduate student from the Register of Graduate Students for more information.

9.6 Confirmation of Status

1. The Purpose of Confirmation of Status

The Confirmation of Status process allows the student to have an assessment of his/her work by two assessors, normally other than the supervisor(s), to give a clear indication of whether, if the work on the thesis continues develop satisfactorily, consideration of submission within the course of three further terms would appear to be reasonable. However, successful Confirmation of Status should not be seen as being explicitly linked to the final outcome of the examination of the thesis.

The Confirmation assessment is different to the Transfer assessment. The assessors will be focusing on how the research is progressing, the quality of the draft chapters, and on the plan for completion. The assessors will therefore be looking to ensure that the student is making the appropriate amount of progress in the development of the thesis, so that submission will be achieved within three or at most four years. In doing so, they are also required to ensure that the student is not attempting to deal with an impossibly or unnecessarily large amount of material. The student should benefit from independent assessment of his/her work and should receive authoritative comments and suggestions on problems and how to address them. The assessors may be able provide guidance on how to better present the material, or on the use of concepts or methods. Even if the thesis is in good shape, the assessors may often stimulate valuable improvements to the thesis. However, the assessors may also identify any weaknesses in theory, research design, data collection and analysis, which may compromise the final thesis. It should also be remembered that the Confirmation assessment is a test (which it is possible to fail), and receiving critical comments is often painful, and it may take some weeks to come to terms with them. Finally, the interview is a good opportunity to prepare for the *vive voce* examination of the thesis.

The formal Regulations for Confirmation of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for individual subjects, grouped within their particular Division.

2. The Timing of Confirmation of Status

i) Students who entered the D.Phil. as a Probationer Research Student

The general regulations of the *Examination Regulations* state that all students should apply for confirmation of status within nine terms of their admission as a graduate student. However, in this Department/Faculty students are required

under the subject specific regulations to apply for confirmation of status by the end of the sixth term from their admission to graduate status.

ii) Students who progressed to the D.Phil. from an M.Phil.

The general regulations of the *Examination Regulations* state that all students should apply for confirmation of status within nine terms of their admission as a graduate student. For students who have previously completed an M.Phil., (with a thesis in the same broad field as the topic for the D.Phil.) and have progressed directly to D.Phil. status, (i.e. transfer of status was waived) this normally means that Confirmation of Status should be applied for by the end of the third term of the D.Phil.

iii) Deferral of Confirmation of Status

If a student is unable to apply for Confirmation of Status within nine terms of admission as a graduate student (or by the deadline defined in the subject specific regulations if later), they must apply for a Deferral of Confirmation of Status, otherwise their student status will lapse and their name will be removed from the graduate register. It is possible to apply for a Deferral of Confirmation of Status for up to a maximum of three terms, as long as the total number of terms from admission as a graduate student does not exceed twelve.

Any student who is considering applying for a Deferral of Confirmation of Status will be required to attend a formal academic review meeting involving their supervisor(s) and Director of Graduate Studies (or at least one other member of academic staff who may or may not be a future assessor for Confirmation of Status). The purpose of this meeting will be to review progress to date, and to draw up a clear timetable to ensure that Confirmation of Status is successfully achieved within the proposed period of deferral.

To apply for a Deferral of Confirmation of Status, a student will need to submit the GSO.14B form available from <http://www.admin.ox.ac.uk/gso/forms/>. Students are required to complete the form, which should then be signed by the student's supervisor and College. The Graduate Studies Committee will then assess the application for deferral, taking into account any recommendations from the academic review meeting. If a student does not achieve Confirmation of Status within twelve terms of admission as a graduate student, his/her status will lapse. In exceptional cases only, deferral may be granted beyond twelve terms; however, this requires approval by both the Graduate Studies Committee and the University's Education Committee as it requires formal dispensation from the *Examination Regulations*.

3. How to Apply for Confirmation of Status

Applications for Confirmation of Status should be made using the GSO.14 form available from <http://www.admin.ox.ac.uk/gso/forms/>. Students are required

to complete the form, which should then be signed by the student's supervisor and College. Students should also complete the form GSO.14A available from the same website. This supporting form should include details of any research specific and/or personal and professional skills acquired, or further training needed in, and also information on any other related activities undertaken, e.g. presentation of posters, attendance at conferences etc. You will also be asked to complete the supplementary form Soc.2 .Supervisors are asked [in consultation with their student] to suggest names of appropriate assessors.

In addition you will also be required to submit/complete the following:

1. Thesis Title
2. Thesis Abstract
3. Thesis Outline
4. Research Proposal
5. Written Work (including a clear detailed guide as to what is expected and any word limits)
6. Timetable for Completion
7. Literature Review
8. Bibliography
9. Subject Specific Materials

The complete application for Confirmation of Status should be submitted to the Graduate Studies Administrator.

4. The Confirmation Assessment

The Graduate Studies Committee will appoint two assessors neither of *whom* will normally be the student's supervisor (they will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed) to read the Confirmation assessment and interview the candidate. (It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the D.Phil. viva voce examination). Students should normally expect to be interviewed within six weeks of submitting their Confirmation application, though this may be longer during the vacation periods due to availability of the assessors. The interview is not an official examination or viva, and sub fusc is not worn. The assessors will write a report and submit recommendations to the Graduate Studies Committee. Following their interview, students should normally expect to hear the outcome of their assessment within three weeks, though this may be longer during the vacation periods.

5. Instructions to Assessors

The assessors are asked to contact students as soon as reasonably possible to arrange a time for the interview, or to explain problems in doing so. Students

find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible (please let the Graduate Studies Administrator know if there is a problem in this respect at the time of application).

An applicant for Confirmation of Status should be close to having a complete thesis plan, and the work submitted should be close to reading as a complete thesis chapter. In contrast to the Transfer assessment, omissions and missing perspectives are much more serious at this stage; however if at interview the student can satisfy the assessors that matters will improve, this should not be a reason to decline recommending Confirmation of Status. The work should be presented in a scholarly fashion and should be essentially of the standard expected of a D.Phil. thesis in the final examination, though it is not expected that every footnote should be in place yet etc. The assessors should judge the application against the criteria for success defined below. As with the Transfer assessment, the assessors should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their thesis, rather than to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. If it is unclear during the assessment of how the research will be completed, or the proposal is over-large, the assessors may request a revised thesis outline or further written work before submitting the initial report.

The joint assessors' report should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and a permanent indication of the student's progress. It should normally include a summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward.

In particular, the assessors are asked to consider the clarity of the goals, the chapter structure, the timetable for completion and progress to date, the significance to the existing literature and field, and to provide an evaluation of the written work submitted by testing whether the work is presented in a scholarly and lucid manner. More specifically, the assessors should consider commenting on whether the student has provided evidence of being able to undertake research that provides new knowledge/understanding which is capable of advancing their field, will withstand peer review, and may be suitable for publication. Also, they should consider whether the student has developed a systematic acquisition and understanding of the substantial body of knowledge at the forefront of their field and a thorough understanding of the techniques for research needed for advanced academic enquiry. Furthermore, the student should show the capacity to design carry through and defend the thesis within three or at most four years. Finally, for non-native English speakers, the report

should indicate the assessors' view of the student's ability to present and defend the work in English.

6. Criteria for Success

For Confirmation of Status to be approved, the student will need to be able to show that the research already accomplished shows promise of the ability to produce a satisfactory thesis on the intended topic, the work submitted for assessment is of the standard expected of a D.Phil. thesis in the final exam, the bulk of any fieldwork has been completed and the analysis is well developed, and the research schedule is viable so that the thesis can be completed within three or at most four years from admission.

Students must also show that they are able to present and defend their work in English. In addition, the assessors will judge the application against the following criteria:

1. Evidence of wide reading and critical review of the literature
2. A clear indication of how the research is being developed into a thesis
3. Potential original contribution to the field of study
4. Evidence of a progression of argument and logic throughout the thesis
5. Evidence of a scholarly and lucid approach to the research issues
6. A clear timetable for the completion of the research within three or at most four years from admission
7. The ability to write in clear and coherent manner, with due attention to presentation
8. Competence in both written and spoken English
9. The ability to articulate and defend the argument in the interview
10. Presentation of the thesis at a seminar
11. The draft chapters are of the quality expected for a final D.Phil. thesis

7. Outcomes of Confirmation of Status

The assessors may recommend one of five outcomes, which must be considered and approved by the Graduate Studies Committee (excluding option (ii)).

(i) Successful Confirmation – Accompanied by suggestions and advice for future progress.

(ii) Revision of Application – The assessors may request further clarifications of the research proposal or completion schedule and/or additional written work before making a first recommendation. In such cases it should be possible to complete the additional work within the term of assessment.

(iii) Referral for a second attempt at Confirmation - This should normally involve the same assessors and take place within one term of the first attempt. If the first

attempt is made in the final term permitted, a one-term extension is automatically granted to allow the second attempt. This extension does not affect the total amount of time permitted for registration on the D.Phil., however if the student has already been registered on the D.Phil. for twelve terms, the extension is counted as one of the potential nine terms of extension of time permitted under the general regulations. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt at confirmation being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor.

Referral should not necessarily be seen as a failure, it may simply represent attempts to ensure that the student's work is enhanced so that it is set on the best possible course. However, a referral will of course be very disappointing to a student and may take some time to get over, especially if the assessors comments are highly critical. Most students who do then go on to successfully complete the D.Phil. see the comments in retrospect as helpful, having given them the opportunity and incentive to make substantial improvements to the thesis and to avoid the risk of a far more costly and time-consuming referral of the final thesis.

(iv) Transfer to M.Litt./M.Sc. by Research - Although the work presented was not suitable for Confirmation of D.Phil. status, nonetheless, the assessor(s) felt it was still strong enough for the lower award which is a less demanding and shorter-timescale research degree. In cases where transfer to lower award is approved, if the student is already in their ninth term or beyond, a formal extension of time will also be needed to allow the student to stay on the graduate register for the lower degree, otherwise their status will lapse, and they will have to subsequently apply for reinstatement to the graduate register.

(v) Reject the Application - The assessors cannot recommend Confirmation of Status, or Transfer to the lower award, and thus it is recommended that the student should withdraw from the course. This exceptional outcome should only be used if the quality of the student's work has regressed to below the standard previously achieved for Transfer of Status.

At the first attempt at Confirmation only options (i)-(iii) should normally be chosen. At the second attempt, options (i), (iv) or exceptionally (v) should be considered. The Graduate Studies Committee may also request additional work or other evidence, or appoint an additional assessor to help in making a final decision. (Only in exceptional circumstances may a third attempt at Confirmation be made, and this would require the support of the Graduate Studies Committee and approval by the University's Education Committee).

If following a second unsuccessful attempt at Confirmation, a student does not accept the recommendation to withdraw under option (v), further action will be required. In such circumstances, informal counselling, involving the student's

college, should be an integral part of the procedures. The Department should refer to the *Examination Regulations* governing the removal of a graduate student from the Register of Graduate Students for more information.

9.7 DPhil Examination

9.7.1 Appointment of Examiners

Applications for the appointment of examiners should be submitted to the Graduate Studies Office. The Supervisor shall consult with the candidate concerning possible examiners, and forward the names of suggested examiners. Two examiners are required but candidates must suggest reserves in case the preferred examiners are unable to act. Neither examiner may be the student's Supervisor or anyone who has given significant help or advice to the student in the preparation of the thesis. However it is normal for one of the assessors who acted at the time of transfer or confirmation of status to be the internal examiner.

9.7.2 Examination Arrangements

- The Oral Examination shall be held at Oxford in a suitable University or College building, unless the Proctors give special permission for it to be held at some other place. It shall, except in special circumstances, begin not earlier than 9 a.m. nor later than 5 p.m. and may be held in term or vacation. The place and time of the examination shall be fixed by the examiners, who shall be responsible for informing the candidate of the arrangements made. The day shall be fixed by the examiners to suit their convenience.
- The examination may be attended by any member of the University in academic dress. No person who is not a member of the University may attend it except with the consent of both examiners.
- Candidates are strongly recommended to take a copy of their thesis to the examination.

9.7.3 Early Viva

- Candidates may apply to the Graduate Studies Committee for the oral examination to be held not later than a certain date, provided that this date shall not be earlier than one calendar month after the date on which the thesis has been received at the University Offices or after the date on which the examiners have agreed to act, whichever is the later. If the GSC is satisfied that there are special circumstances justifying this application, it will ask the examiners to make arrangements to enable the Oral Examination to be held within the period specified.

- In such cases the examiners, when invited to act, will be informed that the candidate has asked that the Oral Examination should be held not later than a certain date, and acceptance of the invitation to examine will be on the understanding that they would seek to meet this request.
- Candidates should note that it may be impossible for the GSC to arrange an early Oral, in which case they will be subject to the regular procedure.

9.7.4 Examination Requirements

In order to be able to award the relevant research degree, examiners must, in their report, be able to certify that:

- The candidate possesses a good general knowledge of the field of learning within which the subject of the thesis falls;
- The thesis is presented in a lucid and scholarly manner;
- The candidate has made either:
 - A significant and substantial contribution in the particular field of learning within which thesis falls (for DPhil) or;
 - A worthwhile contribution to knowledge or understanding in the field of learning within which the thesis falls (for MSc by Research /MLitt);
 - (For MSC by Research/MLitt) the candidate has shown competence in investigating the chosen topic;
- Examiners shall bear in mind that their judgement of the substantial significance of the work (DPhil) or the extent of the candidate's contribution to knowledge or understanding of the relevant field of learning (MSc by Research) shall take into account what may be reasonable expected of a capable and diligent student after three (DPhil) or two (MSc by Research/MLitt) years of full-time study.

9.8 Skills Training

• The Social Sciences Division runs a course of Professional Training for social science students. Each course is taught twice a year and consists of seven sessions. You should aim to have attended the entire programme by the end of your period of study. The training is made up of three courses as follows:

- **Organisational Environment:** This course looks at how business works; the basic functions of business; knowledge-based entrepreneurship, technology management and strategy; team building; negotiation; marketing. The content of the programme includes: raising finance, negotiation, business planning, markets and product development.

- **Research Management:** This course teaches the following: research project management; communicating social science; copyright and intellectual property; problem construction and systems thinking; winning research funding; managing research teams; managing academic careers.

- **Social Science Practice:** This course instructs on the philosophy of social science; practice of social science (including ethics); funding mechanisms in social science; getting published; social science and policy; the governance of social science; the future of social science.

- The Skills Portal is a website created for all research students (as well as research staff) at Oxford. It brings together a range of information about transferable skills development and has details of skills training courses, seminars and workshops offered throughout the university in a searchable database. There are links to online resources and tips on subjects such as project management and teaching skills. It also gives advice on getting the most from your time at Oxford and putting yourself in the best possible position to succeed in your career, whatever it might be. The Skills Portal Forum is a place to ask questions, discuss issues with other researchers and make your views known to the people who organise the training. See www.skillsportal.ox.ac.uk

- The Oxford Learning Institute runs a Preparation for Academic Practice course which aims at providing training in teaching methods and teaching experience for graduate students who wish to follow careers in academia. It is a multi level scheme and students may progress along it as far as they wish. The four levels of the scheme are designed to be taken over the four years of Masters and Doctoral Study. Completion of all four levels confers the Postgraduate Diploma in Teaching and Learning in Higher Education. See the IAUL website for information about this: www.learning.ox.ac.uk

- Students are also encouraged to attend the Spring School which takes place in the Easter vacation each year. This is a one-week series of short courses on a variety of advanced statistical topics. The Spring School organises various short courses around the year outside the main Spring School week. For further details see: www.politics.ox.ac.uk/springschool

- The Department also organises additional training events from time to time and will keep all students informed about these.

- The Careers Service of the University (at 56 Banbury Road) can help graduate students evaluate their career prospects. The Careers Service provides comprehensive information and impartial guidance to students.

They offer sessions with Career Advisors, a weekly vacancy bulletin, employer fairs, a database of previous student contacts and a wide range of quality information to help students identify and explore appropriate opportunities. They also offer short courses on career planning, CV writing and interview technique. It is recommended that students make use of the careers service even after they have left. The following are just some of the services available:

- 'Drop-in' discussions with a Careers Adviser for quick queries, usually up to 15 minutes, available on a first-come, first-served basis.
- Pre-booked, longer discussions with a Careers Adviser, usually up to 45 minutes, to help you with any aspect of your career search and planning; usually available within one week of your request.
- Access to Prospects Planner (a computer-assisted careers guidance system), and to aptitude and personality testing, followed by a discussion with a Careers Adviser.
- Where a visit to the Service is not practicable, access to a Careers Adviser by telephone or email.
- Vacancy information: All vacancy information, including work experience opportunities, is published on the vacancy pages of our website. The Bridge, the Careers Service's weekly graduate vacancy bulletin, is sent to undergraduate finalists, postgraduates and graduates; contains large numbers of notices of employer vacancies, along with topical editorials and information about forthcoming talks, presentations and other events; is distributed free of charge within the Oxford Messenger system, and elsewhere on payment of a fee to cover mailing costs.
- Skills training: A programme of skills training sessions, to help you to develop career management and other transferable skills
- Recruitment and information events: A programme of employer presentations and fairs is laid on each term and publicised through the term programme which is sent to all penultimate and final year students. Details and updates are available on their website: www.careers.ox.ac.uk
- Oxford Careers Network: Access to an online database of mostly recent students, who have provided case studies and/or offered to discuss with current students their jobs, firms, application procedures, interviews, etc.

- The Language Centre provides a programme of courses in languages for study and research which are free to students. In addition, its library houses a collection of audio/video cassettes, books and computer programs which cover 130 languages. There is an independent study area with computers and rooms equipped with listening and viewing facilities. The LASR programme is free to all members of Oxford University, and provides courses in ten languages: French, Georgian, German, Mandarin Chinese, Modern Greek, Italian, Portuguese, Russian, Spanish and Welsh. The emphasis is on general communication and most courses last for the entire academic year. Those with proven academic need for classes are given priority. The Language Centre also runs courses in English for Academic Studies. If you are a postgraduate student at Oxford University for whom English is a foreign or additional language then you are entitled to take two free courses in English (Academic Writing and one other). The language centre's main website is at <http://www.lang.ox.ac.uk/index.html> where you will find more detailed information about their courses and also some online resources. **The Departmental Administrator, Victoria Bancroft, must authorise applications to attend these classes.**

Thesis Submission

10.1 All Degrees

For all degrees, the thesis must:

- Be of **no more than the maximum word count** specified for each degree, with **footnotes and tables *included in this figure*; references and appendices are *not* included.** (As a guideline, Appendices should make up no more than 30% of the thesis). The font size must be 12 point, and preferably a serif font such as Times New Roman should be used.
- Give the length of the text in number of words;
- Be printed on one side of the paper only;
- Present the main text in double spacing with quotations and footnotes in single spacing. Place footnotes, where present, at the bottom of each page;
- Have numbered pages;
- Include an abstract of no more than 300 words
- Referencing should correspond to one of the established bibliographic conventions: preferably APA style and not Vancouver; and
- Be submitted in English; unless for exceptional reasons otherwise determined by a relevant Board, in the term in which the candidate is first admitted.

10.1.1 Binding

- For the MSc by Coursework there are no formal rules regarding binding. Students might wish to refer to previous copies kept in the department for ideas. The department has a binding machine, plastic cones etc for students to use for a minimal charge.
- For all other degrees the thesis must be securely and firmly bound in either hard or soft covers. Loose-leaf binding is not acceptable. Candidates are responsible for ensuring that examiners' copies are securely bound and should note that theses which do not meet this requirement will not be accepted.

10.1.2 Thesis length

The maximum (not target) thesis length is:

MSc by coursework	10,000 words;
MSc by research	25,000 words;
MPhil	30,000 words;
MLitt	50,000 words;
DPhil	100,000 words.

Students should note that successful DPhil theses are often considerably shorter than this maximum length. Exceptions to the DPhil limit are rarely given, and must have a strong justification related to the substance of the thesis. The Graduate Studies Committee should be consulted about any request for such an exception well in advance of submission of the thesis.

10.1.3 MSc by Coursework and MPhil Thesis

For the MSc by Coursework and the MPhil, the thesis must:

- Be typed or printed on white paper with a margin of 3 to 3.5 centimetres on the left-hand edge of the page;
- Be identified by candidate number and not by the candidate's name;
- Be delivered to the Clerk of Schools, Examination Schools, High Street, Oxford by the relevant deadline (see Section 3.8 and Section 4.9 respectively). Two typewritten copies are required;
- Be delivered to the Examination Schools in an envelope bearing the words "MSC/MPHIL (as appropriate) THESIS IN SOCIOLOGY" in BLOCK CAPITALS in the bottom left-hand corner.
- Be accompanied by a statement that it is the candidate's own work except where otherwise indicated. This statement should be placed inside its own envelope inside the envelope containing the thesis.
- No mention of Supervisor, acknowledgements or any other identifying remarks.

10.1.4 MSc by Research, the MLitt and DPhil Theses

For the MSc by Research, the MLitt and DPhil, the thesis must:

- have a margin of 1.25 to 1.5 inches (32 to 38 mm) on the left-hand side of each page;
- include an abstract (see details below);
- be placed in an unsealed envelope (one envelope per copy), ready in all respects, except the address, to be posted to the examiners. Each envelope should bear the candidate's name and college and the words "MSC/MLITT/DPHIL (as appropriate) THESIS AND ABSTRACT" in BLOCK CAPITALS in the bottom left-hand corner;
- be accompanied by a slip giving the address to which the examiners should write in order to contact the candidate about arrangements for the oral examination;
- be submitted to the Graduate Studies Office (in one covering parcel if sent by post).

10.1.5 Abstracts

The abstract of the thesis should concisely summarise its scope and principal arguments, of no more than 300 words. It should be printed or typewritten, on one side only, of A4-sized paper. Each copy of the abstract should be headed with the title of the thesis, the name and College of the candidate, the degree for which it is submitted, and the term and year of submission. One copy of the abstract prepared at the time of the examination should be bound into each of the examiners' copies of the thesis. Subsequently, when the examination is completed, candidates should also arrange for a copy of the abstract to be bound into the library copy of their thesis, and should submit with the library copy a separate, unbound copy of their abstract, which may be dispatched to ASLIB and published. The copy of the abstract which is earmarked for dispatch to ASLIB should be presented separately in a form suitable for microfilming, i.e. it should be

1. On one side of a single sheet of A4 paper,
2. A typed, single-spaced top copy, a clear photocopy, or a printed copy (i.e. it should not be a carbon or poor photocopy), and
3. Headed up with name, college, year and term of submission and the title of the thesis.

10.1.6 Materials to be submitted electronically:

For the MSc by Coursework, MSc by Research, the MLitt and the MPhil, the following have to be submitted electronically to the Graduate Studies Administrator before 12 noon September 1st 2012:

- a) The full manuscript of the thesis in MS-Word or PDF;
- b) If applicable, syntax files that were used for quantitative data analysis (for instance the relevant .do-files if stata was used);
- c) In case of own data collection, a file (or files in a zip-archive) containing the raw data (transcripts of interviews, raw data from experiments, other collected material).

The data and syntax files remain the intellectual property of the student. The department will not use the submitted materials for any other purpose and will destroy materials b) and c) after the final exam results for the student have been released.

10.1.7 ORA and Digital Publication of Theses

(<http://www.ouls.ox.ac.uk/ora/>)

ORA (Oxford University Research Archive) is an online archive of research materials including theses created in fulfilment of Oxford awards, produced by graduate students at the University of Oxford.

All students following the DPhil, MLitt or MSc (by Research) who registered for the DPhil from 1 October 2007 onwards, are required to deposit a hardbound and a digital copy of their thesis with the Oxford University Libraries. The digital copy should be deposited in the ORA at <http://ora.ouls.ox.ac.uk>. Students commencing these degrees before October 2007 must deposit a hardbound copy but may also optionally submit a digital copy.

ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read important information about the deposit of and access to digital theses which is available at www.ouls.ox.ac.uk/ora and includes:

- Legal requirements and author responsibilities
- When to deposit the digital copy of your thesis
- How to deposit the digital copy of your thesis
- Open and embargoed access (for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons) to all of part(s) of your thesis
- Information about file formats, fonts and file size
- Information about ETHoS (UK thesis service) [For DPhil theses only]

Whilst the Social Sciences Division strongly supports open access to and wide dissemination of theses produced by its students, during the initial period whilst both authors and publishers adapt to open access, the Division has agreed that by default, access to the full text of digital theses will be **restricted for three years**. When completing the ORA online deposit form authors should therefore enter an embargo end date as three years from the date of deposit. There is no need to complete a separate GSO3.C Dispensation from Consultation form at the time of deposit.

During the period of the embargo, only the following information from your thesis will be available in ORA:

- (i) Item record (your name, thesis title, subject area) **and**
- (ii) Abstract **and**
- (iii) Full text search for single words or short passages of text.

At the time of deposit an author may request permanent closure in ORA under the following circumstances:

(a) For digital material where copyright is held by a third party and permission to disseminate it via the Internet in ORA has not been granted by the copyright holder, the Department will grant permission for the copyright material to be deposited as a separate file from the thesis, on the understanding that the thesis will be available for consultation or reproduction but access to the copyright material will be restricted.

(b) Where confidential material forms only a small part of a thesis and the force of the thesis will not be seriously impaired by the removal of such material, the Department may grant permission for the access to the confidential material to be closed on the understanding that the thesis will be available for consultation or reproduction but access to the confidential material will be restricted.

Authors can also choose to override the default embargo and make their thesis open access either at the time of deposit or at any time during the three year embargo. Authors who wish to make their thesis freely available on deposit should indicate as such on the Deposit and Consultation of Thesis form (GSO3A) and on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should e-mail ORA@bodleian.ox.ac.uk with instructions. If you do plan to publish your research as a book or article it is not recommended to place your thesis on open access in ORA without first discussing this matter with your supervisor and consulting potential publishers to ascertain their policy. The embargo will be automatically lifted after the three year period, and it is the responsibility of the author to apply for an extension if required. **No reminder will be sent** and it will be assumed that the full text can be released if a Dispensation from Consultation form (GSO.3C) is not submitted (see below).

Dispensation from consultation of your thesis – library and ORA

(i) You may apply for dispensation from consultation of the copy of your thesis deposited in the Bodleian or other University Library **and** of the electronic copy of your thesis deposited in ORA if you have a good reason for such a request. Reasons for requesting dispensation might include that consultation or reproduction would put at risk confidential material or invalidate an application for a patent on a product or process described in a thesis. Students are advised to be particularly mindful of the terms of any agreements with an outside body or sponsor governing supply of confidential material or the disclosure of research results described in the thesis.

(ii) Dispensation will always be granted (a) in cases where confidentiality has been made a condition of access to materials that are subsequently incorporated in a thesis and (b) for material where copyright is held by a third party and permission to disseminate it via the Internet has not been granted by the copyright holder. Students should apply for dispensation by completing form GSO.3C, available at:

http://www.ox.ac.uk/students/course_guidance_supervision/graduates/forms/

Journal articles included within the thesis

Authors sometimes include published journal articles within their theses. Authors needing to include such articles as part of the e-thesis can make the article freely available only in compliance with copyright permissions. See www.sherpa.ac.uk/romeo.php for guidance or ask ORA staff (ORA@ouls.ox.ac.uk).

The copyright in the thesis

The copyright in the thesis usually remains with the author. In a tiny minority of cases, copyright might rest with a sponsor or other body. Please speak to your supervisor or Research Services if you are unsure.

Third party copyright

If you have incorporated material within the thesis where copyright is held by an individual or group that is not the author (third party copyright) you will need permission to make such material freely available on the Internet. It is best to obtain such permission when sourcing the material. You need to provide proof of permission when depositing your thesis in ORA (e.g. e-mail or letter). Please contact ORA staff (ORA@ouls.ox.ac.uk) if you are unsure.

Intellectual Property rights

If consultation or reproduction of all or part of the thesis would put at risk **confidential material** or invalidate an application for a **patent** on a product or process described in the thesis, or restricting access to the thesis is a requirement

of any **agreements with an outside body or sponsor** governing supply of confidential material or the disclosure of research results described in the thesis, you should apply for dispensation from consultation. Please speak to your supervisor or Research Services if you are unsure.

Plagiarism

Making the thesis open access increases its visibility, gains recognition for the author and certifies them as author of the work. It can also give rise to concerns about increased risk of plagiarism. However, when work is available open access, plagiarism is easier to detect (by using a web search engine).

General Queries

Please contact ORA@ouls.ox.ac.uk if you require any further information or have any queries regarding the deposit of your digital thesis.

10.1.8 Disclosure of Data Sources

At some point in the thesis the source of the empirical material has to be described in detail. For secondary data it has to be made clear where the data used in the study can be obtained for purposes of replication. For primary data, the method section and/or appendices have to describe the data collection process and provide relevant materials to allow the readers to assess the quality of the data and, if applicable, to replicate the data collection.

10.2 DPhil Theses – Library Copy & Leave to Supplicate

Once the board has provisionally granted a candidate Leave to Supplicate, he/she must submit a finalised copy of the thesis, as approved by the examiners, to the Graduate Studies Office for deposit in the relevant University library. This should incorporate any corrections or amendments which the examiners may have requested of the candidate. **At least one of the examiners *must confirm in writing that any corrections required have been made.***

The library copy of the thesis must be in a permanently fixed binding, drilled and sewn, in a stiff board case in library buckram, in dark colours, and lettered on the spine with the candidate's name and initials, the degree, and the year of submission. **Candidates should note that Leave to Supplicate is *conditional upon receipt by the Graduate Studies Office of the library copy of their thesis; and that candidates may *not* proceed to take their degree until they have fulfilled the requirement to submit a library copy of the thesis.***

10.3. Examination (DPhil, MSc & MPhil)

A DPhil thesis is examined by two examiners, normally appointed by the Graduate Studies Committee on the recommendation of the Supervisor. Supervisors are asked to suggest the names of two internal and two external examiners to the GSC and, as far as possible, to consult with the student to check if he or she has any reasonable objection to any of those proposed. The GSC reserves to itself the right to appoint examiners it considers suitable in the event of failure to reach agreement. The names of reserve internal and external examiners are sought because (particularly in the Long Vacation) considerable delays are avoided if (should the first person invited decline) a reserve can be invited without the need for further consultations with Supervisor and candidate. The candidate is required to attend the oral examination in Oxford. All candidates for the DPhil will have an automatic right to choose to revise and resubmit for the doctorate where the examiners cannot recommend the DPhil on first examination.

MSc / MPhil theses are marked by two of the three examiners for the MSc / MPhil degree. **The examiners can decide to also examine the thesis in an oral examination (Viva) at relatively short notice; students are therefore advised not to leave Oxford until they have received their final degree results in mid-September.**

10.3.1 Late Submission

Candidates may submit the examiners' copies of their thesis, prepared as described above, at the same time as they apply for the Appointment of Examiners. **If they intend, however, to submit the examiners' copies at a later date, they will be required to state, at the time of their application for appointment of examiners, the date by which they will submit.** This should be as soon as possible after the date of application and may in no case be later than the last day of the vacation immediately following the term in which application for appointment of examiners has been made. If a candidate fails to meet this deadline, his or her application for Appointment of Examiners will be automatically cancelled; if he or she has also reached the end of the time when his or her status will lapse then he or she will be unable to apply again, unless he or she is reinstated, which would normally be for one term only in order to submit the thesis for examination.

11 Supervision

All graduate students have a University Supervisor. The University Supervisor guides the student through his or her course of study.

The Supervisor reports on the student's progress to the Graduate Studies Committee (DPhil students) and the Teaching Meeting (MPhil & MSc students) at the end of each term and will also provide feedback to the student. The advice of the Supervisor will always be sought by the GSC before recommending any change in status, transfer between courses, and so on. **It is of great importance for the student to keep in regular contact with his or her Supervisor** and to keep the Supervisor fully informed as to the progress of his or her studies.

Students and Supervisors are required to electronically submit a termly progress report to the Graduate Supervision System (GSS).

Graduate students will also all have a College Adviser. The role of the College Adviser is to provide pastoral and general academic advice. They can be particularly helpful if the student has any academic or other difficulties that he or she does not feel able to discuss with the University Supervisor.

11.1 Change of Supervisor

It may be appropriate in some cases to change Supervisor if, for example, the direction of the student's work changes. The Graduate Studies Committee and all university Supervisors also recognise that occasionally there can arise incompatibilities of temperament or approach between Supervisor and student. Because of the central importance Oxford attaches to the relationship between Supervisor and student, students are urged to discuss any problems of this kind freely and in full confidence with any member of the Graduate Studies Committee. An alternative method of approach in such cases is through the student's College Advisor or College Tutor for Graduates. A change of Supervisor requires the approval of the Graduate Studies Committee.

11.2 Supervision of Taught Course & Research Degree Students

Code of Practice for Supervisors in Department of Sociology

Supervisors responsible for oversight of progress of Masters' students on taught courses are expected to:

- Meet with students (in general twice or more per term),
- Discuss progress, feed-back comments to course providers, course directors and DGS, report on progress to the termly Teaching Meeting,

- Assist in choice of options papers.
- Help in the development of thesis topic.
- Write termly reports on the student using the on-line GSS system

It is expected that if not supervising the student's thesis, overall Supervisory responsibility will normally be transferred to the actual thesis Supervisor part-way through the year.(Subject to approval of the Graduate Studies Committee)

In addition to the above, Supervisors responsible for Masters theses are expected to provide:

- Frequent meetings with students to discuss progress of thesis (informal guidelines: for MSc students in general three or more meetings during summer vacation, for MPhil at least four times per term).
- Timely responses to materials submitted for comment.
- In particular, comment on final drafts in good time for students to respond before final submission.
- Ask to see transcripts of interviews, or syntax files in data analysis to check that the thesis is indeed the student's own work.

This last obviously depends on Supervisors' availability in Oxford during the summer vacation months, and on students' timely submission of drafts. Good practise would be to ask students to submit more than 3 weeks before final deadline, allowing a response to students at least ten days before the deadline for submission. Supervisors should provide a reasonable level of availability during the summer; it is the student's responsibility to arrange dates for submission of work to Supervisors – but it would be helpful if Supervisors could warn students of any extended period of unavailability during the month before the thesis submission date.

Supervisors responsible for Probationary Research or Doctoral students are expected to:

- Meet with students (in general four or more times per term).
- Agree initial requirements for training through taught courses.
- Discuss progress, providing feed-back to the Director of Graduate Studies, and report on their students' progress to the termly Teaching Meeting.
- Write termly supervision reports using the on-line GSS system.

Formal responsibility ceases once students have passed the four year submission deadline; Supervisors are nevertheless encouraged to read and comment on such students' final thesis drafts.

12 Regulations Governing Graduate Degree Courses

Here are summaries of the most relevant rules from the *Examination Regulations* (the Grey Book). In exceptional circumstances it may be possible to seek dispensation from these rules. Students should consult the Grey Book for the full text and seek advice from their Supervisor.

12.1 Plagiarism

12.1.1 What is Plagiarism?

The JISC Plagiarism Advisory Service (2003) states that: 'Plagiarism is the presentation of someone else's work as though it were your own'. You may be found guilty of plagiarism if:

- You are presenting or passing off another person's work as your own
- You import into your own work 'more than a single phrase from another person's work without the use of quotation marks and identification of the source'
- You make 'extensive use of another person's work, either by summarising or paraphrasing it merely by changing a few words or altering the order of the presentation, without acknowledgement'
- You use 'the ideas of another person without acknowledgement of the source' or submit or present work as your own' which is substantially the ideas or intellectual data of another'
- You make 'a deliberate attempt at passing off the ideas or writings of another person as your own'
- You take 'the words, ideas and labour of other people and give the impression that they are your own.'

From "Beat the Witch-hunt! Peter Levin's Guide to Avoiding and Rebutting Accusations of Plagiarism for Conscientious Students." Please see www.admin.ox.ac.uk/proctors/info/pam/index.shtml for full references.

12.1.2 Plagiarism and University Policy

Cases of apparently deliberate plagiarism, while happily infrequent in the University; are taken extremely seriously, and where examiners suspect that this has occurred, they bring the matter to the attention of the Proctors. For further details, please refer to:

<http://www.admin.ox.ac.uk/proctors/pam/section9.shtml>

Your attention is drawn to the Proctors' and Assessor's Memorandum, Section 9.5, 'Conduct in Examinations' and in particular to Sections 4 and 5 and the concluding paragraph of the section:

No candidate shall present for an examination as his or her own work any part or the substance of any part of another person's work.

In any written work (whether thesis, dissertation, essay, coursework, or written examinations) passages quoted or closely paraphrased from another person's work must be identified as quotations or paraphrases, and the source of the quoted or paraphrased material must be clearly acknowledged.

The University employs a series of sophisticated software applications to detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors on-line essay banks, essay-writing services, and other potential sources of material. It reserves the right to check samples of submitted essays for plagiarism.

Although the University strongly encourages the use of electronic resources by students in their academic work, any attempt to draw on third-party material without proper attribution may well attract severe disciplinary sanctions.

12.1.3 Self-Tests on Plagiarism

The websites for a number of online plagiarism tests are shown below. These tests will help you to understand and avoid plagiarism in your work.

<http://education.indiana.edu/»frick/plagiarism>

<http://www.essex.ac.uk/plagiarism/contents.html>

<http://www.ecf.utoronto.ca/»writing/interactive-plagiarismtest.html>

12.2 Failing the MSc or MPhil

- Candidates who have previously failed the MSc/MPhil without extenuating circumstances cannot achieve more than a pass degree on retaking.
- In the event of failure of the MSc, MPhil or MPhil Qualifying Test overall, a candidate is allowed to retake/resubmit certain elements (meaning discrete pieces of written work, theses, tests, or examination papers). Any retakes/resubmissions for the MSc or MPhil must take place the following year. Any retakes/resubmissions for the MPhil Qualifying Test must take place before the first week of the next academic year. A candidate may only retake/resubmit elements of those components that received a fail mark overall. If a candidate failed a component for which assessment is comprised of one or more elements, only those elements that received a fail mark may be resubmitted/retaken. Any elements for which the candidate achieved a pass mark cannot be resubmitted/retaken. Any elements that constitute part of a component that received a pass mark overall cannot be retaken/resubmitted, even if there are particular elements of the component that received a fail mark. Marks for any elements that are not retaken or resubmitted will not change.
- If a candidate fails just one component of the MSc/MPhil, and it is a marginal fail (**i.e. not less than 58**), they can still be awarded a degree *without* distinction if they achieve a mark of **67 or above** in another component.
- Any resubmitted written work (including the thesis) will be examined afresh. While there is no requirement to make substantial changes to written work before resubmission, **candidates should note that fail marks are never awarded without careful consideration and minor editing is unlikely to be sufficient to transform even a marginal fail mark into a pass mark.**
- Candidates must re-register if they wish to re-take any exam or resubmit their thesis. Re-registration must be completed at the same time and in the same way as registration for current students, i.e. in early Hilary term through the student's college. They must also pay a fee for resubmission of the thesis and another fee for exam entry (details can be obtained from Colleges). A student must be both registered and their re-entry fee received by Exam Schools for their exam or thesis to be marked. **The onus is on the student to arrange resubmissions in conjunction with their college and Exam Schools. The department is not involved in the process.**
- If a student does not submit their thesis, or fails to turn up for any of their exams, the university will presume that the candidate has withdrawn from the course completely, and the student will have to be reinstated and will have to

complete all exams and coursework again (**i.e. it is better to hand in a bad thesis/complete an exam and fail, than to hand nothing in at all.**)

- Candidates who fail the Qualifying Test are allowed to retake the Test before the beginning of the first week of the next academic year. Such candidates are required to retake only those elements of the Qualifying Test that they have failed.
- For students whose thesis fails to attain a pass mark, the Department provides two Supervisory sessions before resubmission: one at the beginning of the academic year and one when the student has a complete draft of the (revised) thesis. If a student is retaking a component of the MSc/MPhil that is assessed by unseen examination, the Department will provide a single Supervisory session to review the student's knowledge and understanding of the subject and advise on appropriate further study and revision. If a student is retaking a piece of coursework, arrangements will be made for the student to discuss with the relevant course provider an appropriate course of action to enable the coursework to be completed. Additional provision of assistance may be available to those who failed or could not complete the MSc/MPhil due to illness or circumstances outside their control.

12.3 Release of Examination Marks

On advice from the University authorities, **no marks are released until after the final meeting of the Examination Board** for the course (July for the MPhil, September for the MSc & MPhil Qual). There will be **no** exceptions to this.

12.4 Fees

- Fees are paid termly. The maximum number of terms for which DPhil students must pay fees are:
 - Nine – six as a PRS student, three after transfer of status
 - Six, if they have an Oxford MSc
 - Three, if they have an Oxford MPhil
- MSc students pay three and MPhil students six terms of fees.
- **Fees are charged whether or not the student is working in Oxford.** Fees are not charged if the student status is formally suspended by the Graduate Studies Committee.
- College fees are also payable: candidates should enquire of their colleges about these.

12.5 Residence Requirements

- The residence requirement is shown below. Students must work in Oxford for this period.

for the MSc	three terms
for the MSc by Research	three terms
for the MPhil	six terms
for the MLitt	six terms
for the DPhil	six terms
for a DPhil candidate who has successfully taken the Oxford MSc or MPhil	three terms.

- Residence as a Recognised Student does not count towards residence required for Oxford degrees.

It is vital that every overseas student familiarises themselves with UK Visa Rules and Regulations. Please refer to the UK Border Agency Website and the relevant section of the University Website. It is your responsibility to inform your Department and College of any change in circumstances, including address.

12.5.1 Dispensation from the Residence Requirement

- Applications from DPhil students (on the Graduate Studies Office form) for dispensation from the residence requirement can be considered **if and only if** it is essential for the work on the thesis to be carried out away from Oxford. **The maximum number of terms for which such dispensation may be granted is three.**
- Candidates for research degrees should note that, with the consent of their college (and the support of their Supervisor) they may leave Oxford for a period, as long as they return and fulfil the necessary residence requirement before submitting their theses. **It should be noted however that fees will continue to be payable during such absence.**

12.5.2 Suspension of Status as a Postgraduate Student

With the support of his or her Supervisor and college, students may apply to the Graduate Studies Committee for suspension of status for a specified period. If the application is approved, the candidate will not be liable to pay fees during the period of suspension and will automatically resume his or her former status at the end of the period. **He or she will not normally have access to university facilities during the suspension period.** The Graduate Studies Committee may consider applications for suspension on the following grounds:

Where the student is prevented from pursuing his or her course of study in circumstances which are outside his or her control though there are good grounds for believing that he or she will be able to resume work within a reasonable period (e.g. cases of unforeseeable financial difficulty, and physical or mental incapacity, including, if necessary, maternity leave and unexpected domestic crises).

Note: Where suspension of status is requested on the ground that the candidate is in unforeseeable financial difficulty, the Committee will require certification from the candidate's college that it was fully satisfied, when the candidate was first admitted, that his or her financial position was at that time sufficiently secure to enable the candidate to complete his or her studies, but that since then an unforeseeable deterioration has occurred which makes it impossible for the candidate to continue his or her studies for a limited period. An increase in University fees will not normally be regarded as a sufficient ground for granting suspension of status.

- Where it is desirable that a candidate should give up his or her work for a limited period:
 - In order to concentrate on some other project which cannot reasonably be deferred until his or her postgraduate work is completed (e.g. in order to acquire some ancillary qualification); or
 - To take up temporary work which is likely to be relevant to his or her subsequent career and the opportunity for which is unlikely to recur.
- In the case of study abroad:
 - Where a student holds a British Academy or research council studentship which is suspended during the period of study abroad because of the nature of the study, or
 - Where a student receives an award which does not cover fee liabilities, if the nature of the study abroad is such that, in the case of holders of a British Academy or research council studentship, the studentships would be suspended during the period abroad, or
 - Where a student's work is unduly delayed by difficulties in making arrangements for study, or in carrying out such study, in another country.
- Any such application should have the support of the student's Supervisor and college and should normally be for a specified period.
- **Candidates are expected to endeavour to complete their studies within the normal time limits for the course in question and the Graduate Studies Committee is not prepared to consider applications for suspension merely on the ground that a candidate wishes to engage, for**

personal reasons, in some other activity and then return to his or her postgraduate work at some later date.

12.6 Illness

The University records should show correctly for how many terms a student has been actively working on a thesis. Students whose work is unavoidably interrupted by illness are encouraged to apply for suspension of status. ESRC-funded students must additionally comply with all of the ESRC's regulations for suspension of the course. Failure to comply with these regulations may have serious consequences for the Department's ability to award ESRC studentships in the future.

A candidate for the MSc or the MPhil whose illness is not serious enough or of too short duration to justify suspension of status may nevertheless feel that it is likely to have an adverse effect on his or her performance in the examination. In this case he or she must ask his or her Senior Tutor, Supervisor and doctor to take up his or her case with the Proctors, who have the option, at their discretion, of writing to the examiners and asking that the candidate's illness be taken into account. **Candidates should not write direct to the examiners, who cannot take account of pleas which do not arrive through the official channels.**

If a research student falls ill and it is thought that this might result in a subsequent application for extension of time, it would be desirable to obtain a medical certificate at the time. The student should always let his or her Supervisor know when illness has prevented work on the thesis.

12.7 Teaching by Graduate Students

- Opportunities to teach undergraduates may exist. Students should not however spend more than six hours maximum preparing for any teaching they might undertake. In order to provide teaching, graduate students must have their names entered on the Tutorial Register which is circulated to tutors. The Register is managed by the Department of Politics and International Relations, and is updated annually. Further details are available from www.politics.ox.ac.uk/teaching/index.html
- Students will be required to obtain the written agreement of their Supervisors before being included on the Tutorial Register and undertaking any teaching commitments. They must also attend the Level 1 training session in Preparation for Academic Practice provided by the Institute for the Advancement of University Learning- see section 9.8 for more information.

12.7.1 Other Paid Work

Students may, subject to their Supervisor's approval, take on other paid work up to a maximum of six hours per week. Such work should wherever possible be relevant to their course of study. Work hours must not conflict with any courses or other meetings scheduled by the Department for the student.

12.8 Research Ethics

All projects which involve human participants, that is people participating in a direct way- by for example answering questions about themselves or their opinions, performing tasks, or being observed; or which involve data about identified or identifiable people, must secure approval from an appropriate body. You must secure approval for your project before you begin any part of your research which involves human participants.

- Full details of the University's policy and procedures regarding research ethics; as well as the necessary CUREC forms, can be found at www.admin.ox.ac.uk/curec/index.shtml

- Information on the Data Protection Act can also be found here.

- In summary, there are three possible stages in obtaining ethical approval. The number of stages you need to go through will depend on the type of research you are conducting.

- For stage one, you should complete a Student Research Ethics Pre-CUREC form (<http://www.sociology.ox.ac.uk/admin/ethicschecklist.doc>). All MSc and MPhil students need to do this, whereas Doctoral students should skip this stage and go straight to stage two. If you can answer YES to the question, "Are all the data about people to be used in your study anonymised data which neither you nor anyone else involved in your study can trace back to the individuals who provided them (e.g. census data)" this is the only form you need to complete by the deadline below.

- **The latest dates for submission of the Student Research Ethics Pre-Curec form (for taught course students) are as follows:**

MSc – Friday 8th week of Hilary Term;

MPhil – Friday 8th week of Hilary Term of the first year.

- If your answer to the question, "Are all the data about people to be used in your study anonymised data which neither you nor anyone else involved

in your study can trace back to the individual who provided them (e.g. census data)” is NO, you must go to the second stage.

- Stage two involves completing a CUREC1 form.
- The CUREC1 must be submitted (in hard copy and electronically) to the admin office who will obtain the Head of Department’s signature.
- If, on the CUREC1 form, any of your answers to section F are in shaded boxes you will need to go on to stage three and complete a CUREC2 form and apply for full approval. Please contact the admin office for further advice if this is the case.
- PRS students must ensure that they have completed all the necessary CUREC forms by the time they come to submit their documents for Transfer of Status. This is so that they can prove to the Graduate Studies Committee that their topic has been ethically approved (or that it is at least pending approval).
- **Research Ethics Guidebook for Social Scientists** Students are also This is a guide through ethics review and regulatory processes for social scientists. Aimed at early career researchers, the site is easily accessible and clearly written. www.ethicsguidebook.ac.uk

13 Problems, Concerns and Complaints

13.1 Problems, Advice

Students who have problems; academic, administrative or personal, and who are uncertain of the proper way to go about solving them have several possible courses of action open to them.

- Consult their Supervisor or the Graduate Studies Administrator, Anne Millard in the first instance. The Director of Graduate Studies – Prof Federico Varese, or the Head of Department –Dr Tak Wing Chan, who will if necessary consult the appropriate authorities on their behalf. The Director of Graduate Studies, Prof Federico Varese has an “office hour” (time tbc) in the department during term. During this hour students may drop in with *brief* questions. For longer questions (i.e. requiring more than 15 minutes of time) an appointment *must* be booked.
- At their colleges consult the Senior Tutor, the Tutor for Graduates or their own College Advisor, who will give similar help.
- Consult the elected graduate representatives in the Department who will give what help and advice they can.
- Consult the Graduate Studies Office in the University Offices or the Graduate Studies section of the University website, which will advise on the obtaining of necessary forms, submission of applications, dates and deadlines, deposit of theses, etc.
- Students who are not satisfied that the Department has addressed their concerns should consider making a formal complaint to the Head of Department, Dr Tak Wing Chan. There are also some issues which the Department cannot address, e.g. complaints relating to exams, and a formal complaint to the Proctors must be made in these circumstances. See section 13.2 in this handbook.
- On a more personal level, the University Counselling Service at 11 Wellington Square (which acts in a strictly confidential way) is experienced not only in general psychological problems but also in the special problems and blocks associated with academic work.
- Nightline is a confidential listening and information service run for students by students and is open from 8pm until 8am from 0th to 9th week

each term. Students can phone (2)70270 or visit Nightline at 16 Wellington Square.

13.2 Making a Formal Complaint

- The Proctors investigate complaints, and are responsible for seeing that University examinations are properly and fairly conducted.
- All complaints must be directed to the Proctors (customarily the Senior Proctor) at the Proctors' Office, University Offices, Wellington Square, Oxford OX1 2JD). Formal complaints sent to the Department or the Graduate Studies Office will be forwarded immediately to the Proctors.
- No complaint can be considered unless it is in writing. Only in exceptional circumstances will complaints be considered which do not come from either the candidate or the Supervisor. After a thesis has been submitted, the Proctors will not consider a complaint under this procedure dealing with allegations relating to inadequate supervision or other arrangements during the period of study.
- A complaint must relate to the outcome of the graduate degree in question. The complaint should identify the specific allegations relating to which remedy is sought. The Proctors will concern themselves principally with allegations relating to (i) procedural irregularities in the examination; (ii) circumstances affecting the student's performance of which the examiners were not aware when their decision was taken; (iii) evidence of prejudice or of bias or of inadequate assessment. **Candidates should note that complaints relating to the academic judgement of the examiners will not be considered.**
- Notice of the receipt of a complaint will be sent to the chair of the Divisional Board concerned, the responsible officer of the candidate's college, and the candidate's Supervisor(s).
- A complaint must be lodged with the Proctors within twelve months of the date of the formal notification of the result of the examination from the Graduate Studies Office. Only in exceptional circumstances, for example where the Proctors are satisfied that new evidence has come to light since the expiry of the time limit, will a complaint be considered outside this limit.

13.3 Investigating a Complaint: the Candidate

- The candidate has the right to appear before the Proctors to state his or her case, and may be accompanied by a friend or adviser of his or her choice.
- A candidate does not have the right to see the examiners' report but, in the case of referral for the DPhil, or the relevant lower degree, will receive a statement from the examiners indicating the respects in which the thesis falls below the standard required for the degree. In the case of outright failure or the award of the relevant lower degree, the Proctors may ask the examiners for a statement on the thesis for transmission to the candidate.
- Candidates are reminded that direct communication with examiners during the course of a Proctorial investigation is not permitted.

13.4 Investigating a Complaint: the Proctors

- The Proctors may inspect any relevant material, including Divisional Board minutes relating to the receipt of the examiners' report, and reports from the candidate's Supervisor(s).
- The Proctors may consult the Supervisor, the examiners, the chair of the appropriate Divisional Board and anyone inside or, if necessary, outside the University whose views are considered relevant.
- The Proctors may call on a candidate to explain his or her case, and the candidate may be accompanied by a friend or adviser of his or her choice.

13.5 The Outcome of a Complaint

- At the conclusion of their investigation, the Proctors will decide, whether, on the facts of the case, the complaints should be upheld wholly or in part, or should be rejected. The Proctors' decision will be final.
- If satisfied that justice has not been done, the Proctors may recommend an appropriate course of action to the Divisional Board. They may, if necessary, seek a decree of the Hebdomadal Council to bring about the action which they recommend.
- The Proctors' decision and any subsequent recommendation will be communicated to the candidate. This will be accompanied by a reasoned statement of their decision.

- The Chair of the Divisional Board, the appropriate officer of the college, the Supervisor(s), and, in some circumstances, the examiners will be informed of the outcome of the Proctors' investigation.
- An annual report on the outcome of the investigation into complaints is given to the Educational Policy and Standards Committee in Hilary Term.
- The procedures followed reflect the general recommendations of the Code of Practice on Academic Appeals Procedure at Postgraduate Research Degree Level issued by the Committee of Vice-Chancellors and Principals in 1986.

13.6 Who to talk to about what?

Academic Matters (e.g. Transfer of Status)

Supervisor; Taught Course Director – Dr Heather Hamill; Director of Graduate Studies – Prof Federico Varese or Graduate Studies Administrator – Anne Millard

Use of Departmental Facilities (e.g. Student Computers, see Section 2.8)

Departmental Secretary – Jane Greig

Business of the Graduate Studies Committee (see Section 2.5)

Graduate Studies Administrator – Anne Millard

Use of Data Library (see Section 2.8)

Computing and IT (see Section 2.8)

Departmental Bursary and Student Research Allowance (see Section 2.12)

Departmental Administrator – Victoria Bancroft

Change of Supervisor (see Section 11.1)

Supervisor; any member of the Graduate Studies Committee – Prof Federico Varese; Dr Heather Hamill; Dr Michael Biggs; Dr George Leeson or Graduate Studies Administrator, Anne Millard or College Tutor.

Confidential Advice Relating to Harassment (see Section 13.2)

Dr Stephen Fisher or the University's confidential harassment number (2)70760

A Miscellaneous

- The Department adheres to the British Sociological Association Statement of Ethical Practice, a copy of which can be found at www.sociology.ox.ac.uk/internal.html
- The code of practice relating to harassment can be found at www.admin.ox.ac.uk/eop/har/code.shtml
- Full details of the University's Equal Opportunities Policy with regard to racial equality, gender equality, disability services, childcare, harassment and recruitment monitoring are available at www.admin.ox.ac.uk/eop
- For further essential information, please see dev.admin.ox.ac.uk/proctors/pam/index.shtml

B Skills Review and Training Needs Analysis

1. What is Skills Review and Training Needs Analysis?

During your doctoral studies at the University of Oxford you will complete an annual skills review with your Supervisor. The skills review is a process of reviewing your own level of skills and competence across a broad range of research and other skills that will help to support your research. During your doctoral studies you will be encouraged also to think about your own professional development and future career.

There will be opportunities for you to develop a range of skills during your studies. Your Department will offer training and development opportunities that are specific to your research, and you will also have the opportunity to attend training activities beyond your department. Information about the training opportunities available within the Social Sciences Division and across the University is available online at: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd>.

The Student Enrolment System (SES) lists the modules that are available to doctoral students across the Social Sciences at Oxford <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses>. You will be able to view course details and enrol for courses using the SES.

Completing the Training Needs Analysis Framework

The skills categories listed in the TNA framework will help you to complete your research and also enhance your professional development. The TNA will be individual to you and it is designed to evolve as you progress to completion.

The TNA framework allows you to see where you are with the skills listed, and where you need to be; the gap representing your training needs. There are a number of ways that you can address any training gaps, including attending a training course/workshop, attending a lecture/seminar, completing an online training course or perhaps attending a conference. Your Supervisor will be best placed to provide guidance about how to address any skills training gaps. The University's online termly reporting system through GSS provides a good opportunity for you to review and plan your development at the end of each term.

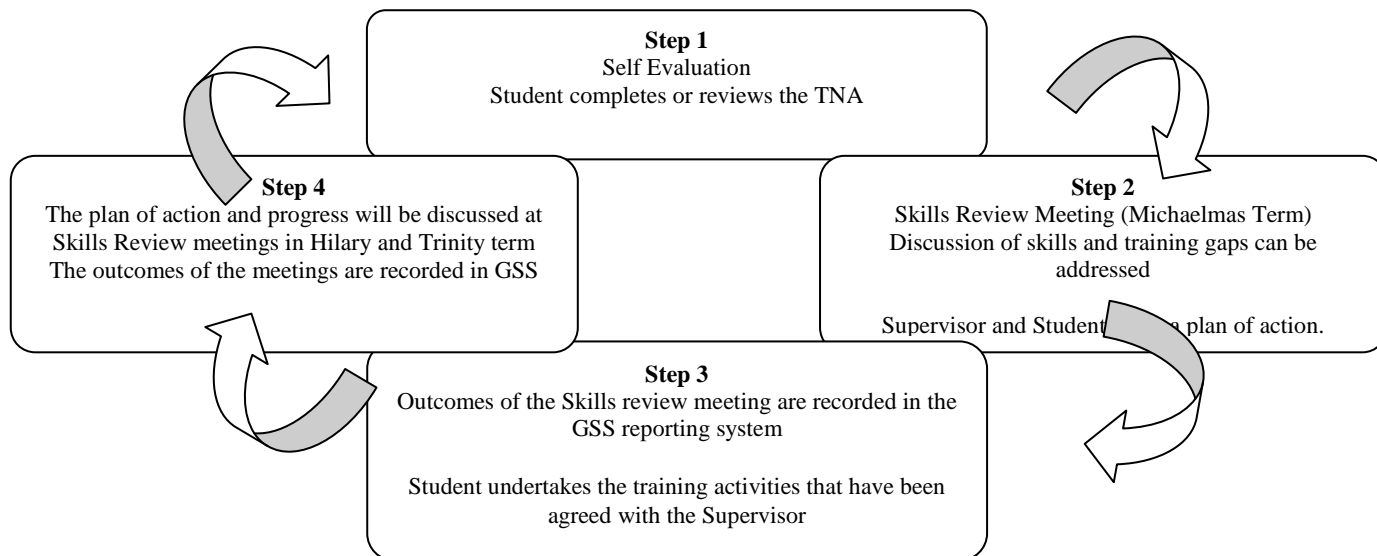
You will develop a 'plan of action' with your Supervisor to address your training needs, taking into account:

- The skills and knowledge that you already possess
- The particular requirements of your proposed research
- The need to be aware of a wide range of research methods
- Your own professional development and career aspirations

You will agree with your Supervisor the training activities that you will undertake

The Skills Review Process

The SR and TNA process is an annual cycle and can be summarised as follows:



2. Student Enrolment System (SES)

The Student Enrolment System brings together the training available in across the departments in Social Sciences; and makes it available to all doctoral students in the Social Sciences. This means that you have access to a range of teaching taking place in departments. These include academic courses/modules, research methods modules, teaching, transferable skills and career development training. With access to all these courses, you and your supervisor are able to tailor a training programme to suit your individual needs and interests.

How to Sign-Up for Courses

To sign-up for these courses, you need to access the Student Enrolment System (SES) which can be found on WebLearn at <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses> using your Oxford Single Sign-On. Once you are in the SES, you will find a tree that lists all the departments. Clicking on the department you are interested in expands the menu and displays a list of modules available to you to sign-up. Any modules in green are available for sign-up, modules in black are not yet available, and modules in red are full. By clicking on an individual module in the navigation tree you will be able to find out more information about the module. The sign-up button allows you to sign-up for the module.

A pop up window will ask for your supervisor's email address and your reasons for wanting to attend the module. The system requests this because your supervisor's permission is required for you to attend any training Modules. To

continue, click 'Confirm Signup' or cancel if you no longer wish to enrol for the module. Please note you will need to enter an email address recognised by the University. Following submission an email will be sent to your Supervisor and the Module Administrator for approval. When approval has been granted you will be notified via email that you have a place on the Module. You will also be notified if approval is not granted. If you find a module you would like to enrol for but it is no longer bookable or there are no places available, then please email the Module Administrator responsible for the module.

Searching for Courses

Above the navigation tree there are links for Module Signup, Module Search, and My Modules. If you click on Module Search you will find a list of modules will appear in the main body of the page. These modules are currently open for booking and can be browsed as one long list by scrolling to the bottom of the page and clicking the link 'show all results'. To find out more about a module, click the button 'More details' under each result.

There are a number of options to search for a module on the right hand side of the page. To search by a specific word or term, use the search box provided at the top. Results of this search will be listed by relevance on the main body of the page. To search by department, click on the department name under the main search box. A tick will appear by the department's name and a list of modules will display in the main body of the page. Clicking on more than one department will add results relevant to that department.

My Modules

To find out your status on any course you have signed-up for, click on My Modules link. A list of modules you have applied for is displayed, including your status:

- Pending: Indicates you have applied for the module and are waiting for confirmation from the Module Administrator.
- Accepted: The Module Administrator has confirmed your signup.
- Approved: Once your supervisor has approved your attendance on the module.
- Withdrawn: In My Modules you have the option to withdraw from a course. By clicking the withdraw link you will be withdrawn from the selected module.
- Rejected: If your supervisor does not think you should attend the module or a Module Administrator cannot offer you a place they will reject your request.

3. Induction

A welcome event for all new doctoral students to the Social Sciences at Oxford will take place on Thursday 20th October 2011. The welcome event will provide the opportunity to meet fellow researchers at a Poster and Networking session that will follow the inaugural induction presentations. Doctoral students from

across the Social Sciences will showcase the research that they are currently undertaking. This will provide a valuable opportunity to for you to make connections with the wider Social Sciences research community at Oxford. The welcome event will also include the formal launch of the Social Sciences Doctoral Training Centre by the Vice-Chancellor.

4.00pm: Welcome and Introduction to the Social Sciences - Professor Roger Goodman (Head of Social Sciences Division)

4.30pm: 'A DPhil in 10 Simple Rules' - Dr Lucie Cluver (Department of Social Policy and Intervention)

5.00pm: Formal Launch of the ESRC Doctoral Training Centre - Professor Andrew Hamilton, Vice-Chancellor

5.15pm: Poster Viewing and Networking

6.30pm: End of Event

The Welcome Event will be followed by a series of lectures for research students delivered by leading Social Science scholars; the lectures will demonstrate some of the innovative research and applications of the Social Sciences. Each lecture will be followed by a question and answer session and an opportunity to network with fellow researchers. Further details about the lecture series can be found on WebLearn, <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd>

4. Academic and Professional Development Programme (APDP)

The Social Sciences Division will be coordinating an Academic and Professional Development Programme (APDP) for doctoral students across the Social Sciences at Oxford. The APDP will compliment the valuable research training that is delivered within your department. The APDP will provide an intellectually stimulating programme of activities that will foster inter-disciplinarity, and provide an opportunity for doctoral students to network with fellow students from across the social science community.

There are three streams of training that address training needs at different stages of your studies; early stages, the middle years and the final stages. The programme will also help you to prepare for academic and non-academic career pathways. The sessions will consist of a mixture of seminars, lectures and workshop that will be run by experienced academics and skilled facilitators from inside and outside of Oxford. Sessions will include:

Early Years

- Welcome to the Social Sciences Induction event and follow-up lectures
- Starting the DPhil
- An Introduction to Ethics
- Introduction to E-Thesis
- Managing Research and the DPhil Milestones

- Public Speaking
- Presenting Research
- Data Management

Middle Years

- Safety in Fieldwork
- Communicating Research to Different Audiences
- Introduction to Teaching and Learning at Oxford
- What is Research Impact?
- Career Planning
- Building Academic Networks
- Producing Posters
- Harnessing the Web for Research

Final Years

- Finishing the DPhil
- The Viva
- Getting Published
- Public Engagement
- Media Training
- Careers in Academia for Social Scientists
- Careers for Social Scientists
- Building a Professional Profile

Further details about the Academic and Professional Development Programme can be found on WebLearn,

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd>

To enrol for these sessions, please use the Student Enrolment System,

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses>

5. Social Sciences Doctoral Training Centre

The University of Oxford has been accredited by the Economic and Social Research Council (ESRC) as a Doctoral Training Centre for Social Sciences. The Social Sciences Doctoral Training Centre is part of a network of 21 Centres across the UK and offers 45 studentships each year in a wide variety of Social Science subjects.

The Doctoral Training Centres are centres of excellence, supporting graduate students with a research emphasis on interdisciplinary work looking at real-world issues with policy relevance – and thus seeking to better the lives of people around the globe. In addition, the centre will help provide skills to meet the needs of an evolving society and train students as academic apprentices.

The Social Sciences Doctoral Training Centre aims to:

- provide enhanced opportunities for students to work on emerging interdisciplinary topics through a wide range of training pathways;

- widen the programme of research and professional training opportunities and other activities by drawing on the resources of departments, research centres, and services across the social sciences, humanities, natural sciences and medicine;
- enhance opportunities for students to work in interdisciplinary settings through a programme of research and professional skills training, seminars, workshops, lectures and other activities bringing students together from across the social sciences at Oxford
- build on Oxford's strong and diverse knowledge exchange and collaborative relationships with national and international government, business and third sector organizations to create a range of collaborative studentship opportunities, including co-funding, internships and placements
- build on, in collaboration with other ESRC Doctoral Training Centres, Oxford's long-standing commitment to creating opportunities for students from other institutions to benefit from the wealth of our expertise in advanced and specialist research training.