Department of Sociology

Student Handbook: MPhil in Sociology and Demography

2018-2019

A NOTE ABOUT HOW TO USE THIS HANDBOOK

This handbook provides you with all the information you need to know for studying on the MPhil in Sociology and Demography.

Please note that your degree is formally governed by the Examination Decrees and Regulations (the Exam Regs). This is published in September each year, and can be found online. The MPhil in Sociology and Demography handbook contains informal descriptions and interpretations of some of the most relevant rules but any formal question has to be settled primarily by reference to the Examination Decrees and Regulations.

The Examination Regulations relating to this course are available at http://www.admin.ox.ac.uk/examregs/. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Graduate Studies Administrator at graduate-studies@sociology.ox.ac.uk.

The information in this handbook is accurate as at 28 September 2018. However, it may be necessary for changes to be made in certain circumstances. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

This handbook applies to students starting the Master of Philosophy in Sociology and Demography in Michaelmas Term 2018. The information in this handbook may be different for students starting in other years.

Other key sources of information for students on the 2018-19 MPhil in Sociology and Demography include:

- The 2018-19 Sociology Student WebLearn site – accessible by clicking though from the link on the top of the front page of the Department's web page (http://www.sociology.ox.ac.uk/). (WebLearn is Oxford's Virtual Learning Environment, where the Department and many courses have pages with further information, course assignments, etc.)
- The Exam Conventions, which will be made available on the above WebLearn site
- The University's website for students: http://www.ox.ac.uk/students
- The handbooks provided by Oxford colleges

Finally…

We continuously strive to improve our services and welcome any feedback, concerns or suggestions received in connection to the handbook content. These should be sent to the Graduate Studies Administrator, at graduate-studies@sociology.ox.ac.uk

Welcome from the Department

Dear incoming Oxford Sociology MPhil students,

Welcome to the University of Oxford and to the Department of Sociology. We are delighted you have chosen to study and research with us. We hope that you will have an enjoyable and productive time here.

This handbook provides a guide to your degree course and to life as a graduate student in the Department of Sociology. Please read it carefully! And in future if you have a question or need to refresh your memory please turn back to this document as your first port of call. It is also available online via the Departmental web page (https://www.sociology.ox.ac.uk/materials/documents/handbooks/MPhil_Student_Handbook.pdf).

If you cannot find the answer to your question, then please do not hesitate to contact our Graduate Studies Administrator, Natasha Cotton, either by email (graduate-studies@sociology.ox.ac.uk), phone (01865 286183), or by going to her office, no. 326. **Natasha will be in post from 15th October 2018, before that date please contact Jane Greig at reception (01865 281740; jane.greig@sociology.ox.ac.uk).**

Professor Stephen Fisher is the Director of Graduate Studies (DGS). The main purpose of this position is to chair the Sociology Graduate Studies Committee (GSC) which is responsible for delivering all the degree programmes for the department. When it comes to administration, the Taught Course Director (TCD), Professor Colin Mills, is primarily responsible for overseeing the two Masters programmes and the DGS focuses more on the doctoral programme. But Natasha Cotton does the lion's share of the work on everything to do with graduate studies in the department.

Issues that several students collectively want to discuss are often brought to what is known as the Graduate Joint Consultative Committee (GJCC). The name is one of the many examples of strange terminology used in Oxford. Essentially it is a termly committee meeting where faculty and students discuss whatever issues students want to raise. Please see page 42 for further details, and do let your course representative know if there's anything you are concerned about.

If there is some question or issue that you personally want to raise at a senior level please do not hesitate to get in touch. Usually the best way is to arrange a meeting by email with the DGS stephen.fisher@sociology.ox.ac.uk, or with the TCD colin.mills@sociology.ox.ac.uk.

There are, of course, other aspects of student life in Oxford that this handbook does not cover, including information about the Social Sciences Division of which the Department of Sociology is a part (https://www.socsci.ox.ac.uk/), the Social Studies Library (http://www.bodleian.ox.ac.uk/ssl), the wider university (http://www.ox.ac.uk/), your college, student organisations, etc. Oxford provides many opportunities which we hope you will be able to take some advantage of as well as engaging wholeheartedly in study and research for your degree.

We look forward to meeting you all in person.

Stephen Fisher
Director of Graduate Studies

Colin Mills
Taught Course Director

Table of Contents

MPhil at a glance

Overview

The course aims to introduce students to contemporary approaches to research to the study of population change and its consequences. These approaches explicitly join the *macro* approach of traditional demography with the *multilevel*, actor-oriented life course approach. The *macro* approach of traditional demography is epitomised by the decomposition of population dynamics into fertility, mortality and migration trends and by the measurement of such dynamics and trends. The *multilevel,* actor-oriented life course approach sees individual trajectories and key life course events (including births, deaths and migrations) as embedded in a multilevel factorial model which emphasises the role of the historical and geographical context; the role of kinship and network ties; and the role of human development, therefore generalising the traditional demographic emphasis on period, cohort and age. This idea of bridging the gap between the macro-oriented and actor-oriented approaches in the study of demography is consistent with the direction that Oxford's Department of Sociology has followed in general since its inception. Therefore, the curriculum emphasises:

- population-level analysis and demographic measures;
- the life course approach;
- sociological analysis as the key approach to explanation;
- advanced quantitative methods.

The course will be assessed on the following elements:

- Three compulsory core courses: Sociological Analysis; Demographic Analysis; and Life Course Research. Sociological Analysis and Life Course Research are assessed by an examination at the end of Trinity Term; Demographic Analysis is assessed by take-home exams and essays. These papers are described below on page 6 and following.
- 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 on page 7.
- Two optional papers, for which students either sit an examination at the end of Trinity Term, or complete appropriate coursework if there is a practical component. Description of options courses begin on page 10. **Students should note that the options available may vary each year and there may be timetable restraints on the choice of options that may be combined.**
- A Replication Project in which students will be assessed by paper detailing their attempt to replicate published research findings.
- An MPhil thesis comprising original sociological research. The thesis must be the student's own work; and analyse a sociological problem specified jointly by Supervisor and student.

The components of the course are weighted as follows:

Sociological Analysis	11%
Research Methods[1]	11%
Demographic Analysis	11%
Life Course Research	11%
Optional Paper (1)	11%
Optional Paper (2)	11%
Replication Project	6%
Thesis	28%

[1] Research Methods consists of two equally weighted components:
1) Statistical Methods (assignments plus unseen examination)
2) Critical Essay (take home essay)

Year One

Michaelmas Term	Hilary Term	Trinity Term
Sociological Analysis	Research Design	Thesis Workshop
Statistical Methods	Options Course	Life Course Research
Demographic Analysis	Departmental Seminar	Public Examinations
Departmental Seminar		Departmental Seminar

Year Two

Michaelmas Term	Hilary Term	Trinity Term
Replication Project	Options Course	Public Examinations (depending on Option)
Thesis Write-up	Thesis Write-up	Thesis Write-up
Departmental Seminar	Departmental Seminar	Departmental Seminar

Term Dates

Oxford term dates for the 2018-19 academic year:

- Michaelmas Term: 30 September – 8 December 2018
- Hilary Term: 6 January – 16 March 2019
- Trinity Term: 21 April – 29 June 2019

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.

All summative coursework will be run through plagiarism detection software called 'Turnitin'. For more information about regulation regarding Plagiarism please see page 32.

Course Descriptions

CORE PAPERS

Sociological Analysis

Course provider: Dr Michael Biggs

Aims:

This course develops intellectual skills in explaining social phenomena: identifying puzzles, developing theoretical explanations, and testing them empirically.

Topics covered by this course include:

- incentives
- values
- integration
- networks
- diffusion
- evolution

Content and structure:

Each week a lecture introduces one type of explanation, while a seminar that discusses empirical research on a related topic. The topic illustrates this type of explanation in practice, revealing its strengths and weaknesses. The lectures and seminars are complementary but distinct; the lecture will not cover the research discussed in the seminar.

Learning Outcomes:

On completing the course, students will understand the main theoretical tools used to explain social phenomena. They will also be familiar with current debates in various substantive areas of sociology.

Teaching arrangement:

One lecture and one one-hour seminar per week in Michaelmas Term.

Requirements:

- Eight short essays (1500 words each) on the seminar readings; questions will be specified in advance.

- One long essay (3000 words) on a more general question.

Course Assessment:

One 3-hour unseen examination in Trinity Term.

Key references:

- Elster, J. (2015) *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*, 2nd ed., Cambridge University Press.
- Collins, R. (1994) *Four Sociological Traditions*, Oxford University Press.

Research Methods

Statistical Methods

Course Providers: Prof David Kirk

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 and hands-on classes, led by Prof David Kirk. 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.

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*:*

Sixteen one-hour lectures (two per week) plus sixteen hands-on classes (two per week) in Michaelmas Term.

Course Assessment:

Students will be given three take-home assignments, which will involve analysing data and writing up the results in a formal manner. The first two assignments will be formative: group-work will be allowed, and marks will be given during Michaelmas Term. The final take-home assignment will be summative; students must work on this paper on their own, and the mark will form 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 (1997/2009/2017) *Statistical Methods for the Social Sciences*, Pearson (3rd, 4th, or 5th edition; any will do).
- Hamilton, L.C. (2013) Statistics with Stata, Version 12, 8th Edition. Cengage

Research Design

Course Provider: Prof Colin Mills

Aims:

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

Topics covered by this course include:

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,
- understand how technical research design considerations should be linked to substantive sociological concerns.

Teaching Arrangement:

Eight lectures in Hilary Term led by Prof Colin Mills.

Course Assessment:

Students will be required to submit one essay of up to 2,500 words evaluating a published piece of research

Key Texts:

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

Demographic Analysis

Course Provider: Dr Ridhi Kashyap

Aims:

1. To introduce student to current scientific debates on different components of population dynamics, including mortality, family change and fertility, and migration.
2. To provide technical skills for computing demographic measures and models.

Topics covered by this course include:

1. **Population dynamics and the demographic transition.** Fundamental measures of population dynamics (growth rates, crude rates, discrete and continuous time). The demographic transition as a model of demographic development. Demographic transition, age structure, and demographic dividends.

2. **Periods and cohorts, demographic rates, and micro- and macro-approaches to demography**. The meaning of the three key temporal dimensions in demography: age, period, cohort. Lexis diagrams. Discovery and explanation, micro-foundations of demographic change. Sources of population data.

3. **Mortality and the life table.** The life table and its functions. Cohort and period life tables. Stages of the epidemiological transition. Causes of death. Socioeconomic differentials in mortality. Current debates on human longevity.

4. **Fertility and its measurement**. Measuring the quantum and tempo of fertility. Period and cohort analysis. Unmet need for family planning. Fertility change in poor countries. Low fertility in industrialised societies.

5. **Family dynamics and the Second Demographic Transition**. Demographic measures for household, family formation and dissolution. The dynamics of divorce, cohabitation and non-marital fertility. The notion of a Second Demographic Transition and related critiques. The Gender Revolution.

6. **Migration**. Measuring migration and its effect on population change. Theories of migration. Replacement migration and homeostasis.

7. **Population policies**. Debates on population policies at the international and national level. Two contrasting fears: the “population bomb” and “demographic decline”. China’s one child policy. ‘Missing girls’ in Asia.

8. **Population projections.** Basic techniques for population projections. The cohort-component approach. Uncertainty in population projections. The debate on global population change.

Learning Outcomes:

On successfully completing the course, students should:
- have the skills that allow to access and discuss contemporary research in the multidisciplinary area of demography and be familiar with key contributions;
- be familiar with the most important demographic methods and techniques;

- be familiar with the most important demographic developments and challenges concerning demographic change;
- be prepared to do doctoral work in the areas of demography and life course research;
- have some familiarity with applied demographic analysis using R.

Teaching Arrangement:

The organisation of the course is foreseen as follows: weekly lecture, and three computer labs.

Course Assessment:

Exam is composed of two assignments:

Assignment 1. Essay on a demographic topic, with an abstract agreed with the course provider (max 3,000 words). To be delivered by 12 noon, Friday 0th week, HT

Assignment 2. Applied demographic analysis assignment (using R and population-level data). To be delivered by 12 noon, Friday 8th week, HT

Key Texts:

- Livi Bacci, M. (2012) *A Concise History of World Population*, Wiley-Blackwell.
- Wachter, K.W. (2014) *Essential Demographic Methods*, Harvard University Press.
- Preston, S.H, P. Heuveline and M. Guillot (2001) *Demography: Measuring and Modeling Population Processes*, Blackwell Publishers
- A series of articles detailed in the syllabus.

Life Course Research

Course providers: Prof. Man Yee Kan
Email: man-yee.kan@sociology.ox.ac.uk

Aims:

The course will introduce students to theories, perspectives and methodological approaches of life course research.

Topics covered by this course include:

Life course approach in social research; family and linked lives; transitions to adulthood; partnership, marriage and coupledom; fertility choice; ageing, health and well-being.

Content and structure:

The course will first introduce the field of life course research and basic concepts. It will then cover a range of established substantive research topics, with a focus on the theoretical perspectives and methodological approaches.

Learning Outcomes:

On successfully completing the course, students should:

- understand important concepts and theoretical perspectives in life course research;
- be familiar with recent empirical research in the field;
- be able to critically assess the research design, theoretical approach and methodology of empirical research in the field;
- be prepared to undertake doctoral research in the area of life course research.

Teaching arrangement:

The course consists of eight lectures and discussion meetings. In the lectures the key topics are outlined, while in the seminars students participate in discussion based on readings. Students are expected to complete readings before classes and seminars and write several short essays of 1000-2000 words.

Course Assessment:

One three-hour unseen examination in Trinity Term.

Key references:

- Mayer, K. (2009). New directions in life course research. *Annual Reviews in Sociology*. 35: 413-433.

- Crosnoe, R. & G.H. Elder Jr. (2015). Life Course: Sociological Aspects, J. Wright (Ed.) *International Encyclopedia of the Social and Behavioral Sciences*, 2nd edition. London: Elsevier.
- Billari, F.C. (2001) The Analysis of Early Life Courses: Complex Descriptions of the Transition to Adulthood, *Journal of Population Research,* 18(2): 119-142.
- Blossfeld, H-P, and S Drobnic. 2001. "Theoretical perspectives on couples' careers." Pp. 16-50 in *Careers of couples in contemporary societies: from male breadwinner to dual-earner families*, edited by H-P Blossfeld and S Drobnic. Oxford: Oxford University Press.

Replication Project

Course provider: Prof Colin Mills

Aims:

To introduce students to the realities of empirical research through the medium of a replication study.

Content and Structure:

Students will choose an empirical journal article from the recent literature obtain the original data, or similar data and attempt to replicate the published findings. They will write up their own findings in a paper suitable for submission to a journal.

Learning outcomes:

By the end of the course students will know how to replicate published research findings and how to write a journal article.

Teaching arrangement:

Eight tutorials led by Mr Colin Mills.

Course Assessment:

Students will be required to submit a paper, based on their coursework, of up to 7000 words length in the form of an article suitable for submission to an academic journal.

Key Texts:

- Gary King (2006) 'Publication, Publication', *PS: Political Science and Politics*, 39, 1, 119-125

OPTIONS PAPERS

An Option Circus will be held in Week 5, at which Course Providers will describe the courses in detail and be available to answer any questions student may have. Students will then have until the end of Week 6 to select their options. The Graduate Studies Administrator will then send out the schedule as soon as possible after all choices have been made. Three students must choose to take a course for credit for the course to run.

Advanced Quantitative Methods

Course Provider: Dr Felix Tropf

Aims:

The application of advanced statistical models to social science data and their interpretation.

Topics covered by this course include:

The precise topics covered will vary from year to year depending on the expertise and interests of the staff giving the lectures. In 2018/2019, we will cover: the treatment effect approach, linear regression, instrumental variable estimation, binary, ordinal and multinomial models, and models for multilevel/panel data.

Content and structure:

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 advanced 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. The statistical software used in the practical classes is Stata.

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 demonstrated mastery of 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:

Eight two-hour lectures (weeks 1–8) and four practical classes (weeks 5–8) in which students are introduced to and gain hands-on experience with software for estimating and testing 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 analyze 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:

The following texts are indicative, students will receive suggestions for readings in the lectures.

- Joshua D. Angrist and Jorn-Steffen Pischke, *Mostly Harmless Econometrics*. Princeton University Press, 2009 [e-book, available from Bodleian through SOLO].
- Carina Mood. (2010) 'Logistic Regression: Why We Cannot Do What We Think We Can Do, and What We Can Do About It', *European Sociological Review* 26 : 67–82.
- Paul D. Allison, *Fixed Effect Regression Models*. Sage, 2009 [e-book, available from Bodleian through SOLO].
- Charles N. Halaby, 'Panel models in sociological research: theory into practice', *Annual Review of Sociology*, 30:507-544, 2009.

***Stata*-related texts:**

- Long, J. Scott, & Freese, Jeremy. (2014). *Regression Models for Categorical Dependent Variables Using Stata* (3rd ed.). College Station, TX: Stata Press.
- Rabe-Hesketh, Sophia, & Skrondal, Anders. (2012). *Multilevel and Longitudinal Modeling Using Stata. Volume I: Continuous Responses* (3rd ed.). College Station, TX: Stata Press.
- Rabe-Hesketh, Sophia, & Skrondal, Anders. (2012). *Multilevel and Longitudinal Modeling Using Stata. Volume II: Categorical Responses, Counts, and Survival* (3rd ed.). College Station, TX: Stata Press.

Other useful reading:

- Paul D. Allison (2004). 'Using panel data to estimate the effects of events', *Sociological Methods and Research*, 23(2):174-199.
- Douglas C. Montgomery, Elizabeth A. Peck and G Geoffrey Vining. (2012). *Introduction to Linear Regression Analysis.* John Wiley & Sons [e-book, available from Bodleian through SOLO].
- Richard Breen et. al. (2014). 'Correlations and Nonlinear Probability Models', *Sociological Methods & Research* 43: 571-605.
- Mark L. Bryan and Stephen P. Jenkins. (2016). 'Multilevel Modelling of Country Effects: A Cautionary Tale'. *European Sociological Review*, 32(1): 3–22.

Causality: Methods of Causal Inference in the Social Sciences

Course Provider: Professor Richard Breen

Aims:

The course introduces students to the "potential outcomes" or "counterfactual" model of causality and covers contemporary approaches to identifying and estimating causal relationships using observational data from the social sciences.

Topics covered by this course include:

Topics covered in the class include the potential outcomes model of causality, randomized control trials, matching, propensity score analysis, inverse probability treatment weighting, robustness and sensitivity tests, natural experiments and instrumental variables, control functions, regression discontinuity designs, fixed effects, and difference in difference models.

Content and Structure:

The course focuses on the identification of causal effects, the assumptions on which causal claims rest, and the estimation of causal relationship using statistical models. Basic knowledge of probability and of statistical methods such as OLS regression and logit and probit models is a pre-requisite. There are no practical classes in this course but students will be required to estimate models (in Stata or, preferably, R) and interpret the results.
Week 1: Review of Probability
Week 2: Review of Least Squares regression and properties of estimators
Week 3: The counterfactual model of causality, the fundamental problem of causality, randomized control trials.
Week 4: Matching estimators; regression and propensity scores
Week 5: Inverse probability of treatment weighting; robustness analysis
Week 6: Instrumental variables; natural experiments
Week 7: Control functions
Week 8: Regression discontinuity; fixed effects; difference in difference models

Learning Outcomes:

On successfully completing this course, students should have an understanding of the central role of causality in the social sciences and they should be able to cast a critical eye on the causal claims that social scientists make. Students should also have acquired a thorough knowledge of the potential outcomes approach to causality, the central role of assumptions in identifying causal effects, and they should be able to estimate a wide range of models for causal inference.

Teaching Arrangements:

Weekly two-hour lectures.

Course Assessment:

Weekly problem sets. These include both theoretical and applied problems.

Key texts:

- Fox, John. 2008. *A Mathematical Primer for Social Statistics*. QASS 159, Sage.
- Morgan, Stephen L. and Christopher Winship. 2014*. Counterfactuals and Causal Inference: Methods and Principles for Social Research* (2nd edition), Cambridge University Press.
- Angrist, Joshua and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics*. Princeton University Press.

Online Social Networks

Course Providers: Dr Bernie Hogan, Oxford Internet Institute, bernie.hogan@oii.ox.ac.uk,

Aims:

The internet is but one of many networks. Every network is different in its own way but there are striking similarities, whether we refer to traffic routing, infectious diseases, friendships on Facebook or gossip on Twitter. This course represents a primer in social network analysis [SNA], a longstanding approach to the generation and analysis of network data.

SNA, also sometimes called structural analysis, has been at the forefront of many of the most considerable insights in sociology, from inequality in jobs, to political polarization. Yet, network analysis extends beyond sociology in important and significant ways. From computer science, we learn optimizations for graphs and new ways of visualizing them. From statistics, we learn which networks are likely to appear by chance. From physics, we learn of large scale cascading behaviour and ways of detecting communities. Collectively, these insights comprise a new field called network science.

In this course, we introduce many of the fundamentals of social network analysis, from graph theory through personal networks to newer network science approaches and advanced statistical modelling. Each week includes reading summaries and exercises designed to build the student's capacity for network analysis. We conclude the course with a critical interrogation of network analysis to help circumscribe some limits to this otherwise exciting and powerful paradigm. The result is a well-rounded course designed to enable the effective use of networks in research.

Prerequisites:

- Successful completion of Intro to Scripting with Python is a requirement for this course. The course will be teaching networks using python. There are supplementary modules in Gephi, a standalone application. The only pre-requisite is that Gephi is installed on a user's laptop. There are optional modules in R for ERGms that will not be a part of the formatives but might be useful for students. Students wishing to use R should have RStudio installed. Specific libraries for installation will be discussed in class.
- It is also encouraged that the student have introductory statistics and is taking data wrangling in parallel although these are optional. Many students will successfully complete a qualitative approach to network analysis without complex statistics. Regardless, python is required for the successful completion of the formatives.

Key themes:

- What differentiates social networks as analytical objects from the reality they seek to represent?
- How do the descriptive measures of networks inform us about macro social structures as well as micro social behaviours?
- How do the affordances and constraints of online technologies help facilitate certain kinds of network structures (and indeed, even the notion of networks as analytical tools in the first instance)?
- Why do networks as visual objects persist in having a rhetorical power? Is it that they are merely 'sciency' and complex looking or should we consider the visual presentation of networks as a meaningful scholarly practice?

Topics covered by this course include:

1. Introduction
2. Ego-centred network data collection
3. Sociocentric and partial data collection
4. Dyads and homophily
5. Communities and clusters
6. Dynamic and Generative models
7. Network cognition and visualization
8. Theorizing beyond the network

Course Objectives:

The course will familiarise students with the state of network science as a paradigm comprising multidisciplinary approaches to the analysis of relational data. Students will be able to read introductory network metrics and understand how these measures speak to theories of human behaviour as well as put together an original piece of analysis using network data. Students will gain a modest understanding, via the 'sociology of science', as to why network analysis is a highly distributed field where no single software application, journal or conference covers all of the active research on social networks. Students will also learn basic data capture and analysis techniques that can enable them to begin, if not complete, a full social network analysis study.

Learning Outcomes:

Upon successful completion of this course students should:

- Have a familiarity with the basic terms and concepts of social network analysis.
- Understand how differing network analysis metrics relate both to each other and to academic research questions.
- Be able to describe how a network can be constructed from an online phenomenon.
- Have a clear understanding of some of the various analytical tools used in network science.
- Be able to construct and theorise a research question that employs social network analysis in order to address a

specific topic related to human behaviour and collective dynamics.

Teaching Arrangement:

The course will consist of eight classes taught in weeks 1-4 and 6-9 of Hilary term. The date, time and venue will be communicated to students during Michaelmas Term.

Each class will begin with an hour-long lecture. The second half of the class is typically a guided walkthrough of network analysis techniques. The techniques draw upon a variety of software packages and data sources. Every effort will be made to ensure cross-platform and open source software is used whenever possible, but this cannot always be guaranteed.

Course Assessment:

Students will be assessed through a final essay that is no longer than 5000 words which must be submitted to the Examinations School by 12 noon of Monday of Week 1 of Trinity Term. Your essay for this course can be in one of any of the following three styles:

1. A critical review of a concept in social network analysis. In this sort of essay, you will have to select a concept that has been introduced in the course and provide a review of the concept that includes a thorough review of empirical research, an outline of the outstanding issues with the concept and contemporary analytical or methodological approaches to the concept. This should also contain some novel synthesis rather than mere description.
2. A novel analysis of an existing data set. This is an analytical route that is suitable for a student planning to explore complex statistical approaches such as ERGms / SOAMs / big data analysis / network econometrics. As these models are tedious and slow to run as well as mathematically formidable, most of the work will involve the building and testing of the models alongside diagnostics and visualizations.
3. A descriptive analysis of novel data. This requires you to collect your own data. The emphasis in the essay will not be on complicated modeling so much as the methodological concerns involved in collecting the data. You will be expected to provide basic descriptives and visualizations where appropriate. You should report on the network(s) in such a way that their description will speak to a relevant research question.

Essays should be formatted using APA style and absolutely must contain a guiding research question. The essay topic should be agreed upon by the student and the course instructor prior to submission (see the following section).

Formative Assessment

Each week there will be a formative assignment. In weeks 1-4 the assignment will be a small analysis of a network done in an ipython notebook. In week 5 the student is expected to submit a final essay topic for approval. This will be a title and a <200 word summary of the topic. In weeks 6, 7 and 8 the students will again have short exercises to do in ipython (or related software) based on the course material. In week 9 the student will be expected to submit a preliminary piece of writing (between 1000-1500 words) that will form part of the final essay. The course instructor will provide written feedback of the writing and seek to schedule a meeting to discuss the writing after term ends and before papers are due. The purpose of this second piece is to demonstrate to the instructor that the proposed topic has sufficient literature / theoretical motivation and data to continue pursuing.

In addition to the formative assignments the course instructor will direct students to a wiki, housed at http://wiki.oii.ox.ac.uk/ . It will include headers for each of the readings for the weeks. Students are each expected to write a brief summary of at least two papers featured in the course. This way, by the end of course, every student will have a shared, thorough annotated bibliography to help them with their summative essay.

Submission of Assignments

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that **two** copies of the coursework are submitted. Please note that all work must be single sided. An electronic copy will also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to http://www.ox.ac.uk/students/academic/exams/submission/. For details on the regulations for late and non-submissions please refer to the Proctors website at https://www.admin.ox.ac.uk/proctors/examinations/candidates/.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Key Texts:

- Borgatti, Stephen P. Everett, Martin G. Johnson, Jeffrey C. *Analyzing Social Networks*. 2013. Thousand Oaks, CA: Sage.
- Hogan, B. (2017). Online Social Networks: Concepts for Data Collection. In N. Fielding, R. Lee, & G. Blank (Eds.), *The SAGE Handbook of Online Research Methods* (Second Ed, pp. 241–258). Thousand Oaks, CA: Sage.
- Crossley, N., Bellotti, E., Edwards, G., Everett, M. G., Koskinen, J., & Tranmer, M. (2015). *Social Network Analysis for Ego-Nets*. London, UK: Sage Publications. Ch. 3. Pp. 44-75
- Hogan, B., Melville, J., Phillips II, G., Janulis, P., Contractor, N., Mustanski, B., & Birkett, M. (2016). Evaluating the Paper-to-Screen Translation of Participant-Aided Sociograms with High-Risk Participants. In *Proceedings of the 2016 Conference on Human Factors in Computing. CHI '16*. (pp. 5360–5371). San Jose, CA. http://doi.org/http://dx.doi.org/10.1145/2858036.2858368
- Hogan, B., & Wellman, B. (2014). The relational self-portrait: Selfies meet social networks. In M. Graham & W. H. Dutton (Eds.), *Society and the Internet: How networks of information and communication are changing our lives* (pp. 53–66). Oxford, UK: Oxford University Press.

Political and Civil Conflict

Course Provider: Prof Heather Hamill

Aims: This course will examine recent leading research from the social sciences on civil and political conflict.

Topics covered by this course include:

The strategic use of violence, the logics of the organization of violence and participation in violence, and explanations for the causes of war onset and termination.

Content and Structure:

The course will examine research written in different traditions including statistical, game theoretic and interpretative contributions and cover the following topics:
1) What is civil war and has its nature changed?
2) Greed vs grievance
3) Can ethnic hatreds explain civil war?
4) What motivates individuals to participate in violent conflict?
5) Militias: protection or predation?
6) Who are the terrorists and how do they organise?
7) The strategic use of violence against civilians
8) The end of violence and its legacy.

Learning Outcomes:

A comprehensive overview and critical appraisal of key debates in the academic understanding of civil and political conflict.

Teaching Arrangement:

The class will be taught in 8 x 1.5 hour seminars. Students are required to do all of the reading on the reading list and participate actively in class. Each student is required to select a conflict (historical or contemporary) and to become the class expert on this case. Each student is required to write three essays to be submitted in weeks 3, 6 and 9.

Course Assessment:

The course will be assessed by a final 3-hour examination in Trinity term.

Key Texts:

- Cramer, Christopher, (2006) *Civil war is not a stupid thing: accounting for violence in developing countries* London: Hurst & Co
- Kalyvas, Stathis (2006) *The Logic of Violence in Civil War*. Cambridge University Press
- Weinstein Jeremy (2006*). Inside Rebellion: The Politics of Insurgent Violence.* Cambridge: Cambridge University Press

Other useful reading:

- Hilsum, L (2018) *In Extremis: The Life of War Correspondent Marie Colvin*. Vintage Detail.
- O'Doherty, S-P (2013) *The Volunteer: A Former IRA Man's True Story* Strategic Book Publishing

Political Sociology

Course Provider: Prof Stephen Fisher

Aims:

To introduce students to advanced research in political sociology and to prepare students for doctoral research in this area. The course encourages students to become familiar with and capable of engaging with the current research issues and debates in the field. So the reading list is designed to include a selection of the most important texts and a more comprehensive list of the most recent research from the top journals and publishers. The reading list is available from the course provider on request.

Topics covered by this course include:

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. Candidates will be expected to be familiar with the main theoretical approaches to political behaviour and a broad range of both single country and comparative studies.

Content and Structure:

The paper covers research on the social bases of politics, such as the roles of class, religion, gender and ethnicity; the factors affecting political behaviour such as protest participation, electoral turnout and vote choice; how citizens relate to the political process, including political culture and the effects of the media; how social and political identities and attitudes are formed and how they change.

Learning Outcomes:

By the end of this course, students should:

- be familiar with empirical research in political sociology, the technical tools used, and the empirical results obtained;
- be skilled in critiquing research in the area on both theoretical and empirical grounds;
- be prepared to undertake doctoral research in this area.

Teaching Arrangement:

There will be eight classes in Hilary term. Students will be expected to make at least one and up to three presentations and write three essays. These will be opportunities to receive feedback on ideas and arguments from the course provider and other students. Students are expected to engage constructively in the discussions on all the topics covered in classes. The class is only open to those doing the formal exam, since there is not usually room for 'auditors'.

Course Assessment:

The formal assessment is by a traditional three-hour unseen examination for which candidates have to answer three questions.

Class Topics:

The classes will cover eight topics from the following list. The selection will depend on the preferences of the students taking the course, making sure that all students' interests are adequately catered for.

1. Class
2. Ethnicity
3. Anti-immigrant sentiment and extreme-right parties
4. Religion
5. Gender
6. Nationalism
7. Social attitudes
8. Social movements
9. Political participation and turnout
10. Political culture and social capital
11. Party identification
12. Media and campaign effects
13. Theories of voting

Background Reading:

There are no core texts for the course. Readings overlap very little between topics. However, the following provide some helpful background reading.

- Clemens, Elizabeth S. (2016) *What is Political Sociology?* Cambridge: Polity Press.
- Crouch, Colin (1999) *Social Change in Western Europe*. Oxford: Oxford University Press.
- Dalton, Russell (2014). *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies* (6th edition). Washington, DC: Congressional Quarterly Press.
- Dalton, Russell and Klingemann, Hans Dieter (eds) (2007) *The Oxford Handbook of Political Behavior*. Oxford: Oxford University Press.

Social Movements

Course Provider: Dr Michael Biggs

Aims:

This option introduces the sociological literature on social movements and collective protest, including theoretical approaches and empirical methods.

Topics covered by this course include:

Explanations for the origins of social movements. Explanations for the outcomes of social movements. This year we will pay special attention to the movement for LBGT rights, which is arguably the most successful movement of the 1960s.

Content and Structure:

There will be eight classes, including the following topics:

- historical origins
- mobilization for Civil Rights in the American South
- contesting power
- dynamics: positive feedback
- movement cultures and organization
- do social movements make a difference?
- mobilization for LBGT rights since the 1960s
- contemporary trends

Learning Outcomes:

On completing the course, students will be familiar with a variety of social movements, and will understand the major theoretical approaches and the various empirical methods used by sociologists. Most importantly, they will be able to formulate a research project that can contribute to the sociological literature.

Teaching Arrangement:

There is a weekly class in Hilary Term. Students will contribute:

- three essays (about 2000 words) on the week's topic;
- one presentation (no longer than 15 minutes) summarizing the literature and sketching a research project that would advance our understanding of this topic.

Course Assessment:

One three-hour unseen examination in Trinity Term.

Key Texts:

- Tilly, C and S Tarrow. (2015) *Contentious Politics,* 2nd ed., Oxford: Oxford University Press.
- Crossley, N. (2002) *Making Sense of Social Movements*, Buckingham: Open University Press.
- Opp, K-D. (2009) *Theories of Political Protest and Social Movements: A Multidisciplinary Introduction, Critique, and Synthesis*, Abingdon: Routledge.
- Staggenborg, S. (2012) *Social Movements*, 2nd. ed., Oxford: Oxford University Press.

Social Stratification

Course Provider: Prof Colin Mills

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.

Topics covered by this course include:

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.

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. Ginits 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*, 3nd 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.

Sociology of China

Course Providers: Dr Jérôme Doyon and Dr Hamsa Rajan, Oxford School of Global and Area Studies (OSGA)

Content and Structure:

China's transition to a market society has produced dramatic changes in the lives of its citizens. In this course we will consider pressing social concerns that confront China as it continues its ongoing reforms and integration into the global community. Throughout the course we use comparisons from within China across historical periods, regions and social groups, and from other developing societies to enrich our analysis of key dimensions of social change. Example questions with which we engage include:

- What is unique and what is universal about social relationships in mainland China?
- Is there a civil society in China?
- In China, which determines life chances more: residency, human capital or political background?
- Has women's status in society improved or declined since the Maoist era?
- What are some of the possible or likely causes of protests and tensions in ethnic minority areas of China?
- In what ways have market reforms impacted the provision of healthcare in China?
- How do changes in the educational system and educational inequality mirror broader social and economic trends in China?

We also evaluate Chinese civil society actors' and policy-makers' evolving approaches for conceptualising and dealing with the nation's most urgent social concerns. We pay attention to how state and non-state actors interact with each other to affect policy interventions. We further examine the ways in which state actors continually revise their strategies for ensuring the strength and stability of the nation overall and the wellbeing and/or political acquiescence of sub-groups in particular.

Learning Outcomes:

On successfully completing the course, students should:

- See how China – as a developing society, a late socialist society and a rapidly industrialising society – can be studied through a sociological lens.
- Become familiar with academic research on social change in contemporary China.
- Be prepared for advanced research in the sociology of China

Teaching Arrangement:

The teaching comprises eight sessions in the Hilary Term – a 60-minute lecture followed by an 80-minute discussion class.

Each week, one/two students will make a ten-minute class presentation to address key questions for consideration, whilst students not presenting are expected to write and share with the group before the class a short commentary (around 300 words) discussing one or two of the week's readings. Students will also write and receive feedback on one unassessed essay of 1,500 words.

Students must come to class having done the assigned readings. Each student is expected to actively contribute to the class discussions and the interventions in the class should be based on careful consideration of the readings.

In the first week we look at China's socialist legacy and the ways in which socialist institutions intertwine with other formal and informal institutional arrangements to affect associational life and the relationship between society and individuals in late/post-socialist China. In successive weeks we use selected problems to explore wider issues of social change and stratification across gradients of education, class, gender, and ethnicity

Course Assessment:

Assessment is by a three hour examination in Trinity Term.

Key Preparation Texts:

- Goodman, D (2014) *Class in Contemporary China*, Polity Press.
- Jacka, T, A. Kipnis and S. Sargeson (2013) *Contemporary China: Society and Social Change*, Cambridge University Press.
- Gries, P.H and S. Rosen, eds. (2004) *State and Society in 21st Century China: Crisis, Contention and Legitimation*. London: Routledge.
- Chan, A, R Madsen, and J Unger. (2009). *Chen village: Revolution to globalization*. Berkeley: Univ. of California Press
- Perry, E.J. and M. Selden, eds. (2003) *Chinese Society: Change, Conflict and Resistance*, London: Routledge.
- Gold, T, D Guthrie, and D Wank, eds. (2002*). Social connections in China: Institutions, culture, and the changing nature of guanxi*. New York: Cambridge Univ. Press
- Walder, A G. (1986). *Communist neo-traditionalism: Work and authority in Chinese industry*. Berkeley: Univ. of California Press

Sociology of Human Rights

Course Provider: Prof Leigh A. Payne

Aims:

This course introduces students to advanced research on sociology in Human Rights, and prepares students for doctoral research in this area.

Topics covered by this course include:

New literature on the sociology of human rights has accompanied the recent transformations in human rights theory and practice. Some of this literature challenges classic sociological approaches to rights, particularly its focus on national and individual analyses in contrast to the universal and collective notions of human rights. New approaches draw on areas of sociology more compatible with the theory and practice of human rights around the world, such as sociology of law, public sociology, sociology of violence, social movements, cultural, race, ethnic, indigenous, women, LGBT and identity movements, inequalities, and political and economic marginalization and mobilization.

Content and Structure:

The eight weekly sessions will be divided into two parts.

Part I: Theory and Practice: (1) Sociological theory and human rights (2) Sociological method for analysing human rights (3) Explaining human rights law-making (4) Explaining human rights claims making and outcomes

Part II: Empirical Analysis of Human Rights: (5) Civil and Political Rights (state violations, violations in armed conflicts); (6) Economic, Social, and Cultural Rights (poverty & human rights; business & human rights; indigenous peoples & human rights; immigration & human rights; forced labour) (7) Gender & LGBT rights (hate crimes; female cutting; sexual and reproductive violence; rape as a war crime); (8) Environment & human rights

Learning Outcomes:

On successfully completing the lectures and tutorials, students should be:

- familiar with scholarship on sociology and sociological questions in Human Rights;
- able to prepare an analytical paper in the Sociology of Human Rights; and prepared for advanced research in these areas

Teaching Arrangement:

Two-hour seminar each of the eight weeks of Hilary Term; Tutorial sessions for each student to present their draft analytical paper and receive feedback in Trinity Term; Students will be assigned to provide feedback on the tutorial papers.

Course Assessment:

One three-hour unseen examination in Trinity Term.

Key Texts:

- M Frezzo, *The Sociology of Human Rights*
- D Levy, *Sovereignty Transformed: The Sociology of Human Rights*
- G Sjoberg et al "A Sociology of Human Rights" in *Social Problems*
- M Delflen & S Chicoine, "The Sociological Discourse on Human Rights: Lessons from the Sociology of Law" in *Development and Society*
- T Vaugn & G Sjoberg, "Human Rights Theory and the Classical Sociological Tradition" in *Sociological Theory in Transformation*
- TR Young, *The Sociology of Human Rights, Humanity, and Society*
- Woodiweiss, "Taking the Sociology of Human Rights Seriously" in *Interpreting Human Rights*
- B Turner, "Outline of a Theory of Human Rights Sociology" in *Sociology*
- B Turner, "Sociology of Human Rights" in *Oxford Handbook of International Human Rights Law*
- M Somers & C Roberts, "Toward a New Sociology of Rights," in *Annual Review of Law and Social Sciences*
- M Buraway, "Introduction: A Public Sociology for Human Rights," in *Public Sociology Reader*
- RW Connel "Sociology and Human Rights" *Australian and New Zealand Journal of Sociology*
- J Hagan & R Levi, "Justiciability as Field Effect: When Sociology Meets Human Rights" in *Sociological Forum*
- L Morris "Sociology and Rights: An Emergent Field" in *Rights*
- R Fine, *Towards a Sociology of Human Rights*
- P Hynes et al, "Sociology and Human Rights" in *International Journal of Human Rights*
- K Nash, *The Political Sociology of Human Rights*

Sociology of Japan

Course Provider: Prof Takehiko Kariya

Aims:

The main goal of this course is to develop an understanding of the features of contemporary Japanese society as a non-western and highly advanced society from a sociological perspective and to discuss how Japanese society has changed since WWII.

Topics covered by this course include:

What is Japanese society?; What contribution can sociology of Japanese society make to sociology in general?; Education; School to work transition and youth problem; Workplace and employment; Family and demography; Social welfare and social policy; Social mobility and social stratification; 'The lost decades' and the post 3.11 disaster; modernity and modernization in Japan.

Contents and Structure:

The class content and teaching style will be adjusted to a certain degree based on the interests of individual students and the dynamics of the group as a whole. Both lectures and discussion formats will be utilized. We are keen to foster a lively discussion environment with/among students. In each week, two or three students are assigned to make short presentations of the readings with comments and questions. The class schedules will be divided into eight sections whose key topics are shown above.

Learning Outcomes:

On successfully completing the course, students should:

- understand features of contemporary Japanese society and its changes
- acquire a "sociological imagination" (a way of thinking "sociologically" both with sociological theories and methods) to

understand contemporary (post-) industrial societies including Japan and UK.

Teaching Arrangement:

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

Course Assessment:

One three-hour unseen examination in Trinity Term

Key Texts:

- Sugimoto, Y. *An introduction to Japanese society*, Cambridge, Cambridge University Press, 2003.
- Kariya, T. *Education Reform and Social Class in Japan*, Routledge, 2013.
- Brinton, C. M., *Lost in Transition*, Cambridge University Press, 2010.
- Mouer, R. and Kawanishi, H. *A Sociology of Work in Japan*, 2005.
- Schoppa, L. J. *Race for the exits: the unraveling of Japan's system of social protection*, Ithaca, N.Y. ; London, Cornell University Press, 2006.
- Ishida H. and Slater D eds*. Social Class in Contemporary Japan,* Routledge, 2010.
- Yoichi F. and Kushner B. eds. *Examining Japan's lost decades*, Routledge, 2015.

*A more detailed reading list will be provided in class.

Note: This course is provided with collaboration with MSc and MPhil programmes in Modern Japanese Studies in Oxford School for Global and Area Studies (OSGA).

Sociology of the Family

Course Providers: Prof Christiaan Monden and Prof Man-Yee Kan

Aims:

The course will introduce students to theories and research on the family in industrialised and post-industrialised societies.

Topics covered by this course include:

Trends in marriage, partnership, fertility, and divorce; Welfare policies and the family; The domestic division of labour; Diversity in family forms; Partner selection; Causes and consequences of divorce; Family forms and children's well-being; Intergenerational solidarity and exchange.

Content and Structure:

We begin by considering the trends in marriage, fertility, and divorce, and the decline of the traditional male breadwinner model families in many industrialised societies. We also discuss welfare state policies which shape the trends in marriage and fertility, women's labour market participation, and the domestic division of labour. We then discuss a number of important topics in family sociology: partner selection, relationships between family members, and implications of family forms for social inequality.

Learning Outcomes:

On successfully completing the course, students should:

- have acquired knowledge of important theoretical ideas in the field;
- understand the major trends in marriage and the family;
- be familiar with recent empirical research in family studies;
- be prepared to undertake doctoral research in the area of family sociology.

Teaching Arrangements:

Eight seminars in Hilary Term. Each student is expected to write three essays (1500-2000 words), prepare short presentations, and participate actively in the seminars.

Course Assessment:

One three-hour unseen examination in Trinity Term.

Key Texts:

- Bergstrom, T.C. (1997) *A survey of theories of the family*. In: Rosenzweig, M.R. & O. Stark (Eds). *Handbook of*

Population and Family Economics. Elsevier Science.
- Cherlin, A. (2009) *The marriage-go-round*. Alfred Knopf.
- Esping-Andersen, G. (2009) *The Incomplete revolution: Adapting welfare states to women's new roles.*
- McLanahan, S. (2004). Diverging destinies: How children are faring under the second demographic transition. *Demography* 41: 607–27.
- Raymo, J. M., Park, H., Xie, Y., & Yeung, W. J. J. (2015) Marriage and family in East Asia: Continuity and change. *Annual Review of Sociology* 41: 471-492.
- Thomson, E. (2014) Family complexity in Europe. *The Annals of the American Academy of Political and Social Science* 654:245-58.
- Zaidi, B. & Morgan, S.P. (2017) The Second Demographic Transition Theory: A Review and Appraisal. *Annual Review of Sociology* 43: 473-492.

Sociogenomics

Course Providers: Dr Felix Tropf and Professor Melinda Mills

Aims:

To introduce students to the emerging field of sociogenomics, which combines (molecular) genetic and social science theory, data and methods.

Topics covered by this course include:

Heritability studies and genetic discovery for sociogenomic outcomes such as fertility, education, well-being and body-mass index; calculating a polygenic score as a measure of genetic predisposition for a trait; integrating this variable in the standard social science (quantitative) analysis framework.

Content and structure:

We begin with a general introduction to genetics in social sciences and discuss potential research questions we can answer using genetic data. We subsequently learn about the theory behind twin and family models and how to estimate heritability as the proportion of observed variance in an outcome, which is explained by genetic effects. We move on to see how heritability is measured using molecular genetic data and discuss various challenges and applications. We use Plink software to prepare genetic data and GCTA software to estimate quantitative genetic models.

We will discuss how genetic variants are discovered, which are associated with social science outcomes of interest, and how we can utilize these results in social science research in terms of controlling for confounding effects, dealing with genetic heterogeneity in social science models, estimating gene-environment interaction models, and using genes as instrumental variables. Substantively, we will rely on recently published genetic discovery studies on educational attainment, subjective well-being, fertility and body-mass index.

Learning Outcomes:

We will learn about the history of social science and behaviour genetics as well as about the state of the art research and cutting-edge methods. After attending this course, participants should have a basic understanding of the fundamental advantages of integrating genetics into social science. They should understand the basic technical terms from quantitative genetics literature and be able to read and interpret studies concerning social science genetics. They should be able to conduct basic quantitative genetics analyses and interpret their findings.

Teaching Arrangements:

Eight two-hour lectures (weeks 1–8) including practical classes in which students are introduced to and gain hands-on experience with genetic data, software and statistical models.

Course Assessment:

Assessment is by a single essay not to exceed 5,000 words in length, which will report on the analysis of a corpus of text and linked to an applied data analysis to answer a social science research question. Students will select from a small number of appropriate datasets made available by the course convenor. Students may propose an alternative dataset with the approval of the course convenor.

This essay must be submitted via Weblearn by 12 noon on Monday, Week 1 of Trinity term 2019.

Key Texts:

- Belsky, Daniel W., et al. (2016): The genetics of success: How single-nucleotide polymorphisms associated with educational attainment relate to life-course development. *Psychological Science* 27.7: 957-972.
- Cesarini, D., & Visscher, P. M. (2017). Genetics and educational attainment. *Npj Science of Learning*, 2(1), 4.
- Conley, D. (2009). The promise and challenges of incorporating genetic data into longitudinal social science surveys and research. *Biodemography and Social Biology,* 55(2), 238–251.
- Conley, D., & Fletcher, J. (2017). *Genome Factor. What the Social Genomics Revolution Reveals about Ourselves, Our History and the Future*. Princeton University Press.
- Euesden, Jack, Cathryn M. Lewis, and Paul F. O'Reilly (2014). PRSice: polygenic risk score software. *Bioinformatics* 31.9: 1466-1468.
- Mills, M. C., & Tropf, F. C. (2016). The Biodemography of Fertility: A Review and Future Research Frontiers. *Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, 55, 397–424.
- Rietveld, C. A., et al. (2013). Molecular genetics and subjective well-being. *Proceedings of the National Academy of Sciences,* 110(24), 9692–9697.
- Tropf, F. C., & Mandemakers, J. J. (2017). Is the Association Between Education and Fertility Postponement Causal? The Role of Family Background Factors. *Demography*, 54(1), 71–91.
- Tropf, Felix C., et al (2017). Hidden heritability due to heterogeneity across seven populations. *Nature human behaviour* 1.10: 757.

Other useful reading:

- Belsky, D. W., & Israel, S. (2014). Integrating genetics and social science: genetic risk scores. *Biodemography and Social Biology*, 60(2), 137–55.
- Conley, D., et al. (2015). Is the Effect of Parental Education on Offspring Biased or Moderated by Genotype? *Sociological Science*, 2, 82–105.
- Courtiol, A., Tropf, F. C., & Mills, M. C. (2016). When genes and environment disagree: Making sense of trends in recent human evolution. *Proceedings of the National Academy of Sciences*, 113(28), 7693–7695.
- Domingue, B. W., Fletcher, J., Conley, D., & Boardman, J. D. (2014). Genetic and educational assortative mating among US adults. *Proceedings of the National Academy of Sciences*, 111(22), 7996–8000.
- Mehta, D., Tropf, F. C., et al. (2016). Evidence for Genetic Overlap Between Schizophrenia and Age at First Birth in Women*. JAMA Psychiatry*, 73(5), 497–505.
- Neale, M. C., & Cardon, L. R. (1992). *Methodology for genetic studies of twins and families*. Dordrecht, the Netherlands: Kluwer Academic Publishers.
- Okbay, A., et al. (2016). Genome-wide association study identifies 74 loci associated with educational attainment. *Nature*, 533(7604), 539–542.
- Tropf, F. C., Stulp, G., Barban, N., Visscher, P., Yang, J., Snieder, H., & Mills, M. C. (2015). Human fertility, molecular genetics, and natural selection in modern societies. *PloS One*, 10(6), e0126821.
- Tropf, F. C., Barban, N., Mills, M. C., Snieder, H., & Mandemakers, J. J. (2015). Genetic influence on age at first birth of female twins born in the UK, 1919-68*. Population Studies*, 69(2), 129–145.

Departmental Seminars

Departmental Seminars are held during term throughout the year in the Lecture Theatre or Seminar Room G, Manor Road at 12.45 on Mondays. A sandwich lunch is served at 12:30 for those attending the seminars. See the departmental website for further details.

Attendance at the Monday Departmental Seminars is mandatory for all taught course students. Students are highly encouraged to attend the Nuffield College Sociology Seminars. Details are available on the Nuffield College website.

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 at the beginning of Trinity Term of their first 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.

Formatting

All taught degree theses must:

- Use 12 point font, and preferably a serif font such as Times New Roman;
- Give the length of the text in number of words;
- 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;
- Use referencing that corresponds to one of the established bibliographic conventions: preferably APA style and not Vancouver;
- Be submitted in English; unless for exceptional reasons otherwise determined by a relevant Board, in the term in which the candidate is first admitted.
- Be printed on white paper with a margin of 3 to 3.5 centimetres on the left and right sides of the page.
- Have no mention of Supervisor, acknowledgements or any other identifying remarks;
- Be identified by candidate number and not by the candidate's name.

The thesis should 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 maximum word count for the MPhil is 30,000 words.

For the MPhil, 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.

Delivery

Two typewritten copies of the thesis must be delivered to:

The Clerk of Schools
Examination Schools
High Street
Oxford

by the relevant deadline, in an envelope bearing the words "MPHIL THESIS IN SOCIOLOGY AND DEMOGRAPHY" in **BLOCK CAPITALS** in the bottom left-hand corner. It must be accompanied by a statement that the thesis is the candidate's own work except where otherwise indicated. This statement should be placed inside its own envelope inside the envelope containing the two copies of the thesis.

Also please submit the following electronically to the Graduate Studies Administrator:

- The full manuscript of the thesis in MS-Word or PDF;
- If applicable, syntax files that were used for quantitative data analysis (for instance the relevant .do-files if stata was used);
- 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 both syntax files and own data collection after the final exam results for the student have been released.

Examination of MPhil Theses

Theses submitted as part of a taught course are marked by two examiners for the award of the relevant degree. If they cannot agree on a mark, or for some other reason require more information to reach a fair judgement of the work, 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 around mid-July.

Deadlines/Workshops for MPhil

These are the main deadlines and workshops for the taught courses. Lecturers may request additional course work, e.g. essays for your optional paper, with deadlines not included in this list. Deadlines for the options Online Social Networks, and Sociology of Mafias can be found in the section on Option Paper

What?	To Whom /Where?	When?
Year One		
Complete Online Plagiarism Course and Quiz, email certificate to GSA	Graduate Studies Administrator (GSA)	12 noon, Friday, Week 2
Option Circus	Lecture Theatre	14:00, Tuesday, Week 5, MT
Select Options	GSA	12 noon, Friday, Week 6, MT
Examination Entry	Through eVision	Usually before 12 noon, Friday, Week 8, MT
Sociological Analysis Term Essay	GSA	12 noon, Friday, Week 9, MT
Statistical Methods Unseen Exam	Exam Schools	09:30, Friday, Week 0, HT
Demographic Analysis Essay	GSA	12 noon, Friday, Week 0, HT
Thesis Title Submission and Ethics Form	GSA	12 noon, Wednesday, Week 8, HT
Demographic Analysis Applied Assignment	GSA	12 noon, Friday, Week 8, HT
2,500 word critique of research paper (Critical Essay)	CES#*+	12 noon, Monday, Week 1, TT
Thesis Workshop		Friday, Week 4, TT
Examinations (Sociological Analysis, Life Course Research & Options)	Exam Schools	The exams *normally* take place during Week 8 and/or 9, TT
Year Two		
Option Circus	Lecture Theatre	14:00, Tuesday, Week 5, MT
Select Options	GSA	12 noon, Friday, Week 6, MT
Examination Entry	Through eVision	Usually before 12 noon, Friday, Week 8, MT
Replication Project	GSA	Monday, Week 5, HT
Intermediate Quantitative Methods Take Home Exam	GSA	12 noon, Monday, Week 2, TT
Thesis	CES#*+ Electronic material to the GSA	12 noon, Friday, Week 6, 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.
° Director of Graduate Studies (submit to the Graduate Studies Administrator).

Clerk of the Exam Schools; this means you have to submit the work to the Examination Schools on the High Street (http://www.ox.ac.uk/students/academic/exams/submission)

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.

A mark of zero shall be awarded for any part or parts of questions that have not been answered by a candidate, but which should have been answered. Where a candidate has failed to answer a compulsory question, or failed to answer the required number of questions in different sections, the complete script will be marked and the issue flagged. The board of examiners will consider all such cases so that consistent penalties are applied

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 scale of marks used by examiners and assessors for all subjects is shown below.

MARKING SCALE

	85	Brilliant and original work
	84	
	83	
	82	
	81	
	80	Superb work showing fine command of the intellectual debates and making
	79	a creative contribution to them
	78	
Distinction	77	
	76	
	75	Excellent, creative work. Intellectually stimulating argument.
	74	
	73	
	72	
	71	Fine work showing powerful analysis, a distinctive argument and awareness
	70	of the secondary literature.
	69	
	68	
Merit	67	Strong and well-developed analysis with some indications of distinction
	66	potential.
	65	
	64	
	63	
	62	
	61	
Good Pass	60	Sound analytical standard with most points developed rather than merely
	59	stated
	58	
	57	
	56	
	55	
	54	
Weak Pass	53	Basic analytical skill apparent from identification of intellectual problem and
	52	some structured discussion of it
	51	
	50	
	49	
Marginal Fail	48	Inadequate development of points made
	47	
	46	
Fail	45	Inadequate coverage and inadequate analysis
	44	
	43	

Marks of 70 and above represent distinction grades, marks from 65 to 69 are merit grades, marks from 50 to 64 are pass grades, and marks below 50 represent a fail.

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, decided by the Chair of Examiners, may be undertaken.

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 (http://www.admin.ox.ac.uk/examregs/). **The department cannot grant extensions** and penalties may be incurred for late submissions.

If a student does not submit their thesis, or fails to turn up for any of their exams, the student will be allowed to resubmit the piece or work or resit the exam one time; the mark of this second submission/sitting will be capped. (In most cases, it is better to hand in a bad thesis/complete an exam and fail, than to hand nothing in at all. If you find yourself in this situation, please contact your College as soon as possible to discuss the situation with them, as all extensions or applications for 'factors affecting performance' must go through the College in the first instance.)

PASS: To pass the course, candidates must achieve 50 or more in all components. If a candidate fails just one component of the MPhil, and it is a marginal fail (i.e. not less than 48) they can still be awarded a degree without distinction if they achieve a mark of 64 or above in another component.

MERIT: The Board of Examiners may award a merit for strong work in the whole examination. To obtain a merit, candidates should obtain an overall average mark of 65 or above. Candidates who have initially failed any component of the examination will not normally be eligible for the award of Merit.

DISTINCTION: The examiners may award a distinction for excellence in the whole examination. To obtain a distinction, candidates should obtain EITHER an overall average mark of 70 or above OR an overall average mark of 68 and above, with two assessed components at 70 or above. Candidates who have initially failed any component of the examination will not normally be eligible for the award of Distinction.

FAIL: A candidate who fails a taught degree 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

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

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. Students will also have the chance to participate in leavers' focus groups over the Long Vacation (more information will be provided closer to the time).

Feedback on Formative and Summative Assessment for PGT Programmes

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

Feedback on formative assessment e.g. course essays or assignments, should provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment; will indicate areas of strength and weakness in relation to an assessment task; and will provide an indication of the expectations and standards towards which students should be working.

Feedback on summative assessment e.g. theses and dissertations, should provide a critical review of the work and provide suggestions for improvements and future development of the topic of research, to enable students to develop their work for doctoral study if appropriate. Students can expect to receive informal feedback on their progress and on their formatively assessed work.

For Sociological Analysis students will receive written comments from a teaching assistant on the weekly memo. For Optional Papers, course providers will give students written comments on essays submitted in Hilary Term. Students will also receive written comments on their STATA assignments in Michaelmas Term.
All students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment that is normally submitted during the first term (or very early in the second term) of the course.

All students will also receive formal written feedback on the thesis submitted in the final term of the course.

Students studying for the MPhil Qualifying Test will receive formal written feedback via email on their Sociological Analysis Term Essay which is submitted on Friday of Week 9 in Michaelmas Term.

Students will receive formal written feedback on their theses submitted in the final term of their course, via email in due course after the final Exam Board convening.

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 Teaching Meeting 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 Reporting (GSR).

Graduate Supervision Reporting

The Graduate Supervision Reporting (GSR) 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. ***All students are required to submit a GSR report each term.***

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.

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.

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 the Taught Course Director. 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.

Code of Practice for Supervisors of Taught Course Students

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 on GSS

In addition to the above, Supervisors are expected to provide the following with respect to Masters theses:

- Frequent meetings with students to discuss progress of thesis (informal guidelines: for MPhil students 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.

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.

Regulations Governing Graduate Degree Courses

Below is a summary of the most relevant rules. In exceptional circumstances it may be possible to seek dispensation from these rules. Students should consult the Examination Regulations http://www.admin.ox.ac.uk/examregs/ for the full text and seek further advice from their Supervisor.

Plagiarism

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.

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:

4. *No candidate shall present for an examination as his or her own work any part or the substance of any part of another person's work.*
5. *In any written work (whether thesis, dissertation, essay, coursework, or written examinations) passages quoted or closely paraphrased from another person's work must be identified as quotations or paraphrases, and the source of the quoted or paraphrased material must be clearly acknowledged.*

"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."

Procedure for dealing with cases of poor academic practice and plagiarism in taught degree examinations

Level 1: procedures for Examination Boards

If a marker, or a Turnitin report generated in the course of examination procedures, raises concerns about the proper attribution of a passage or piece of submitted work, the matter will be reported to the Chair of Examiners. The Chair will compile and retain any evidence and decide whether or not the case is one which may be dealt with by the Board (poor academic practice) or whether it is one that requires reference to the Proctors for investigation and possible disciplinary action. The Chair may consult the Proctors in cases of doubt.

The following step-by-step guidance is provided in order to assist the Chair with this decision.
Step 1

If the concern has been identified by a high Turnitin score, follow the separate guidance on interpreting Turnitin reports (Appendix 1) to establish the report's accuracy.

If the concern has been identified by a marker, examine the source the marker has referred to; or in the case of suspected collusion or copying between students, examine all pieces of work giving rise to this concern.

Step 2

Consider the characteristics of the concerning passage(s).

Characteristics of cases to be dealt with as poor academic practice

In all cases dealt with wholly by the Examination Board the extent of the material under review must be a relatively small proportion of the whole. Small will be in the context of the length of the work but as a guide it will not exceed 10%.

If the case is then best described by one or more of the criteria below, on balance this is likely to indicate a case of poor academic practice and can be dealt with by the Examination Board.

- The material is widely available factual information or technical description that could not be paraphrased easily.
- The passage(s) draws on a variety of sources, either verbatim or derivative, in patchwork fashion. This is likely to indicate poor English/poor understanding rather than an attempt to deceive.
- Some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography)
- The passage is 'grey literature' i.e. a web source with no clear owner
- The student is not known to have previously received a marks deduction for poor academic practice or been referred to the Proctors for suspected plagiarism. (This will only be relevant for Honour Schools examined in Parts, or master's courses with multiple submission deadlines.)

Thresholds for reference to the Proctors

If the concerning passage(s) meets any of the criteria below, this is likely to indicate that referral to the Proctors is warranted.

- The extent of the material under review is a substantial proportion of the whole.
- The material contains passages of analysis or research data that is clearly the intellectual property of the original author.
- The passage(s) exhibits heavy reliance on one source which may indicate plagiarism of ideas/arguments.
- There is evidence that the student has copied the development of an argument (which may not be verbatim quotation – it could involve paraphrasing a line of argument or sequence of points).
- There is evidence of copying or collusion between students.
- The student has previously received a marks deduction for poor academic practice or has been referred to the Proctors for suspected plagiarism in the same or earlier programme of study.
- The submission clearly infringes rules on resubmitting material (autoplagiarism) for examination.

Step 3

Where the Chair finds that the matter can be dealt with by the Board, assessors will mark the work on its academic merits. The Board will then deduct marks for derivative or poorly referenced work according to a pre-determined scale set out in the marking conventions. Boards are free to operate marks deductions of between 1 and 10% (maximum) of the marks available for that particular piece of work. In practice, it will often be difficult to operate very fine-grained distinctions and it is acceptable for examination boards to exercise their judgement within a small range of 'bands' e.g. on a 100 point scale a Board might judge cases to fall in one of three bands for which 3, 6, or 10 marks are deducted. Where the consequence of the marks deduction would result in failure of the assessment and of the programme (i.e. no resit opportunity) the case must be referred to the Proctors.

Where the Chair finds that the matter should be dealt with by the Proctors, the Chair should follow the steps outlined in Level 2 below.

Step 4

For their academic development, students should be informed that marks have been deducted for poor academic practice if they have further examinations to take during their course (for example if it is a preliminary examination, a part of a FHS examination before the final year, the qualifying examination for MPhil, or early examinations for other master's courses), and an explanation should be given of where and how in their work this was evidenced. This feedback should be provided via the Chair of Examiners to the Senior Tutor in the case of undergraduates, or the Course Director in the case of graduates. Students should also be reminded of the disciplinary regulations concerning plagiarism.

Level 2: procedures for the Academic Conduct Panel

Examination Boards will refer cases to the Proctors' Office if the Chair has made a decision that a case exceeds the criteria for dealing with Level 1.

Step 1

The Chair should first summarise the case for the Proctors indicating the relevant sources, extent, and seriousness of the plagiarism. A report printout from Turnitin is insufficient on its own and will be returned to the Chair for analysis and summary. In cases of students suspected of colluding or copying from each other, the Chair should examine the work of both the students involved, so that the nature of the apparent collusion can be established. All materials should be securely submitted to the Proctors' Office. Support will be provided by a caseworker in the Proctors' Office who will ensure all relevant materials are collated and presented.

Step 2

The case will be given initial consideration by one of the Proctors who will determine whether it is a case that should be referred back to the examiners to deal with at Level 1 (in cases where the Chair has asked for advice), a suitable case for the Academic Conduct Panel, or one that is so serious that it should be directed to the SDP. Cases where it is likely that the outcome would result in failure of the whole degree will always be referred to the SDP.

Step 3

If it is decided that the case should proceed to the Academic Conduct Panel, the student's consent will be sought, offering the alternative of referral to the SDP. The student will be notified as soon as possible by the Proctors' Office that their work has been referred to the Panel, except in circumstances where they are currently undertaking examination. In these cases, steps should be taken to delay notification to the student, and to notify the student at a time that will not interfere with ongoing exams.

Step 4

An interview with the student will be conducted between the Proctor and the student with a note-taker as part of the preparation for the Panel meeting; this may be by telephone, email questions, or other means of telecommunication. If, during the interview, the student admits a breach of the regulations, the Proctor may offer the student the option of the matter being concluded without further meetings. The Proctor will arrange for the Panel to agree a penalty by email correspondence (the Panel may not impose a penalty which is more severe than the Penalty recommended by the Proctor, and the student will have the right of appeal as set out under Appeal process below).Otherwise, paperwork for the Panel including a note of the interview, will be provided to the student who will be given a minimum of three clear days to submit any further information for inclusion.

Step 5

The Proctors will convene a meeting of the Academic Conduct Panel. The ACP will consist of three people: one of the Proctors; a person who has previously served as Proctor (preferably from the most recent Proctorial team for continuity) or as a member of the SDP; and a member with relevant subject expertise (but not a member of the Examination Board). The Panel will be convened as necessary to deal with plagiarism cases referred to it. The Panel will consider cases within one month of referral by the Examination Board.

The student, supported by a friend or a Senior Member, will be invited to attend the meeting, but the Panel may go ahead without the student if they are unable to attend. The Panel may require the student to attend, or be available by telecommunication.

The Panel will have a range of outcomes available to it:

- Finding plagiarism has not occurred
- Directing that the student has support and training
- Deduction of marks for the piece of work: examiners will conclude examination
- Submission awarded 0% - resubmission required in order to conclude examination but mark not capped
- Submission awarded 0% - resubmission required in order to conclude examination and mark capped
- Serious Academic Misconduct - Referral to the Student Disciplinary Panel

The Panel cannot give a penalty that would result in the student failing the whole degree.

Appeal process

The student will be able to appeal a decision of the Academic Conduct Panel by sending a written appeal within fourteen days of receiving the Panel's written decision. Two members of the Academic Conduct Panel with no previous connection to the case will consider the appeal, and this will normally be a paper-based exercise.

The student will not be able to appeal a referral to the Student Disciplinary Panel; in such cases they will have the right to apply for permission to appeal to the Student Appeal Panel following the outcome of the Student Disciplinary Panel.

Level 3: Student Disciplinary Panel

The Student Disciplinary Panel will deal with the most serious cases of plagiarism, and those referred to it by the Proctors or the Academic Conduct Panel because the likely outcome would be failure of the whole degree.

The procedures and regulations set out in Statutes and Regulations apply
http://www.admin.ox.ac.uk/statutes/352-051a.shtml#_Toc28142346
http://www.admin.ox.ac.uk/statutes/regulations/234-062.shtml .

Thresholds

In addition to those cases referred to the Student Disciplinary Panel by the Academic Conduct Panel as described above, the Proctors may refer cases to the Student Disciplinary Panel directly after receipt from the examiners and after their investigation, but will only do so in what appear to be very serious cases. This is likely to include cases of apparent deliberate deception such as purchase of submissions from an essay mill or ghostwriting service, students with a history of plagiarism, very extensive plagiarism.

Outcomes

The Panel will have a range of outcomes available to it including:

- Submission awarded 0% - no opportunity to re-submit i.e. failure of programme
- Award classification reduced

- Failed award
- Expelled from institution and failed award
- Removal of a degree (in cases of former students)
- Additionally, any of the outcomes available at Level 2

Online Plagiarism Quiz and Self-Tests

By the end of Week 2, all students are required to take the Avoiding Plagiarism Tutorial (https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag), and to email a copy of the certificate of completion to the GSA.

In addition, the websites for a number of online plagiarism tests are shown below. These tests will also 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

Third Party Proof-readers

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

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

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

What a proof-reader may and may not do

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

A proof-reader may

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

A proof-reader may not

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

Authorial responsibility

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

Failure to adhere to these guidelines could constitute a breach of academic integrity and contravene the *Proctors' Disciplinary Regulations for Candidates in Examination* (http://www.admin.ox.ac.uk/statutes/regulations/288-072.shtml). It is therefore the student's responsibility to provide the proof-reader with a copy of this policy statement.

Factors affecting performance

Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen factors may have had an impact on their performance in an examination, a subset of the board will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. When reaching this decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to adjudicate on the merits of candidates. Further information on the procedure is provided in the *Policy and Guidance for examiners, Annex B* and information for students is provided at www.ox.ac.uk/students/academic/exams/guidance.

Failing the MPhil

Candidates who have previously failed the MPhil without extenuating circumstances cannot achieve more than a pass degree on retaking.

In the event of failure of the 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 MPhil Qualifying Test must take place before the first week of the next academic year. Any retakes/resubmissions for the MPhil must take place the following 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 MPhil, and it is a marginal fail (i.e. not less than 48), they can still be awarded a degree *without* distinction if they achieve a mark of 64 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 student will be allowed to resubmit the piece or work or resit the exam one time; the mark of this second submission/sitting will be capped. (In most cases, it is better to hand in a bad thesis/complete an exam and fail, than to hand nothing in at all. If you find yourself in this situation, please contact your College as soon as possible to discuss the situation with them, as all extensions or applications for 'factors affecting performance' must go through the College in the first instance.)

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 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 MPhil due to illness or circumstances outside their control.

Release of Examination Marks

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

Details of examiners and rules on communicating with examiners

The External Examiner for the MPhil in Sociology and Demography for the 2018-19 academic year is Professor Chattoe-Brown (University of Leicester). The internal examiners are Professor Kariya (Chair), Professor C. Mills, Dr Richards and Dr Tropf.

Candidates should not under any circumstances seek to make contact with individual internal or external examiners for examination matters. They will contact the individuals as supervisors and course conveners or Prof Mills as Taught Course Director.

Fees

Fees are paid termly.

MPhil students six terms of fees in total.

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.

Residence Requirements

The residence requirement is shown below. Students must be in Oxford for this period. Residence as a Recognised Student does not count towards residence required for Oxford degrees. Additional residence requirements may apply to scholarships or other forms of funding.

For the MPhil	six terms

It is vital that every overseas student familiarises him/herself 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.

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.

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., physical or mental incapacity, maternity leave and unexpected domestic crises).
- 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.
- 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.

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 immediately. 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 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.

Paid Work

Students may take on limited amounts of paid work but they should ensure this does not interfere with their studies. See the University's paid work guidelines: http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork/

Ethical Review Procedures for Research

Research Ethics Review and Approval

The University's policy and guidance on the ethical review of research undertaken by staff and students which involves human participants is available on the University website. Departmental Policy on Ethical Training Requirements for Research Staff and Graduate Students (mandatory) is available from WebLearn. It covers all research in which people participate in a direct way by, for example,

- answering questions about themselves or their opinions,
- or performing tasks - such as completing an online survey
- or being observed,
- all research which involves data about identified or identifiable people.

Why is ethics scrutiny and approval important?

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

What to do:

- Visit the Central University Research Ethics Committee (CUREC) site and identify if you need a CUREC form filled in using the decision flowchart.
- The University's procedures have two stages to reflect the level of risk associated with the particular research project. The first stage is complete the first section of the checklist. Once you have done that the form will advise you whether to complete filling out the CUREC 1A or to complete CUREC 2.
- Fill out the relevant form well in advance of starting your research. You will not be able to undertake any research until your application has been approved. Please start the process of completing the form and gather then required material as soon as possible. . When writing any CUREC application, assume that you are the expert in your topic area and explain your project methods clearly and simply. This includes giving a clear idea of potential ethical issues and how you propose to address them. Remember that the ethics committee partially relies on your expertise as a researcher in your field, in order to be clear about the ethics of a project.

It is likely your application will need documents to support it and help to explain what you are doing. These documents can be broadly classified as for external (participant) or internal (researcher) use. Documents for external use include invitation letters/emails, information sheets, written consent forms, oral consent scripts, project recruitment advertisements, participant-completion surveys or questionnaires (paper or online). Please see the main CUREC page on informed consent for more details. Documents for internal use include sample research instruments (researcher-completion surveys or questionnaires, semi-structured interview guides), detailed study protocols, and record of oral consent forms.

In most cases, the Departmental Research Ethics Committee (DREC) will want to see final versions of external use documents in order to check compliance with the relevant University policy. As far as possible the DREC will also want to see examples of interview schedules and draft questionnaires. (We are aware that survey questions and other research instruments evolve as part of project methodology.)

- Please complete the form electronically and send it in Word format from your Oxford email account to drec@sociology.ox.ac.uk . As well as signing your form you will need to obtain your supervisor's signature too. Applications are not valid until signatures and relevant supporting documents have been provided. There is more information about signatures in the checklist itself.
- Your form will then be reviewed by the Department Research Ethics Committee. Please note that the anticipated turn around on Ethics applications is 5 working days to 6 weeks for CUREC 1A application and longer for CUREC 2 (more details here), depending among other, on the complexity of the study. Once your research has received ethical approval you will receive a letter to confirm this.

Approval of research using publically available data is routine. Ideally you should have completed the process of receiving ethical approval by the time you submit your thesis topic to the GSA in Week 8 of Hilary Term of your first year. Please ensure that you leave enough time to complete the forms, collect the requisite signatures, and for the approval process to take place. For projects requiring only CUREC 1A approval, applications submitted early in Hilary Term should have sufficient time for approval. If you believe that you may need CUREC 2 approval, please contact Agnieszka Swiejkowska, the Research Facilitator, in Michaelmas Term for advice.

Other resources:

- The Research Ethics Guidebook, funded by the ESRC as part of the Researcher Development Initiative and developed by a team at the University of London's Institute of Education, is a guide through ethics review and regulatory processes for social scientists.

Risk Assessment, Insurance and Safety Considerations for Any Travel or Fieldwork

Any travel undertaken as part of University business requires the submission of a risk assessment, and qualifies for cover under the University's travel insurance policy. It is vital that risk assessments and travel insurance applications are submitted at least one month before planned travel. Forms for high-risk travel should be submitted even further in advance, to allow the forms to be approved by the Divisional Safety Officer, and possibly by the University Safety Office. Both the risk assessment and travel insurance application forms can be found here: http://www.admin.ox.ac.uk/finance/insurance/travel/

Please submit the completed forms to Natasha Cotton – Graduate Studies Administrator (graduate-studies@sociology.ox.ac.uk) via the online system.

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 Graduate Studies Administrator (Natasha Cotton) **at least one month before the start of your trip**. They can provide the appropriate forms and assist with the risk assessment process.

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.

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 either the Head of Administration and Finance or the Head of Department, who, in some instances, may need to refer it to the Divisional Safety Officer or the University's Safety Office before approval can be given. After you have answered any questions raised by the Divisional Safety Officer or the University's Safety Office, your risk assessment will have to be reassessed and approved by your supervisor before it is passed along for final authorisation by the Head of Administration and Finance or the Head of Department.

The Social Science Division and the University's Safety Office run 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 Natasha Cotton 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.

Travel Insurance

A separate form is needed to apply for the University's travel insurance. Please note that the University's insurance will not be valid if you do not have a valid risk assessment and do not complete this process in good time. There is no cost to students associated with taking out University travel insurance, and the policy offers a good quality of coverage.

More information on the university's scheme is available at: http://www.admin.ox.ac.uk/finance/insurance/travel/

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 the Head of Administration and Finance. To check if your travel plans might be affected by an FCO advisory please check the website: www.fco.gov.uk/en/travelling-and-living-overseas/

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.
- 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

Committees

Sociology Graduate Studies Committee

The members of the Sociology Graduate Studies Committee are:

- Prof Stephen Fisher - DGS (Trinity)
- Prof Colin Mills - TCD (Nuffield)
- Prof Leigh Payne - (St Antony's)
- One student representative (the student rep shall attend for unreserved business only)

For 2018/19 the Chair will be Professor Stephen Fisher. 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 etc.

The Committee meets twice a term (normally Tuesdays in weeks 2 and 7). It is important that students submit any applications (and all accompanying material) to the Committee (via the Graduate Studies Administrator by Friday of week 1 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. Enquiries about the work of the Graduate Studies Committee should be made to the Graduate Studies Administrator.

Academic records of all students are maintained centrally 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.

Graduate Joint Consultative Committee (GJCC)

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. It will usually meet every term in Week 3. Membership includes student representatives (two for MSc, and one each for MPhil, PRS and DPhil), Head of Department, teaching staff, and the Graduate Studies Administrator. Some secretarial support is provided by the GSA. All students are welcome to attend and are encouraged to put forward items for discussion through their representatives.

Supporting You

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 in the first instance. The Taught Courses Director (Prof Colin Mills), the Director of Graduate Studies (Prof Stephen Fisher) or the Head of Department (Prof Christiaan Monden) will if necessary consult the appropriate authorities on your behalf. The Director of Graduate Studies, Professor Stephen Fisher, is happy for students to drop in with *brief* questions when he is in the Department. For longer questions (i.e. requiring more than 15 minutes of time) an appointment *must* be booked.
- For issues about a particular course, please first talk to the course provider if appropriate.
- At your college, consult the Senior Tutor, the Tutor for Graduates or your 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, Professor Melinda Mills. 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 below for more information.
- 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.
- The Disability Lead for the Department is Prof Stephen Fisher. The Disability Coordinator is the Graduate Studies Administrator.

Student Conduct

Students at Oxford are subject to two separate (but complementary) sets of disciplinary regulations: the rules and by-laws of your college provided in your college handbook, or equivalent document, and the University's conduct regulations.

The University regulations covering student conduct come from three main sources:
- University statutes, in particular Statute XI on University discipline;
- regulations, issued by: Council; the Proctors, as the University's disciplinary officers, including emergency regulations for student conduct, published in the University Gazette, notified to you by your college and remaining in force for a set period; the Rules Committee (six Congregation members and six student members who meet annually to review and issue conduct regulations); the Curators of the University Libraries; the IT Committee;
- rules on access and use, made and published by people or bodies responsible for managing University land and buildings, or operating University services and facilities.

The Examination Regulations cover a wide variety of important topics, you should read them carefully. Students who intentionally or recklessly breach regulations, or incite or conspire with others to do so, are liable to disciplinary action.

For more information please see the Student Conduct page of the University website: https://www.ox.ac.uk/students/academic/conduct?wssl=1.

Complaints

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.

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. 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.

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.

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.

Harassment

The Department is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all students are respected. Harassment or victimisation is regarded as unacceptable behaviour and is not tolerated in any form. All members of the University are expected to treat each other fairly and with respect, courtesy and consideration.

Help and advice can be found in the Department by contacting your Supervisor, the DGS, the GSA or the Departmental Harassment Advisors (Professor Fisher and Agnieszka Swiejkowska, the Research Facilitator).

You can also contact your college for support and advice.

For more information about where to go for help and advice, please see the Harassment webpage on the University site (https://www.ox.ac.uk/students/welfare/harassment?wssl=1). See also the University Policy and Procedure on Harassment (http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/harassment/Harassment_Policy_and_Procedure_MT14_Final.pdf).

Whom to talk to about what

Academic Matters
Supervisor;
Graduate Studies Administrator – Natasha Cotton (graduate-studies@sociology.ox.ac.uk; 286183);
Taught Course Director – Prof Colin Mills (colin.mills@sociology.ox.ac.uk; 278965); or
Director of Graduate Studies – Prof Stephen Fisher (stephen.fisher@sociology.ox.ac.uk; 286173)

Business of the Graduate Studies Committee
Graduate Studies Administrator (graduate-studies@sociology.ox.ac.uk; 286183)

Ethics Forms
Research Facilitator – Agnieszka Swiejkowska (DREC@sociology.ox.ac.uk, 286177)

Use of Departmental Facilities
Departmental Secretary – Jane Greig (jane.greig@sociology.ox.ac.uk; 281740)

Computing and IT
itsupport@manor-road.ox.ac.uk; 284840

Change of Supervisor (see page 31)
Supervisor;
Graduate Studies Administrator – Natasha Cotton (graduate-studies@sociology.ox.ac.uk; 286183); or
Taught Course Director (colin.mills@sociology.ox.ac.uk; 278965);

Confidential Advice Relating to Harassment
University's confidential harassment number (2)70760

Equality and Diversity at Oxford

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected." Equality Policy (2013).

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief and sexual orientation. Visit our website for further details or contact us directly for advice: www.admin.ox.ac.uk/eop or equality@admin.ox.ac.uk.

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

There is range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit:

www.admin.ox.ac.uk/eop/religionandbelief/faithsocietiesgroupsorreligiouscentres

Student Welfare and Support Services

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

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

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/shw/peer

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: www.oxfordsu.org/communities/campaigns/

There is a wide range of student clubs and societies to get involved in - for more details visit: www.ox.ac.uk/students/life/clubs

List of Abbreviations

CUREC and DREC – University and Department Research Ethics Committees respectively, these terms also used to refer to the Ethics assessment forms
DGS – Director of Graduate Studies
DPhil – Doctor of Philosophy
DTP – Doctoral Training Partnership. Oxford is part of the Grand Union DTP with Brunel and the Open University. It is funded by the ESRC and it is the means by which several of our doctoral students receive financial support. It is also facilities various training activities open to all Oxford students. (http://www.granduniondtp.ac.uk/home)
EPC – Education Policy Committee
ESRC – Economic and Social Research Council
GJCC – Graduate Joint Consultative Committee
Grey Book – The Exam Regulations (now not produced in hard copy, can only found online http://www.admin.ox.ac.uk/examregs/)
GSC – Graduate Studies Committee
GSR – Graduate Supervision Reporting
NCRM – National Centre for Research Methods. Maintains a UK research training courses database and offers bursaries. (https://www.ncrm.ac.uk/)
Proctors – The two Proctors (Senior and Junior) have responsibilities under the statutes and regulations for aspects of student discipline, for ensuring the proper conduct of examinations and for dealing with complaints.
PRS – Probationer Research Student
SSD – Social Sciences Division
TCD – Taught Courses Director
TNA – Training Needs Analysis

Online Glossary:
https://www.ox.ac.uk/about/organisation/history/oxford-glossary?wssl=1

Department of Sociology
University of Oxford
Manor Road Oxford, OX1 3UQ
Tel. no.: +44 (0)1865 281740
www.sociology.ox.ac.uk