MPhil IN RUSSIAN AND EAST EUROPEAN STUDIES

NOTES FOR THE GUIDANCE OF STUDENTS

2015-2017

MANAGEMENT COMMITTEE FOR
RUSSIAN AND EAST EUROPEAN STUDIES

University of Oxford

School of Interdisciplinary Area Studies
12 Bevington Road, Oxford OX2 6LH

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FOREWORD

STATEMENT OF COVERAGE

This handbook is prepared for the guidance of graduate students reading for the MPhil degree in Russian and East European Studies, under the Management Committee for Russian and East European Studies.

This handbook applies to students starting the MPhil in REES in Michaelmas Term 2015, to be examined in June 2016 (qualifying examinations) and June 2017 (final examinations). The information in this handbook may be different for students starting in other years.

Please address any questions about these Notes of Guidance to:
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School of Interdisciplinary Area Studies
12 Bevington Road
Oxford OX2 6LH
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VERSION 1.0 2015

DISCLAIMER

These notes are intended to supplement the more formal University’s Examination Decrees and Regulations, (www.admin.ox.ac.uk/examregs/) and give substance to the framework document developed by the University’s Educational Policy and Standards Committee for graduate students on taught courses. http://www.admin.ox.ac.uk/edc/

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 Dr Paul Irwin Crookes and/or Alexia Lewis.

The information in this handbook is accurate as at 5 October 2015, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new digital version of this handbook together with a list of the changes and students will be informed.
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On behalf of the management team of the School of Interdisciplinary Area Studies (SIAS), I would like to welcome you all warmly to Oxford and to SIAS. Founded in 2004, the School is part of the Social Sciences Division and has a total staff, including academics, researchers, and administrators, of about 70 people based at faculty locations in and around Bevington Road, Winchester Road and Canterbury Road on the northern side of the University precinct.

We are the largest department of scholars in the UK dedicated to the study of key regions across the world. Our research and teaching activities encompass Africa, China, Japan, Latin America, the Middle East, Russia and Eastern Europe, and South Asia, scaling in reach from the local and national to the regional and global. Whilst our scholarship certainly engages with important theoretical debates and major concepts such as globalisation, liberalisation, and feminism, it is always informed by a deep understanding of the relevant country and region concerned, helping us to analyse the social, political and cultural drivers of a particular region to better explain both the historical context and the contemporary factors shaping the world today. I invite you all to join us in these debates and I wish you a very enjoyable time here as members of the School.

Professor Rachel Murphy  
Head of SIAS  
Associate Professor in the Sociology of China
This Handbook is intended to help guide you through your course and to provide the information that it is anticipated you will need to know during your time as Oxford. You will also find lots of useful information of relevant to your course from the following sources:

- the School’s website, which includes information about news and events;
- our WebLearn site, which provides information on lectures, classes, reading lists as well as guidance concerning supervision, undertaking fieldwork and the ethical review process for any research projects involving human participants or personal data;
- the Oxford Students Website;
- your individual college handbook;
- the University’s Examination Regulations, which provide the course regulations; and
- the programme’s examination conventions provided at Appendix 2 of this handbook and on our Weblearn site, which set out the procedures required by the examinations you will take and cover how written papers will be set, how your work will be assessed and how an overall year outcome will be determined.

If you need any further help or require more information on any aspect of the Handbook, please contact Alexia Lewis.
WELCOME FROM THE DIRECTOR OF RUSSIAN AND EAST EUROPEAN STUDIES

A warm welcome to Oxford, and to the REES MPhil programme. The Russian and East European Studies programmes offer an excellent window into a fascinating part of the world, one which continues to have an important impact on local and global politics, historical studies, international affairs, and culture. We know that many of you have chosen to come to Oxford’s REES programme because of the world’s growing interest in, and concern about, this critical region. Here you will find a wealth of opportunities matched in few other universities: to learn from leading scholars, to hear speakers deliver seminar papers on their latest research, and to mix with a truly global cohort of students in Oxford’s School of Interdisciplinary Area Studies – the home of the Russian and East European Studies programmes.

We hope that you will enjoy your time here and that you will make the most of the rich offerings from the School’s programmes of seminars, talks and special events. Among these, the REES programme is closely tied to the Russian & Eurasian Studies Centre (RESC), St Antony’s College, which was established at the outset of the Cold War. The RESC Monday Seminar Series on Russia, the Soviet world, and Eurasia, founded in 1953, will be an integral part of your term-time calendar. This year we begin with an opportunity to hear from the doyenne of Soviet historical studies, Professor Sheila Fitzpatrick, who did her doctoral training at Oxford. The RESC Monday Seminars will focus on Historical topics in Michaelmas 2015; Politics and International Relations in Hilary 2016; and Culture and Society in Trinity Term 2016. Around the School and the university you will also find a dazzling array of seminars, of truly amazing variety, attracting speakers from around the globe: do not fail to seize the chance to sample the ideas and arguments the world brings to Oxford.

We hope you find the programme a stimulating introduction to your own research, and that after graduation you will look back on the time you spent here with satisfaction and pride in your achievements.

Prof Dan Healey
Director of Russian and East European Studies
Professor of Modern Russian History
USEFUL DEPARTMENTAL CONTACTS

The REES Course Director and the main port of call for academic matters this year is Dr Nicolette Makovicky. Dr Makovicky will convene first year modules for research methods, along with Dr Christopher Davis who will be responsible for quantitative methods. Dr Makovicky will also convene the first year modules on Culture and Society (Contemporary REES Course Part 2). Professor Healey is Chair of the REES Management Committee and will convene the first year modules of twentieth century history in REES. Dr Paul Chaisty will convene the first year modules in politics, economics and international relations (Contemporary REES Course Part 1), along with Professor Roy Allison and Dr Christopher Davis. Dr Pleshakova will convene the Russian language courses.

Convenors of options courses for the second year of the MPhil are listed in Appendix 3.

In addition, there is a much larger set of academics elsewhere in the University who research and teach REES and are involved in the degree in various ways. Full details are listed in Appendix 1 of the handbook.

<table>
<thead>
<tr>
<th>Contact Details for Russian and East European Studies Staff</th>
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<tbody>
<tr>
<td>Roy Allison</td>
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<tr>
<td>Paul Chaisty</td>
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<tr>
<td>Chris Davis</td>
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<td>Dan Healey</td>
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<tr>
<td>Nicolette Makovicky</td>
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<tr>
<td>Anna Pleshakova</td>
</tr>
<tr>
<td>Gwen Sasse</td>
</tr>
<tr>
<td><em>Administrator</em></td>
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<tr>
<td>Mrs Alexia Lewis</td>
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<td>Miss Sophie Torrance</td>
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<tr>
<th>Contact Details for SIAS Staff</th>
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<tbody>
<tr>
<td>Dr Paul Irwin Crookes (SIAS DGS)</td>
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</table>

**Departmental Disability Contacts**

| Dr Paul Irwin Crookes (SIAS DGS) | (6)13848 | paul.irwincrookes@area.ox.ac.uk |
| Tanya Baldwin (SIAS Head of Administration and Finance) | (2)84994 | Tanya.baldwin@socsci.ox.ac.uk |

**IT and Library Services**

| IT Services                | (2)73200 | https://www.it.ox.ac.uk/ |
| Social Sciences Library   | (2)71093 | http://www.bodleian.ox.ac.uk/ssl/contact |
## IMPORTANT DATES

### Term Dates 2015-16

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td><strong>Michaelmas Term 2015</strong></td>
<td>12&lt;sup&gt;th&lt;/sup&gt; October 2015 (1&lt;sup&gt;st&lt;/sup&gt; Week) to 4&lt;sup&gt;th&lt;/sup&gt; December 2015 (8&lt;sup&gt;th&lt;/sup&gt; Week)</td>
</tr>
<tr>
<td><strong>Hilary Term 2016</strong></td>
<td>18&lt;sup&gt;th&lt;/sup&gt; January 2016 (1&lt;sup&gt;st&lt;/sup&gt; Week) to 11&lt;sup&gt;th&lt;/sup&gt; March 2015 (8&lt;sup&gt;th&lt;/sup&gt; Week)</td>
</tr>
<tr>
<td><strong>Trinity Term 2016</strong></td>
<td>25&lt;sup&gt;th&lt;/sup&gt; April 2016 (1&lt;sup&gt;st&lt;/sup&gt; Week) to 17&lt;sup&gt;th&lt;/sup&gt; June 2016 (8&lt;sup&gt;th&lt;/sup&gt; Week)</td>
</tr>
</tbody>
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The term dates shown above correspond to the official 8 week terms set-out by the University. You may have additional responsibilities (induction week/exams) that occur both before and after these dates, and you should make sure that you are aware of these before making travel arrangements. **The induction programme for MPhil students begins on 6 October 2015 and it is imperative that you arrive in Oxford in good time to participate.** It is the responsibility of students to ensure that they are present in Oxford during term-time.

### Year 1

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction to the programme</td>
<td>Michaelmas Term Week 0</td>
</tr>
</tbody>
</table>
| Essays for Core Course 1 History of Russia, the USSR and Eastern Europe in the Twentieth Century | Essay 1: Wednesday Week 3 Michaelmas Term  
Essay 2: Friday Week 3 Hilary Term |
| Essays for Core Course 2 Contemporary Russian and East European Studies Part 2 | Essay 1: Friday Week 8 Michaelmas Term  
Essay 2: Monday Week 1 Hilary Term (from a theme from weeks 5-8 MT15) OR Monday Week 2 Hilary Term (from a theme from Week 2 HT16). |
| Essays for Core Course 3 Contemporary Russian and East European Studies Part 1 | Essay 1 – Please refer to course outline.  
Essay 2 – Please refer to course outline. |
<p>| REES Quantitative Methods Test                          | Hilary Term                    |
| Thesis titles, outlines and fieldwork proposals submitted to administrators for approval by REES Management Committee | Friday Week 1 Trinity          |
| Research Design Essay                                   | Monday Week 6 Trinity Term     |</p>
<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Qualifying Examination (Core Courses)</td>
<td>Week 8 Trinity Term</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>MPhil Thesis Progress Workshops</td>
<td>Michaelmas Term</td>
</tr>
<tr>
<td>Essays for Special Subject Option 1</td>
<td>Schedule confirmed at first class</td>
</tr>
<tr>
<td>Essays for Special Subject Option 2</td>
<td>Schedule confirmed at first class</td>
</tr>
<tr>
<td>Thesis to be submitted</td>
<td>12 Noon Monday Week 4 Trinity Term</td>
</tr>
<tr>
<td>*Final Examinations</td>
<td>Week 8 Trinity Term</td>
</tr>
</tbody>
</table>

Please note essays for the core courses and special subject options form part of the overall assessment of the student’s progress, but will not form part of the final mark for the course.

*Please note that the final examinations date is subject to change. Students should refer to [http://www.ox.ac.uk/students/exams/timetables/](http://www.ox.ac.uk/students/exams/timetables/).
Oxford has a long tradition of research and teaching in the REES field built up by many distinguished scholars, including Isaiah Berlin, Archie Brown, Michael Kaser, Alex Pravda and Robert Service. There is a large scholarly community with interests in this field and currently over 60 doctoral students working on the region. The REES programme is based in the School of Interdisciplinary Area Studies (SIAS) which is part of the Social Sciences Division. Faculty members teaching on the programme are also affiliated with the Departments of Politics and International Relations, Economics, Geography, History, Language and Literature, and Social Anthropology. This diversity ensures the interdisciplinarity of the degree. All academic staff and students involved in the REES programme also have bases in colleges. St Antony’s College established the Russian and East European Centre (now Russian and Eurasian Studies Centre) in 1952. It possesses an excellent library, runs major seminars and conferences, and hosts many academic and government visitors from Eastern Europe and the Former Soviet Union (FSU).
MPHIL IN RUSSIAN AND EAST EUROPEAN STUDIES – COURSE CONTENT AND STRUCTURE

The MPhil in REES is a six term, 21 month master’s programme which runs over two academic years. It is for graduates who are interested in gaining a deeper knowledge and understanding of Russia, Eastern Europe and Eurasia through the study of the region across a range of disciplines including history, politics, economics, international relations, society and culture.

Students are taught in a combination of lectures and classes. They are expected to work in small groups and student-led discussion is an important aspect of the classes. Essays are written for the classes, a research design essay is required, and students also carry out individual project work leading to a 30,000 word thesis. Russian language tuition is also provided upon entry into the programme until students pass the Russian language qualifying exam. Teaching staff frequently refer to their own research activity, to give students a broad disciplinary perspective of Russian and East European area studies. The methods employed ensure that teaching is effective and consequently students acquire a good knowledge of the material in question.

PROGRAMME OUTLINE

In Year 1 of the programme students will study 3 core courses:

- History of Russia, the USSR and Eastern Europe in the Twentieth Century.
- Contemporary Russian and East European Studies Part 1 (contemporary issues covering Politics, International Relations and Defence)
- Contemporary Russian and East European Studies Part 2 (Contemporary issues covering Economics, Culture and Health and Welfare)

Students will receive training in relevant qualitative and quantitative methodologies, take Russian Language classes and begin work on their 30,000 word thesis.

In Year 2 of the programme students will take:

- Two special subject options courses chosen from a list of options available for that academic year.

Russian language tuition will continue and students will work on completing their thesis which must be submitted by Monday Week 4 of Trinity Term in the second year.

Russian Language Tuition

All students are required to sit a Russian Language qualifying exam in either the second year of the course. Advanced learners may be given a permission to sit the exam in their first year. If a student-advanced language learner would like to obtain (be considered?) such a permission, he/she should contact the REES Head of Language Studies, Dr Pleshakova well in advance by the end of October. The exam must be passed before the final MPhil examinations are taken. Students will be required to attend language classes in Michaelmas Term and Hilary Term in the first year and second year, until they receive the confirmation that the Russian Language qualifying exam has been passed. Attendance at classes will then become optional, but those students who choose to continue with the course must
demonstrate a clear commitment to the classes. Russian classes will focus on the development of language skills relevant to research and study in the REES field. Detailed syllabus information in the form of the course outline is available on the REES WebLearn site.

YEAR 1

MICHAELMAS TERM:

Core course 1: History of Russia, the USSR and Eastern Europe in the Twentieth Century (Convenor: Prof Dan Healey)

The course examines underlying historical themes and factors – the development of political institutions, relations between society and state, the role of the intelligentsia – and analyses their interaction, especially in periods of accelerated change. There is an emphasis on tracking themes between periods. Attention is given to the October Revolution, the origin of the USSR, Stalinism, World War II, post-war attempts at consolidation and reform, the experiences of Eastern Europe and perestroika under Gorbachev. This course is taught through a combination of lectures and classes. Students are required to submit 2 essays for formative assessment. Detailed syllabus information in the form of the course outline is available on the REES WebLearn site.

Core Course 2: Contemporary Russian and East European Studies Part 2 (Convenor: Dr Nicolette Makovicky)

This core course takes an inter-disciplinary approach to the study of the culture and society of contemporary Russia and Eastern Europe using methodological and theoretical approaches from across the Social Sciences (including Demography, Social Policy, Geography, Sociology, and Social Anthropology). It is designed to complement and augment the themes and issues introduced in the core course ‘Politics, Economics and International Relations of the Former Soviet Union and Eastern Europe’ by examining the effects of socioeconomic and political change on the health, welfare, and demographic development in Russia and Central-and Eastern Europe, as well their influence on the dynamics of cultural change in institutions and social groups across the region.

‘Culture’ is understood as patterns of knowledge and behaviour, as well as shared sets of values and goals, which link social organisation with the lived practice in everyday life. In line with this definition, the course covers the themes of class formation and disintegration, economic migration, gender relations, and the rise of the consumer society, and links them to region-wide processes of economic restructuring, policy change, and democratisation. This is achieved by introducing the students to both quantitative (large-n) studies of demographic and social change across Russia and Central and Eastern Europe, and a range of qualitative (small-n) studies examining related themes from a sociological and anthropological perspective. This course is taught through a combination of lectures and classes. Students are required to submit 2 formative essays for this course. Detailed syllabus information in the form of the course outline is available on the REES WebLearn site.
SIAS Methodology Course: Qualitative Methods (Convenor: Dr Nicolette Makovicky)

The first methods module covers the principles of research design and approaches to collecting, managing and analysing qualitative data. Students are invited to explore the relationships between the social science disciplines and the empirical study of Russia/Eastern Europe and to reflect on strategies for integrating social science theory with the production of area-specific knowledge. Different approaches to obtaining and analysing qualitative data are considered which include finding and analysing digital and archived sources, the collection and analysis of talk and texts, and case studies, comparative research design and ethnography.

This course is taught through SIAS-wide lectures, supplemented by REES specific classes. As part of the assessment of this course, students are required to write a Research Design Essay on the thesis topic to be submitted to the REES Administrator by Week 6 of Term 3. In addition to this students will give thesis presentations at the Thesis Progress Workshops in Michaelmas Term of their second year. Detailed syllabus information in the form of the course outline is available on the REES WebLearn site.

Thesis

Students will begin to consider possible topics for their 25,000-30,000 word thesis and have preliminary discussions about this with their supervisors.

HILARY TERM

Core Course 2: Contemporary Russian and East European Studies Part 2 (Convenor: Dr Nicolette Makovicky)

This course continues in the first week of Hilary Term.

Core course 1: History of Russia, the USSR and Eastern Europe in the Twentieth Century (Convenor: Prof Dan Healey)

This course continues in weeks 2 and 3 of Hilary Term.

SIAS Methodology Course: Quantitative Methods (Convenor: Dr Chris Davis)

The second methods module runs during weeks 1-6 of Hilary Term and introduces students to techniques in quantitative analysis. Students will develop the skills to understand and evaluate basic quantitative methods and statistical tests commonly used by authors in academic papers and official reports (e.g. measures of dispersion, confidence intervals, hypothesis testing, correlation and simple linear regression).

In class exercises and in assessed written work students will be required to obtain and demonstrate a general understanding of approaches to research. At the same time, students will enjoy the
opportunity and flexibility to specialise in accordance with individual disciplinary and research interests.

The course is taught through a combination of lectures and classes. Students will be required to take an exam on basic statistical methods in Hilary Term as part of the assessment of this course.

**Core Course 3: Contemporary Russian and East European Studies Part 1 (Convenor: Dr Paul Chaisty)**

This social sciences course evaluates major analytical perspectives on developments in the FSU and Eastern Europe since the end of Communism. The course covers political science approaches and their applications, economic concepts (e.g. stabilisation, privatisation) and empirical developments (e.g. impacts of financial crises, Eastern European accession to the EU) as well as international relations. The course provides students with a solid grounding in theories bearing on the transition of the region from different disciplinary perspectives and sufficient empirical knowledge to test the arguments associated with different approaches. This course is taught through a combination of lectures and classes. Students are required to submit 2 formative essays for this course. Detailed syllabus information in the form of the course outline is available on the REES WebLearn site.

**Thesis**

Students continue their preparatory work for their thesis finalising a title and draft outline by the end of term.

**Russian Language Qualifying Exam**

Students in the advanced Russian language class may choose to take their Russian Language Qualifying Exam this term, with the approval of the Director of Languages.

**TRINITY TERM**

**Thesis**

Students are required to submit their thesis title and outline form by Friday of Week 1 Trinity Term for approval by the REES Management Committee.

**Qualifying Examinations**

Qualifying Exams are usually held in Week 8 of Trinity Term.
YEAR 2

MICHAELMAS TERM

Special Subject Option 1:

Students will take their first special subject option which they will have chosen in Trinity Term of their first year from the list of options available in 2016.

Thesis Progress Workshops

Students are required to give presentations on their thesis work to date of between 10 and 15 minutes, followed by a short group discussion of about 15 minutes.

Students should outline the importance of the topic, the research questions, analytical methods and sources, main arguments, and anticipated challenges/problems in future research.

These sessions are particularly useful in receiving feedback on your thesis work to date.

Hilary Term

Special Subject Option 2:

Students will take their second special subject option which they will have chosen in Trinity Term of their first year from the list of options available in 2016. Options are listed in appendix 3. There is usually an Options Fair held in Hilary term in the first year of the MPhil. Students can seek advice from the Administrator or directly from the course convenors.

Thesis

Students continue work on their thesis and should aim to submit a draft to their supervisors no later than week 7 of Hilary Term. Please note that academic staff are expected to carry out their own research during vacation periods and therefore are not obliged to comment on students’ theses outside of term.

Russian Language Qualifying Exam

The majority of students will take the Russian Language Qualifying Exam in the early part of Hilary Term. Prior to registering for the Russian language exam, students must confirm with the Director of Languages which level of Russian they should register for.

Trinity Term

Students finalise their thesis for submission on Monday Week 4 of Trinity Term. Students revise for their examinations, usually held in week 8 of Trinity Term.
COURSE AIMS

- To provide students with theoretical and empirical knowledge and methodological skills that will enable them to analyse political, economic, social and cultural issues in the transition countries of the former Soviet Union, Eurasia and Eastern Europe, through intensive teaching and their active involvement in the learning process. The course provides advanced training in the fundamental skills of critical analysis and research methodology.

- Students are required to read, analyse and incorporate into their own perspective the findings of works on Russia/USSR/FSU, Eurasia and Eastern Europe. Analytical rigour is further developed by the essays required to be written for classes. Presentation and discussion within these classes help to build communication skills.

- Many students on the course continue on to doctoral programmes. The course aims to provide them with skills which will enable them to generate research of a high standard, based on the triangulation principle (discipline, area studies and language). Those students who do not pursue doctoral work finish the course with a range of transferable skills that can be used in their professional lives, including written and oral presentation skills, qualitative and basic quantitative research skills, language skills, ability to work in a team and computer skills.

LEARNING OUTCOMES

Students will develop a knowledge and understanding at an advanced level of:

- Historical, political, economic, social and cultural processes in the countries of the Former Soviet Union, Eastern Europe and Eurasia.

- Students will acquire the area studies, language and methodological skills necessary to carry out analyses of these processes, ranging from short seminar presentations to tutorial essays to a 30,000 word thesis.

- Students will learn a range of transferable skills that can be used in their future professional lives.

If you have any issues with teaching or supervision, please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in section 7, problems and advice.

ADDITIONAL TRAINING

Skills Training

Students are asked to complete a Training Needs Analysis at the REES Induction session which enables a review of past training the student has received, identifies generic and subject-specific skills and knowledge that requires development, and formulates a training plan.
REES provides its graduate students with training to develop research and professional skills. (i.e. research management, communication and networking). This training is provided through core, optional and methodology courses involving workshops, classes, seminars and lectures.

**Training Management System (TMS)**

The Training Management System brings together the training available across the departments in Social Sciences and from other training providers within the University. Although primarily for DPhil students, you will have access to a range of teaching and training across the University. This includes academic courses, research methods training and transferable skills and career development training. Since it is expected that most of your training will be provided by REES, approval for taking additional course through TMS is given only in exceptional cases.

**Advanced Research Seminars**

REES and the Russian and Eurasian Studies Centre run an Advanced Research Seminar Series each term at St. Antony’s College with 8 weekly sessions. This usually takes place on Mondays at 5pm in term, and is an essential component of the REES MPhil course. The programme for 2015-16 is as follows:

The programme for 2015-16 is as follows:

- **Michaelmas Term:** History of Russia and Eastern Europe;
- **Hilary Term:** Russian International Relations and Foreign Policy;
- **Trinity Term:** Culture and Society

Presentations are made by leading REES researchers at Oxford and other universities. It is mandatory that REES students attend and participate in discussions with these experts during the seminar and afterwards in more informal settings.

**THE RELATION OF MPHIL IN REES TO DPHIL STUDIES AT OXFORD**

At Oxford DPhil courses of relevance to REES are provided by the main disciplinary departments (e.g. History, Politics and International Relations etc.), not by Area Studies (SIAS). A student who is reading for the MPhil in REES is registered under the Management Committee for Russian and East European Studies, within the School of Interdisciplinary Area Studies. A transfer to DPhil involves a transfer to registration under another department, such as Politics and International Relations, or Economics, for example. This means that REES cannot grant permission for any such change, though it can support it.

Progression pathways from the REES MPhil to DPhil have been identified (see Appendix 8). These have been agreed by the School of Interdisciplinary Area Studies and the various Departments listed. Crucial training of direct relevance to the doctoral programmes is provided during the MPhil course and the pathways have been tailored to the specific requirements of the disciplinary doctoral programmes.

Details of the general requirements to be fulfilled for readmission to the DPhil, and the deadline for making an application, may be obtained from the appropriate Graduate Studies Assistant for the department to which you are intending to apply. However, you should always discuss the matter with
your Supervisor first. It is advisable to apply for the DPhil by the January admissions deadline of your second year and to make enquiries at the relevant disciplinary department in Michaelmas Term of that year. You should begin to give consideration to this possibility during your first year, since any plans to continue on to a DPhil will have implications for your choice of special subject options (the Director of Graduate Studies or your Supervisor will advise on this).

Readmission to DPhil after MPhil is far from automatic. It requires a strong application and the availability of a suitable Supervisor, and if offered a place, meeting all of the conditions associated with that offer. Conditions will often include very good performance in the MPhil examinations (usually including a distinction in the thesis), but students should refer to the published graduate admissions selection criteria for the relevant DPhil programme for further details. Students should also consult the notes of guidance for readmission on the Graduate Admissions website: http://www.ox.ac.uk/admissions/postgraduate_courses/apply/application_guide/readmissions.html.

A candidate for the DPhil who has the MPhil degree may submit a thesis that includes material which formed all or part of his or her MPhil thesis. On average, a DPhil after MPhil takes at least a further two years of full-time study. Students working on an MPhil thesis, who think that they may wish to extend it subsequently for the DPhil, are strongly advised to discuss their plans for such an extension with their Supervisor in the Trinity Term of their first year of their MPhil.

LIBRARIES AND STUDY RESOURCES

Libraries

Oxford meets the needs of its students, academics and the international research community with a wide range of library services provided by more than 100 libraries, making it the largest library system in the UK.

The Bodleian Libraries form the integrated library service of the University of Oxford, offering over 9 million volumes, 26 site libraries, 3,800 study places, 48,000 online journals, hundreds of research databases, document supply services, information skills training programmes and world-class staff expertise: www.bodleian.ox.ac.uk/.

To search the collections, locate items, access online resources, reserve or renew books, and for the library’s instant chat service, please use SOLO (Search Oxford Libraries Online): solo.bodleian.ox.ac.uk/. For off-site access to online resources log-in to SOLO with your Single-Sign-On. Once you have received your University Card, please set-up your library password in order to log-in to library PCs or connect your laptop to the Bodleian Libraries network: https://register.bodleian.ox.ac.uk/. An extensive range of guides to resources and services are available online, libguides.bodleian.ox.ac.uk/, including details of forthcoming training, libguides.bodleian.ox.ac.uk/workshops. The readers’ guide Slavonic and East European Studies Collections in Oxford: Social Sciences, History and Geography, available online, gives an account of the collections and guidance on their use.

The Bodleian Social Science Library (SSL) is the main library for Oxford University’s Social Sciences Division and particularly supports the Departments of: Economics, International Development, Politics
& International Relations, Sociology, and Social Policy & Intervention, and the Centres for: Criminology, Refugee Studies, Russian & East European Studies, and Socio-Legal Studies. The SSL is housed on the ground floor of the Manor Road Building, [www.bodleian.ox.ac.uk/ssl](http://www.bodleian.ox.ac.uk/ssl), and is open 7 days a week during term-time (9am to 10pm Mon – Fri, 10am – 6pm Sat, 12 noon - 6pm Sun). The Library offers a variety of study spaces including graduate study rooms, individual study carrels, and two group discussion rooms which are available for booking. For answers to FAQs (Which password do I use? How do I print, copy and scan? How do holds work? etc.), please see the SSL Getting Started webpage: [bodleian.ox.ac.uk/ssl/gettingstarted/](http://bodleian.ox.ac.uk/ssl/gettingstarted/). The SSL website also provides links to the Library’s Facebook page, RSS feed, Twitter account and the ‘ask an SSL Librarian’ enquiry form.

To arrange a one-to-one research support appointment with the Bodleian Slavonic and Eurasian subject consultant please email Angelina Gibson.

For information about library services for readers with disabilities please contact the SSL Reader Services Librarian, shona.mclean@bodleian.ox.ac.uk. To request new library materials for purchase, email the details to ssl-orders@bodleian.ox.ac.uk.

Oxford College Libraries offer collections and services to their own members. Nuffield College also offers reference access to its library to all postgraduate members of the University, and hosts and supports the Data Library with a Data Officer who specialises in supporting graduates needing to create or use qualitative data.

The [RESC Library](http://www.sant.ox.ac.uk/research-centres/russian-and-eurasian-studies-centre/russian-and-eurasian-studies-centre-library) comprises approximately 24,000 volumes, in Russian, on Russian, Soviet and post-Soviet history, literature, politics, and economics. The holdings also include a number of Russian newspapers and periodicals covering a similar range of subjects. [http://www.sant.ox.ac.uk/research-centres/russian-and-eurasian-studies-centre/russian-and-eurasian-studies-centre-library](http://www.sant.ox.ac.uk/research-centres/russian-and-eurasian-studies-centre/russian-and-eurasian-studies-centre-library)

Permission to use the RESC Library may be obtained from the Russian and Eurasian Studies Centre Administrator and Librarian, Richard Ramage, Telephone: 01865 284728 Email: Richard Ramage

### STUDENT COMMON ROOM AT SIAS

The School of Interdisciplinary Area Studies has a common room in the basement of 12 Bevington Road, which students are welcome to use as an informal meeting place during office hours. Seminar rooms in 11 Bevington Road can be booked; please contact Victoria Hudson.

All students using the common room must sign in and out of the building on the white board on the right as you come into the building. This is a health and safety requirement.

### THE MPHIL EXAMINATION

In order to receive the MPhil degree, students must obtain pass marks in five written examinations (three core courses plus two optional courses) and for the thesis.
In addition they must also pass the Russian Language Qualifying exam and satisfy on a pass/fail basis the methodology requirement. While students must pass the methods component of the degree programme, any marks obtained are not included in their overall result. Examination conventions for Russian language can be found at Appendix 5.

Examination conventions are the formal record of the specific assessment standards for the courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at the final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, penalties for late submission, and penalties for over-length work.

The formal assessment is based on the following mark scales:

**MARKING CRITERIA GUIDELINES FOR THESES**

<table>
<thead>
<tr>
<th>Class</th>
<th>Sub-class</th>
<th><em>Indicative description: Positive Factors</em></th>
<th>Indicative description: Negative Factors*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>Upper 90%</td>
<td><em>A truly exceptional dissertation, of sufficient quality for publication almost unchanged</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Evidence of novel ideas in conceiving the project and in the originality of approach</em></td>
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<td><em>Exceptionally deep critical understanding of the issues</em></td>
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<td><em>Novel methodologies applied</em></td>
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<td><em>Synthesizes creatively and makes expert use of a robust analysis of project data</em></td>
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<td><em>Imaginative, thought-provoking and challenging</em></td>
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<td></td>
<td></td>
<td><em>Superb presentation throughout, without typographic/formatting errors</em></td>
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<tr>
<td></td>
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<td><em>Presentation of novel conclusions, based firmly in evidence and placed within the wider context</em></td>
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<td></td>
<td></td>
<td><em>Stimulates a future research agenda with clear directions to larger theoretical or empirical studies</em></td>
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<tr>
<td>Middle</td>
<td>80%</td>
<td><em>An excellent dissertation, very likely of publishable standard</em></td>
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<td><em>A well-balanced, incisive elucidation of theory or models</em></td>
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<td><em>Highly organised evidence-based discussion, containing thoughtful arguments</em></td>
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<td><em>Evidence of original thinking or insight based on an evaluation of the evidence</em></td>
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<td></td>
<td><em>Critical synthesis of a substantial body of data</em></td>
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<td></td>
<td><em>Penetrating analysis of existing ideas, supporting perceptive conclusions relating to findings</em></td>
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<tr>
<td>Pass (Strong)</td>
<td>Lower 70%</td>
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<tr>
<td><em>A very well-focused piece of research</em></td>
<td></td>
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<tr>
<td><em>A well-balanced project, providing a full answer to the research question(s) posed</em></td>
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<tr>
<td><em>Demonstrates clear understanding of existing research problems</em></td>
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<tr>
<td><em>A very high standard of data collection</em></td>
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<tr>
<td><em>Arguments are clear, sustained, structured</em></td>
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<tr>
<td><em>Analytically strong, demonstrating depth of understanding in support arguments</em></td>
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<tr>
<td><em>No significant misunderstandings of data or concepts</em></td>
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<tr>
<td><em>Demonstrates a clear awareness and understanding of current literature</em></td>
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<tr>
<td><em>Well-written, orderly, convincing and interesting to read</em></td>
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<tr>
<td><em>Well-founded well-reasoned conclusions</em></td>
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<tr>
<td><em>High standards of presentation throughout</em></td>
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<table>
<thead>
<tr>
<th>Upper 65%</th>
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<tbody>
<tr>
<td><em>Clear signs of well-directed effort with evidence of wider reading and broader understanding</em></td>
</tr>
<tr>
<td><em>Good methodological insight and careful application of techniques</em></td>
</tr>
<tr>
<td><em>Efficient and effective research design</em></td>
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<tr>
<td><em>Good degree of clarity of data presentation and explanation</em></td>
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<tr>
<td><em>Cautious and accurate interpretation of information</em></td>
</tr>
<tr>
<td><em>Conclusions are linked well to both main body and to existing literature</em></td>
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<tr>
<td><em>Presentation is careful with few linguistic errors</em></td>
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</table>

Minor gaps in background material and/or literature cited*

Minor deviation in focus*
<table>
<thead>
<tr>
<th>Grade</th>
<th>Lower 60%</th>
<th>Pass 55%</th>
</tr>
</thead>
</table>
|       | *Sound, well-presented and clearly structured*  
|       | *Conception of project is clear and well defined*  
|       | *Data collection is careful, and appropriate for addressing the research question*  
|       | *Clear understanding of methods and analysis is demonstrated*  
|       | *Significant body of core subject literature well represented and referenced*  
|       | *Discussion linked well to evidence presented*  
|       | *Conclusions follow logically from the body of work*  
|       | *Good standard of presentation throughout*  
|       | Occasional but significant gaps in background material and/or literature cited*  
|       | Not all sections are well-focused on the question*  
|       | Conclusions contain some degree of ambiguity*  |
|       | *Project execution is reasonably well-focused on the research question*  
|       | *Effort made to integrate the research with existing literature*  
|       | *Methods employed are appropriate*  
|       | *Some well-argued points/perspectives, with some balanced discussion*  
|       | *The majority of relevant data is adequately used*  
|       | *Demonstrates a reasonably good understanding of the general research area*  
|       | *Attempts are made to draw conclusions based on the findings*  |
|       | Some arguments are individually incomplete or rather pedestrian*  
|       | Not all aspects of the research question are adequately addressed*  
|       | Some signs of confusion in methodology and/or interpretation*  
|       | The discussion fails to adequately tie the findings together*  
|       | Occasional sections may be badly written, or might be superfluous*  
|       | Otherwise an adequate project, but lacking key components of analysis/interpretation/discussion*  |
| Lower 50%          | *Answer demonstrates some engagement with the data presented  
|                   | *Achieves a basic level of understanding in choosing and using research methods  
|                   | *Successfully uses part of the obtained material in constructing arguments  
|                   | *Contains a small number of valid arguments  
|                   | *Provides some connection to the literature  
|                   | Original conception of project is narrow, unrealistic or self-limiting in scope*  
|                   | Fails to adequately use data to directly address the research question*  
|                   | Too high a degree of narrative without adequate analysis and interpretation*  
|                   | Large parts of the project lack focus*  
|                   | Arguments lack adequate depth or support*  
|                   | Occasional errors in methodology or interpretation*  
|                   | Fails to give a full account of data collection/methods/analysis*  
|                   | Several sections are poorly written* |
| Fail | Upper 40% | *Achieves only a minimal response to the research question  
*Shows some but minimal understanding of methodology  
*Literature review includes some relevant material  
*Some attempt is made to organize material into an argument  
Poorly organised and written*  
Insufficient sources used to provide evidence of conclusions*  
Little sign of engagement with the literature or methods*  
Most of the argument is under-developed and ill-focused*  
Conclusions indicate evidence of poor judgement* |
|---|---|---|
| Middle 30% | *Very simplistic analysis and discussion  
*Conclusions relating to the research question attempted but garbled  
Fails to directly address the topic*  
Multiple inaccuracies in language*  
Significant errors of interpretation*  
Generally poorly written*  
Ineffective methodology* |
| Lower 0% | *Contains only superficially relevant information  
Shows no sense of a coherent structure*  
Fails to address the specified research topic*  
Provides virtually no evidence of original research*  
A very short piece of work, demonstrating little commitment*  
Very little understanding of basic topic demonstrated*  
No clear logically structured argument*  
Poorly-written, containing many mistakes*  
Lacking the required structure*  
No attempt made to link information directly to the question*  
Problems of research ethics and integrity: without proper citations, fabrication of data* |
## MARKING CRITERIA GUIDELINES FOR EXAMINATION SCRIPTS / SUBMITTED ESSAYS

<table>
<thead>
<tr>
<th>Class</th>
<th>Sub-class</th>
<th><em>Indicative description: Positive Factors</em></th>
<th>Indicative description: Negative Factors*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>Upper 90%</td>
<td><em>A truly outstanding answer</em></td>
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<td></td>
<td><em>Evidence of novel ideas and originality of approach</em></td>
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<td><em>Exceptionally deep critical understanding of the issues</em></td>
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<td><em>Synthesizes and makes expert use of wide-ranging relevant material</em></td>
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<td><em>Thought-provoking and challenging</em></td>
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<td>Middle 80%</td>
<td><em>Incisive elucidation of theory or models</em></td>
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<td><em>Highly organised evidence-based arguments</em></td>
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<td><em>Evidence of original thinking or insight based on an evaluation of the evidence</em></td>
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<td><em>Critical synthesis of a substantial body of evidence</em></td>
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<td><em>Penetrating analysis of existing ideas, supporting perceptive conclusions</em></td>
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<td>Lower 70%</td>
<td><em>Well-balanced and comprehensive answer to the question</em></td>
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<td><em>Arguments are clear, analytical, sustained, structured</em></td>
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<td><em>A good range and depth of material to support arguments</em></td>
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<td><em>No significant errors of fact or misunderstandings of concepts</em></td>
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<td></td>
<td><em>Demonstrates a clear awareness and understanding of current literature</em></td>
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<td></td>
<td></td>
<td><em>Well-written, orderly, convincing and interesting to read</em></td>
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<tr>
<td>Pass (Strong)</td>
<td>Upper 65%</td>
<td><em>Evidence of wider reading</em></td>
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<td><em>Good breadth of knowledge demonstrated</em></td>
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<td><em>Uses attributed examples to support the ideas advanced</em></td>
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<td></td>
<td></td>
<td><em>Very good degree of clarity of explanation</em></td>
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<td></td>
<td></td>
<td><em>Cautious and accurate interpretation of information</em></td>
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<td></td>
<td></td>
<td>Minor gaps in background material or literature cited*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minor deviation in focus*</td>
<td></td>
</tr>
</tbody>
</table>
| Lower 60% | *Sound, well-presented and clearly structured  
*Addresses all aspects of the question directly  
*Clear understanding of core subject material demonstrated  
*Significant body of core subject literature well represented and referenced  
*Arguments and evidence presented within a logical framework  
*Basic but accurate use of examples and case studies  
Occasional but significant gaps in background material or literature cited  
Not all sections are well-focused on the question  
Conclusions lack clarity |
|---|---|
| Pass 55% | *Reasonably well-focused on the question  
*Some well-argued points/perspectives, with some balanced discussion  
*The majority of relevant core lecture material is adequately used  
*Demonstrates a reasonable understanding of the main points  
*Some reference to core literature/examples included  
Some arguments are individually incomplete or rather pedestrian  
Not all aspects of the question are adequately addressed  
Some signs of confusion and/or small factual errors  
The answer lists references and/or examples but fails to tie them together analytically  
Occasional sections may be badly written, or might not support the main argument  
Otherwise very good answers which are significantly unfinished |
| Lower 50% | *Answer is relevant but only in broad terms to the question set  
*Successfully uses some aspects of relevant core lecture material in constructing arguments  
*Contains some valid arguments  
Relies almost entirely on lecture material  
Large parts of the answer lack focus  
Arguments lack adequate depth or support  
Some errors of fact which do not invalidate the main arguments  
Several sections are poorly written |
The pass mark for work on the MPhil programme is 50, and for a Distinction, any assignment requires a mark of 70 or above.

At the end of the first year, all students will be required to take and pass the following examinations:

(i) A three hour written examination paper on History of Russia, the USSR and Eastern Europe in the Twentieth Century.

(ii) A three hour written examination paper on Contemporary Russian and East European Studies Part 1.

(iii) A three hour written examination paper on Contemporary Russian and East European Studies Part 2

The written qualifying examinations are usually held in Week 8 of Trinity Term in the first year of the course. The results of these core course examinations are carried over into the second year and are counted with the results of exams on optional courses and the assessment of the thesis in determining the final mark for the MPhil degree.

Candidates who pass these examinations on the core courses will proceed onto the second year of the course. In exceptional circumstances, candidates who fail one or more of the
first year written examination papers may, by permission of the Management Committee, proceed to the second year of the course and re-sit the failed papers, on one occasion only, during the final examination.

At the end of the second year of the course, all candidates must take a written examination on each of two special subjects, chosen from the fields of Economics, Politics, International Relations, History or Culture. A list of special subjects available in 2016-17 can be found in Appendix 3. You should note, however, that not all special subjects may be available every year. In Trinity Term of Year One candidates must apply to the Management Committee for permission to take optional courses and therefore should not begin any work on them until permission is granted. Students should normally choose a special subject from different disciplines and special subjects would usually be taught in a minimum group of 3 students. Rubrics for each of the special subject papers, and details of the availability of staff to teach those papers, will be circulated to all students, and you will be notified of the deadline for making your special subject choices.

In addition, all candidates must submit a thesis of between 25,000 and 30,000 words by the Monday of the fourth week of Trinity Term, in their second year. All thesis titles must be approved by the Management Committee, and candidates should submit their titles by the Friday of the first week of Trinity Term in their first year, for approval at the Committee’s meeting in Week Two. Further details on the preparation of the thesis are set out below.

Pass: For the award of the degree of MPhil there must be no mark lower than 50. A mark lower than 50 but greater than 40 may be compensated by very good performance elsewhere, but a mark of 40 or below is deemed a fail. For the award of a Distinction in the MPhil a candidate must secure distinctions in two papers and a distinction for the thesis; or, an overall average of 70 or above, plus a distinction for the thesis.

It is important to appreciate that these conventions are not inflexible rules. The examiners have a residual discretion to deal with unusual cases and circumstances.

It is the candidate’s own responsibility to enter for the examinations by completing the examination entry form by the appointed date. This process is initiated and facilitated by College Administration. If you have any queries about this procedure, you should consult your College Secretary.

If you are unfamiliar with written examinations of the type set at Oxford, and particularly if you are not familiar with writing such examinations in the English language, you are advised to prepare model answers and practice sitting exams. Your Supervisor can provide advice on preparing for the written examinations.

Both the First-Year Qualifying Examinations and the Final Examinations must be passed if you are to succeed in obtaining the MPhil degree. Your answers to questions must be well-structured, relevant to the question, well-written and show mastery of the subject.

The MPhil is designed to be completed in six terms. The final examination is set each year, usually in week 8, Trinity Term. The maximum period of study permitted by the Regulations is twelve terms. A candidate who fails the Final Examination may enter again on one
subsequent occasion only, provided this is still within the twelve terms of his or her registration.

A timetable for the MPhil examination is given in Appendix 4.

The thesis must be at least 25,000 words in length but must not exceed 30,000 words, excluding the bibliography only. Preparation and planning of the thesis must commence at the beginning of the programme in October and progress steadily through to submission of the thesis in Week 4 of Trinity Term in the second year.

**Thesis Supervision and timetable**

Each student will be assigned a Supervisor at the beginning of Michaelmas Term 2014. You will work closely with your Supervisor in defining the focus and approach of the thesis research. You should try to meet with your supervisor during Michaelmas Term for the preliminary discussion about your proposed topic and to decide upon a programme of work.

<table>
<thead>
<tr>
<th>Timetable</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with appointed supervisor</td>
<td>Michaelmas Term</td>
<td>Present your draft at the thesis presentation seminars</td>
</tr>
<tr>
<td>Finalise topic and thesis title</td>
<td>Hilary Term</td>
<td>Michaelmas Term</td>
</tr>
<tr>
<td>Submit thesis title and outline including fieldwork plans to Administrators for approval at the week 2 REES Management Committee</td>
<td>By Friday Week 1 Trinity Term</td>
<td>First Draft submitted to supervisor Week 6-8 Hilary Term</td>
</tr>
<tr>
<td>Submit SIAS Travel Safety Forms (including CUREC and insurance forms, if applicable) to Administrators</td>
<td>By Friday Week 4 Trinity Term</td>
<td>Submit final Thesis Monday 12 Noon, Week 4 Trinity Term.</td>
</tr>
<tr>
<td>Submit research design essay to Administrators</td>
<td>By Friday Week 6 Trinity Term</td>
<td></td>
</tr>
</tbody>
</table>

**Choosing your topic**

Your chosen thesis topic may relate to any field of Russian, Soviet and East European studies, subject to approval by the Management Committee. It should be a topic:

- which is of interest to you and which addresses interesting questions in REES;
- which primarily focuses on the REES region and not on western thinking;
• which is researachable, in the sense that there is information in respect of the subject – preferably neither too little nor impossibly too much;
• which can be supervised and researched in Oxford.

In choosing a thesis topic, consider carefully the human, archival and library resources in or near Oxford, or accessible via the internet. Before embarking on a topic, check whether it or closely related themes have been covered before. Depending on the particular subject areas, there is a range of subject catalogues and similar works, including lists of theses, which may be consulted, for example, the Oxford Thesis Catalogue in the Bodleian Library. The student common room in at 12 Bevington Road also has copies of previous REES MPhil thesis titles, for reference only.

It is important to be clear not only about the overall topic of the thesis, but also about the particular questions regarding your topic that you seek to answer.

THE WRITING OF THE THESIS

It is essential to keep in the habit of writing, often the process of writing itself helps to clarify the precise areas on which more information is still needed, and to refine the questions that should be asked in respect of the topic.

Your thesis should have a clear and consistent style and formatting. The thesis must be typed or printed on one side of A4 size paper only, double spaced, with a margin of 3 to 3.5cm on the left-hand edge of each page, and a minimum font size of 12 point.

Theses should be written in plain and comprehensible English; you should not think that because you are writing an academic thesis you must use long and complicated sentences.

When writing your thesis, use a good and up-to-date word processing programme suitable for scholarly use, such as MS Word. It is advisable to keep a number of backup copies of your work in safe locations where they cannot be lost, and to set your computer to save work automatically every 5 minutes.

Thesis titles

Thesis titles should be concise, clear and specific. They should be comprehensible to a non-specialist. Titles should contain indications of the precise scope or focus of the work.

The introduction

An introduction to a thesis can serve many different purposes, depending on the subject. It is very important in clarifying the purpose and character of a thesis. The following are among the items which you might wish to consider including in an introduction:

• Short explanation of the thesis topic, and the reasons for choosing it.
• A listing of the principal questions that the thesis seeks to answer.
• A summary of the main existing views, or conventional wisdom, about your subject.
• An indication of how the thesis confirms or challenges these views.
• An account of the types of sources used, and a discussion of the problems associated with these sources.
• An explanation of the main methods of analysis/intellectual approaches used in the thesis.
• An indication of what the thesis has not done: what parts of the subject were neglected, what sources were ignored or unavailable, what questions were not asked, what methodologies were not used.

Referencing

Ensure that your referencing style is consistent and complies with the regulations. The University Computing Service provides courses on bibliographical software such as ‘Endnote’ which can manage your bibliography and citations automatically. The University also has a site license for Endnote Web software which enables you to access these features for free.

References are an important part of a thesis. They enable you to provide an indication of your skill and judiciousness in use of sources, and they assist the reader in understanding and evaluating what you are saying. They can also be one line of protection against accusations of plagiarism.

Apart from indicating a clear preference that footnotes should be at the bottom of each page, the Examination Regulations give no guidance on a preferred style for reference notes. However, you may wish to use the following guidelines:

• Any system of footnoting is acceptable, provided it is rational, unambiguous and consistent.
• Footnotes should, if at all possible, be at the foot of the page to which they refer.
• In almost all footnoting systems, book and journal titles should be either underlined or italicised. Italics are preferred. Article and chapter titles should be in quotation marks.

Bibliography

As with footnotes, it is important to have a consistent style. The bibliography usually contains more details than the footnotes. The following is one acceptable method for listing books and articles in a bibliography.

Surname, first name(s) or initials, Book Title: and Sub-title, publisher, place of publication, year of publication.

Surname, first name(s) or initials, ‘Article Title: and Sub-title’, Journal Title, vol. number, date including year, page references.

Word Count

The word count includes everything within the whole thesis excluding the bibliography and the Declaration of Authorship.
THESIS SUBMISSION

Two paper copies of the thesis must be submitted by 12 Noon Monday of Week Four of Trinity Term to Examination Schools along with an electronic copy (MS Word version) to the REES Administrator. Further details of how to submit your thesis will be given nearer the submission date.

Penalties will be imposed for late submission of examined written work without prior permission from the Proctors (which you must request via your college). If you submit late, there must be a very good reason for this and the Proctors and Examiners may refuse to accept the thesis, resulting in failure of the degree. Should the thesis be accepted without prior permission having been granted, two points will be deducted if the thesis is submitted late on the due date and five points will be deducted per working day thereafter.

The electronic copy of the thesis will be used to verify the word count of the thesis and a penalty will be imposed of one mark for every 100 words that exceed the word limit.

If the thesis is significantly longer or shorter than the required length it may be rejected by the Examiners and the student will have to obtain permission from the Proctors to submit a revised version at a later date.

INTELLECTUAL PROPERTY RIGHTS

As someone undertaking research and writing, you must be aware of the importance of copyright and other intellectual property rights issues in relation to your own and other people’s work. You need to learn about the possibilities and problems of academic and commercial exploitation of your research and writing, including the terms of contracts with publishers and universities.

For information about Oxford University’s facilities for help in this area, and its intellectual property policy generally, see: http://www.admin.ox.ac.uk/rso/ip

PLAGIARISM

Plagiarism is the presentation of any part or the substance of any part, of another person’s work (including the work of other students) as if it were your own. It can take the form of unacknowledged quotation and of substantial unattributed paraphrase. Students should be aware that it is not acceptable for any part of their written work to contain plagiarised material. In this context, written work includes tutorial essays and class or seminar presentations as well as material submitted as coursework or thesis as part of a formal examination. Written work should involve the use and discussion of material written by others with due acknowledgement and with references given. This is standard scholarly practice and can be clearly distinguished from appropriating without acknowledgement and presenting material produced by others as your own.

The University employs a series of sophisticated software applications and other methods to assess plagiarism in submitted work. REES reserves the right to check samples of submitted
essays for plagiarism. All students are required to keep electronic copies of their written work, and may be required to produce these in order to facilitate this process. These checks may take place on randomly selected essays or theses as well as on material identified as suspect by tutors, Assessors, or Examiners.

Plagiarism is a disciplinary offence for which offenders can expect to receive severe penalties. For example, the University has the statutory power to deprive somebody of a degree or other qualification after this has been awarded, if it is proven that it was obtained unfairly (for example, if a thesis or submitted coursework is found to contain plagiarised material).

Further information on academic good practice and plagiarism can be found: http://www.ox.ac.uk/students/academic/goodpractice/

FEEDBACK ON FORMATIVE AND SUMMATIVE ASSESSMENT

Formative Assessment

Students will receive written feedback on a number of formative essays they are required to write as part of the 3 core courses and 2 special subject options. They will receive feedback (either written or verbal) on their research design essay and verbal feedback on their presentation at the thesis progress workshops. Students will receive verbal feedback on their end of term Russian language tests.

Summative Assessment

Students will receive short written feedback on the final thesis no later than 6 weeks after the publication of the examination results.
ROLES AND RESPONSIBILITIES

STUDENTS

Graduate students have a wide range of responsibilities including:

- taking responsibility for your programme of work, your academic progress and research
- accepting the importance of constructive criticism within the supervisory relationship
- making positive use of the University’s teaching and learning facilities
- following the University’s procedures promptly and conscientiously
- doing everything to ensure a high standard of written and spoken work
- being aware of the University’s guidance on plagiarism and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from your research
- for University wide information see Policy and Guidance for Graduate Taught Courses, Section 5 on 'The Role of the Student' www.admin.ox.ac.uk/epsc/guidance/
- be aware of information security to protect your identity and your data. See appendix 6.

All graduate students at Oxford must observe certain residence requirements (http://www.admin.ox.ac.uk/examregs/contents.shtml). You are required to be in residence in Oxford during the three eight-week Full Terms of any academic year. REES also requests that students plan to be in Oxford for the week before term starts ‘Week 0’ in Michaelmas Term for induction week. Formal dispensations of residence requirements have to be approved by the Management Committee for REES and by your college. Following this approval, students must then apply to the Proctors for final approval http://www.admin.ox.ac.uk/proctors/.

In addition to the official University and College regulations governing student behaviour, all members of the REES programme are expected to show respect for each other. Engaging in academia at the highest level requires students and tutors to critically engage with each other’s ideas and argument, but this should always be done constructively and with the intention of contributing to the development of an inclusive debate.

The University and individual Colleges have regulations concerning student behaviour, harassment, and the use of email, which all students should be familiar with. See:

http://www.admin.ox.ac.uk/eop/harassmentadvice/
http://www.oucs.ox.ac.uk/email/netiquette/

Students concerned about issues relating to student behaviour should approach the programme administrators, their supervisors and the Course Director.
STUDENT FEEDBACK

All graduate students are invited to make a self-assessment of progress each term via GSS (see appendix 6). This report is then reviewed by your supervisors and the REES Director of Graduate Studies.

In addition, evaluation forms are distributed via Web Learn on line surveys for lectures, seminars and classes.

REES holds termly staff-student feedback meetings which all students are encouraged to attend.

SUSPENSION OF STATUS AS A POSTGRADUATE STUDENT

Suspension of status within the University ‘stops the clock’ for all elements of your degree, including residence, fees and terms for which a particular status may be held. You will not have access to University facilities during your period of suspension.

If you cannot work for a particular reason then with the support of your Supervisor and College you may apply to the Management Committee for suspension of your student status for not less than one and not more than three terms at any one time. Overall, you cannot suspend status for any more than six terms.

The Committee is prepared to consider applications for suspension on clearly defined grounds, such as where you are effectively prevented from pursuing your course of study in circumstances which are outside your control (e.g. unforeseeable financial difficulty or physical incapacity). If the application is approved you are not liable to pay fees during the period of the suspension and automatically resume your former status at the end of the period.

If you are funded by a research council or charity you may need to make a separate application to the funding body in parallel to that being made within the University. Your funding body’s regulations for suspension of status may not necessarily be the same as those of the University.

SUPERVISORS

Supervisors are keen to provide you with the advice and support you need to make your time in Oxford a success. It is important that you make the most of your supervision sessions. This means that you should prepare for your meetings by formulating a brief agenda of points you wish to discuss. To give your supervisor time to prepare for the
meeting you should always email them well in advance to let them know what you want to discuss and to arrange a mutually convenient time.

Each graduate student is assigned a Supervisor by the REES Management Committee. Your Supervisor is responsible for planning with you a course of study and for monitoring and assisting your overall progress. Your Supervisor’s approval and signature is required on applications to the REES Management Committee on a range of matters. Students generally retain the same supervisor throughout the course, but if your supervisor is on sabbatical leave for a term or more, arrangements for a substitute will be made by the REES Management Committee. On rare occasions a situation may arise where a student wishes to seek a change of supervisor. If you feel that there are good grounds for contemplating a change of supervision or tutorial arrangements, this should first be discussed with your supervisor, or, if this presents difficulty, with the Director of Graduate Studies, or with your College Adviser.

Please note that your Supervisor will only be available for consultation during Full Term unless special arrangements have been made. Your Supervisors are active academic researchers and must use the vacation periods to produce publications and research grant applications, to make field trips, and to participate in conferences and workshops.

**REES MANAGEMENT COMMITTEE**

The Management Committee for REES provides overall academic direction and management of the MPhil programme.

The Committee is responsible for establishing the regulations for the MPhil in REES and for managing all aspects of the programme.

The Committee meets on the Friday of second week and the Friday of seventh week of each term. If you wish to correspond with or make an application to the Committee, please contact the REES administrator, Alexia Lewis at least ten days in advance of a meeting.
Some key responsibilities of the Committee include:

(a) the admission of students;
(b) the appointment of a University Supervisor for each student;
(c) the management of the research methods training and skills training programmes;
(d) the authorisation of changes of status, including suspension and reinstatement;
(e) the setting and marking of taught course examinations;
(f) the authorisation of changes of thesis title or extension of the period within which a thesis may be submitted;
(g) the appointment of examiners for MPhil candidates;
(h) the arrangement of lectures, classes and seminars.
**REES ADMINISTRATION**

The programme has two Administrators, Alexia Lewis and Sophie Torrance who are based in the SIAS offices at 12 Bevington Road.

Most elements of the course including timetabling, fieldwork forms, essay submission and so on, are organised through the Administrative Office.

Alexia and Sophie operate an open door policy and students are welcome to call by with queries or for advice during office hours. Please note however that depending on the nature of the query or request, they may need to seek guidance from, or defer the decision to, the REES Management Committee.

**Contact us:**
Alexia Lewis, tel: 01865 274694, Usual office hours Monday –Thursday 8.30am to 3.30pm. 
Sophie Torrance, tel: 01865 274694, Usual office hours Monday, Wednesday & Friday, 9.00am to 5.00pm.

**PROBLEMS AND ADVICE**

If you are dissatisfied with some aspect you should first either:

- Consult your Supervisor, who will, if necessary, consult the appropriate authorities on your behalf.

- Consult the REES Administrators:
Alexia Lewis, 2-74694 (alexia.lewis@area.ox.ac.uk) or Sophie Torrance
sophie.torrance@obg.ox.ac.uk

- Consult the Course Director:
Dr Nicolette Makovicky, Wolfson College (nicolette.makovicky@area.ox.ac.uk)

- Consult the Chair of the Management Committee:
Prof Dan Healey, St Antony’s College (dan.healey@sant.ox.ac.uk)

- Consult your college Senior Tutor/Tutor for Graduates, or your own Adviser.

If you remain dissatisfied after your complaint has been dealt with locally, then you can make a written complaint to the Proctors. You can take confidential advice from the Clerk to the Proctors before submitting your written complaint.

- Consult the Proctors (in the Proctors’ Office within the University Offices).
The Proctors may investigate complaints or appeals in relation to higher degrees and the conduct of University examinations.

**PLEASE NOTE:** Students MUST NOT contact their supervisors direct with queries or complaints about University Examinations, but instead should discuss their concerns with a college officer (e.g. Senior Tutor/Tutor for Graduates) who can then forward them to the Proctors.
University Counselling Service

The University Counselling Service at 11 Wellington Square is experienced not only in general psychological problems but also in the special problems and blocks associated with academic work. For further information please contact reception@counserv.ox.ac.uk, web http://www.ox.ac.uk/students/shw/counselling/ or telephone 2-70300.

TEACHING AND LEARNING

ORGANISATION OF TEACHING AND LEARNING

At postgraduate level, lectures, seminars, classes and supervisions are organised and delivered by academic staff within the School of Interdisciplinary Area Studies. You college will provide you with pastoral care and support, and may also provide facilities, including IT provision, library space, membership of the Senior Common Room or equivalent body, meals and, in some cases, housing.

Detailed information on the lectures and classes held for each module can be found in the Syllabus descriptions above and in the course outlines which are available on the REES WebLearn site. All first year modules are compulsory so your class size for all lectures and classes specific to the MPhil in REES will be approximately 9 students. Research Methods class sizes will vary dependent on other units’ involvement. Second year module class sizes will also vary dependent on student choices.

The timetable can be found on the REES WebLearn site.

SUPERVISION

All students are assigned a general supervisor at the start of term. You will be expected to meet with your supervisor during Week 1 to discuss your programme of study, research interests, and the schedule. The role of the general supervisor is to guide you through your course of study and assist you with written assessments. If your general supervisor is not appropriate as a dissertation/essay supervisor, he/she will assist you in identifying appropriate expertise within the university, and help you approach suitable scholars for supervision. Please note that Oxford scholars external to the degree programme take on supervision at their own discretion only; their ability to supervise will depend on the time they have available and their other teaching commitments. Depending on the range of your research interests, it is possible for you to have two different supervisors (a general supervisor who oversees your general academic progress and a different supervisor for your dissertation). It is more usual, however, for your general supervisor to also supervise your dissertation and Research Design essay. Your supervisor(s) will discuss your progress, give you feedback on drafts (one full draft per assessment) and answer any questions before you submit work to Examination Schools.
GRADUATE SUPERVISION SYSTEM

At the end of each term, you and your supervisor will prepare and submit a report online (Graduate Supervision System, GSS). The online report allows you to record and review your progress at each stage and to bring to your supervisor’s attention any matters not covered in supervisions. Both you and your supervisor will have the chance to discuss the contents of this report in your meetings together. The report is also available to the Course Director, the MSc CI Teaching Committee and the Senior Tutor of the student’s College. For full details of GSS please see the Notes of Guidance on the Student Administration section of WebLearn. To access GSS, please visit the website address below. You will be able to log on to the site using your single sign-on details. http://www.gss.ox.ac.uk.

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in the section referring to complaints and appeals.

FIELDWORK

Fieldwork is not a compulsory part of the MPhil in REES. Whether a student should undertake fieldwork, and what sort of fieldwork is appropriate, will depend on the topic of the dissertation, and students should be guided by their supervisors.

Costs of fieldwork can vary dramatically depending on your area of research and your location. It is advisable to consider these carefully when deciding to carry out fieldwork.

Health and safety issues, including research ethics

Fieldwork is defined as any research activity contributing to your academic studies which is carried out away from the University premises. This can be overseas or within the UK. When you are conducting fieldwork, you are considered to be on University business, and, as such, the University has a legal responsibility for your safety and welfare. For this reason, fieldwork must be approved by the departments and must comply with University policy.

There are a number of procedures that you must follow when preparing for and carrying out fieldwork.

1. Discuss your research plans with your supervisor. Please think about the safety implications of where you are going and what you are doing. Safe fieldwork is successful fieldwork and thorough preparation can pre-empt many potential problems.

2. Complete a travel risk assessment form. This requires you to set out:

   - the significant safety risks associated with your research; and
   - the arrangements in place to mitigate those risks and the contingency plans in case something goes wrong.
There is an expectation that you will take out University travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities.

3. Seek authorisation of your completed risk assessment/University insurance application form by your supervisor and submit to Victoria Hudson for processing. Forms should be submitted at least one month before your proposed travel date.

Please note that if you plan to undertake fieldwork in counties which the UK Foreign and Commonwealth office advise “advise against all or all but essential travel to” and/or undertake research that is deemed to be particularly high risk, your plans will be referred to the University Safety office for further review and will require final approval by the Head of School.

Training

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Departmental course (run annually as part of the SIAS Research Methods course, please refer to your course handbook for more details):

- Short basic fieldwork safety awareness session covering personal safety and planning tips. Post-fieldwork students are invited to attend to share their experiences. All students carrying out fieldwork are expected to attend this.

DTC courses (run termly please see their website for dates and booking)

- Preparation for Safe and Effective Fieldwork in Social Sciences. A half day course, for those carrying out medium to high risk research in rural and urban contexts.
- Fieldwork: How do we deal with what we see and hear? For research on traumatic or distressing topic areas.

Safety Office courses (run termly please contact postmaster@safety.ox.ac.uk)

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.

Useful Links

- More information on fieldwork and a number of useful links can be found on the Social Sciences divisional website and on the same website under more information.
Central University Research Ethics Committee (CUREC)

You will need to obtain ethics approval if you are planning to carry out research during your fieldwork that requires human subjects to participate directly, for example, by:

- answering questions about themselves
- giving their opinions - whether as members of the public or in elite interviews
- performing tasks
- being observed
- OR if your research involves data (collected by you or others) about identified or identifiable people.

You will need to complete a CUREC 1A form and supporting documentation. Please find more information at this link: http://www.admin.ox.ac.uk/curec/. The process for seeking CUREC approval is set out below.

Process

- CUREC 1A is the ethics form used primarily in the Social Sciences and Humanities. CUREC forms should be typewritten and submitted for approval at least 30 days before the research is due to start.
- CUREC forms are updated regularly to reflect current practice so please visit the CUREC website to download the latest version. Appropriate supporting documentation, such as a participant information sheet, consent form or invitation letter is normally required with your application. You will find templates for these on the SIAS Research Methods WebLearn site.
- Please sign the form and also make sure that your supervisor has provided their signature (you can obtain this electronically via email).
- Please send your completed and signed CUREC 1A form and supporting documents to Laura Unwin, Grants and Projects Officer:
- Your application will then be passed to the Head of School for review and approval, and Laura will inform you of the outcome.

Useful Links

Informed Consent: http://www.admin.ox.ac.uk/curec/resources/informed-consent/

Best Practice: http://www.admin.ox.ac.uk/curec/resources/bestpractice/

FAQs and Glossary: http://www.admin.ox.ac.uk/curec/faqs-glossary/
USEFUL CONTACTS AND WEBSITES

We have included a select list of telephone numbers and websites which you may find useful while you settle into life at Oxford, and throughout your study.

Please note that your college office is the primary point of contact for information concerning accommodation and student welfare.

**General Information**

Graduate Study [http://www.ox.ac.uk/students/academic/graduates/](http://www.ox.ac.uk/students/academic/graduates/)

Russian and East European Studies [http://www.rees.ox.ac.uk](http://www.rees.ox.ac.uk)

Student Health and Welfare [http://www.ox.ac.uk/students/welfare](http://www.ox.ac.uk/students/welfare)

Careers Service [http://www.careers.ox.ac.uk](http://www.careers.ox.ac.uk)

Disability Advisory Service (DAS) [www.ox.ac.uk/students/shw/das/](http://www.ox.ac.uk/students/shw/das/)

Diversity and Equal Opportunities Unit [http://www.admin.ox.ac.uk/eop](http://www.admin.ox.ac.uk/eop)

Harassment and Bullying [www.admin.ox.ac.uk/eop/harassmentadvice/](http://www.admin.ox.ac.uk/eop/harassmentadvice/)

The Counselling Service [www.ox.ac.uk/students/shw/counselling/](http://www.ox.ac.uk/students/shw/counselling/)

OUSU Student Advice Service and Nightline [www.ox.ac.uk/students/shw/peer/](http://www.ox.ac.uk/students/shw/peer/)

Oxford University Computing Services: [http://www.oucs.ox.ac.uk](http://www.oucs.ox.ac.uk)

Oxford University Language Centre: [http://www.lang.ox.ac.uk/](http://www.lang.ox.ac.uk/)

Oxford University Research Services [http://www.admin.ox.ac.uk/rso/integrity](http://www.admin.ox.ac.uk/rso/integrity)

Central University Ethics Committee [http://www.admin.ox.ac.uk/curec](http://www.admin.ox.ac.uk/curec)

Oxford University Safety Office [http://www.admin.ox.ac.uk/safety/](http://www.admin.ox.ac.uk/safety/)

**Oxford University Regulations and Codes of Conduct**

Oxford University Statutes and Regulations [http://www.admin.ox.ac.uk/statutes/regulations/196-052.shtml](http://www.admin.ox.ac.uk/statutes/regulations/196-052.shtml)

Oxford University Proctors’ Office [http://www.admin.ox.ac.uk/proctors](http://www.admin.ox.ac.uk/proctors)

Information on Data Protection [http://www.admin.ox.ac.uk/councilsec/dp](http://www.admin.ox.ac.uk/councilsec/dp)
## APPENDIX 1

### Russian and East European Studies

### Members of University Faculties and Colleges

#### REES Staff Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Area of specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof Roy Allison</strong> (SIAS)</td>
<td>Soviet, Russian and Eurasian international relations, foreign policy and politics; Central European foreign policy</td>
</tr>
<tr>
<td><strong>Prof Paul Chaisty</strong>, St Antony’s College (SIAS: Politics)</td>
<td>Legislative, constitutional and party politics in Russia and the Former Soviet Union</td>
</tr>
<tr>
<td><strong>Prof Christopher Davis</strong>, Wolfson College (SIAS: Economics)</td>
<td>Economics of the USSR &amp; Eastern Europe; economics of transition; health and social welfare</td>
</tr>
<tr>
<td><strong>Prof Dan Healey</strong>, St Antony’s College (SIAS: History)</td>
<td>Modern Russian history</td>
</tr>
<tr>
<td><strong>Dr Nicolette Makovicky</strong>, Wolfson College (SIAS)</td>
<td>Social anthropology in Eastern Europe</td>
</tr>
<tr>
<td><strong>Prof Gwen Sasse</strong>, Nuffield (SIAS: Politics)</td>
<td>Central and East European politics, conflicts, migration, EU enlargement</td>
</tr>
</tbody>
</table>

- **On research leave 2015-16**

#### Staff contributing to REES Teaching

<table>
<thead>
<tr>
<th>Name</th>
<th>Area of specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr Othon Anastasakis</strong></td>
<td>South East Europe</td>
</tr>
<tr>
<td><strong>Dr Julie Curtis</strong>, Wolfson College (Modern Languages)</td>
<td>19th and 20th Century Russian literature</td>
</tr>
<tr>
<td><strong>Prof Jan Fellerer</strong>, Wolfson College (Modern Languages)</td>
<td>History of the Polish, Czech and Ukrainian languages with special reference to the modern period from the late 18th century to the present day; syntax, socio-historical linguistics and textual semantics</td>
</tr>
<tr>
<td><strong>Dr Mikołaj Kunicki</strong>, St Antony’s College</td>
<td>Senior Research Fellow in Modern Polish Studies; Interests: Nationalism, Catholicism and Communism in 20C Poland; 20C Polish cinema.</td>
</tr>
<tr>
<td><strong>Dr Jody LaPorte</strong>, St Hilda’s (Politics)</td>
<td>Russian and Soviet politics</td>
</tr>
<tr>
<td><strong>Dr Julie Newton</strong>, St Antony’s College (Russian and Eurasian Studies Centre and Associate Professor of the Department of International and Comparative Politics at the American University of Paris.)</td>
<td>Russia-EU relations</td>
</tr>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Research Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Judith Pallot</td>
<td>Geography</td>
<td>Agrarian transformation of Russia 1861-1930; current rural and regional development planning in the former Soviet Union</td>
</tr>
<tr>
<td>Prof Andrei Zorin</td>
<td>Modern Languages</td>
<td>Russian literature and cultural history</td>
</tr>
<tr>
<td><strong>Other Oxford Academic Staff engaged in REES Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Antoni Chawluk</td>
<td>Mansfield College</td>
<td>Command and Transitions Economies, Financial Sector Reform</td>
</tr>
<tr>
<td>Prof Timothy Garton Ash</td>
<td>St Antony’s</td>
<td>History of Central Europe since 1945; East/West relations in Europe</td>
</tr>
<tr>
<td>Dr Andrew Kahn</td>
<td>Modern Languages</td>
<td>Russian literature and culture before 1800; modern Russian and Polish poetry</td>
</tr>
<tr>
<td>Prof Catriona Kelly</td>
<td>New College</td>
<td>Russian women’s writing, especially 1760-1930; Russian cultural history; Russian modernism</td>
</tr>
<tr>
<td>Dr C. Mary MacRobert</td>
<td>Lady Margaret Hall</td>
<td>History of Church Russian</td>
</tr>
<tr>
<td>Dr Alex Pravda</td>
<td>(REES Senior Research Fellow)</td>
<td>Soviet and Russian foreign policy and politics; Central European politics and foreign policy.</td>
</tr>
<tr>
<td>Prof Service</td>
<td>(REES Senior Research Fellow)</td>
<td>Modern Russian history</td>
</tr>
<tr>
<td>Prof Stephen Whitefield</td>
<td>Pembroke (Politics)</td>
<td>Interest articulation and party formation in Russia and Eastern Europe</td>
</tr>
</tbody>
</table>

**Director of Language Training**
Dr Anna Pleshakova, St Antony’s College  
Old Building, 1st floor, Room 19 St Antony’s College

**Librarians**
Mrs Angelina Gibson  
Slavonic and East European Subject Consultant (social sciences, history and geography)

Mr Nick Hearn  
Slavonic and East European Subject Consultant (language and literature)

Mr Richard Ramage  
Secretary and Librarian of the Russian and Eurasian Studies Centre, St Antony’s College

**REES Administrators** (School of Interdisciplinary Area Studies, 12 Bevington Road)  
Mrs Alexia Lewis and Miss Sophie Torrance
APPENDIX 2

MPhil in Russian and East European Studies Regulations

The regulations made by the Russian and East European Studies Management Committee are as follows:

First year examinations

There will be three compulsory papers to be taken at the end of the first year of the course.

- 1. An examination paper on Twentieth Century Russian, Soviet and East European History.

The papers shall be set and administered by the examiners appointed to examine the M.Phil. in Russian and East European Studies. The examination will be held in the eighth week of Trinity Full Term.

Candidates who pass these qualifying papers may proceed to the second year of the course and take the final examination at the end of the second year. Candidates who fail one or more of the examination papers may, by permission of the Russian and East European Studies Management Committee, proceed to the second year of the course and resit the failed papers during the final examination. All candidates will also be required to have demonstrated competence in Methods and Language as specified in Methods Requirement and Language Requirement.

Final Examination

- (a) a thesis of at least 25,000 words but not more than 30,000 words on a subject approved by the Management Committee for Russian and East European Studies, to be delivered to the Examination Schools, High Street, Oxford, by Monday in the fourth week of Trinity Term in which the final examination is taken. The thesis must be accompanied by a statement that the thesis is the candidate’s own work except where otherwise indicated.
- (b) two subjects (optional courses) chosen from a list, which is approved annually by the Russian and East European Studies Management Committee. The selection of subjects have to be approved by the Russian and East European Studies Management Committee in Trinity Term, Year 1. A candidate who fails the Final Examination may enter again, on one subsequent occasion, usually in Trinity Term, provided that this is still within the twelve terms of his or her registration.

The examiners may award a distinction for excellence in the whole examination.
Methods Requirement. Each candidate will be required to participate in training in methodology (quantitative and qualitative) and research skills related to Russian and East European Studies and to have achieved pass marks for the assessed components, as specified in the Notes of Guidance of the year of Matriculation of the Candidates.

Language Requirement. Before admission to the final examination all candidates will be required to pass a language qualifying exam on the region, which is usually in Russian. In special circumstances permission may be granted for sitting an exam in another language. The specific arrangements for the provision and methods of assessment of language training are governed by the Examination Conventions and Notes of Guidance of the year of matriculation of the candidates.
APPENDIX 3

LIST OF SPECIAL SUBJECTS (subject to availability)

As not all special subjects may be available in every year, candidates should apply to the Management Committee for Russian and East European Studies for permission to offer them before undertaking any work on them. Students should normally choose a special subject from different groups and special subjects would usually be taught in a minimum group of 3 students.

Group A: Economics, Politics and International Relations

1. Soviet and post-Soviet Russian Politics (Prof Chaisty)
2. Comparative Presidentialism (Prof Chaisty)
3. Russian International Relations and Foreign Policy (Prof Allison)
4. Central Asia and the South Caucasus: International Relations and Foreign Policies (Prof Allison)
5. South East Europe: Politics, Economics and European Integration (Dr Anastasakis) TBC
6. The Politics of Transition in Central and Eastern Europe (Prof Sasse)

Group B: History and Culture

1. Terror and Forced Labour in Modern Russian History (Prof Healey)
2. Ideology and Popular Culture in Socialist and Post-socialist Russia and Eastern Europe (Dr Makovicky)
3. Late Soviet and post-Soviet Literature (Prof Zorin) TBC
4. Polish Literature Post-1945 (Prof Jan Fellerer) TBC
5. Environment and Society in the Former Soviet Union (Prof Pallot) TBC

An Options Fair is usually held in week 8 of Hilary term to help students chose their special subjects which they take in their second year.
# TIMETABLE FOR THE MPHIL EXAMINATION

## Year 1

<table>
<thead>
<tr>
<th>Event</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Russian Language Qualifying Exam <em>(for those candidates with an advanced knowledge of Russian)</em></td>
<td>Hilary Term</td>
</tr>
<tr>
<td>Statistical Methods Examination</td>
<td>Hilary Term</td>
</tr>
<tr>
<td>*Written Qualifying Examinations</td>
<td>Week 8 Trinity Term (tbc)</td>
</tr>
</tbody>
</table>

## Year 2

<table>
<thead>
<tr>
<th>Event</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Russian Language Qualifying Exam <em>(for those candidate with little previous knowledge of Russian)</em></td>
<td>Hilary Term</td>
</tr>
<tr>
<td>Candidates must submit to the Chair of Examiners, c/o the Examination Schools, two paper copies of their MPhil thesis.</td>
<td>12 Noon Monday Week 4 Trinity Term</td>
</tr>
<tr>
<td>Candidates must also submit an electronic copy (MS Word) to the REES Administrator.</td>
<td></td>
</tr>
<tr>
<td>*Final written Examinations</td>
<td>Week 8 Trinity Term (tbc)</td>
</tr>
</tbody>
</table>

Examination Entry is organised with your college, not the department. Full details can be found at: [http://www.ox.ac.uk/students/academic/exams/entry](http://www.ox.ac.uk/students/academic/exams/entry)

Please note that students who begin the MPhil course in October 2014 are subject to the timetable for examination detailed here and the requirements as laid out in the Examination Decrees and Regulations 2014.

*Please note that the final examinations date is subject to change. Students should refer to [http://www.ox.ac.uk/students/exams/timetables/](http://www.ox.ac.uk/students/exams/timetables/).
APPENDIX 5

RUSSIAN LANGUAGE EXAM CONVENTIONS

Qualifying Exam in Russian Language

Marking Scale

Distinction (70-100) Outstanding

The mark reflects an exceptionally/very high level of linguistic competence.

Pass (50-69) Excellent/Good/Satisfactory

The mark reflects a high (high pass), sound (pass) or basic (low pass) level of linguistic competence.

Fail (0-49)

The mark (marginal fail 40-49) reflects some level of linguistic competence but shows deficiencies in important respects.

The mark (outright fail 20-39) reflects major linguistic deficiencies and a failure to grasp basic structures.

These marks (very bad fail 0-19) are generally given only in examination situations, indicating an unattempted paper or profoundly short measure.

Mark Descriptors

To obtain a Pass (or Distinction) in the Qualifying Exam in Russian Language (three levels) students are expected to demonstrate the following:

‘Beginner’ Course

In their exam scripts students are expected to demonstrate the knowledge of basic Russian grammar – Cases (nouns, adjectives, pronouns, cardinal and ordinal numerals), Verb Forms (present, past and future tense forms, basic knowledge of Russian aspect of the verb and verbs of motion, basic knowledge of Russian participles and gerunds). Students are expected to know the vocabulary (including spelling) from two course books – “Beginner’s Russian” and Mike Berry’s Course for social scientists (Book 1 and Book 2). Students are expected to demonstrate the ability to translate (translate ideas rather than literal translation) from English into Russian and to successfully complete tasks on grammar in the frames of the topics offered by the “Beginner’s Russian” book.

Students are expected to translate a text from Russian into English in the frames of the topics offered by the Mike Berry’s book. Students are expected to summarise a text from Russian into English in the frames of the topics offered by the Mike Berry’s book.
Intermediate Course

In their exam scripts students are expected to demonstrate the knowledge of intermediate Russian grammar – the knowledge of Cases forms for nouns, adjectives, pronouns, numerals and of their usage expected at the intermediate level, intermediate level knowledge of the verb forms (aspect, verbs of motion, participles, gerunds), as well as the knowledge of sentence structures. Students are expected to know the vocabulary (including spelling) from the Mike Berry’s Course for social scientists (Book 2 and/or 3), RAILS lessons and texts from the books “Russian: from Intermediate to Advanced” and/or “Advanced Russian through History”, indicated by a course tutor.

Students are expected to demonstrate the ability to write an essay in Russian in the frames of the topics offered by the RAILS lessons and texts from the books “Russian: from Intermediate to Advanced” and/or “Advanced Russian through History”, indicated by a course tutor. Students are expected to translate a text from Russian into English in the frames of the topics (indicated by a course tutor) offered by the Mike Berry’s Book 2 and/or 3 or the books “Russian: from Intermediate to Advanced” and/or “Advanced Russian through History”. Students are expected to summarise a text from Russian into English in the frames of the topics offered by the “Advanced Russian through History”.

Advanced Course

In their exam scripts students are expected to demonstrate the knowledge of advanced Russian grammar (advanced knowledge of cases, verb forms, and sentence and text structure). In addition to the general knowledge of the vocabulary (e.g. mass-media, academic vocabulary in the fields of social sciences and humanities), students are expected to know the vocabulary from the RAILS lessons and texts from the book “Advanced Russian through History” indicated by a course tutor (including spelling).

Students are expected to demonstrate the ability to write an essay in Russian in the frames of the topics offered by the RAILS lessons and texts from the book “Advanced Russian through History”. Students are expected to translate a text from Russian into English in the frames of the topics offered by the “Advanced Russian through History”. Students are expected to summarise a mass-media text from Russian into English.
APPENDIX 6

GSS – GRADUATE SUPERVISION SYSTEM

At the end of each term, your Supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision System (GSS). Within this system, you have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

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

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

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

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

Students are asked to report in weeks 6 and 7 of term. Once you have completed your sections of the online form, it will be released to your Supervisor(s) for completion and will also be visible to your Director of Graduate Studies and to your College Advisor. When the Supervisor’s sections are completed, you will be able to view the report, as will the relevant Director of Graduate Studies and your college advisor. Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your Supervisor).

To access the GSS, please visit http://www.gss.ox.ac.uk/. You will be able to log on to the site using your single sign-on details. Full details of how to use the site are provided at the on-line help centre.
APPENDIX 7

INFORMATION SECURITY

GOLDEN RULES

When making decisions about storing, sharing or transporting data take into account the sensitivity of the information it contains. Is it Sensitive and should not therefore be publically available? Is it Restricted and should be confined to a particular audience? Or is it Open and can be available to all?

Sensitive data should not be removed from your server unless absolutely necessary, and it should only be shared with authorised people via a secure method when agreed by the data owner. If it must be taken off-site ensure that the device on which it is held is encrypted. You must be aware of the information security policy of any destination and trust that it is secure. Email must not be used to transmit sensitive data.

Never divulge your passwords to anyone. Do not leave passwords in public spaces or in easily found locations such as your desk or laptop bag. Don’t open emails that you weren’t expecting and be cautious with attachments or internet links in any email. Ensure that all software – including anti-virus – is up to date.

When connecting to any University resource from any device outside of the Oxford network please ensure that you use the University VPN software to secure your connection.

You are required to read and understand the School Information Security Policy and other University ICT rules, regulations and policies:
(i) http://www.anthropology.ox.ac.uk/infosec
(ii) https://www.it.ox.ac.uk/rules
Appendix 8

University of Oxford: MPhil. in REES Progression Pathways to D.Phil. Degrees

- History Stream
  - D.Phil. in History
  - D.Phil. in Sociology
- Social Science Stream
  - D.Phil. in Social Policy
  - D.Phil. in Politics
  - D.Phil. in International Relations
  - D.Phil. in Development Studies
- Culture Stream
  - D.Phil. in Geography
  - D.Phil. in Economics
  - D.Phil. in Anthropology
  - D.Phil. in Modern Languages

Term 1 | Term 2 | Term 3 | Summe r | Term 4 | Term 5 | Term 6 | Summe r
--- | --- | --- | --- | --- | --- | --- | ---

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