MSc IN RUSSIAN AND EAST EUROPEAN STUDIES
NOTES FOR THE GUIDANCE OF STUDENTS
2017-18

MANAGEMENT COMMITTEE FOR
RUSSIAN AND EAST EUROPEAN STUDIES
University of Oxford
School of Interdisciplinary Area Studies
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FOREWORD

STATEMENT OF COVERAGE

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

This handbook applies to students starting the MSc in REES in Michaelmas Term 2017, to be examined in June 2018. 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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VERSION 1.1 2017

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 Prof Paul Irwin Crookes and/or Lisa Haynes, Alexia Lewis

The information in this handbook is accurate as at 3 October 2017, 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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WELCOME

WELCOME FROM THE HEAD OF THE SCHOOL OF INTERDISCIPLINARY AREA STUDIES

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
Professor of Chinese Development and Society
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 [Web Learn](#) 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 on our Web Learn 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 [Lisa Haynes](#), [Alexia Lewis](#)

*Leonid Kravchuk and Stanislav Shushkevich, Christ Church College, March 2017*
WELCOME FROM THE DIRECTOR OF RUSSIAN AND EAST EUROPEAN STUDIES

A warm welcome to Oxford, and to the REES MSc 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. The RESC Monday Seminars will focus on Historical topics in Michaelmas 2017; Politics and International Relations in Hilary 2018; and Culture and Society in Trinity Term 2018. 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

Vladivostok Harbour, 2014, Prof Dan Healey
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 Gerry 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. Professor 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 Professor Christopher Gerry. Dr Pleshakova will convene the Russian language courses.

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.

### Contact Details for Russian and East European Studies Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Roy Allison</td>
<td>(2)84767</td>
<td><a href="mailto:Roy.allison@sant.ox.uk">Roy.allison@sant.ox.uk</a></td>
</tr>
<tr>
<td>Prof Paul Chaisty</td>
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<tr>
<td>Dr Chris Gerry</td>
<td></td>
<td><a href="mailto:Christopher.gerry@sant.ox.ac.uk">Christopher.gerry@sant.ox.ac.uk</a></td>
</tr>
<tr>
<td>Prof Dan Healey</td>
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<td>Dr Nicolette Makovicky</td>
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<td>Dr Anna Pleshakova</td>
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<td>Prof Gwen Sasse</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>(sabbatical leave 2016-19)</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Lisa Haynes</td>
<td>(2)74694</td>
<td><a href="mailto:Lisa.haynes@area.ox.ac.uk">Lisa.haynes@area.ox.ac.uk</a></td>
</tr>
<tr>
<td>Mrs Alexia Lewis</td>
<td>(2)74694</td>
<td><a href="mailto:Alexia.lewis@area.ox.ac.uk">Alexia.lewis@area.ox.ac.uk</a></td>
</tr>
</tbody>
</table>

### Contact Details for SIAS Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Paul Irwin Crookes (SIAS DGS)</td>
<td>(6)13848</td>
<td><a href="mailto:Paul.irwincrookes@area.ox.ac.uk">Paul.irwincrookes@area.ox.ac.uk</a></td>
</tr>
</tbody>
</table>

### Departmental Disability Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Prof Paul Irwin Crookes (SIAS DGS)</td>
<td>(6)13848</td>
<td><a href="mailto:Paul.irwincrookes@area.ox.ac.uk">Paul.irwincrookes@area.ox.ac.uk</a></td>
</tr>
<tr>
<td>Ms Sarah Jones (Academic Coordinator)</td>
<td>(2)84995</td>
<td><a href="mailto:Sarah.jones@area.ox.ac.uk">Sarah.jones@area.ox.ac.uk</a></td>
</tr>
</tbody>
</table>

### IT and Library Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Services</td>
<td>(2)73200</td>
<td><a href="https://www.it.ox.ac.uk/">https://www.it.ox.ac.uk/</a></td>
</tr>
<tr>
<td>Social Sciences Library</td>
<td>(2)71093</td>
<td><a href="http://www.bodleian.ox.ac.uk/ssl/contact">http://www.bodleian.ox.ac.uk/ssl/contact</a></td>
</tr>
</tbody>
</table>
IMPORTANT DATES

Term Dates 2017-18

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Michaelmas Term 2017</td>
<td>8 October – 2 December 2017</td>
</tr>
<tr>
<td>Hilary Term 2018</td>
<td>14 January – 10 March 2018</td>
</tr>
<tr>
<td>Trinity Term 2018</td>
<td>22 April – 16 June 2018</td>
</tr>
</tbody>
</table>

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 MSc students begins on 3 October 2017 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.

<table>
<thead>
<tr>
<th>MSc</th>
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<tbody>
<tr>
<td>Induction to the programme</td>
<td>Michaelmas Term Week 0</td>
</tr>
<tr>
<td>Essays for Core Course 1</td>
<td>Essay 1: Wednesday Week 2, Michaelmas Term Essay 2: Wednesday Week 4, Michaelmas Term</td>
</tr>
<tr>
<td>History of Russia, the USSR and Eastern Europe in the Twentieth Century.</td>
<td></td>
</tr>
<tr>
<td>Essays for Core Course 2</td>
<td>Essay 1: Friday Week 6, Michaelmas Term Essay 2: Friday Week 1 or Friday Week 3, Hilary Term</td>
</tr>
<tr>
<td>Contemporary Russian and East European Studies Part 1</td>
<td></td>
</tr>
<tr>
<td>Essays for Core Course 3</td>
<td>Essay 1 – Friday Week 5 Hilary Term Essay 2 – Friday Week 7 Hilary Term0</td>
</tr>
<tr>
<td>Contemporary Russian and East European Studies Part 2</td>
<td></td>
</tr>
<tr>
<td>Thesis titles, outlines and fieldwork proposals (if applicable) submitted to administrators for approval by REES Management Committee.</td>
<td>Friday Week 6 Michaelmas Term</td>
</tr>
<tr>
<td>Research Design Essay</td>
<td>Monday Week 1 Hilary Term</td>
</tr>
<tr>
<td>Assignment</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>REES Quantitative Methods Take Home Assignment</td>
<td>Hilary Term</td>
</tr>
<tr>
<td>MSc thesis progress workshops</td>
<td>Hilary Term</td>
</tr>
<tr>
<td>Draft thesis to supervisors</td>
<td>No later than Week 1 Trinity Term</td>
</tr>
<tr>
<td>15,000 word thesis to be submitted to Exam Schools</td>
<td>12 Noon Friday Week 6 Trinity Term</td>
</tr>
<tr>
<td>* Examination (Core Courses)</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/).
RUSSIAN AND EAST EUROPEAN STUDIES AT THE UNIVERSITY OF OXFORD

Oxford has a long tradition of research and teaching in the REES field built up by many distinguished scholars, including Isaiah Berlin, Archie Brown, Christopher Davis, 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).
MSC IN RUSSIAN AND EAST EUROPEAN STUDIES – COURSE CONTENT AND STRUCTURE

The MSc in Russian and East European Studies is a 9 month programme 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 15,000 word thesis. 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

The MSc programme consists of 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, Economics, International Relations and Defence)
- Contemporary Russian and East European Studies Part 2 (Contemporary issues covering Culture, Society, and Health and Welfare)

Students will receive training in relevant qualitative and quantitative methodologies to enable them to carry out research and writing for their 15,000 word thesis. The course also provides the opportunity for students to participate in Russian Language classes.

Russian Language Tuition

Russian language tuition is optional for REES MSc students, and any MSc student who is interested in learning Russian must book an appointment and attend an individual meeting with REES Head of Language Studies prior to be selected for the course. Russian classes will focus on the development of language skills relevant to research and study in the REES field. Students on the course must be committed and are expected to attend classes regularly, submit the homework and coursework set by the Teaching Fellow on time, and take the end-of-term tests. Students may continue to attend Russian language classes in term 2, if they have shown a clear commitment to the classes in term 1. Students will then also take an end-of-year exam which does not count towards the MSc result, but students will be awarded a REES Language Certificate reflecting their final examination mark at the end of the programme. If a student needs to withdraw from the course at a later stage during the academic year, he/she should contact the REES Head of Language Studies, Dr Pleshakova, and their REES supervisor as soon as possible to explain a reason for such a need. Detailed syllabus information in the form of the course outline is available on the REES Web Learn site.
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 Web Learn site.

Core Course 2: Contemporary Russian and East European Studies Part 1 (Convenor: Prof 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 Web Learn 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 Web Learn site.

Thesis

By the end of this term students will choose a topic for their 12,000-15,000 word thesis and begin preparatory work on it. Students are required to submit their thesis title and outline to the REES Administrator by Week 6 of Michaelmas Term for approval by the REES Management Committee.
HILARY TERM

Core Course 2: Contemporary Russian and East European Studies Part 1 (Convenor: Prof Paul Chaisty)

This course continues in the first three weeks of Hilary Term.

Core Course 3: 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 CREES Part 1 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.

The course covers the themes of class formation and disintegration, migration, gender relations, and the rise of populist politics, and links them to region-wide processes of economic restructuring, policy change, and democratisation. It 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 Web Learn site.

SIAS Methodology Course: Quantitative Methods (Convenor: Prof Chris Gerry)

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, Quantitative Methods labs using MS Excel and classes. Students will be required to submit an assignment in statistical methods in Hilary Term as part of the assessment of this course.
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 method and sources, before spending time on the thrust of your argument, ending with a consideration of any problems you are encountering.

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

TRINITY TERM

There are no classes in Trinity term to allow students to work on their thesis and revise for their final examinations.

Thesis and Examinations

Students are advised to submit a draft of their thesis to their supervisors no later than Week 1 of Trinity Term. The deadline for submission of the thesis is 12 Noon Friday Week 6 of Trinity Term. Students will also revise for the examinations, which are normally 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 15,000 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 MSc course. The programme for 2017-18 is as follows:

- Michaelmas Term: History of Russia and Eastern Europe;
- Hilary Term: Russian Politics;
- 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.

TRANSFER OF MSC TO MPHIL

A student admitted to read for the MSc in Russian and East European Studies may apply to the REES Management Committee to transfer status to the MPhil in Russian and East European Studies. Such applications should be made to the Committee no later than the end of Week 6 of Hilary Term. Approval for the transfer is not automatic and is dependent on the student’s good academic performance during the MSc course so far. Any MSc student wishing to transfer to the MPhil would also have to pass the Russian language qualifying test. Students who do not already have a good knowledge of Russian should make the decision to transfer to the MPhil as early as possible, so they may join the Russian language classes to learn Russian to the required standard in time.

FURTHER STUDY AT REES

The DPhil in AREA STUDIES

Looking beyond the big picture of globalisation and development, researchers at the School of Interdisciplinary Area Studies (SIAS) examine the interplay between the local, the national, the regional, and the global to offer a better understanding of the contemporary world. Exploring a broad range of area-specific issues such as urbanisation in China, gender in Japan, sovereignty in East Asia, ethnicity in South Asia, reconciliation in Africa, democracy in Latin America, security in the Middle East, and presidentialism in Russia, the School’s students and scholars closely engage with particular problems such as these to bridge gaps in the universalising theories of the social sciences.

Aims and Objectives

The DPhil in Area Studies aims to empower you to achieve the following learning outcomes:

- Develop research skills in ways that are relevant to the study of areas and regions
- Build an interdisciplinary and/or comparative understanding of different regions
- Undertake original research which makes a significant contribution to the literature
• Communicate research to non-academic audiences in ways that ensure real-world impact
• Present a lucid and scholarly thesis for examination

Throughout your studies, you will be able to draw on the resources offered by the School’s vibrant research community as well as from across the Social Sciences Division and the Language Centre. You will have access to the University’s outstanding library resources and a connection to an unrivalled network of likeminded students, scholars, and practitioners that engage with the work of the School on a day-to-day basis. Complementing a dedicated Research Seminar series designed specifically to support the School’s DPhil cohort in their studies is a huge range of further lectures, workshops and conferences organised by Area Studies academics that overlap with the department’s areas of expertise.

Course Overview

Our doctoral programme is especially distinctive in that it is designed to meet the needs of students seeking particular interdisciplinary approaches to regions of the world, as well as those who perhaps fall between or across disciplinary boundaries. It also caters for those whose work cuts across a number of fields including history, cultural studies, anthropology, politics, political economy, international relations, environmental studies and development studies.

Candidates for the DPhil will normally be admitted with Probationer Research Student (PRS) status. As a PRS, you will develop your research proposal and skills, and produce a draft section or sections of your thesis in order to apply for the Transfer of Status that will end your probationary period as a research student and give you full DPhil status. Once you have been admitted to full DPhil status, you are expected to complete your studies by the end of your ninth term as a doctoral student.

You will participate in the 1st Year DPhil Seminar Series and you will have the opportunity to attend other courses offered by the School as identified in your Training Needs Analysis, which will be discussed and agreed with your supervisor and reviewed on a regular basis. As a DPhil student at SIAS, you will be assigned one or two supervisors, depending on your thesis subject. These supervisors will advise and guide you as you progress through the different stages of your research.

Research Timelines and Milestones

During year 1, you will focus on developing your research questions, conceptual framework and methodological approaches for your thesis. You should expect to be submitting material for Transfer of Status as the academic year comes to an end.

In your second year you will continue to implement your research plan through theoretical engagement and/or fieldwork, data collection and analysis. If you intend to undertake fieldwork as part of your research, you will be expected to attend a fieldwork safety course available through the Division.

Your third year requires you to participate in at least one conference, in the UK or internationally, presenting your work to a non-specialist audience, and to submit materials for the Confirmation of Status as a doctoral researcher, as well as working towards the completion of your thesis.
The final oral examination – the viva voce – represents the culmination of the DPhil programme at which specialist examiners explore your subject knowledge and your thesis arguments through in-depth discussion with you to determine whether to grant the award of Doctor of Philosophy.

At Oxford other DPhil courses of relevance to REES are provided by the main disciplinary departments e.g. History, Politics and International Relations etc. 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.

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, Russian & East European Studies (School of Interdisciplinary Area Studies), Sociology, and Social Policy & Intervention, and the Centres for: Criminology, Refugee Studies, and Socio-Legal Studies. The SSL is housed on the ground floor of the Manor Road Building, www.bodleian.ox.ac.uk/ssl, and is open 7 days a week during term-time (9am to 10pm Mon – Fri, 10am – 6pm Sat, 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/. 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, craig.finlay@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 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

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 MSC EXAMINATION

In order to receive the MSc degree, students must obtain pass marks in the three written examinations and for the thesis.

Candidates will also be required to demonstrate competence in methodology by satisfactorily completing the SIAS Methodology course. While students must pass the methods component of the degree programme, any marks obtained are not included in their overall result.

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 THESIS**

<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 thesis, of sufficient quality for publication almost unchanged</em></td>
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<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><em>Superb presentation throughout, without typographic/formatting errors</em></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><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 thesis, 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><em>Critical synthesis of a substantial body of data</em></td>
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<td><em>Penetrating analysis of existing ideas, supporting perceptive conclusions relating to findings</em></td>
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<tr>
<td>Grade (Strong)</td>
<td>Description</td>
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<td><strong>Lower</strong></td>
<td>70%</td>
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<td><em>A very well-focused piece of research</em></td>
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<td><em>A well-balanced project, providing a full answer to the research question(s) posed</em></td>
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<td><em>Demonstrates clear understanding of existing research problems</em></td>
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<td><em>A very high standard of data collection</em></td>
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<td><em>Arguments are clear, sustained, structured</em></td>
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<td><em>Analytically strong, demonstrating depth of understanding in support arguments</em></td>
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<td><em>No significant misunderstandings of data or concepts</em></td>
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<td><em>Demonstrates a clear awareness and understanding of current literature</em></td>
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<td><em>Well-written, orderly, convincing and interesting to read</em></td>
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<td><em>Well-founded well-reasoned conclusions</em></td>
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<td></td>
<td><em>High standards of presentation throughout</em></td>
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<tr>
<td><strong>Upper</strong></td>
<td>65%</td>
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<td><em>Clear signs of well-directed effort with evidence of wider reading and broader understanding</em></td>
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<td><em>Good methodological insight and careful application of techniques</em></td>
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<td><em>Efficient and effective research design</em></td>
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<td><em>Good degree of clarity of data presentation and explanation</em></td>
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<td></td>
<td><em>Cautious and accurate interpretation of information</em></td>
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<td></td>
<td><em>Conclusions are linked well to both main body and to existing literature</em></td>
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<td></td>
<td><em>Presentation is careful with few linguistic errors</em></td>
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<td></td>
<td><strong>Minor gaps in background material and/or literature cited</strong></td>
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<td></td>
<td><strong>Minor deviation in focus</strong></td>
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23
<table>
<thead>
<tr>
<th>Grade</th>
<th>Remarks</th>
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</thead>
</table>
| **Lower 60%** |  *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* |
| **Pass 55%** |  *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* |
<p>| <strong>Upper</strong> |  |</p>
<table>
<thead>
<tr>
<th>Lower</th>
<th>50%</th>
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<tbody>
<tr>
<td><em>Answer demonstrates some engagement with the data presented</em></td>
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<td><em>Achieves a basic level of understanding in choosing and using research methods</em></td>
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<td><em>Successfully uses part of the obtained material in constructing arguments</em></td>
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<td><em>Contains a small number of valid arguments</em></td>
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<td><em>Provides some connection to the literature</em></td>
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<td>Original conception of project is narrow, unrealistic or self-limiting in scope*</td>
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<td>Fails to adequately use data to directly address the research question*</td>
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<tr>
<td>Too high a degree of narrative without adequate analysis and interpretation*</td>
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<td>Large parts of the project lack focus*</td>
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<td>Arguments lack adequate depth or support*</td>
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<tr>
<td>Occasional errors in methodology or interpretation*</td>
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<tr>
<td>Fails to give a full account of data collection/methods/analysis*</td>
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<td>Several sections are poorly written*</td>
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<tr>
<td>Fail</td>
<td>Upper 40%</td>
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|      | *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* | *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* | *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>
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<tbody>
<tr>
<td>Distinction</td>
<td>Upper</td>
<td><em>A truly outstanding answer</em></td>
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<td></td>
<td>90%</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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<tr>
<td>Middle</td>
<td>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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<tr>
<td>Lower</td>
<td>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><em>Demonstrates a clear awareness and understanding of current literature</em></td>
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<td><em>Well-written, orderly, convincing and interesting to read</em></td>
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<tr>
<td>Pass (Strong)</td>
<td>Upper</td>
<td><em>Evidence of wider reading</em></td>
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<td>65%</td>
<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><em>Very good degree of clarity of explanation</em></td>
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<td><em>Cautious and accurate interpretation of information</em></td>
<td>Minor gaps in background material or literature cited*</td>
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<td></td>
<td>Minor deviation in focus*</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*  
<p>|          | Otherwise very good answers which are significantly unfinished* |</p>
<table>
<thead>
<tr>
<th>Fail</th>
<th>Upper 40%</th>
<th>Lower 50%</th>
<th>Lower 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addresses question only in a rudimentary manner</strong></td>
<td><em>Answer is relevant but only in broad terms to the question set</em></td>
<td><em>Successfully uses some aspects of relevant core lecture material in constructing arguments</em></td>
<td><em>A very short answer</em></td>
</tr>
<tr>
<td><em>Shows only minimal evidence of having understood the question</em></td>
<td><em>Contains some superficially relevant information but fails to use it adequately</em></td>
<td><em>No clear logically structured argument</em></td>
<td>No understanding of basic course material demonstrated*</td>
</tr>
<tr>
<td><em>Contains some superficially relevant information but fails to use it adequately</em></td>
<td><em>Progresses no further than introductory section (even if this is of good quality)</em></td>
<td><em>Poorly-written, lacking general structure</em></td>
<td>No attempt made to link information directly to the question*</td>
</tr>
<tr>
<td><em>Progresses no further than introductory section (even if this is of good quality)</em></td>
<td><em>Information presented only in note form</em></td>
<td><em>Very limited evidence of structure in the answer</em></td>
<td>Fails to answer the question or completely misunderstands the question*</td>
</tr>
<tr>
<td><em>Information presented only in note form</em></td>
<td></td>
<td><em>Information conveyed is largely irrelevant and superficial</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Very little connection to the question set</em></td>
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</table>

*Very limited evidence of structure in the answer*
The pass mark for work on the MSc programme is 50, and for a Distinction, any assignment requires a mark of 70 or above.

At the end of the 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 examinations are usually held in Week 8 of Trinity Term.

To undertake further graduate study at Oxford on completion of the MSc, students will need to apply to the relevant department for readmission, and if offered a place, will need to meet all of the conditions associated with that offer. Students should 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 and refer to the appropriate graduate admissions selection criteria published by the department offering the higher graduate degree programme.

Candidates who fail the examination will be allowed to retake it on one occasion only in the following year. A candidate who fails, but whose thesis is of a satisfactory standard, will not be required to submit the same piece of work.

Pass: For the award of the degree of MSc 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.

Distinction: For the award of a Distinction in the MSc a candidate must secure either a distinction in one paper, marks of 60 or above in the other papers, plus a distinction for the thesis; or, an overall average of 70 or above in all papers, 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.

A timetable for the MSc examination is given in Appendix 2.

The thesis must be at least 12,000 words in length but must not exceed 15,000 words, excluding the bibliography only. Preparation and planning of this assignment must commence at the beginning of the programme in October and progress steadily through to submission of the thesis in Week 6 of Trinity Term.

**Thesis Supervision and timetable**

Each student will be assigned a Supervisor at the beginning of Michaelmas Term. 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 Week 1 of Michaelmas Term for the preliminary discussion about your proposed topic and to decide upon a programme of work.

**Timetable**

<table>
<thead>
<tr>
<th>Event</th>
<th>Week</th>
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<tbody>
<tr>
<td>Meeting with appointed supervisor</td>
<td>Week 1</td>
</tr>
<tr>
<td>Decide thesis title</td>
<td>Week 4/5</td>
</tr>
<tr>
<td>Submit forms for Christmas research, if applicable</td>
<td>Week 5</td>
</tr>
<tr>
<td>Submit thesis title to REES Administrator for approval at the week 7 REES Management Committee</td>
<td>Week 6</td>
</tr>
<tr>
<td>Submit research design essay</td>
<td>Week 1</td>
</tr>
<tr>
<td>Submit forms for Easter research, if applicable</td>
<td>Week 5</td>
</tr>
<tr>
<td>Present your draft at the thesis presentation seminars</td>
<td>Weeks 5-8</td>
</tr>
<tr>
<td>First draft submitted to supervisor</td>
<td>Week 1</td>
</tr>
<tr>
<td>Submit Final thesis</td>
<td>Week 6</td>
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</table>

Students must take great care to plan their work toward the submission of the thesis. You should expect to consult with your supervisor twice during Hilary Term. You should aim to submit your first draft of the thesis to your supervisor no later than Week 1 Trinity Term.

Supervisors will read a first draft and provide oral feedback, but supervisors cannot be expected to read successive drafts. The timely completion of the first draft of the thesis is important to ensure that your Supervisor can allocate time to reading and commenting
upon what you have written.

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 researchable, 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 MSc thesis titles, for reference only. Examples of theses which were awarded a distinction are available to view on the REES Web Learn site.

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.

Abstract
An abstract of up to 150 words should be included. It is an important part of any academic research as it helps the authors to understand the research.

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 (abstract, appendices, tables etc) **excluding** only the bibliography and the Declaration of Authorship.

**THESIS SUBMISSION AND PENALTIES**

Two paper copies of the thesis must be submitted by 12 Noon Friday of Week Six 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.

The MSc thesis is expected to be at least 12,000 words. If the thesis is shorter than the required length by 5% (i.e. 11,400 words) it may be failed by the Examiners.

The MSc thesis should not be more than 15,000 words (excluding bibliography only). One percentage point will be deducted for every 150 words over the word limit, up to a maximum of 1,500 words over the limit. Thereafter, the work will be failed.

**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 LEARNING AND ASSESSMENT

Feedback on formative assessment and other informal feedback

Formative assessment does not contribute to the overall outcome of your degree and has a developmental purpose designed to help you learn more effectively.
In addition to informal feedback provided during classes and other interactions with teaching, all students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment during their first term. The purpose of this feedback is to:

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

In REES, students studying for the MPhil in REES, will receive formal written feedback via email on their essays for the first core course during Michaelmas Term.

Students will also receive written and verbal feedback on Russian Language class work, homework, practice exams and end of term tests.

Feedback on summative assessment

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

The purpose of feedback on summative assessment e.g. theses and dissertations, is to provide a critical review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate. Students will receive formal written feedback on their thesis submitted in the final term of their course via email by 31 August 2017.

Other information about assessment standards

Students are advised to read the internal and external examiners’ reports for recent past cohorts via the REES Web Learn site which can provide valuable insights and contribute to students’ preparations for examinations and other forms of assessment.

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 4.

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 3). 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
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 MSc programme.

The Committee is responsible for establishing the regulations for the MSc 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 administrators, Lisa Haynes or Alexia Lewis at least ten days in advance of a meeting.

The REES Management Committee
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 MSc candidates;
(h) the arrangement of lectures, classes and seminars.
REES ADMINISTRATION

The programme has two Administrators, Lisa Haynes and Alexia Lewis 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.

Lisa and Alexia 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:
Lisa Haynes, tel: 01865 274694, Usual office hours Tuesday and Friday, 8.00am to 4.30pm
Alexia Lewis, tel: 01865 274694, Usual office hours Monday –Thursday 8.00am to 3.30pm (term time only).

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:
  Lisa Haynes 2-74694 ([lisa.haynes@area.ox.ac.uk](mailto:lisa.haynes@area.ox.ac.uk)) or Alexia Lewis, 2-74694 (alexia.lewis@area.ox.ac.uk)

- Consult the Course Director:
  Dr Nicolette Makovicky, St Antony’s College ([nicolette.makovicky@area.ox.ac.uk](mailto: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](mailto: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 Web Learn site. All first year modules are compulsory so your class size for all lectures and classes specific to the MSc 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 Web Learn 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 thesis/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 thesis). It is more usual, however, for your general supervisor to also supervise your thesis 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 MSc in REES. Whether a student should undertake fieldwork, and what sort of fieldwork is appropriate, will depend on the topic of the thesis, 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 considered as any research activity contributing to your academic studies, and approved by your department, which is carried out away from the University premises. This can be overseas or within the UK. The safety and welfare of its students is paramount to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork. For this reason, fieldwork must be approved by the departments and must comply with University policy.

Preparation

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with
your research, the arrangements in place to mitigate those risks and the contingency plans for if 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. The following website contains some fieldwork experiences which might be useful to refer to https://www.socsci.ox.ac.uk/fieldworkers-experiences

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 in hard copy to Victoria Hudson for processing.** Forms should be submitted by Friday of week 4 of each term. All travel requires final approval by the Head of School.

   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, permission for travel to these areas is at the Head of School’s discretion. Please be aware that permission to travel to these areas under FCO advisement or high risk research may be refused.

**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 the Research methods course outline 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) [http://www.socsci.ox.ac.uk/training](http://www.socsci.ox.ac.uk/training)

- Preparation for Safe and Effective Fieldwork. A half day course for those carrying out social science research in rural and urban contexts which includes a student led session on practical interviewing.
- Secondary trauma workshops. For research on traumatic or distressing topic areas.

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

(run termly)

- 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: [http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork/](http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork/);
- [http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork-more-information](http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork-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: [https://researchsupport.admin.ox.ac.uk/governance/ethics](https://researchsupport.admin.ox.ac.uk/governance/ethics). 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 within Friday of week 4 of each term and at least 30 days before the research is due to start;
- CUREC forms are updated regularly to reflect current practice so please visit the Governance and Integrity webpage [https://researchsupport.admin.ox.ac.uk/governance/ethics/apply/sshidrec](https://researchsupport.admin.ox.ac.uk/governance/ethics/apply/sshidrec)
- to download the latest version appropriate supporting documentation, such as a participant information sheet, consent form or invitation letter is normally required
Please sign the form and also make sure that your supervisor and head of unit (as Department endorsement) have provided their signature (you can obtain this electronically via email).

- Please send your completed and signed CUREC 1A form and supporting documents in electronic format to curec@area.ox.ac.uk (Grants and Projects Officer)
- Your application will then be passed to the Departmental Research Ethics Committee (DREC) for review and approval, and Secretary of the DREC will inform you of the outcome.

Useful Links

Informed Consent, Best Practice and FAQs and Glossary

https://researchsupport.admin.ox.ac.uk/governance/ethics/resources

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/

Russian and East European Studies http://www.rees.ox.ac.uk

Student Health and Welfare http://www.ox.ac.uk/students/welfare

Careers Service http://www.careers.ox.ac.uk

Disability Advisory Service (DAS) www.ox.ac.uk/students/shw/das/

Diversity and Equal Opportunities Unit http://www.admin.ox.ac.uk/eop

Harassment and Bullying www.admin.ox.ac.uk/eop/harassmentadvice/

The Counselling Service www.ox.ac.uk/students/shw/counselling/

OUSU Student Advice Service and Nightline www.ox.ac.uk/students/shw/peer/
Oxford University Computing Services: http://www.oucs.ox.ac.uk
Oxford University Language Centre: http://www.lang.ox.ac.uk/

Oxford University Research Services http://www.admin.ox.ac.uk/rso/integrity

Central University Ethics Committee http://www.admin.ox.ac.uk/curec

Oxford University Safety Office http://www.admin.ox.ac.uk/safety/

Policy on Paid Work
http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork/

Oxford University Regulations and Codes of Conduct

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

Oxford University Proctors’ Office http://www.admin.ox.ac.uk/proctors

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

### Russian and East European Studies

### Members of University Faculties and Colleges

<table>
<thead>
<tr>
<th>REES Staff Members</th>
<th>Area of specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Roy Allison (SIAS)</td>
<td>Soviet, Russian and Eurasian international relations, foreign policy and politics; Central European foreign policy</td>
</tr>
<tr>
<td>Prof Paul Chaisty, St Antony’s (SIAS:Politics)</td>
<td>Legislative, constitutional and party politics in Russia and the Former Soviet Union</td>
</tr>
<tr>
<td>Prof Christopher Gerry, St Antony’s (SIAS)</td>
<td>Political economy of health, welfare and labour in Russia and Eurasia</td>
</tr>
<tr>
<td>Prof Dan Healey, St Antony’s College (SIAS:History)</td>
<td>Modern Russian history</td>
</tr>
<tr>
<td>Dr Nicolette Makovicky, St Antony’s College (SIAS)</td>
<td>Social Anthropology in Eastern Europe; Informal Economy, Citizenship, Enterprise, Labour, Gender Relations</td>
</tr>
<tr>
<td>Prof Gwen Sasse, Nuffield (SIAS: Politics)</td>
<td>Central and East European politics, conflicts, migration, EU enlargement</td>
</tr>
</tbody>
</table>

### On sabbatical leave 2017-19

- **Prof Gwen Sasse, Nuffield (SIAS: Politics)**

### Staff contributing to REES Teaching

<table>
<thead>
<tr>
<th>Dr Othon Anastasakis</th>
<th>South East Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Julie Curtis, Wolfson (Modern Languages)</td>
<td>19th and 20th Century Russian literature</td>
</tr>
<tr>
<td>Prof Jan Fellerer, Wolfson (Modern Languages)</td>
<td>History of the Polish, Czech and Ukrainian languages with specific 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>Dr Jody LaPorte St Hilda’s (Politics)</td>
<td>Russian and Soviet politics</td>
</tr>
<tr>
<td>Dr Julie Newton, St Antony’s (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>
<tr>
<td>Prof Judith Pallot, Christ Church (Geography)</td>
<td>Agrarian transformation of Russia 1861-1930; current rural and regional development planning in the former Soviet Union</td>
</tr>
</tbody>
</table>
Prof Andrei Zorin, New (Modern Languages)
Russian literature and cultural history

Other Oxford Academic Staff engaged in REES Research

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Antoni Chawluk (Mansfield College)</td>
<td>Command and Transitions Economies, Financial Sector Reform</td>
</tr>
<tr>
<td>Prof Christopher Davis (Wolfson College)</td>
<td>Economics of the USSR &amp; Eastern Europe; economics of transition; health and social welfare</td>
</tr>
<tr>
<td>Prof Timothy Garton Ash, St Antony’s</td>
<td>History of Central Europe since 1945; East/West relations in Europe</td>
</tr>
<tr>
<td>Dr Andrew Kahn, St Edmund Hall (Modern Languages)</td>
<td>Russian literature and culture before 1800; modern Russian and Polish poetry</td>
</tr>
<tr>
<td>Prof Catriona Kelly, New College (Modern Languages)</td>
<td>Russian women’s writing, especially 1760-1930; Russian cultural history; Russian modernism</td>
</tr>
<tr>
<td>Dr Kate Lebow, Christ Church College</td>
<td>History of Modern Poland</td>
</tr>
<tr>
<td>Dr C. Mary MacRobert, Lady Margaret Hall (Modern Languages)</td>
<td>History of Church Russian</td>
</tr>
<tr>
<td>Dr Alex Pravda, St Antony’s (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, St Antony’s (REES Senior Research Fellow)</td>
<td>Modern Russian history</td>
</tr>
<tr>
<td>Prof Stephen Whitefield, 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)
Ms Lisa Haynes and Mrs Alexia Lewis
Lake Baikal, 2014, Prof Dan Healey

The High Tatras, Poland, 2015, Dr Nicolette Makovicky
APPENDIX 2

TIMETABLE FOR THE MSC EXAMINATION

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates must submit thesis titles for approval to the Management Committee</td>
<td>Friday Week 6 Michaelmas Term</td>
</tr>
<tr>
<td>Candidates must submit to the Chair of the Examiners, c/o the Examination Schools, two copies of their MSc thesis.</td>
<td>12 Noon Friday Week 6 Trinity Term</td>
</tr>
<tr>
<td>Candidates must also submit an electronic copy to the REES Administrator.</td>
<td></td>
</tr>
<tr>
<td>*Written Examinations</td>
<td>Friday Week 8 Trinity Term</td>
</tr>
</tbody>
</table>

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 MSc course in October 2016 are subject to the timetable for examination detailed here and the requirements as laid out in the Examination Decrees and Regulations 2016.

*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 3

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 4

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 5

Complaints and academic appeals within Russian and East European Studies, School of Interdisciplinary Area Studies

The University, the Social Sciences Division and the School of Interdisciplinary Area Studies all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department’s committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the department, then you should raise it with the Director of Graduate Studies Dr Paul Irwin Crookes as appropriate. Complaints about departmental facilities should be made to the Departmental Administrator Mrs Erin Gordon. If you feel unable to approach one of those individuals, you may contact the Head of Department, Professor Rachel Murphy. The officer concerned will attempt to resolve your concern/complaint informally.

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

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

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

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

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**Bolshoi May Day, Moscow 2016, Prof Chris Davis**
APPENDIX 6

Equality and Diversity at Oxford

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

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

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

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

There is range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: www.admin.ox.ac.uk/eop/religionandbelief/faithsocietiesgroupsrreligiouscentres/

Student Welfare and Support Services

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

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: www.ox.ac.uk/students/shw/counselling
A range of services led by students are available to help provide support to other students, including the peer supporter network, the OUSU Student Advice Service and Nightline. For more information visit: [www.ox.ac.uk/students/shw/peer](http://www.ox.ac.uk/students/shw/peer)

OUSU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: [www.ousu.org/get-involved/campaigns](http://www.ousu.org/get-involved/campaigns)

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

*Dawn at Kizhi 2016 Prof Chris Davis*
APPENDIX 7
STATEMENT OF HEALTH AND SAFETY ORGANISATION FOR THE SCHOOL OF INTERDISCIPLINARY AREA STUDIES

As Head of the School of Interdisciplinary Area Studies I am responsible for ensuring compliance with University Health and Safety Policy. My responsibilities are set out in the Annexe and I have delegated some of these responsibilities to others, as set out in Section 1.

1. EXECUTIVE RESPONSIBILITY FOR SAFETY

Every employee with a supervisory role is responsible for ensuring the health and safety of staff, students, and other persons within their area of responsibility; and of anyone else (e.g. contractors and other visitors) who might be affected by their work activities. In particular, the responsibilities listed in the Annexe are delegated to supervisors for areas under their control.

As it is my duty to ensure adherence to the University’s Health and Safety Policy, I instruct every employee with a supervisory role and the Departmental Safety Officer and the Divisional Safety Officer to report to me any breach of the Policy.

All those with executive responsibility should notify me and the Departmental Safety Officer Victoria Hudson and the Divisional Safety Officer Christine Williams of any planned, new, or newly identified significant hazards in their areas and also of the control measures needed to avert any risks identified.

Where supervisors or others in charge of areas or with specific duties are to be absent for significant periods, adequate substitution must be made in writing to me and such employees and other persons as are affected. Deputising arrangements must be in accordance with University Policy (UPS S1/09 pt8).

The following employees have executive responsibility throughout the Department for ensuring compliance with the relevant part of University Safety Policy:

The Departmental Safety Officer Victoria Hudson is responsible for making arrangements for visitors, including contractors, and for ensuring the necessary risk assessments have been made.

In the following parts of the department, the persons named below have executive authority for safety

**African Studies Centre, 13 Bevington Road:** Dr Jonny Steinberg, Director (with day to day management delegated to Anniella Hutchinson, Administrator (African Studies))
2. ADVISORY RESPONSIBILITY FOR SAFETY

I have appointed those listed below to advise me on matters of health and safety within the Department. If any member of the Department does not take their advice, they should inform me. If they discover danger that requires immediate action, they are authorised to take the necessary action and inform me subsequently.

Departmental safety officer (DSO)

Victoria Hudson is responsible for

- advising me on the measures needed to carry out the work of the Department without risks to health and safety
- coordinating any safety advice given in the Department by specialist advisors and the University Safety Office
- monitoring health and safety within the Department and reporting any breaches of the Health and Safety Policy to me
- informing me and the Director of the University Safety Office if any significant new hazards are to be introduced to the Department.

The DSO’s duties are described in University Policy Statement S1/01

To assist in this work, the Department has the following specialist advisors:

Divisional safety officer (DIVSO)

Christine Williams has been appointed to support the DSO in her administrative, monitoring and advisory role.
**Departmental fire officer**

Erin Gordon is responsible for advising the DSO on all matters relating to fire precautions and fire prevention in compliance with University Health and Safety Policy.

**Departmental Safety Advisory Committee**

In addition to the above arrangements health and safety matters are discussed and minuted during the SIAS Committee whose membership comprises

Professor Rachel Murphy  
Dr Philip Robins  
Professor Margaret McMillian  
Dr Paul Irwin Crookes  
Professor Dan Healey  
Dr Jonny Steinberg  
Dr Diego Sanchez Ancochea  
Professor Sho Konishi  
Dr Matthew McCartney  
Dr Walter Armbrust  
Ms Louise Clark  
Dr Nigel Bowles

The Committee’s terms of reference are:

1. This constitution is made by the Division of Social Sciences and is subject in all respects to the Statutes, Decrees and Regulations of the University.
2. The following terms of reference have been agreed for the academic year 2015 – 16. Dr Rachel Murphy has been appointed by the Division of Social Sciences to serve as Chair of the Committee. The meeting dates for the academic year 2015 – 16 have been set as Wednesday in weeks 1 and 7, 2.00 – 4.00 pm.
3. There shall be a committee for the School of Interdisciplinary Area Studies to promote the study of, and research in area studies within the University. (See II A above.)
4. The purposes of the committee shall include:  
   (a) the preparation of five year plans, one year operating statements, and annual budgets for the School of Interdisciplinary Area Studies;  
   (b) oversight of the admission of candidates for graduate courses;  
   (c) supervision of examinations of graduate courses in the School of Interdisciplinary Area Studies;  
   (d) (consideration of, and advising the divisional board on, the reports of the examiners for the M.Litt and D.Phil., and the nomination of examiners.)
(e) recommendations to the divisional board on the appointment and re-appointment of academic staff on the establishment of the committee, on sabbatical and other leave applications, and responsibility for the monitoring of progress of staff in their initial period of office;

(f) the monitoring of cross-divisional arrangements relating to the School of Interdisciplinary Area Studies;

(g) the co-ordination of research activities and fundraising;

(h) receipt and consideration of reports from management committees;

(i) the promotion of academic activities such as conferences and academic visitors;

(j) consideration of policy issues as requested by the divisional board;

(k) oversight of the implementation of the University’s health and safety policies.

5. The committee shall meet twice each term and shall convene such subcommittees for graduate studies, resources, and library matters as are deemed necessary according to operational requirements.

3. OTHER SAFETY FUNCTIONS

First aid

The following persons are responsible for first aid:

11 & 12 Bevington Road
Mr Stephen Minay, trained first aider

13 Bevington Road:
Mrs Anniella Hutchinson, trained first aider

Nissan Institute:
Miss Jane Baker

The University of Oxford China Centre
St Hugh’s College First aider
Rosanna Gos, Trained First aider

First aid facilities are located as follows:

The post room at 12 Bevington Road there are also facilities available at Nissan Institute, the African Studies Centre, the Latin American Centre and the University of Oxford China Centre.
Accident and incident reporting

Victoria Hudson is responsible for keeping the accident/incident report forms and for ensuring accidents are reported promptly to the University Safety Office, St Hugh’s College and St Antony’s College are responsible for reporting accidents that happen on their property. Accident report forms are kept in the following places the post room, 12 Bevington Road.

Display screen assessors

I have appointed the following people as Display Screen Assessors, and the number is sufficient to ensure no one has to assess more than 50 persons.

Victoria Hudson

Manual handling assessors

I have appointed the following people as Manual Handling Assessors

Victoria Hudson

4. TRADES UNIONS AND APPOINTED SAFETY REPRESENTATIVES

University Policy Statement S2/04 sets out the arrangements for dealing with trade unions and their appointed safety representatives. Employees who wish to consult their safety representatives should contact the senior safety representative of the appropriate trade union.

UCU: http://www.oxforducu.org.uk
Unite (was Amicus): http://users.ox.ac.uk/~unite
UNISON: http://users.ox.ac.uk/~unison

5. INDIVIDUAL RESPONSIBILITY

All Departmental employees, all students and all other persons entering onto the Department's premises or who are involved in Departmental activities have a duty to exercise care in relation to themselves and others who may be affected by their actions. Those in immediate charge of visitors and contractors should ensure that those persons adhere to the requirements of University Health and Safety Policy.

Individuals must

(a) Make sure that their work is carried out in accordance with University Safety Policy.
(b) Protect themselves and others by properly using any safety equipment or devices (e.g. machinery guards) provided.

(c) Protect themselves by properly wearing any personal protective equipment that is required.

(d) Obey all instructions emanating from the Head of Department in respect of health and safety.

(e) Warn me and the DSO Victoria Hudson and DIVSO Christine Williams of any significant new hazards to be introduced to the department, or of newly identified significant risks found on the premises or in existing procedures.

(f) Ensure that their visitors, including contractors, have a named contact within the department with whom to liaise.

(g) Attend training where managers identify it as necessary for health and safety.

(h) Register and attend for health surveillance with the Occupational Health Service when required by University Safety Policy.

(i) Report all fires, incidents, and accidents immediately to Victoria Hudson.

(j) Familiarise themselves with the location of fire fighting equipment, alarm points and escape routes, and with the associated fire alarm and evacuation procedures.

**Individuals should**

(a) Report any conditions, or defects in equipment or procedures, that they believe might present a risk to their health and safety (or that of others) so that suitable remedial action can be taken.

(b) Offer any advice and suggestions that they think may improve health and safety.

(c) Note that University Policy Statements are available on the web at http://www.admin.ox.ac.uk/safety/policy-statements/ and in hard copy at [insert location].

6. **SPECIFIC SIGNIFICANT RISKS**

The following areas/activities have been identified as significant risks in this Department:
Fieldwork

There is a Risk Assessment procedure in place, Students and Academics have to complete risk assessment forms which are signed off by either their supervisor or line manager and Head of Department. Forms are reviewed by Victoria Hudson, involving the Safety Office as and when required.

Training for those going on Fieldwork is offered by the Safety office and all students and academics are encouraged to attend. There is also a talk offered to students as part of their research methods course. For further information see Appendix 8.

Fire

The fire alarm system is tested weekly and Pyrotec run a maintenance check on the system quarterly, please see “Health and Safety Delegated Responsibilities Quick Reference Guide” for information on other buildings.

A fire risk assessment is carried out an annual basis by the DSO and DIVSO and the outcome is reported to the SIAS Committee.

Alexia Lewis attended fire extinguisher training on 21 November 2007.
Victoria Hudson attended fire extinguisher training on 16\(^{th}\) October 2013
Anniella Hutchinson attended fire extinguisher training on 16\(^{th}\) October 2013.

There is no warning device in the building for people with a hearing or vision impairment.

Fire extinguishers are checked annually by Abbott Fire Group.

Ad hoc risk assessments are carried out for any disabled visitors to the building and suitable or alternative arrangements made. All visitors to the building are requested to provide information on access/other needs that would alert staff to the need for an assessment.

Flood

The building is liable to flooding, as was demonstrated in 08/07/2004 and in 07/2005 when the basement flooded in heavy rains. The Surveyors Office has improved drainage and flood defences to prevent similar flooding happening again. However due to the nature of the building, floods may not be completely avoidable. SIAS has taken steps to ensure that equipment in the basement is above floor level in an attempt to reduce the damage should the basement area flood again.
Loss of power

There are no lifts in the building. Emergency lighting is installed and checked quarterly by Pyrotec Services please see “Health and Safety Delegated Responsibilities Quick Reference Guide” for information on other buildings. A card is not required to exit the building.

General

A whiteboard signing in/out system is in operation in 11 and 12 Bevington Road to alert all members of staff who are in the building. This does not include visitors. Similar arranges are in place in other SIAS Buildings, managed locally.

The location of the fire alarm and activation boxes are known to all members of staff. Fire exits are clearly marked. A fire safety training course was held on site for all members of staff on 12 January 2005. A fire procedures document was also circulated to all members of staff. Fire extinguisher training was held on 21 November 2007. Fire drills are held annually. The fire system is tested weekly.

A First Aid box is located in the supplies room. The accident log book is kept up to date. There is a qualified first aider in the building.

The building operates a card swipe access system for members of staff. The main door is locked and a security buzz in system is in operation for visitors. The building is alarmed during non working hours when the building is empty.

Loss of electricity – if lighting was adequate, staff would attempt to work on activities not requiring power. If lighting was inadequate, staff would attempt to work in an alternative venue with power.

There is no key equipment, files and documents.

Alternative space if access to the building is lost has been identified as The Nissan Institute, if appropriate, or the Latin American Centre (1 Church Walk) or the Centre for African Studies (13 Bevington Road).

Communications

In an emergency both during working hours and out of hours, the RDOs will contact all members of staff to alert them of the situation. Security services act as key holders for 11, 12 and 13 Bevington Road. Professor Rachel Murphy will act as the press contact in case of a major disaster.

Emergency Equipment

There is no specialised equipment in the building.
Finance and Insurance
The Asset Register was updated in September 2015. The annual insurance return is sent to Insurance Department.

IT

In the event of a major systems failure, the following functions should take priority and in this order:
1. Security alarm system
2. Fire alarm system
3. Server
4. PC of Departmental Administrator
5. PCs of other administrative staff in the building
6. All other PCs.

All information is backed up regularly off site by the IT Officer. All computers are installed with anti virus software which is regularly updated by the IT Officer.

Major staff absence in the event of flu or other similar pandemic
Key and core functions/business critical areas/most vulnerable areas of departmental activity include:

1. IT provision: in the event of absence, cover would be provided by OUCS on an ad hoc basis.
2. Head of Department duties: in the event of absence, decisions would be made by the Deputy Head of Department Dr Diego Sanchez Ancochea and the remaining members of the SIAS Committee, in consultation with the Social Sciences Division.
3. Finance management and processing
4. Personnel management and processing
5. Graduate Studies management and processing
   In the event of absence of roles covered by 3 – 5 above, other staff within the School would provide cover, in consultation with the Social Science Division or Central University administrative staff as appropriate. Such cover would be impossible if the entire School, Division and Central University administrative staff were simultaneously absent.

Head of Department Dr Rachel Murphy
Date 24 August 2016
ANNEX

It is my responsibility, as Head of the School of Interdisciplinary Area Studies directly or through written delegation

1. To ensure adherence to the University’s Health and Safety Policy and to ensure that sufficient resources are made available for this.

2. To plan, organise, control, monitor, and review the arrangements for health and safety, including the arrangements for students, contractors, and other visitors, and to strive for continuous improvements in performance.

3. To carry out general and specific risk assessments as required by health and safety legislation and University Safety Policy.

4. To ensure that all work procedures under my control are, as far as is reasonably practicable, safe and without risks to health.

5. To ensure that training and instruction have been given in all relevant policies and procedures, including emergency procedures.

6. To keep a record of all cases of ill health, accidents, hazardous incidents and fires, to report them to the University Safety Office, and to ensure any serious or potentially serious accidents, incidents, or fires are reported without delay.

7. To inform the University Safety Office before any significant hazards are introduced or when significant hazards are newly identified.

_Carmen, Bolshoi 2016, Prof Chris Davis_
APPENDIX 8

Policy for Student Travel Insurance as at 21/2/17

The University and the department are responsible for its students when they undertake university activities away from Oxford as well as within Oxford.

Students may plan travel away from Oxford for a number of reasons, if they plan to travel for personal reasons (holiday, visit relatives, go home to their family etc.) then their supervisor need not take any further action. Any student who undertakes travel “on University Business” (which includes fieldwork projects) must complete the relevant risk assessment forms and apply for University travel insurance.

For All Students:

1. It's mandatory for all students to take out University travel insurance for their fieldwork, unless there are exceptional circumstances
2. Insurance cover (unless for areas and activities that require referral to the insurance team prior to travel) is provided free of charge, once travel has been approved by the Head of School.

Areas that require referrals:

Areas that require referral to the Insurance Team prior to travel include:

Due to the level of risk:
- Afghanistan
- Iraq
- Syria
- Somalia
- Guinea

Any other territory where there are current cases of Ebola, the World Health Organisation can be used as a source of information with regards to the Ebola pandemic.

Due to trade restrictions:

The University's insurance broker has a global trade sanctions policy which must be followed. Under the terms of this policy, activities which have a connection to certain countries or regions automatically have to be referred to their legal/compliance teams. Similar processes are in place for Insurers, who must also follow their own internal procedures.
• Crimea (Ukraine)
• Cuba
• Iran
• Syria
• Sudan
• North Korea
• Myanmar

Please note that referrals can take up to six weeks; please therefore allow substantial lead-in time to process this cover. Areas that require referral are subject to change – please refer to: [http://www.admin.ox.ac.uk/finance/insurance/travel/](http://www.admin.ox.ac.uk/finance/insurance/travel/) for the most up to date list.

An additional premium will be payable for travel to the above countries.

If students wish to travel to an area that requires referral:

• The School will pay up to a maximum of 20% of the costs of the insurance premiums for one trip only.
• Planned fieldwork to these areas should be discussed at the start of your course with your supervisor and flagged with the School Safety officer as soon as possible.
• You must submit risk assessment forms at least three months in advance in order to give the School time to arrange the appropriate cover.
• Travel is approved at the discretion of the Head of School and in some circumstances may be refused due to the level of risk.
• Insurance can only be arranged if travel is deemed essential and it is deemed safe for you to travel by the Head of School.
• University insurance will only cover you if the Safety Office has advised on the suitability of your risk assessment and your travel has been approved by your Head of Department.

For any further assistance or guidance please contact the Departmental Safety officer on (2)84991 or by email at: [victoria.hudson@area.ox.ac.uk](mailto:victoria.hudson@area.ox.ac.uk)
## Travel Insurance and CUREC Deadlines

<table>
<thead>
<tr>
<th></th>
<th>Deadline</th>
<th>Signatures required by</th>
<th>Type of signatures required</th>
<th>How to deliver it</th>
<th>How long the approval process may take up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUREA 1A application</strong></td>
<td>Friday of week 4 of each term</td>
<td>Student, Supervisor and Head of Unit signature as Department endorsement.</td>
<td>Signatures should preferably be electronic signatures, i.e. emails sent from the signatory’s Oxford email address confirming endorsement.</td>
<td>via email to <a href="mailto:curec@area.ox.ac.uk">curec@area.ox.ac.uk</a> using the official university account</td>
<td>30 days</td>
</tr>
<tr>
<td><strong>CUREA 2 application</strong></td>
<td>At least 60 days before the research starts</td>
<td>Student, Supervisor and Head of Unit signature as Department endorsement.</td>
<td>Signatures should preferably be electronic signatures, i.e. emails sent from the signatory’s Oxford email address confirming endorsement.</td>
<td>via email to <a href="mailto:curec@area.ox.ac.uk">curec@area.ox.ac.uk</a> using the official university account</td>
<td>30 days</td>
</tr>
</tbody>
</table>
If Supervisor or Head of Unit signatures are wet ink, the signed CUREC 1A form needs to scanned.

<table>
<thead>
<tr>
<th></th>
<th>Travel Form</th>
<th>Friday of week 4 of each term</th>
<th>Student, Supervisor</th>
<th>Signatures must be wet ink.</th>
<th>Originals on paper format to Victoria Hudson (12 Bevington Road)</th>
<th>30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Assessment Form</td>
<td>Friday of week 4 of each term</td>
<td>Student, Supervisor</td>
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</tbody>
</table>

‘At stroyka where migrants work’, Moscow, Agnieszka Kubal, 2014