The University of Manchester

Faculty of Humanities

School of Arts, Languages and Cultures

MA/MSc Handbook 2015-2016

Humanitarianism and Conflict Response Institute

Please Note:

Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook. The School Handbook is available online here: http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught

Welcome and Introduction to the Humanitarian and Conflict Response Institute

The Humanitarian and Conflict Response Institute (HCRI) at the University of Manchester is inspired by the need to conduct rigorous research and to support postgraduate training on the impact and outcomes of contemporary and historical crises. This programme is driven by a desire to inform and support policy and decision makers, to optimise joint working between partner organisations, and to foster increased accountability within a knowledge gathering framework. Bringing together the disciplines of medicine and the humanities to achieve these aims, the HCRI will facilitate improvements in crisis response on a global scale whilst providing a much needed centre of excellence for all concerned with emergencies and conflicts.

The Institute is developing a novel configuration for research and teaching which will uniquely associate practitioners, non-governmental organisation (NGO) partners, theoreticians, policy makers and analysts in sustained intellectual engagement. Combining a targeted programme of research with the provision of timely analysis on current emergencies, the institute will seek to develop new methodologies in the budding field of humanitarian and conflict response research.

Staff at the Humanitarian and Conflict Response Institute

Dr Rony Brauman, Director
Qualified as a medical doctor, Rony Brauman has worked in the field of international medical assistance since 1977. Initially serving as a field physician in developing countries with Médecins San Frontières (France), he became the President of the organisation from 1982 - 1994. Director of HCRI, Rony is also Associate Professor at L'Institut d'Études Politiques (Paris), and Director of Research at the MSF Foundation also in Paris.

Professor Bertrand Taithe, HCRI Executive Director
Born in France, Professor Bertrand Taithe studied at the Sorbonne with Professor François Crouzet and began his career as a historian of urban sociology. He later moved into the history of medicine and sexuality and is particularly interested in the history of humanitarian aid. Professor Taithe is a prolific author, Editor of the European Review of History, and acted as Executive Director of the Humanitarian and Conflict Response Institute until 2012.

Professor Tony Redmond, Deputy Director
Tony has led medical teams to sudden onset disasters, complex emergencies and conflicts for over twenty-five years. He recently led medical teams to the earthquakes in china in 2008 and Haiti in 2010. He is Director of the UK international Emergency trauma register which aims to improve training and accountability of those who respond to large scale emergencies overseas. He is academic lead for global health education at Manchester medical school.

Adele Aubrey, Institute Manager
Adele is currently completing a Doctorate in Education; her research explores what excellence in enquiry-based learning is, and the dimensions, and dilemmas in teaching and learning. She is a Fellow of the Higher Education Academy, and has facilitated a diverse portfolio of innovative curriculum design projects, particularly in the areas of technology enhanced learning, and sustainability. She has worked at the University of Manchester since 2003 in educational design, and management. Whilst Manager at the Centre for Excellence in Enquiry-based Learning (2008-11) she created a strategic plan that involved positioning the centre around three contextual themes: sustainable development, global citizenship and ethics, providing real-world research-led challenges, for multi and inter-disciplinary student enquiry.

Betty-Ann Bristow, HCRI Communications and Events Officer
Betty-Ann Bristow obtained her undergraduate degree in Ethics, Philosophy and Religion at Lancaster University, and completed her MRes in Philosophy here at The University of Manchester. Betty-Ann has worked in the School of Arts, Languages and Cultures for over four years, working in programmes & assessment administration, and student support. She joined HCRI in Nov 2011 where she takes a lead role on the planning and implementation of HCRI's extensive programme of events and is also the first point of contact for all students taking our online programmes in global health.

Dr Emilie Combaz, Research Associate
Emilie completed her PhD in political science at Sciences Po Paris (France) in 2011, with a specialisation in international relations. Her dissertation showed how torture was handled as a distinct multilateral issue from 1945 to 2009 in three international organisations (United Nations, Council of Europe and Organization of American States). She drew from qualitative and quantitative approaches in historical and political sociology to study international human rights, multilateral organisations, and the issue of torture. Her current research looks at Palestinian collective action since the end of the second Intifada. She has been working as a Research Associate at HCRI since December 2012, providing research services to bilateral and multilateral donors on governance, social development, conflict and humanitarian issues, as part of a consortium of research institutions led by GSDRC.

Dr Eleanor Davey, Lecturer in Humanitarianism & Conflict Response
Eleanor obtained her undergraduate degree from the University of Melbourne and her PhD from Queen Mary, University of London (2011). From 2011-2014 she worked in the Humanitarian Policy Group at the Overseas Development Institute, where she led a project on the uses of history in humanitarian practice and policy. Her doctoral research was on the evolution of French responses to the 'third world', from radical political engagement to humanitarianism, with a focus on Médecins Sans Frontières. Her current research, funded by a British Academy Postdoctoral Fellowship, explores the relationship between humanitarianism and national liberation. Eleanor joined HCRI in May 2014 and also teaches in the history department.

Dr Maura Duffy, Programme Director BSc in Global Health
Maura received an M.A. in International Development (Social Policy and Social Development) from the Institute of Development and Policy Management, University of Manchester in 2006 and was awarded a PhD in International Development (also within IDPM) in 2012. Maura took up the post of Lecturer in Global Health in 2013, she leads on the BSc in Global Health.

Dr Lisa Ficklin, Lecturer in Disaster Management
Lisa completed a BSc in Biological Sciences with Environmental Resource Management at the University of Warwick (2001), a MSc in International Development at the University of Bath (2002) and a PhD in Human Geography at the University of Manchester (2012). She has worked as a Teaching Fellow at both the University of Manchester (2012-2013) and Lancaster University (2013-2014), and has just completed a Research Fellowship at the University of Leeds (2014-2015). She joined the HCRI in May 2015. Lisa's research focuses on disaster capitalism and the post-disaster political space in Nicaragua; and policy pathways that combine disaster risk

reduction with climate adaptation and sustainable development in Swaziland, South Africa and Cuba.

Professor Peter Gatrell

Peter obtained his undergraduate and PhD degrees from the University of Cambridge. He has spent most of his academic career at The University of Manchester, including working as Head of the School of History and Classics between 1997 and 2002 prior to becoming part of the School of Arts, Languages and Cultures. Peter's research and teaching interests fall into two broad categories: population displacement in world history and the history of modern Europe. These twin interests are also brought together in his commitment to the cultural history of modern war.

Jessica Hawkins, Lecturer in Humanitarianism and Conflict Response

Jessica's research interests are focused on state formation in developing countries from a historical sociology perspective. Specifically, her work looks at power relations within states including military and political power with a particular focus on intrastate conflict and state service delivery in Uganda. Jessica has worked as a tutor in the Institute for Development Policy and Management at The University of Manchester since 2010 and joins HCRI as a Lecturer in Humanitarian Studies.

Dr Kirsten Howarth, PGT Director and Programme Director MA in HCR

Kirsten undertook her role in HCRI in January 2014. Prior to this, she was a Teaching Fellow in International Development at the Institute for Development Policy and Management at the University of Manchester. Kirsten completed her PhD in 2012, analysing the causes of post-war violence and crime in El Salvador. Her current research builds on from her PhD by examining urban violence and its humanitarian consequences.

Dr Amy Hughes, Clinical Academic Lecturer in Emergency Response

Dr Amy Hughes is a Clinical Academic Lecturer in Emergency Response at the Humanitarian and Conflict Response Institute (HCRI), University of Manchester. She is heavily involved in the development of the UK International Emergency Trauma Register and training of its clinicians. The UKIETR aims to provide a structured approach to training of medical teams deploying to disasters to ensure a governed, co-ordinated, clinically competent and guided approach to medical care in disasters. The UK team has recently returned from Typhoon Haiyan. Amy is also completing a PhD – 'The Role and Training of Foreign Medical Teams in Sudden Onset Disasters.' She is course convener for the Emergency Humanitarian Assistance module and contributes to the Global Health Diploma. Clinically, Amy is an Emergency Medicine and Pre-Hospital Care clinician, having recently finished working with London Helicopter Emergency Medical Service prior to which she worked with Medecins Sans Frontier in post-conflict Northern Sri Lanka. She has completed the Diploma Tropical Medicine and Hygiene (Liv) and European Masters in Disaster Medicine.

Professor Tim Jacoby

After working in Turkey and Nigeria during the 1990s, Tim won an ESRC-funded place on the International Conflict Analysis Masters degree programme at the University of Kent. He then completed his PhD and an ESRC Post-Doctoral Fellowship in the Department of Politics at the University of York from 1999-2003. Since 2005, he has been senior lecturer in conflict studies at the Institute for Development Policy & Management, the University of Manchester. His research concerns the historical sociology of state development, political violence and post-war reconstruction - with a particular focus on Turkey.

Dr Rubina Jasani, Lecturer in Humanitarianism and Conflict Response

Rubina's areas of interest are anthropology of violence and reconstruction, medical anthropology with special focus on social suffering and mental illness, and the study of lived Islam in South Asia and the UK. Her doctoral work examined moral and material 'reconstruction' of life after an episode of ethnic violence in Gujarat, Western India in 2002. Working with survivors of ethnic

violence, she became interested in mental illness and has completed two pieces of research on ethnicity and mental illness in inner city areas of Birmingham and is the qualitative lead on research studies looking at help-seeking and 'institutional racism'. At HCRI, she aims to pursue further research in the areas of conflict, culture and mental health.

Dr Bernard Manyena, Programme Director MA in International Disaster Management
Bernard completed his PhD at the University of Northumbria in 2009. He was a Research Fellow at Northumbria University's Disaster and Development Centre between 2004 and 2013. Bernard joined HCRI in January 2014 as a Lecturer in Disaster Management. Bernard's research interests are in the disaster resilience, humanitarianism and sustainable development connections. The interests emanate from his wide experience in rural development within the developing world context, particularly in Africa and Asia covering countries like Zimbabwe, Ethiopia, Mozambique, East Timor and Sri Lanka.

Professor Roger Mac Ginty, Programme Director MA in Peace and Conflict Studies and Research Director
Roger is Professor of Peace and Conflict Studies at the Humanitarian and Conflict Response Institute and the Department of Politics. He is editor (with Oliver Richmond) of the new Taylor and Francis journal Peacebuilding and is currently editing the Handbook on Peacebuilding for Routledge. In 2012-13 he is working on an EU FP7 project 'Cultures of governance and conflict resolution in India and the EU'. He edits the Rethinking Political Violence book series with Palgrave. His latest book is International Peacebuilding and Local Resistance.

Dr Tanja R Müller
Tanja received an MA in Linguistics and Philosophy (1991) at the Freie Universität Berlin, an MA in Development Studies at University College Dublin (1994), and a Ph.D. in Development Studies (2003) at the University of East Anglia, Norwich, UK. She has worked as a university lecturer in Dublin (1991-1993) and Asmara (2000-2001), as an education consultant in Japan (1997-1999), and as a journalist on development-related issues (1994-2000). She was assistant professor at Wageningen University from 2003-2005 with the programme African Women Leaders in Agriculture and the Environment (AWLAE), where she worked on the implications of the HIV/AIDS pandemic for rural development in sub-Saharan Africa.

Dr Sandra Pogodda, Lecturer in Peace and Conflict Studies
Sandra completed her PhD in International Relations at the University of Cambridge before joining the Johns Hopkins School of Advanced International Studies as a Postdoctoral Fellow. More recently she worked with Professors Mac Ginty and Richmond at the University of St Andrews on their European research projects. Sandra joined HCRI in May 2012. She took up the post of Lecturer in Peacebuilding in July 2013. Sandra's research interests include state-building and state formation in the Middle East; dynamics of mobilization in resistance movements; and development and conflict resolution.

Dr Róisín Read - Research Associate
Róisín has joined the HCRI as part of the Making Peacekeeping Data Work Project which will consider the use and production of UN peacekeeping data in Darfur, continuing her research focus on Sudan and South Sudan and the politics of knowledge production. She is also researching the interactions between northern and southern NGOs in emergency response. Róisín's research explores the politics of international interventions in conflict situations through an interrogation of language, with a special focus on non-governmental organisations and the Sudans. She completed her ESRC-funded PhD in the Institute for Development Policy and Management at the University of Manchester in 2013.

Professor Oliver Richmond, Professor of International Relations, Peace and Conflict Studies
Oliver joined us as Professor of International Relations, Peace and Conflict Studies. His primary area of expertise is in peace and conflict theory, and in particular its interlinkages with IR theory.

Recently, he has become interested in local forms of critical agency and resistance, and their role in constructing hybrid or post-liberal forms of peace and states (see A Post-Liberal Peace, 2011). He is editor (with Roger Mac Ginty) of the new Taylor and Francis journal Peacebuilding. Oliver is currently co-directing and involved in several major research projects, funded by a range of research councils and donors. He has received several major grants, including from the Leverhulme Trust, two EUFP7 grants, an EU Marie Curie for post-doctoral support, two grants from the British Academy, as well as UNU, the Carnegie and Nuffield Trusts (for fieldwork and for further post-doctoral support).

Dr Gemma Sou, Lecturer in Disaster Management

Gemma received a BA in International Relations and Politics at the University of Sheffield (2008), an MA in Urban Planning with specialism in cities of the Global South (2009) at the University of Manchester and a PhD in Development Studies (2014), also here at the University of Manchester. She has worked on diverse projects for BBC Worldwide, the ESRC and DFID, the Ford Foundation, Goldsmiths University of London, The Natural Environment Research Council, the World Bank and UNOY Peacebuilders, based in The Hague. Broadly speaking her research focuses on the experiences of marginalised groups in cities of the Global South and their representation in development discourse. She focuses particularly on multi-scalar approaches to address disaster risk in 'Southern cities', the intersection of disaster risk management and broader development processes and how vulnerable groups are embedding disaster risk management into social and cultural norms at the grassroots level.

Professor James Thompson

James Thompson is Project Director of In Place of War, and a Professor of Applied and Social Theatre in the Department of Drama at the University of Manchester. In Place of War came out of his work in Sri Lanka, where in 2000 he was invited by UNICEF to run training courses for practitioners working with young people affected by conflict. During these sessions, James was impressed by the extensive use of theatre in response to the 20 year long civil war, which in turn, led to many of the research questions addressed by In Place of War. James has continued work with close colleagues in Sri Lanka, and through In Place of War, has continued to explore his interest in the relationship between performance and war. James specialises in performance in conflict and disaster zones, theatre with offenders, theatre and development and Sri Lankan theatre. He has documented theatre practice in Sri Lanka, Democratic Republic of Congo, Banda Aceh and the UK.

Dr Darren Walter - Senior Lecturer in Global Health

Darren Walter is a Consultant in Emergency Medicine and Trauma Lead at the University Hospital of South Manchester, an EMS Assistant Medical Director of the North West Ambulance Service and Medical Director of the Regional Air Ambulance in the North West of England. He is a Board Member of the Faculty of the Faculty of Pre-hospital Care at the Royal College of Surgeons of Edinburgh and the British Association for Immediate Care (BASICS), holding the international portfolio for both organisations. Through the UHSM Academy, he leads a trauma education programme at Gulu University in Northern Uganda to develop a trauma system in this post-conflict region of Africa. Through this link he has been appointed Consultant Technical Advisor for the creation of the Ugandan National Ambulance Service where he spends 25% of his time. His research interests are focussed on international ambulance service systems and development, particularly in Africa.

Sam Winkler, HCRI Communications and Administrative Assistant

Sam obtained her degrees in biology and science communication at the University of Manchester and has completed a graduate internship in the School of MACE. She works on HCRI's communications channels, such as the web presence and social media channels, as well as supporting the Executive Director and Institute Manager in any administrative duties.

<h2 style="text-align: center;">Programme Aims and Learning Outcomes</h2>

Individual MA Programmes:

MA in Humanitarianism and Conflict Response
Programme Director: Dr Kirsten Howarth (kirsten.howarth@manchester.ac.uk)

Aims: The course brings together scholars from the departments of medicine and the humanities to offer a truly multidisciplinary perspective to the study of Humanitarianism and Conflict Response. Students will be able to draw synergies from an exceptionally wide breadth of disciplinary traditions and research expertise, embracing the disciplines of history, the arts, medicine, politics and development studies. Throughout the year students will have the opportunity to engage with scholars and practitioners from the humanitarian world, including Dr Rony Brauman and Prof Tony Redmond.

Masters Students should be able to show a critical understanding of:
1. Key issues and debates in Humanitarianism and Conflict Response, familiarity with different theoretical approaches, practical problems and an appreciation of the diversity of policies at international and national levels.
2. Both the range of social science topics associated with Humanitarianism and Conflict Response and the normative and historiographic assumptions which underpin these issues.
3. The analytical and policy literature concerning the related issues of the causes of conflict, reconstruction, ethics and international governance structures and institutions, the role and perspectives of the state, multilateral and bilateral agencies, international and domestic NGOs and other civil institutions.
4. A detailed and extensive understanding of a specific conceptual and/or policy-related area of Humanitarianism and Conflict Response, of the implications and limitations of research findings on this subject; and of how to produce an original piece of academic research, all through their dissertation.

Core courses: SALC60031 Humanitarianism and Conflict Response: Inquiries; SALC60171 Research and Evaluation Methods; SALC60042 Humanitarian Responses to Crises: Case Studies; HIST61202 History of Humanitarian Aid; SALC60090 Dissertation
Optional courses: A full list of optional modules can be found on the School of Arts, Languages and Culture's [Student Intranet](#).

MA in Peace and Conflict Studies
Programme Director: Professor Roger Mac Ginty (roger.macginty@manchester.ac.uk)

Aims: This course offers students a critical interdisciplinary perspective with insights from law, politics, philosophy, development studies, peace studies, anthropology and global health providing students with a holistic understanding of the causes of and responses to conflict. Throughout the year, students will have the opportunity to engage with some of the world's leading peace scholars and peacebuilding practitioners. A mandatory fieldtrip will allow students to consider the practical application of the theories and concepts.

Masters Students should be able to show a critical understanding of:
1. Key issues and debates related to the theories of peace and practices of peacebuilding. Students will show familiarity with different theoretical approaches, practical problems and an appreciation of the diversity of policies at international, regional, national and sub-national levels.
2. The range of social science topics which influence peacebuilding (including political, historical, anthropological understandings of peace and related programming). Students will become familiar with the methodological and normative underpinnings of these disciplines and their concomitant effect on peacebuilding

3. The analytical and policy literature concerning the related issues of peacebuilding, including international governance structures, the concept of statebuilding, foreign policy analysis and the role of key actors and institutions including the state, multilateral and bilateral agencies, international and domestic NGOs as well as the military and other security actors.

4. An understanding of local approaches to peacebuilding, including an awareness of the problems and critiques associated with `bottom up' approaches.

5. The development of a range of academic and professional/transferrable skills through both independent and group-based work

6. A detailed understanding of a specific conceptual and/or policy-related area of peacebuilding along with implications and limitations of research findings on this subject, and of how to produce an original piece of academic research. Delivered via the dissertation module.

Core courses: SALC60121 Peace and Social Agency, Security and Intervention: Theories and Practices; SALC60171 Research and Evaluation Methods; SALC61072 Practical Approaches to Studying Conflict-Affected Societies; SALC60132 Anthropology of Violence and Reconstruction; SALC60090 Dissertation

Optional courses: A full list of optional modules can be found on the School of Arts, Languages and Culture's [Student Intranet](#).

MSc in International Disaster Management

Programme Director: Dr Bernard Manyena (bernard.mayena@manchester.ac.uk)

Aims: The course is designed for participants who want to develop both theoretical and practical management skills in preparation, response and recovery from natural and man-made disasters. The core curriculum combines the development of practical analysis skills to support emergency management policies with an understanding of ethical issues in global humanitarian actions. This results in a course that is suitable as a way to develop initial skills in disaster management or support continuing education for disaster management professionals.

Masters Students should be able to show a critical understanding of:

1. Key issues and debates related to the practices of disaster management. Students will show familiarity with different theoretical approaches, practical problems and an appreciation of the diversity of polices at international and national levels.

2. The range of environmental, health and social science topics which influence disaster management (including political, historical, anthropological understandings). Students will become familiar with the methodological and normative underpinnings of these disciplines.

3. The analytical and policy literature concerning the related issues of disaster management, including environmental/geological studies, emergency management structures and institutions, the role and perspectives of the state, multilateral and bilateral agencies, international and domestic NGO's and other civil institutions.

4. An understanding of common approaches to disaster management (i.e. risk matrices, disaster typologies), including an awareness of the problems and critiques associated with disaster preparedness in both industrialized and developing countries.

5. The development of a range of academic and professional/transferable skills through both independent and group-based work.

6. A detailed understanding of a specific conceptual and/or policy-related area of disaster management along with implications and limitations of research findings on this subject, and of how to produce an original piece of academic research. Delivered via a dissertation.

Core courses: SALC60141 Disaster Management – Theory and Application; SALC60171 Research and Evaluation Methods; SALC60152 Global Health and Food Insecurity; SALC 60261 Disaster Governance; SALC60090 Dissertation

Optional courses: A full list of optional modules can be found on the School of Arts, Languages and Culture's [Student Intranet](#).

Please note: if you opt to undertake non-SALC coded courses you will be required to abide by the rules and regulations of the host department for the duration of that module. You are advised to seek a copy of their programme handbook and mark scheme and to contact their Postgraduate Programmes Administrator for all module enquiries.

IDPM: Peter Jacobs (e-mail: peter.jacobs@manchester.ac.uk, tel: 0161 275 0814,)

Politics: Amanda Bridgman (e-mail: amanda.bridgeman@manchester.ac.uk, tel: 0161 275 4885)

Drama: Rosie Faulkner (e-mail: rosie.faulkner@manchester.ac.uk)

Medicine: Nick Cunningham (e-mail: mph.admin@manchester.ac.uk, tel: 0161 275 1635)

Plagiarism Detection
All PGT work is submitted via Turnitin (available via Blackboard). Turnitin is a plagiarism detection software which allows markers to see if work has been copied from other sources or from other students. Students will be advised on how to submit their assignments through Turnitin at the start of the course. **Please note:** The HCRI takes all cases of plagiarism very seriously. Students are advised to seek further information on plagiarism and Turnitin from:

http://www.campus.manchester.ac.uk/elearning/othertools/plagiarism/

Teaching and Learning

Self-Directed Learning

In addition to the elements of organised teaching and learning described above, **all postgraduate students** are expected to undertake their own programme of self-directed learning and skills acquisition. This may involve self-directed reading, languages, computer training, attendance at research seminars in other departments, visits to local galleries and museums, voluntary work in relevant institutions, and many other forms of encounter.

Students are encouraged to record and reflect upon these activities in some form or another (e.g. a dedicated notebook or on computer). Particular attention might be paid to noting down difficult or stimulating ideas which prompt you to think about your topic in new (especially unexpected) ways. It will also be useful to produce commentaries on stimulating books, visits to museums or contact with humanitarian organisations etc. Such self-directed learning facilitates students in developing intellectual independence, confidence and creativity.

Other activities

MA students are also expected to participate in the broader research culture of the School of Arts, Languages and Cultures, where they are regarded as playing an important role. Activities include:

- **School research seminars:** research papers are given by distinguished guests and visitors to the School.
- **Regular conferences organised within the School**
- **Seminars in other disciplines**: MA students benefit greatly from attendance at seminars in other, related, disciplines, in terms of broadening their intellectual horizons and developing their confidence and creativity. The fortnightly University magazine *UniLife*, carries details of lectures and seminars across the University, at the Whitworth Art Gallery, and the John Rylands Library. The Centre for the History of Science, Technology and Medicine and the subject areas of English, History, Modern Languages, Sociology and Anthropology all run excellent research seminars. Students who are interested in a particular discipline are advised to visit the SALC Postgraduate Office http://www.alc.manchester.ac.uk/graduateschool/ in the relevant School and ask for a programme of research seminars.

Academic Writing

The School of Arts, Languages and Cultures provides postgraduate students with advice on academic writing through various workshops, seminars and masterclasses held throughout the year.

Please consult the postgraduate study skills website for specific information on this, http://www.humanities.manchester.ac.uk/studyskills/

Your assigned personal tutor will oversee your progress throughout the year. Your personal tutor will meet with you throughout the year to discuss your academic progress and is a source of support and advice if you are experiencing difficulties that directly affect your studies. Please do stay in touch with your tutor and seek advice when required.

Key Dates for <u>Full Time</u> Students

Semester One Coursework
Tuesday 19th January 2016

Submission of Written Research Outline
Tuesday 23rd February 2016

Semester Two Coursework
Tuesday 17th May 2016

Resubmitted Coursework
Friday 12th August 2016

MA Dissertation Submission
Monday 5th September 2016

Key Dates for <u>Part Time</u> Students

NOTE FOR FIRST YEAR PART TIME STUDENTS: All submission dates in your second year will be confirmed in the 2015-16 handbook. All assessment below is required, but some only in your second year.

Semester One Coursework
Tuesday 19th January 2016

Submission of Written Research Outline
September 2014 starters – Tuesday 23rd February 2016
September 2015 starters – to be confirmed in 2016-17 handbook

Semester Two Coursework
Tuesday 17th May 2016

Resubmitted Coursework
Friday 12th August 2016

MA Dissertation Submission
September 2014 starters – Monday 5th September 2016 OR Monday 5th December 2016
September 2015 starters – to be confirmed in 2016-17 handbook

Late Submission
Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **ten additional marks will be deducted for each day thereafter (including weekends), up until 5 days (after which point a mark of zero will be awarded)**

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

Style Guidance for Humanitarianism and Conflict Response MA Students

All assessed coursework submitted by HCRI MA students must utilise a recognised system of academic referencing correctly and consistently. Proper referencing is necessary to avoid plagiarism and to allow the reader to find sources, trace the development of your argument or assess the depth of your research. As HCRI is an interdisciplinary field of study, you will need to utilise both the **Harvard** style and the **Footnote/Numeric** style during the course. Note: You must use one or the other (**not** a combination of both!) and apply it consistently to all of your work. This short guide outlines some basic principles of both systems. For further clarification style guides to the Harvard and Numeric styles are available online usually through other university institutions. Increasingly publications are available in electronic format. But, where the electronic version duplicates the print copy (like a PDF journal article or electronic book) please cite it as a print publication.

Harvard Referencing

The Harvard style of referencing is used broadly across the arts and humanities. Here publications and other sources are cited in the text, e.g. (Pearce, 2002) and a list of these citations is included at the end of the essay or dissertation, in alphabetical order by authorship with date. This system is useful because numerical referencing in the form of footnotes can then be used for explanative notes instead of citation.

Example:

Hartman (2005), in her seminal study on urban regeneration, found no evidence to support the role of charitable donations. However, Okuda concludes that "donations can have some positive impact if the donors are involved throughout the project's history" (1995:22). The present fieldwork indicated support for the latter viewpoint from the Bamako project (Toure 2000).

Reference List
Hartman, P.V. (2005) 'Urban regeneration in the Third World', *Regeneration Today*, vol. 13, no. 4, pp. 23-45.

Okuda, Z. (1995) *Charities, Donors and Projects*, Penguin, London.

Toure, S. (2000) Personal interview with author, Ministry of Irrigation, Bamako, Mali, 14 Nov.

Citations in Your Text
- Author: e.g. Jameson (1999) first explained that…
- Two authors: e.g. Rasmussen and Phillips (2005) make the point that…
- More than two authors – use et al: e.g. it was found by Rasmussen et al. (1998) that…
- More than one item by same author in same year – use lettering: e.g. (Jameson 2004a). … (Jameson 2004b).
- Quote – use page number wherever possible: e.g. "making information systems harder to develop" (Heeks 2001: 45).
- Multiple citations in a list – use date order: e.g. (Zifcak 2001; Aucoin 2002; Boston et al. 2003).
- Organisational authorship: e.g. for the revised policy document (Dept. of Internal Affairs 1997).
- Web site – cite as for author/organisation rules; do not put just the Web address.
- Secondary references: e.g. Jones (1997 cited in Tomas & Rayus 2003) states… -- note include <u>both</u> items in the reference list.
- No author – for newspaper or magazine – use name of newspaper/magazine: e.g. (The Economist 2006).
- No author – use the title of the work: e.g. (Beating the budget blues 1999).

Notes: Citations at the end of sentences should appear inside the full stop.

Reference List
Arrange in alphabetical order of author <u>surname</u>.

Book:
Author/Editor surname, initials. (Year) *Book Title in Italics*, Publisher, Place of publication.
- Hogan, J.F. (2003) *Urban Profiling in Developing Countries*, Harper, New York.

Two authors (note edition):
First author surname, initials. & Second author surname, initials. Rest as per normal.
- Link, C.J. & MacLean, P. (2001) *Rapid Rural Appraisal*, 3rd edn, Polity Press, London.

Many authors:
Don't use *et al* in reference list.
- Sheridan, M.C., Jacobs, C., Thomas, A. & Raward, S. (1998) *The Government Management Primer*, Oxford University Press, Oxford.

Edited book:
Put (ed) or (eds) after name:
- Heeks, R.B. & Jones, G. (eds) (2005) *ICTs in High Mountain Regions*, Routledge, London.

Chapter in book/proceedings:
Author name(s). (Year) 'Chapter title', in *Book Title*, eds Editors names, Publisher, Place of publication, Page numbers.
- Walsham, G. (1992) 'Centralisation of data processing', in *Social Implications of IT*, S. Bhatnagar & M. Odedra (eds), McGraw-Hill, New Delhi, pp. 134-51.

Journal article:
Author surname, initials. (Year) 'Title of article', *Title of Journal*, Vol. no., Part/issue no., Page numbers.
- Wittmer, P. (2000) 'Project control under the microscope', *Journal of International Development*, vol. 16, no. 5, pp. 124-32.

Newspaper article:
Author surname, initials. (Year) 'Title of article', *Title of Newspaper [place]*, Date, Page number(s).
- Kennedy, C. (1999) 'China feels the heat of Clinton campaign', *The Guardian [London]*, 13 Dec., p. 12.

Item with no author:
Item title. (Year) then book publisher/journal location details as per normal.
- Beating the budget blues. (1999) *People Management*, vol. 14, no. 14, p. 6.

Organisational document:
Organisation name. (Year) *Title of Document*, Organisation name again, place of publication.
- UKCVO (2004) *Best Practice for NGOs*, UK Council for Voluntary Organisations, London.

Government document:
Name of government department. (Year) *Title of Document*. Government printer/publisher (or originating department), Place of publication.
- Ministry of Rural Development. (1998) *Rural Infrastructure Projects*, Indian Government Stationery Office, New Delhi, India.
- CIA (2004) *Update Assessment on Iraq*, Central Intelligence Agency, Washington, DC.

Conference paper:
Author details. (Year) 'Title of paper', paper presented at Title of conference, Place and date of conference.

- Nichols, J.R. (1998) 'Patterns of NGO development', paper presented at the Development Studies Association annual conference, University of Bradford, UK, 12-14 September.

Interview:
Interviewee's name. (Year) Personal interview, Place and date of interview.
- Teller, J. (2006) Personal interview, Ibadan, Nigeria, 12 July.

Email message:
Author details. (Year) *Message title*, Email to whom [Online], Date sent, Available: Email: email address of recipient [date accessed]
- Nicholson, B. (2004) *Re: Indian software industry*, Email to R. Heeks [Online], 13 Oct., Available: Email: richard.heeks@manchester.ac.uk [Accessed: 14 October 2004]

Web page/document:
Author details. (Year) *Page title/heading*, Publisher/organisation [Online], Available: URL [date accessed]
- Bradstock, T. (2003) *Egypt Online Network*, Manchester College of Technology [Online], Available: http://www.mct.ac.uk/cfs/egypt.html [Accessed: 14 September 2007]

Notes: if no author is apparent, use organisation name or page title; if publication date is not clear put (n.d.)

Foreign language document:
Use relevant reference format given above, all translated into English, then give the original language title in brackets after the translated title. E.g.
- Ministry of Foreign Affairs (2003) *Software Production and Trade in Latin America* [Producción y Comercio de Software en América Latina], Ministry of Foreign Affairs, Buenos Aires, Argentina

Note: *What matters most is a) that the reader could locate any item in your reference list; b) that you are consistent: i.e. that you do all similar items the same way.*

Footnoting/Numeric Style

Use numbered footnotes to give citation details **in addition** to a bibliography. **For second or later mention of the same work in footnotes, use: author, date (and page number or numbers where relevant). Avoid using *ibid* or *op. cit.***

Example:

> Hartman, in her seminal study on urban regeneration, found no evidence to support the role of charitable donations.[1] However, Okuda concludes that 'donations can have some positive impact if the donors are involved throughout the project's history'.[2] The present fieldwork indicated support for the latter viewpoint from the Bamako project.[3]
>
> [1] Paula V. Hartman, 'Urban regeneration in the Third World', *Regeneration Today*, 13 [4] (2005), pp. 23-45.
> [2] Zena Okuda, *Charities, Donors and Projects* (London, 1995) p. 22.
> [3] Susan Toure, Personal interview

Notes: Try to place all footnotes after punctuation, preferably after a full stop.

Footnotes & Bibliographies
Footnotes and Bibliographies are prepared in a similar way. There are, however, slight differences between the two. This guide should be referred to as you get used to all the different rules and regulations. Try to place all footnotes after punctuation.

Footnotes in text
Footnotes are prepared according to similar rules to bibliographic references, but with three important differences: 1) In footnotes, we list the forename before the surname: 'Mary Smith', not 'Smith, Mary'. 2) An entry only appears once in a bibliography, but you may have to refer to the same work several times in footnotes. When you mention the same book, article or essay more than once in your footnotes, you use the full citation the first time, but thereafter you use what is called 'short form citation.' We **no longer use** ibid. or op. cit. or other devices. 3) In footnotes, we always need to indicate the specific page or pages we have taken our information from. This means that we end each footnote by specifying the exact page (signified by p.) or pages (signified by pp.) on which we found that specific piece of information or argument.

Books - First citation:
Mary Poovey, Making *a Social Body: British Cultural Formation, 1830-1864* (Chicago, 1995), pp.18-22.

Books - Second and subsequent citations:
Poovey, *Making a Social Body*, p. 38.

Essays in Books - First citation:
David Frisby, 'The Metropolis as Text: Otto Wagner and Vienna's "Second Renaissance"', in Neil Leach (ed.), *The Hieroglyphics of Space* (London, 2002), pp. 22-24. [The pages on which the information can be found.]

Essays in Books - Second and subsequent citations:
Frisby, 'The Metropolis as Text', p. 28.

Articles in Journals - First citation:
Graeme Gilloch, 'The Heroic Pedestrian or the Pedestrian Hero? Walter Benjamin and the Flâneur', *Telos* 91 (1992), p. 116. [The page on which the information can be found.]

Articles in Journals - Second and subsequent citations:
Gilloch, 'The Heroic Pedestrian or the Pedestrian Hero?', p. 117.

Bibliographies
The bibliography needs to be prepared according to the following rules. There are variations to these rules which different historians may apply, *but the key thing is for you to be consistent throughout your work*. Pay attention to your colons, commas, full stops, brackets and use of italics. In terms of secondary sources, you will use three major types in your work: books, essays in books, and articles in journals.

Books:
Surname, Forename. *Full Title of Book in Italics: Including Subtitles and Dates After a Colon with Each Important Word Written with a Capital* (Place of Publication Nearest to You, Date of Publication).

E.g.: Haine, Scott. *The World of the Paris Café: Sociability among the French Working Class, 1789- 1914* (London, 1996). Poovey, Mary. *Making a Social Body: British Cultural Formation, 1830-1864* (Chicago, 1995).

Essays in Books:
Surname, Forename. 'Full Title of Essay in Single Inverted Commas but not Italics: "Double Inverted Commas are for Quotes Within the Title"', in Firstname Surname (ed. [or eds. if there is more than one editor]), *Full Title of Book in Italics* (Place of Publication Nearest to You, Date of Publication), pp. 123-456 [the page numbers of the essay in the book must be included].

E.g.: Frisby, David. 'The Metropolis as Text: Otto Wagner and Vienna's "Second Renaissance"', in Neil Leach (ed.), *The Hieroglyphics of Space* (London, 2002), pp. 15-30. Jelavich, Peter. 'Performing High and Low: Jews in Modern Theater, Cabaret, Revue and Film', in Emily Bilski (ed.), *Berlin Metropolis: Jews and the New Culture, 1890-1918* (London, 1999), pp. 208- 235.

Articles in Journals:
Surname, Forename. 'Full Title of the Article in Single Inverted Commas but not Italics: "Double Inverted Commas are for Quotes Within the Title"', *Full Title of Journal in Italics* 4 [Number of journal in year or in series] (Year in Brackets), pp. 123-456 [the page numbers of the article in the journal must be included].

E.g.: Garside, Paul. '"Unhealthy Areas": Town Planning, Eugenics and the Slums, 1890-1945', *Planning Perspectives* 3 (1988), pp. 24-46. Gilloch, Graeme. 'The Heroic Pedestrian or the Pedestrian Hero? Walter Benjamin and the Flâneur', *Telos* 91 (1992), pp. 108-117.

Dissertations: The MA Research Outline

Successful completion of the Research Outline is the compulsory pre-requisite for the completion of the MA dissertation. Students are required to submit a written Research Outline (see key dates)

We **strongly recommend** that students should make contact with one or more members of the academic staff with appropriate experience in their chosen field for advice and feedback on the proposed research before submitting the written proposal. Contact details and research interests are provided in the subject area section of this handbook.

Aims:
- To help structure the second semester of the MA leading to the writing of a significant research-based dissertation
- To invite students to plan their project in a concise manner with a clear timetable and concrete attainable research objectives
- To enable students to present orally and in written form their research ideas in order to enable them to obtain rapid feedback at an early stage
- To give students the opportunity to develop skills in research design, project management and other transferable skills essential for their future career
- To help students considering further research to draft a potential funding application

Intended Outcomes:
- A well defined research question
- A clear awareness of sources available to address the question
- A clear awareness of the methodological issues that need to be addressed in the research
- A clear awareness of research planning and timetabling
- Correct use of bibliographical conventions applied in the discipline

The Written Research Outline

Written Research Outlines should be submitted following the same guidelines as for other pieces of course-assessed work.

The research outline must consist of a **core document** of 500-750 words followed by an appendix.

The core document should state clearly:
- Your reasons for undertaking this project
- The research problems or questions you intend to address
- The research context in which those problems or questions are located. In describing the context, you should refer to the current state of knowledge and any recent debate on the subject.
- The particular contribution to knowledge and understanding in this area that you hope to make. You should explain why the work is important. The fact that an area has not been studied previously is not, in itself, a reason for doing it.
- The methods and critical approaches that you plan to use to address the problems or questions you have set. We don't just need to know what you are going to work on, we need to know how you plan to go about it

In the **appendix** you should provide supporting information:
- A brief breakdown of the chapters or sections of of the thesis (1 page maximum)
- A timetable of research and writing (1 page maximum)
- Additional training and preparation you may need, indicating any ethical issues which may arise and could require clearance from the Ethical Committee (1 page maximum)
- A working bibliography of sources that you intend to use. In the case of unpublished or rare materials you will need to state where these sources are located and how these will be accessed. For example, if you are undertaking an archaeology project, do you need a permit to access a particular site and how will this be obtained? It is sometimes helpful to put forward alternative strategies or approaches if you are aware that problems might arise. (2 pages maximum)

Guidance for the Assessment of the Research Outline

The Research Outline is marked on a pass/refer basis: it is not given a numerical mark and in that sense does not contribute towards your overall degree result. A successful Research Outline will contain all the elements specified above, and will demonstrate satisfactorily that this is a viable project capable of being brought to completion in the time available. Successful completion of the Research Outline results in an agreement in principle to proceed to the dissertation. Students who do not achieve the agreement in principle will be allowed to resubmit the research outline up until the final submission date for semester two coursework. Re-submissions can be made at any time before that date and, in agreement with the potential supervisor, students can re-submit as many times as they wish before the final deadline. All submissions and re-submissions should be made to the Taught Programmes office.

A final fail will be recorded if the outline remains grossly inadequate on re-submission or if the student has failed to submit a research outline. Failing to resubmit the research outline will result in the student being ineligible to submit a dissertation.

Allocations of Supervisors
Once the deadline for submitting the research outlines has passed, the PGT Teaching Director will assign dissertation supervisors. Please note - allocation will be assigned according to areas of research (both in terms of research topic and geographic location).

For more information on the supervision process, please consult the ***HCRI Dissertation Handbook***.