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***Your guide to MSc & Diploma programmes  
in  
Social Change***

**2013 – 2014**

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September 2013

Available online:

[www.socialsciences.manchester.ac.uk/intranet/pg/handbooks](http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks)  
[www.manchester.ac.uk/socialchange/posgraduate](http://www.manchester.ac.uk/socialchange/posgraduate)

## Contents

|    |   |    |
|----|---|----|
| 1  | <b>Welcome</b>  | 3  |
| 2  | <b>Information Points &amp; Communication</b><br>University Student Portal<br>E-Mail<br>Contact Details<br>School Intranet<br>Health & Safety<br>Accident & Emergency   | 4  |
| 3  | <b>Student-Facing IT Facilities</b><br>SOHOL, Campus Solutions & Blackboard   | 5  |
| 4  | <b>Tier 4 Monitoring</b>  | 6  |
| 5  | <b>Getting Started</b><br>Length of Prescribed Course<br>Academic Year<br>Choosing your MA Course Units<br>Changing your MA Course Units  | 7  |
| 6  | <b>The MSc Assessment System</b><br>Assessment Requirements<br>Assessment Criteria<br>Presentation Assessment & Criteria<br>Participation & Criteria<br>Information for MA Essay Submissions<br>Turnitin<br>Guidelines for Assignments<br>The University's policy on late submissions<br>Mitigating Circumstances and extension requests<br>Grounds for Mitigation<br>Circumstances which will NOT be regarded for mitigation<br>Assignment Extension Policy<br>Accessing Marks | 8  |
| 7  | <b>Guidance to Students on Plagiarism and other forms of Academic Malpractice</b>   | 12 |
| 8  | <b>Ethical Issues in Research</b>   | 12 |
| 9  | <b>Making Changes</b><br>Applications to Interrupt<br>Research Council-funded Students<br>Withdrawing from a Programme  | 13 |
| 10 | <b>Opportunities for Further Study</b>  | 14 |
| 11 | <b>Universities Policy &amp; Regulations</b>  | 15 |
| 12 | <b>The Social Change Programme</b><br>Programme Aims & Outcomes<br>Programme Structure<br>Core Modules & Optional Module<br>Deliver & Content of Modules<br>Part Time Students<br>Preparatory Quantitative Data Analysis Course<br>Short Courses, introductory workshops & Self Training<br>Research Seminars and "brown-bag" lunch seminars<br>Attendance Requirements   | 15 |
| 13 | <b>The Dissertation</b><br>Notice to Submit Your Dissertation<br>Dissertation Word Limit<br>Dissertation Supervision<br>Dissertation Presentation & Guidance<br>Dissertation Submission Date  | 19 |
| 14 | <b>Dissertation Marking Criteria</b>  | 21 |
| 15 | <b>Other Useful Information</b><br>Alumni<br>Careers Service<br>IS Services<br>Academic Appeals<br>Complaints<br>Dignity at Work & Study<br>Student Representatives<br>Student Guidance<br>Office Facilities & Resources  | 22 |
| 16 | <b>Directory of ISC Staff</b>   | 24 |
| 17 | <b>Directory of Modules</b>   | 30 |
| 18 | <b>2013/43 Social Change Timetable</b>  | 45 |

## Welcome to the Institute for Social Change

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The Institute for Social Change (ISC) is an interdisciplinary research centre that examines the patterns, causes and consequences of social change. Our mission is to undertake world-class social science research in studies of change in contemporary societies. An over-arching aim is to develop new, rigorous, empirically-grounded models of what drives social change, how this relates to well-being of different members of society, and the implications of this for the design of a wide range of policies and institutions.

ISC is currently headed by Professor Rachel Gibson, while director Professor Ed Fieldhouse is on sabbatical, and is based in the School of Social Sciences. ISC aims to offer an outstanding environment for postgraduate study. Sociological research at the University of Manchester was ranked joint first in the 2008 UK Research Assessment Exercise, producing the highest proportion of 'world leading' research of any UK institution. The School of Social Sciences' teaching was rated as 'excellent' in the last Higher Education Funding Council for England (HEFCE) teaching assessment exercise.

We very much hope that you will enjoy your time with us in Manchester.

Dr Nick Shryane  
*Programme Director*

## Information and Communication

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This handbook contains information that you need for your postgraduate programme. It is the first place to look when you have a query about the Social Change course. You should read this handbook in conjunction with the *Qualitative and Quantitative Research Methods Handbook*. This and other course handbooks are available online from [www.socialsciences.manchester.ac.uk/intranet/pg/handbooks](http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks).

If you can't find an answer from these handbooks then the following people will be happy to help:

### Administration queries:

|   |   |  |
|---|---|--|
| <b>Miss Amanda Bridgeman</b><br><i>Postgraduate Administrator</i> | <a href="mailto:Amanda.Bridgeman@manchester.ac.uk">Amanda.Bridgeman@manchester.ac.uk</a><br>Tel.: 0161 275 4885<br><i>Office hours: 8.30 – 4.30</i> | Postgraduate Office<br>School of Social Sciences<br>Room 2.003<br>Arthur Lewis Building<br><i>Open for student enquiries</i><br><i>Mon. – Fri., 10.00 – 4.00</i> |
| <b>Zoe Woodend</b><br><i>Admissions Secretary</i>                 | <a href="mailto:Zoe.Woodend@manchester.ac.uk">Zoe.Woodend@manchester.ac.uk</a><br>Tel.: 0161 275 1296<br><i>Office hours: 8.00 – 3.30</i>           |  |

Academic and programme queries:

|   |  |  |
|---|--|--|
| <b>Dr Nick Shryane</b><br><i>ISC Postgraduate Teaching Director</i> | <a href="mailto:nick.shryane@manchester.ac.uk">nick.shryane@manchester.ac.uk</a><br>Tel.: 0161 275 0276<br><i>Office hours: Tuesdays &amp; Thursday, 1-2 PM.</i> | Room 2.13 M<br>Humanities Bridgeford Street Building |
|---|--|--|

### External Examiner

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions.

The External Examiner for the MSc Social Change programme is Dr. Stephen Fisher, who is University Lecturer in Political Sociology at the University of Oxford.

The external examiner's reports relating to this programme are shared with student representatives at the Staff Student Liaison Committee (SSLC), where details of any actions carried out by the programme team/School in response to the external examiner's comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them.

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student *does* contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available for students. If students have any queries concerning this, they should contact their Programme Office (or equivalent).

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### University Student Portal

The University has a Student Portal through which you can view a summary of your e-mails, view your library account, get examination information, and access the Student System through which you register, find your timetable and marks. The portal also links through to all University Policy's and Procedures, some of which are referenced further on in your handbook. [www.studentnet.manchester.ac.uk](http://www.studentnet.manchester.ac.uk)

### E-mail

Most of the information sent out by administrators and academics comes via your *University of Manchester* e-mail address which you are allocated upon arrival (e.g. John.Smith@postgrad.manchester.ac.uk). This can be accessed via the internet, or you can set up your University e-mail to be diverted to your personal e-mail account. **It is your**

**responsibility to ensure that you regularly check your e-mail accounts.** If you believe that you are not receiving all relevant e-mails, you must inform your Programme Administrator *immediately*.

### Contact Details

It is your responsibility to keep all contact details up-to-date on the on-line student system (which you used to register). If you change address during the course of the academic year, you must update this system accordingly.

### School of Social Sciences Intranet

The main reference point for information about your programme, the discipline and the School is the School's Student Intranet <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

The individual discipline pages will also hold details of student representatives for each programme, once they have been nominated. <http://www.socialsciences.manchester.ac.uk/intranet/pg/rebs/>

### Health and Safety

There is a Health and Safety online course (SOCS61230) which is compulsory and available through Blackboard.

A range of occupational health services are available to students. Further information is available at <http://www.studentnet.manchester.ac.uk/occupational-health/> including links to a range of policies.

With respect to Display Screen Equipment (including computer monitor screens) you can find further information at <http://www.socialsciences.manchester.ac.uk/intranet/healthandsafety/>

### Accidents and Emergencies

All accidents at work or study must be reported to the School Safety Adviser for SOSS, Lucy Jones, Arthur Lewis Building, telephone 0161 275 1757, email: [lucy.jones@manchester.ac.uk](mailto:lucy.jones@manchester.ac.uk)

There are first aid boxes located at main reception points in all buildings on campus and in some discipline areas. Contact details of first-aiders for each building can be obtained from the front desk.

## Student-Facing IT Facilities

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**Campus Solutions** is the student system. From here you will be able to check your timetable, keep track of your course choices, grades, financial situation, and registration, along with many other functions.

<https://www.portal.manchester.ac.uk/uPortal/render.userLayoutRootNode.uP>

### Blackboard: courses and enrolments

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in: <http://my.manchester.ac.uk/> under the 'Blackboard' tab. Within this tab you will find:

- a list of all the courses you are registered to take, under the 'Course List',
- a list for Programme spaces or other 'Organisations', in the 'My Communities' list.

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, search for 'How to: Access your Bb9 course through a Mobile Phone or Tablet' in the Knowledge Base at: <http://www.manchester.ac.uk/service desk/>

Courses become available to students one week before the start of teaching. For most courses in 2013/14 this is:

- Semester 1 and all-year courses: 9th September 2013
- Semester 2 courses: 20th January 2014

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear in Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

- contact your School Administrator to check that you have been enrolled;
- check with your tutor that they have made the course available;

Note: If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking.

Your Blackboard course(s) will contain different elements, depending on how your tutor(s) have set them up. They may be used for course materials, lecture handouts, coursework submission, quizzes, additional resources, discussion boards or blogs, for example. If you have any queries about the content, please check with your tutor first.

After enrolment or changing your enrolments, if your courses are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through <http://www.manchester.ac.uk/servicedesk/>

For general information on Blackboard and access to support information, please visit: [www.studentnet.manchester.ac.uk/blackboard](http://www.studentnet.manchester.ac.uk/blackboard)

Please note: periods when Blackboard access may not be possible (at-risk periods) are Sundays 2am to 5am, Easter holidays and the whole of July. Notification of significant downtime during Easter and July will be communicated through My Manchester Student News.

#### **Tier 4 Visa Attendance Monitoring Census – for the attention of Tier 4 Visa holders.**

As your Tier 4 sponsor, the University of Manchester must monitor your attendance and be assured that you are fully engaged with your course of study or research. We also need to ensure that you we have up-to-date contact contact details for you. If you leave Manchester for any reason during your studies we also need to know this.

You must attend the census points in addition to complying with the attendance requirement of your programme of study.

Attendance at lectures and tutorial is mandatory and this is recorded on campus solutions.

#### **When are the census points?**

The Census Dates for 2013/14 for all active Tier 4 students are as follows.

| Census Point | Dates                         | Where  |
|--------------|-------------------------------|--|
| October 2013 | 30 September – 8 October 2013 | New students - at central registration<br>Returning students - Postgraduate Office, 2 <sup>nd</sup> Floor<br>Arthur Lewis Building |
| January 2014 | 13 January – 24 January 2014  | Postgraduate Office, 2 <sup>nd</sup> Floor Arthur Lewis Building   |
| May 2014     | 14 May – 27 May 2014          | Postgraduate Office, 2 <sup>nd</sup> Floor Arthur Lewis Building   |
| July 2014    | 18 July – 25 July 2014        | Postgraduate Office, 2 <sup>nd</sup> Floor Arthur Lewis Building   |

Please note:

- Please enter these dates in your diary. You must report in person on one occasion during each census period with your student card to the PG Reception Desk on the 2nd Floor of Arthur Lewis building during the dates specified.
- You must ensure that your current term-time address, telephone number and other contact details are correct and up to date at all times. How do I do this – [click here](#).
- If you are going to be away from Manchester during any period of your registration you need to let your administrator know by completing this [form](#).
- You will receive a reminder e-mail from the School about each census point. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.
- If you cannot attend in person during the dates specified, please let the school know by completing this [online form](#).
  - If you cannot attend due to illness you must provide a copy of a medical certificate to your Programme Administrator
  - If you are unable to attend the census you should report in person to the School as soon as possible after you return to campus.

- Students who are recorded as interrupting their studies are not expected to attend during their period of interruption

### What happens if I cannot attend a census point?

The School must be able to confirm your presence to the UKBA by the end of each census point in the academic year. If you do not attend a census point when required and you do not provide a valid explanation for your absence you will be deemed to be “not in attendance”.

Those students identified as “not in attendance” will be reported to the UKBA and the University will cease to sponsor the student’s Tier 4 visa. The Tier 4 visa will then be curtailed and the student will be required to leave the UK within 60 days

### Further information

For more information on Tier 4 visas:

[www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/](http://www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/)

Your responsibilities as a tier 4 student are outlined in the crucial guide [here](#).

If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact [pbs@manchester.ac.uk](mailto:pbs@manchester.ac.uk)

## Getting Started

### Length of the prescribed course

#### Master’s degree:

According to the current regulations, the period of registration at this University for the degree of Master of Arts (MA), Master of Science (MSc) or Master of Research (MRes) is 12 months full-time or 27 months part-time. The period of registration commences in September 2013 until September 2014 for full time students and to December 2015 for part-time students.

#### Postgraduate Diploma

A 9 month full-time or 18 month’s part-time programme. The period of registration runs from September 2012 until June 2013 for full-time students and to June 2014 for part-time students.

### The Academic Year

#### 2013-2014

##### First Semester

Attendance: 16 September 2013 – 13 December 2013

Christmas Vacation: 14 December 2013 – 13 January 2014

Attendance: 14 January 2014 – 26 January 2014

##### Second Semester

Attendance: 27 January 2014 – 4 April 2014

Easter Vacation: 5 April 2014 – 28 April 2014

Attendance: 29 April 2014 – 6 June 2014

### Choosing your MSc Course Units

The MSc degree and the Postgraduate Diploma comprise a number of course units which add up to 120 credits. To this the MSc adds a dissertation worth 60 credits.

Preparation for the dissertation begins early in the academic year, though the bulk of it is normally written over the summer. Our MSc courses *normally* comprise eight 15-credit course units divided equally between two semesters, though some courses do have slightly different credit ratings. A full listing of Politics postgraduate course units can be found later in this guide. You will have an opportunity during registration week to discuss your module options with your programme director.

## Changing your MSc Course Units

If you decide to change any of your course unit options, you can make the alteration yourself online (see 'Guide to Using Self-Service Course Unit Selection' included in your registration pack). However, before you process any changes, you will need to complete a *Course unit Change Form* (available from the School Postgraduate Office, room 2.003, Arthur Lewis Building or downloadable from the Intranet) so that we have a record of any alterations to your choice of course units. Changes to your choice of course units must be made no later than the dates specified.

**In Semester I you must make any course unit changes by Friday 4<sup>th</sup> Oct.**

**In Semester II you must make any course unit changes by Friday 7<sup>th</sup> Feb.**

### Attendance Requirements

Attendance at seminars is compulsory. If you know in advance of circumstances beyond your control preventing you from attending a seminar you should contact the course unit tutor and the Politics Postgraduate Administrator as soon as possible to explain your absence. Unexcused absences will result in poor participation marks.

## The MSc Assessment System

### Assignment Criteria

The following criteria for assessment govern the way in which we mark assignments and dissertations. These guidelines have been established by the School of Social Sciences and, as such, operate across the School's discipline areas:

|   |  |
|---|--|
| <b>40 – 49%</b><br><b>(40% = Pass at PG Certificate/ Diploma level)</b> | Work should be at a postgraduate level although not reaching the level required for a Masters course. Such work should provide a competent discussion of relevant material, although this may be largely descriptive and lack critical/analytical depth. Work should be well structured, well presented and demonstrate an awareness of relevant literature.                       |
| <b>50 – 59%</b><br><b>(50% = Pass at MA level)</b>                      | This represents the minimum performance required on a Masters course. Work should provide a competent discussion of relevant material and some evidence of critical/analytical thought. It should be well structured, well presented, demonstrate an awareness of relevant literature and consistently evidence arguments/assertions by reference to relevant literature/research. |
| <b>60 – 69% (Merit at MA level)</b>                                     | Work that is competent and well presented, touching very good work at the top end of the range. This work should be critical and comprehensive in its coverage and have a degree of depth and imagination in the presentation and consideration of the material, especially at the top end.  |
| <b>70 – 79%</b>   | This is excellent work, showing evidence of comprehensiveness and focus, with critical depth and insight that befits work at graduate level. These grades mean that the student is producing work that fits within a distinction profile.  |
| <b>80% +</b>  | This is outstanding work in every respect constituting or approaching publishable work.  |

### Presentation Assessment

If you make a competent effort to offer a presentation according to the tutor's guidelines regarding remit, length and format, then the presentation mark should have a minimal comparative effect on the essay marks. If you clearly fall short of the stated guidelines, fail to present at all, or make a particularly good job of it then the presentation mark should result in a small adjustment in comparative performance.

What constitutes a 'presentation' is for the tutor to decide. It might be a class paper with supporting material or it may be a series of more frequent exercises (such as a verbal summary and critique of a particular source, the carrying out of a statistical exercise etc.). The objective is to test your capacity to demonstrate oral and other presentation skills within clear time constraints and independently of assessed written work.

### Presentation Criteria

In giving marks for a presentation it is important to maintain the same criteria as those employed for essay marking, namely, those based on the standard examiner's scales. Just as one would consider awarding a mark of 70 and above



only to outstanding essays, so one would consider awarding a mark of 70 and above only to the most impressive presentations. Moderators will ensure that first markers are using an appropriate scale.

Given the evident difficulties involved in comparatively assessing oral presentations, it is suggested that the tutor works with a fairly simple assessment format rather than attempt to distinguish by way of fine percentages.

| <b>Presentation</b> |   |
|---------------------|---|
| <b>70-90%</b>       | Excellent presentation: excellent delivery, thorough preparation, deep understanding, well timed.                               |
| <b>60-69%</b>       | Very good presentation: clear delivery, well prepared, sound understanding, well timed.   |
| <b>50-59%</b>       | Good presentation: comprehensible delivery, preparation and understanding, satisfactory timing.                                 |
| <b>40-49%</b>       | Passable presentation: acceptable delivery, some preparation evident, understanding but patchy, tries to respect timing limits. |
| <b>0-39%</b>        | Very poor presentation or failure to deliver a presentation.  |

### Participation

Participation is, again, a rather difficult area in which to pass fine judgement. Tutors are mindful of the dangers of overly penalising the shy or reticent student or over-rewarding those who are domineering or simply verbose. By and large this mark should not unduly influence comparative assessment unless you are particularly remiss with regard to your attendance and participation or particularly effective as a constructive and well-prepared contributor. The principal objective is to emphasise the development of a full range of skills during the discussions and exercises carried out during seminars and to test and reward these. It also provides the tutor with an opportunity to penalise clearly inadequate preparation or participation and reward excellence in the seminar setting.

### Participation Criteria

Marks are awarded for contributions to class discussion and activities. Tutors should be mindful of the dangers of overly penalising the shy or reticent student or over-rewarding those who are domineering or simply verbose. Therefore colleagues should utilize the following scheme:

| <b>Participation</b> |  |
|----------------------|--|
| <b>70-90%</b>        | Consistent quality participation based on thorough preparation. Always displays analytical skills and a clear understanding of the issues. Able to cross relate issues and develop intelligent/reflective answers. Consistent quality contribution to discussions. |
| <b>60-69%</b>        | Quality participation based on good preparation. Usually displays analytical skills and understanding of the issues. Evidence of capacity to cross relate issues and develop sound answers. Contributes positively to discussions                                  |
| <b>50-59%</b>        | Good preparation demonstrated. Either a lot of participation of variable quality, or less participation but of good quality. Demonstrates reasonable comprehension of the issues. Able to clarify responses and contribute to discussions.                         |
| <b>40-49%</b>        | Little evidence of participation when present. Misses obvious issues; answers are unclear and disjointed. Contributes very little or nothing to discussions.   |
| <b>0-39%</b>         | Participation and contribution virtually non-existent or unhelpful. No preparation apparent. Unable to answer questions or to clarify vague and ambiguous answers. Apparent lack of commitment to study in the course.   |

The Taught Degree Regulations Glossary of Terms<sup>[1]</sup> states the following with regard to Compulsory Course units:

*'Compulsory Course units: Course units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme (see pre-requisites). Compulsory course units are not normally compensatable.'*

[1] <http://documents.manchester.ac.uk/display.aspx?DocID=13146>

PGT Programmes in the School of Social Sciences have course units which are compulsory and may be termed as such. However, programmes in the School do allow compensation for compulsory course units in line with point 14 of the PGT regulations:

*'PGT programmes can be compensated up to 30 credits for PG Diploma/ Masters and 15 credits for a PG Certificate. The number of credits compensated and those referred cannot exceed half the taught credits in total.'*

### Information for MSc Essay Submissions

Hand in dates below unless otherwise stated in the course guides. Essays must be submitted via Blackboard/Turnitin

|             |   |
|-------------|---|
| Semester I  | Final deadline - 3.30pm 13 <sup>th</sup> January 2014 |
| Semester II | Final deadline - 3.30pm 6 <sup>th</sup> May 2014      |

**PLEASE REMEMBER THAT UNTIL THE PRELIMINARY EXAMINATION BOARD IN JUNE ALL MARKS ARE PROVISIONAL AND MAY STILL BE AMENDED UNTIL THE FINAL EXAMINATION BOARD IN NOVEMBER.**

- Length of Assignments - Course unit convenors will state the specific length limits for individual pieces of work. (Assignments exceeding the specified length by more than 10 per cent will be penalised).
- Submissions - All assignments must be submitted to Turnitin via Blackboard by the deadline stated.
- Problems - If you are encountering any problems, please see either your course unit convenor or the Programme Director.
- Bibliography & Referencing - A full bibliography should be appended listing all sources consulted in preparing the assessment assignment. This should be arranged alphabetically, and in time order for publication in the case of where several works by the same author (or government or other collective source) are being used. Where no author is available for quotation, the title of the publication (for example, a newspaper or poster) should be placed alphabetically in the bibliography. Journals should be identified by their volume numbers as well as by the year of issue. A bibliography constructed in this way will permit references to be made easily in the text. In an appropriate place, the author, year of publication and page reference can be placed in parenthesis, for example (Banton, 1967, p. 143). In other words, use the standard Harvard referencing system.

Please read carefully the information on our policy on assignment extensions.

### Turnitin

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to TurnitinUK and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The School also reserves the right to submit work handed in by you for formative or summative assessment to TurnitinUK and/or other electronic systems used by the University. Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

### Guidelines for Assignments

Students will receive an appropriate level of guidance to help them draft their assignments. The type and level of guidance will vary according to the specific needs of the subject matter, but some general guidelines will apply across all degree courses.

- Students can discuss a plan of their assignment with the course convenor at an early stage. Approval of a plan, however, does not automatically translate into a good mark.
- Students can expect to discuss only one plan of each assignment.
- Course convenors are not expected to look over a draft of an assignment.
- Assignment feedback and provisional marks will usually be available in accordance with the University's feedback policy.

## The University's policy on late submission of course work assignments/essays and dissertations

If you submit your course work or dissertation late there will be a penalty of 10 marks per day (sliding scale) applied for up to 10 days. So, for example, if you submit your course work or dissertation 2 days late, 20 marks will be deducted after examination. A day includes weekends and weekdays.

Extensions to the submission deadline can be granted to students where there are exceptional mitigating circumstances (e.g. compelling medical reasons). It is vital that you provide documentary evidence to support your application. The application must be submitted before the due date of your work. You are advised to refer to the [University's Policy on Mitigating Circumstances](#) for what constitutes grounds for mitigation.

[Essay/Assignment Extension Application form](#) or [Dissertation Extension Request form](#)

## Mitigating Circumstances and extension requests

If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in your assignment/dissertation by the deadline, you may submit a Mitigating Circumstances form/extension request form, with relevant supporting documentation, for consideration by the Mitigating Circumstances Committee and Board of Examiners.

The nature of the supporting documentation required will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. Please note that it is your responsibility as the student to submit a request for consideration of mitigating circumstances by the published deadlines. You should not wait until your results are issued or the deadline for the submission of your work to have passed to apply for mitigating circumstances as cases will not be accepted retrospectively.

## Grounds for Mitigation

Students should be aware that grounds for mitigation are 'unforeseeable or unpreventable circumstances that could have a significant adverse effect on your academic performance'. Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

Examples of possible mitigating circumstances:

- significant illness or injury;
- the death or critical/significant illness of a close family member/dependant;
- family crises or major financial problems leading to acute stress;
- absence for jury service or maternity, paternity or adoption leave.

## Circumstances which will NOT normally be regarded as grounds for mitigation:

- Holidays and events which were planned or could reasonably have been expected
- Assessments which are scheduled closely together
- Misreading the timetable or misunderstanding the requirements for assessment
- Inadequate planning and time management
- Failure, loss or theft of a computer or printer that prevents submission of work on time: students should back up work regularly and not leave completion and printing so late that they cannot find another computer or printer
- Consequences of paid employment
- Exam stress or panic attacks not diagnosed as illness.

## Assignment Extension Policy

For Mitigating Circumstances please read this in conjunction with the information on Medical & Personal Problems and Mitigating Circumstances as outlined on pages 29 – 32.

- Please note that this policy also applies to the Dissertation. To apply for an extension:
- Extension applications should be made on the 'Application for Extension to Submission Date' form available from the School website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>
- Where relevant applications must be accompanied by documentary evidence e.g. certification by a qualified doctor specifying nature of illness, duration and impact on ability to study, letter from qualified counsellor, copy police incident report etc.
- Applications must be submitted to your programme administrator
- Applications for extension to the submission date must be made in advance of the published submission date. Applications received after the submission date will not be accepted.
- Your application will then be considered by the Programme Administrator within your DA.

- When the extension request is approved or rejected, the student will be formally notified by the School office by email.

### Accessing Marks

The marks for January examinations, as issued to graduate students by the Postgraduate Office, are **provisional** marks and are provided for information only. **Provisional** marks for assessed essays submitted in Semester 2 may be given to students. **Confirmed** marks for examination papers will not be made available to students until after the June meeting of the School Postgraduate Committee. Students are advised that:

- These marks may be raised or lowered by the external examiners.
- Once marks have been agreed by the internal examiners and issued to students, they can only be changed via the external examiners.
- If the mark for a particular exam is both 'marginal' and 'critical' to the overall result, the exam paper / assessed essay will always be referred to the appropriate external examiner.
- Questions of compensation will be dealt with in the June Examinations Board, when the full range of results is available.
- Marks are never confirmed until the meeting of the School Postgraduate Taught Programmes Examinations Board in June.
- The University does not allow student appeals against the academic judgements of Examiners.

The pass mark on all our taught Masters programmes is 50%. The pass mark on the Postgraduate Diploma is 40%.

### GUIDANCE TO STUDENTS ON PLAGIARISM AND OTHER FORMS OF ACADEMIC MALPRACTICE

*Preface:* please note that the School reserves the right to request electronic copies of course work assessments. These may be used to investigate suspected cases of academic malpractice. For help and advice on plagiarism and related matters, potential sources of assistance are: your academic advisor; your course tutors; the Student Guidance Service; and Paul Smith, the School's Student Support Officer.

**Plagiarism** is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between: the ideas and work of other people that you may have quite legitimately exploited and developed, and the ideas or material that you have personally contributed.

[http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding\\_plagiarism.html](http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html)

### ETHICAL ISSUES IN RESEARCH

In carrying out their work, researchers inevitably face ethical dilemmas which arise out of competing obligations and conflicts of interest. Research proposals involving human subjects are coming under closer scrutiny; it is an issue that the University takes very seriously. Therefore it is important that steps are taken to ensure that safeguards are in place, not only in the interests of the participants but also those of the investigator conducting the research. This brief statement aims to alert all postgraduate students undertaking research to issues that raise ethical concerns and more generally to identify good research practice. This might apply to any research student in the Faculty but is particularly relevant to students in the Social Sciences whose research work involves other humans. In general, "research on human beings" will raise ethical issues and this is why you are required to declare whether or not this applies to your dissertation topic and, if so, how these ethical issues are to be addressed. In doing so, you are providing an assurance that you have read the Notes of Guidance on completing an application form for the approval of a research project by the Committee on the Ethics of Research on Human Beings and the Guidelines for Applicants. The brief guide to Research Governance will help you and your supervisor ascertain if you require ethical approval. All of these guides are available on the School of Social Sciences intranet at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>

In particular, a research student and their supervisor preparing a thesis must adhere to the following fundamentals:

- Researchers have a responsibility both to safeguard the interests of those involved in, or affected by, their work, and to report their findings accurately and truthfully. They need to consider the effects and consequences of their work for those they study and other interested parties.
- Researchers should satisfy themselves that the research they undertake is worthwhile and that the techniques proposed are appropriate. They should be clear about the limits of their detachment from, and involvement in, their areas of study and recognise the diversity of social and other research so that they can respond reasonably and courteously to those with whom they disagree.
- Researchers should never present others' work as their own. Nor should they misrepresent knowingly the findings of their research or the work of others. (See section on Plagiarism above).

### **Procedure for Pre-screening your research for ethical issues, confirming your Dissertation Title and submitting forms for Ethical Approval**

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a) If you are on a MA, MSc, MRes or Diploma programme with option to upgrade to one of the aforementioned programmes, you will receive by email a form called "*Confirmation of Dissertation Titles & Pre-Screening of Applications for Ethics Opinion of Research Projects form*" from your Programme Administrator in February or March. This form is also available on our intranet. <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/> The purpose of this form is for you and your supervisor to confirm your Dissertation Title and to pre-screen your research to ascertain whether or not it will require ethical approval. The purpose of pre-screening is to ensure that your project is scientifically sound and that it has been assessed to see if it requires ethical approval. The purpose of pre-screening is NOT to undertake ethics review. This MUST be done by our University Ethics Committee with authority to undertake such a review.

You and your supervisor should **complete and return this form** to your Programme Administrator **by no later than 1st May 2014**

b) If your research requires ethical approval you and your supervisor must also complete an Application form for approval of a research project, available at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/index.html>, for consideration by the University's Ethics Committee. The deadline for you to return this form is **10<sup>th</sup> May 2014**, although you may wish to return it alongside your pre-screening form.

c) Safety - If the project involves a likelihood of danger to the researcher above and beyond risks normally associated with social sciences research the student is required to complete a risk assessment form available from our intranet. <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>

**The above dates are final deadlines. You can submit your forms anytime from 1st April with the approval of your supervisor.**

You will find **full details**, along with our procedure, forms and Guidance notes on our website at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>. When the University Ethics Committee is assessing applications for Ethical consideration, they may require further information. If this is the case students can expect to receive feedback directly by email from Committee. You and your supervisor may be asked to submit additional information or to attend the University Ethics Committee. No work on a research project can take place until pre-screening has been fully completed and, if required, formal ethical approval has been obtained. **Please be aware that the University cannot guarantee that it will provide the required insurance to students who embark on their research and have not submitted an ethical declaration.** More information on students and insurance can be found via our intranet site.

### **Making Changes**

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#### **Applications to interrupt the course**

A student may be permitted to interrupt the course for good cause, such as illness, family crisis or bereavement. The provision for interruption is important because it effectively 'stops the clock' and postpones the programme. It is therefore very much in the student's interest to seek formal interruption where the progress of study has been disrupted by any unforeseen circumstance. In such cases, the Graduate Office should be informed of the reasons for the request and a medical certificate should be provided if an interruption is sought on health grounds. Where appropriate, students are also advised to consult their funding body before making such an application.

Interruption applications should be made on the 'Application to Interrupt Programme' form available from the School website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

### Research Council-funded students

Students funded by a UK Research Council (e.g. ESRC, AHRC) **must** obtain permission by completing the relevant form as explained above. Applications must be accompanied by full supporting evidence (supervisors statement of support, medical note etc). The School will then apply directly to Faculty for approval and the Research Council will be contacted accordingly.

### Withdrawing from a Programme

If, after consultation with your supervisor, you decide, for whatever reason, to withdraw from a programme of study you must inform the Postgraduate Office by completing the relevant form.

The Postgraduate Office will then update your Student Record, which will prompt the Fees Office to contact you regarding any refund due.

Withdrawal applications should be made on the 'Application for Withdrawal from Programme' form available from the School website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

### Opportunities for Further Study – A PhD?

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The School welcomes enquiries and applications for research programmes throughout the year.

If you are interested in applying for funding for a PhD please be aware that it is now **generally** required that you have completed a Research Training (RT) Masters in the first instance. However, we do of course welcome applications from any Masters student regardless of what programme they are doing. The School's current RT courses are:

|   |      |            |
|---|------|------------|
| Political Science (Research Route)      | MA   | PG Diploma |
| International Politics (Research Route) | MA   | PG Diploma |
| Human Rights (Research Route)           | MA   | PG Diploma |
| Political Economy (Research Route)      | MA   | PG Diploma |
| Economics                               | MSc  |            |
| Economics and Econometrics              | MSc  |            |
| Econometrics                            | MSc  |            |
| Sociological Research                   | MSc  |            |
| Anthropological Research                | MA   |            |
| Philosophy                              | MRes |            |
| Social Research Methods & Stats.        | MSc  | PG Diploma |

The minimum academic entry requirements for admission to the PhD is a Masters degree at Merit level, which **MUST** include an overall taught course average of 60% (with no mark below 50%) **and** a dissertation mark of 60%

The University normally holds a Postgraduate Open Day in November and further details will be available via <http://www.manchester.ac.uk/postgraduate/opendays/>

Information on all School funding opportunities, including details on the deadlines will be advertised via <http://www.socialsciences.manchester.ac.uk/postgraduate/funding/>

Competition for funding is very strong and we therefore advise that you consult with a prospective supervisor regarding your research proposal before submitting a full application. Applications must be submitted via the on-line application service at <http://www.manchester.ac.uk/postgraduate/howtoapply/>

If you have any further queries please email [pg-soss@manchester.ac.uk](mailto:pg-soss@manchester.ac.uk)

## University Policies & Regulations

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There are a number of University policies and regulations which apply to you during your period of registration. Further details can be found at <http://documents.manchester.ac.uk/studentrelatedlist.aspx>

These policies may undergo changes during your period of registration. You will be notified when changes take place, e.g. by email or by posting updates to the Document Resources section of the School of Social Sciences website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

## The Social Change Programme

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### Programme Aims

The Social Change programme has two overarching aims. First is to foster understanding of the causes and consequences of the major social, political and ethnic changes underway in contemporary societies. Second, we aim to provide rigorous research training suitable for students wanting to go on to study for a research degree (MPhil or PhD) or who want to go on to conduct public or private sector social research.

This programme of study aims to produce social scientists who can:

- Discuss and analyse social change along several dimensions, using competing points of view
- Study social change using both qualitative and quantitative research methods
- Use a range of statistical and qualitative data analysis techniques
- Write research reviews and present empirical results using a combination of theory, originality, substantive evidence and critique of data
- (and for students proceeding to dissertation) Plan, conduct and write-up an independent piece of research

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### Detailed Learning Outcomes

#### A. Knowledge & Understanding

Students should be able to:

- A1. Interpret research findings relating to social change over time and across cultures.
- A2. Apply advanced methods of statistical analysis to social data.
- A3. Communicate research results effectively.
- A4. And for students proceeding to dissertation, they should be able to plan, conduct and report on a piece of independent research, employing the skills learned in the taught elements of the programme.

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#### B. Intellectual Skills

Students should be able to:

- B1. Formulate and critically assess a research question related to social change.
- B2. Identify relevant literature on social change, cultural values, attitudes, and/or civic engagement using a variety of literature sources.
- B3. Using available secondary data, develop an argument related to social change.
- B4. Use hermeneutic sophistication to discuss, critique and develop research ideas.
- B5. Choose appropriate quantitative analysis methods for questions related to value change.
- B6. Interpret the results of such an analysis in a form suitable for publication or communication to others, e.g. by presentation in a public setting.

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#### C. Practical Skills

Students should be able to:

- C1. Use Manchester University's library resources e.g. E-journals etc.
- C2. Use secondary data sources e.g. Economic And Social Data Service web resources, Multinational Time Use Data (harmonised data), ESRC Qualitative Data Archive.

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- C4. Download data from the internet and utilise it, along with relevant documentation.
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#### *D. Transferable Skills and Personal Qualities*

Students should be able to:

- D1. Formulate research questions and hypotheses in a focused way.  
D2. Write concise research reports.  
D3. Present results in a clear and coherent manner.  
D4. Apply a computer-based approach where appropriate to the research question.  
D5. Present tables in a coherent, well documented, concise and impressive manner.

#### **Programme Structure**

All social Change students (MSc and Postgraduate Diploma) must take taught modules totalling 120 credits. (Each credit is considered equivalent to 10 hours of study, including both taught study hours, e.g. lectures, and private study). MSc students must in addition present a research dissertation worth an additional 60 credits. The taught modules are split roughly equally across the two semesters of the academic year, which run September-January (semester 1) and February-June (semester 2).<sup>1</sup>

#### **Core modules**

All students take the following core modules:

| <b>Core modules</b>                                     | <b>Code</b> | <b>Credits</b> | <b>Semester</b> |
|---|-------------|----------------|-----------------|
| Religious and Ethnic Change (REC)                       | SOCH 70111  | 15             | 1               |
| Introduction to Quantitative Methods (IQM) <sup>1</sup> | SOST 70511  | 15             | 1               |
| Methodology and Research Design (MARD)                  | SOST 70521  | 15             | 1               |
| Social Capital and Social Change (SCSC)                 | SOCH 71012  | 15             | 2               |
| Comparative Citizen Politics (CCP)                      | SOCH 71042  | 15             | 2               |
| Applying Quantitative Methods (AQM) <sup>1</sup>        | SOCH 70162  | 15             | 2               |
| Qualitative Research Methods (QRM)                      | Various     | 3 x 5          | 1 & 2           |

<sup>1</sup> The quantitative training offered in IQM and AQM is designed for students who have already done introductory statistics training at undergraduate level. Students without this background in quantitative methods should in addition attend the three day pre-sessional preparatory statistics training courses (see page 8). Students who have a stronger statistics background may substitute more advanced courses for IQM and AQM if they wish, in consultation with the course director.

#### **The Qualitative Research Methods (QRM) module**

The QRM module is provided by the School of Social Sciences. It consists of a suite of 5 credit workshop-based course units in qualitative research methods. These are designed to meet the needs of postgraduate research students and ESRC funded students, and the requirements with respect to training in qualitative methods set out in the ESRC's Postgraduate Training Guidelines.

QRM consists of an introductory session at the start of semester 1, three, 5-credit modules held across the two semesters, and a final session at the end of semester 2.

MSc Social Change students must choose three of the following four QRM modules to make up their QRM course:

SOCY60201 Doing Interviews  
SOAN60232 Internet Research  
SOCY60422 Focus Groups  
SOCY70722 Narrative Analysis

Full details on the options and timetabling for QRM can be found in the "Qualitative and Quantitative Research Methods Handbook" (<http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks>)

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<sup>1</sup> Find semester dates at [www.campus.manchester.ac.uk/ssc/semesterdates/](http://www.campus.manchester.ac.uk/ssc/semesterdates/)



## Optional Module

In addition to the compulsory core modules, students must choose an **additional 15 credit module**. You may select any module offered by the School of Social Sciences, with the requirements that

- i) It is timetabled so that it does not conflict with one of the core Social Change modules, and
- ii) that it is a 15-credit module that is taught and assessed within a single semester.

Note that some options will be offered only in selected years due to staff availability and timetable constraints. Below is a list of some of the modules on offer that fit thematically with the Social Change programme.

| <i>Optional modules (choose 1)</i>          | <i>Code</i> | <i>Credits</i> | <i>Semester</i> |
|---|-------------|----------------|-----------------|
| Social Theory And Cultural Identity (STCI)  | SOCY 60331  | 15             | 1               |
| Survey Research (SR)                        | SOST 60421  | 15             | 1               |
| Introduction to Statistical Modelling (ISM) | SOST 70011  | 15             | 1               |
| Statistical Foundations (SF)                | SOST 70151  | 15             | 1               |
| Protests and Progress (PAP)                 | SOCY 60141  | 15             | 1               |
| Democracy: Theory And Practice (DTP)        | POLI 70872  | 15             | 2               |
| Advanced Survey Methods (ASM)               | SOST 70032  | 15             | 2               |
| Multilevel Modelling (MM)                   | SOST 70292  | 15             | 2               |

Details on module content, assessment, reading lists, etc. can be found in the module directory towards the end of this handbook, and also online at [www.socialsciences.manchester.ac.uk/postgraduate/taught/modules](http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules)

## Delivery and content of Modules

Fifteen credit modules are delivered as weekly lecture courses (usually over 11 weeks). Some courses include hands-on computing practicals and / or tutorials. For several courses students are encouraged to attempt non-assessed exercises that are then discussed in the lectures. Seminar discussions of students' reading are conducted in many of the substantive courses. The weekly lecture courses are timetabled in the first/second semester so that students can progress from one course to another; details can be found towards the end of this handbook.

Two core modules, Introduction to Quantitative Methods and Applying Quantitative Methods, feature specific, hands-on training in using SPSS statistical software. Further hands-on practice is offered through data confrontation workshops linked to the core modules Social Capital & Social Change and Comparative Citizen Politics. These workshops involve the use of social data in an informal setting where a critique of operationalisation can be developed.

The 5-credit modules that make up the QRM course operate as a series of one-day workshops spread throughout the year. These involve student participation and project work, and conclude with written essays. Several of the QRM modules have an even more hands-on and participatory approach. The introductory lecture is at the beginning of the first semester but the subsequent timetable for this course depends on your choice of specialist workshops. Details on the timetabling of the 5-credit modules can be found in the Qualitative and Quantitative Research Methods Handbook.

## Part Time Students

Part-time students take the MSc programme over two years (normally two modules per semester over the two years). The timing of modules is the same for part-time and full-time students. Depending on the nature of your other commitments, and the need to attend on certain days only, the choice of optional modules may be limited. Students who start the programme full-time have the right to convert to part-time status at the end of Semester 1. The recommended sequence of core course units for part-time students is as follows:

Year 1

Semester 1

SOCH70111 Religious and Ethnic Change

SOST70511 Introduction to Quantitative  
Methods

Semester 2

SOCH71012 Social Capital and Social Change

SOCH71042 Comparative Citizen Politics

Year 2

For the remaining credits you should take three QRM modules in any semester plus an optional 15 credit course in Year 2.

### Short Courses, introductory workshops and self training

As well as the assessed modules that count towards course credits that were discussed above, students may wish to attend short courses run by the Cathie Marsh Centre for Census and Survey Research (CCSR). These courses will not be assessed and will not count towards your degree, but they provide students with the opportunity to gain extra skills and training. Courses include:

- Multiple Regression
- Logistic Regression
- Data Reduction and Classification
- Multilevel Modelling

Places on these courses are extremely limited. Please check the CCSR website ([www.ccsr.ac.uk/courses](http://www.ccsr.ac.uk/courses)) for times of delivery and to book your place.

Please feel free to utilise the SPSS, STATA and NVIVO software as well as Endnote, Word, Excel and others that are available on the campus network. Be sure to do self-training if you have a gap in one of these areas of generic or specialist expertise.

### Research Seminar series and “brown-bag” lunch seminars

ISC, in collaboration with the Centre for Census and Survey Research (CCSR) runs a weekly research seminar series, where distinguished Social Science researchers from around the world come and present their work. Previous speakers have included Robert Putnam (Harvard and Manchester), Anthony Heath (Manchester & Oxford), Nan Lin (Duke) and Sir Partha Dasgupta (Manchester and Cambridge).

Research seminars are held every Tuesday at 4.00 – 5.30 PM. Usually they are held in room 1.069 in the Humanities Bridgeford Street building, but this may change at short notice so please see the webpage for up to date details: [www.humanities.manchester.ac.uk/socialchange/seminars/](http://www.humanities.manchester.ac.uk/socialchange/seminars/)

#### *“Brown-Bag” Research Lunches*

We also hold lunchtime seminars for speakers from ISC to talk informally about their research. These are usually held on the final Wednesday of every month, between 1 – 2 PM in room 2.07b in the Humanities Bridgeford Street Building. These are quite informal so feel free to bring your lunch along (brown paper bag optional). See the seminar webpage, above, for details.

### Attendance Requirements

Attendance at lectures and workshops is compulsory. If you know in advance of circumstances beyond your control preventing you from attending classes you should contact the Postgraduate Administrator, Amanda Bridgeman and the course leader as soon as possible to explain your absence. Unexcused absences will result in poor participation marks and will be taken into account when assessing requests for extensions and other course alterations. If a student’s attendance is consistently poor he or she will be asked to attend an interview with the MSc Course Director to explain this. **Ultimately, poor attendance may result in exclusion from the MSc Social Change programme.**

It is expected that students will also attend the weekly ISC research seminars. These seminars should prove invaluable in broadening your research horizons and gaining ideas for your module assessments and research project.

### Notice to submit your Dissertation

Subject to you being Passed Subject To Dissertation at the Examinations Board in June you will be sent a “[Notice of Submission Form](#)”, together with information about the presentation of your dissertation ie. [Guidance for the Presentation of Taught Masters Dissertations](#) <http://documents.manchester.ac.uk/display.aspx?DocID=2863>

This will only be sent to you if you have submitted your “[Confirmation of Dissertation Title & Pre-Screening for Ethical consideration](#)” form and, if applicable, your “[Application form for approval of a research project](#)”. Please submit a completed, signed, paper copy of your Notice of Submission along with your dissertation.

Please note that according to our regulations you must complete the taught component (course units) of your degree before you can proceed to dissertation. A student who works on their dissertation before being formally passed subject to dissertation by our Examinations Board do so at their own risk.

Students registered on the MSc must submit a dissertation, which is normally **12,000 - 15,000 words long**. If you require an extension to your Dissertation submission then you must complete an extension form electronically and email to the programme director in the same way as with an essay extension request.

### Dissertation Word Limit

All pieces of assessed work including the dissertation are subject to prescribed word limits. Students exceeding the maximum word limits on any assessed work may be penalised. All word limits are inclusive of notes, but exclusive of bibliography and appendices. The word count also includes quoted material. This applies to both essays and dissertations.

### Dissertation Supervision

Students on the MSc course also conduct a research project on a topic related to social change. This project is assessed by means of a research dissertation submitted by the student, a structured report of the project of around 12,000 – 15,000 words in length. The dissertation is a major component of the overall MSc, equivalent to 4 taught courses (60 credits).

You will conduct your research project under the academic supervision of a member of ISC staff who has some expertise on your research topic or methodology (listed towards the end of this handbook). The overall administration, coordination and running of the dissertation process will be guided by the ISC dissertation coordinator. The dissertation coordinator will allocate you a supervisor in accordance with your research area and research interests, sometime around week 5 in the second semester. Please note that a student does not have the right to be supervised by a particular, preferred member of staff.

The dissertation coordinator will arrange several sessions to go through the expectations and conduct of the dissertation research process. Students should also meet regularly with their supervisors. It is up to you to arrange these meetings, and you should expect to have up to five meetings with your supervisor before the end of June. At meetings students are able to consult with the supervisor about the chosen topic, about narrowing the topic to a researchable question or problem, and about relevant primary and secondary sources of data. Also, the student can discuss with the supervisor her/his reading and its relevance for the topic and also any problems that have been encountered. These meetings with the supervisor will help establish the student’s authorship of the submitted dissertation.

Given the differences between a dissertation and a course assignment and given the aims and objectives of the dissertation, a student writing a dissertation should not expect her/his supervisor to provide a topic and/or reading list. However, the supervisor is available to help a student define a researchable question or problem and to provide advice about how to address that research question.

Furthermore, a supervisor will read and comment upon a dissertation plan and draft document. A student can only expect her/his supervisor to read and comment upon material if s/he submits the material no later than the end of July. However, different arrangements can be made between the supervisor and the student if both parties agree. While a supervisor might read and comment upon material submitted after that date, a supervisor has no obligation to do so.

Details on preparing your MSc dissertation can be found here:

<http://www.socialsciences.manchester.ac.uk/intranet/pg/dissertation/documents/Presentation-of-dissertations.pdf>

### Typical dissertation timetable

February: Students fill in a dissertation topic/supervisor preferences form.  
March: Supervisors are allocated to students and you meet at least once before Easter.  
April: Students present a draft research design, and submit an ethics pre-screening form.  
May: Final deadline for ethics form, and if required, students submit a full application for ethical approval.  
June: By now students should have had around five supervision meetings.  
July: Deadline for presenting a draft dissertation to the supervisor for comment.  
(Supervisors may agree to look at students' work later than this, by agreement.)  
September: Submission.

### Dissertation Presentation and Guidance

Guidelines on the presentation of your dissertation including binding requirements are available on the intranet at the following:

<http://www.socialsciences.manchester.ac.uk/intranet/pg/dissertation/>

(See Section 4: Preparing Your Dissertation)

Students will be required to submit two bound copies and upload an electronic version on Turnitin. Further details are available in the Postgraduate School Taught Programmes handbook (bound back to back with the paper copy of this handbook) and available electronically at:

<http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/>

### Dissertation Submission Date:

**Monday 1st September 2014** – for all full-time students who started in September 2013

**Monday 1<sup>st</sup> December 2014** for all part-time students who started in September 2012.

For **those students who fail to satisfy the taught element of their PGT programme and have to do referrals in the August** Exam period before being permitted to proceed to dissertation, the deadline for you to submit your dissertation will be **Monday 13th January 2014**. Students who do not satisfy the examiners after referrals will be considered against the criteria for award of a PG Diploma or Certificate.

## Dissertation Marking Criteria

| Criteria  | ➤ 80%<br>A+   | 70 – 80%<br>A  | 60 – 69 %<br>B   | 50 – 59%<br>C  | 40 – 49%<br>D  | Fail   |
|---|---|--|--|--|--|--|
| <b>Intellectual content and originality (25%)</b> | High intellectual content, novel ideas and integrated excellently with the existing literature. Likely to be publishable.   | Very good intellectual content, some novel ideas, integrated well with the literature. Possibly publishable          | Good intellectual content, developed with reference to the literature.   | Moderate intellectual content, with some integration with the literature.  | Some evidence of intellectual input, limited integration with the literature.  | Little evidence of intellectual content. Clear evidence of repeating previous work without additional intellectual input.                  |
| <b>Coherence of overall report (10%)</b>          | Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.   | Very good. Logical progression through and between sections. All aims and outcomes clear.                            | Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.                | Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.                           | Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.  | Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus. |
| <b>Project design and methods (25%)</b>           | Excellent. Design and method totally in alignment with objectives.  | Very good. Design and method aligned well with objectives.   | Good. Any faults are minor and do not detract from the overall quality of the project.   | Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.   | Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.  | Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.                         |
| <b>Results and analysis (25%)</b>                 | Excellently presented. Results analysed & interpreted at a level suitable for publication.  | Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication. | Well presented, with occasional flaws and minor errors only. Analysis & interpretation mostly sound.                           | Moderately presented, but with some major flaws or several minor errors. Analysis & interpretation moderate.   | Poorly presented, several major flaws and/or many minor errors. Analysis & interpretation contain significant deficiencies   | Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent.                    |
| <b>Overall presentation (10%)</b>                 | Excellent throughout. All figures and tables clear with suitable legends/captions   | Very good throughout, with only minor shortcomings   | Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.                                 | A few major flaws and/or several minor errors. Several figures or tables of poor quality   | Some major flaws and/or frequent minor errors. Many poor quality figures/tables.   | Many major flaws and many minor errors. Overall poor presentation of figures and tables.   |
| <b>Use of literature and references (5%)</b>      | Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives. | Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.            | Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives. | Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives | Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives. | Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.      |

## Other Useful information

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Dr Mart Cantijoch will act as your personal tutor. You should contact her regarding any problems that you cannot solve yourself. She can also assist you with module selection and with personal development planning (see below). You should arrange to see her at some time early in the first semester of your course.

The Social Change Programme Director is also available for academic guidance or to discuss issues of a personal nature that may have an impact on a student's ability to study and/or meet course requirements. The programme director is available to meet students during dedicated office hours or at other times by appointment.

General queries regarding the course should be directed to the Social Change Postgraduate Administrator, Amanda Bridgeman

### University of Manchester Alumni Association

*What does alumni mean?* It simply means 'former student' and you become one after studying here.

The University of Manchester Alumni Association is the main point of contact for the University's global network of over 270,000 former students. It gives you the opportunity to continue a lifelong connection with us and to remain an active part of The University of Manchester. It also gives you some added extras; we offer exclusive discounts and services, you can continue learning with discounted CPD courses and access to learning resources, and get insight into cutting-edge research through our alumni events – including the annual Cockcroft Rutherford lecture – exclusive and free to alumni. This lecture has been delivered by Professor Andre Geim, discoverer of graphene, and leading science communicator Professor Brian Cox.

You automatically become a member of the Alumni Association on graduation, but to get the full benefit you should register with our online alumni community 'Your Manchester Online' [www.manchester.ac.uk/yourmanchester](http://www.manchester.ac.uk/yourmanchester) during your final year.

### Careers Service

From the moment you arrive to university, we encourage you to be proactive about planning and developing your career. The Careers Service can help you in many ways, including:

- Exploring your career options and ideas
- Looking for part-time or vacation work
- Finding out about specific jobs and sectors
- Improving the skills sought by employers
- Finding graduate jobs, internships or postgraduate study;
- Writing strong applications and CVs
- Succeeding at interviews and assessment centres
- Starting your own business, and much more.

Please do not wait until your final year to access these services, or you might find that you have missed out on an important opportunity, such as a summer internships.

The Careers Service is located in the Atrium, University Place. (<http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf>) Building number 13.

tel: 0161 275 2829

email: [careers@manchester.ac.uk](mailto:careers@manchester.ac.uk)

[www.manchester.ac.uk/careers/students/](http://www.manchester.ac.uk/careers/students/)

## IT Services within the Faculty of Humanities

Students at the University of Manchester enjoy access to a wide range of high quality IT services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 1000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as Humanities ICT Office (<http://ict.humanities.manchester.ac.uk/>), IT Services (<http://www.studentnet.manchester.ac.uk/it-services/>) and the University Library (<http://www.library.manchester.ac.uk/>). These include printing, scanning and copying and access to a wide range of general use and course specific software on the Windows 7 operating system. A list of software is available at <http://ict.humanities.manchester.ac.uk/facilities/software/HumanitiesClusterSoftware.html>

Full details of the services offered, including a list of available locations, can be found at <http://www.itservices.manchester.ac.uk/wireless/>.

Help and advice is available from our Service Desk which can be contacted by phone, via the web, email or in person. Physical Service desk support is available at the University Library and the Joule Library. Details of opening hours and other contact details can be found at <http://www.itservices.manchester.ac.uk/contacts/>. Telephone support is available 24 hours a day throughout the year.

## Academic Appeals

The purpose of this regulation is to safeguard the interests of students and may only be used when there are adequate grounds for doing so which are outlined in the regulation. It may not be used simply because you are dissatisfied with the outcome of your assessment or other decision concerning your academic progress.

Appeals based upon provisional decisions of the University cannot be considered.

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/academic-appeals/>

## Complaints

If you have a complaint it should be made as soon as possible, and in any case within eight weeks, of the events or actions (or lack of actions) which have prompted the complaint. The University will not normally consider complaints made after this period, unless there is good reason for the delay.

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/complaints/>

## Dignity at Work and Study

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information see

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2755>

## Student Representation

The University of Manchester is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution.

Student representation covers a diverse range of activities and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the academic advisor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation enables dialogue between the student body and staff in order to aid development of programmes of study, the student experience and the quality of the institution as a whole. This dialogue can take place in both formal and informal structures and circumstances.

For further information please go to the Students Union Website

<http://manchesterstudentsunion.com/voice/academicreps>

Student representatives will also be called upon to attend one or two Faculty-level meetings per year.

Student representatives may also be sought during the course of the year to sit on smaller working groups where student input is important.

The individual discipline pages will also hold details of student representatives for each programme, once they have been nominated. <http://www.socialsciences.manchester.ac.uk/intranet/pg/reps/>

### Student Guidance Service

The Student Guidance Service (SGS) can offer useful advice regarding all aspects of studying for your postgraduate degree. It is free and confidential and completely independent from the School of Social Sciences and Faculty of Humanities.

For example, the SGS can help you with:

- Course changes
- Programme interruptions
- Anxiety about academic ability or assessments
- Guidance on academic appeals

The Student Guidance Service website is here: [www.manchester.ac.uk/sgs](http://www.manchester.ac.uk/sgs)

You can email them on: [sgs@manchester.ac.uk](mailto:sgs@manchester.ac.uk)

### Office Facilities and Resources

Whilst we are unable to offer dedicated office space to our Masters students, Social Change students have access to the wired and wireless computing and printing facilities in the Arthur Lewis and Humanities Bridgeford Street buildings.

Limited financial resources to part-fund conference attendance and dissertation research are available for students to apply for. See the following web pages for details:

<http://www.manchester.ac.uk/tandl/resources/funding/index.html>

<http://www.manchester.ac.uk/socialchange/postgraduate/PGTsupportfund.html>

## Directory of ISC academic staff

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All staff members listed here are eligible to supervise MSc dissertations

### Dr Marta Cantijoch

*MSc Personal Tutor*

Marta.cantijoch@manchester.ac.uk

Tel.: 0161 306 6927

Room 2.13

Humanities Bridgeford Street Building

### Research interests

Political participation; electoral behaviour; electoral campaigns; new media, social media; survey data collection and analysis.

### Selected publications

Gibson, R. and Cantijoch, M. (2013) "Conceptualizing and measuring participation in the age of the internet: is online political engagement really different to offline?", *Journal of Politics*, 75 (3): 701-716.

Cantijoch, M. (2012) "Digital media and offline political participation in Spain" in Anduiza, E., Jensen, M. and Jorba, L. (Eds) *Digital Media and Political Engagement Worldwide*. Cambridge: Cambridge University Press: 118-137.

Anduiza, E.; Gallego, A. and Cantijoch, M. (2010) "Online resources and political participation", *Journal of Information, Technology & Politics*, 7 (4): 356-368.

Cantijoch, M. and San Martin, J. (2009) "Postmaterialism and political participation in Spain". *South European Society and Politics*, 14 (2): 167-190.

Anduiza, E.; Cantijoch, M. and Gallego, A. (2009) "Political participation and the internet: assessing effects, casual mechanisms and consequences". *Information, Communication & Society*, 12 (6): 860-878.



**Professor Ed Fieldhouse**

[Ed.Fieldhouse@manchester.ac.uk](mailto:Ed.Fieldhouse@manchester.ac.uk)

Room 2.13

Director of ISC

Tel.: 0161 275 7439

Humanities Bridgeford Street Building

**On Sabbatical in 2012-13**

*Research interests*

The Liberal Democrats; voter turnout and registration; voting behaviour and electoral geography; measuring individual and geographical differences using ecological and survey data, and multilevel modelling; the Samples of Anonymised Records from the U.K Census.

*Selected publications*

Fieldhouse, E and Cutts, D (2008) Diversity, density and turnout: The effect of neighbourhood ethno-religious composition on voter turnout in Britain. *Political Geography* Volume 27, Issue 5, June 2008, Pages 530-548.

Fieldhouse E; Shryane, N; and Pickles A (2007). Strategic voting and constituency context: modelling party preference and vote in multiparty elections. *Political Geography* Vol 26, 159 - 178.

Fieldhouse, E; Tranmer M and Russell A (2007) 'Something about young people or something about elections? Electoral participation of young people in Europe : evidence from a multilevel analysis of the European Social Survey.' *European Journal of Political Research* Vol 46, pp 797-822.

Fieldhouse, E and Cutts, A 'The effectiveness of local party campaigns in 2005: combining evidence from campaign spending and agent survey data' *British Journal of Political Science* (in press)

**Professor Rachel Gibson**

[Rachel.Gibson@manchester.ac.uk](mailto:Rachel.Gibson@manchester.ac.uk)

Room 2.13

Acting Director of ISC

Tel.: 0161 306 6933

Humanities Bridgeford Street Building

*Research interests*

These include: Political communication, new media and political parties; participation and election campaigning; electoral behaviour; comparative politics; survey data collection and analysis.

*Selected publications*

'Parties in the Digital Age: A Review Article' with Stephen J. Ward. *Representation*, 2009 45(1): 87-100.

'Measuring the Professionalisation of Political Campaigning' with Andrea Römmele. *Party Politics*, 2009, 15(3): 265-293.

'Mode Effects in Online Election Surveys: Lowering the 'Political Desirability Bias?' with Ian McAllister. *The Journal of Political Marketing*, 2009, 8(2): 105-129.

'Blogs, news and credibility' with Vincent Campbell, Barrie Gunter, and Maria Touri. *Aslib Proceedings*, 2009, 61(2): 185-204.

'Designing Online Election Surveys: Lessons from the 2004 Australian Election' with Ian McAllister. *Journal of Elections, Public Opinion and Parties*. 2008, 18(4): 387-400.

**Professor Anthony Heath**

[anthony.heath@manchester.ac.uk](mailto:anthony.heath@manchester.ac.uk)

Room: 2.13

Tel:

*Research interests*

Social stratification and social mobility; inequalities in education and the labour market; the political integration of ethnic minorities.

*Selected publications*

- Heath, A F, Stephen Fisher, Gemma Rosenblatt, David Sanders and Maria Sobolewska (2013) *The Political Integration of Ethnic Minorities in Britain*. Oxford: Oxford University Press.
- Heath, A F and Jeffery, R (eds) (2010) *Diversity and Change in Modern India*. Proceedings of the British Academy 159. Oxford: Oxford University Press for the British Academy.
- Heath, A F and S Y Cheung (eds) (2007) *Unequal Chances: Ethnic Minorities in Western Labour Markets*. Proceedings of the British Academy 137. Oxford: Oxford University Press for the British Academy.
- Heath, Anthony, Thomas Liebig and Patrick Simon (2013) Discrimination against immigrants – measurement, incidence and policy instruments. Chapter 4 of OECD *International Migration Outlook*

2013. Paris: OECD pp. 191-230.

- Muttarak, Raya, Heather Hamill, Anthony Heath and Christopher McCrudden (2013) Does Affirmative Action Work? Evidence from the Operation of Fair Employment Legislation in Northern Ireland. *Sociology* 47 (3): 560-79.
- Heath, Anthony and Jean Martin (2012) Can religious affiliation explain 'ethnic' inequalities in the labour market? *Ethnic and Racial Studies* 36 (6).
- Ford, Rob, James Tilley and Anthony Heath (2011) Land of my fathers? Economic development, ethnic division and ethnic national identity in 32 countries. *Sociological Research Online*

**Dr Ignacio Jurado**

Research Fellow

[ignacio.jurado@manchester.ac.uk](mailto:ignacio.jurado@manchester.ac.uk)

Tel: +44 (0)161 27 50796

Room: 2.13. Z

Humanities Bridgeford Street Building

*Research interests*

Electoral Behaviour, Comparative Political Economy, Contextual and Institutional Effects in Voting and Attitudes, Distributive Policies.

*Selected publications*

Party System Nationalisation and Social Spending. *European Journal of Political Research* (forthcoming).

Strategic voting and non-voting in Spanish elections. *Party Politics* (forthcoming).

Minority governments and budget deficits: The role of the opposition. *European Journal of Political Economy*, 27(3), 554-565. 2011 (with Falcó-Gimeno, A)

**Dr James Lawrence**

[james.laurence@manchester.ac.uk](mailto:james.laurence@manchester.ac.uk)

Tel: 0161 306 6921

Room: 2.13D Humanities Bridgeford Street Building

*Research interests*

- Ethnic diversity and inter-ethnic attitudes
- Communities and social cohesion
- Civic engagement and social capital
- Multi-level modelling and contextual effects

*Selected publications*

2013 Laurence, J. Reconciling the Contact and Threat Hypotheses: Does Diversity Strengthen or Weaken Community Inter-Ethnic Relations? *Ethnic and Racial Studies* [published online first: 14-5-2013]

2013 Laurence, J. 'Hunkering Down or Hunkering Away? The Effect of Community Ethnic Diversity on Residents' Social Networks. *Journal of Elections, Public Opinion and Parties: Special Issue: Assessing the Effects of Immigration and Diversity in Europe*, 23, 255-278

2011 Laurence, J. The Effect of Ethnic Diversity and Community Disadvantage on Social Cohesion: A Multi-Level Analysis of Social Capital and Interethnic Relations in UK Communities'. *The European Sociological Review*, 27, 70-89.

**Dr Laurence Lessard-Phillips**

[laurence.lessard-phillips@manchester.ac.uk](mailto:laurence.lessard-phillips@manchester.ac.uk)

Tel: 0161 275 7672

Room 2.13U Humanities Bridgeford Street Building

*Research interests*

- Immigrant adaptation in a comparative perspective
- Ethnic inequalities in education and the labour market
- Social stratification and mobility

*Selected publications*

Bean, F. B., Brown, S. K., Bachmeier, J., Fokkema, T. and Lessard-Phillips, L. "The dimensions and degree of second-generation incorporation in US and European cities: A comparative study of inclusion and exclusion." *International*

Lessard-Phillips, L, Fibbi, R and Wanner, P. "Assessing the labour market position and its determinants for the second generation." In *The European second generation compared*, ed. M Crul, J Schneider & F Lelie, 165-224. Amsterdam: Amsterdam University Press, 2012. eScholarID:183486

Fokkema, T., Lessard-Phillips, L., Bachmeier, J. D. and Brown, S. K. "The Link Between the Transnational Behaviour and Integration of the Second Generation in European and American Cities: Does the context of reception matter?" *Nordic Journal of Migration Research* 2, no. 2(2012) : 111-123. eScholarID:164171 | DOI:10.2478/v10202-011-0033-x

Rothon, C., Heath, A., and Lessard-Phillips, L. "The educational attainments of the 'Second Generation': A comparative study of Britain, Canada and the US." *Teachers College Record* 111, no. 6(2009) : 1404-1443. eScholarID:122038

**Professor Yaojun Li**  
*Postgraduate Research*  
*Director*

[Yaojun.Li@manchester.ac.uk](mailto:Yaojun.Li@manchester.ac.uk)  
Tel.: 0161 275 0274

Room 2.13  
Humanities Bridgeford Street Building

#### *Research interests*

These include: Social mobility and social stratification; social capital and political engagement; labour market position (employment, class and earnings) of minority ethnic groups in Britain; comparative study of the socio-economic integration of immigrants in the UK and the US; social mobility and social capital in China; and quantitative sociological research using large-scale and complex social surveys.

#### *Selected publications*

Li, Y. and Savage, M. and Warde, A. (2008) 'Social mobility and social capital in contemporary Britain', *British Journal of Sociology*, 59(3): 391-411.

Li, Y. and Marsh, D. (2008) 'New forms of political participation: Searching for Expert Citizens and Everyday Makers', *British Journal of Political Sciences*, 38(2): 247-72.

Li, Y. and Heath, A. (2008) 'Ethnic minority men in British labour market (1972-2005)', *International Journal of Sociology and Social Policy*, 28(5/6): 231-244.

Li, Y. (2009) 'Measuring social capital: formal and informal activism, its socio-demographic determinants and socio-political impacts', in Martin Bulmer, Julie Gibbs and Laura Hyman (eds) *Social measurement through social surveys: an applied approach*, Ashgate Publishing.

**Dr Siobhan McAndrew**  
*Research Associate*

[siobhan.mcandrew@manchester.ac.uk](mailto:siobhan.mcandrew@manchester.ac.uk)  
Tel.: 0161 306 6901

Room 2.13 J  
Humanities Bridgeford Street Building

#### *Research Interests*

My main research interest is in the sources of value, moral and religious change in Europe, in collaboration with David Voas and Ingrid Storm. I am also interested in the social science of music, having built datasets of jazz and classical musicians, to which I apply the techniques of social network analysis. I have also recently worked on the impact of recession on suicide in the US and UK for the Social Change Harvard-Manchester Initiative project 'Hard Times', drawing on interests in the economics and politics of well-being. My overarching interest is in the application of formal methods to the study of society and culture.

#### *Selected Publications*

Nick Crossley, Siobhan McAndrew and Paul Widdop (eds.), *Social Networks and Music Worlds* (Routledge Advances in Sociology, Abingdon: Routledge, forthcoming 2014).

Siobhan McAndrew and David Voas, 'Immigrant Generation, Religiosity, and Civic Engagement in Britain', *Ethnic and Racial Studies* (print version forthcoming 2014, available online <http://www.tandfonline.com/doi/full/10.1080/01419870.2013.808755>).

David Voas, Siobhan McAndrew and Ingrid Storm, 'Modernization and the Gender Gap in Religiosity: Evidence from Cross-National European Surveys', *Koelner Zeitschrift fuer Soziologie und Sozialpsychologie* (forthcoming, October 2013).

David Voas and Siobhan McAndrew. 'Three Puzzles of Non-Religion in Britain', *Journal of Contemporary Religion* (2012), 27/1: 29-48. DOI:10.1080/13537903.2012.642725  
Siobhan McAndrew, 'Religious Faith and Contemporary Attitudes', In *British Social Attitudes: The 26th Report*, eds. Alison Park et al., 87-113. London: Sage, 2010.  
Jonathan Lepper and Siobhan McAndrew, 'Developments in the Economics of Well-Being', HM Treasury Economic Working Paper No. 4, October 2008.

**Dr Nick Shryane**                      [nick.shryane@manchester.ac.uk](mailto:nick.shryane@manchester.ac.uk)                      Room 2.13M  
*Postgraduate Teaching Director*      Tel.: 0161 275 0276                      Humanities Bridgeford Street Building

#### *Research Interests*

I am interested in the statistical modelling of complex psychosocial systems using latent variables. I use generalisations of multilevel, structural equation modelling techniques to analyse data, including factor- and item response theory-mixture models, latent growth curve models and mixed multinomial logit models. I've applied these techniques to address issues of wellbeing and social enfranchisement across a wide variety of topic areas, such as political science, psychology, psychiatry and sociology.

#### *Selected publications*

Palmier-Claus, J., Shryane, N., Taylor, *et al.* (2012). Mood variability predicts the course of suicidal ideation in individuals with first and second episode psychosis. *Psychiatry research*, 206, 240-5.  
Bentall, R., Rowse, G., Shryane, N., *et al.* (2009). The cognitive and affective structure of paranoid delusions. *Archives of General Psychiatry*, 66(3), 236-247.  
Shryane, N., Corcoran, R., Rowse, G., *et al.* (2008). Deception and false belief in paranoia: modelling theory of mind stories. *Cognitive Neuropsychiatry*, 13(1), 8-32.  
Fieldhouse, E., Shryane, N. & Pickles, A. (2007). Strategic voting and constituency context: Modelling party preference and vote in multiparty elections. *Political Geography*, 26(2), 159-178.

**Dr Ingrid Storm**                      [Ingrid.Storm@manchester.ac.uk](mailto:Ingrid.Storm@manchester.ac.uk)                      Room 2.13 W  
*Marston Research Associate*                      Tel.: 0161 275 0797                      Humanities Bridgeford Street Building

#### *Research interests*

I am primarily interested in religious change in Europe and the impact of religion on social and political behaviour. I also have an interest in cultural and moral values, ideology and morality, and ethnic, religious and national identities.

#### *Selected publications*

Storm, I. and Voas, D. (2012) The Intergenerational Transmisison of Religious Service Attendance, *Nordic Journal of Religion and Society* 25(2):19-38  
Storm, I. (2011) Ethnic nationalism and civic religiosity: Christianity and National Identity in Britain, *Sociological Review* 59(4)  
Storm, I. (2011) "Christian Nations"? Ethnic Christianity and Anti-immigration Attitudes in four Western European countries, *Nordic Journal for Religion and Society* 24(1): 75-96  
Storm, I. (2009) Halfway to Heaven: Four Types of Fuzzy Fidelity in Europe, *Journal for the Scientific Study of Religion* 48(4): 702-718

**Dr Gindo Tampubolon**                      [Gindo.Tampubolon@manchester.ac.uk](mailto:Gindo.Tampubolon@manchester.ac.uk)                      Room 2.13  
*MSc Dissertation Coordinator*                      Tel.: 0161 306 6932                      Humanities Bridgeford Street Building

#### *Research interests*

Genome-wide association studies and candidate genes studies of cognition and mental health in the English and American populations (Medical Research Council, 2012-2016). Social capital and well-being. Joint modelling of

attrition and health outcomes.

*Selected publications*

Tampubolon. 2013. Crisis, inequality and well-being in Britain. *Journal of Happiness Studies*. Forthcoming.

Sujarwoto & Tampubolon. 2013. Mother's social capital and child health in Indonesia. *Social Science & Medicine*. DOI:10.1016/j.socscimed.2013.04.32.

Verhaeghe & Tampubolon. 2012. Individual social capital, neighbourhood deprivation, and self-rated health in England. *Social Science & Medicine*. 75(2):349-357.

Tampubolon et al. 2011. Neighbourhood social capital and individual self-rated health in Wales. *Health Economics*. 22(1):14-21

Tampubolon. 2011. Neighbourhood social capital and individual mental health. In van Ham & Manly. *Neighbourhood Effects Research: New Perspectives*. :175-194. DOI:10.1007/978-94-007-2309-2 Springer.

**Core Modules: Semester 1**

**Course: SOCH70111**  
**Title: Religious & Ethnic Change (REC)**  
**Tutor: Dr Siobhan McAndrew**

**Aims:** The main aim is to introduce students to leading scholarly debates over why modernization is associated with religious and ethnic change, and what the consequences may be - demographic, identity-based, social, economic, and political.

Secondary aims are:

- To study secularization and other forms of religious transformation;
- To study migration in its social context;
- To consider the connections between religion and ethnicity.

**Learning Outcomes:** On completion of this unit successful students will be able to:

- Identify the sources of religious and ethnic change, adjudicating between socio-structural arguments, value shifts arguments, and diffusion arguments.
- Define and critically assess concepts that are used in the discussion of religion, secularization, race and ethnicity.
- Place religion, secularity, migration and ethnicity in their social context.
- Explain and use data and methods appropriate to the field.
- Make connections between the scholarly understanding of this topic and policy decisions related to integration, multiculturalism, inequality and other issues.
- Interpret leading texts in the study of religion and ethnicity, evaluating their arguments and quality of evidence presented.
- Provide a critical assessment of concepts and texts through oral and written presentations.

**Content**

- Sources of religious change: leaving, switching, migration, intermarriage, demography.
- Sources of ethnic change: redefinition, migration, intermarriage, demography.
- Secularization and religious competition.
- Religious reactions to modernity: fundamentalism, terrorism, and new age spirituality.
- Immigration into developed societies.
- Theories of integration and multiculturalism.
- Religious and ethnic change, value shifts, and implications for moral psychology.
- Religion and ethnicity as sources of political mobilisation.

**Teaching and learning methods**

- 10 one-hour lectures.
- 10 one-hour seminars with student-led discussion of required reading.
- Individual one-hour sessions to discuss mid-semester essay feedback and essay plans for the final essay.

**Assessment**

|                               |  |   |
|-------------------------------|--|---|
| Active Participation in Class | - Each student is expected to take a turn opening the seminar discussion, providing 3-5 minutes of comments and observations on the week's readings.<br>- Evidence of preparation and reading as exhibited through contribution to the general discussion. | 10%                                     |
| Consistent Attendance         | At least 70% of all lectures and seminars is required.   | Attendance required to pass the module. |
| Mid-Term Essay                | 1500 words   | Submission required to pass module      |
| Final Essay                   | 3000 words   | 90%                                     |

The mid-term essay does not count towards the final course marks, but provides formal course feedback and guidance on required standards ahead of the final essay.

**Preliminary reading:** The following will provide useful introductions to the subject as a whole, and will be referred to consistently throughout the course.

- Brown, Callum G. (2001), *The Death of Christian Britain: Understanding Secularisation 1800-2000*. London: Routledge.
- Gordon, Milton M. (1964), *Assimilation in American Life: The Role of Race, Religion and National Origins*. Oxford: Oxford University Press.
- Mason, David (2000), *Race and Ethnicity in Modern Britain*. Oxford: Oxford University Press.
- Putnam, Robert and Campbell, David (2010), *American Grace: How Religion Divides and Unites Us*. New York: Simon and Schuster.
- Norris, Pippa and Inglehart, Ronald (2004). *Sacred and Secular: Religion and Politics Worldwide*. New York: Cambridge University Press.

**Course: SOST70521**

**Title: Methodology & Research Design (MARD)**

**Tutor: Albert Varela**

### **Aims**

To provide an understanding of the principles of research design and strategy, including an appreciation of alternative research methodologies and their underpinnings in epistemology. The course provides a gateway to other methods courses taught as part of the Social Change and Social Research Methods and Statistics programmes.

### **Learning Outcomes**

*On completion of this unit successful students will be able to:*

- Define and formulate researchable problems using appropriate research designs.
- Understand key philosophical approaches to social scientific research and scholarship
- Perceive that the nature of a specific research question may imply a particular research design because of the existence of different types of social object.
- Appreciate strengths and weaknesses of qualitative and quantitative methods based upon an analysis of the epistemology traditionally associated with each.
- Understand how to operationalise a research design in an ethical way.

### **Content**

Students will understand the debate over 'paradigms'; show knowledge of the elements of discourse; understand that 'knowledge' is socially constructed; place themselves as social actors in the scene that is being described; operationalise a theory; recognise triangulation and its underlying epistemological assumptions; argue for and against the traditional tenets of empiricism; use elements of philosophical realism; and explicitly describe the involvement of social norms (compared with notions of objectivity) in the conduct of post-structuralist social science.

Furthermore, each student will be able to formulate research questions in a social science subject area using appropriate research strategies, conduct a literature review, present an appropriate research design, and perceive that the nature of a specific research question may imply a particular research design because of the existence of different types of social object.

### **Teaching and learning methods**

A mixture of lectures, formative assessment work, seminars, and practicals involving group work and a presentation.

### **Assessment**

Written essay on research methodology – 1000 words - 50%

Written essay on a research design topic – 2000 words – 50%

One presentation (either by group or individual) – verbal – required but not assessed

## Preliminary reading

Blaikie, Norman (2000) *Designing Social Research*, Cambridge: Polity.

Hakim, Catherine. (2000) *Research Design: Successful Designs For Social and Economic Research*, 2nd ed. London: Routledge.

**Course: SOST70511**

**Title: Introduction to Quantitative Methods (IQM)**

**Tutor: Dr Mark Brown**

## Module Aims and Objectives

The module aims to equip students with a basic grounding in the theory and methods of quantitative data analysis, focussing on the social survey. It is an introductory level course aimed at graduate students who have no real background in quantitative methods. Some of the more basic material in the module covers the same ground as is covered in the statistics section of many GCSE maths syllabuses. We build on that basic material to provide you with an understanding of surveys, sampling and data analysis.

*The module aims to:*

- Introduce you to the social survey as a key quantitative resource for Social Science research.
- Introduce you to survey data, with consideration of the process by which variables in a dataset are derived from the survey questionnaire.
- Introduce you to the role of random sampling in survey research – this will cover the theory that allows us to generalise findings from sample data to the wider population
- Provide an understanding of different sampling designs, including their strengths and weaknesses
- Provide basic training in the data analysis software package, SPSS
- Provide basic training in the techniques of exploratory data analysis using SPSS to analyse ‘real’ data drawn from the Government social surveys.
- Provide the skills required to carry out, interpret and report a secondary data analysis

Outcomes: On completion of this unit successful students should be able to demonstrate:

- Understanding of the way surveys are used in social research
- Knowledge and understanding of the derivation and attributes of survey data, including levels of measurement
- Understanding of the role of sampling in survey research and the underlying theory that enables generalisation from random samples
- Knowledge of different sample designs and how these can be applied in a practical context.
- Basic familiarity with a range of techniques for exploratory data analysis using SPSS
- An ability to interpret the output of secondary analysis accurately and critically

## Teaching Methods

The module is delivered through a series of 11 lectures and 7 Lab classes (running after lectures from week 4).

The module is supported by a Blackboard site providing you with:

- electronic copy of all course materials including lectures, handouts, assignments and course datasets.
- Other resources including web-links to e-learning materials relevant to the course

In addition to on-line support, we provide a regular drop-in service for those requiring one-to-one help and guidance

## Module Content

The module moves sequentially through the following main components:

- An introduction to quantitative surveys (weeks 1-3): We introduce the sample survey and its role in social research, and consider the basic characteristics of a survey dataset and the techniques for getting to know survey data.
- Sampling (weeks 4-5): We cover the basic theory that underlies the sampling process and the way sample data can be used to make inferences about the populations from which it is drawn. Different sampling methods are discussed and compared.



- Data Analysis (weeks 6-10): We provide an introduction to strategies and techniques of data analysis. Starting with basic techniques for looking at single measures, we move to consider methods for looking at the relationship between variables, including crosstabulation, correlation, and simple linear regression. We will also cover the concept of statistical significance and the use and interpretation of statistical tests.
- A concluding lecture brings things together with an overview of key concepts and methods taught.

### **Assessment**

The course is formally assessed through completion of a research report (2500 words) based on the analysis of a survey dataset. A detailed description of the assignment will be provided in a separate document. (100%)

### *Other Non-Assessed Work*

Weekly Exercises (based on lab classes 3 to 7). Submitted answers will be assessed by a tutor and returned during the following lab class.

N.B. These exercises will not contribute to your final course mark but provide you and us with valuable feedback on progress. Moreover, they cover all the techniques required for the main assignment and so should be considered as essential preparation for this work.

**Course: SOCH71012**

**Title: Social Capital and Social Change**

**Tutor: Professor Yaojun Li**

**Aims:**

- To study the different concepts of social capital and its role in social change
- To empirically measure the different aspects and components of social capital
- To see the patterns and trends of formal and informal domains of social capital in capitalist countries, particularly in the US and the UK
- To examine the underlying (individual and contextual) factors for social capital generation, and the impacts of social capital upon people's socio-economic orientations (such as trust) and other outcomes of interest (such as educational attainment, health, labour market access and occupational advancement)
- To assess other important social changes in contemporary societies, particularly Britain and the USA, in terms of social mobility and minority ethnic immigration in education, employment and class

**Learning Outcomes:** *On completion of this unit successful students will be able to:*

- Have a good theoretical understanding of the debates on social capital, social mobility and ethnic integration as three interrelated important themes of social change in contemporary societies
- Critically examine the concepts and measurements of social capital through survey data
- Analyse the distinction between formal and informal social capital with its respective sources and consequences, that between social and cultural/human capital, and that between social and political capital
- Compare and contrast different theoretical approaches to social capital research and their empirical implications in empirical (especially quantitative, survey-based) research
- Understand the interrelations between social capital, social mobility, gender and ethnicity

**Content:**

- Theoretical approaches to social capital: a conceptual journey
- Social capital in the US and the UK: patterns and trends of civic engagement
- Measurement and distribution of social capital: formal and informal
- Determinants of social capital: class, education, diversity, gender and locality
- Impacts of social capital on trust, health, education and labour market positions
- Social capital and socio-economic disadvantages by minority ethnic groups
- Social change in Britain: social mobility, education, ethnicity and labour market
- Social mobility and social capital
- Social deprivation and ethnic diversity on trust and civic governance
- Social, cultural and political capital: new forms of social stratification

**Teaching and learning methods:**

- 10 2-hour lectures including 2-hour guided student presentations
- Students are not assessed on their presentations *per se*
- Course attendance and involvement in the guided reading and tutorials is assessed and counts for 10% of the overall course mark. The criteria for this involvement include active engagement with the lecturer and teaching assistant, active participation in group discussions, good understanding of the course materials, and individual engagement in the preparation of the individual presentation.
- In addition to formal lectures, there will be online (on Blackboard) materials and formative essays where the course leader will provide feedback. Extra time to see the course lecturer is welcome, on the basis of prior appointments.

**Assessment:** 3000-word essay;

**Preliminary reading:**

- Coleman, J.S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94:S95-S120.  
Granovetter, M. (1973) 'The strength of weak ties', *American Journal of Sociology*, 78(6): 1360-1380.

- Hall, P. (1999) 'Social Capital in Britain', *British Journal of Political Science*, 29: 417-461.
- Halpern, D. (2005) *Social Capital*, Cambridge: Polity.
- Li, Y., Savage, M. and Pickles, A. (2003) 'Social Capital and Social Exclusion in England and Wales (1972-1999)', *British Journal of Sociology*, 54(4): 497-526.
- Li, Y., Pickles, A. and Savage, M. (2005) 'Social Capital and Social Trust in Britain', *European Sociological Review*, 21(2): 109-23.
- Li, Y., Savage, M. and Warde, A. (2008) 'Social mobility and social capital in Britain', *BJS*, 59(3): 391-411.
- Li, Y. and Marsh, D. (2008) 'New forms of political participation: Searching for Expert Citizens and Everyday Makers', *BJPS*, vol. 38, part 2, pp. 247-72.
- Li, Y. (2010) 'Measuring social capital: formal and informal activism, its socio-demographic determinants and socio-political impacts', in Martin Bulmer, Julie Gibbs and Laura Hyman (eds) *Social measurement through social surveys: an applied approach*, Ashgate Publishing.
- Heath, A. and Li, Y. (2008) 'Period, life-cycle and generational effects on ethnic minority success in the labour market', in F. Kalter (ed.) *Migration und Integration, Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 48: 277-306.
- Lin, N., Ensel, W. and Vaughn, J. (1981), 'Social resources and the strength of ties: structural factors in occupational attainment', *American Sociological Review*, 46: 393-405.
- Lin, N. (1999) 'Inequality in Social Capital', *Contemporary Sociology*, 29(6): 785-795.
- Lin, N. (2001) *Social Capital*, Cambridge: Cambridge University Press.
- Lin, N. and Erickson, B. (2008) (eds) *Social Capital: An International Research Program*, Oxford: OUP.
- McPherson, Miller, Smith-Lovein, Lynn and Brashears, M.E. (2006) 'Social isolation in America: Changes in core discussion networks over two decades', *American Sociological Review*, 71(3): 353-75.
- Portes, A. (1998) Social capital: its origins and applications in modern sociology, *Annual Review of Sociology*, 24, 1-24.
- Portes, A. and Patricia Landolt. (1996) 'The downside of social capital', *The American Prospect* (26) May-June, pp. 18-21, 94. saved and printed
- Putnam, R. (1993) 'The prosperous community: social capital and economic growth', *American Prospect*, Spring, Vol. 13, pp: 35-42.
- Putnam, R. (1996) 'The Strange Disappearance of Civic America', *American Prospect* 24: 34-48.
- Putnam, R. (2000) *Bowling alone: the collapse and revival of American community*, New York: Simon & Schuster.
- Putnam, Robert D. (2002) (ed.) *Democracies in Flux: the evolution of social capital in contemporary society*, Oxford: Oxford University Press.
- Putnam, R. D. (2007) 'E Pluribus Unum: Diversity and Community in the Twenty-first Century, The 2006 Johan Skytte Prize Lecture', *Scandinavian Political Studies*, 33(2): 137-74.
- Sturgis, P., Brunton-Smith, I., Read S., Allum, N. 2010 'Does ethnic diversity erode trust?: Putnam's 'hunkering-down' thesis reconsidered', *British Journal of Political Science*, 41(1): 57-82.
- Woolcock, M. (1998) "Social Capital and Economic Development: Towards a Theoretical Synthesis and Policy Framework" *Theory and Society*, 27: 151-208.

### **Aims**

- To outline the contemporary state of citizen politics in advanced industrial democracies in terms of mass attitudes and behaviours.
- To profile the key theoretical and empirical literature relevant to explaining and understanding changes in citizen politics.
- To show how social and cultural forces play a role in shaping citizen politics.
- To examine the impact of political organisations in facilitating and mobilizing citizen participation, and accounting for changes in citizen politics.
- To assess the importance of a range of informal actors, media and new communication technologies in promoting established and newer non-conventional forms of citizen engagement.
- To show how new forms of participation and protest arise in citizen politics.
- To critically review empirical measures and analyses of citizen political behaviour and attitudes.
- To critically review theoretical perspectives in accounting for citizen politics.
- To promote independent analysis by students of citizen politics using major comparative datasets.

**Objectives:** On completion of this unit successful students will be able to:

- Identify different forms of political participation and their significance from a comparative perspective.
- Understand and critically assess the main theories explaining why citizens participate in politics and how this has changed over time.
- Critically assess the role of a range of formal and informal actors, system-level forces and individual characteristics in influencing citizen politics.
- Read, interpret, critically evaluate and conduct empirical studies of citizen political attitudes, values and behaviour.

### **Course Content**

#### Section I: The contemporary state of citizen politics

Socio-cultural factors as a source of changing patterns of political participation

Supply side factors – Parties, Election Campaigns and Media as sources of political change.

#### Section II: Accounting for change in citizen politics

Electoral participation, vote choices and the role of political parties

Non-electoral participation, protest and anti-establishment citizen politics

E-participation and E-democracy

### **Teaching Methods**

10 - 1 hour lectures

10 - 1 hour seminars (with student led discussion/presentations)

2 - 2 hour data workshops – practical analysis of major electoral, attitudinal and mass-level political action datasets.

**Assessment:** Essay 3000 words 75%; Seminar Presentation 15%; Participation 10%

Prerequisites for participation marks: attendance at 70% of all lectures and seminars, and submission of a compulsory 1,500 word mid-term essay. This essay does not count toward course marks but provides essay practice and formal course feedback.

### **Preliminary reading**

Beetham, D. (2005). *Democracy: a beginner's guide*. Oxford: One world.

Robert Dahl, "The Behavioural Approach in Political Science: Epitaph for a Monument to a Successful Protest." *American Political Science Review* (1961) 55:763- 72.

Dahl, R. A. (1998). *On democracy*. New Haven, Conn.; London: Yale University Press.

Dalton, R. J. (2000) 'Citizen Attitudes and Political Behaviour' *Comparative Political Studies* 33 (6-7):912-940.

Dalton, R.J. (2005) *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*, CQ Press, USA.

**Course: SOCH70162**

**Title: Applying Quantitative Methods**

**Tutor: TBC**

**Aims:** The course unit aims to provide intermediate level training in applying quantitative statistical methods to social science research problems. The course aims to provide students from across the SoSS who are not registered on specialist quantitative methods programmes with the skills and confidence to use quantitative methods in their research dissertations. Specifically, the course aims to:

- 1) Enable student understanding of regression modelling (linear, binary logistic) and factor analysis.
- 2) Provide students with the skills to use SPSS to run the above analyses.
- 3) Enable student understanding of how to use the methods above to answer their social research questions.
- 4) Provide a learning environment in which students build up their ability to interpret and report upon such analyses.

On completion of this unit successful students will be able to demonstrate the following specific objectives:

1. Understanding of the principles and appropriate usage of
  - a. Multiple linear regression models
  - b. Binary logistic regression models
  - c. Exploratory factor analytic techniques.
2. The use of SPSS to run
  - a. Multiple linear regression models
  - b. Binary logistic regression models
  - c. Exploratory factor analytic techniques.
3. An ability to plan and operationalise these techniques in addressing a research question, using large-scale social survey data.
4. To write coherent reports about a piece of quantitative data analysis.

**Course content:**

Section 1: Weeks 1-3: Using linear regression to answer a research question

Section 2: Weeks 4-5: Using logistic regression to answer a research question

Section 3: Weeks 6-7: Building and evaluating regression models

Section 4: Weeks 9-10: Understanding and using factor Analysis.

**Teaching and learning methods:** Each week consists of a 2 hour lecture/practical and a 1 hour drop-in session. Students are also expected to complete online self-tests and submit short, non-assessed assignments for formative feedback.

**Assessment:** The course unit will be assessed by two pieces of coursework:

Part 1: Assignment on linear regression (1000 words; 33%; submission deadline 7<sup>th</sup> March).

Part 2: Assignment on logistic regression and factor analysis (2000 words; 67%; submission deadline 6<sup>th</sup> May).

**Preliminary Reading:**

Field, A. (2009) *Discovering Statistics Using SPSS*, Third Edition. London: Sage.

## Examples of optional modules

There is a wide range of modules available to choose your optional module from. You may select any module offered by the School of Social Sciences, with the requirements that **i)** It is timetabled so that it does not conflict with one of the core Social Change modules, and **ii)** that it is a 15-credit module that is taught and assessed within a single semester.

Below is a list of some of the modules on offer that fit thematically with the Social Change programme.

|               |                                       |
|---------------|---------------------------------------|
| <b>Course</b> | <b>POLI 70872</b>                     |
| <b>Title</b>  | <b>Democracy: Theory and Practice</b> |
| <b>Tutor</b>  | <b>Dr Richard Child</b>               |

**Aim:** To provide a bridge between the theory and practice of democracy as found in the local, national and international arenas. Using theoretical insights, definitions and concerns, the aim of the course is to focus on a number of empirical and practical problems which concern democratic theorists and practitioners around the world.

**Outcome:** *On completion of this unit successful students will be able to:*

Understand the key normative ideas that underlie democratic theory, and demonstrate this understanding by applying these insights to solving contemporary practical problems. Some examples of these problems are: 1. overcoming the democratic deficit, 2. ensuring adequate representation for women and minorities in liberal democratic pluralist societies 3. finding ways of modernising elections 4. educating the country's youth about democracy.

On completion of this unit successful students will be able to demonstrate:

- An in-depth knowledge and understanding of the values and goals underlying democratic theory.
- An ability to identify and describe the complex problems that arise in the implementation of democracy at the local, national and international levels.
- Show an in-depth critical knowledge of the attempts to solve various contemporary problems associated with democratic theory and its application.
- The ability to critically reflect on the contemporary debates concerning the democratic deficit, the representation of minorities in a liberal democratic society, teaching civic skills in schools especially those concerned with inculcating the values of democracy, the effect of different electoral systems on the realisation of democratic values and ideals.
- To articulate and defend their own position *vis à vis* the value and importance of democratic values and their practical implementation at the local, national and international arenas.

**Content:** This course examines the important normative theoretical frameworks which discussions of democracy and its applications take place. For example, some of the key questions are: Why is democracy valuable? What values underlie the ideal democratic system? Should democracy be modelled on the idea of a forum or market place?

These important insights are then applied to several practical concerns and issues which concern contemporary societies at the local, national and international levels.

Weekly Topics:

- (1) Organization/Introduction
- (2) Democracy: Normative Underpinnings.
- (3) Democracy: Market or Forum?
- (4) Democracy and Liberalism: natural bedfellows?
- (5) Democratic Systems: Proportional versus Winner-Takes-All.
- (6) Representing minorities and gender in democratic societies.
- (7a) Applying democracy at the local, national and international levels: problems and pitfalls.
- (7b) Teaching democratic values to children and attracting first time voters.
- (8a) The democratic deficit: turnout problems, modernising elections, compulsory voting.
- (8b) Democracy and international affairs: what model of democracy should the UN use?

**Teaching Methods:** 8 x 2 hour lectures

**Assessment:** One essay of 3,500 words (75%), paper/presentation (15%), participation (10%).

**Preliminary Reading:**

- Beetham, D. (2005) *Democracy: A Beginner's Guide* (Oxford: One World Publications)

- Blais, Andre (2000) *To Vote or Not to Vote: The Merits and Limits of Rational Choice Theory* (Pittsburgh: University of Pittsburgh Press).
- Christiano, Thomas (ed.) (2003) *Philosophy and Democracy* (Oxford: OUP)
- Dahl, Robert. (2000) *On Democracy* (New Haven: Yale UP)
- Eliasoph, N. (1998) *Avoiding Politics: How Americans Produce Apathy in Everyday Life* (Cambridge: Cambridge University Press)
- Fasulo, L. (2004) *An Insider's Guide to the United Nations* (New York; UNDP)
- Goodin, R. & Pettit, P. (1997) *Contemporary Political Philosophy: An Anthology* (Blackwell).
- Gutmann, Amy and Dennis Thompson. *Democracy and Disagreement* (Cambridge: Harvard UP)
- Milner, Henry (2002) *Civic Literacy: How Informed Citizens Make Democracy Work* (Hanover: University Press of New England).
- Parkinson, John. (2006) *Deliberating in the Real World: Problems of Legitimacy in Deliberative Democracy* (Oxford: OUP)
- Pattie, C., Seyd, P. & Whiteley, P. (2003) "Citizenship and Civic Engagement: Attitudes and Behaviour in Britain" *Political Studies* 51, 443-68.
- Putnam, Robert (2000) *Bowling Alone: the Collapse and Revival of American Community* (New York: Simon & Schuster).
- Russell, Andrew; Fieldhouse, Ed; Kalra, Virinder & Purdam, Kingsley. (2003) *Electoral Commission: Research Report "Voter Engagement & Young People"*
- Shapiro, Ian (2003) *The State of Democratic Theory* (Princeton: Princeton University Press)
- Skocpol, Theda & Fiorina, Morris (eds.) (1999) *Civic Engagement in American Democracy* (Washington/New York: Brookings Institute/Russell Sage Foundation,).
- United Nations Development Programme Website: Online: <http://www.undp.org/governance/>
- Wattenberg, Martin (2002) *Where Have All The Voters Gone?* (Cambridge, Mass: Harvard University Press).

**Course: SOST60421**  
**Title: Survey Research**  
**Tutor: Dr Kingsley Purdam**

### Aims

- Introduce students to the role of surveys in social research;
- Provide an introduction and practical experience of the key elements of conducting a survey - development of a research question, questionnaire design, sampling, fieldwork and data entry;
- Provide a practical learning forum for students to consolidate and further develop their academic knowledge about research methods.

**Learning Outcomes:** By the end of the course students should have:

- The practical skills needed to conduct a survey from the point of defining the research question to conducting the fieldwork, preparing the data and initial analysis.
- Applied and developed their knowledge of survey methods and methodology.
- Evaluated different survey methods and sampling techniques.
- Developed their knowledge and understanding of government and social surveys.

### Course Content

The social survey is a research tool of fundamental importance to government and social researchers. The course addresses a need for training in the understanding of survey data and in aspects of survey design and data collection. It covers key generic and subject specific training needs specified in the ESRC's postgraduate training guidelines. The course often includes presentations from external speakers from research organisations. In the past, sessions have included speakers from local authorities and commercial survey companies such as MORI.

**Teaching and learning methods:** The course is taught over 10 weekly sessions and comprises lectures, practicals and workshops. The course includes an actual survey thus giving students practical, hands on experience of research in practice. The course will be structured around the following areas:

- Introduction to social surveys
- Sampling
- Questionnaire design

- Piloting
- Fieldwork
- Data analysis and presenting results

**Assessment:** The assessment for this module is an essay (of not more than 3,000 words) which should outline and discuss how you would set about conducting a survey to answer a specific research question of interest. You should include a short example question module designed to collect the appropriate information with which to address the specified research question, which would form part of a larger questionnaire. You are asked to assess the strengths and weaknesses of your survey questions.

Though non-assessed you are also required to: (i) participate in the fieldwork component of the course and (ii) to give a short review of a survey in the news or survey methodology article during the course.

### **Preliminary Reading and References**

#### *Resources*

Survey Resources Network

<http://www.surveynet.ac.uk/>

Question Bank (Social Surveys Online):

<http://surveynet.ac.uk/sqb/qb/>

- Alasuutari, P., Bickman, L. and Brannen, J. (2008) Sage Handbook of Social Research methods
- Babbie, E. (2006) The Practice of Social Research, Wadsworth.
- Bryman, A. (2004) Social Research Methods, OUP.
- Czaja, R. & Blair, J. (2005) Designing Surveys: A guide to decisions and procedures, Pine Forge Press
- Dale, A. (2006) Quality Issues with Survey Research. In International Journal of Social Research Methodology, Vol 9 No 2 April 2006.
- De Vaus, D. (2001) Surveys in Social Research, Allen and Unwin, 3rd Edition
- Devellis. R.F. (2003) Scale Development, C.A. Sage
- Gilbert, N. (2008) (ed). Researching Social Life. Sage
- Groves, R. (2004) Survey Methodology. Wiley Series in Survey Methodology.
- Marsh, C. (1982) The Survey Method. Allen and Unwin.
- Mason, J. and Dale, A. (2011) Understanding Social Research, Sage.
- May, T. (2004) Social Research Issues: Methods and Practices. OUP
- Moser, C.A. and Kalton, G. (1985) Survey Methods in Social Investigation
- Saris, W.E. and Gallhofer, I.N. (2008) Design, Evaluation, and Analysis of Questionnaires for Survey Research, Wiley Series in Survey Methodology
- Williams, M. and Vogt, W. (2011) Sage Handbook of Innovation in Social Research Methods



**Course: SOST70011**  
**Title: Introduction to Statistical Modelling**  
**Tutor: Dr Mark Elliot**

**Aim:** *The unit aims to:*

- 1) Enable student to understand the following topics: Regression modelling (linear, binary logistic, multinomial logistic, multilevel), principal components analysis, and cluster analysis and Structural equation models.
- 2) Provide students with the skills to use statistical packages to run analyses using the above techniques.
- 3) Provide a learning environment in which students build up their ability to interpret and report upon such analyses.

**Outcome:** *Students should be able:*

- To understand the principles of several regression modelling, data reduction and classification (DRC) techniques.
- To understand the practical application of the statistical concept of variance.
- To produce and interpret regression models and DRC analyses and the necessary supporting exploratory analyses in SPSS.
- To decide on a plan of action for hypothesis testing of a research question, given large-scale social survey data. To write coherent reports about a piece of quantitative data analysis.

### **Teaching and Learning**

The course will be delivered in eleven 2-hour classes consisting of a one-hour lecture followed a one-hour lab class. In the lab class the students will be required to carry out formative tasks designed to strengthen their understanding. The course is a series of lectures with associated practical sessions. Weekly back-up support will also be provided in the form of an office hour. The students will be required to complete one piece of formative homework each week. They will receive feedback on that work. The homework will either be in the form of structured short-answer questions requiring students to run and interpret simple analyses, or in the form of short reports on a more extensive piece of analysis. The latter will enable students to practice and receive feedback on the skills required for the assessment.

### **Assessment**

A report on a series of analyses on two or more datasets aimed at demonstrating the ability to investigate a significant research question (e.g. the factors related to unemployment or ill-health) using quantitative data and techniques. Essay 3000 words worth 100%

### **Preliminary Reading**

Field, A (2009) *Discovering Statistics Using SPSS* (Introducing Statistical Methods, Second Edition). London: Sage Publications.

**Course: SOST70151**  
**Title: Statistical Foundations**  
**Tutor: Dr Johan Koskinen**

### **Aim**

To give students: (a) a firm grounding in the basics of statistical inference, (b) an understanding of how study design affects the kinds of inferences that can be drawn from different kinds of social science data, (c) the confidence and ability to draw different kinds of statistical inferences from real data.

### **Content**

The course is divided into six themes: (1) Population, samples and descriptive statistics (2) fundamental concepts in probability theory (3) Common probability distributions and their properties (4) Estimators (5) Hypothesis testing (6) Causal inference, modelling and practical considerations in social science

### **Assessment**

| Assessment task | Length | Weighting within unit (if relevant) |
|-----------------|--------|-------------------------------------|
|-----------------|--------|-------------------------------------|

|  |          |                          |
|--|----------|--------------------------|
| Examination at the end of semester 1.  | 2 hours  | Part A: 20%; part B: 30% |
| A critical description of statistical inference as used in a selected journal article (coursework) | 2K Words | 50%                      |

### Teaching and Learning

Twelve 1 hour lectures followed by 1 hour computer based practical and discussion sessions.

### Preliminary Reading

- Agresti, A. and Finlay, B. (2008): Statistical Methods for the Social Sciences (4<sup>th</sup> Edition). Pearson International Edition.  
Lindsey, J. K. (1999) Revealing Statistical Principles. Arnold.

**Course: SOCY60331**  
**Title: Social Theory & Cultural Identity**  
**Tutor: Dr Peter McMylor**

### Aims

The course aims to appeal to graduate students thinking about the nature and purpose of contemporary social theory. It will seek to explore issues in relation to the contested nature of the concepts of tradition and detraditionalization, community and individual.

### Objectives

The course will examine the way these concepts have been thematised in classical social thought and in recent discussions around self-identity, communitarianism, modern forms of collective representation and ideologies. A particular focus of the course will be the role of ethical/moral categories in social explanation and understanding.

### Course Content

The course aims to appeal to graduate students thinking about the nature and purpose of contemporary social theory. It will seek to explore issues in relation to the contested nature of the concepts of tradition and detraditionalization, community and individual. This will be done by examining the way these concepts have been thematised in classical social thought and in recent discussions around self-identity, communitarianism, modern forms of collective representation and ideologies. A particular focus of the course will be the role of ethical/moral categories in social explanation and understanding. Writers discussed will include such figures as Alasdair MacIntyre, Zygmunt Bauman, Charles Taylor. The course is to focus on a limited number of texts and to proceed with a detailed analysis of each. Close readings of some selected texts and open discussions will thus serve as the format for the majority of the seminars.

### Teaching Methods

Weekly lectures and tutorials

### Assessment

3000 word assessed essay

### Preliminary Reading

- P.Heelas ed Detraditionalisation  
A. MacIntyre, After Virtue  
Z.Bauman , Postmodern Ethics  
C.Taylor, The Ethics of Authenticity  
A. Seligman, Modernity's Wager

**Course: SOST70032**  
**Title: Advanced Survey Methods**  
**Tutor: Maria Pampaka**

### Aims

This course provides an insight into the design and methodological issues for the analysis of complex surveys. It also introduces analytical methods and software for handling complex survey data.

### Learning Outcomes:

At the end of this module, students should be able to:

- Know several methodological aspects of conducting a survey.
- Assess the strengths and weaknesses of the design of secondary survey data.
- Assess how aspects of survey design will impact on the analysis.
- Use STATA (and other) software to analyse complex survey data.
- Understand the difference between model-based and design-based approaches to handling complex survey designs.

### Content

This module will extend the students' skills on conducting survey research by focussing on more advanced methodological aspects of surveys. It covers the most important features of design and analysis in complex surveys. Different sampling strategies involving stratification and clustering will be discussed, in regards to their impact on analysis. Further aspects of survey methodology such as interviewer effects and non-response will be presented, as well as methodological issues arising in longitudinal designs, such as clustering and attrition. Since a major focus of the course relates to how these methodological aspects affect the analysis, two different statistical approaches of dealing with all these features of complex surveys will be discussed: the design and model-based approach. A substantial part of the course will be based on computer sessions whereby the techniques of handling complex surveys will be practised with complex datasets.

### Assessment

The assessment for this module will be based on a mid-term online test (15%) and one piece of coursework of 3000 words (85%).

### Prerequisites

The students should have some familiarity with survey research and statistical modelling. A good introduction is provided by the module: [Introduction to Statistical Modelling](#) (ISM) SOCS70011

Some familiarity with the STATA software is necessary. CCSR offers a short course introduction to STATA twice during the first semester.

**Course: SOST70292**

**Title: Multilevel Modelling**

**Tutors: Dr Mark Tranmer, Dr Johan Koskinen**

### Aim

The aim of this unit is to teach students the theory of multilevel models and present applications of multilevel models as well as software for fitting such models.

**Objectives:** *Students should be able to:*

- Recognise when there is a need for more advanced modelling techniques
- Apply multilevel techniques to normal response data, discrete data and repeated measures data
- Acquire knowledge on how to use the MLwiN software for fitting multilevel models
- Understand why multilevel analysis may be more appropriate for certain data designs such as clustered designs
- Discuss the basic underlying theory of multilevel models
- Interpret in non-technical language the results from a multilevel analysis of a large dataset
- Use MLwiN software for multilevel analysis
- Students will develop skills for using multilevel models for their own research and for reading journal papers that very often employ multilevel analysis

### Course Content

This unit will teach the theory and applications of multilevel models. Having introduced the basic statistical concepts and modelling tools in Semester 1, in this module, students will be introduced to more advanced modelling techniques. The unit will cover basic and more advanced multilevel models including random intercepts models, random slopes models, inference for multilevel models, the use of contextual variables in multilevel analysis, modelling complex variance structures, binary response multilevel models, modelling repeated measures and multivariate response linear models. All students will gain familiarity with and hands-on experience. Typically this will be managed by having both lectures and practical workshops in each session. Statistical software such as SPSS, MLwiN will be used. A range of prepared data sets will be used, including large-scale surveys and longitudinal studies. Students will achieve, as a minimum, a level of competence that enables them to use more advanced modelling techniques.

### **Teaching and Learning**

The course will consist of lecture-based sessions and practical sessions (MLwiN workshops).

### **Assessment**

The assessment for this module will be based on one piece of coursework.

### **Key Reading**

Rasbash, J., Steele, F., Browne, W. and Goldstein, H. (2009) A user's guide to MLwiN. Centre for Multilevel Modelling, University of Bristol  
[www.cmm.bristol.ac.uk/MLwiN/download/MLwiN-userman-09.pdf](http://www.cmm.bristol.ac.uk/MLwiN/download/MLwiN-userman-09.pdf)

### **Additional Reading**

Dobson, A. (2002). An introduction to generalized linear models. Chapman and Hall  
Goldstein, H. (1995). Multilevel Statistical Models. London: Edward Arnold.  
Snijders, T.A.B. and Bosker, R.J. (1999). Multilevel Analysis. London: Sage.

Semester 1

|       | <i>Monday</i>  | <i>Tuesday</i>   | <i>Wednesday</i>   | <i>Thursday</i>   |
|-------|--|--|--|---|
| 10.00 | Power & Progress (SOCY60141)<br>10.00-12.00                                    |  |  | Statistical Foundations (SOCS70151)<br>10.00 – 12.00<br>Williamson 3.59 |
| 11.00 |  |  |  |   |
| 12.00 |  |  | <b>Introduction to Quantitative Methods (SOST70511)</b><br>12.00 – 1.00, Lecture<br>IQM Workshop 1 *<br>1.15 – 2.40, HBS 2.1 | Social Theory & Cultural Identity (SOCY60331)<br>12.00 – 2.00           |
| 1.00  |  |  |  |   |
| 2.00  | <b>Religious &amp; Ethnic Change (SOCH70111)</b><br>14.00 – 16.00<br>ALB G.019 | Survey Research (SOST60421)<br>2.00 – 4.00<br>Mansfield Cooper<br>2.01 |  |   |
| 3.00  |  |  | IQM Workshop 3 *<br>4.15 – 5.40, HBS 2.1   |   |
| 4.00  |  |  |  |   |
| 5.00  |  |  |  |   |

Compulsory courses are shaded

\* Choose just one workshop

Friday's are reserved for QRM modules only

Semester 2

|       | <i>Monday</i> | <i>Tuesday</i>   | <i>Wednesday</i>  | <i>Thursday</i>   |
|-------|---------------|--|---|---|
| 10.00 |               | <b>Applying<br/>Quantitative<br/>Methods</b><br>(SOCH70162)<br>10.00 – 12.00<br>Mansfield Cooper<br>2.01 | <b>Comparative Citizen<br/>Politics</b><br>(SOCH71042)<br>11.00 – 13.00 | Multilevel<br>Modelling<br>(SOST70292)<br>10.00 – 13.00<br>Mansfield Cooper<br>2.01 |
| 11.00 |               |  |   |   |
| 12.00 |               |  |   |   |
| 1.00  |               |  |   |   |
| 2.00  |               | <b>Social Capital &amp;<br/>Social Change</b><br>(SOCH71012)<br>14.00 – 16.00                            | Democracy: Theory<br>& Practice<br>(POLI70872)<br>14.00 – 16.00         | Advanced Survey<br>Methods<br>(SOST70032)<br>14.00-16.00<br>Williamson 3.59         |
| 3.00  |               |  |   |   |
| 4.00  |               |  |   |   |
| 5.00  |               |  |   |   |
| 6.00  |               |  |   |   |

Compulsory courses are shaded

Friday's are reserved for QRM modules only