

MA Course Handbook 2011-2012

University of Lancaster

MA in Society and Politics

MA in Economy and Society

MA in Culture Media and Society

at the

Centre for Social Studies Warsaw

IFiS PAN, Pałac Staszica, 72 Nowy Świat
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Course handbook contents

Academic staff	3
Visiting faculty	3
Advisory Board	3
Aims of the Programme	4
Links with other institutions	
Course structure	5
Induction period	5
Courses	6
1. English language programme	
2. Lectures	
Tutorials/additional contact hours	
Course credit	7
Audit	7
MA seminars	7
MA programme structure	7
Calendar for the academic year	10
Essays and assessment	11
Dissertations	11
Examining	14
Marking scheme	14
Award of the degree	16
Appeals	18
Plagiarism	19
Helpful hints (essay writing)	23
Fees	26
Scholarship opportunities for further study	7
Code of practice	28
Who does what (faculty, staff and their responsibilities)	32
Useful telephone numbers	33
Emergency telephone numbers	33
Annexes	
1. Student Course Evaluation form	
2. MA Programme Mark and Comment Sheet	
3. Course essay titles: a guide	
4. ECTS	

Aims of the MA Programme

The taught MA programme may be followed on an intensive basis over 12 months or (particularly for those in full employment) as a programme in which courses are followed over two consecutive academic years.

The programme aims to provide a basic foundation in social theories and in research methodologies, with a particular focus on Eastern and Central Europe. Students may choose one of three 'tracks' focusing on the political, economic or cultural aspects of social life. Within each 'track' students are encouraged to develop their own ideas using the theoretical and methodological tools to which they will be introduced. The most important part of the programme is the research project which students undertake throughout their time at the Centre and which must be presented in a dissertation at the end of the programme [October 10th 2012]. Students can themselves choose the subject of their project, but are encouraged to explore some aspect of their own society or environment, preferably in comparative perspective. By providing a variety of optional elements, the course aims to encourage students to develop their own interests and skills in the way most appropriate for them.

The programme is supplemented by a series of guest lectures by distinguished visitors and experts throughout the year. An opportunity is also provided for students to meet guest lecturers on a less formal basis.

Links with other institutions

The MA degree is validated by Lancaster University, UK. Lancaster is among the top rated research universities in Britain and has one of the leading social science faculties in Britain, with a large postgraduate community and active research culture. The Centre for Social Studies, the Institute of Philosophy and Sociology and Lancaster University are committed to developing and extending research and teaching links.

Students should note that degrees with similar titles but awarded in different countries cannot be automatically treated as direct equivalents. For example a British MA is different from a Polish "magisterium" (please see the web site www.css.edu.pl MA programmes "why a British MA" for more information).

The Centre for Social Studies is part of the Graduate School for Social Research (also in the Staszic Palace) which also organizes doctoral studies. This is just one element in a local academic environment comprising the Polish Academy of Sciences, the University of Warsaw and others. The GSSR/CSS has also cooperated closely with the Wissenschaftszentrum Berlin für Sozialforschung and is developing links with Sciences-Po in Paris and Ohio State University

Course Structure

The 2011- 2012 MA teaching Programme has several components

- The induction period
- Courses: lectures, tutorials/additional contact hours
- MA Seminars

In addition to attending taught courses, tutorials and seminars, students also carry out their own research for an MA dissertation.

The Induction Period (October 10th -23rd 2011)

Students who lack sufficient formal training in essential language skills will have an opportunity during October 2011 to spend 2 weeks bringing their skills and knowledge to the required levels. In particular students will be assisted in their efforts to gain an appropriate level of competence in English and to gain requisite study skills before courses commence.

English

Each day Monday-Friday

In the pre-session, students learn about writing essays, formalities of referencing and avoiding plagiarism, and achieving good tone. A few lessons also focus on preparing students for the TOEFL for those who intend to take the test at the Centre.

Exemption policy: native speakers or students with native-speaker-standard English do not have to attend the pre-session AW course. In the past, some students who have previously studied in an English-language environment have been exempted on this basis. The final decision rests with the English teaching staff.

Courses

Formal teaching is divided into three teaching periods with shorter more intensive, courses are held predominantly in teaching period 3.

English language programme

As part of their academic course of study, students are required to achieve a level of English-language proficiency as defined by the *Language Teaching Centre* in consultation with faculty. To this end, all non-native English speaking students must attend subsequent courses designed to introduce them to western-style academic writing and strengthen general English language skills for use in the Master's programme and beyond.

Lectures

The large number of optional courses is intended to allow students, with the assistance of their tutors, to construct programmes to suit their individual interests within the overall theme of the MA Degree. Each course comprises at least 20 hours of formal teaching whether delivered as two weekly 50 minute classes over the 12 weeks of a whole semester or, for example, over one or two weeks in teaching period 3.

Normally a minimum attendance of ten students (including "Audit" students see p7) will be required for any optional course to take place. Under-subscribed courses (i.e. those in which less than 5 students have registered to take the course for credit) are liable to cancellation before commencement. In the event of such cancellation students will be advised which alternative course most nearly suits their interests.

Students are required to register for courses at the beginning of each teaching period. Courses are to be chosen according to the instructions given on page 9-10. Students may attend additional courses which will NOT count towards the final degree mark, but a record will be made in the student's transcript that the student attended the course for 'audit' (see below p 7).

If you register for a course and then do not attend, or do not hand in an essay for the course, you will automatically receive the mark "Fail".

Attendance of classes for chosen courses is mandatory. Up to 10% of the overall mark for any course may be awarded as recognition of students' active participation in the course.

Students who fail to register for courses by the published deadlines will be assumed to have withdrawn from the programme.

Tutorials/additional contact hours

In addition to formal teaching hours, teaching staff will meet with students during individual tutorials.

Course credit

Marks for coursework will be weighted as follows:

Dissertation	40% of the overall mark
Each of 3 courses in period I	6% of the overall mark
Each of 3 courses in period II	7% of the overall mark
Each of 3 intensive courses in period III	7% of the overall mark

Audit

Students wishing to ‘broaden their horizons’ are normally welcome to attend courses in addition to those for which they have registered ‘for credit’ (the courses chosen according to the instructions on page 9/10). Students should ask the teacher of the course at the beginning of the course for permission to attend for audit, and whenever possible signal their intention on their registration form. **Students attending a course for audit are expected to participate as for any other class**, but need not write the final assessed essay.

MA Seminars

Students will attend an MA seminar at least once a week, starting at the beginning of the second semester and continuing through the summer, meeting in very small groups for regular 2-hour intensive discussion of dissertation work. Seminar convenors include: H Banaszak, S Kapralski, A Rychard.

MA Programme Structure

The Centre offers its post-graduate MA programme in three tracks: MA in Society and Politics; MA in Economy and Society; MA in Culture, Media and Society. The programme is followed on an intensive basis over 12 months, or as a 2 year “regular” programme for certain students (particularly for those in full time employment).

Each academic year divided into a pre-sessional period, three teaching periods and a research period. While each part is self-contained, together they form the basis of a study programme that begins with an in part compulsory course load (teaching period 1), moves

into more advanced option tracks while gradually introducing students to independent research (teaching period 2) and finally concentrates on completion of the Master's dissertation (teaching period 3 and research period). Intensive tutorial contact throughout the year is an important part of the programme in all four tracks.

Each MA Programme comprises 9 twenty hour courses, of which two are compulsory and 7 are chosen from among a list of options. Each course is assessed on the basis of one 3000 word essay. The MA programmes are completed by presentation of a 15000 word dissertation.

When choosing their 7 optional courses to complete the MA programme, students will:

EITHER choose at least one track-specific course (in bold) per teaching period from track 1 and during the entire year a total of not more than one track-specific course from track 2 or 3* to be awarded an **MA in Society and Politics** on successful completion of the programme.

OR choose at least one track-specific course (in bold) during the entire year per teaching period from track 2, and during the entire year a total of not more than one track-specific course from track 1 or 3* to be awarded an **MA in Economy and Society** on successful completion of the programme.

OR choose at least one track-specific course (in bold) per teaching period from track 3, and during the entire year a total of not more than one track-specific course from track 1 or 2* to be awarded an **MA in Culture, Media and Society** on successful completion of the programme.

NB: During the second teaching period one of the 3 courses you choose must be a methods course (see table on next page).

In TOTAL students may not choose more than one course from outside their chosen degree track

It is expected that MA dissertations will address subjects within the area of the chosen MA track.

* These are given in **bold** in the table on the next page

The degree programme	MA in Society and Politics	MA in Economy and Society	MA in Culture, Media and Society
<p>TEACHING PERIOD 1</p> <p>Students must take two compulsory courses (underlined) PLUS one course chosen from ONE of the three columns on the right. (intensive programme students take all three in the first session, regular students 2 in the first session and the other at the beginning of the next academic year)</p>	<p>5015 <u>Social & Political Theory</u> (S Kapralski)</p> <p>5020 <u>Research methods</u> (H. Banaszak, M Wenzel)</p> <p>5060 Political Sociology R Markowski (SWPS)</p> <p>5430 The Holocaust and its cultural meaning (A Orla Bukowska UJ Kraków)</p> <p>51600 Women's political identity in making (J Regulska Rutgers NJ)</p>	<p>5015 <u>Social & Political Theory</u> (S Kapralski)</p> <p>5020 <u>Research methods</u> (H. Banaszak, M Wenzel)</p> <p>5080 Economy & society I (A Rychard, M Federowicz Polish Academy of Sciences)</p> <p>5090 Political economy of policy reform (M Federowicz Polish Academy of Sciences)</p> <p>5430 The Holocaust and its cultural meaning (A Orla Bukowska UJ Kraków)</p> <p>51600 Women's political identity in making (J Regulska Rutgers NJ)</p>	<p>5015 <u>Social & Political Theory</u> (S Kapralski)</p> <p>5020 <u>Research methods</u> (H. Banaszak, M Wenzel)</p> <p>5420 Theories of culture (S Kapralski)</p> <p>5430 The Holocaust and its cultural meaning (A Orla Bukowska UJ Kraków)</p> <p>51600 Women's political identity in making (J Regulska Rutgers NJ)</p>
<p>TEACHING PERIOD 2</p> <p>Students choose 3 courses from the same column as in semester one</p> <ul style="list-style-type: none"> at least one of which must be chosen from among the courses specific (in bold) to the degree track .* <p>And at least one of which should be a methods course 5130 or 5140</p>	<p>5130 <u>Qualitative methods</u> (M Luczewski UW)</p> <p>5140 <u>Quantitative methods</u> (H Banaszak)</p> <p>5150 <u>Contemporary Social Theory</u> (S Kapralski)</p> <p>5110 Sociology of institutional change (A Rychard CSS)</p> <p>5620 Civil Society in theory and practice (P Gliniski Polish Academy of Sciences)</p> <p>5470 The Swedish model of the welfare state (S Eliaeson,. Uppsala)</p> <p>5070 Culture and nationalism (Z Mach UJ)</p> <p>5145 Seminar on corruption (L Holmes U Melbourne)</p>	<p>5130 <u>Qualitative methods</u> (M Luczewski UW)</p> <p>5140 <u>Quantitative methods</u> (H Banaszak)</p> <p>5150 <u>Contemporary Social Theory</u> (S Kapralski)</p> <p>5110 Sociology of institutional change (A Rychard CSS)</p> <p>5190 Economy and society II (M Federowicz Polish Academy of Sciences)</p> <p>5470 The Swedish model of the welfare state (S Eliaeson, U. Uppsala)</p> <p>5145 Seminar on corruption (L Holmes U Melbourne)</p>	<p>5130 <u>Qualitative methods</u> (M Luczewski UW)</p> <p>5140 <u>Quantitative methods</u> (H Banaszak)</p> <p>5150 <u>Contemporary Social Theory</u> (S Kapralski)</p> <p>5110 Sociology of institutional change (A Rychard CSS)</p> <p>5530 e-media E Bendyk (Collegium Civitas)</p> <p>5480The Roma in Central/Eastern Europe (S Kapralski)</p> <p>5070 Culture and nationalism (Z Mach UJ)</p> <p>5145 Seminar on corruption (L Holmes U Melbourne)</p>
<p>TEACHING PERIOD 3</p> <p>Students choose 3 courses, from the same column as in semester one</p> <ul style="list-style-type: none"> at least one of which must be chosen from among the courses specific (in bold) to the degree track .* 	<p>5260 <u>Advances in qualitative methods</u> (D Bertaux CNRS Paris)</p> <p>5620 Organised crime and Human trafficking (L Holmes U Melbourne)</p> <p>5360 Beyond political culture (J Kubik Rutgers NJ)</p> <p>5050 Approaches to comparative politics (J Bielasiak U Indiana)</p> <p>5610 The making of modern Europe (S Auer La Trobe University)</p>	<p>5260 <u>Advances in qualitative methods</u> (D Bertaux CNRS Paris)</p> <p>5620 Organised crime and Human trafficking (L Holmes U Melbourne)</p> <p>5050 Approaches to comparative politics (J Bielasiak U Indiana)</p> <p>5610 The making of modern Europe (S Auer La Trobe University)</p>	<p>5260 <u>Advances in qualitative methods</u> (D Bertaux CNRS Paris)</p> <p>5620 Organised crime and Human trafficking (L Holmes U Melbourne)</p> <p>5360 Beyond political culture (J Kubik Rutgers NJ)</p> <p>5240 Mass Media and society (P. Przytula Univ.of Minnesota)</p> <p>5050 Approaches to comparative politics (J Bielasiak U Indiana)</p> <p>5610 The making of modern Europe (S Auer La Trobe University)</p>

*intensive programme students take all 3 in the first session, regular students 2 in the first session and the other 1 at the beginning of the next academic year

NB Students who have a degree in sociology and can demonstrate a good knowledge of Social and Political Theory may after obtaining S Kapralski's written agreement choose an alternative course in the first teaching period .

MA programme Calendar for the academic year 2011-2012

The following division of the year is planned:

MA Induction Period:	October 10 – October 23 (2 weeks)
Teaching period 1	October 24– January 21 (12 weeks)
Teaching period 2	January 30 - April 21 (12 weeks)
Research Break	April 23 - May 6
Teaching period 3	May 7 - July 28 (12 weeks)
Research period	MA tutorials only July 30 -October 10

Public holidays in Poland

During the academic year 2011-2012, public holidays fall as follows:

2011

November 1st, 11th
December 25th & 26th

2012

January 1st, 6th
April 9th
May 1st, & 3rd
June 7th
August 15th

Essays and Assessment

During each teaching period students are required to submit for each course one essay of about 3,000 words. These will count towards the final mark in the way shown in the table given on page 7. The overall mark for any course may be modified by + or - in recognition of students' active participation in the course. Such recognition is based upon the quality of presentations and reaction papers given by students during the course¹.

Essay titles are normally chosen from a selection provided by the course lecturer. Only in exceptional cases may a student with the agreement of the course lecturer write on a topic other than one proposed by the lecturer.

Deadline for essays for courses in:

- Teaching period 1 -13:00 on Tuesday January 31st , 2012**
- Teaching period 2 -13:00 on Tuesday May 8th , 2012**
- Teaching period 3 -13:00 on Wednesday October 10th , 2012**

- 1. You should hand in TWO copies of each essay at the office (room 276) before the deadline. Only essays brought to the office before the deadline (ie not those given to anyone else in the Department and not those brought to the office later) count as handed in on time.**
- 2. All essays should be handed in with half page abstract (2 copies)**

If a student is unable to hand in a piece of work on time or will miss an examination, then s/he should supply good reasons in advance to the Academic Director to obtain the permission of the Chairman of the Department. In the case of absence or delay due to sickness, medical certificates should be provided (see also code of practice §5, p26). **Failure to submit work on time may mean either that the work will not be marked, or that it will be penalized by the award of lower grades (“Fail” or “D”).**

Dissertations

The dissertation will be on a topic chosen by the individual student. Each dissertation must be typed. It should be submitted in two copies, only one of which should bear the student's name on the first page along with the title of the dissertation, and the other the title only (see also code of practice). Each student will be assigned a supervisor for their dissertation, whom they should consult regularly. The dissertation will count for 40% of the final degree mark and should be submitted by **October 10th 2012** (for students following the 12 month programme; October 2013 for the two year programme) ie a paper copy should have been delivered to room 276 by the published deadline.

¹ All students are expected to give presentations. Having given a presentation is therefore not in itself sufficient grounds for award of an additional '+' for active participation(so B goes to B+), although failure to give a presentation would constitute grounds for a reduction in the course mark by the same amount (ie B goes to B -). Poor attendance (but not sufficiently poor to warrant a failing mark) may also be penalized by a reduction in the final course mark by the same amount.

Dissertations should be up to 15,000 words long, the final part of any much longer work (20,000 words should be regarded as an absolute maximum) will not be read by the examiners. The author could simply be asked to submit a shorter version next year. Students are strongly encouraged to suggest a topic as soon as possible to the Faculty committee so that supervision can be arranged and work begin without delay. **It is expected that MA dissertations will address subjects within the area of the chosen MA track** (see pp 9/10).

Students frequently ask whether all or part of an essay may be included in a dissertation. The policy of the Centre is as follows:

Material from course work may be included in the dissertation, but since credit has already been given for this material (when the course work was marked) it will not receive credit a second time when it appears in the dissertation. Students should specify in the declaration at the beginning of the dissertation which elements also appear in coursework. **To fail to do is to be guilty of self-plagiarism.**

Dissertation deadline: October 10th, 2012
(for students following 12 month programme; October 2012 for
two year programme)

In order to meet the above deadline students should work to the following timetable:

A draft dissertation plan (probably five or so typed pages) should be submitted to tutors by the end of the first teaching period. Please submit a second copy to the main office (room 276). Students should aim to agree with their tutors the main topic of research, the main issues to be discussed and/or theoretical approach to be adopted, and key items of the literature to be consulted. The final theme of the dissertation should be decided by the end of teaching period 2 (12-month AND 2 year programme). Normally students will not change the agreed theme of their dissertation to any significant extent after this date.

In co-operation with their tutors students should produce a rough working plan agreeing key deadlines such as those for:

- Production of a first draft of the introduction with an outline of the project and the student's own dissertation enabling
 - a) presentation of a more complete table of contents
 - b) a more comprehensive bibliography
- Presentation of outlines of the main chapters in 1a)
- Completion of the main chapters, first draft of conclusion
- Production of a first draft for comment.

NB By the end of teaching period 3 intensive study students should have made significant progress in the writing of their dissertations if they are to be completed and handed in by the deadline of 13:00 on October 10th 2012.

**PLEASE NOTE THE OCTOBER DEADLINE
CANNOT BE CHANGED. YOU SHOULD NOT
EXPECT TO RECEIVE YOUR DEGREE
ALONGSIDE YOUR COLLEAGUES IF YOU
MISS THE DEADLINE**

In order to ensure that sufficient progress has been made, students should submit a partial draft (usually about 2/3 of the planned final version) of their dissertation to supervisors during the Research period, usually by the beginning of August in the year in which they expect to submit the dissertation. Supervisors will give their comments on the work within two weeks..

Your “own” supervisor who has helped you previously may not always be available during the summer months. During the summer therefore “duty supervisors” will be available to assist students at times to be shown on the main notice-board.

Before you hand in your completed dissertation you should collect a completion form and make sure that the relevant signatures have been collected (see also Code of Practice §6).

WITHOUT THE COMPLETION FORM YOUR DISSERTATION WILL NOT BE ACCEPTED.

Please note too that once you have handed in your dissertation, you have completed the Programme. One consequence of this is that students receiving a stipend cease to be eligible for further payments- stipends are of course only payable to people participating in one of the Centre’s programmes.

All students receiving financial aid in any form (eg partial fee waiver) who plan to be away from Warsaw during teaching period 1, 2 or 3 or at any time during the Research period before their dissertation is handed in should first seek in writing the permission of the Centre’s Chairman.

Examining

The examination procedures and marks will be scrutinised by an external examiner from a second university, who is not otherwise connected with Lancaster University, or with the Centre.

Each dissertation will first be independently marked by two faculty members. To ensure fairness, each piece of work will be identified by a number so that the markers, who will not confer with each other until after marking has finished, will not know the authors' names. In the event of a disagreement, the work will be passed to a third marker for adjudication. Final marks will be decided at an Examination Board after the Programme has ended. Coursework (essay) marks will also be taken into consideration at this meeting.

NB All aspects of the course are monitored by a committee from the University of Lancaster, which validates the MA programme.

Marking Scheme

Marks are given as follows:

<i>Grade level</i>	<i>Grade points</i>	<i>Class</i>
A	4.00	Distinction
A-	3.67	
B+	3.33	Merit
B	3.00	
B-	2.67	
C+	2.33	Pass
C	2.00	
C-	1.67	
D+	1.33	
D	1.0	
D-	0.67	

Criteria for Assessment of Essays and Dissertations

In order to ensure consistency of marking between courses, faculty are asked to observe the following guidelines.

All essays, dissertations and project reports in order to be awarded a grade, must present material clearly with the minimum of grammatical, spelling or typographical errors and provide notes and a bibliography set out in a disciplined scholarly manner. Marks may be deducted for slipshod presentation. The pass mark is C.

Failure to submit work on time may mean either that the work will not be marked, or that it will be penalized by the award of lower grades (“Fail” or “D”).

A- ~ A

A piece of work at this level will demonstrate:

- § a thorough understanding of the topic and its implications
- § originality and/or breadth of thinking on the majority of the issues discussed
- § a wide knowledge and appropriate use of critical contributions on the topic
- § a consistent ability to organise material to support an argument
- § an ability to express the argument in a fluent and lucid manner

B ~ B+

A piece of work at this level will demonstrate:

- § a good understanding of the topic and its implications
- § a competent knowledge and use of critical contributions on the topic
- § a consistent ability to organise material to support an argument
- § an ability to express the argument in a fluent and lucid manner

However, such a piece of work will generally show less independence of thought and mastery of detail than is required for a mark of A. There may be some errors or misjudgements with regard to issues which are not central to the argument. A low mark within this band indicates more such failings than a high one. A high mark indicates that the work is close to the kind of quality needed for a mark of A or over, but has fallen down on a few points.

C+ ~ B-

A piece of work at this level will demonstrate:

- § a reasonable understanding of the topic and its implications
- § a familiarity with critical contributions on the topic
- § that in the majority of instances material is used to support an argument

C

A piece of work at this level will demonstrate:

- § some understanding of the topic and its implications
- § some knowledge of critical contributions to the topic
- § some ability to formulate and state an argument

However, it is likely to be lacking in detail and to include significant errors, omissions and misunderstandings. The grasp shown of critical and interpretative points will probably be sketchy, and the organisation of material and argument weak.

D ~ C-

A piece of work at this level will demonstrate:

- § a basic understanding of the topic and its implications
- § a limited amount of knowledge of previous contributions
- § a basic ability to formulate and state an argument

However, there will be important deficiencies in such a piece of work, both in Periods of adequate detail and critical understanding. There will be pronounced errors and misunderstandings, and the answer may be so badly organised as to be difficult to follow

FAIL

A piece of work merits this grade when it is seriously flawed. Typically it will not take account of essential literature concerning the issue under discussion, will often lack structure / coherent argument, and conclusions (where drawn) will lack adequate support. This grade is automatically given in all cases of plagiarism.

Abstract

Students are asked in addition to provide on a separate sheet an abstract for each essay. Markers are asked to confirm that the abstract gives an accurate reflection of the contents of the essay.

Award of the Degree

Those who pass the coursework and related requirements are eligible to be awarded the degree of MA. A failure may be condoned at the discretion of the Chairman of the Centre if a student has gained higher marks in other coursework (normally an average over the year of C or more) and this will be taken into account by the Examination Board (a student who fails more than one course is not normally permitted

to complete the MA programme).

Students will receive a graded diploma and a transcript of their marks. This transcript may be used in assessing students for entry to other courses.

The School does not contact individual students to inform them of the results of the Examination Board. Immediately after the Examination Board has completed its work, the list of students recommended by the External Examiner for award of the degree is posted on the School notice-board. Students who do not have direct access to the notice-board are of course encouraged to contact the CSS to be told their results directly by telephone or e-mail.

Aggregation rules

Aggregation rules for final MA marks:

For award with distinction:

1. The aggregate mark is greater than or equal to 3.67
2. A student whose mark falls below this threshold but nevertheless has an A for the dissertation plus 5 A marks as overall marks for courses may also be considered for a distinction.

For award with merit:

The aggregate mark is less than 3.67 and greater than or equal to 3.0

For award with pass:

The aggregate mark is less than 3.0 and greater than or equal to 2.00
AND has not more than one failing grade as the overall mark for a course **
And the dissertation has a passing mark ***

** One failed course may be condoned by the Chairman of the Centre if a student has gained higher marks in other coursework (see "Award of the Degree")

*** Where a student has an F for the dissertation, the failed work may be resubmitted (ie rewritten under the same title) if the examination board agrees that there are extenuating circumstances (for further definitions consult the appropriate publication of Lancaster University)

Appeals

Students have a right to appeal if they disagree with the marks awarded for examinations or other assessed work, or if they disagree with decisions made by the Centre related to academic work.

In the first instance you should arrange to discuss your mark with the course lecturer who might wish to revise the essay mark in the light of your comments. The correct way to arrange such a meeting is to write to the Academic Director referring to the feedback given on your essay and giving your reasons for believing the mark as justified by the lecturer's comments does not correspond to the academic value of the essay.

He will forward a copy of this letter to the lecturer concerned. If you are dissatisfied with the outcome of the subsequent discussion with the lecturer, the essay can be referred to the external examiner who will decide the final mark for the essay at the examinations board meeting held at the end of the year. The Academic Director will arrange for such referral on receipt of a written request from you.

If you are in doubt about whether the essay should be referred to the external examiner the Chairman can ask a second faculty member to look at the essay and let him know whether s/he feels that there is a case for requesting revision of the mark given.

Please note that when an essay is reassessed either by the original marker or by the external examiner the final decision about the mark always lies with the external examiner at the end of the year. Please note too that when a mark is reassessed the outcome need not necessarily be a higher mark than that originally awarded ie reassessment could involve the award of a mark lower than that first received.

For other matters (pastoral or personal problems) students may approach their tutors, the Academic Director or Office Manager.

**Failure to submit work on time may mean either that the work
will not be marked, or that it will be penalized.
LATE WORK WILL BE AWARDED
“FAIL” OR “D”.**

Plagiarism

PLAGIARIZED WORK WILL FAIL. STUDENTS GUILTY OF PLAGIARISM WILL BE ASKED TO LEAVE THE PROGRAMME

NB. – Issues surrounding plagiarism are dealt with in detail in the pre-session English writing course. If you still have doubts, consult the English language tutor, who will always be available to give advice.

Material which has already been submitted as course work for a degree programme at the Centre for Social Studies, Graduate School for Social Research or elsewhere may not be submitted a second time as course work in any of the programmes at the GSSR/CSS.

Here's what the Lancaster University Sociology Department MA Handbook says about the issue

PLAGIARISM AND COLLUSION

Core values of academic integrity (honesty and trust) lie at the heart of our academic enterprise, and they underpin all activities within the University. The University values a culture of honesty and mutual trust, and it expects all members of the University to respect and uphold these core values at all times, in everything they do at, for and in the name of the University.

Academic integrity is important because, without honesty and trust, true academic discourse becomes impossible, learning is distorted and the evaluation of student progress and academic quality is seriously compromised. Consequently, the University is committed to -

- a. defending the academic credibility and reputation of the institution
- b. protecting the standards of its awards
- c. ensuring that its students receive due credit for the work they submit for assessment
- d. advising its students of the need for academic integrity, and providing them with guidance on best practice in studying and learning
- e. educating its students about what intellectual property is, why it matters, how to protect their own, and how to legitimately access other people's
- f. protecting the interests of those students who do not cheat.

Cheating, a form of academic malpractice, includes: cheating in examinations, plagiarism, duplication and false declaration.

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What is Plagiarism?

According to the institutional framework plagiarism: involves the unacknowledged use of someone else's work, usually in coursework, and passing it off as if it were his/her own. This category of cheating includes the following:

1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
2. commission or use of work by the student which is not his/her own and representing it as if it were:
 - purchase of a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submission of a paper written by another person, either by a fellow student or a person who is not a member of the university;
3. duplication of the same or almost identical work for more than one module;
4. the act of copying or paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
5. submission of another student's work, whether with or without that student's knowledge or consent.
6. Cheating in class tests, occurs when a candidate communicates, or attempts to communicate, with a fellow candidate or individual who is neither an invigilator or member of staff; copies, or attempts to copy from a fellow candidate; attempts to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or personates or allows himself or herself to be impersonated.

Fabrication of results: occurs when a student claims to have carried out tests, experiments or observations that have not taken place or presents results not supported by the evidence with the object of obtaining an unfair advantage.

The University regards all forms of cheating as unacceptable, because they undermine the core values of academic integrity (honesty and trust). Each form of cheating is a breach of the University Regulations, and is liable to be pursued by appropriate disciplinary action.

EXAMPLES OF PLAGIARISM AND OF CORRECT REFERENCING

Let's begin with a passage from David Harvey's *The Condition of Postmodernity*. We then present examples of how this passage might be used in an essay. Note that, as this is a long-ish quote (+40 words), it is indented and single spaced, with no quotation marks around it. Short quotes are not indented and placed in quotation marks (see example 3 below). Direct quotations require page numbers.

The postmodern penchant for jumbling together all manner of references to past styles is one of its more pervasive characteristics. Reality, it seems, is being shaped to mimic media images. But the outcome of inserting such a practice into the contemporary socio-economic and political context is more than a little quirky (Harvey 1989: 85).

Example 1

In order to understand what postmodernism is we need to recognise the postmodern penchant for jumbling together all manner of references to past styles as one of its more pervasive characteristics. Reality, it seems, is being shaped to mimic media images such that we can no longer distinguish the real from the simulation.

Is this plagiarism? Yes. Why? The writer has incorporated Harvey's text word for word, bar one, without indicating that they are from Harvey's work.

Example 2:

As Harvey suggests, postmodernism can be recognised by the way in which it mixes together, in an eclectic manner, elements from different artistic styles from the past. He goes on to suggest that such a move is a reflection of a culture in which there is a blurring of the distinction between reality and its representation, notably in the media. This has perhaps developed to such an extent that it now appears sometimes as if reality is a representation of what we see in the media rather than the other way around (Harvey, 1989).

Is this plagiarism? No. Why? This paraphrases Harvey and draws on his point but does not copy him directly. It also acknowledges him as a source for the argument that is put forward, at the beginning of the paragraph, and at the end, with the appropriate reference. This is *paraphrasing*, which is acceptable in a student piece of work. It shows that you have understood an argument and been able to convey it in your own words, rather than use the words of another as if they were your own without any acknowledgement to their original source. The student will have also listed the reference in the bibliography, following the conventions outlined in this handbook.

Example 3:

If we accept that postmodernism is primarily defined as the 'jumbling together all manner of references to past styles' (Harvey, 1989: 85), then questions about the relationship between reality and representation arise, since 'references to past styles' are in effect forms of mimicry.

Is this plagiarism? No. Why? The author has quoted Harvey's words verbatim and summarised his argument, has put the quote in quotation marks and has provided the full and accurate reference. The student will have also listed the reference in the bibliography, following the conventions outlined in this handbook.

Example 4:

In intro of the essay the author writes:

David Harvey has argued that postmodernism is characterised by 'jumbling together all manner of references to past styles' (Harvey 1989: 85). In this essay, I will discuss this statement in relation to late 20th century urban architecture. ...

Then later in the essay, on p. 3, the author writes:

The example of the XYZ building in urbancity testifies to the extent to which mimicry characterises postmodernism. Reality, it seems, is being shaped to mimic media images. But the outcome of inserting such a practice into the contemporary socio-economic and political context is more than a little quirky.

Is this plagiarism? Yes. Why? The author cites Harvey in one part of the essay, but appropriates the words or ideas it contains, without a proper reference, in another part. Such stratagems will not protect a writer against the charge of plagiarism. If you fail to cite another's words or ideas wherever you use them, the fact that you have cited your source elsewhere or have listed it in the bibliography does not mitigate your dishonesty.

The University is extremely keen to help students create original, properly referenced work, and has several mechanisms working together to help achieve this. Firstly, if work is handed in that isn't original, it is checked by the lecturers, who are, of course experts in their subjects, and who also have a fair idea of what their students are capable of producing. The situation for someone who has plagiarised is roughly similar to that of someone who has forged a banknote, and then presents it to an expert on banknotes for checking. Consequently, a lot of students who hand in work that isn't theirs get caught. In addition, to assist lecturers who believe that part or all of a piece of work was copied off the internet, the University uses a tool that collates matches with the internet to produce a report on what was copied, and from where.

In addition to deterrent mechanisms like the ones above, departments give advice to help students know what they need to do to create good essays, and the University, through CELT helps students too as follows:

Getting assistance in order to help produce better essays

CELT's SLDC group provide free courses for students to help with understanding what is required and how to do referencing properly. Information on the subject of plagiarism is given here , and a section in their website here contains information for students about how to write essays properly.

For more information on plagiarism see:

http://www.lancs.ac.uk/celt/celtweb/anti_plag_students_advice

QUOTATIONS AND REFERENCES

In order to avoid plagiarism, it is important to properly cite your sources in the text and provide a complete bibliography at the end. Whenever you directly quote another author or paraphrase (i.e. put an author's ideas in your own words) you should always provide references in the text. Although there are many acceptable ways of doing this, the Centre recommends using the Harvard System, which is widely used in the social sciences. In particular, we advise you to use the *Publication Manual of the American Psychological Association* (called the APA style). There is a copy of the manual in the library or you can purchase your own at any English-language bookstore in Warsaw.

References in the text

The APA style uses citations that are included in parentheses directly after the quotation or paraphrased text (also called "in-text citation"). The citation includes the author's last name, date of publication, and the page number (if you are directly quoting that author).

Here are some examples of citations for a text that has been paraphrased:

It is argued that nationalism assumes the national unit is also a unit of political organization (Gellner, 1983).

Gellner (1983) argues that nationalism assumes the national unit is also a unit of political organization.

Here are some examples of citations for a passage that has been directly quoted:

"Nationalism is primarily a political principle, which holds that the political and the national unit be congruent" (Gellner, 1983, p. 56).

Gellner claims that "[n]ationalism is primarily a political principle, which holds that the political and the national unit be congruent" (1983, p. 56).

Citing from the Internet

For Internet sources, you should cite as if you are citing from a book. The only difference is that you use the paragraph number instead of the page number. If the document is very long, you do not have to include the paragraph number.

Here is an example:

There are a number of advantages in this line of defence (Viviano, 1995: para 3).

MAKING A BIBLIOGRAPHY

You should always provide a complete bibliography at the end of your essay, which lists all the sources that you have referenced. Remember that the bibliography should be in alphabetical order by author's last name. Please see the APA manual for more information on how to make a bibliography.

Here are a few examples of how to make bibliographical entries for different texts:

A book

Stark, Oded. (1991). *The migration of labor*. Oxford: Basil Blackwell, Ltd.

Two books by the same author, published in the same year

Saunders, Peter. (1990a). *Social class and stratification*. London: Routledge.

Saunders, Peter. (1990b). *Social mobility*. London: Routledge.

A book by two authors

Castles, Stephen, & Miller, Mark J. (1999). *The age of migration: International population movements in the modern world*. London: The Macmillan Press Ltd.

A chapter of a book

Honekopp, Elmar. (1999). Germany. In John Ardittis (Ed.), *The politics of east-west migration*. (pp. 50-90). London: Macmillan Press Ltd.

A book with an editor or translator

Layton-Henry, Zig. (Ed.). (2001). *The political rights of migrant workers in Western Europe*. London: Sage Publications Ltd.

A newspaper article

Wilson, David. (2002, May 18). Do maquiladoras matter? *New York Times Magazine*.

An article in a journal

Bustamante, Jorge A. (2004). Mexico-United States Labor Migration Flows. *The International Migration Review*, 31, 1-4.

Online document

Leven, Sarah B. (2003). *Migration in figures*. Retrieved January 2, 2004, from <http://www.iom.int/articles.html>

FREQUENTLY ASKED QUESTIONS

Q. What spacing should I use?

A. The spacing should be 1.5 or 2.

Q. What font should I use?

A. New Times Roman (12 point).

Q. What do I do if I have a quotation within a quotation?

A. Use single quotations marks for the quotation within a quotation. For example:

Ritzer argues that “their efforts to negotiate treaties reducing nuclear weapons have often become bogged down in trying to accurately assess ‘the relative throw weight’ of their respective nuclear arms” (Ritzer, 1982, p. 4).

Q. If I quote, for example Marx, but in a book for example by Derrida, who should I mention?

A. The idea of referencing is that you state where you found the words or ideas. Of course, there is little point not referencing Marx. So a good reference would include both, something like this: “.....” (Marx in Derrida, 1986).

Q. Do I need to present short and long quotations differently?

Yes. Quotations of less than four typed lines should be set in quotations marks within a sentence. Longer passages should be set off from the main text by being indented and single spaced. **You do not need to use quotation marks with indented, single-spaced quotations.**

Specific academic writing guidelines and advice will be provided in the courses taught during the pre-session and during the year. In addition, the document "Writing a Thesis: Official Guidelines of the CSS" is available on the Intranet. Please also consult '**Course essay titles: a guide**' in the appendix to this handbook.

Here are some helpful academic writing links:

<http://sara.natcorp.ox.ac.uk/lookup.html>

This concordance is an extremely useful site. Just type in a word or phrase and it will give you up to 50 random sentences, taken from spoken and written natural language, to show you how it is used.

<http://www.ceu.hu/writing/sfaccess.html>

This is the self-access page of the Central European University's Writing Centre. It gives great links for citation, plagiarism, thesis proposals, writing a cover letter, etc.

<http://www.nutsandboltsguide.com/nb-home.html>

Everything you ever wanted to know about academic writing.

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/grammar.html>

A useful on-line grammar reference.

<http://www.utoronto.ca/writing/advise.html>

Great advice on academic writing. Use it to get you out of trouble on any occasion (if the academic writing tutor is not available).

Fees²

Fees for study in the academic year 2011/2012 are as follows:

One-year (12 month) MA studies - 10000 PLN for the whole course (payable in two six-monthly instalments of 5000 PLN or four quarterly payments of 2600 PLN or in 12 monthly instalments of 900 PLN).

2 year MA studies - 14000 PLN for the whole course (payable in two annual payments of 7000 PLN, four six-monthly payments of 3500 PLN, 8 quarterly payments of 1820 PLN or in 24 monthly instalments of 630 PLN).

There is no registration fee.

² Fees paid for study contribute to but do not wholly cover teaching costs.

When accepting the offer of a place at the Centre applicants are asked to pay a deposit of 500 PLN. Applicants who subsequently fail to attend the programme forfeit the deposit. The deposit will be RETURNED IN FULL to students (graduates!) when they successfully complete the programme.

Payments

Monthly Payments should be made before the first day of the calendar month for which payment is due.

Quarterly payments should be made before the first day of each quarter.

Six-monthly payments should be made by October 15th and May 15th of the year

Annual payments should be made by the 15th October of the given year.

Late payments will be charged interest at a rate of 0.05% for each day the payment is overdue.

A student who is more than one month in arrears with payments will be considered to have left the programme.

Withdrawal

Students paying quarterly or monthly who withdraw from the programme will receive no refund of their last payment. Students who have paid the annual fee in full, or have paid in six-monthly instalments will be refunded the fee for the remaining FULL quarters of the academic year.

Scholarship opportunities for further study

There are opportunities for students to continue their studies in the PhD programme of the Graduate School for Social Research /Centre for social Studies, or elsewhere. Information about scholarships is posted on the notice board. Students requiring additional information about the possibility of further study should also consult the Academic Director for details of study advice centres in Warsaw.

Students at the GSSR/CSS who have received financial aid for their studies will not be awarded financial aid for subsequent study at the GSSR/CSS at *the same level*.

Code of Practice

(students are also referred to the code of ethics available in the CSS library)

1. Attendance (see also pp 6, 13)

Students are expected to attend all sessions for their courses. If a student is unable to attend, s/he should contact the lecturer concerned, or the Academic Director, before the session wherever possible to explain why.

If students are persistently absent from classes without prior arrangement with teaching staff, the matter will be referred to the Centre's Chairman. Students are also reminded that financial aid is awarded in order that holders may attend courses on a full-time basis for the entire Programme. Any absence from Warsaw for any reason by such students during the Programme should be agreed with the Academic Director, and the permission of the Centre's Chairman should be obtained BEFORE DEPARTURE.

In general if a student is absent from more than one third (ie a total of four meetings if the course is held once a week for twelve weeks) of any one course, they will be considered to have failed the course by default. A student who fails more than one course is not normally permitted to complete the MA programme.

2. Absence of Staff

If a lecturer or tutor is unable to take a class for any reason, or if a class needs to be rescheduled, the lecturer or tutor concerned should give the students ample notice. Normally this will be a matter of verbal communication followed by a notice on the Departmental board. Where changes at short notice cannot be avoided, due to sickness for example, it is the responsibility of the lecturer to notify the Academic Director who will inform the students concerned. When timetable changes do occur at short notice, messages will be placed on the Centre's notice board, on the door of the lecturer's office and on the door of the classroom.

3. Timekeeping

Staff and students should be ready to begin sessions on time. Sessions should also end promptly to allow other classes to begin on time.

4. Course work requirements

Course outlines will specify details of course content, lecture titles, and topics for each week of the course. Details of how the course will be assessed, including the required length of essays and deadlines for their submission will also be given. Changes will be communicated to the students in writing.

5. Extensions to coursework deadlines

Extensions can only be granted for good reason. Applications for extension should be submitted in writing (in good time before the relevant essay deadline) to the Academic Director, giving reasons for the request. Unauthorized extensions will not be condoned. Coursework submitted late without prior agreement may at the discretion of the Centre's Chairman fail or receive a significantly lower grade (normally the lowest grades: "D" or "Fail" are awarded in such cases).

6. Marking of coursework

Essays and any examinations set will be marked by the lecturer or tutor responsible for the course. Work to be marked should be submitted to the main office. Marks for essays will be made available to individual students as they become available, along with markers' comments.

The dissertation should be submitted to the main office. Students should submit two copies of their dissertation: one bearing a title and the student's name and the other bearing the title alone. Students must not include their name anywhere in the text of the work or in any other way impair the anonymity of the marking process. All dissertations (which account for 40% of a student's final mark) will be blind marked by two members of staff neither of whom will normally be the supervisor of the student in question.

Where two sets of marks differ, the piece of work will be passed to a third marker who will adjudicate. All marked work will be passed to the external examiner.

Students should familiarize themselves with the notes on plagiarism in this Course Handbook. Plagiarism is a serious offence. In proven cases students will be asked to leave the course. The Department reserves the right to re-examine any work previously passed if later evidence appears to suggest that work has been plagiarized. In particular students are reminded that where material has been taken from a student's own essay and reused in his/her dissertation, this should be clearly indicated if such reuse is not to be considered to be self-plagiarism and lead to the dissertation being given mark of 'fail'

All marks will be discussed in the Examination Board and will be available to students after the board meets (usually in January).

YOU ARE WARNED THAT LATE WORK WILL RECEIVE THE LOWEST GRADES ("FAIL" or "D").

7. Appeals procedure

Any student who is dissatisfied with the marking of his/her work may make representations to the Academic Director who will explain the current procedure for making such appeals. In general, grade changes will be considered only in exceptional circumstances. The use of an external assessor and a standardized grading system is designed as a safeguard against unjust marking (see p 14ff).

If a student is unable to submit a piece of work on time, good reasons must be given in writing to the Academic Director in advance. Medical certificates must be submitted when illness is given as a reason for such delays.

General problems should be raised *first* with the course lecturer before bringing them to the attention of the Centre .

8. Course Evaluation

At the end of each course, students will be asked to complete an evaluation form. These forms will be anonymous and will be distributed and collected by the student representative for the course.

The Academic Director will use student responses to produce a report for the Chairman of the Centre

In addition to the course evaluation, informal feedback is welcome at any time during the academic year.

9. Advice and Guidance

For general academic advice students should feel free to approach any member of the faculty. For details of course organization, coursework requirements, deadlines, and other administrative matters, students should consult the Academic Director.

If students have any concerns about a course and do not feel able to approach the relevant member of the faculty, they should approach the Academic Director who will mediate on their behalf.

If problems of a personal nature arise, students may approach the Office Manager or other member of staff, all of whom will deal with students' personal concerns in the strictest confidence.

10. Student Representation

Students are responsible for selecting their own representative and deputy representative at the beginning of and again during the academic year. The Academic Director assists in this process by arranging a ballot of student opinion. The student representative thus elected is invited to attend weekly joint Faculty and Staff Committee Meetings and is responsible for conveying students' views to faculty/staff and *vice versa*.

Students will always be informed of any important decisions affecting the course, their work or the department in general. This will normally take the form of notices on the general notice board, a written notice to each student, or verbally in an open meeting.

Faculty and staff will take seriously and will address promptly any concerns presented by students.

11. Return of essays

Every effort (postal services allowing) will be made to ensure that marked essays will be available for collection from the main office two weeks after the closing date for submission.

12. Availability of reading lists

Reading lists for course will be posted on the CSS intranet as soon as they become available.

13. Changes in availability of courses

Students will normally be informed of unavoidable changes to Programmes before the registration period. If any courses are cancelled as a result of below the minimum number of students registering for the course, students affected will be notified immediately after the close of the registration period, and alternative courses will be suggested.

14. Other Arrangements

It is CSS policy that the fax machine be used for essential CSS business only. Neither employees nor students may use the machine for more personal matters. In some cases of course the question of which category a document fall into is a matter of judgement. Where this is the case the Office Manager seeks to decide the issue in a way which is fair and consistent with previous practice.

The Centre for Social Studies: Who does what?

Chairman of the Centre:

Professor Andrzej Rychard
Responsible for the academic organization of
the Centre

Visiting Lecturers

Stefan Auer

Daniel Bertaux

Henryk Banaszak

Edwin Bendyk

Jack Bielasia

Sven Eliaeson

Michał Federowicz

Konstanty Gebert

Piotr Gliński

Michał Łuczewski

Leslie Holmes

Sławomir Kaprański

Marcin Krygier

Jan Kubik

Zdzisław Mach

Radosław Markowski

Annamaria Orla-Bukowska

Piotr Przytuła

Joanna Regulska

Agnes Riedmann

Pete Stevenson

Duties as for permanent staff: responsible for teaching, marking coursework, and setting and marking examinations for their courses.

Academic Director

Dr John Fells

Responsible for day to day management of
academic affairs within the Centre

Academic writing tutor

C Elliott

Office Manager

Student Welfare Coordinator

Joanna Płoszajska

Responsible for student welfare issues and for practical matters related to the Centre's premises etc.

Head Librarian

Lidia Wójcicka

Responsible for running of the Centre's library, purchase of books etc.

Computing Systems Administrator

Dr Jakub Lengiewicz

Recruitment Co-ordinator

Piotr Binder

Coordinates recruitment in Poland (also for CEU including SUN and CRC)

Useful telephone numbers

Centre for Social Studies main office (48 22) 828 8009

Emergency numbers

Police 997

Fire Brigade 998

Ambulance 999

In the event of the fire alarm sounding please leave the building by the main entrance (unless directed otherwise by eg the fire brigade) and assemble next to the Copernicus Statue.

Appendix I

Student Course Evaluation Form

The following Student Course Evaluation Form is administered at the end of each course. It is a tool for ensuring the quality of courses offered.

The evaluations are anonymous.

Forms are distributed during the final class of the course.

The course lecturer appoints one student to collect the forms, put them in an envelope, sign across the seal and return the envelope to the main office.

The lecturer should not be in the room when forms are being completed.

Copies of the form are made –one set for the Chairman of CSS and the other to be given to the lecturer after grading of work has been completed and grades have been submitted.

The purpose of the second set is to allow the lecturer to use the feedback from students to improve future presentations of the course.

ACADEMIC YEAR 2011/2012
AUTUMN/WINTER/SPRING SESSION

Prof. XXXXXX
NAME OF THE INSTRUCTOR

XXXXXXXXX
TITLE OF THE COURSE

The following questions are to be answered using a 5 point scale where “1” and “5” will always be defined and “3” will always stand for the midpoint. For example, if a course or unit is slightly below the midpoint in given aspect, mark “2” for that item.

Only one response is allowed for each question. Use the reverse for any written comments you wish to make.

-
1. How would you evaluate the scholarly quality of the course?
1=destroyed interest, was boring
5=stimulated great interest
2. How well was the instructor's presentation of material organized?
1=disorganized
5=organized
3. Was the instructor willing to provide help for students who needed it?
1=seemed unwilling to help
5=seemed willing to help
4. How much did you learn from seminar discussions?
1=nothing
5=a great deal
5. (Where relevant) Was there adequate feedback as to what was expected for the examination/essays?
1=no guidance given
5=explanation provided
6. My overall opinion of this course is:
1=a very poor course
5=an excellent course
7. I should rate this instructor as:
1=a very poor instructor
5=an excellent instructor

8. What in your view are the strongest aspects of the course and its instruction?

What aspects need to be improved?

9. If this course were offered next year, would you recommend it to other students? Why?

10. If you have any suggestions for improving the course, please list them!

1. If this course were offered next year, would you recommend it to other students? Why?

10. If you have any suggestions for improving the course, please list them!

Appendix II

MA Programme Mark and Comment Sheet

Autumn teaching period 2011-2012

Course:	
Student:	
a) Mark for essay	
b) Adjustment for participation in class where applicable (maximum equivalent to + or -) please give details below	
Final mark (a+b)	
Average mark for the group taking the course:	
Is the abstract supplied an accurate reflection of the contents of the essay?	

Comments (TYPE-WRITTEN PLEASE):

- 1) Comments on essay:

- 2) How the essay could be improved

- 3) Grounds for adjusting mark by + or – for participation

Course essay titles: a guide

Students must be set more robust intellectual challenges in their essays even if they do fall within the broader ambit of their dissertation interests
- George Kolankiewicz

This short paper agreement is based on the assumption that well-thought-out titles are very important in creating the proper grounds for achievement.

Lancaster University requirements

Comments from Lancaster on the subject of essay-writing have included the following:

In general the essay is expected to address an issue that arises directly from the course that is being taught, that requires some original reflection, and that is feasible in terms of the time it would require to complete it satisfactorily and in terms of the physical and intellectual accessibility of materials.

According to Lancaster documents, sociology graduates should be able to do the following:

- describe a range of key concepts and theoretical approaches within sociology
- recognise the patterns that underpin social diversity and inequality
- recognise and illustrate the use of comparison in sociology
- recognise the social relationships between individuals and groups
- recognise the processes that underpin social change and social stability
- identify diverse research strategies and methods and illustrate their use in gaining sociological knowledge
- recognise and illustrate the relationship between sociological argument and evidence
- recognise ways in which sociology can be distinguished from other forms of understanding
- describe contrasting interpretation of events
- gather and summarise material provided in sociology textbooks and more specialised sources
- cite evidence and make judgements about its merits
- contrast viewpoints and discuss them.

Essays should ideally and with few exceptions have a question, hypothesis, problem or aim which can feasibly be answered, accepted/rejected, solved or achieved within the obvious limits of time, resources and level of study. Possible exceptions to this might include statistics, methods and social theory courses, whose teachers may conclude that their subjects present their own specific difficulties which are best confronted in other ways.

Students are encouraged to take titles seriously. It is suggested that they consciously expand on the title in the introduction; and if possible check whether the essay title has been properly addressed in the final draft. A good essay title leads to a suitable academic journey, during which the students should learn for themselves and thereby achieve something important. When the subject is fixed, it is possible to establish an aim for the essay and to build arguments and lines of reasoning on this basis.

Titles are not thesis statements, hypotheses or questions. There should, however, be a clear link evident between the title (which is the *subject* of the essay) and the thesis statement/hypothesis (which is the *aim* of the essay). The title, although in itself descriptive, is *part* of the essay in the sense that we must understand the entirety of the essay in these Periods. Essays with a poor title but good introduction and statements of intent therefore have a dissonance: we can understand the essay in a number of ways. This ambiguity is not present when the title is effective. The title is thus important in setting in motion the other necessary undertakings in any written assignment.

Previous CSS essay titles

Examples of titles which were considered suitable. Many of them are constructed as questions, which can then be answered; there is good use of words which indicate an analytical, sociological approach (“perspective,” “problem,” “critique,” “challenging”); all of them make the essay subject clear, and easy to ascertain for the marker whether or not the essayist has succeeded. There is sufficient detail in them (sometimes provided by subtitles) for the topic to be immediately apprehended even by laypeople.

1. The End of Grand Narratives?
2. Leisure, Consumption and Urban Form: A Coffee-House Perspective
3. E-Business: Russia on-line or off-line?
4. The Role of Ethnic Nationalism in the Politics of Contemporary Europe
5. Computer Piracy: Reversed Colonialism?
6. On the Problem of the Comparative Efficiency of the Democratic and Non-Democratic Political Regimes
7. Suicide: A Methodological Classic, the Legitimation of Sociology, or a Theory without Adequate Data?
8. A Critique of Inglehart’s Theory of Postmaterialism
9. Challenging the Concept of Socialisation in a Computer-mediated Society
10. The Holocaust as the Test of Modernity

Please contact Dr John Fells for all questions related to credit transfer

ECTS Points for CSS MA courses

To complete the MA Programme students are required to complete nine 20 hour courses (1hour = 60 minutes) and to write a dissertation

All optional courses are worth 4 points. The two compulsory courses in the first teaching period are also worth 4 points (ie the amount of work for all courses, optional and compulsory, is the same).

Induction period

Induction period total = 4 Points

Period one

Period one courses are worth 4 points each

4 courses must be taken for credit:

2 compulsory courses at 4 points each

2 optional courses at 4 points each

Period one total = 16 points

Period two

Period two courses are worth 4 points each

3 courses must be taken for credit

Period 2 total = 12 points

Period 3

Period three courses are worth 4 points each

2 courses must be taken for credit

Period 3 total = 8 points

Dissertation

Total = 20 points

Total for year	= 60 points
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Conversion between MA, PhD and ECTS grades

MA programme	PhD programme	ECTS
A	5	A
A-	5	A
B+	4+	B
B	4	B
B-	4	B
C+	3+	C
C	3	C
C-	3	D
D	3	E
FAIL	2	FX/F