

**GUIDE FOR RESEARCH STUDENTS AND SUPERVISORS
IN THE CENTRE FOR WOMEN'S STUDIES**

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The aim of this guide is to provide information and advice about the Centre for Women's Studies, its regulations and practices. It is no substitute for a wider knowledge of University policy regarding graduate students. The authoritative text for this is the University's *Ordinances and Regulations*, a copy of which will be given to you upon registration and which should be consulted whenever questions arise relating to University regulations for higher degrees.

Please also consult the web pages of the Graduate Schools Office at www.york.ac.uk/admin/gso/ as these contain a wealth of information on study, examination, presentation and format, as well as general guidelines. The University policy on research degree programmes can be found at <http://www.york.ac.uk/admin/gso/research.htm>

1. DATES OF TERMS 2009 - 2011

Autumn Term:	Monday 12 October	-	Friday 18 December 2009
Spring Term:	Monday 11 January	-	Friday 19 March 2010
Summer Term:	Monday 26 April	-	Friday 2 July 2010
Autumn Term:	Monday 11 October	-	Friday 17 December 2010
Spring Term:	Monday 10 January	-	Friday 18 March 2011
Summer Term:	Wednesday 27 April	-	Friday 1 July 2011

2. INTRODUCTION TO THE CENTRE

The Centre for Women's Studies welcomes those who have come here to undertake research leading to an MPhil or PhD degree. We are one of the longest established women's studies centres in Britain and in 2009 we have been celebrating our twenty-fifth anniversary.

This guide is intended to offer you information and advice, so that you are familiar with our procedures and make the best use of your time here. Research is sometimes and necessarily a solitary activity but it does not have to be a lonely or frustrating one. As members of the Centre for Women's Studies, we hope that you will take full advantage of what we have to offer.

The Centre for Women's Studies has over twenty members of staff associated with it and caters for approximately forty graduate students (including those on the MA programmes) every year. We have research interests and expertise in a wide range of areas, including eighteenth and nineteenth-century women's history; women in the middle East, Asia and Africa; women and development; the nineteenth-century and twentieth century novel; women and social policy; contemporary feminism and feminist theory; literatures and cultures of the internet; gender and violence; women in the international economy; feminist epistemologies; feminist research methods; biography, autobiography and narrative analysis; older women; women's health and health promotion; women and management; women's employment; British Asian theatre; sexualities; gender, modernity and globalisation.

The Centre administrator, Harriet Badger (hb14@york.ac.uk), is responsible for all graduate affairs. She provides assistance to the Director and Chair of the Board of Studies, maintains all graduate files, and distributes all departmental information to graduates. It is very important that she should be notified **at once** of any **change of address or email address**.

Students may use the Centre as a Mailing address.

FACILITIES

Photocopying facilities are available to all students and you will be issued with a PIN numbers that give you access to the photocopier in the Centre. The number of copies you make will be electronically recorded. Copies are charged at 5p per sheet, although students may use the service free of charge **if they are photocopying something for their supervisors**. Students may use Centre headed notepaper and mailing facilities when they are needed for research purposes. A supervisor's permission should be obtained and conveyed to the Centre Administrator. The Centre for Women's Studies' noticeboards are in the departmental corridors. They are used for displaying university information and details about local, national and international Women's Studies activities. Tea and coffee making facilities are available in the common room. The common room also houses a small library of general interest Women's Studies books, as well as course resources, and student pigeonholes.

The Centre for Women's Studies provides office facilities for all full-time registered MPhil/PhD students. Although as we expand some students will be housed outside the Centre's main facilities on the third floor of Grimston House, CWS is your 'home' and all students are welcome and encouraged to use the communal facilities. Each full-time student has a desk, shelving, filing cabinet, and a networked computer. Each room has a telephone for incoming and internal calls.

The Centre also publishes a Newsletter, with details of current events along with news and commentary from Centre staff and students. If you wish to receive a Newsletter, or have an idea for a news item, please contact Harriet Badger in the Centre's Office.

3. THE CENTRE FOR WOMEN'S STUDIES OFFICE

The Centre for Women's Studies Office is situated in room VX309 on the third floor of Grimston House, on the main campus. The Centre's Administrative Office is open to students between 9.00am - 12.15pm and 2.00pm to 5.00pm Monday, Wednesday, Thursday, and 9.00am to 3.00pm Tuesday when the Departmental Administrator is in attendance. The general areas of the Centre are accessible to students out of office hours via your key cards.

The Centre Administrator, Harriet Badger, answers student enquiries, maintains student files, distributes Centre information and co-ordinates the Board of Studies. **Students should inform her at once of any change of address or email address.** Photocopying facilities are available at the Centre, and students may use The Centre for Women's Studies, University of York, Heslington, York YO10 5DD as a mailing address. They should regularly check in the pigeonholes in the Centre to see if they have any post. The Women's Studies notice boards are in the corridor. They are used for displaying Centre and University information and details about local and national Women's Studies activities.

For further information about the Centre and its activities, you are invited to visit its website at www.york.ac.uk/inst/cws.

4. GRADUATE STUDIES AT YORK

The Board for Graduate Schools is the major university committee dealing with graduate affairs. All matters of policy regarding graduate students are discussed in this committee, on which the Graduate Students' Association has representatives. The Executive Committee of the Board for Graduate Schools is the body who will finally approve recommendations from the Board of Studies for the Centre for Women's Studies regarding, for example:

1. transfer from full-time to part-time study within the period of full registration
2. suspension of registration
3. an extension of registration after the normal period has expired (these, it should be noted, are granted only in the most exceptional circumstances and require independent evidence in the form of medical certificates or equivalent);

The Standing Committee on Assessment is the body that approves recommendations on:

1. upgrading from MPhil to PhD, after the assessment of work submitted, by the student's thesis advisory panel
2. Centre recommendations of the names of appropriate internal and external examiners
3. the award of higher degrees

THE GRADUATE SCHOOLS OFFICE

All enquiries about grants and fees should be directed to the Graduate Schools Office in the first instance. The office also deals with admissions, records, registration, higher degree regulations and welfare co-ordination. Students are welcome to visit or telephone the office at any time during normal office hours. Visit their website www.york.ac.uk/admin/gso/

5. RESEARCH DEGREES - UNIVERSITY AND CENTRE REGULATIONS

I THE DEGREE OF MPhil

All applicants for a higher research degree will register in the first instance for an MPhil. The MPhil is a substantial degree in its own right, which should either:

1. make an original contribution to knowledge; or
2. demonstrate a good general knowledge of its field of learning, together with a comprehensive and particular knowledge of some part or aspect of it.

The Centre requirement for the MPhil is a dissertation of no more than 50,000 words.

The timetable for the MPhil is:

Full time	-	2 years' registration (plus 1 further year 'writing-up')
Part-time	-	4 years' registration (plus 1 further year 'writing-up')

The thesis MUST normally be submitted before the end of this period.

II THE DEGREE OF PhD

Upgrading of registration from MPhil to PhD is by application only. It must normally take place within the first 18 months of your registration.

A PhD thesis is expected:

- a. To demonstrate a good general knowledge of its field of learning;
- b. to make a substantial original contribution to academic knowledge or understanding in its chosen field. The thesis must be up to the standards of scholarship and presentation which apply in its field.

For candidates registering in 2008-9, the word limits for doctoral theses are:

- For a social science subject, normally between 80,000 and 100,000 words
- For a humanities subject, normally between 70,000 and 100,000 words.

The limits given above include footnotes which expand the text, but exclude other footnotes giving basic textual references, the bibliography and appendices.

These limits may be varied only in exceptional circumstances, if an application is made to the Board of Studies in the first instance.

For any exceptions to these, a case must be made to the Board of Studies in Women's Studies.

The timetable for the PhD is:

Full time	-	3 years' registration (plus 1 further year 'writing-up')
Part-time	-	6 years' registration (plus 1 further year 'writing-up')

The thesis MUST normally be submitted before the end of this period. It is expected that students complete the writing up of their thesis within the end of the normal period of registration for the degree concerned.

III EXTENDED REGISTRATION

MPhil/PhD students who exceed the normal period of registration pay annual fees to retain their names on the University's long-term register, and to retain access to computing and library facilities, if required.

The Graduate Schools Office will write to you shortly before the end of the normal period of registration if you have not submitted your thesis by then, and you will receive an invoice for the continuation fee. For 2009/10, the fee will be £227. The fee will cover continuing registration and access to the computing and library facilities (borrowing only); access to inter-library loan facilities will be by separate payment to the Library.

For further information see <http://www.york.ac.uk/admin/gso/fees.htm>

NB: Extensions beyond the fourth year ('writing up') are granted only in very exceptional circumstances by the Board of the Graduate Schools Office to whom formal application for this must be made.

IV TRANSFER FROM MPhil TO PhD

The initiative for setting the transfer procedure in motion rests with the supervisor(s). The most appropriate time for this to be done is usually the summer term of the student's first year or early in the 2nd year, and autumn term of the third year for part-time students. The procedure is **by no means a formality**: it is in neither the student's nor the Centre's interest for an inappropriate thesis or topic to be examined for the PhD. All candidates' applications are judged on the basis of written work.

An application should be supported by:

- a. The supervisor's approval;
- b. a detailed plan, outline or synopsis of the proposed thesis, defining the field of study and its particular scope. For theoretical or humanities work, this should include a chapter by chapter breakdown of its organisational structure. Those undertaking empirical social science research, should give an account of their methodology, which **must** include a statement on ethics, and a provisional outline of the way in which they envisage structuring the finished thesis;
- c. a substantial draft of work in progress, e.g. one chapter or a literature review;
- d. a full working bibliography relating to the proposed field of research;
- e. a schedule for completion.

The written work will be read by members of the student's thesis advisory panel (TAP). Their discussion with you will last one to one and a half hours. They will then make a recommendation to the Board of Studies. The recommendation normally will be: either to upgrade to PhD registration; or to revise the work submitted; or to complete the thesis at MPhil level. Reports of the meeting and the student's progress will be prepared by the panel and a copy given to the student. If the transfer application is approved, a recommendation to this effect will then be forwarded by the Standing Committee on Assessment.

6. THE STUDENT AND THE SUPERVISOR

The Centre's policy on research supervision and more detailed guidance can be found in Section 14 below. Briefly, however:

All students will be allocated to a supervisor or supervisors at the beginning of the first academic year: normally student and supervisor(s) will already have met or corresponded before admission. It is very likely that students will have more than one member of staff closely interested in their work. The interdisciplinary nature of Women's Studies means that researchers benefit from discussing their work closely with staff from different departments and with different kinds of expertise. Supervisors should be available, when necessary, to offer support and guidance on personal problems where they affect the progress of the work.

Although ultimately students are themselves responsible for their final thesis, but the supervisor/supervisee relationships will have a major influence on the progress of the research. The learning process should be a two-way one, from which you both benefit. Moreover, a supervisor should help to maintain and develop a student's intellectual interests, offering new perspectives on the research topic, drawing attention to new work in the area, providing appropriate academic contacts, giving notice of useful conferences and seminars, and advice on publication. She should direct students to relevant short courses offered by the university and by external bodies. The supervisor should also help the student in the planning and organising of her time.

Supervisory meetings are the most important formal part of a higher degree. Part-time students, who will face many calls on their time, must give these meetings priority. Meetings should take place without endless interruptions. Students have a right to expect their supervisor(s) to set aside time to discuss their work rather than fitting it into snatched moments between other activities.

It is important that supervisor(s) and supervisee should meet frequently and regularly. Meetings should take place regularly throughout the project, though the frequency may vary according to the stage reached in the research: fortnightly meetings represent good practice with the Centre. Supervisors are required to produce written termly reports on the progress of the work. Students should keep in touch with their supervisor(s), and discuss any change of direction in their work as it proposes itself. Notice should be given if appointments cannot be kept. Students should go to supervision meetings well prepared and with an idea about what they want to get out of the meeting. They should ensure that any written work to be used as a basis for supervision, should reach the supervisor(s) well in advance of the meeting. After each meeting students complete a supervision record form, which is then forwarded to their supervisor for approval/amendment. These are available on the CWS website.

Students are urged to let their supervisors know if they are feeling stuck, depressed or isolated. All academics lose enthusiasm and momentum at some point; this can often be talked through and resolved.

In addition to being allocated a supervisor(s), all students are assigned to a **Thesis Advisory Panel (TAP)**, as a matter of University policy. The main task of this panel is to monitor a student's progress, and to supplement and support the supervisory relationship). The Thesis Advisory Panel consists of the student's supervisor(s) and one or two named members of academic staff from either the Centre for Women's Studies or other University departments, as appropriate. In accordance with University policy, this panel is required to meet with the student **at least twice a year** during the normal full-time registration period to review progress. For part-time students, meetings should be held at least yearly. Other meetings of the Panel may be arranged where particular problems arise which cannot be resolved by a normal supervision session. At each meeting the supervisor(s) will be expected to leave the room so that the student can discuss any problems with supervisory arrangements with the remaining Panel member(s).

I DEALING WITH PROBLEMS

The Centre for Women's Studies will make every effort to provide alternative supervision if a member of staff is away on leave, ill or resigns.

It is obviously serious if a student's relationship with her supervisor(s) goes wrong - but this should not be allowed to fester. They should try to talk it through together, articulating any anxieties or disappointments which have emerged. If this is unprofitable students should talk to a member of their Thesis Advisory Panel or another member of CWS staff. We very much hope that difficulties could be resolved with the Centre, but students will be advised also of University procedures.

II IN THE FIRST YEAR

As well as undertaking required elements of research training, in the first term students should, with the help of their supervisor(s) and thesis advisory panel, be refining the aims and scope of the project.

Student, supervisor(s) and thesis advisory panel members will jointly need to plan, in some detail, a timetable of research which is clearly oriented towards the completion of the thesis within the timetable stated above. This may involve the learning of specific methodological techniques. The time spent in these activities should be balanced with the time required for writing.

By the end of the first year, students will be expected to have completed core elements of their research training; to have clearly defined the scope of the research; to have a grasp of the secondary literature surrounding the subject; to have completed the greater part of the bibliographical work, and to have embarked on primary research. In addition they should have completed a substantial piece of writing, which may be an introductory discussion, a survey of the literature, or a draft chapter.

III IN THE LATER STAGES

Even when students are most actively engaged in research, meetings with their supervisor(s) will still remain important, and should be given a very high priority. Regular discussion of research findings, even when these are tentative and incomplete, is always helpful, and can mitigate feelings of isolation and confusion. Students who are away from York while conducting fieldwork, especially overseas, should report regularly - at least weekly - to their supervisor by email. When conducting fieldwork you can expect the unexpected. It is useful to be in regular contact with your supervisor so that she is aware of your progress and can offer support and advice if problems occur.

As writing-up gets under way, a supervisor's advice will be crucial. Regular drafts of chapters should be submitted to her/him; s/he will be looking at the quality of your writing, at general strength of your argument, and at scholarly presentation. The supervisor, especially in the early stages of this, may seem critical and even pedantic. S/he may suggest getting rid of what seems to be some of the most original ideas or fondly-cherished research material, on the grounds that they are not relevant to the subject of the thesis.

Throughout the drafting process, a student will be asked to defend and justify the relevance of the chapters to the overall direction of the thesis; this is where a supervisor can be of most use. Before the thesis is finally submitted, the supervisor(s) should see the **complete final draft**.

If a student has not completed her thesis by the end of the full registration period, s/he is responsible for keeping in regular contact with her/his supervisor(s) during any period of extension. The supervisor(s) will continue to read and comment on draft material and return it promptly.

7. RESEARCH AND SKILLS TRAINING FOR MPhil/PhD STUDENTS

Ongoing training is an important part of the MPhil/PhD programme, both to ensure that you have the competence to carry out your research effectively and to help prepare you for future employment. New students will be given guides to the research training available during induction and should discuss their specific needs at their initial meeting with their supervisors. Thereafter, training needs should be reassessed regularly at supervision and TAP meetings. Broadly speaking there are two kinds of training:

1. Research training, including learning specific methodological techniques and more general research management skills.
2. Training in generic and transferable skills to enhance your personal and professional competence. These can be very general, such as time management, team-working, presentation and communication skills and ones more specific to academic careers, such as teaching methods

All students must undertake at least the equivalent of 10 days of transferable skills training each year (see University Code of Practice on Research Student Supervision).

Training is provided in the following ways:

- Specialist and advanced training in methodology
- Centrally provided transferable and research management training programme
- The CWS training programme
- External provision
- Other Opportunities for academic and personal development

Specialist and advanced training in methodology:

This is tailored to individual needs and is provided through graduate courses provided by, or in conjunction with, a range of other departments. Students who have not already taken one of our research training MA programmes must, in their first year, make good any deficiency in basic methodological competencies by taking elements of these courses. Your needs in this respect will be assessed by your supervisor and due recognition will be given to your past training and existing skills. In addition, there are a number of advanced and specialist methodology courses available – again your aptitude and need for these will be assessed in conjunction with your supervisor. Advanced courses in qualitative and quantitative methods are provided by the same team of staff from CWS and sociology who collaborate in the Masters methodology teaching. Other specialist courses are provided by history, economics, politics, social policy and health studies. You are encouraged to take not only those directly relevant to your own research, but also those that might enhance your future career prospects.

Centrally provided transferable and research management training programme

The Graduate Training Unit (GTU) provides a wide range of courses covering transferable skills, generic skills such as research management, writing and presentation skills along with personal effectiveness training. They also provide a number of teaching courses, essential for postgraduates who teach. A copy of the annual programme is sent to all research students at the beginning of each academic year. Further explanation of what is available is provided to new research students as part of the induction programme and one of the GTU staff attends the MPhil/PhD introductory day (see below) to discuss the programme further and to identify any needs specific to Women's Studies students. S/he will also tell you about the system for booking courses and keeping records of your **personal and professional development**.

See Student Development Unit: <http://www.york.ac.uk/admin/pod/graduate/>

Note: Language classes leading to recognised proficiency qualifications are provided by the Language Teaching Centre. Languages taught include French, German, Spanish, Portuguese, Chinese and Japanese. See their web pages for further details:

See Language Teaching Centre: <http://www.york.ac.uk/inst/ltc/lfa/>

The CWS training programme, compulsory for all students, is run through monthly workshops, plus two 'away days' at the beginning and end of each academic year. These regular events, which also facilitate the maintenance of a research community, offer an integrated programme of research and transferable skills training. Each session starts with a short 'business meeting' where students can air issues of common concern followed by the workshop itself. The programme has two aims: to foster the research process itself and to enhance transferable and generic academic skills and career prospects. The programme varies from year to year (to ensure students receive a range of training over their three years' registration) and is devised, in conjunction with students, at the first away day of the year. Examples of specific workshops include: writing for publication (including writing abstracts, the peer review process, writing book proposals, writing for different audiences); intellectual property rights; communication and presentation skills (e.g. giving conference papers, acting as a discussant, effective use of PowerPoint, poster presentations, effective chairing) building and presenting a CV; seeking research funding and writing research proposals; managing research (including time-management, working as part of a team, data management. The advantage of running our own programme is that we can organise it around students' own research and ensure its relevance to women's studies students. These meetings also facilitate ongoing cooperation among CWS students and can give rise to other opportunities for personal and academic development (see 'other opportunities' below).

External provision

There are a number of regular and occasional training opportunities open to research students. Regular ones include UK Grad Schools offering transferable skills training, free to all research council funded students; the annual BSA/ESRC summer school, free to all BSA (British Sociological Association) student members*; the annual NOISE European Women's Studies summer school**. The Feminist and Women's Studies Association runs postgraduate colloquia a few times a year, organised by students at gender and women's studies centres throughout the UK (York hosted one of these in spring 2005 and our students will have the opportunity to run another some time in the next three years). Other events are organised through the White Rose consortium and by other bodies and universities. We make every effort to ensure that you are kept informed of opportunities of this kind. Students are also encouraged to participate in external academic conferences and day-schools and, when ready, to give conference papers on their work. Events such as these not only enhance your skills but provide opportunities for networking and making new friends.

*To join the BSA, which offers other advantages, see Stevi Jackson.

**To participate in this school, see Ann Kaloski Naylor.

Other Opportunities for academic and personal development

The Centre actively supports students in building their CVs and working on their transferable skills. As a postgraduate centre, we have only limited opportunities to provide teaching experience for students, but we attempt to ensure that all those planning academic careers have a chance to teach. Undergraduate teaching is occasionally available through our partner departments and is generally open to women's studies students with appropriate disciplinary expertise. We also where possible provide opportunities to develop additional organisational and team-working skills, such as by organising workshops or day conferences, either as Centre events (such as colloqui involving external speakers) or as postgraduate or general academic seminars/workshops around Women's Studies topics.

Cultural Studies/Humanities Reading Group

Those students with an interest in feminist cultural studies (including literary, historical and sociological perspectives) may be interested in joining the monthly Reading Group. You don't need to be undertaking humanities research in order to join, but you need to be interested in the field, and willing to read between one and three articles a month, to join in discussion and to eventually choose topics and facilitate a session. The group is run collaboratively and in a supportive atmosphere and is directed by participants' interests. Please talk to Ann Kaloski (overall convener) if you would like to know more.

Sexuality Reading Group

A sexuality reading group is proposed for this year, to be convened by Stevi Jackson. This will be run along similar lines to the cultural studies/humanities group. An inaugural meeting will take place in the Autumn term to plan future activities.

Keeping records of your training

You should record all training you receive and all events that enhance your research and transferable skills. All new students are obliged to keep an online record of their transferable skills via a University

planning tool called 'Skills Forge', through which you can also book GTU courses. This is an integrated system that not only offers you the advantage of easy record-making, but will includes tools to help you identify areas in your skill profile that you may wish to develop. Full details will be made available to you at the beginning of the academic year.

8. RESEARCH PROCEDURES: SOME CAUTIONARY ADVICE

I THE NEED FOR SYSTEM

You will help yourself greatly if you organise from the beginning a sensible and orderly system for your notes and references. There are many ways of doing this. You can computerise your bibliography on a database or you can use index cards. You may need detailed indexes. Discuss your system with your supervisor and decide what fits your needs. But do it at the beginning of your research, not halfway through. Think through what you will need. And when you have a system, stick to it. Record all necessary details - bibliographical references, page numbers, archival references - as you take your notes. If you do this carefully, you should not need too many last minute visits to different libraries as you write up the final draft: that is the moment at which earlier failings become very clear. If you transcribe written material, always check carefully against the original before you leave a library or archive; few of us are completely accurate scribes.

II ACADEMIC MISCONDUCT IN RESEARCH/PLAGIARISM

You are responsible for ensuring that your work does not contravene the University's rules on academic misconduct, which are set out in Regulation 5. The University takes a very serious view of such misconduct and penalties will be applied to students who are found to have attempted to mislead examiners. Forms of academic misconduct include:

<i>cheating</i>	Deliberate failure to comply with the rules governing examinations e.g. by making arrangements to have unauthorised access to information
<i>collusion</i>	assisting another individual to gain advantage by unfair means, or receiving such assistance yourself
<i>fabrication</i>	misleading the examiners by presenting work for assessment in a way which intentionally or recklessly suggests that you have collected factual information which has not in fact been collected, or falsifies factual information
<i>personation</i>	producing work to be submitted as that not of yourself but of another, or assuming the identity of another individual in order to deceive the examiners, or soliciting another individual to act or appear as yourself, or to produce work on your behalf
<i>plagiarism</i>	incorporating within your work without appropriate acknowledgement material derived from the work (published or unpublished) of another

The penalties for academic misconduct will depend on the seriousness of the offence. Students found guilty of academic misconduct may, for example, fail their degree or be asked to leave the University. If you have any queries about what constitutes academic misconduct, and in particular about the proper attribution of material derived from another's work, you should seek advice from your supervisor or tutors. If you are unclear about plagiarism see sources in section 10 in this Handbook.

All new students must complete the plagiarism awareness tutorial (see next page)

It is also against the University Regulations to present towards a degree of the University of York work which has already been presented towards another degree either here or elsewhere

The above offences are considered particularly serious if committed by research students. In addition you should pay attention to issues of research **ethics** and your responsibilities to research participants, any organisations you work with or through which you recruit participants, the University and the wider academic community.

The University policy and procedures on academic misconduct by research students, which includes these and other issues, is available at:

<http://www.york.ac.uk/admin/gso/exams/AcadMisconductResearch.htm>

Academic misconduct – plagiarism awareness

Students at the University of York are part of an academic community in which we all share and discuss ideas and in this way develop and improve our own ideas. This is done freely but on the basis that we acknowledge the source of the ideas we are working with. The online tutorial on the VLE explains what is meant by plagiarism and provides information on the key issues affecting every student. At the end of the tutorial there is a two-part test.

All new students must successfully complete the online plagiarism tutorial in order to be permitted to proceed with their degree. In the Centre for Women’s Studies this takes place in your first term. Once you have successfully completed the tutorial, you will have the opportunity to print off a certificate. This you will need to hand into the CWS office, to the Administrator, before the end of the autumn term. Your supervisor will discuss these arrangements with you at your first meeting and be able to answer any queries you may have.

III THE CIVIL OFFENCE OF BREACH OF COPYRIGHT

Students should take care not to infringe the laws of copyright in their theses and in photocopying their materials. If they are in any doubt, consult Mr Philip Simison in the Graduate Schools Office, or a member of the library staff.

9. RESEARCHING AND WRITING YOUR THESIS

Starting, Surviving, Researching, Writing and Finishing: These books will be useful whether you are wondering what it will be like to be a research student, needing to hone your research or writing skills, trying to keep yourself motivated, coming up to your viva or thinking about what you can do after you've finished. The books are mostly shelved in the 029.6 section of the Library or cross-referenced to it - so search for that shelfmark in the catalogue for new acquisitions as you progress through your degree.

Doing a Doctorate

- Burton, S. & Steane, P. (ed) (2004) *Surviving your thesis*. Routledge
- Churchill, H. & Sanders, T. (2007) *Getting your PhD: a practical insider's guide*. Sage [Covers humanities and social sciences]
- Cryer, P. (2006) *The research students' guide to success* (3rd edn). Open University Press
- Delamont, S., Atkinson, P. & Parry, O. (2000) *The doctoral experience: success and failure in graduate school*. Falmer Press
- Leonard, D. (2001) *A woman's guide to doctoral studies*. Open University Press
- Phillips, E. M. & Pugh, D. (2005) *How to get a PhD: a handbook for students and their supervisors* (4th edn). Open University Press
- Rugg, G. & Petre, M. (2004) *The unwritten rules of PhD research*. Open University Press
- Salmon, P. (1992) *Achieving a PhD: Ten students' experiences*. Trentham Books. [Women students]
- Wisker, G. (2008) *The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD* (2nd edn). Palgrave Macmillan

The Role of the Supervisor

- Delamont, S., P. Atkinson & O. Parry (2004) *Supervising the doctorate: a guide to success* (2nd edn. Open University Press.
- Phillips, E. M. & Pugh, D. (2005) *How to get a PhD: a handbook for students and their supervisors* (4th edn). Open University Press
- Wisker, G. (2004) *The good supervisor: supervising postgraduate and undergraduate research for doctoral theses and dissertations*. Palgrave Macmillan

Doing Research

[NB This list does not include books on specific methods and subjects, apart from a few overviews. Books on doing a PhD will also discuss how to carry out the research project].

- Barzun, J. & Graff, H.F. (2003) *The modern researcher* (6th edn). Thomson. (On historical methods)
- Becker, H. S. (1998) *Tricks of the trade: how to think about your research while you are doing it*. University of Chicago Press
- Bell, J. & Opie, C. (2002) *Learning from research: getting more from your data*. Open University Press
- Blaxter, L., Hughes, C. & Tight, M. (2006) *How to research* (3rd rev. edn). Open University Press
- Burton, D. (ed) (2000) *Research training for social scientists: a handbook for postgraduate researchers*. SAGE
- Gilbert, N. (ed) (2006) *From postgraduate to social scientist: a guide to key skills*. Sage.
- Griffin, G. (ed) (2005) *Research methods for English studies*. Edinburgh University Press
- Grix, J. (2001) *Demystifying postgraduate research: from MA to PhD*. University of Birmingham Press
- Grix, J. (2004) *The foundations of research*. Palgrave Macmillan
- Hart, C. (2001) *Doing a literature search: a comprehensive guide for the social sciences*. Sage
- Oliver, P. (2003) *The student's guide to research ethics*. Open University Press
- Phelps, R., Ellis, A. & Fisher, K. (2007) *Organizing and managing your research: a practical guide for postgraduates*. Sage
- Potter, S. (ed) (2006) *Doing postgraduate research* (2nd edn). Sage
- Robinson-Pant, Anna (2005) *Cross-cultural perspectives on educational research*. Open University Press
- Rumsey, S. (2006) *How to find information: a guide for researchers* (2nd edn). Open University Press
- Walliman, N. S. R. (2005) *Your research project: a step-by-step guide for the first-time researcher* (2nd edn). Sage
- Wisker, G. (2008) *The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD* (2nd edn). Palgrave Macmillan

Using the Internet

- Fielding, N., Lee, R. M. & Blank, G. (eds) (2008) *The Sage handbook of internet and online research methods*. Sage
- Hewson, C. et al. (2002) *Internet research methods: a practical guide for the social and behavioural sciences*. Sage
- Hine, C. (ed.) (2005) *Virtual methods : issues in social research on the Internet*. Berg
- O'Dochartaigh, N. (2007) *Internet research skills : how to do your literature search and find research information online*. Sage
- INTUTE. 'Internet Detective'. Available at: <<http://www.vts.intute.ac.uk/detective/>>
- UC Berkeley Library 'Evaluating web pages: techniques to apply & questions to ask'. Available at: <<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>>

Thinking and Writing

- Cottrell, S. (2005) *Critical thinking skills: developing effective analysis and argument*. Palgrave Macmillan
- Glenn, C., Miller, R. & Webb, S. (2004) *The writer's Harbrace handbook* (2nd edn). Heinle
- Hall, C. (1994) *Getting down to writing: a student's guide to overcoming writer's block*. Peter Francis Publishers
- Miller, J. E. (2004) *The Chicago guide to writing about numbers*. University of Chicago Press
- Peck, J. & Coyle, M. (2005) *The student's guide to writing: grammar, punctuation and spelling* (2nd edn). Palgrave Macmillan
- Purdue University, The Online Writing Lab (OWL). This site provides advice and examples on various aspects of the writing process. Available at: <<http://owl.english.purdue.edu/owl/>>
- Thomson, A. (2002) *Critical reasoning: a practical introduction* (2nd edn). Routledge
- Warburton, N. (2000) *Thinking from A to Z* (2nd edn). Routledge
- Get a good dictionary and a thesaurus, and also use ones in the Library catalogue, and in Credo Reference and other databases in the Reference section of MetaLib at <<http://metalib.york.ac.uk/>>

Identifying your Research Question(s)

- Andrews, R. (2003) *Research questions*. Continuum
- Mason, J. (2002) , *Qualitative researching*. Sage (2nd edn, pp. 67-75); (also 1st edn, 1996, pp. 67-72)
- Robinson-Pant, A. (2005) *Cross-cultural perspectives on educational research*. Open University Press. (See Ch. 2, 'Defining the research question'.)
- White, P. (2008) *Developing research questions: a guide for social scientists*. Palgrave Macmillan.

Writing the Thesis

- Books about doing a PhD will discuss the process of writing up your research, but see especially:
- Becker, H. S. (2007) *Writing for social scientists: how to start and finish your thesis, book or article*. University of Chicago Press. (See esp. Ch. 6, 'Risk', by a graduate student on her worries about writing and showing her work to her supervisor)
- Craswell, C. (2005) *Writing for academic success: a postgraduate guide*. Sage
- Fabb, N. & Durant, A. (1993) *How to write essays, dissertations and theses in literary studies*. Longman
- Gilbert, N. (ed) (2006) *From postgraduate to social scientist: a guide to key skills*. Sage
- Hart, C. (1998) *Doing a literature review: releasing the social science imagination*. Sage
- Murray, R. (2006) *How to write a thesis* (2nd edn). Open University Press
- Oliver, P. (2008) *Writing your thesis: a guide for masters and doctoral students* (2nd edn). Sage
- Ridley, D. (2008) *The literature review : a step-by-step guide for students*. Sage
- Robinson-Pant, Anna (2005) *Cross-cultural perspectives on educational research*. Open University Press. (See Ch. 5, 'Which language to use; and Ch. 6, 'Writing the thesis'.)
- Taylor, D. (n.d.) 'The literature review: A few tips on conducting it'. Available at: <<http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>>
- University of Toronto 'Advice on academic writing'. Available at: <<http://www.utoronto.ca/writing/advise.html>>
- Wisker, G. (2001) *The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD*. Palgrave

Guides to Citing Sources

- Fisher, D. & Hanstock, T. (1998) *Citing references: A guide for students*. Nottingham Trent University
- Gibaldi, J. (2003) *MLA handbook for writers of research papers* (6th edn). Modern Language Association of America
- Modern Humanities Research Association (2008) *MHRA style guide: a handbook for authors, editors and writers of*

theses (2nd edn) Also available at:

<<http://mhra.org.uk/Publications/Books/StyleGuide/download.shtml>>

Pears, R. & Shields, G. (2005) *Cite them right: the essential guide to referencing and plagiarism* (revised & expanded edn.). Pear Tree Books

Turabian, K. L. (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. (7th revd edn). University of Chicago Press

University of Leeds Library 'Referencing'. Available at: <<http://library.leeds.ac.uk/info/200232/referencing>>

Plagiarism and How to Avoid Committing It

You all have to complete the University of York's 'Plagiarism Awareness Online Tutorial' on Yorkshire VLE, but you will also find helpful advice in most books on essay and dissertation writing. See e.g.:

Gardner, D. (1999-2006) 'Plagiarism and how to avoid it'. Available at <<http://ec.hku.hk/plagiarism/>>

Goldberg, P. J. P. (2002) 'Plagiarism: what it is and how to avoid it'.

<<http://www.york.ac.uk/teaching/history/pjpg/plagiarism.htm>>

Neville, C. (2007) *The Complete guide to referencing and avoiding plagiarism*. Open University Press

Pears, R. & Shields, G. (2005) *Cite them right: the essential guide to referencing and plagiarism* (revised & expanded edn). Pear Tree Books

Princeton University (2003) 'Academic integrity at Princeton'. Available at:

<<http://www.princeton.edu/pr/pub/integrity/index.html>>

Procter, M. (2008) 'How not to plagiarize'. Available at: <<http://www.utoronto.ca/writing/plagsep.html>>

Purdue OWL (2006) 'Avoiding plagiarism'. Available at:

<<http://owl.english.purdue.edu/owl/resource/589/01/>>

Writing an Abstract

Biggam, John (2008) *Succeeding with your Master's dissertation*. Open University Press. (See Ch. 8, 'Finally: writing the abstract'.)

Murray, R (2005) *Writing for academic journals*. See pp. 108-116,

Proctor, M. (2008.) 'The Abstract'. Available at: <<http://www.utoronto.ca/writing/abstract.html>>

The Examination Process and the Viva

Murray, R. (2006) *How to write a thesis* (2nd edn). Open University Press. (See Ch. 10 'After the thesis examination: more writing?' pp. 254-289. Despite the title, almost all of this chapter is about the viva and examination process.)

Murray, R. (2009) *How to survive your viva: defending a thesis in an oral examination* (2nd edn). Open University Press

Pearce, L. (2005) *How to examine a thesis*, Open University Press

Tinkler, P. & Jackson, C. (2004) *The doctoral examination process: a handbook for students, examiners and supervisors*. Open University Press

Trafford, V. & Leshem, S. (2008) *Stepping stones to achieving your doctorate : focusing on your viva from the start. :* Open University Press

Post-PhD writing and the Academic Career

Most books on doing a PhD will have something on 'what comes after the viva', but see esp.

Canter, D. V. & Fairbairn, G. (2006) *Becoming an author: advice for academics and other professionals*. Open University Press

Craswell, C. (2005) *Writing for academic success: a postgraduate guide*. Sage

Delamont, S. & Atkinson, P. (2004) *Successful research careers*. Open University Press

Caro, S. (2009) *How to Publish Your PhD*. Oxford University Press

Germano, W. (2001) *Getting it published*. University of Chicago Press

Gilbert, N. (ed) (2006) *From postgraduate to social scientist: a guide to key skills*. Sage

Kitchin, R. & Fuller, D. (2005) *The academic's guide to publishing*. Sage

Murray, R. (2009) *Writing for academic journals* (2nd edn). Open University Press

Murray, R. & Moore, S. (2006) *The handbook of academic writing : a fresh approach*. Open University Press

Wellington, J. J. (2003) *Getting published: a guide for lecturers and researchers*. RoutledgeFalmer

Study Skills for International Students

- Bailey, S. (2006) *Academic writing: a handbook for international students* (2nd ed.). Routledge
Centre for Applied English Studies (CAES), University of Hong Kong. 'Academic grammar'. Available at:
<<http://caes.hku.hk/acadgrammar/>>
- Lewis, M. & Reinders, H. (2003) *Study skills for speakers of English as a second language*. Palgrave Macmillan
- Lowes, R., Peters, H. & Turner, M. (2004) *The international student's guide: studying in English at university*. Sage
- Robinson-Pant, A. (2005) *Cross-cultural perspectives on educational research*. Open University Press
- Trzeciak, J. & Mackay, S.E. (1994) *Study skills for academic writing: student's book*. Longman
- Stuart-Hamilton, I. (2007) *An Asperger dictionary of everyday expressions* (2nd ed.) Jessica Kingsley Publishers.
(Gives the meaning of over 5, 000 English idiomatic and colloquial expressions, and when and where to use them.)

10. HOW TO CITE CORRECTLY

All your academic work must be presented in a professional and comprehensible way and conform to academic conventions and university regulations. In order to achieve this you must be accurate and meticulous in recording data and notes, and in your writing and presentation.

Accuracy

- **You must not commit plagiarism;** that is, you must never try to pass off someone else's work as your own (see *Academic Misconduct* in this *Handbook*). In practice, what this means is that you must make the sources of your phrases, ideas, evidence, and arguments clear to your reader. You must **not** copy, paraphrase or reword someone else's material in a way which gives the impression that it is your own work. You must make it clear when the 'voice' is yours and when the statements, opinions, information, ideas, examples, analysis, come from another source (whether from written or interview data, etc.). Your sources should also be correctly acknowledged according to the style of the referencing system which you are using. It is not enough just to include a source in the list of references.
- **Your work must be accurate.** You must ensure that you have correctly reported the names, dates, page numbers, spellings, etc., of the sources which you have used, the data which you have collected and the results of your analyses. You must also check these details very carefully when you are proof-reading your work. If you insert anything into a quotation from someone else you must put the insertion in square brackets; if you delete anything you must indicate that by the use of [...]; and if you add an emphasis state end of the citation details that you have done that.

You'll find that the easiest way of ensuring that you don't break these 'academic rules' is to record all the details correctly in the first place. If you haven't got all the necessary information down in your notes you'll also waste a lot of time later in the Library or on the Internet trying to find it. Be meticulous in your note-taking - for example, when you make a note of something you've read, also write down the number of the page on which it can be found, and when you copy out a quotation into your notes or directly into the computer put it in quotation marks immediately and include the citation (name, date, page no.) so that you don't get confused later on. Similarly, if you're paraphrasing some part of the text make a note that you have done so and record the page number(s) as well. Double-check the version in your notes against the original as well, and do the same for all quotations in your essays or dissertation - it is very easy inadvertently to alter the wording.

(See also in this Handbook the sections on *Academic Misconduct (Section 8 -- including details of the compulsory online plagiarism module)*, and on *Researching and Writing Your Thesis (Section 9) 'Citing Sources' and 'Plagiarism and How to Avoid Committing it'*, especially the examples of acceptable ways of using an author's text and ideas).

Referencing

There is no one recognized referencing system for academic work, as you will soon realise as you take careful note of citation practices in the books and articles you read. However, while there are a variety of practices, all academic work uses (or should use) a recognised and coherent system, and CWS MA programmes require you to MLA, Chicago or Harvard. As CWS is an interdisciplinary centre we do not insist on any one style; but those whose work is broadly social science-based you should use Harvard, while those undertaking literary, cultural and historical work, or work that cuts across disciplines may chose. Whichever method you decide on, it is important that you are consistent within a piece of work and use only that style; you are strongly advised to find your preferred method and stick to throughout your degree (discuss with your supervisor if in doubt).

The Harvard System

MLA and Chicago systems both develop via definitive manuals, which you are advised to consult. We have offered some hints for using these systems. As there is no definitive Harvard manual, we offer below examples for citing some of the most common texts you will use.

Humanities

If you are working in the humanities you may choose any recognized citation style: MLA, Chicago or Harvard. Whichever method you decide on, it is important that you are consistent within a piece of work and use only that style; you are strongly advised to find your preferred method and stick to throughout your degree. The Harvard method is discussed in detail in the Social Sciences section (below); details of the MLA and Chicago styles are provided in the excellent online and printed resources listed below as well as in those in the general list (above).

Hints:

1. Both MLA and Chicago allow for the use of either inline references (in parenthesis after the quotation) or footnotes (at the end of a page) or endnotes (at the end of the essay). It is acceptable and often convenient to use inline referencing for citation, and footnotes or endnotes for substantive comment.
2. In addition to parenthetical references or notes, you should also apply a full bibliography of works cited. Note that the punctuation of the bibliography differs from that of footnotes or endnotes, with both the MLA and the Chicago style.
3. Whatever system you use, you must be transparent and make sure that every work cited or quoted is correctly referenced by you in both the main text and the bibliography.
4. The bibliography should contain all works cited in your essay, but not works you have read for background.
5. Pay particular attention to quoting correctly and as fully as possible when using web sources.

MLA

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th edn. New York: MLA, 2003. The definitive guide to the MLA style.

The Library at the ACU National offers an excellent and easy to access list of referencing and bibliographic guidelines. See

MLA Referencing - Creating a Reference List:

http://www.acu.edu.au/library/get/referencing/mla_referencing_-_creating_a_reference_list/

MLA Referencing - Referencing within the Text

http://www.acu.edu.au/library/get/referencing/mla_referencing_-_referencing_within_the_text/

Chicago

Turabian, Kate L., Rev by Wayne C. Booth, Gregory C. Colomb, Joseph M. Williams, and University of Chicago Press Editorial Staff rev. by Grossman, J. & Bennet, A. *A Manual for Writers of Term Papers, Theses, and Dissertations* (76th edn). University of Chicago Press, 2007/1996. Well-loved book, aimed (as the subtitle suggests) at students writing research papers. (NB: The UK convention is to use single quotation marks at all times, apart from quotes within quotes. Turabian uses the US convention of double quotes).

To cite Internet sources see Harnack, Andrew & Kleppinger, Eugene. *Online! A Reference Guide to Using Internet Sources*:

'Using Chicago Style to Cite and Document Sources', www.bedfordstmartins.com/online/cite7.html

Social Sciences - Harvard System

The preferred citation style for Social Science and some Cultural Studies research is the Harvard System.

You should refer in your text to sources by name, date and page number(s), e.g. 'Smith (1990: 10) argues' or 'It has been argued that ... (Brown 1999: 22-25)'. (You can use p. (1990, p.10) and pp. (1999, pp. 22-25) instead of a colon, but be consistent.) This system reduces or even eliminates the need for footnotes or endnotes, other than for the provision of substantive information.

References

All sources cited or quoted in the text must be listed in the References, unless they are ones which you have not read for yourself - if so, that must be made clear in the citation, e.g. (Smith 1980 cited in Brown 1995) or (Jones 1980 quoted in Black 1990: 10). Details of Brown's and Black's work (but not the others) must be given in the references. Works by two authors must be cited with both names (e.g. 'Brown and Black [1990] state that ...'); for works by three or more authors you can use the first name followed by et al. (e.g. 'Smith et al. 1985').

- (a) When you have summarised something by Brown but have based this on the account given by Smith use: '(Brown 1970 in Smith 1991: 33)', or 'Brown (1970 in Smith 1991: 33) says that ...'
- (b) When you have used a quote from Brown but have taken it from Smith (i.e. the words are Brown's but you have not read Brown's work yourself) use: '(Brown 1970: 10 in Smith 1998: 33)' or '(Brown 1970: 10 quoted in Smith 1998: 33)'
- (c) When you have used a quote from Smith which is saying something about what Brown has said (i.e. the words are Smith's but they are making some point about Brown's work) use: '(Smith 1988: 33 citing Brown 1970)', or "'In Brown's work we find the concepts'" (Smith 1988: 33 citing Brown 1970)'

If you cite more than one publication published in the same year by an author you must distinguish between them by using a, b, c etc. after the date. Check that you have the right date in the citation! If two or more authors have the same surname use their initials in the citations to differentiate them.

The References/Bibliography should not include works which you have not cited. The entries should be in alphabetical order by author, have the date after the author's name, be separated by a line, and look like those below (if you are a social science student):

Books and journal articles

Dull, D. and C. West (1991) 'Accounting for cosmetic surgery: the accomplishment of gender', *Social Problems*, 38(1): 54-70.

Giddens, A. (1990) *The Consequences of Modernity*. Cambridge: Polity Press.

Shaw, A. (1998) 'Images of the female body: women's identities and the media', pp. 7-25 in J. Richardson and A. Shaw, eds. *The Body in Qualitative Research*. Aldershot: Ashgate.

Internet sources

You should try and provide as much bibliographical information for documents on the World Wide Web as you would for an ordinary article or book. You should cite them by the author's name, by Anonymous if you cannot find an author or by the website's name if that is the originator of the document. Never give only the name of the website or the URL unless you cannot find any other information. The reader should not have to access the website (assuming it still exists) to find out what your source was and to evaluate it. You may have to hunt around a bit, but you can usually find more than just a title, e.g. by working backwards through the URL, by stopping after a slash and reloading the site. You should try to include the following information in the entry in the References: author's name; date of document; title of document; place of publication and publisher; <URL>; date accessed.

Documents

Gordon, P. and K. Crehan (n.d.) *Dying of Sadness: Gender, Sexual Violence and the HIV Epidemic*. Gender and the HIV Epidemic. New York, NY: UNDP HIV and Development Programme. Available at <<http://www.undp.org/hiv/publications/gender/violencee.htm>>. [Accessed 22nd March, 2000]

University of York Library (1998) 'Citing print and electronic Publications' [online]. York: University of York. Available at <<http://www.york.ac.uk/services/library/subjects/researchmethods.htm#cite>> [Accessed 28th August, 2008]

Electronic journal articles

NB If no citation format is provided use the normal style you would for journals; and you may want to adapt slightly a recommended format (for instance, using 6(4) instead of vol.6, no.4), but note that for all e-journals instead of citing page numbers you must cite paragraph numbers if these are provided.

Letherby, G. (2002) 'Claims and Disclaimers: Knowledge, Reflexivity and Representation in Feminist Research,' *Sociological Research Online*, [online] vol. 6, no.4, <<http://www.socresonline.org.uk/6/4/letherby.html>>

Day, Eileen (2002, September). 'Me, My*self and I: Personal and Professional Re-Constructions in Ethnographic Research' [59 paragraphs, *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-line Journal], 3(3). Available at: <<http://www.qualitative-research.net/fqs-texte/3-02/3-02day-e.htm>> [Date of Access: Month Day, Year].

On-line newspaper article

Watts, J. (2002) 'Japan Pays Homage to "Darling" Debiddo', *The Guardian* (London), 27 June 2002. Available at: <<http://www.guardian.co.uk/world/2002/jun/27/worlddispatch.worldcupfootball2002>> [Accessed 28th August 2008]

A journal/newspaper article from a full-text CD-ROM database

Giddens, A. (2000) 'Comment & Analysis: A third way budge', *The Guardian* [CD-ROM], 29 February 2000, p.20.

All referencing systems- hints for recording urls: You don't have to use <...> but they are useful for separating the URL from the rest of the text. To avoid errors in transcription copy and paste the URL from the location bar of your browser into your bibliographic database record or list of references when you read and/or save the article (highlight the text, then use the CTRL-C (copy) and CTRL-V (paste) commands). If you print the document from the internet the URL is on the print-out; but if you save it as a PDF or HTML file (depending on what sort of document it is) it isn't - what you get on a print-out from these is the directory location of the file in your computer.

If you looked at the document or the site a long time before writing your dissertation check that the URL is still valid; and do this, too, to check that you haven't made any typing mistakes in the entry in your references. Open your browser and paste the URL into it and see if you can open the document.

To avoid long spaces on a line or between words (especially if you have right-justified your text) break a URL at a convenient place by using a soft return after a slash (/) (in Microsoft Word you can do that with SHIFT-Enter).

11. PRESENTATION OF PhD AND MPhil THESES

Your Thesis must be presented in a professional way and conform to academic conventions and university regulations.

NB:

Thesis Regulations

The formatting, style and the order of the contents of PhD and MPhil theses is governed by the requirements specified in University Regulation 2.8, 'Presentation of PhD and MPhil theses' (see <http://www.york.ac.uk/admin/gso/exams/thesis/ThesisPresentation.htm>). This regulation outlines the basic requirements on the length, presentation, deposit, and availability of theses together with guidance on the binding and submission. **You must read the regulations very carefully for yourself.**

You should also learn the proper ways of formatting documents and other necessary IT skills to make life easier for yourself (and for your supervisor and examiners). In particular, you are strongly advised to attend the 'Creating Your Thesis' course managed by the Graduate Training Unit that will show you how to create a template for your thesis (<http://www.york.ac.uk/admin/hr/training/gtu/index.htm>). (Some of the glosses below might become redundant in the light of this course).

NB: For candidates registering for the degree programme from October 2009 electronic submission of the thesis is required. For details see Section 12 *Examination of Theses* below.

Headings

"There shall normally be not more than four levels, including the chapter headings as the first level. Each level shall be distinguished from the others by position or typography, or both. The space that precedes and follows a heading shall be not less than the space between paragraphs. Headings shall not normally be centred (except, possibly, or chapter and part headings)."

Headings should also be accompanied by at least one line of text, not stranded at the end of a page.

Margins and Length of Lines

The left-hand margin must not be less than 40 mm (4 cm) and all others not less than 15 mm (1.5 cm). The page number must be centred at the bottom of the page with a space between it and the text but within the margin - select File/Page Setup/Layout and set the footer at 1.5 cm. The page will look better if the top margin is set at 2.5 cm as well.

Line spacing

This must be 1.5 spacing, not double-spacing.

Justification

Do **not** justify the right margin - that avoids long gaps between words and also saves space.

Font

Text: Use Times New Roman 11 or 12 or Arial 10.5 or 11 (but if you use TNR 12 or Arial 11 reduce the right margin to 3.0 cm. You can use Times New Roman 10 or Arial 10 for footnotes/endnotes.

Headings: Use different styles for the headings of sections (capitals, bold, italics) to distinguish between the different levels and to set them apart from the text .

Paragraphs: You can separate these from each other either by inserting an extra line between them, or you can simply indent the first word by 5 spaces and omitting the blank line between paragraphs (this will also save you a lot of pages). If you use indents, don't put one in the first line after a heading.

Quotations: Long quotations should be indented by 1 cm on both sides (use Format Paragraph/Indentation to set this. Quotations from documents can be single-spaced, but for those from interviews use 1.5 spacing.

Tables

"If there are relatively few tables, each shall appear as near as possible to the first reference to it in the text. If there are frequent references to tables, or if there are many tables, they may be collected together at the end of the text, possibly as an appendix.

Each table shall, if possible, appear complete on one page. A table shall be neither spaced out to fill the available space nor reduced to fit a small space. Tables shall normally be in the same orientation as the main text.

Each table shall have a number and title. The number shall precede the title. The title shall describe the content of the table. If a table occupies more than one page, its number shall be given on each page. The character size used in tables shall be large enough to allow the table to be reproduced without risk to legibility. The presentation of a series of tables shall be consistent in character size, use of space and other typographic treatment."

Use Times New Roman 11 for tables. You can single-space text in tables to stop them getting too spread out, but they will look better if you have a 2 pt space between the text and the box line and between the rows (Use Format/Paragraph/spacing to set this. If you can't fit the table onto the same page as the first citation to it, move it to the next page and cut and paste some of the text comes after it to the page preceding it – don't leave a blank space on the preceding page.

Figures/diagrams

"Figures should normally appear near the first reference made to it in the text.."

See comments above re Tables.

Numbering

"Arabic numerals shall normally be used for numbering all sequences within a thesis. Page numbers shall be visibly clear of the text. The pages of the thesis shall be numbered in a single sequence beginning with the title page, which shall be counted but not numbered, and including pages that carry tables, illustrations, appendices, etc. The use of blank pages shall be avoided if possible."

To eliminate the number on the title page Select Insert/Page Numbers, select centre alignment, and untick the box for Show Number on first page - or simply tippex it out.

Chapters must be numbered from the start to the finish of the thesis.

Appendices must be numbered in a separate sequence from that used for chapters [i.e. use A, B, C...]

Tables within the text must be numbered consecutively in a single sequence from the first one, i.e. Table 1, 2, 3, etc. (not by chapter as in e.g. 1.1, 3.4., 5.3). They must have a title. The numbering must be separate from that used for illustrations.

Figures/diagrams/illustrations: each of these types must also be numbered in a single sequence and they must have a title.

Using colour in the text, figures, diagrams or photographs

"If the use of colour is essential in the text or illustrations of a thesis, the candidate shall choose a method of production that facilitates the reproduction of colour. Because copies for consultation are generally issued on microfilm, any page that contains colour shall be headed 'Original in colour'. In the production of graphs, maps and diagrams, hatching or broken lines, which will reproduce in monochrome, should be considered as an alternative to colour."

If you use colours, remember that in microforms or photocopies some colours will either not show up (pale blue), merge into another (red appears as black), and others will become various shades of grey. (You should also take care over the choices and juxtaposition of infills in diagrams and pie charts).

Abstract

"The abstract shall follow the title page. It shall provide a synopsis of the thesis, stating the nature and scope of work undertaken and the contribution made to knowledge in the subject treated. It shall appear on its own on a single page and shall not exceed 300 words in length."

See the sources on writing an abstract in the section on *Researching and Writing the Thesis* (above).

Sequence of material.

“Material shall be arranged in the following sequence:

Title and subtitle

Correction sheet (where necessary).

Abstract.

List of contents.

List of tables, illustrations, etc. (if any).

List of accompanying material (if any).

Preface (if any).

Acknowledgements (if any).

Author's declaration.

Text,

Appendices.

Glossary.

List of references.”

Look at the regulations for explanations of what should be in each section.

Proof Reading

You will need to go through your work several times, proof reading as well as spell checking it – though even then you will probably miss some mistakes! Doing this will also take much longer than you think, so leave yourself plenty of time to do it.

Don't rely only on a spell-checker: it will find some errors – but it will accept mis-typings which result in real words and, unless it's a very sophisticated one indeed, it won't contain all the words and technical terms which you've used. It must be set to English (UK).

Read your work out loud and pause at the punctuation marks (especially, at commas) to see if the wording makes sense.

Check the text with the Show/Hide toggle switch on to check for unnecessary spaces. If you habitually leave a space before a full stop or a comma, after a left bracket or before a right one the easiest way to find these is to use the search function to find the punctuation mark; check each one in turn, using the repeat shortcut. Your word count will also be inaccurate if you add spaces - the counter treats any character with a space either side of it as one word.

Make sure headers haven't come adrift from their following text or figures and become stranded at the bottom of a page. The font used (capitals or lower case, italic etc.) must be the same in all headings of the same level, and for tables or diagrams.

Make sure that spacing around indented quotations is even..

If you looked at a document on the Internet or a website a long time before writing your thesis check that the URL is still valid – if not, try and track down a new location (that is also why the date of access must be recorded). Do this, too, to check that you haven't made any typos in the entry in the References. Paste the URL into your browser to see if you can open the document.

To avoid long spaces on a line or between words in the references (especially if you have right-justified your text anywhere) break the URL at a convenient place after a slash by using a soft return after a slash (/) (in Microsoft Word you can do that with SHIFT-Enter). If there are some very long gaps in a line because of the positioning of a URL use left justification on that line.

Add up your tables, check that totals and percentages etc. are correct - just to make sure that you haven't mistyped some of the numbers. Examiners will check some if not all figures and calculations for accuracy. If the mistake is in the original source indicate this.

Check all numbers separately - when reading through the text you'll probably notice if you've typed 1908 instead of 1980 but probably not if you've put 1981.

If you've used *ibid.* or *op. cit.* in draft versions (though that is a very unwise practice) you must make sure that in the final version these citations still refer to the correct source. If you've moved some text around without ensuring that the author's name (and other details like date) were included you might then have attached the *ibid* or *op. cit.* to the wrong source. The same applies if you have cross-referenced between footnotes by number - restructuring will remove all chance of accuracy there.

Go back and check the wording of all quotations carefully against the originals. It is extremely easy to end up making very slight changes as you can tend to slip into typing what you would have put had you been writing that passage, rather than what the author actually wrote. Examiners will probably check some quotes for accuracy - or because they didn't think Bloggs could possibly have written what you have down.

Check citations against details in the References to see that they are all there. Tick the entry in the text and in the References. If you find unticked ones when you've finished then you'll have to decide whether they should have been there, or whether you've omitted the citation or the entry in the References, or deleted one of them but not its counterpart.

Make sure dates, a/b etc. in dates are there for authors who have published several items in the same year, and pagination tally between citations and the References. Examiners will spot some mistakes and check some and possibly all entries, or out of interest will look up an item to see what Bloggs has written. Finding bibliographical errors also damages confidence in your work.

12. EXAMINATION OF THESES

Examination of both MPhil and PhD theses is by means of a Viva with internal and external examiners. Students are required to notify the examinations office of their intention to submit a thesis, together with the title of the thesis, not less than eight weeks before the date of submission. The appropriate form may be downloaded from the Graduate Schools office website (which also contains other information on submitting your thesis) at: <http://www.york.ac.uk/admin/gso/exams/thesis/ThesisGuide.htm>

Candidates should make a realistic estimate of the expected date of submission, bearing in mind the possibility of last-minute difficulties, and should make every effort to observe it. By the due date, two copies of the thesis should be lodged in the Graduate Schools Office. Please ensure that you follow all university regulations on the presentations of your thesis - see the web address above.

Candidates who registered for the degree programme concerned in October 2009 or later shall in addition submit the same number of copies of a CD (or other portable data storage unit acceptable to the University) containing an electronic copy of the thesis. The electronic copy shall be in pdf format (or other format acceptable to the University and appropriate to the medium) and shall be identical in every way to the printed copy. Candidates who registered for the degree programme concerned before October 2009 may also submit electronic copies in addition to the printed copies, but are not required to do so. See: <http://www.york.ac.uk/admin/aso/ordreg/r2-8.htm#2.8.3>

Normally an examination should take place within three months of presentation. The oral examination usually takes about two hours. If the examiners decide to recommend that the degree of PhD or MPhil be awarded, once that recommendation is accepted by the Board for Graduate Schools, the degree should be conferred on the next Degree Day. For the various options regarding decisions about a thesis open to examiners students should consult the Ordinances and Regulations of the University, which are also available from the above website.

Following successful examination, and after satisfactory completion of any minor corrections, all students beginning research degree programmes from October 2009 will be required to deposit one printed copy of the thesis with the

Examinations Office, for forwarding to the Library. In addition, the candidate must upload an electronic copy of the thesis or dissertation, normally in pdf format, to an electronic repository specified by the University. The electronic copy shall be identical in every way to the printed copy.

13. THE CENTRE FOR WOMEN'S STUDIES POLICY ON SUPERVISION

This is to remind all research supervisors of their responsibilities, and of the code of practice operating within the Centre for Women's Studies. Also included are general notes of guidance which may be particularly useful for new supervisors. This document should be read in conjunction with the University's **Ordinances and Regulations** and the supplementary **Notes of Guidance for MPhil and PhD students, supervisors and examiners**.

Good supervision is an art, which can only be learned through practical experience. These guidelines provide a framework rather than a detailed recipe. The University's Induction and Staff Development courses provide training and advice on the pitfalls and challenges of doctoral supervision.

Supervisory structures and responsibilities.

The Admissions Officer is responsible for the nomination of a **supervisor or supervisors** prior to the acceptance of students onto the doctoral programme, following consultation with appropriate staff, the Chair of the Board of Studies and the Director of CWS. Research students will not be accepted unless the appropriate supervisory expertise is available. Interdisciplinary projects will frequently require co-supervision and is essential where inexperienced supervisors are appointed. Inexperienced supervisors must always be partnered with, and mentored by, experienced colleagues. Supervision arrangements are formally approved by the Board of Studies, to which supervisors are accountable. The supervisor or supervisory team is primarily responsible for overseeing the day to day and year to year progress of the research. In addition, each supervisee has a **Thesis Advisory Panel (TAP)** consisting of the supervisory team and one or two further members of staff affiliated to the Centre. The TAP assists with and monitors both academic progress and the conduct of the supervision. The TAP is drawn from, and responsible to, the departmental **Board of Studies**.

The relationship between supervisor(s) and research student is of critical importance to the success of the latter's studies. It is the responsibility of the supervisor to scrutinize the balance and direction of the student's work at every stage of the research. In addition to supervising the research itself (see below), the supervisor or supervisors must ensure:

- that back-up supervision is available and in place when they are absent (e.g. on research leave or ill).
- that the TAP meets early in the candidate's registration, so that s/he is aware that she can rely on a broad support network, and thenceforth at least twice per year (annually for part-time students).
- that, where there is co-supervision, there exist clearly defined roles and arrangements for the conduct of supervision.
- that the transferable skills training needs of the candidate are identified and monitored on a regular basis throughout the course of registration and that all students undertake 10 days training a year.
- that the research training needs of the candidate are clearly identified at the commencement of supervision and are fulfilled over the course of the registration.
- that any problems impeding the student's progress are identified, brought to the attention of the Board of Studies, and that appropriate action is taken.

The main task of the Thesis Advisory Panel is to monitor a student's progress, and to supplement and support the supervisory relationship. In accordance with University regulations, the TAP must

- Meet at least twice per year throughout the registration (annually for part-time students) to review progress. These meetings will include at least one in the early phase of registration
- Provide a confidential context in which the supervisee can discuss, and begin to resolve, any problems arising from the supervisory relationship
- Assess, at the appropriate time in the registration, the candidate's ability and readiness to transfer from MPhil to PhD candidacy.

The conduct of supervision

It is essential that supervisors and student meet regularly. The frequency of these meetings may vary according to the stage which the student's research has reached. Meetings every two to three weeks (on average over the registration) represent good practice, though supervisions may be more frequent in the very early and final stages of the thesis. The precise organization of supervisory sessions is, of course, a matter for individual supervisors and practice will vary considerably. It is nevertheless important that these meetings are more than an unstructured, casual chat. Sessions should ideally last between one and two hours, and should be focused in some way, for example around reading the student has done, a draft s/he has submitted, or a particular problem encountered in the course of the research. Students must fill in a supervisory record sheet following each supervision (electronic copy of the form is available from Harriet Badger, the Centre administrator). This form should then be sent to the supervisor/s who will add her/their comments, and return the form to the student and the Centre office for record keeping. The next supervisory meeting should always be scheduled before the supervision ends, and is normally recorded on the supervisory record form in the space provided.

When students are conducting fieldwork away from the University arrangements must be made to ensure regular supervisory contact by telephone and email. This is particularly important for long absences, such as those necessary in undertaking fieldwork overseas. Students should be required to check in regularly, generally each week, and to provide longer reports on their progress on a fortnightly basis. This contact is essential in ensuring that the supervisor does not lose track of the student's work and is consulted about any problems arising during fieldwork.

Where a student submits written work, it is essential that the supervisor's comments, criticisms and suggestions for improvement are clearly and unambiguously communicated to him or her. Sometimes it may be sufficient to convey these orally or by marginal comments on the student's text. But for important pieces of work supervisors should provide written comments, which specifically aim to give his or her overall view of the text and identify all necessary revisions. Students should not be left in doubt of their supervisor's judgement of the quality of work, particularly if improvements are required.

Supervision involves identifying a candidate's research training needs and ensuring they are met. Those who have not previously followed the training programme provided by the MA should do so, unless exemptions have been agreed by the Board of Studies. Research training does not end with the completion of the MA, but should continue throughout the period of registration. This training should include any advanced or specialised methodological skills required for the student's project as well as general transferable skills. Research training should be decided upon prior to the start of each academic year in order to ensure that students are enrolled on appropriate courses and should be regularly reviewed and monitored.

All research candidates are initially registered for the degree of MPhil. Usually students apply for upgrading to PhD registration towards the end of their first year or early in the second year (at the end of the second year for part-time candidates). The upgrading procedure is an important opportunity both to assess each student's progress and to determine whether he or she is capable of successfully completing a doctoral thesis on the chosen research subject. During the latter part of this initial phase, supervisors should thus encourage students to focus their attention on preparing written material for the upgrading process. When the candidate has completed the necessary work, the supervisor should organize a TAP committee meeting to examine the

candidate on his or her work and make a recommendation to the Board of Studies, and through them to the University. While the upgrade meeting of the TAP should not be of an inquisitorial character, and should be conducted in a constructive manner calculated to provide the student with advice and direction, students should be made aware that the upgrading procedure is not a formality. Students who fail the upgrade may be permitted one further attempt at satisfying the requirements, but remain registered for MPhil unless or until they successfully upgrade.

As well as supervising the research process itself, the supervisor should pay attention to the research student's development into an independent scholar capable of taking his or her place in the academic community. The supervisor should therefore seek to make sure that the student keeps pace with general developments in the relevant field, drawing attention to important new texts and paradigms. The supervisor should also encourage the candidate to test his or her ideas and develop his or her communication skills by presenting seminar papers and, at later stages, giving papers at appropriate academic conferences. Where and when appropriate, the supervisor should encourage the candidate to write for publication, and make intellectual contacts within and outside the institution. The supervisor should ensure the candidate is aware of training, teaching and other opportunities available at an institutional level, as well as of mechanisms of welfare support.

While supervisors are not expected to be expert counsellors, their role is pastoral as well as strictly academic. In particular, she should identify any personal or health issues that might affect a student's progress, advise on formal steps that might be taken (such as temporary suspension of studies) and refer student to Student Services if more specialist help is required.

It is of the nature of the supervisory relationship that the supervisor will generally be a more significant figure in the life of the student than vice versa. This is inevitable, but can cause problems, confusions and embarrassments. Supervisors may therefore find it helpful to discuss 'ground rules' from the start, such as: whose responsibility is it to maintain contact? What is the preferred way of communicating between supervisions (e.g. e-mail, telephone, visits during office hours). Is there a 'closed season' or time of day during which the supervisor would prefer not to be telephoned? It is also important that the supervisor discuss with the student at the earliest opportunity any imminent changes in arrangements (sabbatical leave etc.), and inform the student what arrangements are in place in the interim.

The supervisor's responsibility becomes especially important as the time for submission draws close. In the first place, s/he should ensure that the student's work programme proceeds at a pace that will allow submission within the specified period (see Ordinances and Regulations). It is important that supervisors have a clear understanding of the University regulations concerning higher degree examinations and at the appropriate time s/he should take the initiative in finding an Internal and External Examiner for the thesis. The supervisor should of course pay close attention to the completion of the final draft. This often involves striking a balance between encouraging the student not to dally and endlessly to fine-tune the text, and ensuring that no corners are cut. The supervisor should give the student a clear and honest assessment of the strengths and weaknesses of the final text. Throughout the often very trying process of submission and examination, the supervisor must provide the student with support that is friendly and helpful, but also intellectually honest and realistic.

Potential Problems

Occasionally problems arise in the supervisory relationship. It is vital that the supervisor make the candidate aware, at the start of his or her registration, of the mechanisms available if things go wrong. Research students should feel free to express comments on their supervision at any time, directly to the supervisor, to another member of the TAP, to the Chair of the Board of Studies or the Director of Centre for Women's Studies. At the end of each meeting of the TAP the supervisor(s) are required to leave the room enabling the student to have a free and frank discussion on the quality of supervision with other TAP members. Supervisors should explain to candidates that raising problems in any of these ways does not necessarily constitute a formal complaint, and will be treated in strict confidence. Supervisors should draw supervisees' attention to the University's mechanisms for formal complaints. Candidates should also be made aware that they can approach the Board of Studies through their Board of Studies representative. Students have a right, under university regulations, to request a change of supervisor. While this is not desirable, it is a necessary provision for those rare cases when the supervisory relationship breaks down irrevocably. Changes of supervisor must be formally approved by the Board of Studies and the Graduate Schools Office must be informed immediately. Where the student is

supported by the ESRC or AHRC, changes of supervisor also require the approval of the funding body.

If a student fails to make satisfactory progress, either before or after the upgrade, and if s/he fails to respond to efforts to improve her/his performance, it may then be in neither the student's nor the Centre's interests for the student to continue. A supervisor should never tackle difficulties of this kind alone and should always bring any doubts about a student's commitment or capabilities to the attention of the Board of Studies as soon as they arise so that problem cases can be closely monitored and strategies for dealing with them discussed. Students in this situation should be warned in writing by the Chair of the Board of Studies that their progress is causing concern and that, if funded by the ESRC or AHRC, the continuation of their grant depends on satisfactory progress. Where no solution is found the Board of Studies may then decide that the best course of action is to advise the student to withdraw. The supervisor may elect to convey this advice to the student, but should always do so in the presence of the Chair of the Board of Studies or the Director of CWS. Alternatively, the Chair or Director may take on this responsibility. This advice should be given verbally and backed up by a formal letter.

Mechanisms for monitoring progress

The following procedures are in place and should be followed for monitoring the progress of higher degree research:

- Regular supervisions, accompanied as appropriate by written comments on the candidate's work.
- Supervisory report forms summarizing the discussions of the session filled in by the student and the supervisor after each supervisory meeting.
- Termly supervisory report forms, to be filled by the supervisor, submitted to the Chair of the Board of Studies and kept on the student's file.
- Regular TAP meetings, to discuss and monitor the development of the research project.
- Written reports of the TAP meetings, on the appropriate form, to be submitted to the Chair of the Board of Studies and kept on the student's file.
- Regular meetings of the Board of Studies to discuss and resolve any problems arising from the conduct of supervision and research. Student problems are raised and reviewed under a regular item of reserved or 'starred' business (from which student representatives are excluded) on the agenda.
- The 'Upgrading' procedure (examination of written work and 'viva'), followed by a written recommendation on the appropriate form to be approved by the Chair of the Board of Studies (or the Chair of the Board of Examiners) and submitted for approval to the University's Graduate and Undergraduate Studies Committee.
- Final submission and examination according to the University's Regulations.

Research and Skills Training

Continued research training and the acquisition of transferable skills are an essential part of our MPhil/PhD programme. It is Centre policy to ensure that all research students receive a broad and balanced training to enhance their research skills, foster their personal and professional development and develop a range of competencies useful to future employment, whether inside or outside academic institutions. While some elements of this training are common to all students, your specific programme will be developed in conjunction with your supervisor to take account of your individual needs and aspirations. Full details of the range of training available are provided in section 7. Please note that all first students MPhil/PhD students will be required to keep an online record of their transferable skill activities, and this will be monitored by their supervisor and TAP members.

The University has an online mechanism called 'Skills Forge' which enables students to record their research training. All first year students must record their transferable skills activities on this system, and supervisors and office administrators will have access to this record which must be produced before the 'upgrade' TAP and final viva. This system also includes software to enable students to identify gaps in their skills profile. Skills Forge induction sessions for supervisors are available at the start of the academic year. Third year students may opt to

use this system or may, instead, continue to use the 'lilac' forms held in their file in the CWS office. Details: www.york.ac.uk/admin/pod/graduate/

14. YOUR RESPONSIBILITIES AS A RESEARCH STUDENT

As a research student you are responsible for:

- Familiarizing yourself with the rules and regulations of the University and the Centre for Women's Studies
- Informing the Centre and the Graduate Schools Office via your supervisor and the centre administrator of any changes in address prior, during and immediately after your period of study
- Informing the Centre and the Graduate Schools Office via your supervisor and the Centre administrator of any circumstances or change of circumstance affecting the progress of your research (e.g. in case of illness)
- Maintaining regular contact with your supervisor during your period of study
- Preparing and submitting work for supervisory sessions as agreed with your supervisor/s
- Attending supervisory meetings, TAPs, training sessions and any other meetings such as the viva; and informing the relevant parties (e.g. your supervisor, TAP members) in good time in advance of a meeting if you cannot make that meeting
- Ensuring that your research complies with the rules and regulations of the university, including those of research ethics
- Ensuring the timely progress of your research to completion
- Producing appropriate supporting evidence and completing relevant forms in case of any delay (e.g. through suspension of your studies, or a request for the extension of the submission deadline) in completing your research
- Submitting your dissertation/thesis

15. DATA PROTECTION

The University collects information about students for administrative, academic, statutory, and health and safety reasons. It conforms with the Data Protection Act 1988 in its collection, processing and disclosure of personal data. It cannot operate effectively without processing information about you and requires your consent to do so. Your signature on your student registration form gives your agreement to the processing of your personal data for any purposes connected with your registration with the University, your health and safety or for any other legitimate reason. Further information can be found at www.york.ac.uk/recordsmanagement/dpa/index.htm or from the Records Manager (cf13@york.ac.uk).

16. RESEARCH ETHICS AND ETHICS COMMITTEE

The Centre for Women's Studies has an ethics policy published on its website at <http://www.york.ac.uk/inst/cws/gsp/ethics.htm> which students and staff are expected to adhere. The Centre's ethics policy conforms to the University regulations on research ethics. Its purpose is to ensure that all researchers consider the ethical implications of their research fully, and conduct their work in an ethically appropriate manner.

All students undertaking research for a dissertation or thesis (all Masters, MPhil, and PhD students) therefore have to fill in an ethics form as part of their research planning and prior to undertaking their research. This form is available on the Centre website. Students should consult their supervisors about when and how to fill it in. The form will be scrutinized by the supervisor and then by the Centre's Ethics Committee, a sub-committee of the Board of Studies which decides if further measures need to be taken in relation to any ethical issues arising from a given research project.

17. THE BOARD OF STUDIES

All the Centre's programmes are taught and administered by members of the Board of Studies in Women's Studies. The Board is an important forum for reviewing and developing policy both internally and in the Centre's relationship to the University. Representatives from the student body play a vital role on the Board. As a department we try to ensure that all the key constituencies of the student body have a voice on the Board: 'overseas' as well as 'home' students, full- and part-time students, Masters as well as PhD candidates. Student representatives may nominate 'alternates' to attend meetings in their place if they are unavailable.

Early in the academic year we encourage relevant constituencies to get together to nominate representatives (usually before or after one of our first meetings). As numbers in the Centre are relatively small, representatives generally emerge by consensus and without recourse to an election. However if an election is needed or desired we can facilitate this.

The Board of Studies usually meets twice a term, and student representatives are encouraged, as a regular part of the agenda, to bring forward issues of importance and/or concern to the student body, as well as to contribute to general discussions about Centre policy and practice. (Individual student cases are discussed under 'starred' or 'reserved' business after student representatives have withdrawn from the meeting.) Meetings will also include a report on action taken in the light of student feedback.

Student representatives are encouraged to contact the Students' Union which can provide training and guidance about their role. A notice board in the Centre common room, access to 'unreserved' minutes of the meetings, and an email directory of the representative's cohort of students will be provided by the Centre. On request, we will provide time and space for students to meet with the people they represent. We will also attempt to provide photocopying access where this is needed for the Board of Studies representative's role. We value the input of our 'Board reps' very highly: please consider undertaking this important role as part of your time at the Centre. The Centre is administratively linked to the Department of Sociology, on which staff and students in Women's Studies are also represented.

18. THE WOMEN'S STUDIES SEMINAR PROGRAMME

There will be a termly programme of Women's Studies seminars for the staff and students of the Centre for Women's Studies, and other members of the University. Included are speakers both from York and elsewhere. These seminars are an important part of your whole experience at York, and you are expected and strongly recommended to attend a high proportion of these. These seminars usually take place on Wednesday afternoons, and details are posted in the Centre for Women's Studies.

Some seminars arranged by other departments of the University may also be of interest to Women's Studies students. Notices giving details of them are displayed on the notice-board in the corridor outside the admin office.

19. VISA REQUIREMENTS FOR OVERSEAS STUDENTS

Students on Visas Who Enter the UK under the new Points-Based System

Students who are subject to the new Points-Based System for entry to the UK are reminded that the new visa scheme imposes very stringent legal obligations on the University as well as on the student. The penalties for breaching the rules are very severe and can include deportation. Amongst other matters, the University is obliged to report a student who

- takes a leave of absence from their course
- does not meet the required 'points of contact' (see below).

Points of contact: What is classed as a point of contact will vary according to the nature of your course, so please ensure that you check with your department administrator. Generally, a point of contact is a lecture, seminar, tutorial, exam, submission of course work or attendance of a viva. If University staff have reason to believe that you are not actively studying, your absence will have to be reported to the UKBA and your visa may be withdrawn. It is therefore very important that you inform a lecturer, administrator or other relevant member of staff if you are unable to attend several classes or supervisions, or cannot submit assessments at any time during your study at the University of York.

For further information see the *International Student Handbook* given to you at registration, and also <<http://www.york.ac.uk/internationalsupport>>. The University's Immigration Advice Service offers advice and help on immigration matters to students and their immediate dependents. See their web-site at: <http://www.york.ac.uk/admin/ias/>.

20. IN CASE OF ILLNESS: REQUIREMENTS FOR MEDICAL CERTIFICATES

Procedures in case of illness during registration.

If you are unwell for a period of up to 7 days during your programme, and unable to work or attend classes, you should inform the Centre immediately, and should also complete an '**Illness self-certificate**' form. These are available from the CWS Office, from the Student Support Office, and from its website. The completed form should be **received by the Student Support Office** no later than 10 days after the first day of absence. A copy of the certificate should be sent to the CWS office.

Self-certification of illness will be allowed during your programme for a maximum total of 10 days in one academic year. Needless to say, this is not 'permission to take time off': misuse of the system may be dealt with as a disciplinary matter.

A medical certificate from your GP (doctor) will be required if:

1. The period of absence through illness extends beyond 7 consecutive days
2. If you will have been absent for more than a total of 10 days in the current academic year
3. If the period of illness prevents you from meeting a University deadline (e.g. for your thesis or dissertation)

It is your responsibility to keep account of the number of days you are absent through illness in any one academic year.

21. IN CASE OF ANY CONCERNS OR COMPLAINTS

If you have any issues it is important to tackle them early rather than letting them build up, or trying to cope by yourself. You should, as far as possible, try to resolve any issues early and informally, and even if you find it difficult, try to speak to staff in the Centre for Women's Studies to sort things out, for instance, if you feel your work is not progressing well, or you have other worries. We will always try our best to help, and if we cannot resolve matters, suggest other avenues you might pursue.

There are a number of different ways – from informal to formal – that you can use to raise any concerns you have.

1. In the first instance you might discuss any issues with the **personal supervisor** you have been allocated, or, alternatively, with any members of **staff in the Centre for Women's Studies**. We are all happy to help, and you can contact any one of us by leaving a note in the Centre Office, emailing us (details in the back of this handbook), or just knocking on our office door.
2. The Centre has a number of **student representatives** who are elected every year. These attend the Board of Studies on your behalf, and are there to convey any issues you might want to raise. They will contact students before Board of Studies meetings to ask if you have any particular issues you wish them to take to the Board of Studies. You can also take the initiative and contact them to raise any concerns you have. If you don't know who they are, please ask the Centre administrator or the Director – they will know.
3. You can also ask to see Prof Stevi Jackson in her capacity as **Director of the Centre** to discuss any concerns with her.
4. In case of personal issues, the University has a number of **advice services** (careers; counselling; health services etc) that you can contact for advice. You'll be given a separate booklet with information about these.
5. If you are unable to resolve any academic issues through discussing them with staff in the Centre, you can contact the **Chair of the Board of Examiners**, Dr Linda Perriton, to discuss matters with her.
6. Finally, the University also has a formal complaints procedure, details of which can be found on the university website at <http://www.york.ac.uk/admin/ss/copr/complaintsproc.htm>. We would hope, however, that any concerns can be dealt with without you having to invoke this process.

22. THE UNIVERSITY LIBRARY AND INFORMATION SERVICES

Learning how to use the resources of the University Library efficiently is essential if you are going to make the most of your course and conform to academic conventions for the production of work. This will also be the starting point for developing your research skills for your Masters dissertation or PhD thesis.

The JB Morrell Library (The JBM) is the main undergraduate and graduate library. The Raymond Burton Humanities Research Library (the RBL) has reference materials for advanced study and research in the humanities, and the Borthwick Archive (alongside the RBL) provides a secure store for the University's rare and valuable Special Collections. The main Library buildings house over 600,000 books and over 3,000 print journal titles. Many journals and some books are now also available in electronic form (e-journals and e-books) which allows 24/7 access (for off-campus access to these and other electronic resources, see Information Technology, below). The Library currently subscribes to over 14,000 electronic journal titles and over 100,000 e-books.

There are also other libraries in the region to which students have access, e.g. the York Minster Library and the British Library Document Supply Centre at Boston Spa. The University Library is a member of a cooperative arrangement (SCONUL Access) under which you may borrow from partner libraries, which includes most universities in the UK. The Library's inter-lending service will borrow books or obtain photocopies of journal articles, for the heavily subsidised fee of £2 per item.

Some books and articles recommended in the module reading lists which are essential reading for core course seminars will be placed in the **Key Texts Collection** on the ground floor of the JBM. These are bookable and borrowable for up to four hours only. Guides to all aspects of Library services can be found on the Library's website: <http://www.york.ac.uk/library/>

Humanities Research Collections

The University has invested heavily in support for humanities research and the collections are being systematically expanded. Particular attention is being given to collections in history of art, social history and modern areas of study, such as twentieth century films, video and ephemera to support research into popular culture. Online collections relevant to women's studies include sexual politics; women's history; diaries and letters; colonial discourses, empire and travel; manuals, advice books and journals. There is a large microfilm collection relating to the early 20th C British women's suffrage movement.

There is a guide to these materials at: <http://www.york.ac.uk/library/publications/guides/wsmicro.htm>

Women's Studies MA dissertations and PhD theses

The Library holds copies of DPhil and PhD theses from all departments, and the last six years of Women's Studies MA and MSc theses. All theses are kept in a special store and must be booked in advance; they can only be consulted in the Library. [The Centre also keeps copies of MA dissertations and PhD theses. These must not be removed from the Centre.]

Women's Studies Resources in York Information Connections

York Information Connections brings together links to quality Internet sites, grouped by subjects. The 'Women's Studies Resources' can be found at:

<http://www.york.ac.uk/library/subjectresources/womensstudies/#resources>

Yorkshire VLE (the Virtual Learning Environment) and the University Library

Some departments are now using the virtual learning environment, Yorkshire, for their modules. This is a set of computer aided tools which enable you to communicate with fellow students and tutors, access resources 24/7, and engage in course discussions and group projects. There are links to Library resources in Yorkshire, including the Library Catalogue, York Information Connections, online Library skills tutorials, and electronic resources such as e-journals and bibliographic databases.

Module reading lists with direct links to electronic resources where available, are also being added to Yorkshire. [NB. Should you take a module which requires the use of Yorkshire you will be given additional training to enable you to acquire the skills needed for participation and to access the Library resources].

Library Training

You will be given a demonstration and a printed guide to Library services in your introductory tour of the Library in Week 2 of your first term. There is also a session on 'Using the Library' for all Masters and PhD students in Terms 1 and 3, and specialist help will be given with your dissertation/thesis topic as required.

Women's Studies Academic Liaison Librarian

Your main point of contact in the Library is Sue Cumberpatch, the Women's Studies Academic Liaison Librarian (email sc17@york.ac.uk, tel 01904 433891). She will provide help with finding printed and electronic material or guidance on any aspect of information relating to your studies or research. She provides training in the use of the Library and information services and also helps with orders for Women's Studies library materials. The staff on the Enquiry Desk and Lending Services Desks can also help with immediate problems if you can't find something in the Library.

23. THE COMPUTING SERVICE

IT Skills for Postgraduates

A series of online tutorials, targeted at new postgraduates, have been developed by Computing Service and the Learning Enhancement Project Office. The tutorials consist of eight topics, including:

Text processing in an academic environment
Working on drafts, reviewing and refining
Presenting information with PowerPoint
Manipulating data with spreadsheets
Inserting and manipulating images, charts and tables

A paper-based skills test is available to identify those who do not feel comfortable with computers. If required, students may receive one to one mentoring.

Taught courses to prepare students for the workplace – Office Skills, Working with Databases, Web Page Design and Graphics using PaintShop Pro – run throughout the year.

For more information: w: www.york.ac.uk/services/cserv/training
e: it-training@york.ac.uk
t: (+44)1904 433839

A series of IT training courses, run through the Graduate Training Office are also provided by Computing Service. For more information, visit: <http://www.york.ac.uk/admin/hr/training/gtu/index.htm>

Helpful computer tips

some reminders

- Don't let **anyone** know what your password is (not even if the request seems to come from the university computing service)

- Check how much space you have left on your disk and mail quotas (do this *via* 'My IT Account: <<http://www.york.ac.uk/services/cserv/myitaccount/>>)
- Check your e-mail frequently for messages from the department
- Ensure you always have space in your inbox for new messages by deleting unwanted messages and saving the rest in mail folders or to a storage medium
- Always ensure that you fully logout of a networked computer
- Learn how to manage your files efficiently

Data storage and Assessment work

There are several hazards (e.g. computer crashes, damaged files, printer problems and printing queue delays) associated with the increasing use of word processors for the storage of data and the production of assessment work. NB: Please note that such disasters are not accepted as mitigating grounds for the late submission of assessment work. In order to minimise the effects of such problems you are strongly advised to take the following precautions:

- Save your work at very frequent intervals
- Keep at least two backup copies of documents in a separate physical location from the machine containing your hard disk copy, e. g. on memory sticks or CD-ROMs (or floppy disks if your machine accepts these); and, you should also store copies on the University network on the H:// drive, especially if you normally work on your personal computer
- Don't forget to update your back-up copies
- Use the spellchecker to find mistakes and mis-spellings (but proof-read your work as well)
- Use the word count facility to check the length of your essays or sections thereof
- If you want to make many alterations to your work make a new copy of the file and number it v2 etc. – so that if you delete something which later you would like to include you can retrieve it from the earlier version
- Print out your work as you go along, and especially once you have something like a complete text; and keep a copy of all print-outs of draft versions - in dire necessity, you can reconstruct another final version from these
- Allow plenty of time to print out your assessment essays - and don't wait until the day of the final deadline to start printing them all. Print each essay when it is finished (you can always make another copy if later on you should think of some improvements)
- Keep printouts of your work and don't delete your files until you have graduated.

24. THE CAREERS SERVICE

Just arrived ! - but career planning, especially for those on one year Masters courses, should begin as soon as possible. Others have more time, but should not leave it too late.

Visit the Careers Service or log on to its website and discover how it can help you choose and obtain the right job or course of further study – www.york.ac.uk/careers.

Think about what you have to offer the world beyond education and what you want out of a future career. Use the self-assessment exercises and career planning materials available at the Careers Service and online: www.york.ac.uk/careers/psychometrictests/ and pick up a copy of the handouts ‘**How to plan your future**’ **Parts 1 and 2**. There are also handouts available specifically for PhD researchers covering career planning at www.york.ac.uk/careers/information.cfm?page=358 .

Explore the extensive range of information on jobs and courses at home and overseas, including lots of take-away materials, held at the Careers Service.

Take advantage of other opportunities offered through the Careers Service to develop your skills and experience alongside your studies. Activities such as those listed below are an excellent way of developing your interests and providing evidence to future employers of your skills and commitment to your chosen career path:

- volunteering www.york.ac.uk/careers/volunteering.cfm
- York Award skills development courses www.york.ac.uk/careers/skills.cfm
- Enterprise and entrepreneurship www.york.ac.uk/enterprise

Use every opportunity to confirm you know all you need to know about your chosen option; lots of Careers Service events, especially in the autumn term, will give you direct access to potential employers. Throughout the year, occupational talks will provide you with information about types of work not covered by visiting employers, including topics such as working in development, journalism, social welfare and teaching. View the events programme online at www.york.ac.uk/careers/events.cfm

Use the recruitment and vacancy information and links on the Careers Service website. Don't miss options with

early application deadlines such as teacher training, Civil Service Fast Stream options, financial and management careers and overseas research scholarships. For many opportunities recruitment begins in September for the following autumn.

Attend Careers Service and/or GTU **workshops** on application forms, CV and interview techniques.

Consult your **referees** about your plans and ensure they have a copy of your CV.

If you have any questions or concerns about what to do next, book an appointment via the interactive careers service to speak to a **Careers Adviser** (www.york.ac.uk/careers/service_dropin.cfm). If necessary, they will refer you to a longer guidance appointment.

The **Careers Service** is located near the Market Square shops, by the large car park on Harewood Way access road, off University Road (opposite the library). You are welcome to phone on 2685 (internal), e-mail via the interactive careers service (<https://casigma.york.ac.uk/student/login.html>) or visit at any time when we are open. Most of our facilities are available on a 'self-service' basis, with help from our information staff or duty Careers Adviser if you need it.

Appointment times and opening hours are subject to change so please see our website for dates/times for the week ahead, and particularly during vacations when there is a reduced service.

25. BOOKSHOPS

Blackwell's University Bookshop	On Campus	Some Women's Studies
Waterstones	High Ousegate, York	Some Women's Studies
Spelmans	Micklegate, York	Useful for remaindered and second-hand books
Barbican Bookshop	Fossgate, York	
Blake Head Books	Micklegate, York	Good Coffee Shop!
Borders Books and Music	1 Davygate, York	Lots of readings & events
Online Book source:		
Abe Books	www.abebooks.co.uk	Very useful for locating cheap second-hand books

26. STAFF IN THE CENTRE FOR WOMEN'S STUDIES

HALEH AFSHAR

BA (York) PhD (Cambridge), OBE
Professor, Department of Politics, Crossbench Peer House of Lords

Teaching and Research Interests: Development Studies; Women and conflict, faith and gender identities, Minority woman in the UK, age and empowerment, women and work in the Third World and in particular in Iran; Islamic ideology and feminism; the relationship between ideology and social and economic change. Joint editor (with Mary Maynard) of Women's Studies at York/Macmillan series.

Publications: Women, Poverty and Ideology (ed.) (Macmillan, 1990); Women, Development and Survival in the Third World (ed.) (Longman, 1991); Women and Adjustment Politics in the Third World (ed. with Caroline Dennis) (Macmillan 1992); Women and the Middle East (ed.) (Macmillan, 1993); The Dynamics of Race and Gender (ed. with M Maynard) (Taylor and Francis, 1994) Women and Politics in the Third World (Routledge 1996); (ed. with Fatima Alihkan) Empowering Women for Development (1997); Islam and Feminisms (1998); Women Globalization and Fragmentation in the Third World (ed. with Stephanie Barrientos 1999); 'ed with Deborah Eade Development, Women, and War (2004) (with Mary Maynard, Myfanwy ranks and Sharon Wray Women in Later Life; Exploring Race and Ethnicity, 2008

Women Studies in The Middle East: Some Problems and Prospects' *Cairo Papers in Social Science*, 20, (3) 1999; 'Gender and ethnicity at the millennium: from margin to centre' (with M Maynard), *Ethnic and Racial Studies*, 23 (5) 2000, 'Gender, Ethnicity and Empowerment in Later Life' (with Maynard, Franks and Wray), *Quality in Aging*, 3(1) 2002; 'Feminisms, Islamophobia and Identities' (with Rob Aitken and Myfanwy Franks) *Political Studies* 2005 vol 53. "Women, Wars, Citizenship, Migration, and Identity: Some Illustrations from the Middle East" *Journal of Development Studies*, Vol. 43, No. 2, 2007 "Muslim women and feminisms: illustrations from Iran" *Social Compass* 54 (3) 2007 "Can I see your hair? Choice, agency and attitudes: the dilemma of faith and feminism for Muslim women who cover" *Ethnic and Racial Studies*, Volume 31, Issue 2 February 2008 .

ANNE AKEROYD

BA, MA, PhD (University of London)
Honorary Fellow, Department of Sociology

Teaching and Research Interests: Socio-cultural aspects of the body and of health and illness, in particular women's health; gendered aspects of HIV/AIDS, especially in Africa, and related issues of gendered violence and of women's rights; and comparative perspectives on gender, especially in East Asia and Southern Africa.

Publications: 'Coercion, Constraints and Cultural Entrapments': A Further Look at Gendered and Occupational Factors pertinent to the Transmission of HIV in Africa'. In Ezekiel, E., Craddock, S., Oppong, J. & Ghosh, J. (eds) *HIV/AIDS in Africa: Beyond Epidemiology* (Oxford: Blackwell, 2004); 'Sociocultural aspects of AIDS in Africa: occupational and gender issues', in *AIDS in Africa and the Caribbean* (eds) G.C. Bond, J. Kreniske, I. Susser & J. Vincent, (Westview Press 1997); *Some gendered and occupational aspects of HIV and AIDS in Eastern and Southern Africa: changes, continuities and issues for further consideration at the end of the first decade* (Occasional paper no. 60, Centre of African Studies, Edinburgh University 1996); 'Gender, race and ethnicity in official statistics: social categories and the HIV/AIDS 'numbers' game', in H. Afshar and M. Maynard (eds) *The Dynamics of*

Race and Gender: Some Feminist Interventions (Taylor & Francis, 1994); 'Gender, food production and property rights: constraints on women farmers in southern Africa', in H. Afshar (ed.) *Women, Development and Survival in the Third World* (Longman 1994)

HILARY ARKSEY

BA (Lancaster) PhD (Lancaster)
Research Fellow, SPRU

Teaching and Research Interests: Informal care; carers, disability and employment; and qualitative research methods. Completed two studies on carers' aspirations and decisions around work and retirement, and carers as asset managers for older people, respectively. Also looking at the person-centredness of respite care for people with dementia and their carers. Currently working on two projects; a panel study examining Choice and Independence across the Lifecourse, and a small scoping study of homecare reablement services.

Publications:

Arksey, H. and Glendinning, C. (2008) Working carers: decision making in the context of competing policy pressures, *Social Policy and Administration*, 42, 1, 1-18. ; Arksey, H., Corden, A., Glendinning, A. and Hirst, M. (2008) Managing money in later life: help from relatives and friends, *Benefits*, 16, 1, 47-59.; Arksey, H. (2007) Combining work and care: the reality of policy tensions for carers, *Benefits*, 15, 2, 139-49. ; Arksey, H. and Glendinning, C. (2007) Choice in the context of informal care-giving, *Health and Social Care in the Community*, 15, 2, 165-75. ; 'Carers and employment in a work-focused welfare state' (with P A Kemp) in C. Glendinning and P. A. Kemp (eds.) *Cash and Care: Policy challenges in the welfare state* Policy Press (2006); 'Recognizing social work' (with I Shaw, A Mullender) *British Journal of Social Work* 36 (2) (2006); 'Respite care for people with dementia: the range of models for getting a break' (with C Bamford) *The Journal of Dementia Care* 15 (3) (2007); 'Outcomes for parents with disabled children and carers of disabled or older adults: Similarities, differences and the implications for assessment practice' (with B Beresford, C Glendinning, V Greco, and P Sloper) Social Policy Research Unit, University of York (2007); 'Choice in the context of informal care-giving' (with C Glendinning) *Health and Social Care in the Community* 15 (2) (2007); 'Informal welfare' (with C Glendinning) in M. Powell (ed.) *Understanding the mixed economy of welfare* Policy Press (2007); *How to Succeed in Your Social Science Degree* (D Harris) Sage (2007) 'Roles and expectations of a primary care team' (with C Snape & I Watt) *Journal of Interprofessional Care* 21 (2) (2007); 'A systematic review of the effectiveness and cost-effectiveness of different models of community-based respite care for frail older people and their carers' (with A Mason, H Weatherly, K Spilsbury, S Golder, J Adamson and C Glendinning) *Health Technology Assessment* 11(15) National Coordinating Centre for Health Technology Assessment (2007); 'The effectiveness and cost-effectiveness of respite for caregivers of frail older people' (with A Mason, H Weatherly, K Spilsbury, S Golder, J Adamson and M Drummond) *Journal of the American Geriatrics Society* 55 (2) (2007).

TREV BROUGHTON

BA, D Phil (York)
Senior Lecturer (half-time), Department of English & Related Literature

Teaching and Research Interests: Gender in nineteenth-century prose; women's life-writing (biography, autobiography, diaries etc); Victorian masculinities; auto/photography (with Ann Kaloski); The Victorian Governess; Fathers and fatherhood in the Victorian period, Letters and gender. Currently working on essays on the letters of John Constable and on the *Bengal Obituary*; and editing Margaret Oliphant's *Biographical Writings* for Pickering and hatto.

Publications: 'Cross purposes' in J de Groot and M Maynard (eds) *Women's Studies in the Nineties: Doing Things Differently*; 'Life-Lines: Writing and Writer's Block in the Context of Women's Studies' in Davies et al. (eds) *Changing the Subject* (London: Taylor and Francis, 1994); *The Infernal Desires of Angela Carter* (ed. with Joseph Bristow) (Longman, 1997); *Women's Lives/Women's Times* (ed. with Linda Anderson (SUNY, 1997); *The Governess* (ed. with Ruth Symes) (Sutton 1997); *Men of Letters, Writing Lives: Masculinity and Literary Auto/biography in the late Victorian period* (Routledge, 1999); 'Autobiography and the Actual Course of Things' in Tess Cosslett et al. (eds); *Feminism and Autobiography* (2001); with Laura Potts 'Dissonant Voices: the teacher's "personal" in women's studies' *Gender and Education* 13 4 (2001); 'Studying the Study: Gender and Scene of Authorship' in F. Regard (ed.) *Mapping the Self* (2003); 'Promoting a Life: Patronage, Masculinity and Philip Meadows Taylor's *The Story of My Life*' in D. Amigoni (ed) *Life Writing and Victorian Culture* (Ashgate, 2006); *Autobiography* (ed) 4 vols (Routledge 2007); *Gender and Fatherhood in the Nineteenth Century* (ed. With Helen Rogers) (Palgrave 2007) 'Teaching Cultures of Life Writing' in Miriam Fuchs and Craig Howes (eds) *Teaching Life Writing Texts* (MLA 2008).

LIZ BUETTNER BA (Barnard) PhD (Michigan)
Senior Lecturer, Department of History

Teaching and Research Interests: 19th and 20th-century British history (social, cultural and imperial; colonial South Asia; gender and ethnicity; history of childhood and the family; oral and written personal narratives; memory and commemoration.

Publications: *Empire Families: Britons and Late Imperial India* (Oxford University Press, 2004) [short listed for Young Academic Author of the Year, Times Higher Education Supplement Awards 2005 and Joint Winner, Annual Women's History Network Book Prize for 2004]; 'Fatherhood Real, Imagined, Denied: British Men in Imperial India', in *Gender and Fatherhood in the Nineteenth Century*, ed. Trev Lynn Broughton and Helen Rogers (London: Palgrave Macmillan, 2007), pp. 178-89. 'Cemeteries, Public Memory, and Raj Nostalgia in Postcolonial Britain and India', *History & Memory* 18, 1 (Spring/Summer 2006), pp. 5-42; 'Haggis in the Raj: Private and Public Celebrations of Scottishness in Late Imperial India', *Scottish Historical Review* LXXXI, 2: No. 212 (October 2002), pp. 212-39. This essay was awarded David Berry Prize for 2001 by the Royal Historical Society; 'From Somebodies to Nobodies: Britons Coming Home from India', in *Meanings of Modernity: Britain from the Late Victorian Era to the Second World War*, ed. Martin Daunton and Bernhard Rieger (Berg, 2001) pp.221-40; 'Problematic Spaces, Problematic Races: Defining "Europeans" in Late Colonial India', *Women's History Review* 9 no 2, Special Issue "Borders and Frontiers in Women's History" (June 2000) pp.227-97; 'Parent-Child Separations and Colonial Careers: The Talbot Family Correspondence in the 1880s and 1890s', in *Childhood in Question: Children, Parents, and the State*, ed. Anthony Fletcher and Stephen Hussey (Manchester University Press, 1999) pp 115-32.

ROGER BURROWS BA, MSc (Surrey) Professor, Department of Sociology

Teaching and Research Interests: Sociology of health and illness; the sociology of housing and neighbourhoods; the sociology of digital technologies.

Publications: *Cyberspace/Cyberbodies/Cyberpunk: Cultures of Technological Embodiment* (with M. Featherstone) Sage (1995); *The Sociology of Health Promotion: Critical Analyses of Consumption, Lifestyle and Risk* (with R. Bunton, S. Nettleton eds.) Routledge

(1995); *Home Ownership in a Risk Society* (with J. Ford and S. Nettleton) Policy Press (2001); 'Mortgage Debt, Insecure Home Ownership and Health: an Exploratory Analysis' (with S. Nettleton) *Sociology of Health and Illness* 20 (5) 1998; 'Residential Mobility and Residualisation in Social Housing in England' *Journal of Social Policy* 28 (1) 1999; 'Virtual Community Care?' (with S. Nettleton, N. Pleace, B. Loader and S. Muncer) *Information, Communication and Society* 3 (1) 2000; 'When a Capital Investment Becomes an Emotional Loss: the Health Consequences of the Experience of Mortgage Possession' (with S. Nettleton) *Housing Studies* 15 (3) 2000; 'E-scaped Medicine? Information, Reflexivity and Health' (with S. Nettleton) *Critical Social Policy* 23 (2) 2003; 'How the Other Half Lives? An Exploratory Analysis of Poverty and Home Ownership in Britain' *Urban Studies* 40 (7) 2003; 'Sorting Places Out? Towards a Social Politics of Neighbourhood Informatisation' (with N. Ellison) *Information, Communication and Society* 7(3) 2004; 'Health eTypes? An Analysis of the Everyday Use of the Internet for Health' (with S. Nettleton, L. O'Malley, I. Watt) *Information, Communication and Society* 7 (4) 2004; 'The Mundane Realities of the Lay Use of the Internet for Health and their Consequences for Media Convergence' (with S. Nettleton and L. O'Malley) *Sociology of Health and Illness* 27 (7) 2005; *Neighbourhoods on the Net: Internet-Based Neighbourhood Information Systems and their Consequences* (with N. Ellison and B. Woods) The Policy Press 2005; 'Geodemographics, Software and Class' (with N. Gane) *Sociology*, (2006).

JOANNA DE GROOT

BA, D Phil (Oxon)

Senior Lecturer, Department of History; member of Centre for Women's Studies & Centre for Eighteenth Century Studies

Teaching & Research Interests:

My Research interests centre around the intersections of gender, culture and colonialism with other forms of difference and inequality and include, specifically, 19th and 20th century women's history from 18th to 20th centuries inclusive; the history of socialist and feminist ideas and movements; and Iranian, Middle Eastern and Indian history in the 19th and 20th centuries.

Publications:

Religion, culture and politics in Iran: from the Qajars to Khomeini [I.B.Tauris 2007]; "'Oriental feminotopias"? Monatug's and Montasquieu's seraglios revisited' *Gender and History* 2006; "'Brothers of the Iranian race": manhood, nationhood and modernity in Iran c. 1870-1920' in S.Dudink et.al [eds.] *Masculinities in politics and war Manchester UP, 2004*; 'Metropolitan desires and colonial connections c.1750-1950' in C.Hall & S.Rose [eds.] *At home with the empire Cambridge UP, 2006*; "Sex" and "race": the construction of language and image in the 19th century' in S Mendus and J Rendall (eds) *Sexuality and Subordination* (1989) Routledge; 'Conceptions and misconceptions: the historical and cultural context of discussion on women and development' in H Afshar (ed) *Women, Development and Survival in the Third World* (Longman, 1991); 'The dialectics of gender: women, men and political discourses in Iran c.1890-1930'. *Gender and History* vol 5 no 2 (1993); with Mary Maynard (eds) *Women's Studies in the 1990's; doing things differently?* (Macmillan 1993); 'Gender, ideology and women's studies in Iran' in D Kandiyoti (ed) *Gendering the Middle East I B Tauris* (1995); 'Anti-colonial subjects? Post-colonial subjects?: Nationalisms, ethnocentrism and feminist scholarship' in M Maynard and J Purvis (eds) *New Frontiers in Women's Studies* (1996); 'Beyond the ivory tower; women and the academy' *Feminist Review* 1996; Religion, culture and politics in Iran c.1870-1980 ; 'Cohabiting and conflicting cultures; women and nationalism in Iran' in N Chaudhuri and R Pierson (eds) *Nation, Empire, Colony* (1999).

ALLISON DREW

MA, PhD (University of California, Los Angeles)

Senior Lecturer, Department of Politics

- Teaching and Research Interests: Social movements and development in Africa; women's movements in Africa and in comparative perspective; South African politics; Algerian politics.
- Publications: *Discordant Comrades: Identities and Loyalties on the South African Left* (Aldershot: Ashgate, 2000); *South Africa's Radical Tradition: A Documentary History*, 2 vols (Cape Town: University of Cape Town Press; Mayibuye, Books, University of the Western Cape; and Buchu Books, 1996-97); 'Theory and Practice of the Agrarian Question in South African Socialism, 1928-60'. *Journal of Peasant Studies*, 23, 3/4, January-March 1996; Guest Editorship and Introduction, *Comparative Studies of South Asia, Africa and the Middle East*, Special issues on South Africa: 15,1 1995 and 19,1 1999; 'Female Consciousness and Feminism in Africa'. *Theory and Society*, 24, 1995
- JANE ELLIOTT** BA (Illinois) MA, PhD (Rutgers)
Lecturer, Department of English & Related Literature
- Teaching and Research Interests: Her research interests include gender, feminist and queer theory; 20th- and 21st-century American fiction and popular culture; ethnic-American literature; Caribbean literature.
- Selected Publications: *Popular Feminist Fiction as American Allegory: Representing National Time* (Palgrave 2008); 'The Currency of Feminist Theory' *PMLA*, (October 2006); 'Rethinking Feminist Times: *The Stepford Wives* and the End of History' Forthcoming from *Cultural Critique*; 'Time of Death: The End of the 1960s and the Problem of Feminist Futurity in *The Women's Room* and *Vida*' *Modern Fiction Studies* (Spring 2006); 'O is for the Other Things She Gave Me: Jonathan Franzen, Oprah Winfrey and Contemporary Women's Fiction' *Bitch Magazine: Feminist Response to Popular Culture* (Spring 2002).
- SUE GRACE** BA (Southampton) MA (London) Cert Ed (Durham) D Phil (York)
- Teaching and Research Interests: Consultant in Higher Education, Currently establishing the Postgraduate Certificate in Medical Education in the Hull York Medical School
Vice-Chancellor's Teaching Award, 2008
Teaching and learning in Higher Education; reflective accounts of life as academics in relation to the student experience; 19th century criminal history; 19th century social and women's history; 19th century novel and 19th century literature on crime; 20th-century feminist criminology, 19th century Justice and the Yorkshire Country House.
- Recent Publications: Grace S and Gravestock P Inclusion and Diversity: Meeting the Needs of all Students Key Guides to Effective Teaching in HE series, Routledge, (forthcoming Autumn 2008); Kahn, P., Young, R., Grace, S., et al The role and effectiveness of reflective practices in programmes for new academic staff, Higher Education Academy, 2006; Kahn P., Young R., Grace, S., Pilkington R., Rush L., Tomkinson B., and Willis I., 'Theory and legitimacy in professional education: A Practitioner Review of Reflective Processes within Programmes for New Academic Staff' *International Journal of Academic Development* forthcoming 2008; Grace, S., Smith, B., Bradford, M. and Elvidge, E. 'Maximising the synergy: disciplinary and generic approaches in academic staff development' in Elvidge, *Exploring Academic Staff Development in Higher Education* (Cambridge 2004)

HILARY GRAHAM

BA (York) MA (York) PhD (York)
Professor, Department of Health Sciences

Teaching & Research Interests: Health inequalities linked to gender, social class, sexuality, age and disability; women's poverty; policy impacts on women's lives and gender inequality; qualitative research.

Selected Publications:

Books

Unequal Lives: Health and Socioeconomic Inequalities, (2007) Open University Press: Buckingham; *Understanding Health Inequalities*, (ed) (2000) Open University Press: Buckingham.

Journal articles and book chapters

Poverty and health: global and national patterns. (2007) In J Douglas, S Earle, S Handsley, C Lloyd and S Spurr (eds) *A Reader in Promoting Public Health: Challenge and Controversy*, Open University Press: Buckingham, pp169-181; Hilary Graham, Hazel Inskip, Brian Francis and Juliet Harman (2006) Pathways of disadvantage and smoking careers: evidence and policy implications. *Journal of Epidemiology and Community Health*, 60:ii7-ii12; Hilary Graham (2006) Socioeconomic inequalities in health: evidence on patterns and determinants. *Benefits*, 14, 2,77-90; Hilary Graham and Elizabeth McDermott (2006) Qualitative research and the evidence-base of policy: insights from studies of teenage mothers in the UK. *Journal of Social Policy* 35, 1: 1-17; Elizabeth McDermott and Hilary Graham (2005) Resilient young mothering: social inequalities, late modernity and the 'problem' of 'teenage' motherhood. *Journal of Youth Studies*, 8, 1:59-79. ISSN 1367-6261; Hilary Graham (2005) Intellectual disabilities and socio-economic inequalities in health: an overview of research. *Journal of Applied Research in Intellectual Disabilities*, 18, 2: 101-111.

GABRIELE GRIFFIN

BA (Leicester) MA (London) PG Dip HE (Institute of Education, London) PhD (Leicester)
Professor, Centre for Women's Studies

Teaching and Research Interests: Women's cultural production; contemporary women's theatre; Women's Studies as a discipline; feminist methodology; diaspora and postcoloniality; lesbian writing. Co-founding editor of *Feminist Theory*; editorial board member *Irish Feminist Studies*. Editor of 'Research Methods in the Arts and Humanities' series, Edinburgh University Press; Coordinator of an EU-funded research project on 'Integrated Research Methods in the Social Sciences and Humanities (2004-7)', and partner in the Marie Curie Early Researcher Training Network 'Gendergraduates' (2004-9).

Publications:

Research Methods for English Studies (ed.) Edinburgh UP (2005); *Doing Women's Studies: Employment Opportunities, Personal Impacts and Social Consequences* (ed.) Zed Books (2005); *Employment, Equal Opportunities and Women's Studies: Women's Experiences in Seven European Countries* (ed.) Ulrike Helmer Verlag (2004); *Contemporary Black and Asian Women Playwrights in Britain* Cambridge UP (2003); *Who's Who in Lesbian and Gay Writing* Routledge (2002); *Thinking Differently: A Reader in European Women's Studies* (with Rosi Braidotti) Zed Books (2002); *HIV/AIDS and Representation: Visibility Blue/s* Manchester UP (2000). Also numerous articles and book chapters including: 'Science and the Cultural Imaginary: The Case of Kazuo Ishiguro's *Never Let Me Go*', *Textual Practice* 23/4 (2009); 'The Ins and Outs of Women's/Gender Studies: A Response to Reports of Its Demise', *Women's History Review* 18/3 (2009); 'Accounting for One's Self: Valerie Mason-John's *Sweep It Under the Carpet*', in Deirdre Osbourne, ed. *Hidden Gems* (London: Oberon Books, 2008); 'Bodies that Matter: Women and Women's

Studies in Europe', in Marina Lassenius et al, eds. *Feminist Dialogues* (Abo: Abo Akademi University Press, 2008); 'Unknown Others: South Asian Audience and Its Audiences in Britain Today', *Contemporary Women's Writing*, 1/1/2 (2007): 118-134; 'What Mode Marriage? Women's Partner Choice in British Asian Cultural Representation' *Women: A Cultural Review*, spring 2007); 'Gagging: Gender, Performance and the Politics of Intervention', *Contemporary Theatre Review* 17.4 (2007): 541-9; Guest editor, special issue of *NORA* (Nordic Journal of Women's Studies, 2006); 'Gendered Cultures' (with M. Evans, J. Lorber & K. Davis) *Handbook of Gender and Women's Studies* Sage (2006); 'The Remains of the British Empire: The Plays of Winsome Pinnock', Mary Luckhurst, (ed.) *A Companion to Modern British and Irish Drama* Blackwell (2006); 'Theatres of Difference: The Politics of "Redistribution" and "Recognition" in the Plays of Contemporary Black and Asian Playwrights', *Feminist Review* (mid-2006 issue); 'The Institutionalization of Women's Studies in Europe: Findings from an EU-funded Research Project on Women's Studies and Women's Employment', (with E. Blimlinger, T. Gerstenauer) *Women's/Gender Studies: Against All Odds* Studienverlag (2005); *Women and Theatre: Identity and (Auto)biography* (with V. Gardner and M. Gale) Manchester UP (2004); 'Exile and the Body', with W. Everett and P. Wagstaff *Cultures of Exile: Images of Displacement*, Oxford: Berghahn Books (2004); 'Constitutive Subjectivities: Contemporary Black and Asian Women Playwrights in Britain', *European Journal of Women's Studies* 10/4 (2003); '(Other) Feminisms - European Women's Studies', *Hecate* 29/2 (2003); 'Humboldt, Mickey Mouse and Current European Research Programmes - or Where are the Women in All This?', *Kvinder kon forskning* 12/2 (2003); *Women's Employment, Women's Studies and Equal Opportunities 1945-2001: Reports from nine European Countries* (ed) University of Hull (2002); 'Was haben wir erreicht? Eine kritische Auseinandersetzung mit dem "Schicksal" von Women's Studies im Vereinigten Koenigreich', *Feministische Studien* 20/1 (May 2002); 'Troubling Identities, or Why Is John Lennon Wearing a Skirt?' *Anglo-Saxonica* 2, 16/17 (2002); 'Women's Employment, Equal Opportunities and Women's Studies in Europe', (with Rosi Braidotti et al); *The Making of European Women's Studies. 4*, University of Utrecht, 2002; 'Co-option or transformation? Women's and Gender Studies Worldwide' (with H. Flessner and L. Potts); *Societies in Transition - Challenges to Women's and Gender Studies* (with Leske and Budrich) 2002; 'Kooptacja czy transformacja? Women's i gender studies na swiecie', *Katedra* 3 (2001).

CAROL-ANN HOOPER

BA (Cambridge) Dip Soc Admin, PhD (LSE)
Senior Lecturer, Department of Social Policy and Social Work

Teaching and Research
Interests:

Women and social policy; child abuse and child protection; violence against women; gender, crime and justice.

Publications:

'Child sexual abuse and the regulations of women: variations on a theme' in C Smart (ed), *Regulating Womanhood: Historical Essays on Marriage, Motherhood and Sexuality* (Routledge, 1992); *Mothers Surviving Child Sexual Abuse* (Routledge, 1992); 'Men's violence and relationship breakdown: can violence be dealt with as an exception to the rule?' in C Hallett (ed) *Women and Social Policy* (Harvester Wheatsheaf, 1996); With J Kroprowska & R Milsom *Research on Adult Survivors of Childhood Sexual Abuse: Report on experience of Services* (North Yorkshire Health Authority, 1999); (ed with U McCluskey) *Psychodynamic Perspectives on Abuse: the cost of fear* (Jessica Kingsley, 2000)

STEVI JACKSON

BA (Kent) B Phil (York)

Professor and Director of Centre for Women's Studies

Teaching and Research Interests:

Feminist theory, theories of gender and sexuality, heterosexuality, women's family relationships, sociology of childhood.

Publications:

Childhood and Sexuality (Blackwell 1982); *Women's Studies: A Reader* (co-edited) (Harvester Wheatsheaf 1993); *The Politics of Domestic Consumption: Critical Readings* (co-edited with Shaun Moores) (Prentice Hall/Harvester Wheatsheaf 1995) *Christine Delphy* (Sage 1996); *Feminism and Sexuality* (co-edited with Sue Scott) (Edinburgh University Press 1996); *Contemporary Feminist Theories* (co-edited with Jackie Jones) (Edinburgh University Press 1998); *Heterosexuality in Question* (Sage 1999); *Gender: A Sociological Reader*. (co-edited with Sue Scott) (Routledge 2001). *East Asian Sexualities* (co-edited with Liu Jieyu & Woo Juhyun) (Zed 2009), *Theorizing Sexuality* (with Sue Scott) (Open University Press 2010). Journal articles and book chapters include: 'Why a materialist feminism is (still) possible - and necessary.' *Women's Studies International Forum*, (2001); 'Sexual antinomies in late modernity', *Sexualities*, 7 (2) 2004 (with Sue Scott); 'Sexuality, heterosexuality and gender hierarchy: getting our priorities straight', in Chrys Ingraham (ed.) *Thinking Straight: New Work in Critical Heterosexuality Studies*. (Routledge 2005) 'Gender, Sexuality and Heterosexuality: The Complexity (and Limits) of Heteronormativity' *Feminist Theory*, 7 (1) 2006 pp. 105-121; 'Faking like a woman: towards an interpretive theorization of sexual pleasure, *Body and Society*, 13 (2) 2007 pp.95-116 (with Sue Scott); 'The appalling appeal of nature: The popular influence of evolutionary psychology as a sociological problem', *Sociology*, 41 (5) 2007 pp. 917-930 (with Amanda Rees)

MARK JENNER

BA, DPhil (Oxon)
Senior Lecturer, History Department

Teaching and Research Interests:

The social and cultural history of Britain c.1550-c.1780; social history of medicine; history of the body; gender, medicine, religious and political culture in seventeenth and eighteenth-century England.

Selected Publications:

'Body Image, Text in Early Modern Europe', *Social History of Medicine* (1999); 'Civilization and Deodorization? Smell in Early Modern English Culture' in P. Burke, B. Harrison & P. Slack (eds) *Civil Histories: Essays Presented to Sir Keith Thomas* (Oxford University Press, 2000); (With Bertrand Taithe) 'The Historiographical Body', in R. Cooter & J. V. Pickstone (eds) *Medicine in the Twentieth Century* (Harwood Academic, 2000); 'From Conduit Community to Commercial Network? Water in London 1500-1725', in P. Griffiths & M.S.R.Jenner (eds.) *Londonopolis: Essays in the Social and Cultural History of Early Modern London* (Manchester UP, 2000); 'The Roasting of the Rump: Scatology and the Body Politic in Restoration England' *Past and Present* 177 (2002); 'Nauseous and Abominable'? Pollution, Plague and Poetics in John Gay's *Trivia*', in C. Brant and S. Whyman ed., *Walking the Streets of Eighteenth-Century London: John Gay's Trivia* (Oxford University Press, 2007); *Medicine and the Market in Pre-Modern England and its Colonies* ed with P. Wallis (Palgrave, 2007)

ANN KALOSKI- NAYLOR

BA (Leeds) D Phil (York)
Lecturer (half-time), Centre for Women's Studies

Teaching and Research Interests:

Contemporary fiction and culture, with special interests in death, digital texts & popular culture; feminist cultural politics & production; lesbian, bisexual & queer studies; feminist pedagogy & elearning. Director of small press, *Raw Nerve Books* www.rawnervebooks.co.uk

Publications: 'Rewriting "the Paedophile": A feminist reading of *The Woodsman*' in *Feminist Review* 83 (2006) (with Carol-Ann Hooper), 'Communication Technologies' in *The Women's Movement Today* Leslie L. Heywood (ed) (2005), *The Feminist Seventies (joint ed)* (2003), *White?Women: Critical perspectives on Race and Gender (joint ed)* (1999); 'Gone are the days'; changing perspectives in contemporary lesbian/feminist literary theory in *Feminist Review* 60 (1999); 'Spicing up Girls' Lives' in *Trouble and Strife* 38, (1998/99); *The Bisexual Imaginary: Representation, Identity and Desire*, (joint ed) (1997); 'Bisexuals Making Out with Cyborgs' in *Journal of Gay, Lesbian, and Bisexual Identity*, 2.1 (1997)

CELIA KITZINGER

BA (Oxford) PhD (Reading)
Professor, Department of Sociology

Teaching and Research Interests: Sexuality, gender and talk-in-interaction; childbirth; same-sex marriage; LGBTQI human rights issues; helplines; any research using conversation analysis with naturalistic data.

Sample Publications: *The Social Construction of Lesbianism* (Sage, 1987); *Changing Our Minds: Lesbian Feminism and Psychology* (Onlywomen/New York University Press, 1993), *Representing the Other* (with Sue Wilkinson, Sage, 1995); *Lesbian and Gay Psychology*. (ed. with A. Coyle) Blackwell (2002); 'Talking sex and gender, in Talk in Interaction' in (eds Paul Drew et al.) *Social Research Methods*, Sage (2006); 'Heteronormativity in action: Reproducing the heterosexual nuclear family in 'after hours' medical calls' *Social Problems* 52(4) (2005). 'Calls to a homebirth helpline: Empowerment in childbirth' *Social Science and Medicine* 61 (2005) (with Rebecca Shaw); 'Same sex marriage and equality' *The Psychologist* 18(5) (2005) (with Sue Wilkinson); 'Speaking as a Lesbian: Correcting the heterosexist presumption' *Research on Language and Social Interaction* 38(4) (2005) (with Victoria Land); 'Social advocacy for equal marriage: The politics of 'rights' and the psychology of 'mental health'.' *Analyses of Social Issues and Public Policy* 4(1) (2004) (with Sue Wilkinson).

MARY MAYNARD

BA, B Phil (York)
Professor, Department of Social Policy

Teaching and Research Interests: Feminist theory and methodology; gender; race and ethnicity; age and ageing; migration: women's studies.

Publications: *Researching Women's Lives from a Feminist Perspective* (ed with J. Purvis) (Taylor and Francis, 1994); *The Dynamics of 'Race' and Gender'* (ed. with H Afshar) (Taylor and Francis, 1994); *(Hetero)Sexual Politics* (ed. with J Purvis) (Taylor and Francis, 1995); *New frontiers in Women's Studies: Knowledge, Identity and Nationalism* (ed. with J Purvis) (Taylor and Francis, 1996); and various articles on women's studies, feminist theory and methodology, and violence towards women. 'Feminists' knowledge and the knowledge of feminism: epistemology, theory, methodology and method.' in T. May and M. Williams (eds) *Knowing the Social World*, Open University Press, 1999; 'What do older women want?' in S Walby (ed) *New Agendas for Women* Macmillan, 1999; 'Families and Households', in G. Browning, A Halcli and F Webster (eds) *Understanding Contemporary Society: Theories of the Present*, Sage, 2000; 'Gender and ethnicity at the millennium: from margin to centre' (with H Afshar), *Ethnic and Racial Studies*, 23, 5, 2000; 'Feminism and postmodernism in social theory,' in R. G. Burgess and A. Murcott (eds) *Developments in Sociology*, Harlow, Essex: Prentice Hall, 2001; 'Studying age, 'race' and gender,' *International Journal of Social Research Methodology*, 5 (1) 2002;

'Gender, Ethnicity and Empowerment in Later Life' (with H. Afshar, M. Franks and S. Wray), *Quality in Aging*, 3 (1) 2002, 13-19; 'Feminist Issues in Data Analysis,' in M Hardy and A. Bryman (eds) *Handbook of Data Analysis*, Sage, 2004; 'Women's Studies' in P. Essed, A. Kobayashi and D. Goldberg (eds) *A Companion to Gender Studies*, Blackwell, 2004; 'Older Women, Ethnicity and Quality of Life' in A. Walker with S. Northmore (eds) *Black Minority Elders*, Age Concern, 2004; (with K. Davidson and L. Warren) 'Social Involvement: Aspects of Gender and Ethnicity' in A. Walker (ed) *Understanding Quality of Life in Old Age*, Open University Press, 2005; (with J. Bradshaw and F. Bennett) 'Feeding In and Feeding Out', *Integrating Immigrants and Ethnic Minorities: A Study of National Policies UK*, Second Semester Report, European Commission, 2006; (with H. Afshar, M. Franks and S. Wray) *Women in Later Life. Exploring 'Race' and Ethnicity*, Open University Press, 2008.

SUE MENDUS

BA (Wales) B Phil (Oxon), FBA
Professor, Department of Politics

Teaching and Research Interests: Moral and political philosophy, Contemporary Liberalism, Kant.

Publications:

Feminism and Emotion (Macmillan, 2000); Joint editor with John Horton of *Aspects of Toleration* (Methuen, 1984); Joint editor with Ellen Kennedy of *Women in Western Political Philosophy* (Harvester, 1986), *Toleration and the Limits of Liberalism* (Macmillan, 1989); *Impartiality in Moral and Political Philosophy* (Oxford, 2002). Articles include 'Harm, Offence and Censorship' in *Aspects of Toleration* (see above); 'Kant: An Honest but Narrow-minded Bourgeois' in *Women in Western Political Philosophy* (see above); 'Marital Faithfulness' in *Philosophy*; 'Practical and Pathological Love' in *Journal of Value Inquiry*; 'Losing that Faith: Feminism and Democracy' in joint editor with Jane Rendall *Sexuality and Subordination. Inter-disciplinary Representations of Women in the Nineteenth Century* (Methuen, 1988).

NICOLA F. McDONALD

BA, MA (Toronto) M Phil, PhD (Oxon)
Senior Lecturer, English, Medieval Studies

Teaching and Research Interests: Cannibalism, confessional discourse, the post-modern middle ages

Publications:

Pulp Fictions of Medieval England: essays in popular romance (ed) (Manchester UP 2004); *Medieval Obscenities*, ed (York Medieval Press, 2006.) *Rites of Passage: Cultures of transition in the fourteenth century* (joint ed) (Boydell Press) ; 'Polemical Introduction', pp. 1-16. 'Eating People and the Alimentary Logic of Richard Coeur de Lion', pp. 124-50 N. McDonald, ed. & introd., *Medieval Obscenities*, York: York Medieval Press, 2006; 'Fragments of (Have Your) Desire: Brome Women at Play' in *Medieval Domesticity: Home, Housing and Household*, eds. P.J.P. Goldberg and M. Kowaleski (forthcoming); 'Games Medieval Women Play', in *The Legend of Good Women: Context and Reception*, ed. C. Collette (Cambridge: 2006), pp. 176-97; 'Chaucer's Legend of Good Women, Ladies at Court and the Female Reader', *Chaucer Review*, 35, 2000, 22-42; 'The Seegge of Troye: "ffor wham was wakened al this wo"' in *The Spirit of Medieval English Popular Romance*, eds. A. Putter and J. Gilbert (Harlow, Essex, 2000), 181-99 ; 'Iusti tresor: Avarice and the Economics of the Erotic in Gower's Confessio Amantis', *Treasure in the Medieval West*, ed. E.M. Tyler (York: 2000), pp. 135-56.

KAREN MUMFORD

BEC (Monash) Ph.D. (ANU)

Teaching and Research Interests: My research is concerned with labour economics, and the interface between public policy and labour economics: wage bargaining; industrial disputation; employment

dynamics; the relative employment opportunities of men and women; job turnover, tenure and security; training; wage equality; the effectiveness of family friendly work practices; and the ability of families to produce educated, well-behaved children. These are interrelated areas of research and policy which are crucial to the operation of the labour market.

Some Recent Publications:

Assessing the Importance of Male and Female Part-Time Work for the Gender Earnings Gap in Britain." (with Peter N. Smith). forthcoming, *Oxford Economic Papers*.; "The Gender Earnings Gap in Britain." *Manchester School* 75(6); 653-672. December 2007 (with Peter N. Smith); "The Gender Wage Gap in Four Countries: A Rehearsal of the Gregory Contribution." *Economic Record* 82(257); 165-176 June 2006 (with Anne Daly, Akira Kawaguchi, and Xin Meng); "Family Friendly Work Practices in Britain: Availability and Awareness." *Human Resource Management Journal* 45(1); 23-42 Spring 2006 (with John Budd); "Trade Unions and Family Friendly Work Practices in Britain." *Industrial and Labor Relations Review* 57(2); 204-222, January 2004 (with John W. Budd); "Employee Training, Wage Compression and Workplace Performance in Britain." *Manchester School* 73(3); 321-342 June 2005 (with Filipe Almeida-Santos); "Job Tenure in Britain: Individual versus Workplace Effects." *Economica* 71; 275-298 September, 2004 (with Peter N. Smith); "The Labour Force Participation of Married Mothers in Spain and Britain." *The Australian Journal of Labour Economics* 6(3); 435-451, September 2003 (with Antonia Parera-Nicolau); "Absenteeism in the UK: A Comparison across Genders." *The Manchester School* 69(3); 276-284, June 2001 (with Sarah Bridges); "Men, Women and the Hiring Function." *Economic Record* 76(235); 380-391, December 2000 (with Peter N. Smith); "The Position of Women in UK Academic Economics." *Economic Journal* 110(464); F312-F334, June 2000 (with Booth, Alison and Burton, Jonathan); "The Relative Positions of Women and Men in Australian Academic Economics." *Economic Papers* 19(1), 18-27, March 2000; *Women Working: Economics and Realities*. Allen and Unwin, Sydney. 1989.

LINDA PERRITON

BA Hons (Adelaide) MA PHD (Lancaster)
Senior Lecturer, The York Management School

Teaching and Research
Interests:

Human Resource Management, gender in the historical development of management, the history of training and development, feminist perspectives of Human Resource Development

Publications:

'Forgotten feminists: The Federation of British Professional and Business Women, 1933-1969' *Women's History Review* 16 (1) 2007; 'Really useful knowledge? Critical Management Education in the UK and US' *Scandinavian Journal of Management* 23 (1) (2007); 'The personal becomes polemical? The problematic second generation of facilitative practice', *Management Learning* 38 (2) 2007; 'Does woman + a network = career progression?' *Leadership* 2 (1) 2006; 'The political economy of networked learning communities in higher education' (with I. Greener) *Studies in Higher Education* 30 (1) 2005; 'Introduction to the special issue on Learning Communities and Networked Learning: Theory, Practice and Critique' (with V. Hodgson and M. Reynolds) *Studies in Higher Education*, 30 (1) 2005; 'Sense or Sensibility? A reflection on virtue and 'emotional' HRD interventions', in C. Elliott and S. Turnbull (eds) *Critical thinking in Human Resource Development* Routledge (2005); 'A reflection of what exactly? A provocation regarding the use of 'critical' reflection in Critical Management Education' in R. Vince and M. Reynolds (eds) *Critical Reflection* Ashgate (2004); 'Critical Management Education: From Pedagogy of Possibility to Pedagogy of Refusal?' (with M. Reynolds) *Management Learning* 35(1) 2004; 'Sleeping with the enemy? Exploiting the textual turn in management research'. *International Journal of Social Research Methodology* 4(1) 2001; 'Incestuous Fields: Management Research, Emotion and Data Analysis.' *Sociological Research Online* 5

(3) 2001; Verandah discourses: Critical Management Education in Organisations, *British Journal of Management* 11 (3) 2000; "Paper Dolls: The evocative and provocative gaze upon women in Organisational management development *Gender and Education* 11(3) 1999.

AMANDA REES

MA, PhD (Cambridge)
Lecturer, Department of Sociology

Teaching and Research
Interests:

Sociology of science; social theory; feminism and science; science and popular culture.

Publications: 'Higamous, hogamous, woman monogamous' in *Feminist Theory* 1:3; 'Anthropomorphism, anthropocentrism and anecdote: primatologists on primatology', *Science, Technology and Human Values* 16:2; 'Practising infanticide, observing narrative: controversial texts in a field science', *Social Studies of Science* 31 (4) 2001; 'Ecology, biology and social life: explaining the origins of primate sociality' *History of Science* (44) 2006; 'A place that answers questions: primatological field sites and the making of authentic observations' *Studies in the History & Philosophy of Science C* (37) 2006; 'Reflections on the field: primatology science and personhood' *Social Studies of Science* 37: 881-907 2007; 'If they're so smart, why can't they talk? Science and the study of primate minds in the home, the laboratory and the field', *Bulletin d'histoire et d'épistémologie des sciences de la vie* 14 (2007) 163-184; 'The appalling appeal of nature: the popular influence of evolutionary biology as a problem for sociology', *Sociology* 41 (2007) 917-930 (with Stevi Jackson); *A Natural Born Killers? Infanticide and field primatology*, (forthcoming) University of Chicago Press, Chicago.

EMMA UPRICHARD

BA (York), MA, PhD (Durham)
Lecturer, Department of Sociology

Teaching and Research
Interests:

Social Research Methodology; Children and Childhood; Cities and Urban change; Complexity Theory; Time and Space.

Publications:

Uprichard, E. 'Questioning Research with Children: Discrepancy between theory and practice?' *Children and Society*. Accepted subject to minor revisions; Uprichard, E., Burrows, R., and Byrne, (forthcoming) 'SPSS as an Inscription Device: From causality to description?' Anniversary Issue of *Sociological Review on Sociology and its Inscription Devices: from Causality to Description*; Uprichard, E., (forthcoming 2008) 'Introducing Cluster Analysis: What can it teach us about the case?' in Byrne, D. and Ragin, C. (eds) *Handbook of Case Based Methods*, London, Sage; Parker, S., Uprichard, E. and Burrows, R. 'Class Places and Place Classes: Geodemographics and the Spatialization of Class', *Information, Communication and Society*, 11, 6, 901-920, 2007; Hackett, S. and Uprichard, E., *Animal Abuse and Child Maltreatment*, London, NSPCC, 2007; Uprichard, E. 'Children as Being and Becomings: Children, Childhood and Temporality', *Children and Society*, 2007; Byrne, D. and Uprichard, E., 'Crossing levels: The potential for numerical taxonomy and fuzzy set approaches to studying multi-level longitudinal change', *Methodological Innovations Online*, 2, 1, 2007; Uprichard, E. and Byrne, D., 'Representing Complex Places: A narrative approach', *Environment and Planning A: Special Issue on Space, Place and Complexity Science*, 38, 4, 665-676, 2006; Mayhew, E., Uprichard, E., Beresford, B., Ridge, T. and Bradshaw, J. 2004. 'Children and Childhood in the United Kingdom' in *Children's Welfare in Ageing Europe*. Jensen, A.-M., Ben-Arieh, A., Contin, A, Kutsar, D., Phádraig, M., and Neilsen, H.

(eds) Norwegian Centre for Child Research: 1, 410-457.

VANITA SUNDARAM

BA (Kent) MA (Kent) PhD (Copenhagen)
Lecturer, Department of Educational Studies

Teaching and Research Interests Gender and sexuality, gender-based violence, equity issues in education, inclusive/feminist methodology

Publications:

Peer-reviewed

Kyriacou, C., Ellingsen, I., Stephens, P. & Sundaram, V. Social Pedagogy and the Teacher: England and Norway compared. In press, *Pedagogy, Culture & Society*.; Sundaram V, Laursen B, Helweg-Larsen K. Is sexual victimisation gender-specific? The prevalence of forced sexual activity among men and women in Denmark, and self-reported well-being among survivors. In press, *Journal of Interpersonal Violence*.; Gorard, S., Sundaram, V. & Smith, E. (2007). The role of schools in developing students' sense of justice: a European comparative study. <http://www.leeds.ac.uk/educol/documents/165712.htm>. (Education On-line); Sundaram V. (2007) Violence victimisation as a gender-specific process. PhD thesis. ; Sundaram V, Qin P & Zollner L. (2006). Suicide risk among persons with foreign background in Denmark. *Suicide and Life-Threatening Behaviour* 36 (4): 481-489; Gorard S, Sundaram V & Smith E. (2006). Why does the school mix matter?: equity from the students' perspective ; <http://www.leeds.ac.uk/educol/documents/157555.htm> (Education On-line); Nørlev J, Davidsen M, Sundaram V & Kjølner M. Indicators associated with suicidal ideation and suicide attempts among 16-35 year-old Danes. *Suicide and Life-Threatening Behaviour* 2005; 35 (3): 291-308; Sundaram V, Helweg-Larsen K, Laursen B & Bjerregaard P. Physical violence, self-rated health and morbidity: is gender significant for victimisation? *J Epidemiology and Community Health* 2004; 58: 65-70. ; Sundaram V, Curtis T, Helweg-Larsen K & Bjerregaard P. Can we compare violence data across countries? *Circumpolar Health Supplement* 2/2004: 389-397; Helweg-Larsen K, Sundaram V, Curtis T & Bøving Larsen H. The Danish Youth Survey 2002: Asking young people about sensitive issues. *Circumpolar Health Supplement* 2/2004: 147-153. ; Book chapters; V, Sundaram. (2009). Gender and Education. In J. Arthur & I. Davies (eds), *The Routledge Textbook on Education Studies*. Routledge.; Gorard S & Sundaram V. (2008). Equity and its relationship to citizenship education. In J. Arthur, I. Davies & C. Hahan (eds.), *The SAGE Handbook of Education for Citizenship and Democracy*. Los Angeles: Sage; Sundaram V. Selvmord blandt personer med udenlandsk baggrund i Danmark. [Ethnic differences in suicide risk in Denmark] In: Helweg-Larsen K (red.) *Selvmordshandlinger i Danmark*. [Suicide in Denmark] København: Statens Institut for Folkesundhed. (2005); Sundaram V, Helweg-Larsen K & Laursen B. Gender differences in self-rated health amongst victims of physical violence and threats of violence in Denmark. In: *Gender and Violence in the Nordic Countries*. NorVold: Copenhagen. Reports Helweg-Larsen K, Sundaram V, Heiskanen M & Piispa M. The development and implementation of questions on violence in national health surveys in Denmark and Finland. A comparative study under the DAPHNE program 2000-2003. National Institute of Public Health, Denmark & Statistics Finland. Copenhagen, April 2003; Helweg-Larsen K, Sundaram V, Mulder S & Raboni R. Data Collection on Intentional Injuries. National Institute of Public Health, Denmark & European Commission. Copenhagen, May 2002; Sundaram V. (ed.) *National Reproductive Health Strategy for Turkmenistan*. World Health Organisation, Copenhagen 2001; Brandrup-Lukanow A, Djeddah C, Ladjali M, Sundaram V & Guerra R. Violence against women living in situations of armed conflict. Report on a WHO/ISS Workshop in preparation for the International

Conference: The role of health professionals in addressing violence against women. Naples, Italy, 12th-13th October 2000

ROBIN WOOFFITT

BA, DPhil (York)
Senior Lecturer, Department of Sociology

Teaching and Research Interests: language and ostensibly parapsychological experiences; the broader sociological analysis of anomalous experiences and marginal states of consciousness; the production of identity and authority in talk, and the relationship between conversation analysis and critical movements within social psychology, such as discursive psychology.

Selected Publications: *Conversation Analysis: Principles, Practices and Applications*. (second edition, 2008) Polity Press (with Ian Hutchby); *The Language of Mediums and Psychics: The Social Organisation of Everyday Miracles* (in press) Ashgate; *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction* (2005) Sage Publications Ltd; *Humans, Computers and Wizards: Conversation Analysis and Human (Simulated) Computer Interaction* (1997) Routledge. (with Nigel Gilbert, Norman Fraser and Scott McGlashan); *The Language of Youth Subcultures: Social Identity in Action* (1995) Harvester Wheatsheaf (with Sue Widdicombe); *Telling Tales of the Unexpected: the Organisation of Factual Discourse* (1992) Harvester Wheatsheaf;

27. HEALTH AND SAFETY IN THE CENTRE FOR WOMEN'S STUDIES

Everyone working in or visiting the Centre for Women's Studies should make themselves familiar with University Notices concerning Health and Safety. Take particular care to read and understand the notices about 'What to do in case of fire' and 'What to do in medical emergencies'.

Remember: Always observe the no-smoking policy
Make sure you know where the nearest fire extinguishers are
Make sure you know the fire drill and always observe the fire alarm

Accident Reporting

If you have an accident at the Centre, no matter how apparently minor, it is your responsibility to report it. Official forms are available at Vanbrugh Porter's Lodge or on the Health & Safety Website. Filling in the form is not a fault-finding exercise, rather it is to help the department or University learn from what has happened: so don't be embarrassed! You should also report incidents (near misses), i.e. accidents that nearly happened but didn't - again we need to learn from your experience. Simply mark the accident form 'Near Miss' and fill it in as usual.

Electrical Equipment

All electrical equipment should be switched off when not being used. Staff and students with access to the Centre outside normal office hours should make sure that all lights are switched off and electrical equipment disconnected before they leave. This includes terminals, computers, heaters and photocopiers.

Using Computers - DSE

Users of computer screens should make themselves aware of the University's recommendations regarding their use. In particular, the University Policy and Management Procedure for Display Screen Equipment (DSE).

Full details of the University's Health, Safety & Welfare Policy Statement and Arrangements can be found on YorkWeb at: http://www.york.ac.uk/admin/hsas/policy/HS%20Policy%20_June%202008_.pdf

The University's team of advisers responsible for Health and Safety is currently conveniently located in our building!

Health and Safety Department
Grimston House (Ext: 2020, E-mail: gf9@york.ac.uk, Fax: 2027)

28. DISABILITY

The University has an established disability policy available at <http://www.york.ac.uk/admin/disability/disabequal/>. This website also gives full details of all the services the University offers for students and staff with disabilities. The Centre for Women's Studies fully adheres to the University's policies. In case of any issues arising for you in connection with any disability, please contact your supervisor (allocated on arrival) in the first instance. Your supervisor will be able to refer you on as necessary and appropriate, and help to make relevant arrangements.

29. CENTRE FOR WOMEN'S STUDIES DIRECTORY

<u>Name</u>		<u>Department</u>	<u>Room</u>	<u>Tel Ext</u>	<u>Email</u>
Harriet Badger	Dept Administrator	Women's Studies	VX/309	3671	hb14
Stevi Jackson	Director	Women's Studies/Sociology	VX/310	3672	sfj3
Gabriele Griffin	Chair, Board of Studies	Women's Studies	V/X/302	3030	gg512
Ann Kaloski-Naylor	Admissions	Women's Studies	VX307	3674	eakn1
Haleh Afshar		Politics/Women's Studies	D/206	3554	haa1
Anne Akeroyd		Sociology/Women's Studies	W/234	3053	ava1
Hilary Arksey		SPRU/Women's Studies	A/B/009	1958	ha4
Trev Broughton		English/ Women's Studies	L/A101b	3356	jlb2
Liz Buettner		History/Women's Studies	V/127	2967	eab10
Roger Burrows		Sociology	W/245	3048	rjb7
Sue Cumberpatch		Library		3891	sc17
Joanna de Groot		History/Women's Studies	V/216	2962	jcdg1
Allison Drew		Politics/Women's Studies	D/N/118	3548	ad15
Jane Elliott		English	L/A/101	4217	je509
Hilary Graham		Health Sciences	A/TB/147	321349	hmg501
Sue Grace		Staff Development	H/B57	4843	sg10
Carol-Ann Hooper		Soc Pol/Women's studies	ATB258	1243	cah13
Mark Jenner		Hist/18 th C St/Women's Studies	K/G72	4985	msrj1
Lesley Jones		Hull York Medical School	321777	lesley.jones@hyms.ac.uk	
Celia Kitzinger		Sociology /Women's Studies	W/229	2635	cck1
Nicola McDonald		English & Related Literature	K/184	3920	nfm2
Mary Maynard		Soc. Pol/Women's Studies	A/TB259	1247	mm45
Sue Mendus		Politics/Women's Studies	D/D/004	3195	slm6
Karen Mumford		Economics and Related Studies	AEC/106	3756	kam9
Linda Perriton	Chair, Board of Examiners	Management Studies/CWS	SBB/A109	3130	ljp8
Amanda Rees		Sociology/Women's Studies	W/238	3054	ar24
Vanita Sundaram		Educational Studies	L/N/127	3466	vs133
Emma Uprichard		Sociology	W/209	4737	eu500
Robin Wooffitt		Sociology	W/241	3063	rw21