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### 1. Dates of Terms 2008 - 2010

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
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</thead>
<tbody>
<tr>
<td>Autumn Term</td>
<td>Monday 13 October</td>
<td>Friday 19 December 2008</td>
</tr>
<tr>
<td>Spring Term</td>
<td>Monday 12 January</td>
<td>Friday 20 March 2009</td>
</tr>
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<td>Summer Term</td>
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<td>Monday 12 October</td>
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<tr>
<td>Spring Term</td>
<td>Monday 11 January</td>
<td>Friday 19 March 2010</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 26 April</td>
<td>Friday 2 July 2010</td>
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2. INTRODUCTION

Women’s Studies is one of the most lively and innovative areas of writing and research to emerge in recent years and the Centre for Women’s Studies at York is one of the longest established in Britain. In 2009 we will be celebrating our twenty-fifth anniversary.

The MA in Women’s Studies is a broad based interdisciplinary degree offering a core programme in Women’s Studies combined with a range of options and a choice of humanities and social science methodology modules; details of the route are given on pages 5 and 8 below. The MA in Women’s Studies (Humanities) combines the general interdisciplinary modules with option modules and research training geared to higher degree research in the humanities (e.g. Literature, Cultural Studies, History); details of the route of given on pages 5 to 7 below. In addition the Centre offers two other taught Masters’ programmes. The MA in Women’s Studies (Social Research) is oriented towards the skills and methods necessary for feminist research in the Social Sciences, combined with a general introduction to women’s studies as a field; the MA in Women, Violence and Conflict has two additional core courses in place of options plus methodology modules shared with the MA in Women’s Studies (Social Research). Separate Handbooks give details of these degrees. All four programmes share two core courses, Approaches to Women’s Studies I and Approaches to Women’s Studies II and a core methodology module, Interdisciplinary Methods in Women’s Studies.

The Masters programmes are taught and administered by members of the Board of Studies in Women’s Studies. These include staff from the Departments of English, History, Politics, Social Policy, Sociology and Management. Students are also represented on the Board.

Those who successfully complete all taught modules but do not undertake the dissertation may be awarded a Postgraduate Diploma in Women’s Studies. Further details are available on the Centre for Women’s Studies website.

As well as hosting the four taught MAs, Women’s Studies also has over 25 research students who are working for MA by Research, MPhil and PhD degrees, most of whom have offices in the Centre. We welcome applications for further study in areas where we have the expertise to offer supervision and support.
3. THE CENTRE FOR WOMEN’S STUDIES OFFICE

The Centre for Women’s Studies is situated in room VX309 on the third floor of Grimston House, Vanbrugh College, 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. (Please note the normal opening hours given above will vary during the first part of the academic year, until the permanent administrator returns – current opening hours will be posted on the door of the office).

For the first part of the academic year the Centre’s administrator is Amanda Waggett (tel no. 3671, fax 3670, email aw505@york.ac.uk). Amanda will be with us until the Centre’s permanent administrator, Harriet Badger (hb14@york.ac.uk), returns later in the year. The Centre Administrators answer student enquiries, maintain student files, distribute Centre information and co-ordinate the Board of Studies.

**Students should inform them at once of any change of address or email address.** 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 common room 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. The common room houses a small and eclectic collection of fiction and non-fiction books, donated by friends of the Centre. These can be borrowed by signing them out in the book provided.

The Centre offers a small web room in room V/X/303. The space is set out informally, with a comfy chair, cushions and non-standard furniture, and is primarily a resource for Master’s students, although doctoral students are very welcome to use the room when it is free. The room is, first and foremost, a web room, and was set up to encourage critical work on and about the web, and priority should therefore be given to students who are using the space in this way. However, we are a small group and you are very welcome to use V/X/303 as a computer room for any research, writing or communication activities. The room houses 3 networked computers, one linked printer, a scanner and various books and other resources to help you make the most of the web and the rest of the internet. Printing rates are at cost and are cheaper than the University system. CWS students have 24/7 access to the room via their key card and **only members of the Centre are allowed in room V/X/303**. Please keep the room clean and tidy and treat the equipment carefully.

Photocopying facilities are available in the Centre, at 5p per sheet. All students will be allocated a photocopying number and will be billed termly.

The Centre also publishes a Newsletter, with details of current events along with news and commentary from Centre staff and students. If you wish have an idea for a news item, please contact the Centre administrator’s Office.

For further information about the Centre and its activities, visit its website at http://www.york.ac.uk/inst/cws
4. CHOOSING A PROGRAMME

Some candidates arrive in York with a clear idea of which Masters in Women’s Studies they wish to pursue. Some, however, are less sure of which is the right MA programme for them. It is important, in such cases, to discuss your choice of MA route with your supervisor and/or one of the Centre staff in the first week of the programme. As you will see below, there is considerable overlap between the different MA routes, but there are also significant differences of emphasis. The main differences have to do with the extent, content and assessment of the ‘methodology’ modules you take. In making your choice you should take account of: your existing strengths and academic preferences, the kind of research you hope ultimately to undertake, and any career paths you may wish to pursue in the future. Read the course outlines carefully and discuss your choice with your supervisor. Make sure that our departmental administrator – in the autumn term Amanda Waggett or, on her return, Harriet Badger – is aware of your choice.

MA in Women’s Studies (Humanities)

This programme aims:

- to provide a solid grounding in interdisciplinary women’s studies, emphasizing gendered aspects of social and cultural life in relation to other social divisions and inequalities
- to expose students to an interdisciplinary range of conceptual, theoretical and methodological approaches to and debates within women’s studies
- to familiarize students with the epistemological and philosophical underpinnings of feminist methodologies in the humanities
- to foster the development of a critical, self-reflexive and independent approach to research and scholarship, as well as the acquisition of transferable skills

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Weekly teaching</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Approaches to Women’s Studies I</td>
<td>20</td>
<td>1 x 2 hr seminar</td>
<td>assessed essay</td>
</tr>
<tr>
<td>Approaches to Women’s Studies II</td>
<td>20</td>
<td>1 x 2 hr seminar</td>
<td>assessed essay</td>
</tr>
<tr>
<td>Interdisciplinary Meth. in Women’s Studies</td>
<td>10</td>
<td>1 x 2 hr seminar</td>
<td>assessed portfolio</td>
</tr>
<tr>
<td>Debates in Feminist Research Humanities</td>
<td>20</td>
<td>1 x 2 hr seminar</td>
<td>assessed essay</td>
</tr>
<tr>
<td>Option 1 (humanities)</td>
<td>20</td>
<td>1 x 2 hr seminar</td>
<td>assessed essay</td>
</tr>
<tr>
<td>Option 2</td>
<td>20</td>
<td>1 x 2 hr seminar</td>
<td>assessed essay</td>
</tr>
<tr>
<td>Dissertation workshops</td>
<td>10</td>
<td>1 x 2hr workshop</td>
<td>assessed research proposal</td>
</tr>
<tr>
<td>Dissertation</td>
<td>60</td>
<td>5 x supervisions</td>
<td>15 - 20,000 words</td>
</tr>
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</table>
Plan for full-time programme

PRE-COURSE INDUCTION PROGRAMME – ONE WEEK

Term 1

- Approaches to Women's Studies I
- Interdisciplinary Methods in Women's Studies
- Option 1

Term 2

- Approaches to Women's Studies II
- Debates in Feminist Research in the Humanities
- Option 2

Term 3

- Dissertation Workshops

Term 3 & summer vacation

The Dissertation
Plan for Part-time programme

PRE-COURSE INDUCTION PROGRAMME – ONE WEEK

Term 1

- Approaches to Women’s Studies I
- Interdisciplinary Methods in Women’s Studies

Term 2

- Approaches to Women’s Studies II
- Debates in Feminist Research in the Humanities

Term 3

- Dissertation Workshops part 1

Term 3 & summer vacation

- The Dissertation part 1

Term 4

- Option 1

Term 5

- Option 2

Term 6

- Dissertation Workshops part 2

Term 6 & summer vacation

- The Dissertation part 2

Please note: Students who complete all the taught modules successfully but do not undertake the ‘Dissertation’ may be awarded a Diploma in Women’s Studies.
MA in Women’s Studies

This programme aims:

- to provide a solid grounding in interdisciplinary women’s studies, emphasizing gendered aspects of social and cultural life in relation to other social divisions and inequalities
- to expose students to an interdisciplinary range of conceptual, theoretical and methodological approaches to and debates within women’s studies
- to familiarize students with the epistemological and philosophical underpinnings of research methodologies, the politics and ethics of research, the principles of research design and to enable them to evaluate and apply a range of methodologies to women’s studies research questions
- to foster the development of a critical, self-reflexive and independent approach to research and scholarship, as well as the acquisition of transferable skills

In addition to the compulsory modules Approaches to Women’s Studies I and II, and the 60 credit dissertation, students taking the MA in Women’s Studies select a programme of research training modules and option modules to make up the remaining 70 credits. This programme should be agreed with the supervisor and submitted to the Chair of Board of Studies.

Please note: Students who complete all the taught modules successfully but do not undertake the ‘Dissertation’ may be awarded a Diploma in Women’s Studies.
5. MODULE DESCRIPTIONS
CORE MODULES

I APPROACHES TO WOMEN’S STUDIES I and II (5080001 & 5080002)
Taught by members of the Centre Staff, convened by Prof Stevi Jackson and Dr Ann Kaloski Naylor

Credit Value: 20 credits + 20 credits

Description:

The pair of modules, which will run for two terms on a Monday morning, is intended to create opportunities for you to explore the shape, content and problems of “women's studies” as a field of study. There are three objectives which we see as very important within this framework. Firstly we have emphasised the multidisciplinary nature of women's studies by providing a format which encourages you to use insights from and connections between various traditional disciplines. You will therefore need to get to grips with ideas and information from academic areas other than those you already know. Secondly we are providing a chance for you to find, read and comment on the growing body of writing about women. You will need to do much of the actual reading of this material in your own time, so that we can use the seminars to discuss questions arising from what people read, rather than going over material as such. Thirdly the coursework draws attention to debates, problems and issues within the field of women's studies, and will thus ensure that we examine concepts, theories and methods as well as specific or empirical material.

Approaches to Women’s Studies has a number of foci. First, it will consider some of the challenges to which Women's Studies is currently exposed by contemporary work which problematizes the concept ‘woman’. It aims, in particular, to consider the varying connotations of the term ‘difference’ in this context, to explore the theoretical and political consequences of an emphasis on diversity and to introduce students to some of the major debates which are taking place. We will spend time unpacking the idea of ‘gender’ as it emerges within scholarship from various disciplines, and as it figures in recent debates. Consideration is given, too, to sexualities, age and the experiences of black women and women of colour. Second, the course concentrates on the work that women undertake in the wider economy and in the family/household, the role of material and ideological factors in constraining and empowering them, and the effects of state inaction or intervention. Women’s differing global experiences of those processes are emphasized. Third, the course examines a range of literary and cultural issues arising from the practice of Women's Studies. What issues arise from feminism’s interest in representations of ‘experience’? What are the implications of the way some feminists have embraced ‘cyberspace’? What new questions are raised for the discussion of gender and cultural production by an emphasis on woman as viewer/consumers of culture? Fourth, the course considers how the inclusion of gender issues has led to the reinterpretation and expansion of modern British and British imperial history. We will examine the contributions of gender historians to broadening the history of modern Britain to encompass not only ethnic minorities within Britain but also to exploring how the nation’s status as an imperial power did much to shape the gender and class identities of Britons both at home and overseas. Finally, the course considers some of the current debates in feminism and Women’s Studies which raise political, theoretical and conceptual issues. It considers the development of academic feminist theory in relation to the concerns of feminist activism.

Learning Outcomes:

After successfully completing these modules students should:

- Have, and be able to demonstrate, a good working knowledge of key debates around ‘women’,
'gender' and 'difference'

- Have an understanding of the value and importance of sociological, theoretical, historical, material and cultural approaches to the role, representation and experience of women in a variety of contexts
- Have an appreciation of the value of cross-cultural and historical work in women's studies
- Be able to identify, engage with and critique important strands of feminist thinking and theory

Teaching Programme:

**Autumn Term**

<table>
<thead>
<tr>
<th>WEEKS 2-7</th>
<th>CHANGING THE SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What is a woman? (AK)</td>
</tr>
<tr>
<td>3</td>
<td>Narratives of Gender (AK)</td>
</tr>
<tr>
<td>4</td>
<td>Conceptualising Gender (SJ)</td>
</tr>
<tr>
<td>5</td>
<td>Age and Generation (HA)</td>
</tr>
<tr>
<td>6</td>
<td>Race, Ethnicity and Racism (HA)</td>
</tr>
<tr>
<td>7</td>
<td>Disability (LJ)</td>
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<tr>
<td>8</td>
<td>Bringing Class Back In (SJ)</td>
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<table>
<thead>
<tr>
<th>WEEKS 9-10</th>
<th>GENDER, CLASS AND RACE IN BRITAIN AND THE BRITISH EMPIRE IN THE 19TH AND 20THCENTURIES</th>
</tr>
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<tbody>
<tr>
<td>9</td>
<td>Gender and Class Formations in Britain (SG)</td>
</tr>
<tr>
<td>10</td>
<td>Race and Ethnicity in Britain (SG)</td>
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</table>

**Spring Term**

<table>
<thead>
<tr>
<th>WEEKS 2-4</th>
<th>WORKING WOMEN AND THE STATE</th>
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<tbody>
<tr>
<td>2</td>
<td>Women’s Labour in the Household (HA)</td>
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<tr>
<td>3</td>
<td>Women and Paid Employment (HA)</td>
</tr>
<tr>
<td>4</td>
<td>Citizenship and the State (HA)</td>
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<tr>
<th>WEEKS 5-7</th>
<th>THE POLITICS OF FEMINIST THEORY</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Confronting Women’s Subordination: Debates on Patriarchy and Capitalism (SJ)</td>
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<tr>
<td>6</td>
<td>Contesting the Meaning of the ‘Cultural Turn’ (SJ)</td>
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<tr>
<td>7</td>
<td>Theorising Late Modern Social Change: East and West (SJ)</td>
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</tbody>
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<tr>
<th>WEEKS 8-10</th>
<th>APPROACHES TO CULTURE</th>
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<tbody>
<tr>
<td>8</td>
<td>Women in/as Culture: Consuming Cultures (GG)</td>
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<tr>
<td>9</td>
<td>Cultural Transmissions and Genealogies: Women as Bearers of Culture - Niki Carro’s Whale Rider (GG)</td>
</tr>
<tr>
<td>10</td>
<td>Articulations of Identity in Culture: Women as Cultural Producers and The Case of Gurpreet Kaur Bhatti’s Behzti (Dishonour) (GG)</td>
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</tbody>
</table>
Assessment for Approaches to Women’s Studies I and II is by the submission of two essays of 3,000-4,000 words each, one after the first term, the other after the second term. In addition, in the early weeks of your registration, you will be asked to submit a short ‘procedural essay’ for Approaches to Women’s Studies I. Although it is non-assessed, you will receive detailed commentary on how to improve your procedural essay, and will be able to resubmit it, in the light of our suggestions and at fuller length, as the assessed essay for Approaches to Women’s Studies I.

Reading: See course handbook.

Language: No language other than English required
II RESEARCH METHODOLOGY MODULES

Introduction: Methodology and Research Preparation in The Centre for Women’s Studies

All students in the Centre undertake a programme of research training to equip you with the skills you’ll need to pursue your dissertation or thesis. Research training in this context is understood to include practical, technical and study skills, familiarity with relevant methods, and understanding of particular methodologies. In other words, you will be encouraged to learn not just what to do and how to do it, but why a particular way of approaching a problem might be appropriate. You will have chance to think about the rationale underpinning, and the limitations of, the various research methods available. The shape of your research training programme will depend on the degree for which you are registered, and in some cases, on the advice of your supervisor.

Students undertaking the MA in Women’s Studies (Humanities) take:

**Autumn Term**
Interdisciplinary Methods for Women’s Studies in the Humanities (incorporating AHRC Collaborative Research Training with the University of Leeds) – 10 credits

**Spring Term**
Debates in Feminist Research in the Humanities (incorporating AHRC Collaborative Research Training with the University of Leeds) – 20 credits

**Summer Term**
Dissertation Workshops – 10 credits

Students undertaking the MA in Women’s Studies have a choice of methodology modules:

**Autumn Term**
Interdisciplinary Methods for Women’s Studies (incorporating AHRC Collaborative Research Training with the University of Leeds) – 10 credits.

A further methodology option may be chosen in place of an option: Introduction to Social Research Methods - 20 credits

**Spring Term**
Either: Debates in Feminist Research in the Humanities (incorporating AHRC Collaborative Research Training with the University of Leeds) – 20 credits
Or: Quantitative Methods and Data Analysis – 20 credits
Or: Qualitative Methods – 20 credits

You may also choose to take two methodology modules in place of an option.

**Summer Term**
Either: Dissertation Workshops – 10 credits
Or: Research Design & Implementation Workshops – 10 credits

NOTE: You should consult with your supervisor about the most appropriate route for you.

Students undertaking the MA by Research will design a research training programme in consultation with their supervisors, according to the requirements of their topic.
Credit value: 10 Credits

Description:
This module is designed to equip students with a variety of different skills necessary to undertake and present feminist research at postgraduate level and to gain an understanding of key methodological, epistemological, ethical and political issues in women’s studies. It incorporates the Collaborative Training with the Centre for Interdisciplinary Women’s Studies (CIGS), University of Leeds, with whom we shall hold two joint sessions during the autumn term. This collaboration is funded by the AHRC, with support from the University of York and the University of Leeds.

Students on this module will be introduced to qualitative and quantitative resources for women’s studies with the emphasis on cross-national and historical research; the use of the internet, bibliographical searches and archives; the critical use of textual sources; issues of language and meaning in cross-cultural research and of interpretation in history. The course will be workshop based, and will include on-site introduction to the resources of the J B Morrell Library, the Borthwick Archives, as well as lab-based introduction to computing skills.

In addition the course will foster exchange and collaboration with Women’s/Gender Studies students from other institutions through the collaborative research training undertaken with students and staff from the Centre for Interdisciplinary Gender Studies (CIGS), University of Leeds. Apart from joint face-to-face teaching sessions we shall also use a Virtual Learning Environment (VLE) throughout the course to allow exchange and learning across space with the students from Leeds. The VLE is further explained below.

After successfully completing this course students should:

- Have an awareness of the range of methodological and ethical issues entailed in researching women and gender
- Be attuned to the importance of both quantitative and qualitative data and methods in investigating gender issues
- Have developed competence in interpreting a variety of textual and visual representations
- Develop skills in interpreting diverse forms of data and be able to think critically about the strengths and limitations of primary and secondary sources available to investigate gender in both historical and contemporary contexts
- Have gained literacy in up-to-date methods of information retrieval and bibliography (including on-line data bases) and in the use of the Internet for research purposes
- Have an understanding of the significance of interdisciplinarity for feminist enquiry
- Have an appreciation of the benefits and potential pitfalls of cross-cultural research.

Teaching Programme: Normally 1 x 2-3 hours workshop or seminar per session.

Module Outline (Please see the separate workbook for full details of this module)
1& 2. Getting started with I.T.
2. Why Women’s Studies?
3. AHRC Collaborative Training: Introducing the VLE & Researching across Cultures
4. Library Information Resources
5. Engaging with Materials
6. Gender in/and Translation
7. How does our present engage with our past?
8. AHRC Collaborative Research Training: (at CIGS): Reading Gender and Sexuality Historically

13
9. Memory Work
10. Researching Women’s Lives: Interdisciplinary Methods for Women’s Studies outline

**Assessment:** Due Date **Monday 19 January 2009, by 5pm**
Assessment is by a portfolio of work produced in preparing for class participation and from workshop activities in class and will include a short (1000-2000 word) critical reflection on either a cross-cultural or historical topic in women’s studies research, drawing on workshops in weeks 4 and 5 or 7-9.

**INTRODUCTION TO SOCIAL RESEARCH METHODS (2280214)**
Module convenor: Emma Uprichard (eu500@york.ac.uk)
Credit value: 20 Credits

**Aims**
The module aims to introduce social science students to a range of processes of reasoning and practice in social research. The module is compulsory for all students on the MA in Women’s Studies (Social Research) programme and is normally a prerequisite for the spring term module in ‘Introduction to Quantitative Methods of Data Analysis’

**Outcome**
By the end of the module, students will:
- be aware that there are a wide range of methodological approaches in social research
- understand the principles of social research and related philosophical debates
- judge what methods and techniques are appropriate to particular research problems, and
- develop their critical abilities to appraise published research findings in their own substantive areas of study.

**Provisional Module Outline**

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<tbody>
<tr>
<td>3</td>
<td>Research Designs (AW)</td>
<td>Ethics, Access &amp; Procedures (AW)</td>
</tr>
<tr>
<td>4</td>
<td>Qualitative Data Collection (SN)</td>
<td>Qualitative Data Analysis (SN)</td>
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<tr>
<td>5</td>
<td>Survey Research (EU)</td>
<td>Measurement (EU)</td>
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<tr>
<td>6</td>
<td>Combining Qualitative &amp; Quantitative (EU)</td>
<td>Exploring Causality (EU)</td>
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<tr>
<td>7</td>
<td>Sampling in Social Research (EU)</td>
<td>Exploring Change (EU)</td>
</tr>
<tr>
<td>8</td>
<td>Participatory Appraisal Methods (EU)</td>
<td>Introducing Simulation Methods (EU)</td>
</tr>
<tr>
<td>9</td>
<td>Meeting the researchers: TBA</td>
<td>Meeting the researchers: TBA</td>
</tr>
</tbody>
</table>

**Indicative Reading**
The following textbooks are **recommended for purchase**; they will also be useful purchases for Quantitative Research Methods, Qualitative Research Methods, and Research Design and Implementation

General Methods Journals

- Quality and Quantity - http://www.springerlink.com/content/102985/
- Social Research Update: http://sru.soc.surrey.ac.uk/

Qualitative Methods Journals

- Discourse Analysis Online - http://extra.shu.ac.uk/daol/index.html
- Ethnography - http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200906
- Field Methods - http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200810
- *Journal of Contemporary Ethnography - http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200975
- *Qualitative Inquiry - http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200797
- *Qualitative Sociology - http://www.springerlink.com/content/0162-0436
- Qualitative Report - http://www.nova.edu/ssss/QR/calls.html

Other Relevant Journals

- *Sociology – http://soc.sagepub.com/
DEBATES IN FEMINIST RESEARCH (HUMANITIES) (5080022)
Module Convenor: Dr Ann Kaloski Naylor – eakn1@york.ac.uk

Credit value: 20 credits

Description: This module will be seminar and workshop based, and will introduce students to a range of methodologies and problematics relevant to feminist research in the humanities. Each session will involve one or two key texts, which will be used as a starting point both for evaluation of existing methodologies and the development of new ways of approaching gender and culture. En route, students will be exposed to a current methodological debate in feminist thought, such as the comparative usefulness of poststructuralist and humanist methods, the value and limits of deconstruction, the contested status of ‘experience’, and the scope and potential of postmodern and cyberfeminist epistemologies. They will learn how to formulate precise research questions, identify compare and evaluate methodologies, and plan, in detail, a Masters level research project.

Learning Outcomes:
After successfully completing this course students should:

- Have knowledge of the main issues and debates relevant to feminist methodologies in the humanities
- Have familiarity with appropriate ways of relating ‘texts’ to ‘contexts’
- Have gained an understanding of the importance of historical specificity for feminist research
- Be able to formulate a feasible and intellectually coherent research proposal

Indicative Teaching Programme:
1 x 2 hours workshop or seminar per week

1. Field trip to Yorkshire Film Archive
2. Memory and Photography
3. Thinking about textual analysis
4. Reading women
5. Theorising from the body
6. Queer methodologies
7. Visual essay
8. Dissertation: design and implementation
9. Proposal workshop

Assessment

- Detailed research proposal (2000-3000 words)
- Portfolio of five pieces of work, presented electronically (online or CDROM), in paper format, or as a combination of the two. Questions and suggested topics will be made available during the term.
QUALITATIVE RESEARCH (2480042)
Module Convenor: Dr Robin Wooffitt - rw21@york.ac.uk
Credit value: 20 credits

Aims
To develop students’ understanding of, and expertise in, the key methods of qualitative data collection and analysis (including ethnographic fieldwork, observation techniques, in-depth interviewing, documentary analysis, and focus group discussions, the use of computational techniques in the analysis of qualitative data, narrative analysis and methods of conversation and discourse analysis).

Learning Outcomes
At the end of this module students will:
• be able to distinguish method and design, data collection and analysis
• have a comprehensive and in-depth knowledge of the collection and analysis of the principal forms of qualitative data
• appreciate the range of sociological research domains and issues to which these methodological techniques apply, including their application to practical research (including action research)
• be able to analyse original data sets generated by each of these methods, and compare their analyses with published research findings
• be able to use one or more of the available software packages for qualitative data analysis (including NVivo, ATLAS.ti, Ethnograph).
• have practical experience of a range of cutting edge analytic techniques
• have an awareness of the broader disciplinary contexts in which these methods developed, and the problems they address

Provisional Module Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2</td>
<td>Introduction/Ethnography: observing conduct</td>
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<td>3</td>
<td>Talking participants 1: focus groups</td>
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<td>4</td>
<td>Talking participants 2: the interview in social research</td>
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<tr>
<td>5/6</td>
<td>Computer assisted qualitative data analysis: Atlas T/i and the analysis of interview data</td>
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<tr>
<td>7</td>
<td>Analysing narratives</td>
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<tr>
<td>8</td>
<td>Conversation analysis</td>
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<td>9</td>
<td>Varieties of Discourse Analysis</td>
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<tr>
<td>10</td>
<td>Analyzing Visual Data</td>
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</tbody>
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Assessment
Students are required to write up three exercises (1500 words each) from the following:
• an observation exercise
• narrative analysis exercise
• a coding exercise for ATLAS T/i.
• an examination of the use of visual data
• an analysis of discourse or interaction
Details of each exercise will be provided in class by the lecturer.

Indicative Reading
QUANTITATIVE METHODS & DATA ANALYSIS (2480028)
Module Convenor: Dr Emma Uprichard – eu500@york.ac.uk.uk
Credit Value: 20 credits

Aims
The module aims to introduce graduate students in the social sciences to a range of common quantitative data analysis skills and techniques. At the end of the module students should be able to both carry out their own analyses of large scale statistical datasets using SPSS and be able to critically interpret the use of such techniques in the work of others. The module makes no assumptions about a prior knowledge of computing or statistics, other than that introduced in the Introduction to Social Research Methods module. The module counts as 20 credits.

The module does not cover experimental techniques. Instead, the focus is on both ‘exploratory’ and ‘explanatory’ methods, particularly in relation to those key topics in contemporary statistics of the sort that are routinely found in sociological literature and survey research. More specifically, the module both follows and combines John Tukey’s ‘Exploratory Data Analysis’ (EDA) approach and Eward Tufte’s emphasis on ‘Visualising Quantitative Data’. In turn, the approach to quantitative analysis on this module will be informed by an analytically critical attitude to many of the domain assumptions that the techniques introduced make about the social world. The emphasis is on the secondary analysis of existing datasets.

Outcomes
On completing this module students will be able to:

• To use SPSS to conduct basic statistical analysis
• Carry out basic exploratory analyses of a set of data
• Calculate basic descriptive statistics for a set of data
• Understand the concept of statistical significance and carry out basic inferential procedures
• Construct and interpret contingency tables
• Carry out and interpret analyses of variance
• Calculate and interpret appropriate coefficients describing bivariate relationships
• Understand the significance of statistical interaction

Provisional Module Outline
Week 2 Introduction to the Module – secondary analysis
Week 3 Describing single variables
Week 4 Exploring two or three nominal or ordinal variables
Week 5 Analysis of Variance (Anova)
Week 6 ---Reading week---
Week 7 Bivariate regression
Week 8 Multiple regression
Week 9 Logistic regression
Week 10 Assessment Workshop

Indicative Reading
The ‘exploratory and visual’ approach throughout the module is based around the work of two key statisticians: John Tukey and Edward Tufte. Both authors emphasize a more ‘detective-like’ approach to exploring quantitative data. It is strongly recommended that you dip into their books, so you become familiar with their general ethos.

The following three books are also recommended throughout the module because they are seen as good, introductory sources to learning statistics and interpreting quantitative data:


- *Andy Field (2000) Discovering Statistics using SPSS for Windows London: Sage. More advanced than the above, but very good, and covers logistic regression (which Field and Gilbert don’t). However, it take a more psychological approach whereas we take a survey approach to statistics, so sometimes parts of the SPSS output are emphasized in ways that we might not necessary want to do or need to do as survey researchers.

- *Byrne, D. (2002) Interpreting Quantitative Data, London: Sage. This book is a very different kind of book to the two above. The emphasis is on thinking about what quantitative data actually are and how we might use them to understand the complex social world.

**Other general texts worth checking out:**

- Dale, A., Proctor, M. and Arber, S. (1988) Doing Secondary Analysis London: Uwin Hyman. This is one of the ‘classic’ books in this area. It may seem a bit dated now, but it still one of the best sociological introductions to the secondary analysis of statistical data. Encourages reflection about quantitative data.


SUMMER TERM 2009

THE DISSERTATION WORKSHOP (Humanities) (5080201)

Module convenor: Dr Ann Kaloski Naylor, Women's Studies – eakn1@york.ac.uk

Credit value: 10 credits

Description:

This is a collaborative module designed to encourage a supportive and productive research environment for dissertation work. Students undertake two presentations of their work in progress, and facilitate discussion of problems and issues of the methodologies as they arise.

Learning outcomes:

On completing this module students should have:
  • worked from their proposal to further hone their research aims, questions and methodological framework
  • built on the conceptual ideas offered in the research modules, as appropriate for their research
  • considered the ethical and political issues raised by women’s studies research (their own, other members of the workshop group, and feminist research more generally)
  • learned how to offer and receive constructive comments on their work
  • developed the confidence and skills to present their ideas in a lively and accessible way in order to generate purposeful discussion within the CWS master’s research culture

Teaching programme:

One 2 hour workshop a week

Assessment: This module is not formally assessed but is compulsory as part of research training for those Masters students who are working in the humanities.
RESEARCH DESIGN AND IMPLEMENTATION (5080206)
Convened by Stevi Jackson

Credit value: 10 credits

Description:
This module is intended to support student dissertations and, in the process, enhance students’ understanding of research design and the research process. The module revisits the principles of research design covered in methodology modules in the first two terms, including the context of research, the generation of research questions, the importance of adequate conceptual and theoretical frameworks, the selection of appropriate methods, the development and piloting of research instruments. Through workshops based around individual student projects, students develop their research skills through collaboration and critical engagement with each other’s work.

Learning outcomes:
On completing this unit students should:

- Have defined their aims and research questions
- Developed appropriate conceptual, epistemological and methodological approaches to their research
- Considered the ethical and political issues raised by their research
- Considered the analytical challenges posed by the data they will collect
- have developed a full proposal for their own research based dissertation
- Developed and begun to pilot their research instruments
- Learned how to offer and receive constructive comments on each other’s work in progress

Teaching programme:
One 2 hour workshop a week, covering the following:

Defining aims and research questions
The rationale for and context of the research
Conceptual and epistemological issues
Methodological strategies and research instruments
The ethics and politics of the research process
Piloting research
Learning from piloting
Managing and analysing data
Organising the dissertation.

Assessment: 3000 word dissertation proposal, including rationale and full justification and account of their methodology, to be submitted in week 10.
During the academic year 2008-9, the Centre offers the following substantive option modules to choose from (summaries for each module below):

**Autumn term:**
2. Gendering the Exotic/Exoticising Gender
3. Gender, Violence and Justice

**Spring term:**
1. Feminist Perspectives on Contemporary Death
2. Women, Citizenship and Conflict

You may also take option modules from the MA modules other departments offer. You need to check these on departmental websites (eg English) and agree participation both with your supervisor and with the department in question.

**OPTIONS: A U T U M N T E R M 2008**

**FROM BODY BEAUTIFUL TO BODY POLITIC: THE POLITICS OF THE BODY IN ENGLAND (c.1600-c.1700) (4280562)**

**Tutor:** Dr. Mark S.R. Jenner (History)

**MA course/s to which designated** History & Politics, Modern History, Early Modern History, English Renaissance Literature (English Dept), History of Art, Women’s Studies

**Credit value:** 20 credits

**Description:**
Over the last couple of decades the body and ideas of embodiment have become central themes in social and cultural history. Moreover, the religious, political and intellectual shifts of sixteenth and seventeenth centuries are often argued to have produced far-reaching shifts in the meanings and significance of the body. The gradual discrediting of Galenic physiology fundamentally altered understandings of sexual difference; the execution of Charles I helped to transform understandings of the body politic and the sacrality of kingship.

This course will explore the somatic within various aspects of early modern English culture. It aims not simply to survey or catalogue seventeenth-century understandings of the body, but to use “the body” as a way to open up early modern understandings of gender, power and social distinction. It will also introduce students to a wide range of the sources and the ways in which they can be read and interpreted. For each seminar we will discuss a selection of short texts (often in the form of extracts) dealing with that week’s theme. These passages - drawn from medical, natural philosophical, religious, didactic, satirical and literary texts, as well as diaries, court depositions and other manuscript sources - will be discussed alongside the wider historiography of early modern England and on occasions works of social theory which may assist us in interpreting their meanings. As one aim of the course is to familiarize students with the use of primary material, students will be expected to use early printed books in Special Collections in the JBM library and in York Minster Library as well as Early English Books On-line.

For example, seminar discussions of early modern understandings of sexual difference might not only examine what historians have argued about these themes, but will also study sections of learned anatomy
texts alongside more popular sex advice literature, private letters and court depositions. Similarly, a seminar on the body of the monarch might examine accounts of the Stuart queens' and kings' self-presentation and of their use of the royal touch, alongside hostile representations of monarchs (such as the images of James VI & I or William III as “sodomites”) and modern historical debates about the changing nature of early modern monarchical authority.

**Learning Outcomes:** After successfully completing this course students should:
- Be conversant with some of the most important recent historiographical, cultural and theoretical debates about the body in early modern culture
- Have some knowledge of some of the most significant forms of writing and thought about early modern bodies
- Have an introductory knowledge of approaches to a range of early modern texts
- Be able to write in a critical and informed fashion about early modern representations of the body.

**Teaching Programme:** One two-hour seminar a week. Topics covered may include:
1. Introduction
2. The civil body
3. The carnivalesque body
4. One Sex, Two sex, Three? Sexual difference in early modern
5. The clothed and the naked body
6. The Body in Pieces? Anatomy, inwardsness and the early modern body
7. Birthing Bodies: Early Modern Pain and Subjectivity
8. The royal body, the republican body
9. The hysterics body

**Assessment:** Students taking this option as part of an MA in the History Department will be assessed by one 4,500 word essay to be submitted in accordance with the requirements of their course. Students who take this course as part of MAs in other departments are assessed according to the conventions of their MAs.

**Preliminary Reading:**
- M. Bloch *The Royal Touch*
- N. Elias *The Civilizing Process*
- L. Gowing *Domestic Dangers*
- E. Kantorwitz *The King’s Two Bodies*
- T. Laqueur *Making Sex*
- L. Roper *Oedipus and the Devil*
- J. Sawday *The Body Emblazoned*

**Language:** No language other than English is required.

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**GENDERING THE EXOTIC / EXOTICISING GENDER (4280564)**

**Tutor:** Dr Joanna de Groot

**MA course/s to which relevant:** Women's Studies; Romantic & Sentimental Literature; Representations and Contexts: Modern History; History and politics; Eighteenth Century Studies

**Credit value:** 20 credits

**Description:** The subject of this course is the interaction between ideas images and practices associated with gender and those associated with imperial, racial, and colonial developments in the eighteenth and nineteenth centuries.
nineteenth century England and France. It examines the how the history and patterns of gender identities, differences, and relationships were shaped by the imperial, racialising and colonialist features if those societies, and how those features were in turn shaped by gender considerations. Our aim is to understand more about the ways in which these areas of human experience and social construction became entwined and mutually reinforcing in spheres of life ranging from artistic and literary activity to politics, advertising and religion. The theme of ‘the exotic’ which is our focus has connotations of difference, attraction and incomprehensibility which linked and flavoured constructions of ethnicity and gender in England and France during that period, and so provides a useful means for investigation.

Our enquiries will be pursued in three exemplary contexts. Firstly, we shall consider the legacy of ‘New World’ slavery, and of anti-slavery politics, for constructions of race and gender. Secondly, we shall look at the phenomenon of ‘orientalism’ and its role as a European construction of people and societies in the Middle East and India. Thirdly, we shall examine the history of missionary activity as a gendered and racialised enterprise. In each of these cases we shall pay attention both to how racial exotic and gendered categories featured in European involvement with non-Europeans, and to how European global and imperial concerns contributed to constructions of gender and ethnicity in European settings. Our work on cultural history and sources will also take account of their social and political contexts and significance.

Learning outcomes: students who complete this course successfully should

- understand the cultural politics and political culture of European global and colonial involvements c.1750-1920;
- grasp the interactions between gendered and colonial/racial thought and social practices in that period;
- be able to make use of textual and visual analysis to explore and interpret historical and cultural issues;
- develop confidence in handling both empirical and conceptual resources relevant to the topics studied;
- develop skills in seminar participation and presentation and in planning, preparing and writing a substantial essay.

Teaching plan: the module will be taught through 9 weekly seminars on the following topics

- **seminar 1** – introductory: historical backgrounds and conceptual frameworks
- **seminars 2/3** – ‘A man and a brother?’ – black slavery, gender and race
- **seminars 4/5** – ‘Mysterious orient?’ – exoticising ethnicity and sexuality
- **seminars 6/7** – The missionary initiative: salvation, control & gender/ethnic hierarchies
- **seminars 8/9** – in these sessions students will make presentations of their own choice and devising, intended to develop and consolidate work already done

Assessment: One assessment essay of 4500 words, to be submitted according to the requirements of the student’s own particular MA/diploma programme.

Preliminary reading:

Moira Ferguson *Subject to others* [1995]
Sarah Graham-Brown *Images of women: the portrayal of women in photography of the Middle East* [1988]
Catherine Hall *White, male & middle class: explorations in feminism & history* [1992]
Reina Lewis *Gendering orientalism: race, representation and femininity* [1996]
Edward Said *Orientalism* [1978 & many later editions]
Anne Stoler *Carnal knowledge and imperial power* [2002]
GENDER, VIOLENCE AND JUSTICE (5080110)

Credit value: 20 credits

Module convenor: Prof Gabriele Griffin – gg512@york.ac.uk

Description: Violence against women in its many forms is increasingly recognised as a global problem and a central issue to be addressed in achieving gender justice. The boundaries of what constitutes violence against women remain contested, however, and at the same time, women’s involvement in violence in some contexts is under scrutiny, especially in relation to violence to children, also a matter of growing global concern. This course is designed to explore the relationship between gender divisions (and cross-cutting divisions of class, ‘race’ and age) on the one hand, and interpersonal violence and societal responses to it on the other, and to engage with contemporary debates in the field.

Learning outcomes
On successful completion of the module the students will
- Have an understanding of the definitional issues involved in the field of gendered violence
- be able to identify and analyse the contextual specificities of gendered violence
- understand the impacts of gendered violence and its consequences for individuals, families, communities and society
- be able to critically evaluate research on current responses to gendered violence and their implications
- have knowledge of a range of feminist interventions in the field of gendered violence
- know how to access and assess policies and practices related to interventions around gendered violence

Teaching
The course will be taught in weekly 2-hour seminars.

Programme

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Staff</th>
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<tr>
<td>2</td>
<td>Introduction</td>
<td>Prof Stevi Jackson</td>
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<td>3</td>
<td>Domestic Violence</td>
<td>Prof Jalna Hanmer</td>
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<td>4</td>
<td>Cross-cultural Issues in Representations of Domestic Violence 1: <em>Song for a Sanctuary</em></td>
<td>Prof Gabriele Griffin</td>
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<tr>
<td>5</td>
<td>Cross-cultural Issues in Representations of Gendered Violence 2: <em>Mules</em></td>
<td>Prof Gabriele Griffin</td>
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<tr>
<td>6</td>
<td>Rape</td>
<td>Prof Stevi Jackson</td>
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<tr>
<td>7</td>
<td>Prostitution and Trafficking</td>
<td>Prof Stevi Jackson</td>
</tr>
<tr>
<td>8</td>
<td>Gender and Violence to Children</td>
<td>Dr Carol-Ann Hooper</td>
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<tr>
<td>9</td>
<td>Violence and Women’s Health</td>
<td>Dr Anne Akeroyd</td>
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<tr>
<td>10</td>
<td>Violence, War, Conflict and Refugees</td>
<td>Dr Anne Akeroyd</td>
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Assessment
Assessment will be by one 4000-word essay.

Preliminary Reading
• http://www.unicef.org/protection/index_exploitation.html

OPTIONS: SPRING TERM 2009

FEMINIST PERSPECTIVES ON CONTEMPORARY DEATH (5080007)

Tutor: Dr Ann Kaloski-Naylor, Women’s Studies

MA course/s to which relevant: Women’s Studies (hums), Women’s Studies, Modern and Contemporary Literature and Culture, Social Research.
Credit value: 20 credits

Description:
Death is in crisis. As the importance of religion fades or flourishes, and traditional death customs are challenged by migration and shifting definitions of war and resistance, both public and private death have taken on new symbolic and representational meanings and given rise to new practices. Across a range of academic disciplines death is being investigated as event and as process, located in time and place and subject to differing meanings dependent on factors such as class, race, age, sexuality, religion, nationality – and gender. Elements of death (such as dying, bereavement, disposal, mourning), representations of death (in fiction, media, photography, and online), rites of death (eg family gatherings, funerals, memorials, obituaries) and concepts of death (as nature, sacrifice, finality, aberration) are being interrogated to ascertain how they affect the course of death, and to identify what they signify about our cultures and about us as living human beings.

This feminist cultural studies module draws primarily on cultural, literary, sociological and
women’s studies theories and methods in an interdisciplinary way. We start the module from our existing knowledge, and students will be given guidelines to help them write an autobiographical piece about an aspect of death, embedding their narrative within their religious, national and cultural home (as appropriate). These autobiographies need not be intimate, and while students may write about the death of someone close to them, personal, ‘reflexive’ pieces about more iconic deaths (eg celebrities, politicians, soldiers) are just as welcome, as are similar readings of fictional deaths. Sessions two and three introduce the other key areas that form a basis for our later work: a) gender and death, and b) religious and secular ideas and practices germane to death. Sessions four-eight will investigate significant theories of death by focussing on topics decided by students in close consultation with the convenor, and chosen from a list of suitable topics (see below). In the final session we return to autobiography, to assess how an interdisciplinary feminist cultural analysis might have affected our understandings of death.

While this module expects much of its students, full support will be given to help you develop the apposite skills. A willingness to take risks and to work an interdisciplinary manner, and a desire to engage with unfamiliar ideas and methods is more important than any prior knowledge, although existing expertise is very welcome. While certain topics may draw on disciplines such as health studies, psychoanalysis, philosophy, social history and counselling, students should recognise and respect the module’s main field of enquiry. You must also be prepared to be sensitive and open-minded when investigating areas that will sometimes raise controversial ethical and political issues.

Learning outcomes:
After successfully completing this module, students should:

• Be able to identify key cultural factors that affect gendered experiences, practices, representations and understandings of death
• Be critically aware of the cultural specificities of death
• Be familiar with a variety of disciplinary and interdisciplinary feminist perspectives on death
• Have access to a range of cultural methodologies and theoretical models suitable for studying other topics
• Understand some of the issues related to ethical research, and be aware of the University’s professional procedures
• Be well-practiced in seminar presentation, critique and discussion
• Have acquired skills in aspects of elearning
• Be capable of managing, researching and writing a Master’s level assignment
• (perhaps) Be equipped with some information about the practicalities of death practices such as funerals

Teaching programme:
Normally one two-hour seminar a week, with the support of a VLE (virtual learning environment). There may also be film showings and visits, as appropriate.

1. Autobiography: Our perceptions of personal, public or fictional deaths
2. Gender and Death: Introduction
3. Secular and religious ideas about death, dying and funerals: Introduction

Indicative reading:
Aherne, Caroline, Cash, Craig and Carmel Morgan. The Queen of Sheba, DVD. Mark Mylod (Dr) London: BBC, 2006.
Carver, Raymond. ‘So much water so close to home’, *What Do We Talk About When We Talk About Love.* New York: Knopf, 1981.
George, Terry. http://gonetoosoon.co.uk (online since November 2005)
and Mike Patterson, Mike. www.mydeathspace.com (online since December 2005)

**Assessment:** Assessment for this course consists of one 3000-4000 word essay, or equivalent (eg a digital or visual assignment, negotiated in advance with the module convenor and approved by your home department’s BOE). Students on the MA in Women’s Studies who submit an essay should adhere to these word lengths. Students who take this course as part of other Masters programmes should: a) adhere to the word length for essays, and deadlines for submission of essays specified by their home department and b) submit their written work to the secretary of their home department, who will record the submission. The work will then be sent to the Centre convenor for allocation to appropriate markers. Candidates should refer to the Centre’s rubric and ‘Written Statement on Assessment’.

**WOMEN, CITIZENSHIP AND CONFLICT (5080203)**

**Credit Value:** 20 credits

**Module Tutor:** Prof Haleh Afshar (Politics)

**Description:** The module will focus on the definitions of citizenship and question whether they play a part in defining women’s ability to participate in conflict and resolution thereof. Women have for too long had an attenuated link with citizenship, acquiring the rights to it through their dependence on a male. Although there have been considerable changes in this process there remains much to be discussed, not least in the context of conflicts and peace. This module will begin by looking at citizenship and move on to consider the position of women in conflict and war situations. The problems will be considered with a view of delineating paths towards change and towards the feminization of peace. The questions will be illustrated with case studies.

**Learning outcomes:**

The module gives students practice in the exercise of the basic skills of interpreting and critically analysing theories of citizenship and conflict and conflict resolution in the context of the lived realities of the developing countries.
**Teaching programme:**

There will be 9 seminars, commencing with an organisational seminar in Week 1 to sort out responsibilities. All participants are expected to present a minimum of two seminar papers and to act as discussants for all other papers. In Weeks 2 and 3 everyone must present one seminar on the theories of development.

**Assessment:**

Assessment for this course consists of one 3,000-4,000 word essay. Students on the MA in Women’s Studies who submit an essay should adhere to these word lengths. Students who take this course as part of other Masters programmes should: a) adhere to the word length for essays, and deadlines for submission of essays specified by their home department and b) submit their written work to the secretary of their home department, who will record the submission. The work will then be sent to the Centre convenor for allocation to appropriate markers. Candidates should refer to the Centre’s rubric and ‘Written Statement on Assessment’.

**Preliminary Reading:**


**Option modules offered by other Departments**

In addition to the optional modules outlined above, suitably qualified candidates (i.e. those with some disciplinary background in the field) may, in consultation with their supervisor, be advised to choose from modules offered by other departments, in particular those offered by the Department of English and Related Literature and the Department of Sociology.

For details of the English Department elective modules, see  
www.york.ac.uk/depts/engl/pg/MA_modules.htm . Modules such as Cultures of Life-Writing: the Victorians convened by Dr Trev Broughton and Contemporary Feminist Theory convened by Jane Elliot may be of interest.

For more details of History Department elective modules, see  
ww.york.ac.uk/depts/hist/graduate/maoptnew07.shtml

For details of the Sociology Department elective modules, see www.york.ac.uk/depts/soci/b_grad.html

Note: candidates wishing to take one of these courses should discuss it with their supervisors in the first week of the autumn term, so as to inform the Department within their deadline (Wednesday in the first week of term).

**IV OPTIONS 2009-2010**  A broadly comparable range of options will be available.
6. THE DISSERTATION

6.1. Choice of Subject

The dissertation offers the opportunity to investigate, in some depth, an appropriate topic of your choice and to prepare a piece on it. You will be encouraged to develop your own ideas for the dissertation and, as far as possible, will be allocated a supervisor whose interests are relevant to the topic chosen. However the final topic will always be subject to the approval of the dissertation supervisor.

MA in Women’s Studies (Hums)

All candidates (full-time and part-time) for the MA in Women’s Studies (Hums) must notify the Centre office of their dissertation topic, on the appropriate form, by Monday of week 8 of the spring term (2 March). They must produce a full dissertation proposal and plan of 2000-3000 words, by the beginning of week 2 of the spring vacation (5 May 2009). This should include: the topic and why it is important; the research questions to be asked; sources to be used; approach and methodology to be taken; a detailed timetable for completion. This is a procedural requirement of the degree.

MA in Women’s Studies

All candidates (full-time and part-time) for the MA in Women’s Studies must notify the Centre Office of their dissertation topic, on the appropriate form, by Monday of week 8 of the spring term (2 March). Depending on their choice of summer term module (Dissertation Workshops or Research Design and Implementation), they will either be required to produce a dissertation proposal and plan by the beginning of week 2 of the spring vacation (5 May 2009), in line with the Humanities requirements as detailed above or they will be required to submit a 3000-word dissertation proposal, including rationale and full justification for data research methods/strategy, by week 10 (29 June 2009), which will be written as part of the summer term dissertation workshops.

Diploma in Women’s Studies

Students who have successfully completed all taught Masters modules but do not undertake the dissertation may be awarded a Diploma in Women’s Studies.

6.2. Length of Dissertation.

Students registered on the MA in Women’s Studies (Humanities) and the MA in Women’s Studies submit a dissertation of 15000-20000 words.

Dissertations must be submitted by 25 September of the final year of the course. This is a University deadline and extensions are only granted under exceptional circumstances by the Board for Graduate Schools. Extensions for dissertations are not under the control of the Centre for Women's Studies staff. If a medical or personal emergency arises, please ensure that you consult your supervisor.
6.3. Format of dissertation

The basic advice which you need is contained in this handbook. You should also refer to the University regulations but as you will see, these are drawn up mainly with the higher degree student in mind, though section 2 is also relevant for the MA Dissertation. You need to fulfill these simple requirements:

a) you must submit three copies which must be typed (one and a half spaced) and soft bound

b) you must include a bibliography listing all the works consulted.

c) you must include an abstract of up to 300 words (no more than one page)

d) be consistent in your references. We do not insist on any one particular system of reference, since practice varies in the social sciences and humanities. Please see the section concerning references on page 33. If you are in doubt, consult the supervisor of your dissertation. Decide on your system and stick to it.

e) be careful to observe your word limit. The range indicated must be adhered to. The word limit includes quotations and substantive footnotes, but excludes the bibliography, abstract and appendices. (It also excludes ‘reference’ footnotes - if you are one of the few students to use a ‘note’ system.)

f) the dissertation cover must have a label bearing the title of the dissertation, the author’s name, the name of the degree and the name of the Centre, and the year of submission. (See University Regulation 2.7.3(b))

The Centre expects dissertations to be carefully proof-read and corrected and that references and bibliographies will be both full and consistently produced. Where this is not complied with, the dissertation is likely to be referred.
7. **ASSESSMENT**

Details of the methods and rationale of assessment can be found in the document Assessment Policies and Practices in the Centre for Women’s Studies, which will be distributed in the Autumn term. However a few general guidelines should be borne in mind:

- All assessment is coursework based and is intended to be both summative and formative – the latter facilitated by written feedback.
- For Approaches to Women’s Studies I, you will write a ‘procedural essay’ of approximately 2,000 words which will allow you to practice writing a women’s studies essay without the stress of examination. You will receive written comments on this essay, and a one-to-one tutorial, after which you may submit a revised version for assessment.
- All assessed work should be demonstrably relevant to the module from which it arises. All work produced must take account of such issues as gender, sexuality and race, and be informed by the course work.
- Although you will only be required to submit one copy of procedural work, you should submit two copies of assessed work and three of your dissertation
- All assessment work, ie both the essays and the dissertations, should be submitted to the Centre Administrator and a receipt obtained.
- All work submitted should be typed
- All work should be accompanied by a signed copy of the declaration on plagiarism.
- **Deadlines for course work** are at the beginning of the subsequent term. For the 2008-9 autumn term this deadline is 19 January 2009; for the spring term it is 5 May 2009. It is in your own interests to meet these deadlines and extensions will be granted only under exceptional circumstances and with independent written evidence such as a relevant medical certificate. Applications for extensions should be made in writing to the Chair of Examiners.

8. **THE ARTS AND HUMANITIES RESEARCH COUNCIL (AHRC) COLLABORATIVE RESEARCH TRAINING**

In 2007 The Centre for Women’s Studies at the University of York, together with the Centre in Gender Studies (CIGS), University of Leeds, gained an AHRC Collaborative Research Training Award. This means that for two years we co-deliver some research training, allowing staff and students from both universities to work together and get to know each other.

This programme is delivered as part of the research training provision for both Masters and PhD students in Women’s and Gender Studies at CWS and CIGS. It involves 5 sessions per year (2 during the autumn; 2 during the spring; and 1 PhD student awayday in the summer term) during which postgraduates from CWS and from CIGS are brought together to have joint research training sessions in Humanities-related research methods. The location for the sessions will alternate between York and Leeds (we shall provide transport when we go to Leeds), starting in York in week 3 of the autumn term. Full details are in the ‘Interdisciplinary Research Methods’ module handbook (autumn term) and in the ‘Feminist Debates in the Humanities’ handbook (spring term). A separate handbook on just these joint sessions will be available for MPhil/PhD students.
9. THE POSTGRADUATE DIPLOMA IN WOMEN’S STUDIES

A Diploma in Women’s Studies as an exit award is available for those students who complete all the taught Masters modules successfully but do not undertake the dissertation. Full details of this award are available on the Centre’s website at http://www.york.ac.uk/inst/cws/gsp/cwspgdips.htm. If you wish to be considered for a Diploma, please consult your supervisor in the first instance, or talk to the Chair of the Board of Studies, Prof. Gabriele Griffin.

10. RESEARCHING AND WRITING ESSAYS AND THE DISSERTATION

The books below will be useful for those of you wishing to hone your writing and research skills or to develop new ones, especially if you have had a break from academic work. In addition to library guides for Women’s Studies, remember that there are library tools in other academic disciplines and in research methods which will be helpful, especially when you start researching your dissertation.

Doing an MA Dissertation

Identifying your Research Question(s)
Mason, J. (2002) Qualitative researching. SAGE (2nd edn, pp.67-75); (also 1st edn, 1996, pp. 67-72)

Doing Research
(NB This list does not include books on specific methods and subjects, apart from a few overviews)
Using the Internet


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/>

Netskills TONIC Training Module: ‘Evaluating Information on the Internet’. Available at: <http://www.netskills.ac.uk/content/products/materials/index.html>. [NB you need to login]

UC Berkeley Library ‘Evaluating web pages: techniques to apply & questions to ask’. Available at: <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

Study Skills: Thinking, Analysing, Writing, Grammar and Punctuation

Becker, H. (1986) *Writing for social scientists*. 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)


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/>


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/>

Guides to Citing Sources


Plagiarism and How to Avoid Committing It
You all have to complete the University of York’s ‘Plagiarism Awareness Online Tutorial’ on Yorkshare VLE, but you will also find helpful advice in most books on essay and dissertation writing. See esp.:

Writing an Abstract

Study Skills for Students Whose Mother Tongue is not English
Centre for Applied English Studies (CAES), University of Hong Kong. ‘Academic grammar’. Available at: <http://cae.hku.hk/acadgrammar/>
11. HOW TO CITE AND REFERENCE YOUR SOURCES 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 bibliographical data and other details correctly in the first place. If you haven’t got all the necessary information 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.

In draft versions use quotation marks and include the citation (name, date, page no.) at the end of every quotation or interview statement so that you can move them around during editing without running the risk of mis-attribution or even no attribution at all. If you move an indented quote to somewhere else in a later version all the formatting will disappear, and if there isn’t a source attached to it the text will appear to be in your own words. And if you haven’t kept an unaltered copy of the earlier version either, you’ll also waste a lot of time trying to find out where the passage came from.

(See also in this Handbook the sections on Academic Misconduct, and on Researching And Writing Essays And The Dissertation ‘Citing Sources ‘and ‘Plagiarism and How to Avoid Committing it’).
Citations

**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**
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:  
MLA Referencing - Referencing within the Text  
<http://www.acu.edu.au/library/get/referencing/mla_referencing_-_referencing_within_the_text/>

**Chicago**
‘Using Chicago Style to Cite and Document Sources’,  
<http://www.bedfordstmartins.com/online/cite7.html>

**Social Sciences**
The preferred citation style for work in the social sciences is the *Harvard System*. In this system sources are cited in the text by by name and date, and also by page number(s) for quotations and specific points, 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. For
details see *Researching and Writing Essays and the Dissertation* (above). There is a helpful tutorial from the University of Leeds Library (2005 ‘Referencing with the Harvard system tutorial’, at <http://library.leeds.ac.uk/info/200201/training/99/training_materials/5>.

**List of References**

All sources cited or quoted in the text must be given in the List of References in alphabetical order by author, whether you are working in the humanities or the social sciences. It must not include works which have not been cited or quoted in the text, but read only for background.

Works by two authors must be listed and also cited in the text by both names (e.g. ‘Brown and Black [1990] state that ...’). For works by more than three or more authors use the first name followed by *et al.* in the citation (e.g. ‘Smith *et al.* 1985’); in the References you should include at least the first four names before using *et al.* (and use your judgement how many names of multiple authors to include). If two or more authors have the same surname use their initials in the citations to differentiate them.

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 also have the right date and letter in the citation! If two or more authors have the same surname use their initials in the citations to differentiate them.

The List must not include sources which you have not read yourself but details of which you have taken from someone else - if so, you must make that 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.

(a) When you have summarised something by Brown but have based this on the account given by Smith use:


(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:


(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:


The entries should be in alphabetical order by the first author’s family name, have the date after the author’s name, and look like those below (if you are a social science student). For humanities work, see the advice above).

**Books and journal articles**


(You can use bold type or underlining instead of italics for the titles of books and journals but be consistent).

**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 the nature of your source. (If later the document has been deleted or its URL changed – something which happens far too often - a reader of your work can use those details to try and track it down elsewhere on the Internet). 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 and 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


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.


On-line newspaper article:


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


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 will usually appear on the print-out; but if you save it as a PDF or HTML file it won’t be - what you will get on a print-out from these is the location of the directory in which you saved the file in your computer. 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).
12. PRESENTATION OF THE MA DISSERTATION

Your academic work must be presented in a professional way; and though this section refers to the regulations governing the presentation of your Dissertation you should also consider drawing on these rules for your essays.

NB: There are some glosses below, but you must also 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 examiners. (See the section on The Computing Service).

Thesis Regulations

The formatting, styles, and the order of the contents of MA dissertations must conform to 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 outlines the basic requirements on the length, presentation, deposit, and guidance on binding and submission.

The Centre’s MA Dissertations are deposited in the University Library; though from October 2006 they will only be kept for a period of 6 years, any which are consulted regularly will be retained for longer.

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 Essays and the Dissertation.
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.

Binding
Soft binding (“Perfect” binding) is used for MA Dissertations. For details of what to put on the title page and on the cover see the last link on the contents page of Regulation 2.8.

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 dissertation 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 mis-typed 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.
13. SUPERVISION

All students will be allocated to a supervisor at the beginning of the academic year. In some instances, you may also be allocated a second supervisor to be available when your primary supervisor is absent on research leave. Your supervisor will maintain regular contact with you and give general academic guidance. Please keep your supervisor informed of any change of address or email address. You are required by the University to see your supervisor at the beginning and end of each term. Your supervisor should be your first port of call, so whenever difficulties arise which may affect your studies, tell her. Depending on your dissertation topic, you may be allocated another supervisor in the summer term.

14. IN CASE OF 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 no 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 Perrilton, 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.
15. DATA PROTECTION

The University collects information about students for administrative, academic, statutory, and health and safety reasons. It conforms to 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 http://www.york.ac.uk/recordsmanagement/ 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/ethics which students and staff are expected to adhere to. 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. ACADEMIC MISCONDUCT/PLAGIARISM

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 have to 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 on Monday 10th November, before you submit your procedural essay. Your supervisor will discuss these arrangements with you at your first meeting and be able to answer any queries you may have.

When you submit written work for assessment you will be required to sign a form confirming that you understand and have abided by the regulations on 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 5.2. 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.

The penalties for academic misconduct will depend on the seriousness of the offence. Students found guilty of academic misconduct may, for example, have their degree class reduced, 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, and also sources listed in section 11.

Forms of academic misconduct include:

- **cheating**: deliberate failure to comply with the rules governing examinations e.g. by making arrangements to have unauthorised access to information
- **collusion**: assisting another individual to gain advantage by unfair means, or receiving such assistance yourself
- **fabrication**: 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.
- **personation**: 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
- **plagiarism**: incorporating within your work without appropriate acknowledgement material derived from the work (published or unpublished) of another

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.

If there is anything in the above statement that you do not understand you MUST seek advice from your supervisor.
18. 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 higher degree candidates, and candidates taking both humanities and social-science routes. 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 seminars). As numbers in the Centre are usually 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 meets usually 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 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.

19. 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.

20. SOCRATES

The Centre for Women’s Studies participates in the European funded SOCRATES exchange project, providing, in some cases, the possibility of student mobility. If you are interested in spending three months of your Masters’ programme studying in Utrecht (Netherlands) or Thessaloniki (Greece) please contact the Socrates Co-ordinator, Prof. Gabriele Griffin. In the meantime, we extend a warm welcome to incoming Socrates visitors. There may also be a Summer School available to a small number of our students to be hosted by one our partner universities. Please contact Ann Kaloiski in the spring of 2009 if you are interested in this.
21. 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.
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 MA dissertation or PhD thesis.

The JB Morrell Library 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 550,000 books and over 2,700 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 19,000 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, and the University Library is a member of a cooperative arrangement under which you may borrow from partner libraries. The Library’s interlending service allows you to request up to 30 books or journal articles per year, for £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 JB Morrell Library. 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 and modern areas of study, and in 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 form 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/subjects/womensstudies.htm>.
Yorkshare VLE (the Virtual Learning Environment) and the University Library

Some departments are now using the virtual learning environment, Yorkshare VLE, 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 Yorkshare VLE, including the Library Catalogue, York Information Connections, 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 Yorkshare. [NB. Should you take a module which requires the use of Yorkshare you will be given additional training to enable you to acquire the skills needed for participation and to access the library resources]. CWS students following the AHRC Collaborative Programme will use the VLE, and will be given additional training to enable them to acquire the skills needed for participation.

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 MA and PhD students in Term 1, 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 deals with the 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

Are you able to manage your files on a networked filestore? Can you apply styles and create a table of contents in Word? Can you insert a bibliography into Word from a bibliographic database? Are you able to give an effective presentation? Your department requires that you have these skills, which are key to your academic success.

IT Training at York for Taught Postgraduates
The student IT training programme consists of two strands:

- For new students, 4 x 2 hour units developed by the Computing Service and the Library to help you to develop your IT and study skills at University level. The units may be taken as a taught course or self study and may also be taken individually, if preferred.
- IT for the Workplace consists of 4 separate courses designed to give you the IT skills that employers are looking for: Using Databases, Office Skills, Web Page Design and Creating Graphics using PaintShop Pro.

Full details are available online at: <http://www.york.ac.uk/services/cserv/training/students/> and includes a useful exercise to help you assess your own computer skills and to decide on which courses would be most helpful for you.

Queries? Contact Susanne Hodges at it-training@york.ac.uk.

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 and pick up a copy of the handouts ‘How to plan your future’ Parts 1 and 2. A series of handouts is available for PhD researchers covering career planning and the recruitment process for academic and non-academic jobs and web pages for postgraduate students: www.york.ac.uk/services/careers/postgraduates.cfm.

Explore the extensive range of information on jobs and courses at home and overseas, including lots of takeaway 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/services/careers/volunteering.cfm
• York Award skills development courses www.york.ac.uk/services/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/services/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, call in and speak to a Careers Adviser at ‘drop-
in’. If necessary, they will refer you to a longer guidance appointment.

To book up just use the interactive section on www.york.ac.uk. We also have a new employer section on our website, where you can view vacancies from employers who are specifically targeting York graduates for employment or work experience.

## 25. SOME USEFUL BOOKSHOPS IN YORK

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<thead>
<tr>
<th>Bookshop</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackwell’s University Bookshop</td>
<td>On Campus</td>
<td>Some Women's Studies</td>
</tr>
<tr>
<td>Waterstones</td>
<td>High Ousegate, York</td>
<td>Some Women's Studies</td>
</tr>
<tr>
<td>Spelmans</td>
<td>Micklegate, York</td>
<td>Useful forremaindered and second-hand books</td>
</tr>
<tr>
<td>Barbican Bookshop</td>
<td>Fossgate, York</td>
<td></td>
</tr>
<tr>
<td>Blake Head Books</td>
<td>Micklegate, York</td>
<td>Good Coffee Shop!</td>
</tr>
<tr>
<td>Borders Books and Music</td>
<td>1 Davygate, York</td>
<td>Lots of readings &amp; events</td>
</tr>
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</table>

**Online Book source:**

Abe Books [www.abebooks.co.uk](http://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 & Research  
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.

Interests:  


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

Teaching & Research  
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

HILARY ARKSEY

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

Teaching and Research
Informal care; carers, disability and employment; and qualitative research

Interests:
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:
Publications:


**TREV BROUGHTON**

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

Teaching & Research

Gender in nineteenth-century prose; women's life-writing (biography, Interests:auto/biography, 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:


**LIZ BUETTNER**

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

Teaching and Research
19th and 20th-century British history (social, cultural and imperial; colonial South)

Interests:
Asia; gender and ethnicity; history of childhood and the family; oral and written personal narratives; memory and commemoration.

Publications:

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:

JOANNA DE GROOT
BA, D Phil (Oxon)
Senior Lecturer, Department of History; member of Sentre for Women’s Studies
Teaching & Research Interests: My research interests centre around the intersections of gender, culture and colonialism with other forms of interests: 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.


ALLISON DREW
MA, PhD (University of California, Los Angeles)
Teaching & Research Interests: Social movements and development in Africa; women’s movements in Africa and in comparative perspective; South African politics; Algerian politics.


**JANE ELLIOTT**

BA (Illinois) MA, PhD (Rutgers) Lecturer, Department of English & Related Literature

Teaching & Research Interests: Her research interests include gender, feminist and queer theory; 20th-century American fiction and popular culture; ethnic-American literature; Caribbean literature.


**SUE GRACE**

BA (Southampton) MA (London) Cert Ed (Durham) D Phil (York) Senior Adviser in Academic Practice

Teaching & Research Interests: 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.

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

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

Journal articles and book chapters

GABRIELE GRIFFIN

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

Teaching & Research Interests:
Women’s cultural production; contemporary women’s theatre; Women’s Studies as a discipline; feminist methodology diaspora and postcoloniality; lesbian writing. Co-editor of Feminist Theory; editorial board member Irish Feminist Studies. 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’.

Publications:

CAROL-ANN HOOPER

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

Teaching & 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 & Research Interests:
Feminist theory, theories of gender and sexuality, heterosexuality, women's family relationships, sociology of childhood.

Publications:

62
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
<th>Position</th>
</tr>
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<tbody>
<tr>
<td><strong>MARK JENNER</strong></td>
<td>BA, DPhil (Oxon)</td>
<td>Senior Lecturer, History Department</td>
</tr>
<tr>
<td><strong>Teaching/Research Interests:</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>ANN KALOSKI-NAYLOR</strong></td>
<td>BA (Leeds) D Phil (York)</td>
<td>Lecturer (half-time), Centre for Women's Studies</td>
</tr>
<tr>
<td><strong>Teaching &amp; Research Interests:</strong></td>
<td>Contemporary fiction and culture, with special interests in death, digital texts &amp; popular culture; feminist cultural politics &amp; production; lesbian, bisexual &amp; queer studies; feminist pedagogy &amp; elearning. Director of small press, Raw Nerve Books <a href="http://www.rawnervebooks.co.uk">www.rawnervebooks.co.uk</a></td>
<td></td>
</tr>
<tr>
<td><strong>CELIA KITZINGER</strong></td>
<td>BA (Oxford) PhD (Reading)</td>
<td>Professor, Department of Sociology</td>
</tr>
<tr>
<td><strong>Teaching &amp; Research Interests:</strong></td>
<td>Sexuality, gender and talk-in-interaction; childbirth; same-sex marriage; LGBTQi</td>
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<tr>
<td><strong>Interests:</strong></td>
<td>human rights issues; helplines; any research using conversation analysis with naturalistic data.</td>
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</tbody>
</table>
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);  
‘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);  

<table>
<thead>
<tr>
<th>MARY MAYNARD</th>
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</thead>
</table>
|BA, B Phil (York)| Professor, Department of Social Policy  
|Teaching & 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;  
‘Gender and ethnicity at the millennium: from margin to centre’ (with H Afshar), *Ethnic and Racial Studies,* 23, 5, 2000;  
‘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;  
‘Older Women, Ethnicity and Quality of Life’ in A. Walker with S. Northmore (eds) *Black Minority Elders,* Age Concern, 2004;  
(with H. Afshar, M. Franks|

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

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

KAREN MUMFORD  BEc (Monash) Ph.D. (ANU)

Teaching & 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.


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

Teaching & Research Interests: Human Resource Management, gender in the historical development of management, the history of training and development, feminist perspectives of Human Resource Development

AMANDA REES

MA, PhD (Cambridge)
Lecturer, Department of Sociology

Teaching & Research Interests:
Sociology of science; social theory; feminism and science; science and popular culture.

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

Teaching & Research Interests:  
Social Research Methodology; Children and Childhood; Cities and Urban change; Complexity Theory; Time and Space.

Publications:  

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

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

Publications  
ROBIN WOOFFITT  
BA, DPhil (York)  
Senior Lecturer, Department of Sociology

Teaching and Research  
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:  
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

Accidents

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. 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, i.e. accidents that nearly happened but didn’t - again we need to learn from your experience. Simply mark the accident form ‘incident’ 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

Users of computer screens should make themselves aware of the University’s recommendations regarding their use. In particular, the University’s Code of Practice for Display Screen Equipment.

Full details of the University’s Health and Safety Policy can be found on YorkWeb at http://www.york.ac.uk/admin/hsas/policy.html. 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.
### 28. CENTRE FOR WOMEN’S STUDIES DIRECTORY

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Room</th>
<th>Tel Ext</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Amanda Waggett</td>
<td>Acting Dept. Admin Women’s Studies (Oct-Dec)</td>
<td>VX/309</td>
<td>3671</td>
<td>aw505</td>
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<td>Harriet Badger</td>
<td>Dept Administrator Women’s Studies</td>
<td>VX/309</td>
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<td>Stevi Jackson</td>
<td>Director Women’s Studies/Sociology</td>
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<td>Lesley Jones</td>
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<td></td>
<td>321777</td>
<td><a href="mailto:lesley.jones@hyms.ac.uk">lesley.jones@hyms.ac.uk</a></td>
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