The University of Manchester
Faculty of Humanities
School of Arts, Languages and Cultures

PGT Handbook 2023-24
Humanitarianism and Conflict Response Institute

Please Note:

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

Welcome and Introduction to the Humanitarian and Conflict Response Institute

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

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

HCRI was founded in 2008 and has grown it's presence at an enthusing pace; we are excited about what the future will look like for the Institute and the future of humanitarianism.

Staff at the Humanitarian and Conflict Response Institute

Institute Directors

Professor Larissa Fast, HCRI Executive Director
Larissa is Professor in Humanitarian Studies. She is a scholar and practitioner with over two decades of experience at the intersection of research, policy, and practice related to humanitarianism, conflict, and peacebuilding. Her research examines the causes of and responses to violence against conflict interveners, such as aid workers and peacebuilders, the role of data and technology in humanitarian settings, and ways to make intervention more effective, ethical, and responsive to local needs and context. Larissa is author of Aid in Danger (University of Pennsylvania Press, 2014), and has published extensively in both scholarly and policy-focused outlets.

Dr Birte Vogel, HCRI Deputy Director, Senior Lecturer in Peace and Conflict Studies
Birte is Senior Lecturer in Peace and Conflict studies. Her research explores the interplay between international and local actors in peace interventions. She is currently working on the economic local turn in Peace and Conflict Studies and is particularly interested in post-conflict economy formation and cross-communal trade in conflict zones. Birte is Assistant Editor of the Taylor and Francis journal *Peacebuilding* and has been awarded a major AHRC grant on arts and local peace formation.

Dr Amanda McCorkindale, Director of Postgraduate Teaching and Lecturer in Humanitarian Studies

Amanda is an educationalist whose research focuses on education and humanitarianism. She completed an MSc in Education from Hofstra University in 2007, an MA from HCRI in 2011 and completed her PhD in 2018 with HCRI. Her research focuses on how young people empathise with humanitarian disasters and how to improve youth engagement within these areas. At HCRI she teaches across the Undergraduate and Postgraduate courses.

Dr Jessica Hawkins, Director of Undergraduate Teaching and Senior Lecturer in Humanitarian Studies

Jessica received a BA in European Studies with German and Italian from Lancaster University in 2005 and completed her Master's in International Development: Poverty, Conflict and Reconstruction in the Global Development Institute (GDI) at the University of Manchester in 2009. She followed this with a PhD in Development, Policy and Management at the same Institute. She worked as a Teaching Assistant and course convenor in GDI between 2010 and 2014 before starting a lectureship in Humanitarian Studies at the Humanitarian and Conflict Response Institute in August 2014.

Dr Darren Walter, Director of Online Programmes and Professor in Emergency Global Health

Darren Walter is a Senior Lecturer in Emergency Global Health working in the WHO Collaborating Centre Emergency Medical Teams and Emergency Capacity Building project at HCRI. He is also a Consultant in Emergency Medicine at Wythenshawe Hospital of Manchester University NHS Foundation Trust. His research interests are focussed on developing emergency care systems, particularly in low and middle-income countries, with a focus on pre-hospital clinical care and disaster medicine.

Professor Bertrand Taithe, Director of Research and Professor of Cultural History

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

Dr Miriam Bradley, Director of Postgraduate Research and Senior Lecturer in Humanitarian Studies

Miriam joined HCRI in 2023, prior to which she was an Associate Professor at the Institut Barcelona d'Estudis Internacionals. Her research examines international responses to conflict, violence, and migration, and she is the author of two books: *Protecting Civilians in War: The ICRC, UNHCR and their Limitations in Internal Armed Conflicts* (OUP 2016), and *The Politics and Everyday Practice of International Humanitarianism* (OUP 2023).

Dr. Antoine Burgard, MA HCR Pathway Lead and Lecturer in Contemporary History of Humanitarianism and Disaster

Since January 2020, Antoine is a lecturer in contemporary history of humanitarianism. He joined HCRI in 2017 as a postdoctoral fellow of the Fondation pour la Mémoire de la Shoah in

Paris. He holds a History PhD from Université Lumière Lyon 2 and Université du Québec à Montréal (UQAM). He is currently developing a new project on age and migration control in Britain, in collaboration with the John Rylands Research Institute and the Centre for the History of Science Technology and Medicine in Manchester. His research interests include the history of children and young people in situations of conflict and displacement, the Holocaust, and forced migration.

Dr Nat O'Grady, MSc IDM Pathway Lead, Senior Lecturer in International Disaster Management

Nat is the pathway lead for the Msc in International Disaster Management. Nat is a cultural and political geographer interested in how technological innovations affect the way the world is secured from various emergency events. He has pursued this interest on a number of trajectories, from examining the development and consolidation of risk-based, anticipatory modes of governance in the UK Fire and Rescue Service to the procedures and protocols designed to enable information sharing between different authorities during emergencies. Currently, he is tracing out the gradual appearance of a new emergency infrastructure that is accruing with government emphasis on smart technologies. For him, the development of these technologies and the practices that underpin them are crucially important for understanding how security operates in our time; showing as they do how our global futures are imagined, how governments think of their engagement with the wider environment around them and the numerous ways we as citizens figure as subjects of power.

Dr Sabah Boufkhed, Programme Director iBSc Global Health and Lecturer in Global Health

Sabah is an interdisciplinary global health researcher committed to social justice. Her research topics include preparedness and response to public health emergencies, labour exploitation and migrant workers' health, and palliative care. She was a postdoctoral researcher at King's College London in Global Health Palliative Care within R4HC-MENA. She co-founded organisations aiming at empowering and supporting women and 'minorities' in science and academia, is a Trustee for an NGO in Global Health and Development.

Core academic staff

Dr Byron Bitanihirwe, Lecturer in Global Health

Byron is a lecturer with varied interests ranging from trauma-informed teaching to translational psychiatry. Some of his ongoing work includes understanding how anomalies in metabolic programming influence psychopathology and addressing gambling harm on the African continent. Prior to joining the HCRI, Byron served as a Principal Consultant for Bank Lombard Odier and a Research Portfolio Analyst for MQ: Transforming Mental Health, a UK mental health research charity. His experience has also included a Roche Post-Doctoral Fellowship. He holds a PhD in Neurobiology from ETH Zurich.

Dr Nimesh Dhungana, Lecturer in Global Health, SALC Ethics Officer

Nimesh is an interdisciplinary development and disaster researcher with research interests spanning the socio-political dimensions of health, the interplay between disasters,

development and democracy, and methodological and ethical aspects of disaster research. His current research looks at the political possibilities and challenges of youth-led, bottom-up activism in constructing alternative narratives of care, accountability and justice in the wake of the Covid-19 pandemic in Nepal. Nimesh was a post-doctoral fellow at the Departments of Methodology and International Development at the London School of Economics and Political Science (LSE).

Dr Ayham Fattoum, Lecturer in Disasters Operations Management
Ayham holds a PhD in Business Management, Msc in Management for Business Excellence and Bsc in agricultural engineering. In his PhD project, he supported two UK case studies in evaluating and overcoming the operational challenges associated with engaging spontaneous volunteers during emergencies. Ayham has diverse experience including quality management, HR, and change management in the non-for-profit and commercial sector.

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

Dr Kirsten Howarth, Lecturer in Humanitarianism and Conflict Response
Kirsten is the pathway lead for the MA in Humanitarian and Conflict Response. Kirsten undertook her role in HCRI in January 2014. Prior to this, she was a Teaching Fellow in International Development at the Global Development Institute at the University of Manchester. Kirsten completed her PhD in 2012, analysing the causes of post-war violence and crime in El Salvador. Her current research builds on from her PhD by examining urban violence and its humanitarian consequences.

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

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

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

Helene Juillard, Lecturer in Cash and Market Based Programming in Crisis Settings

Helene is a lecturer with Science Po on humanitarian project design and with HCRI since 2019 autumn semester. She has been working as an evaluator in the humanitarian sector for the past decade, with a focus on cash and market-based programming. Helene is interested in how needs are assessed from an agency centric perspective at the detriment of the demand for certain products and services.

Dr Luke Kelly, Lecturer in Humanitarian Studies

Luke is a Lecturer in Humanitarian Studies at HCRI and in the past has worked as as Research Associate on the Evidence and Knowledge for Development (K4D) programme. He received a PhD in history in 2013 from the University of Manchester. He has published on the history of British humanitarianism.

Dr Martin Parham, Lecturer in Disaster Management

A lecturer in disaster management, his multi-disciplinary research focuses on community perception, educational engagement and response to multi-hazard risk on small island developing states. With 20 years experience teaching secondary education he is interested in pedagogies to improve risk awareness and the implementation of disaster risk education frameworks. His PhD focused on multi-hazard risk in the Caribbean and his MRes on volcanic risk on basaltic ocean-island volcanoes. He is currently developing qualitative methods to capture disaster risk perception through GIS.

Dr Róisín Read, Lecturer in Peace and Conflict Studies

Róisín joined HCRI in 2014 as part of the Making Peacekeeping Data Work for the International Community project and is now a Lecturer in Peace and Conflict Studies. Her research sits at the intersection of peace and conflict and humanitarian studies. She is interested in exploring how feminist and postcolonial approaches might help us to understand international interventions in conflict and post-conflict contexts, with a geographical focus on Sudan and South Sudan.

Dr Sophie Roborgh, Presidential Fellow (On leave)

Sophie holds a Presidential Academic Fellowship in Medical Humanitarianism. She joined HCRI in October 2018, after completing a PhD and a post-doc at the University of Cambridge. Her work focuses on local medical humanitarian initiatives, where she studies grassroots organisation of medical efforts and attacks on local medical staff and infrastructure. She has specifically looked at the case studies of Egypt, Syria and Ukraine.

Professor Duncan Shaw, Professor of Operations and Critical Systems

Duncan Shaw was appointed Professor of Operations and Critical Systems in 2014. He is Head of the Operations Management Group and has a part-time role in the Manchester University's Humanitarian and Conflict Research Institute. Prior appointments include Professor at the Warwick and Aston Universities. His research and consulting interests focus on government and citizen response to disasters, looking at these challenges from the perspectives of: organisational structure; operational response; societal resilience; community involvement. He chairs the working group on Community Resilience for the International Standards Organisation (ISO) and wrote the standards on mass evacuation (ISO22315) and disaster volunteers (ISO22319) and contributed to standards on waste management (for IAEA). Duncan has conducted research and sat on policy, planning and evaluation committees for the EC, national governments and international NGOs across 15 countries. He has run projects totalling £6.5m for the EC, ESRC, industry and various government departments.

Dr Pedro Silva Rocha Lima, Lecturer in Disaster Management

Pedro is a social anthropologist with a research focus on armed violence, humanitarianism, risk, and the state in Brazil. His current project investigates conceptions of normality in relation to gun violence among local state actors and citizens in Greater Rio, through long-term ethnographic research of a program created by the International Committee of the Red Cross (ICRC). He has also conducted research for MSF and is the convener of EASA's Anthropology of Humanitarianism Network (AHN).

Dr Stephanie Sodero, Pathway Lead for MSc International Disaster Management and Lecturer in Responses to Climate Crises

Stephanie brings together the fields of climate change, mobility, and medicine to research vital mobilities: movements of people, goods, and information that impact life chances. Her current focus is on how goods, such as blood, saline IV solution, and personal protective equipment, move from the point of production to the point of care, and in what ways such geographically dispersed supply chains are vulnerable to a changing climate. Climate, mobility, and health justice are central to her work.

Dr Gemma Sou, Lecturer in Disaster Management UG Programme Director Semester 2 and SALC Ethics Officer

Gemma received a BA in International Relations and Politics at the University of Sheffield (2008), an MA in Urban Planning with specialism in cities of the Global South (2009) at the University of Manchester and a PhD in Development Studies (2014), also here at the University of Manchester. Broadly speaking her research focuses on the experiences of marginalised groups in cities of the Global South and their representation in development discourse. She focuses particularly on multi-scalar approaches to address disaster risk in 'Southern cities', the intersection of disaster risk management and broader development processes and how vulnerable groups are embedding disaster risk management into social and cultural norms at the grassroots level.

Professor Mandy Turner, Professor of Conflict, Peace and Humanitarian Affairs

Mandy's research focuses on the politics of international intervention, the political economy of development in war-torn societies, and the Israel-Palestine conflict. Before joining the HCRI

in January 2020, Mandy was the Director of the Kenyan Institute, the British Academy-funded international research centre in East Jerusalem, where she lived and worked for eight years. She has conducted research for the UN and several governments on issues related to conflict and development, the post-conflict peacebuilding, and has widely published on these issues.

Institute Administration

Dr Adele Aubrey, Programmes and Partnerships Manager

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

Dr Stephanie Rinaldi,

Stephanie has a doctorate in Political Theory and joined HCRI in January 2017 to support its Emergency Medical Teams research programmes. She has a broad experience supporting Social Science research projects and is the Programme Manager of the DFID-funded research project 'Researching the Impact of Attacks on Healthcare (RIAH)' working closely with HCRI Research Director, Larissa Fast.

Director of Teaching HCRI postgraduate degrees: Dr Amanda McCorkindale
amanda.mccorkindale@manchester.ac.uk

MA in Humanitarianism and Conflict Response

Pathway Lead: Dr Antoine Burgard – antoine.burgard@manchester.ac.uk

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

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

Core courses:
HCRI60031 Humanitarianism and Conflict Response: Inquiries
HCRI60170 Research and Evaluation Methods
HCRI63331 Humanitarianism and Genocide OR HCRI60511 Young People in Conflicts and Displacement (20-21 Centuries) OR HCRI61202 History of Humanitarian Aid
HCRI60000 Dissertation

Optional courses: A full list of optional modules can be found via the Course Unit Information Portlet (which can be accessed through My Manchester).

MSc in International Disaster Management

Pathway Lead: Dr Nat O'Grady – nathaniel.ogrady@manchester.ac.uk

Aims: All countries face a wide range of hazards, both natural and man-made, that have the potential to result in catastrophic damage and negative impacts on societies. Despite actions taken by local emergency management professionals, international trends show that the economic and social impact of disaster has increased around the world. This is especially true in the developing world, where large-scale disasters can result in enormous loss of life as well as considerable economic damage.

The MSc in International Disaster Management is designed for participants who are interested in critical analysis of key concepts in disaster management theory, research, policy and practice, including vulnerability, governance, disaster risk reduction, and enhancing resilience to disasters through prevention, preparedness, response and recovery efforts.

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

1. Key issues and debates related to the practices of disaster management. Students will show familiarity with different theoretical approaches, practical problems and an appreciation of the diversity of polices at international and national levels.
2. The range of environmental, health and social science topics which influence disaster management (including political, historical, anthropological understandings). Students will become familiar with the methodological and normative underpinnings of these disciplines.
3. The analytical and policy literature concerning the related issues of disaster management, including environmental/geological studies, emergency management structures and institutions, the role and perspectives of the state, multilateral and bilateral agencies, international and domestic NGO's and other civil institutions.
4. An understanding of common approaches to disaster management, including an awareness of the problems and critiques associated with disaster preparedness in both industrialized and developing countries.
5. The development of a range of academic and professional/transferable skills through both independent and group-based work.
6. A detailed understanding of a specific conceptual and/or policy-related area of disaster management along with implications and limitations of research findings on this subject, and of how to produce an original piece of academic research. Delivered via a dissertation.

Core courses:
HCRI60141 Disaster Management – Theory and Application
HCRI60261 Disaster Politics
HCRI60170 Research and Evaluation Methods
HCRI60000 Dissertation

Optional courses: A full list of optional modules can be found via the Course Unit Information Portlet (which can be accessed through My Manchester).

<div align="center">Taking modules outside of HCRI</div>

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

Global Development Institute (GDI)	peter.jacobs@manchester.ac.uk
Department of Politics***:	amanda.bridgeman@manchester.ac.uk
Medicine:	mph.admin@manchester.ac.uk

***Space on politics modules is limited, email the Postgraduate Teaching Director, Amanda McCorkindale, before requesting to join these modules.

<div align="center">Academic Integrity and Plagiarism Detection</div>

Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication, contract cheating or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all cases of academic malpractice will be treated seriously by the University and scrutinised under Regulation XVII (Conduct & Discipline of Students).

All PGT work is submitted via Turnitin (available via Blackboard). Turnitin is a plagiarism detection software which allows markers to see if work has been copied from other sources or from other students. Submitting the same essay – or parts of it – for two different assignments also counts as plagiarism. Students will be advised on how to submit their assignments through Turnitin at the start of the course.

Please note: The HCRI takes all cases of plagiarism very seriously. Students are advised to seek further information on plagiarism and Turnitin from:
   http://documents.manchester.ac.uk/display.aspx?DocID=2870

<div align="center">Teaching and Learning</div>

Self-Directed Learning

In addition to the elements of organised teaching and learning described above, **all postgraduate students** are expected to undertake their own programme of self-directed learning and skills acquisition. This may involve self-directed reading, languages, computer training, attendance

at research seminars in other departments, visits to local galleries and museums, voluntary work in relevant institutions, and many other forms of encounter.

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

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

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

Academic Writing
The Graduate School runs a comprehensive skills training programme with workshops on research skills, academic writing, planning for your dissertation, the ethical approval process, applying for jobs, and many other topics. Training resources and further details of the workshop programme for 2022-23 can be found on the Blackboard pages for SALC60000 Research Skills for Graduate Education and on the student intranet at www.alc.manchester.ac.uk/studentintranet. You can find more information about skills training, personal development, study support, internships and career events in the School PGT Handbook.

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

Semester One Coursework*	Please refer to the coursework deadlines as stated in your individual course unit outlines/handbooks
Submission of Written Research Proposal	February 2024
Semester Two Coursework*	Please refer to the coursework deadlines as stated in your individual course unit outlines/handbooks
Resubmitted Coursework	August 2024
Dissertation Submission	Monday 2nd September 2024

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

NOTE FOR FIRST YEAR PART TIME STUDENTS: All submission dates in your second year will be confirmed in the 2024-25 handbook. All assessment below is required, but some only in your second year.

Semester One Coursework*	Please refer to the coursework deadlines as stated in your individual course unit outlines/handbooks
Submission of Written Research Proposal *(2nd year students only)*	February 2024
Semester Two Coursework*	Please refer to the coursework deadlines as stated in your individual course unit outlines/handbooks
Resubmitted Coursework	August 2024

Dissertation Submission	September 2022 starters
	    Monday 2nd September 2024
	September 2023 starters
	    Monday 1st September 2025

Please note that all work should be submitted by midday (12pm) on the deadlines listed above*
- otherwise late submission penalties are enforced

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*Please also note that some course units may have alternative coursework deadlines to those listed above. Please see the individual course unit handbooks for confirmation.

Late Submission

Please see the School's late submission penalty information in the School PGT Handbook here: Page 51: https://documents.manchester.ac.uk/display.aspx?DocID=14089

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

Mitigating Circumstances

During the forthcoming academic year, you may experience unforeseeable and unpreventable personal or medical circumstances that have a significant adverse effect on your academic performance. If you do find yourself in this position, you may be eligible to apply for mitigating circumstances in relation to coursework submission deadlines. Please consult your academic advisor and the SALC information on mitigating circumstances. However, all applications need to be completed and submitted online:
http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/

HCRI Subject Guide at the University of Manchester Library

With information on resources such as books, journals and databases, how to access them and support for study and research skills. See https://subjects.library.manchester.ac.uk/hcri/

Style Guidance for PGT Students

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

Harvard Referencing

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

Example

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Government document:

Name of government department. (Year) *Title of Document*. Government printer/publisher (or originating department), Place of publication.

- Ministry of Rural Development. (1998) *Rural Infrastructure Projects*, Indian Government Stationery Office, New Delhi, India.
- CIA (2004) *Update Assessment on Iraq*, Central Intelligence Agency, Washington, DC.

Conference paper:

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

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

Interview:

Interviewee's name. (Year) Personal interview, Place and date of interview.

- Teller, J. (2006) Personal interview, Ibadan, Nigeria, 12 July.

Email message:

Author details. (Year) *Message title*, Email to whom [Online], Date sent, Available: Email: email address of recipient [date accessed]

- Nicholson, B. (2004) *Re: Indian software industry*, Email to R. Heeks [Online], 13 Oct., Available: Email: richard.heeks@manchester.ac.uk [Accessed: 14 October 2004]

Web page/document:

Author details. (Year) *Page title/heading*, Publisher/organisation [Online], Available: URL [date accessed]

- Bradstock, T. (2003) *Egypt Online Network*, Manchester College of Technology [Online], Available: http://www.mct.ac.uk/cfs/egypt.html [Accessed: 14 September 2007]

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

Foreign language document:

Use relevant reference format given above, all translated into English, then give the original language title in brackets after the translated title. E.g.

- Ministry of Foreign Affairs (2003) *Software Production and Trade in Latin America* [Producción y Comercio de Software en América Latina], Ministry of Foreign Affairs, Buenos Aires, Argentina

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

s
Footnoting/ Numeric Style

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

relevant). Avoid using *ibid* or *op. cit.*

Example

Hartman, in her seminal study on urban regeneration, found no evidence to support the role of charitable donations.[1] However, Okuda concludes that 'donations can have some positive impact if the donors are involved throughout the project's history'.[2] The present fieldwork indicated support for the latter viewpoint from the Bamako project.[3]

[1] Paula V. Hartman, 'Urban regeneration in the Third World', *Regeneration Today*, 13 [4] (2005), pp. 23-45.
[2] Zena Okuda, *Charities, Donors and Projects* (London, 1995) p. 22.
[3] Susan Toure, Personal interview, date, place.

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

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

Footnotes in text
Footnotes are prepared according to similar rules to bibliographic references, but with three important differences:

   i.   In footnotes, we list the forename before the surname: 'Mary Smith', not 'Smith, Mary'.

   ii.   An entry only appears once in a bibliography, but you may have to refer to the same work several times in footnotes. When you mention the same book, article or essay more than once in your footnotes, you use the full citation the first time, but thereafter you use what is called 'short form citation.' We **no longer use** ibid. or op. cit. or other devices.

   iii.   In footnotes, we always need to indicate the specific page or pages we have taken our information from. This means that we end each footnote by specifying the exact page (signified by p.) or pages (signified by pp.) on which we found that specific piece of information or argument.

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

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

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

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

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

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

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

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

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

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

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

Articles in Journals:
Surname, Forename. 'Full Title of the Article in Single Inverted Commas but not Italics: "Double Inverted Commas are for Quotes Within the Title"', *Full Title of Journal in Italics* 4

[Number of journal in year or in series] (Year in Brackets), pp. 123-456 [the page numbers of the article in the journal must be included].

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

Dissertations: The Research Proposal

Successful completion of the Research Proposal is the compulsory pre-requisite for the completion of the PGT dissertation. Students are required to submit a written research proposal (see key dates). The written research proposal should be 2,000 words, and the skills and knowledge required will be developed during the course unit Research and Evaluation Methods. The research proposal will form the major assessment (50%) for the Research and Evaluation Methods course unit.

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

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

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

The Written Research Proposal

Written Research Proposals should be submitted following the same guidelines as for other pieces of course-assessed work. The written research proposal should be 2,000 words, and the skills and knowledge required will be developed during the course unit Research and Evaluation Methods.

The core document should state clearly:

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

In the **appendix** you should provide supporting information:

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

Submission of Written Research Proposal
February 2023 in line with Research and Evaluation Methods Assessment due date

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Guidance for the Assessment of the Research proposal

The research proposal is marked on a pass/refer basis: it is not given a numerical mark and in that sense does not contribute towards your overall degree result. A successful research proposal will contain all the elements specified above, and will demonstrate satisfactorily that this is a viable project capable of being brought to completion in the time available. Successful completion of the Research proposal results in an agreement in principle to proceed to the dissertation. Students who do not achieve the agreement in principle will be allowed to

resubmit the research proposal up until the final submission date for semester two coursework. Re-submissions can be made at any time before that date and, in agreement with the potential supervisor, students can re-submit as many times as they wish before the final deadline. All submissions and re-submissions should be made to the Taught Programmes office.

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

Allocations of Supervisors

Once the deadline for submitting the research proposals has passed, the dissertation convener will assign dissertation supervisors. Please note - allocation will be assigned according to areas of research (both in terms of research topic and geographic location). You cannot request a specific member of staff as your supervisor, unless you have agreed the topic with them prior to submitting your research proposal.

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