

# *A Guide to Supervision of Undergraduates in the Sociology Department*

*(Human, Social and Political Science Faculty)*

**2019-20**

## SUPERVISION IN SOCIOLOGY:

The following guidelines have been set up by the Sociology Undergraduate Education Committee regarding supervisions:

- Students should expect to receive 6 to 8 supervisions for each paper. Students will be expected to produce a **minimum of 4 essays** instead of being required to write 6 essays. While still holding the stipulated 6 supervisions, individual supervisors can decide to use some supervision sessions to read and discuss an article, ask students to present on a topic, or find other ways to address the topic in ways that are stimulating and provide a learning experience for students.
- Supervisions should not start later than week 3 of Michaelmas term, and should be organised in week 0.
- Queries and concerns relating to supervisions should be addressed by students, in the first instance to their Director of Studies; secondly to the Course Organiser; thirdly to the **Directors of Sociology Undergraduate Education: Dr Ella McPherson**

(I)	INTRODUCTION.....	2
(II)	TRAINING.....	3
(III)	THE PAPERS.....	3
(IV)	ARRANGING SUPERVISIONS.....	4
(V)	TIMING, LOCATION AND CONVENTIONS OF ATTENDANCE.....	5
(VI)	SELECTING TOPICS.....	5
(VII)	ESSAY QUESTIONS.....	6
(VIII)	READING LISTS.....	6
(IX)	THE ESSAY.....	7
(X)	THE SUPERVISION.....	8
(XI)	SUPERVISING IN TWOS AND THREES.....	8
(XII)	CAMCORS: SUPERVISION REPORTS, STUDENT PROBLEMS AND PAYMENT.....	9
(XIII)	SUPERVISING ASSESSED WORK.....	9
(XIV)	EXAMINATION PREPARATION.....	10
(XV)	STUDENTS WITH DISABILITIES.....	12
(XVI)	PROBLEMS OR COMPLAINTS.....	12
(XVII)	SOURCES OF GENERAL AND FURTHER ADVICE.....	12
	APPENDIX 1 - DEADLINES.....	13
	APPENDIX 2 – MARKING CRITERIA.....	14
	APPENDIX 3 – CONTACT INFORMATION.....	14

## *Supervision in HSPS: A Guide for Supervisors*

This guide has been prepared for teaching officers, research staff, graduate students and others who would like to supervise for Sociology Part I and Part II (the second and third years) papers of the HSPS Tripos. The aim is to provide a general introduction to the supervision system and how it works.

As well as using this guide, it is advisable to attend one of the training sessions for undergraduate supervisors outlined in Section (ii). Some of this training is mandatory for postgraduate students. Details about people to contact for help and support are located in Appendix 3.

### **(i) Introduction**

Undergraduates in HSPS receive tuition of two different forms: lectures, sometimes supplemented with seminars, which are organised by the Faculty; and supervisions, which are formally organised and paid for by the Colleges. All students have a *Director of Studies* at their College, who has oversight of their students' supervision arrangements. The purpose of the lectures or seminars is for the lecturer to provide a general introduction to a topic. Supervisions, by contrast, are discussions between a supervisor and students about the reading that the students have completed, and (usually) the essays that they have written. Whilst lectures are delivered to all the students on a particular course, supervisions are conducted in small groups, usually consisting of the supervisor and two or three students. Supervisions do not involve formal assessments of a student's work, but are a key part of the process through which teaching is conducted.

HSPS Supervisors are expected to provide the following:

Preparation for supervisions:

- Students should have at least one week's notice of the time of the supervision.
- Supervisors must provide guidance about how best to prepare for supervisions. This includes providing reading lists and, where appropriate, directing students to reading within the paper guides.
- Supervisors should mark work, with written advice for improvement, before the supervision.

The supervision itself:

- as far as is practicable, a full hour of teaching should be provided (provided that the students have done the work expected of them in preparation for the supervision)
- students should be taught in a reasonably sized group (2 to 3) in which they have the opportunity to participate fully
- the content should be relevant to the course, help students understand the subject and prepare for the examinations.
- there should be discussion of their questions and problems, with constructive comment.
- there should be respect for their opinions, and questions to be dealt with thoroughly and effectively.

- opportunities to discuss with the supervisor, in privacy and in full confidence, any problems they perceive in the quality, relevance, or dynamics of the supervisions they are receiving.

After supervisions:

- Supervisors should submit all supervision reports by the end of term (see section xii).

Students themselves may be expected to:

- complete the work set to the very best of their ability
- hand in work on time (and to ensure that they have agreed a deadline with the supervisor)
- turn up on time to every supervision
- contribute actively to the supervision and make their opinions known
- contact the supervisor in plenty of time if they are unable to make the supervision or complete the work set

### **(ii) Training**

There are several resources that new and experienced supervisors can access in order to assist with supervision. The University's Centre for Personal and Professional Development offers a range of training on supervision. New postgraduate students are required to complete the University's online training, at <http://training.csx.cam.ac.uk>. The Graduate Development Programme also runs several training workshops every year; more information is available at <http://www.training.cam.ac.uk/gdp/>. Additionally, each Department in the Faculty offers its own training on supervision; whilst this is largely aimed at new postgraduate students who are supervising for the first time, experienced supervisors are welcomed to refresh their skills and update themselves on current developments. You should contact the Undergraduate Secretaries or the Teaching Administrator for more information, or if you have any suggestions for further training we could provide.

The Senior Tutors' Committee also produces guidance for supervisors, available at <http://www.admin.cam.ac.uk/committee/seniortutors/guidance/supervisors.pdf>.

### **(iii) The Papers**

All papers in Sociology are taught across the full academic year, although a number of papers have components that are lectured on and supervised at specific times. Most papers are assessed at the end of the academic year by means of a three-hour written exam, taking place in late May or June. The exceptions are described in section (xiii) below.

For potential supervisors, the first question is whether or not there is a paper that fits your interests and which you would like to supervise for. A description of the sociology papers on offer in the current academic year is available at:

Part I HSPS papers:

<http://www.hsps.cam.ac.uk/current-students/partI>

and

Part II Sociology papers:

<https://www.sociology.cam.ac.uk/current-students/current-undergraduates>

The *Course Organiser* is the staff member responsible for the putting on a specific paper. The Faculty asks its Course Organisers to provide students and supervisors with a *paper guide* for each paper. This document contains the aims and objectives of the paper, lecture titles and schedules, readings and suggested supervision and essay topics. These paper guides are available at the links above and are updated every summer.

The paper guide is usually the main resource on a paper, and should contain sufficient information to enable you to judge the issues you would like to teach. Course Organisers are happy to provide guidance and advice concerning the range of material which should be covered in supervision work for any particular paper.

**When you find a paper for which you would like to supervise, you should contact the Undergraduate Secretary for Sociology, Odette Rogers, [ohmr3@cam.ac.uk](mailto:ohmr3@cam.ac.uk)**

(see Appendix 3). The Undergraduate Secretaries maintain lists of potential supervisors and provide these to Course Organisers and Directors of Studies, who assign supervisors to particular students. You should indicate whether you are able to supervise for the full year, or for specific terms only. Please be aware that indicating your interest in a particular paper does not necessarily mean that you will be able to supervise; there are a number of factors in the allocation of supervisors each year. If you are not able to supervise at first, we are happy to keep you on the list of potential supervisors for further allocations throughout the year.

#### **(iv) Arranging Supervisions**

**For Part I papers it is formally the responsibility of Directors of Studies to arrange supervision** for their students, although for **Part II HSPS papers this formal responsibility has been delegated to the Course Organiser**, who will organise supervision for all Colleges (this is known in the jargon as “centralised supervision”). Participation in this system by the Colleges is voluntary: Directors of Studies can opt out and arrange their own supervision for their students, but in practice almost all Colleges participate. By providing centralised supervision, the Faculty intends to make the task of arranging supervision easier for both Directors of Studies and students, and to ensure that all students have access to supervision regardless of the College they are in.

Therefore, for Part II papers, it is the Course Organiser who takes responsibility for ensuring that there is a pool of qualified supervisors available for a paper (with the exception of some borrowed papers). The list of potential supervisors for each paper is updated every year and provides the basis for the allocation of students to supervisors. The Course Organiser will normally arrange the students taking his or her paper into supervision groups, which vary in size according to the numbers taking the paper but which will normally contain 2 or 3 students. Finally, the Course Organiser will then allocate these supervision groups to particular supervisors, linking students with the supervisors who will supervise them throughout the paper or for a part thereof. Centralised supervision does *not* mean that the Course Organiser personally takes responsibility for supervising all the students taking his

or her paper; this is simply not possible for most papers, since the numbers of students are too large.

The number of supervisions required varies from paper to paper and from student to student, and can be discussed with the Course Organiser. Normally, students require **between six and eight supervisions per paper**, each lasting one hour, across the year. If the supervisor thinks that the student needs more than four hours of supervision per term, he or she should consult with the student's Director of Studies before arranging these supervisions, unless specific arrangements to the contrary are listed in the paper guide. Given the broad scope of most papers, supervisors may feel able to supervise only a limited range of topics. Nonetheless, the Faculty strongly encourages supervisors to cover a substantial part of a paper, rather than one or two topics only. This provides continuity for students and enables them to plan and follow a regular course of study. The supervisor should inform the Course Organiser of the areas that he or she intends to cover, so that additional supervision can be arranged if necessary.

#### **(v) Timing, Location and Conventions of Attendance**

Supervisors should contact the students in their tutorial group *as early in the term as possible* to arrange supervision dates and times. When supervising in groups, you should be aware that you may need to consult the entire group before setting a usual date and time, as students may be taking different paper combinations with different requirements. Supervisions normally take place at regular intervals, usually once a fortnight. The time and place should be agreed with the student well in advance and a minimum of one week's notice should be given. Though many supervisors prefer to hold supervisions in their own Colleges, there are teaching rooms available in the Faculty which can be organised through the teaching administrator or Undergraduate Secretaries. Each supervision normally lasts one hour, and it is important to ensure that you are ready to begin at the scheduled times.

Students must attend supervisions, and most Colleges charge undergraduates for supervisions missed without good cause or sufficient warning. If a student misses a supervision without notice, or regularly cancels supervisions at the last minute, **the Director of Studies should be informed**. It is legitimate to claim payment for a supervision missed without sufficient warning (of, say, one day's notice). If a student arrives without having submitted an essay, or without having done sufficient preparatory work, it is legitimate to ask them to return at another time having done so, and to charge for the missed supervision, explaining why to the Director of Studies by email or by a CamCORS report (see section xii below).

#### **(vi) Selecting Topics**

In most cases it is neither feasible nor desirable for a supervisor to try to cover the whole range of material on any paper. It is best to concentrate on a set of topics which form a sensible and well-balanced course of study. Ideally the selection of topics should take account of a student's preferences. But the aim should be to ensure that the topics form a coherent set and that they cover a sufficiently broad range of material to prepare the student well for the exam.

If you are unsure about how best to select topics for supervision, supervisors can turn to three sources of information and advice. First, there is the list of supervision topics and recommended readings in the Paper Guide. Secondly, the supervisor can consult examination papers from the last two or three years. Copies of old exam papers are available on the website (see section xiv). This will give a sense of the kinds of questions and topics which form the core concerns of the paper. Thirdly, you can ask

the Course Organiser; s/he can evaluate whether a proposed set of topics represents a sensible selection.

You are strongly encouraged to attend some of the relevant lectures when you begin to supervise a paper, so that you are familiar with the issues being discussed. Although lectures are not compulsory, they are a particularly valuable means of bridging gaps between essay topics and of providing general overviews. Some lecturers also provide useful handouts in the lectures, which will later be uploaded to the Part II CamTools sites (see Appendix 3, websites). Most supervisors are members of CamTools, but if you cannot access the site please contact one of the Undergraduate Secretaries or the Teaching Administrator.

All supervisors, in addition, must come prepared for the supervisions having read the relevant material. It is not acceptable for supervisors to claim ignorance of the material that they are supervising on.

The **lecture programme** is published on the Faculty website at:

For HSPS Part I:

<http://www.hsps.cam.ac.uk/current-students/course-materials/c-m-files/lecture-list>

and

<https://www.timetable.cam.ac.uk/>

For HSPS Part II sociology:

<https://www.sociology.cam.ac.uk/current-students/current-undergraduates/documents/timetable>

and

<https://www.timetable.cam.ac.uk/>

Undergraduates may ask you to recommend particular lectures. Sometimes you will have views; sometimes you may feel that they should experiment with all those on offer, or be able to provide advice about which sets of lectures provide useful background knowledge to the topics that the student intends to study. Some Course Organisers recommend students attend all the lectures for their paper, whilst for some papers the range of lectures is too broad to attend all of them.

### **(vii) Essay Questions**

When you choose the topic for a supervision, it is usually helpful to give students a specific question or statement which can serve as the focal point for an essay. The purpose of the essay is to encourage undergraduates to reflect on what they have read and construct an argument around the question, so questions have to be framed with some care. The Course Organiser will provide sample essay questions in the paper guide or on request. Supervisors can also take questions from previous exam papers. But care is needed: exam questions are sometimes quite sharply focused, and undergraduates tend to prepare for the essay that they have been set. So if you give students a very sharply focused question, you should strongly encourage them to read more widely around the topic. You should also make sure that your students are aware of the range of different analytical skills, modes of argument and methods of presenting evidence that are needed to cope with different types of questions.

### **(viii) Reading Lists**

Here you can usually draw on the paper guide, though you may wish to supplement this with

material of your own choosing. When you set an essay question, you should indicate which books and articles students should try to read. There is no harm in setting a list which is longer than most students will be able to conquer in a week or two; they will have time at the end of term, and during revision, to flesh out their understanding. First year students in particular may need reassurance that they are not expected to read everything on a long list before writing the essay. Go through the list indicating particularly important works. It is usually best to indicate one or two texts for them to start with. In dealing with long, detailed books most supervisors do not specify particular page numbers. Encourage students to work out a way of gaining a sense of the book's overall argument and of finding the relevant material.

### **(ix)        *The Essay***

Undergraduates are required to submit essays for most supervisions, but not necessarily for all. The exact number of essays to be written by each student should be agreed by you and the students in question, in consultation with the Course Organiser or Director of Studies. The practice will also vary from paper to paper. But as a rough guide, for most papers students write six or seven essays for the paper as a whole.

The essay should be handed in well before the supervision, so that you have time to make written comments in the margins and at the end. You should make clear to the students the deadline for handing in the essay. This is at your discretion; some supervisors ask for it to be submitted by 4pm on the day before the supervision is due to be held, whilst others ask for it 48 hours in advance. You should ensure that you have given yourself sufficient time to read and prepare comments on the essays, whatever deadline you choose. Students will often have to be working for their other papers while preparing their work for you so it is also important to give them sufficient time to prepare their work by setting essay questions promptly. Most supervisors do not give marks, but again it is in your discretion to do so. If a student does not produce an essay in time for the supervision, you can decline to teach until it has appeared. But there will be many occasions on which it is better to soldier on, especially if he or she has read some of the literature and can produce a plan full enough to make discussion worthwhile.

Supervisors should be familiar with the techniques of argument and exposition that go into the making of a 'good' undergraduate essay: clear argument, close engagement with the question, and effective use of evidence. In assessing essays, it is important to be aware that cautious and discursive approaches can be as important as the more purely argumentative and self-assertive styles of writing that some academics commend as a model. Supervisors should be sensitive to the fact that students may wish to express themselves in different ways. On occasion, of course, such discursive approaches can lack sufficient edge and focus and amount to little more than sloppy and careless thinking. Likewise, however, assertive and argumentative styles of writing may easily slip into mere assertion, disguising thin empirical knowledge.

You should provide written constructive and formative comments on each essay. Regardless of whether you have assigned formal marks, students should be given an indication of the strengths of the essay and how it could be improved. It may be helpful to use the language of the marking criteria (Appendix 2) when giving feedback, as this can help students to familiarise themselves with what examiners will evaluate when marking. Training on marking essays and giving feedback is available through the Graduate Development Programme or your Department. Course Organisers or Directors of Studies can also help you if you feel you need support.

### **(x) The Supervision**

There is no single way of supervising. Different approaches and tones are appropriate for different undergraduates, and at different stages of the Tripos. However, the purpose of supervisions is primarily to provide a space for students to engage with the material, try out ideas, ask questions and push the boundaries of their learning. *Supervisions are not simply about preparing for end-of-year exams.* Supervisors should always be aware that overly hostile or exclusively negative criticism can do great damage to undergraduate morale, particularly in the first year. Criticism is an essential part of the supervision process, but it should be done sensitively and be accompanied by suggestions and encouragement as to how the work can be improved.

An undergraduate should come away from a good supervision with a clearer sense of three things. First, the worth of the essay submitted including comment on content, range, depth, structure and, if necessary, style (clarity, grammar, spelling). *For this timely feedback is important.* You may sometimes need to give far-reaching advice on how to improve essay structure and presentation, especially in view of the fact that some examiners are very severe about shortcomings in these areas. Part I students are particularly likely to require help in the basics of essay writing; you will quickly become aware that the writing skills of home-grown school-leavers vary enormously. But foreign students and some mature students may also need special help in this area. Undergraduates often learn techniques (and gain reassurance) by reading each other's essays.

Secondly, they should gain a sense of the topic as a whole and the relationship of this topic to the rest of the Tripos paper. You will want to test students' understanding of what they have written. You will probably also ask them about matters not covered in the essay, and to make connections between what they *have* written and what they *could have* written with more thought and/or reading. In other words, you will want to clarify and broaden their understanding. Encourage them to have their own agenda and to ask you questions. It is often a good idea to end by asking if anything is still obscure to them, or by discussing how they might deepen their knowledge of the topic, or by encouraging them to relate the topic under discussion to other areas of the paper.

Thirdly, they should have a sense of the variety of possible approaches to the topic, and the problems in reaching a clear-cut understanding of it. You might try testing their comprehension of particular arguments and what sources they have used to understand them. Sometimes it is useful to get them to make a case, and then to make a contrary case, to see which stands up better to questioning. You may wish to encourage scepticism, or deliberately to undermine some assumptions that linger from prior schooling. Be aware that some undergraduates invest a great deal of themselves in their essays, and may take criticism in a very personal manner. Take care in such cases to suggest improvements in a friendly and constructive way, as well as encouraging the student to see that argument and debate can be an enjoyable part of learning.

In general, these three goals are best pursued by discussion; a supervision is not a lecture.

### **(xi) Supervising in Twos and Threes**

Undergraduates will usually be supervised in pairs or small groups, although may be supervised individually for assessed work. You will consult the Course Organiser and may consult Directors of Studies in making your arrangements. It is important to get the chemistry right; do not be afraid to change a pair at once if they are ill-matched in ability or temperament. Try to prevent one partner dominating the discussion. Greater care than usual may be needed when criticising written work in larger supervision groups, and it may be desirable to talk to each pupil individually about his or her progress from time to time. But pairing undergraduates can encourage the swapping of ideas, can

lighten the atmosphere, and is often more enjoyable for all participants. In particular, it may cheer up students who lack self-confidence to discover that their more forthright peers are not necessarily more acute.

### **(xii) CamCORS: Supervision Reports, Student Problems and Payment**

You are responsible for sending supervision reports to the Colleges; individual Colleges are responsible for receiving those reports and giving feedback to students, for evaluating supervisors and for paying them. There is an online system called **CamCORS** which supervisors use. On the CamCORS system, supervisors provide brief reports which evaluate students' work and note any problems arising, as well as **claiming payment for supervisions given from the appropriate Colleges**. If a student is having serious difficulties with the work, supervisors are asked to tell the Director of Studies directly by email. The name and email address of the Director of Studies (and the student's personal tutor) can be seen in the link at the top right of the CamCORS report form.

A week or so before the end of Full Term, supervisors must send supervision reports, via CamCORS, to the Colleges. They usually form the basis of the discussion between the undergraduate and the Director of Studies and/or Tutor, to evaluate progress over the term and to consider opportunities for improvement. Most students now have access to the reports on CamCORS. If supervisors do not want the report to be released to the student, they should head it 'Confidential'. Supervisors should receive a cheque in payment within a few weeks after the end of Full Term; if not, you should contact the relevant College's Tutorial Office. Supervisors must complete CamCORS reports in order to receive payment for supervisions, unless prior agreement has been made with the College.

Supervisors must register in order to use CamCORS; this is usually done through the Sociology Undergraduate Secretary. Full information and an online introduction to CamCORS are at: <http://www.camcors.cam.ac.uk>

### **(xiii) Supervising Assessed Work**

Most of the papers taught in HSPS are assessed through examinations at the end of the academic year. There are a number of exceptions, which involve students producing an essay, which is then formally assessed by a member of staff who was not involved in the supervision of the work in question. This section describes the cases in which students do such 'assessed work', and explains the requirements of the supervisor. Deadlines for the submission of the work below can be found in Appendix 1.

A *dissertation* is optional for Sociology students. Supervision for dissertations is arranged through the Director of Studies, but new supervisors should make sure that they consult closely with an established member of the teaching faculty to ensure that the requirements for a good dissertation are understood. The relevant handbooks set out the administrative arrangements, the deadlines for the various stages of the application process, and guidelines on scope, format and presentation: they are available on the website. In the case of dissertations, it is often sensible for students to carry out a large part of the research during the summer vacation preceding the final year, so that a more or less coherent first draft can be written by the end of the Michaelmas Term. Dissertation work should not be put off till the Lent and Easter terms of the third year. Payment is claimed in the normal way. Although work on the dissertation is carried out throughout the year, supervision is normally expected to be given only during term time.

For all assessed work – long essays or dissertations – supervisors should not provide substantial rewrites of material on the student’s behalf. It is acknowledged that some students may need assistance with language or structure of the essay, particularly students for whom English is a second language. However, it is essential that the work presented be the student’s own. Supervisors should guide students in identifying errors of language and style and should make suggestions for revision, but it is not acceptable to rewrite the material yourself. Substantial revisions by supervisors which are submitted as student’s own work is a form of collusion and will be penalised under the Faculty’s plagiarism policy (located on the current student pages, see Appendix 3). If you have any queries or concerns regarding this policy, please contact the Teaching Administrator or the Chair of Part II Examinations to discuss.

Supervision of *long-essays for CRIM3 or SOC4*: guidelines

- Students are to be given three supervisions per 5,000 word essay
- The first supervision to consider the nature and scope of the question and your approach to it - **this should be within the first two weeks of term**
- The second to discuss progress, normally on the basis of a written outline- **normally around week 5-6 of the term**
- The third to review a draft – **no later than one week before the end of term**
- Supervisions are expected to be given during term time
- Supervisors expected to read **one** draft of each essay
- Students are strongly encouraged to attend all lectures

#### **(xiv) Examination Preparation**

Supervisors play an important role in helping students to prepare for Tripos examinations even if they are not the sole purpose of supervisions. It is therefore important that in preparing and conducting supervisions, supervisors have a clear knowledge and understanding not only of the paper, but also of the expectations regarding examination performance.

The paper guide will contain a general summary of the content of the paper as well as indications of the format of the examination paper. Students also need to be advised more generally about what will be expected of them in the examinations. In this context, supervisors should know that students are expected to have a broad knowledge and understanding of the paper as a whole, which they are able to apply to specific questions. These expectations are reflected in both the limited number and conceptually-focused nature of questions in many examination papers. In particular, students must be advised that not all topics covered during the year will appear on the examination paper. Nor is it likely that any topic will appear each year; if it does, it will probably appear in a different guise. Thus, students should be strongly discouraged from relying on a narrow range of prepared topics or trying too hard to ‘question-spot’. Instead, they should be encouraged to revise a wide range of topics in a general manner and to make links between different topics.

Copies of **previous years’ examination papers** are available on the Sociology **Moodle site** (see Appendix 3). Supervisors should be familiar with past examination papers and examiners’ reports as well as assessment criteria. These are all available on the undergraduate website..

Examination answers should demonstrate knowledge and understanding, be analytical and critical in approach, and focus on the question asked. One of the most persistent problems in examination answers is that students try to replicate the essays that they wrote for supervisions in the exam

hall, even if the exam question is asking them something subtly (or even explicitly) different from their supervision essay question. This makes it particularly important for students to be able to discuss not just their essays but the topic more broadly, to adopt a variety of perspectives on it, and to be able to apply their general understanding of the topic's themes to particular examples.

In the Easter Term, you may be contacted by an undergraduate whom you have supervised, or by a Director of Studies, to see if you would give a revision supervision before the examination. There is no obligation on you to accept, although many supervisors are happy to do so. It is usual to get the undergraduate to write some timed essays from past exam papers, and to go through them, and then to field general questions. No more than one revision supervision should be given without permission from the Director of Studies. Claim payment for these supervisions in the normal way. Students will often ask for explicit information about the content of the exam paper, sometimes under the misconception that all supervisors will have seen the exam paper; it's often worthwhile to inform them that this is not necessarily the case, but also to check with the Course Organiser about any changes to the structure of the exam paper that students should be aware of.

**(xv) Students with Disabilities**

Some students on the Tripos will have registered with the Disability Resource Centre and will need additional support in some areas. Directors of Studies or Course Organisers will contact you with regards to students for whom they have received support assessments; these assessments outline what supervisors can do to improve the learning environment of these students. In most cases, this will involve providing specific types of feedback (for instance, on grammar or spelling), or providing feedback in specific ways (such as written instead of verbal feedback, or directed reading). If you have any queries regarding what is suggested, or need advice on implementing this, please contact the Teaching Administrator, or the Disability Resource Centre (<http://www.admin.cam.ac.uk/univ/disability/>).

Students may also disclose disabilities to you directly, without having contacted the DRC. If this happens, you should notify the student's Director of Studies so that appropriate support can be implemented throughout all papers the student is studying; you should tell the student that you will be doing this.

**(xvi) Problems or Complaints**

Supervision is an integral part of teaching and learning at Cambridge, and so although most supervisions will run smoothly, if problems do occur they must be rectified immediately. You should notify the student's Director of Studies as soon as possible if you encounter any difficulties with supervision. S/he and the Course Organiser can work with you to fix the problem. You can also contact the Director of Undergraduate Education for the subject in which you are supervising, or the Teaching Administrator for advice or support at any time.

Students who feel they are struggling with supervision are advised to follow the Tripos' complaints procedure, which can be found in the handbooks and on the website.

**(xvii) Sources of General and Further Advice**

You will find more advice on supervisions, examinations, and general relevant issues relating to HSPS covered both on the Faculty website, and in the student Handbooks, which are available in hard copy and on the websites:

Part I:

<http://www.hsps.cam.ac.uk/current-students/course-materials>

Part II:

<https://www.sociology.cam.ac.uk/current-students/current-undergraduates>

**Important:**

You can also request to be added to the **Moodle site** for the Part of the Tripos you are supervising; please contact the Undergraduate Secretaries or the Teaching Administrator.

HSPS Tripos  
Long Essays and Dissertations 2019-20  
**DEADLINES**

All pieces of work are due at 12.00pm\* on:

**SOCIOLOGY DISSERTATIONS**

**Titles:** Friday 18 October 2019

*\*changes to titles must be submitted **not later than** 8 Feb 2019*

**Submission:** Friday 1 May 2020

**HSPS Soc 4/Crim3**

**ESSAYS**

**First Essay:** Monday 20 January 2020

**Second Essay:** Monday 27 April 2020

Requests for extensions must be sent by the Director of Studies to the Chair of Part II Exams **at least 48 hours in advance** of the deadline date. Medical evidence, where applicable, must be shown **before** the extension will be granted.

\*Both hard copies and an electronic copy must be received by the deadline shown above to constitute on-time submission. Penalties are applied for late submission; details are shown on the Current Students Website:

<https://www.sociology.cam.ac.uk/current-students/current-undergraduates/documents/soc4essaysnew>

## **APPENDIX 2 – Marking Criteria**

The Faculty Board of HSPS frequently reviews all marking and classification schemes for all Parts of the Tripos.

The latest criteria can be found on the following site:

Part I:

[http://www.hsps.cam.ac.uk/current-students/course-materials/c-m-files/part\\_i\\_marking\\_classing.pdf](http://www.hsps.cam.ac.uk/current-students/course-materials/c-m-files/part_i_marking_classing.pdf)

Part II:

<https://www.sociology.cam.ac.uk/current-students/current-undergraduates/documents/Markingcriteria>

## **APPENDIX 3 – Contact Information**

### **Director of Undergraduate Education for Sociology:**

Dr Ella McPherson, [em310@cam.ac.uk](mailto:em310@cam.ac.uk)

### **Teaching Administrative Staff:**

Undergraduate Secretaries:

**Sociology:** Odette Rogers, [ohmr3@cam.ac.uk](mailto:ohmr3@cam.ac.uk)

SocAnth – Claudia Luna, [c1353@cam.ac.uk](mailto:c1353@cam.ac.uk)

Polis – Patrycja Koziol, [ugadmin@polis.cam.ac.uk](mailto:ugadmin@polis.cam.ac.uk)

Faculty Teaching Administrator, Hayley Bell, [hab41@cam.ac.uk](mailto:hab41@cam.ac.uk)

### **Websites:**

Part I HSPS: <http://www.hsps.cam.ac.uk/current-students/course-materials>

Part II Sociology: <http://www.sociology.cam.ac.uk/undergraduates/current-undergraduates>

### **Moodle Sites:**

Part I HSPS Soc 1:

<https://www.vle.cam.ac.uk/course/view.php?id=123931>

Part II Sociology :

<https://www.vle.cam.ac.uk/course/view.php?id=118841>

SPS Library :

<https://www.vle.cam.ac.uk/course/view.php?id=86751>

## **Sociology Course Organisers, 2019-20:**

### Part I:

SOC 1            **Modern Societies I:** organised by Prof P Baert

### Part IIA:

SOC2.            **Social theory:** organised by Prof P Baert

SOC3.            **Modern societies II:** organised by Dr M Moreno Figueroa

SOC4.            **Concepts and arguments in sociology:** organised by Dr M Desai

SOC5.            **Statistics and methods:** organised by Dr M Iacovou (**also acting as CRIM2 in part IIA Joint Soc/Crim track** )

CRIM1:          **Foundations in Criminology and Criminal Justice:** organised by Dr C Lanskey

CRIM3:          **Two long-essays on a Criminology Topic:** organised by Prof L Gelsthorpe

### part IIB:

SOC6.            A subject in sociology I: **Advanced Social Theory:** organised by Dr J Gabrys

SOC7.            A subject in sociology II: **Media, Culture and Society:** organised by Dr E McPherson

SOC8.            A subject in sociology III: **Religion and Contentious Mobilization:** organised by T Donker

SOC9.            A subject in sociology IV: **Global Capitalism:** organised by Dr S Hogarth (M) & Dr A Meghji (L&E)

SOC10.          A subject in sociology V: **Gender:** organised by Prof S Franklin

SOC11.          A subject in sociology VI: **Racism, Race and Ethnicity:** organised by Dr M Moreno Figueroa

SOC12.          A subject in sociology VII: **Social Problems in Modern Britain:** organised by Dr J Miley

SOC13.          A subject in sociology VIII: **Health, Medicine and Society;** organised by Dr D Weinberg

SOC15/CRIM4. **Criminology, sentencing, and the penal system** (Paper 34 of the Law Tripos): organised by Prof L Gelsthorpe

CRIM 5          **Social Networks and Crime: Global perspectives on social order, violence and organised crime:** organised by Dr P Campana