RESEARCH STUDENT HANDBOOK
2011-2012

SCHOOL OF EAST ASIAN STUDIES

Table of Contents

THE GRADUATE SCHOOL OF EAST ASIAN STUDIES (G-SEAS)

Introduction

SEAS's website provides essential information on the department at http://www.seas.ac.uk/. Please consult the site for further information on the department.

In addition to the G-SEAS handbook, Research and Innovation Services (http://www.shef.ac.uk/ris/) will provide you with the Code of Practice Handbook for Research Students.

Cross-sessional students should consult the research student secretary for any material not received.

Historical Background

The history of the School of East Asian Studies (SEAS) goes back to 1963, when the Centre for Japanese Studies (CJS) was established following the Government's 'Hayter Report' on the teaching of Slavonic, Oriental and African languages. The purpose of its foundation was twofold: to establish a centre of excellence in Asian Studies in the North of England; and to move away from the traditional pattern of teaching about East Asia. This was achieved by Sheffield's pioneering of the 'dual degree' system of teaching Japanese with social science and other disciplines. This approach to the study of East Asia now has become standard. The department's research orientation remains in language-based social science research on East Asia. Its members of staff, all of whom are competent in at least one of the region's languages, specialise in the study of modern, especially contemporary, East Asia. By the early twenty-first century the School has grown to be one of the largest and most distinguished departments of its kind in Europe.

Japanese Studies remains the core of the School of East Asian Studies, which was created in 1990 in order to provide a new dynamic and regional focus to the department. The Centre for Japanese Studies (founded in 1963), the Centre for Korean Studies (founded in 1988), the Centre for Chinese Studies (founded in 1993), and the Graduate School of East Asian Studies (founded in 1995) constitute the School of East Asian Studies.

The School, along with the Department of East Asian Studies, University of Leeds, has created the White Rose East Asia Centre (WREAC). The National Institute of Chinese Studies (NICS) and the Japanese Studies (NIJS) together constitute WREAC. WREAC is an international Centre of Excellence on China and Japan funded by the Higher Education Funding Council (HEFCE), the Economic and Social Research Council (ESRC) and the Arts and Humanities Research Council (AHRC) following a successful £4.1 million bid under the 2006 Language Based Area Studies initiative. It undertakes world-class research and provides advanced research training in Chinese and Japanese Studies as part of a government drive to strengthen Britain's specialised research capacity in the area.

Teaching and research interests in SEAS are interdisciplinary, with a strong base in language. The staff offer courses on business, economy, history, international relations, language, literature, society, politics, gender and other areas of modern East Asia. The research interests of staff are represented by the department's research clusters, which are now part of WREAC:

Business, political economy and development
East Asian identities and cultures
Social change and transition in East Asia
Regionalism and Globalisation

In addition to research students, there is a thriving postgraduate community on taught Masters programmes at Sheffield, made up of those pursuing MA and MSc degrees in Japanese, Chinese, Korean and East Asian studies.

A number of East Asian academics visit SEAS each year. Many of these visitors become involved fully in departmental activities, either through joint research projects with members of staff, research seminars, or teaching. The Sheffield Japan Society and Chinese Society ensure that long-term visitors from Japan or China can make contact with residents of the city of the same nationality.

Achievements include:

- Graduates of Sheffield now occupy influential positions in academia, government and business, both in Britain and abroad;
- In co-operation with the publishers, Routledge/Taylor Francis, the School has a series of monographs and edited works on Japan. The first title, *The Internationalization of Japan*, was published in 1992.
- In recent years the School has been selected by the Higher Education Funding Council for England and the Department of Trade and Industry for the disbursement of major allocations of funds for new initiatives in Chinese, Korean and Japanese studies.
- Through a successful bid with the Department of East Asian Studies, University of Leeds, the School in 2006 became part of the White Rose East Asia Centre, an international Centre of Excellence on China and Japan funded by the Higher Education Funding Council (HEFCE), the Economic and Social Research Council (ESRC) and the Arts and Humanities Research Council (AHRC) following a successful £4.1 million bid under the 2006 Language Based Area Studies initiative.

White Rose East Asia Centre

The White Rose East Asia Centre (WREAC, http://www.wreac.org/) is an international Centre of Excellence on China and Japan funded by the Economic and Social Research Council (ESRC), the Arts and Humanities Research Council (AHRC) and the Higher Education Funding Council (HEFCE) following a successful £4.1 million bid under the 2006 Language Based Area Studies initiative. It is a collaborative endeavour between the departments of East Asian Studies at the Universities of Leeds and Sheffield under the umbrella of the White Rose university consortium. The National Institute of Chinese Studies (NICS) and the National Institute of Japanese Studies (NIJS) together constitute the Centre. It undertakes world-class research and provides advanced research training in Chinese and Japanese Studies as part of a government drive to strengthen Britain’s specialised research capacity in the area.

The White Rose East Asia Centre is one of five new collaborative centres set up to create a world class pool of researchers who will enhance the UK’s understanding of the Arabic-speaking world, China, Japan and Eastern Europe, including areas of the former Soviet Union. An in-depth understanding of these areas is of cultural, political and economic importance to the UK, and the development of necessary language skills is central to the work of the centres.

The two universities are already leading trainers and providers in Europe of graduate and postgraduate students in East Asian Studies. Both universities teach a full range of courses in both Chinese and Japanese Studies, though Leeds has the longer history of teaching Chinese Studies, and Sheffield Japanese Studies, going back to the early 1960s when the two departments were established. Over the past several years the two departments have together graduated over 300 postgraduate taught students and over fifty doctoral students. By joining forces, the WREAC has a total of nearly twenty specialists working on China, over a dozen on Japan, and a further dozen or so in related areas of Asian Studies. It has formal links with some thirty universities in China and Japan, including Tokyo and Nanjing.

Mission

To develop a graduate school of global excellence in East Asian Studies.

Aim

To foster a postgraduate teaching and research culture through in-house, internet technology and other media as means to secure our place as Europe's pre-eminent programme in both physical and electronic space.

Arrival, Introductory Meeting and Induction

Your supervisor will normally be the person who meets you on arrival at the University or another member of staff will be asked to meet you if your supervisor is unavailable. An introductory orientation meeting and induction is held normally in the first week of the Autumn semester (late September) for all new members of the Graduate School of East Asian Studies. This provides details on registration, libraries, computer facilities, departmental matters, and so on. The meeting is followed by a party to welcome all postgraduate and research students to the School.

Students who register at another time of the year should consult the Chair of the Research Committee for the School's arrangement for the orientation of cross-sessional students.

Remote Location and Part-Time Students

Your supervisor will play the key role in your induction as you will not be able to participate in the annual introductory meeting and induction.

"White Rose" ESRC Scholarship Students

The **Postgraduate Funding Guide** provides the full information on your award:

http://www.esrc.ac.uk/funding-and-guidance/guidance/postgraduates/PFG.aspx

The ESRC website should be checked to ensure the following information is up-to-date.

6.6 Research Training Support Grant (RTSG)

Different levels of allowances are available for 1+3 and +3 students for research training to cover costs such as:

- UK Fieldwork Expenses
- UK, EU and overseas conferences and summer schools
- language training courses usually undertaken in the UK prior to an overseas fieldwork trip
- reimbursement of interpreters, guides, assistants
- survey costs, e.g. printing, stationery, telephone calls
- purchase of small items of equipment e.g. cameras, tape recorders, films, cassettes or telephone and photocopying facilities in the Department/Faculty
- gifts for local informants.

6.9 Overseas Field Trip

The School recognises that fieldwork in Asia may be crucial to some (though not all) research topics. The ESRC will fund the cost of a field trip for full-time +3 students for up to twelve months. The trip should be outlined in the original proposal or at the end of the first year of a 1 + 3 award. There also exist a number of competitive scholarships and fellowships that SEAS students have successfully applied for in past years and which have used to fund some fieldwork or research abroad. While no guarantee can be made about the availability of such external funding, details are provided below and students are encouraged to apply.

As Sheffield is a member of the World Universities Network (WUN), there may also be opportunities to pursue fieldwork abroad, and at a fellow WUN member institution) under the WUN's Researcher Mobility Scheme (for details, see http://www.wun.ac.uk/mobility).

Supervisory Arrangements

Full details of supervisory arrangements can be found below. Briefly, each research student is assigned a Main Supervisor, Second Supervisor, and Research Student Tutor, depending on the topic and expertise available. If the Research Student Tutor is also one of your supervisors, then you will be assigned a Personal Tutor to deal with pastoral issues which would normally be dealt with by the Research Student Tutor. The School also tries to assign you a Research Student Mentor during your first year, although this depends on the willingness of a current student to act in this capacity. The School's philosophy for the supervision of each student is based on a belief that, from the supervisee's point of view, of key importance to the successful completion of a high quality dissertation is to establish a mentoring relationship with your supervisor, where s/he shows enthusiasm for your work, exhibits fairness and honesty in dealing with you as you pursue your research goals, and finds the time to comment on your work.

In the reality of everyday life at the University, however, this philosophy will come under pressure as a result of your supervisor's own research agenda, his or her teaching and administrative obligations, as well as private demands on his or her time. The School therefore expects all supervisors and supervisees to conduct themselves in line with the *Code of Practice for Research Degree Programmes*, provided by the University, and the School's *Handbook for Research Students* and *Handbook for Research Supervisors*. It is your responsibility to familiarise yourself with these handbooks.

Supervisory Meetings

The University requires supervisory meetings to take place every four to six weeks and a record kept of these meetings in order for supervisor and supervisee to review progress towards the completion of the PhD. The School maintains a policy of following the University code, but also has in place special arrangements due to the need for the School's students to be away from the department for long periods in order to conduct field work in East Asia. In other cases, due to the student being remote location, it is not feasible for meetings to take place in this regular way.

The meetings with your supervisor (s) should be used for drawing up your research training and study plan, including the frequency of supervisory sessions. In the first instance, your supervisor has responsibility for monitoring your progress, with the G-SEAS Research Committee making the final decision on recommending upgrade from MPhil to PhD to the Faculty of Social Science.

The School recommends that, at a minimum, the supervisory meetings should last at least thirty minutes and, if productive, should continue for up to one hour.

The supervisor of part-time and remote location students is required to make special supervisory arrangements, with the approval of the Head of Department or Chair of Research Committee.

The following applies to full-time students, although where possible the same procedure is also applied to part-time and remote location students.

Year 1: as students will be resident in Sheffield or environs during this period, supervisors are required to meet supervisees in line with the Code of Practice.

Year 2 onwards: meetings are arranged where possible, but in any case supervisors should contact their supervisees by other means (e.g. email or telephone) at four-six weekly intervals when not resident in Sheffield.

When students are on fieldwork, it is impractical to ask 'academic friends of SEAS' to keep a record of meetings, so the supervisor should maintain contact through email or telephone at four-six week intervals.

Record of Meetings:

The School believes that the maintenance of a formal record of supervisory meetings or contact is extremely helpful for students in ensuring that the goals set one by one towards the completion of the dissertation actually lead to the award of the PhD, such that chapters are written, revised after comments by the supervisor, and eventually submitted as part of a dissertation for examination.

As stipulated by the University, a formal, written records of all meetings, which details progress made and sets out objectives to be made before the next meeting, should be kept. Supervisors and supervisees should agree between themselves how a record of the supervisory meetings is to be kept, but that the student should take the lead in producing these records. Both parties should keep a copy of these records.

It is your responsibility to initiate these meetings and to prepare a record of these meetings, unless you agree otherwise with your supervisor. The online record of supervision form (http://www.shef.ac.uk/ris/pgr/code/record.html) is designed to be used in recording formal supervisory meetings between research students and their supervisor(s).

The following details are normally required:
Date of meeting or contact:
Progress on meetings objectives set since last meeting or contact:
Report on current meeting: (this may include reference to any written work submitted)
Objectives agreed:
Timetable for meeting the objectives:
Objectives and timetable for supervisor:
Date of next meeting or contact:
Other relevant information:

The School accepts that e-mail correspondence from the supervisor may prove the most efficient way to monitor progress, as per the above, with a confirmation of this by the student.

In principle, the School believes these records should be kept confidential to the supervisor and supervisee. However, in order to ensure students complete their dissertation in the requisite time period, the School monitors progress of all research students through the Research Committee. Supervisors are required to submit the School's own pro-forma as a record of the student's progress for wider discussion at the School's Research Committee, which meets at least twice annually to discuss student progress. These forms should have been agreed with the student.

All supervisors have their office hours posted on their doors and the times can be found out from the Office Staff. However, during field research in East Asia, this one-to-one contact will not be possible, and you should agree a satisfactory way for maintaining contact during this period, preferably using email and, if need arises, telephone. Depending on the subject it will also sometimes be possible to arrange an academic friend of G-SEAS in your country of fieldwork to offer advice as your Fieldwork Supervisor.

In order to ensure you benefit from the experience of other students who have gone before you, the appendices offer advice from students who have gained their PhDs from Sheffield. The advice deals with finishing the PhD, preparing for the viva, getting a job, giving a conference paper, and publishing your first article. **You are strongly encouraged to make use of this information.**

Research Student Tutor/Personal Tutor

The Research Student Tutor offers administrative and pastoral care as and when required, and can be contacted directly by any PhD student at the School.

A Personal Tutor will be assigned to you to perform a pastoral and support role in lieu of the Research Degree Tutor should one of your supervisors be the Research Degree Tutor.

Student Mentor

The Research Student Tutor will where possible arrange a Research Student Mentor. The Research Student Mentor will normally be a student who is one or two years ahead of the new student, as this is believed to be of most benefit to students facing the need to be upgraded from the MPhil to PhD. Where possible, students are teamed in terms of language need, with UK and other European students being matched up with a student from the region. This teaming might even develop into mutually advantageous informal language support. The Mentor is requested to carry out this role for the first academic year, although students may continue this role for a longer period based on the mutual understanding of both parties. The role of the Research Student Mentor is to help the new research student to settle into the department, and to offer general advice on PhD. In certain cases (e.g. when a student is still in the department), a student mentor may also be able to participate in the mock viva before the final examination of the dissertation.

The Research Committee does not monitor this relationship, but in cases where it does not prove beneficial, the Research Committee will try to make alternative arrangements. Either party should bring any problems to the attention of the Research Student Tutor and if necessary the Chair of the Research Committee.

Quality Control

All Faculties within the University are reviewed in order to ensure and maintain the quality of research supervision and support.

The Structure of the School

The Graduate School of East Asian Studies is an integral part of the School of East Asian Studies. The Director of the G-SEAS has overall responsibility for postgraduate research degrees. The Postgraduate Research Students Tutors deal with issues relevant to postgraduate research students.

Staff-Student Research Committee

Membership:	Chair of Research Committee Head of Department (ex-officio) Coordinators of research clusters Research Student Tutor(s) A postgraduate student representative * Additional staff, such as professors
Responsible for:	Discussing research issue of general concern to staff and students and issues of particular concern to students.

* Students elect one student representative to serve on the committee.

Research Committee

Membership:	Chair of Research Committee Head of Department (ex-officio) Coordinators of research clusters Research Student Tutor(s) Additional staff, such as professors
Responsible for:	- Progress/upgrading of research students - Applications for admission issues - Considering applications for scholarships - Monitoring progress reports for research students - Enforcing completion rate - Formal warnings for unsatisfactory progress - Considering problems arising between students and supervisors and approving selection of Examiners

Student Grievances

You should familiarise yourself with your rights as a research student under the Students' Charter. If students wish to raise a complaint of an academic or non-academic nature, the respective representative should be approached, who can bring issues of concern to the attention of the Postgraduate Research Student Tutor. If the issue cannot be resolved at this level, then the representative should approach the Director of the Graduate School of East Asian Studies. If necessary, the representative can take the matter to the Chairman of the School.

In cases of a serious nature which cannot be satisfactorily resolved within the department, the correct procedure is, as stated in the Students' Charter, to write formally to the Registrar and Secretary.

Changing Supervisors

If you have a grievance against your supervisor then you should first see the Research Student Tutor, then the Graduate School Director and then the Head of the Department. In case the supervisor is one of those mentioned above the others should be consulted. The next stage is to bring the problem to the Research Committee.

Learned Societies

There are a number of area studies societies focusing on East Asia (e.g. British Association for Japanese Studies) as well as discipline-based societies (e.g. British International Studies Association). The G-SEAS and the University encourage research students to attend learned societies as part of their postgraduate training, and the university may contribute to the costs of attending.

Please note that an application for support may not necessarily be successful.

Postgraduate Teaching Assistants and Administration Work within G-SEAS

The Graduate School of East Asian Studies regards the teaching of tutorials, seminars and lectures to be an important element in the development of transferable skills such as communication, presentational and general teaching skills for postgraduate research students. In line with this philosophy, the G-SEAS has established guidelines to ensure students know what is expected of them and a proper balance is struck between their research and teaching duties.

The maximum number of hours allowed is 180 per annum.

Postgraduate students can be asked to carry out administration, the teaching of tutorials, seminars and lectures, but no student is expected to carry out these tasks. The member of staff responsible for the module must gain the full agreement of the student to act as an assistant, and advise the Director of the G-SEAS, of the student's name, module, hours, nature of tasks, rate of pay and other essential details. The module organizer and the student should keep a record of the agreement, which should be made in advance of any work being done. Teaching a module may consist of the following tasks: the teaching of tutorials, seminars and lectures, offering advice to students on presentations and continuously assessed work, marking continuously assessed work, marking examinations, and other work considered appropriate by the module organiser.

Teaching assistants are expected to familiarise themselves with the content of the module in order to function effectively as a teaching assistant. The module organiser will advise the teaching assistant in this regard and will also monitor the teaching assistants in their tasks.

Teaching assistants should, where possible, attend a training session organised by the University. The module organiser will help you in making the proper arrangements. Where this is not possible (e.g. if the course is full) the module organiser will arrange an appropriate induction on how to carry out your duties and use any necessary equipment.

There are a series of half day workshops to provide an introduction to four areas of teaching provision. 'The Sheffield Teaching Assistant' is an exciting professional development programme specifically designed for postgraduate students and early career researchers with teaching responsibilities. Further information can be found online http://www.shef.ac.uk/lets/sta.

The rate paid for any services you render is determined by the holder of the funds or Head of Department.

Any work outside of the University should be discussed with and approved by your supervisor.

Current SEAS Staff and Research Students

A list of current SEAS staff and their research interests can be found on the SEAS Staff web pages as well as the WREAC webpages.

A list of current SEAS Research Students and their research interests can be found on the SEAS Research Students web page.

Research Facilities

Main Library

The University Library specialises in humanities, languages, pure and life sciences, social sciences, information studies, education.

All subject collections are held in the Main Library.

Chinese Studies Collection (Main Library Stack 3) holds c700 Chinese and c6000 English language items, plus c20 Chinese and c 40 English language journal titles. (c1000 Chinese language items are in process). ***Japanese Studies* Collection** (Main Library Reading Room & Stack 2) holds c20,000 Japanese language and c7,000 English language items, plus c180 English and c200 Japanese language journal titles. ***Korean Studies Collection*** (Main Library Stack 3) holds c8,000 Korean and 3,500 English language items, plus c 200 English and c60 Korean language journal titles.

The **Information Commons** provides access twenty-four hours a day to books, periodicals and on-line sources. Details can be found at: http://www.shef.ac.uk/infocommons/

Please check the library's Opening Hours web pages for details of the above libraries' opening hours.

The British Library at Boston Spa

The Library operates a free bus to the British Library at Boston Spa. Details are available online (http://www.shef.ac.uk/library/services/illmini) and from the Document Supply Office in the Main Library.

Inter-Library Loans

In cases where research materials essential for the writing of your dissertation are not available in Sheffield, students can seek the approval of their supervisor to acquire them by inter-library loan. The department must pay for each voucher needed to acquire these materials, so you are asked to seek approval from your supervisor for necessary items only.

Postgraduate Research Office Space

Departmental space**:** The SEAS office can provide you with information on the space available in SEAS for research students.

North Campus**:** Space is also available for research students at the North Campus Graduate Research Centre http://www.shef.ac.uk/ris/pgr/ncgrc.

Interdisciplinary Centre of the Social Sciences (ICOSS)**:** ICOSS opened in 2005 and is a dedicated building for conducting research in the social sciences. Spaces may be available for SEAS research students depending on your funding a research status. Consult your supervisor re ICOSS or see:

http://www.sheffield.ac.uk/icoss/

All research students are entitled to have their U Cards 'activated', (only after completing 'Out of Hours Training' and Fire Training courses), by CICS to allow them to gain access to the University outside normal office hours. For details on how this can be arranged, contact the departmental secretary in the SEAS office.

Postgraduate Research Facility Rules: Please ensure that you vacate the facilities at the designated time (times from the Office Staff) and upon leaving the facilities in the evening that all computers, lights and the heater are turned off. Also ensure that when the facilities are empty the door is always locked.

Computer Facilities

The University offers a wide range of computing facilities, including IBM-compatible PCs and Apple Macintoshes with a wide range of applications. You are entitled to a university computer account which allows unrestricted access to the internet, E-Mail, and other on-line databases. Terminals are available for use by all students.

Information on services available for students can be found here: http://www.shef.ac.uk/cics/students

MUSE

MUSE (My University of Sheffield Environment) gives secure access to online university resources from anywhere in the world. You will be supplied with login information when you register. You will need to log in to MUSE to access your Student Record and check your university email account.

MUSE is more than just another web site, it offers an impressive set of personalised services that can enhance your learning experience and improve productivity.

To access MUSE, click on the site in the top right of the University homepage (http://www.shef.ac.uk).

Further information on MUSE can be found at http://www.shef.ac.uk/cics/muse

E-Mail

All registered students at the University of Sheffield are issued with an email address. The University email service for staff and students is based on Google Mail.

You are required to check your university email account regularly as this is the main means by which the University and SEAS will communicate with you. No other email address is acceptable as this can lead to a breakdown in communication.

Computer Facilities and Databases within SEAS

Computers in the RPG Study Room have been setup to use the student printing facilities as well as the Sharp photocopier at 9 Shearwood Road.

The student printing facility is a self-service where students will add funds to their UCard and use this at a Print Release Station (found in various locations around the university including the IC, Mappin Library and Western Bank Library). For full instructions concerning pre-pay printing, printer locations etc, please view the following web page:

http://www.shef.ac.uk/cics/printing

In order to print and photocopy at 9 Shearwood Road, students will need to be issued with their own unique user number. Please contact the SEAS Reception for further advice.

Language Training

If you require language training, you should in the first instance consult your supervisor and then the East Asian Language Centre.

Training for the Japan Foundation Proficiency Test is thought not to be the responsibility of SEAS.

Studies Training

Please consult your supervisor about your training needs outside of those provided by the University's Doctoral Development Programme (DDP, see below).

Research and Research Output

SEAS monographs have been published mainly by Routledge, part of Taylor and Francis. Students are encouraged to revise their thesis for consideration for this series or other international publishers.

Nightline out-of-hours help

All students should be aware of the help available within the University out-of-hours:

"Nightline is the University of Sheffield's confidential listening and information telephone service. It is run by trained student volunteers, and operates from 8pm till 8am every night during term time. It offers students everything from the phone number of a twenty-four hour taxi company, to exam dates, times and locations, and information about every issue that can be encountered within student life. It provides a vital support network for all students, so whatever you need to say, Nightline is listening, and our service can be called free from phones in Halls of Residence".

University of Sheffield's Postgraduate Community

PROGRESS is the University's postgraduate (PG) society, run by PG students for PG students. Our primary mandate is to organise and run social events, thereby creating a casual environment where PGs can make new friends, meet peers and colleagues from other disciplines, and enrich their University experience.

PROGRESS hosts a variety of regular events every month, including after-work socials, pub quizzes, and meals out. The monthly special event, selected by membership vote, has included bowling, African drumming, laser quest, walking in the Peak District, visiting Lincoln Christmas Market, and picnics in the Botanical Garden. To find out more, visit our website:

https://sites.google.com/a/sheffield.ac.uk/progress/home.

As the only postgraduate society at the University, PROGRESS also represents PGs within the greater academic community. We have close links with the Sheffield Students' Union and our Academic Secretary serves as a voice on issues affecting PGs. In 2010, PROGRESS collaborated with Science Brainwaves to create PG Café Forum, an informal gathering where PGs can share their work.

PG Café Forum is a student-led initiative, which creates an informal space in which postgraduate students can share their work, socialize and network. It is designed to support postgraduates from all disciplines and backgrounds to improve their presentation skills and gain confidence in communicating their topic to a non-specialist audience.

Three talks of approximately 15 minutes each are featured per session and cover various disciplines balancing the arts and sciences. The casual and inquisitive environment encourages cross-pollination of ideas and lateral thinking. Following each talk, the speaker will entertain a period of questions and answers, and receive peer-review from the audience.

For information on dates and venues, please email pgcafeforum@sheffield.ac.uk, refer to http://www.shef.ac.uk/ris/pgr/rtp/gsc630.html or visit the Facebook page "PG Cafe Forum".

Supervision

Useful Handbooks

The following handbooks might be of help in orienting you to completing the PhD:

Phillips, E. and Pugh, D. S. (1994) *How to Get a PhD: A Handbook for Students and their Supervisors*, Open University Press.

Murray, R. (2003) *How to Survive Your Viva: Defending Your Thesis in an Oral Examination*, Open University Press.

Murray, R. (2002) *How to Write a Thesis*, Open University Press.

Dunleavy, P. (2003) *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation (Palgrave Study Guides)*, Palgrave Macmillan.

Petre, M. and Rugg, G. (2010) *The Unwritten Rules of PhD Research (Open Up Study Skills)*, Open University Press.

Brewer, R. (2007) *Your PHd Thesis: How to Plan, Draft, Revise and Edit Your Thesis (Studymates in Focus)*, Studymates.

Marshall, S and Green, N. (2010) *Your PhD Companion: The Insider Guide to Mastering the Practical Realities*, How to Books Ltd.

Murray, R. (2006) *How to Write a Thesis*, Open University Press.

Cryer, P. (2006) *The Research Student's Guide to Success*, Open University Press.

In order for you to understand how you will be supervised, below please find the guidelines provided to all supervisors in the School's 'Handbook for Supervisors':

The School's policy is to ensure that all students are provided with the supervision they need in order to complete the PhD within the prescribed time period. As the School's supervisors are area experts in terms of Greater China, Japan or the Korean peninsula, as well as disciplinary specialists in business studies, economics, history, politics, and so on, research students will normally be offered supervision by supervisory team.

All students will be provided with a Main Supervisor, who has the academic expertise to guide the candidate to the completion of the dissertation; a second supervisor, the Head of Department (or designate), who offers administrative support and makes arrangements for alternative supervision in case of illness etc, and another member of staff, the Research Tutor, who will offer administrative and pastoral support.

In cases of student need and where the School has the disciplinary and/or area expertise, or expertise is needed from another department, further supervision will be provided, with an additional supervisor included in the team.

All students are advised of their supervisory arrangements before registration and are in agreement with the arrangements made.

Supervisory Team
The supervisory team is arranged taking account of the intellectual support needed by a student to complete a dissertation in good time as well as the need for administrative and pastoral support. The School also recognizes that an internal examiner will need to be appointed once the dissertation has been completed. Each student is appointed a Main Supervisor and a second supervisor. One other member of staff, the Research Student Tutor, is also appointed as part of the student's supervisory team. Each student will where possible also be provided with a Research Student Mentor from amongst the currently enrolled students.

As required, a student whose second supervisor is in another department will be advised before registration. In this case, the School is the lead department and the main supervisor is required to ensure the smooth operation of supervision with the second supervisor.

Main Supervisor's Role
The main supervisor is always the point of contact for the supervisee, unless other arrangements have been agreed between the supervisor and supervisee (e.g. during lengthy illness) when the Chair of the Research Committee, the Head of Department or another member of staff will act as the point of contact.

Second Supervisor's Role
The role of the second supervisor will differ, but will general be of two types: 1) a second supervisor from within the department. This is the case when a student is conducting research on a topic involving, for instance two countries of the region. 2) a second supervisor from another department. This is the case when a student needs an advanced level of input in terms of discipline, as in the use of advance methodologies not available within the department. Overall, the second supervisor will supplement and strengthen the supervision in order to make it more robust.

Head of Department's Role
The Head of Department (Chair of Research Committee or designate) is a member of the team in order to offer administrative support, particularly when the supervisor is unable to fulfil his or her role (e.g. illness or leaves this university's employment).

Research Student Tutor's Role
The role of the Research Student Tutor is to offer pastoral support, particularly when the supervisor is unable to fulfil his or her role (e.g. illness or leaves this university's employment). As required, the Research Student Tutor will be supported by the Chair of the Research Committee and/or the Head of Department.

Research Student Mentor's role
The Research Student Mentor will normally be a student who is about one or two years ahead of the new student, as this is believed to be of most benefit to students facing the need to be upgraded from the MPhil to PhD. Where possible, students are teamed in terms of language need, with UK and other European students being matched up with a student from the region. This teaming may even develop into mutually advantageous informal language support. The Mentor is requested to carry out this role for the first academic year, although students may continue this role for a longer period based on the mutual understanding of both parties. The role of the Research Student Mentor is to help the new research student to settle into the department, and to offer general advice on the PhD. In certain cases (e.g. when a student is still in the department), a student mentor may also be able to participate in the mock viva before the final examination of the dissertation.

After an initial orientation, the Research Committee does not monitor this relationship, but in cases where it does not prove beneficial, the Research Committee will try to make alternative arrangements. Either party should bring any problems to the attention of the Chair of the Research Committee.

Fieldwork supervisor's role
Where possible, students are assigned a local fieldwork supervisor during their field work in East Asia. The supervisor will support the team in the monitoring of the student during field work and provides local knowledge, introductions for interviews, and so on, for the student. Where this is not possible, mutually satisfactory arrangements should be made with the supervisee to ensure regular contact is maintained.

New Supervisors
All new supervisors are required to take the appropriate training for new supervisors via the Certificate in Learning and Teaching. In order to take the Research Supervision elements of the Certificate in Learning and Teaching (CiLT), please contact http://www.shef.ac.uk/lets/new.

Mentoring of New Supervisors
The mentoring system the School has in place is in order to ensure that new members of staff, or those who have little or no experience of supervising a PhD student, are able to learn best practice through

their Mentor's advice and guidance. The Mentor is a senior member of staff with experience in supervising PhD students, whose normal role is to participate in two meetings a year involving the supervisor and supervisee, provide guidance on best practice and be available for informal consultation for both supervisor and supervisee.

Personal and Professional Development for Researchers (PPDR)

The School commends all new research students to complete the PPDR, which is available through MUSE . The PPDR is designed and owned by the research student. The student is responsible for completing any documentation which may enhance discussion with supervisors. It should be noted, however, that the material remains confidential to the student, unless s/he wishes to share it.

Seminar Series

All research students are required to attend the seminar series, which is mostly held on Wednesday afternoons in collaboration with the Department of East Asian Studies at the University of Leeds under the umbrella of the White Rose East Asia Centre (for details, see http://www.wreac.org/events). The seminars are advertised by email and on the website. The seminar series provides an opportunity to 1) gain empirical and theoretical knowledge of a wide range of subjects; 2) learn academic skills that may well be of use in the PhD viva, such as how to respond to questions; 3) ask questions and deepen knowledge in a particular area of knowledge; 4) get to know other research students, members of staff and seminar speakers. This latter function is especially important for cross-sessional students, who will not have had an opportunity to get to know staff and other students during the September Induction.

Health and Safety

Supervisors are requested to ensure that any new research student is aware of the relevant Health and Safety Regulations, especially for working outside normal office hours, and should confirm within a week of the student's arrival that s/he has contacted the School's Health and Safety Officer.

Ethics

All supervisors must ensure that their supervisees have gone through the Ethics Review before commencing any research involving human participants. Please consult the Office as to procedures.

Monitoring of Attendance and Interaction

From the 2010-11 academic year, all students will be monitored in terms of their attendance and interaction with your supervisor. The reason is due to changes in the way the new Points-Based System of the UK Border Agency functions, and the University's commitment to treating all students equally.

Please discuss with your supervisor about monitoring your attendance and interaction, but the supervisor is formally responsible for your record.

Please be aware of the reasons, as stated below:

"The UK Borders Agency (UKBA) has introduced a new Points-Based System (PBS) for immigration purposes. Tier 4 of this system applies to international students coming to the UK on a student visa and all educational institutions are now required to report to the UKBA any international student who is absent, without permission, from 10 compulsory prescribed 'contact points'. Under PBS, a record of a student's attendance must be stored and may be requested by the UKBA during a compliance visit. University Senate has agreed to monitor attendance of both home and international students, to ensure equity of treatment across the whole student population and enable attendance monitoring to be an effective tool for identifying any problems at an early stage and offering students appropriate support."

Doctoral Development Programme (DDP)

The DDP information is provided to all supervisees and supervisors. This enables you to formulate a robust programme in consultation with your Supervisor, Research Tutor and Chair of Research Committee. The Research Student Mentor can answer any informal queries. A Training Needs Analysis is carried out annually to ensure you are provided with all the training you need. See the DDP website for further information:

http://www.shef.ac.uk/ris/students/pgr/development_team/ddp/main.html

Selection of Final Topic

Your supervisor will help you to select your final topic, but you should find the following is a useful website to check PhDs on similar topics which may not yet have been published:

http://wwwlib.umi.com/dissertations/gateway

This is a useful site for electronic books:

http://www.questia.com/

Upgrade from MPhil to PhD

Full-time students are normally considered for upgrade to the PhD in the June following entry in September. For part-time students, it is the second June after entry in September. The decision on upgrade is made by the Research Committee, with input from the candidate's supervisor and all who attended the upgrade presentation. It should be noted that, on the supervisor's recommendation, a candidate may be considered for upgrade at an earlier or later date. Unless there are exceptional circumstances (e.g. leave of absence due to illness), all full-time candidates for the PhD will be considered for upgrading by the September of their first year of study. For part-time students, it is the third year of study.

Upgrade Presentation

The presentation for upgrade to the PhD should be based on the research you have already completed for the dissertation. It is expected that, prior to the upgrade presentation, you will have written minimally 15,000 – 20,000 words of your dissertation, all approved by your supervisor as of a quality to warrant the Committee considering you for upgrade. In normal circumstances, the written work will be a literature review and your theoretical approach.

As SEAS covers a range of disciplines, the supervisor should be consulted in order to clarify the nature of the written work to be completed and the type of presentation to be made.

The School's general guidelines are as follows:

The work presented should be a synopsis of the approach to be taken in the dissertation, rather than a presentation of any empirical evidence to be used in the dissertation. Essentially, the presentation should demonstrate to the audience the suitability of the approach taken to answer the key questions being raised in the dissertation. In some cases, this will be adopting a particular theoretical approach; in others, it will be the presentation of specific concepts applicable to the study. In all cases it will demonstrate you are familiar with alternative approaches as well as confident in the approach you have adopted.

The presentation, normally scheduled for mid-June, should last approximately 20 minutes, with your time slot, including questions and answers, being 30 minutes. It is departmental practice for the candidate to be offered a mock ‘trial run’ by the supervisor approximately two weeks prior to the presentation, or at least a briefing session on the upgrade meeting. This means the **deadline** for the first draft of your presentation is the **end of May**.

The Research Committee will make the final decision on recommending upgrade to the Faculty. The decision of the Committee will be conveyed to the supervisor within twenty-four hours of the presentation taking place, and the supervisor will inform the student of the result within forty-eight hours. In exceptional circumstances (e.g. when the supervisor is unavailable in Sheffield, the Postgraduate Research Tutor, Chair of the Research Committee or the Head of Department will convey the results to the candidate).

The supervisor is expected to hold an interview with the candidate within a week of the presentation in order to discuss the strengths and weaknesses of the presentation and to offer advice on how to proceed with the dissertation.

Unsuccessful Upgrade Presentation

The committee’s decision on upgrade is final, subject to Faculty regulations. If unsuccessful, it is departmental policy to offer the candidate another opportunity of an upgrade presentation usually in September of the first year of registration following the unsuccessful attempt usually in June (for part-time students, the committee will provide guidance on a case-to-case basis). Only in exceptional circumstances (approved as such by the HoD) will the committee allow a subsequent attempt. With the approval of the committee, and Faculty, any student who is not upgraded may be offered the opportunity to pursue the MPhil.

The committee does not normally approve a change of dissertation topic. Students who exceptionally are permitted to pursue a new topic should note:

a) if the new topic is approved after the upgrade to PhD for another dissertation topic, the candidate will be required to make a formal presentation along the lines of the upgrade presentation in order to satisfy the committee of the suitability of the new research.

b) if the new topic is approved before the upgrade to the PhD, the candidate will be required to fulfil all the requirements for upgrade, and the committee will determine the date of the upgrade presentation.

Sample upgrade presentation

Your supervisor will advise you on the most appropriate presentation for your upgrade. This is a sample based on the OHP presentation given by Bhubhindar Singh, who was recommended to the Faculty for upgrade in July 2004 (See appendix 2).

It should be noted, however, that the Committee does not make the final decision on upgrade; this is a Faculty matter. As you must normally be registered as an MPhil for one academic year, you cannot be formally upgraded to PhD until the start of your second year of study. It follows that, if you entered in October and successfully pass the departmental upgrade meeting in the following June, official Faculty notification of your change of registration from MPhil to PhD will not normally be issued until after the start of your second year of registration.

This form will normally distributed to those attending the upgrade presentation and given to you after your upgrade to help you review your own performance.

Upgrade, MPhil to PhD, Presentation Assessment Form

STRUCTURE OF TALK

Opening	Poor introduction	1	2	3	4	5	Good introduction and outline of presentation
Sequence of material	Poor sequencing and linkage	1	2	3	4	5	Good sequencing – well linked
Coverage of material	Poor coverage of subject area. Main points not clearly 'signposted'	1	2	3	4	5	Subject well covered. Clear 'signposting' of main points
Closing	Poor summary of content	1	2	3	4	5	Good summary of content

DELIVERY

Appearance	Appears poorly prepared	1	2	3	4	5	Appears well prepared
Voice clarity	Monotonous and unclear	1	2	3	4	5	Varied speed and flow of speech
Stance/gestures	Appears nervous and uncomfortable, few gestures	1	2	3	4	5	Appears confident and comfortable, appropriate gestures
Eye Contact with audience	Poor/inappropriate	1	2	3	4	5	Good/appropriate
Handling of audience	Talked up/down to audience	1	2	3	4	5	Appropriate level of speech for audience. Effective use of participation
Timing	Too long/short	1	2	3	4	5	Well timed to meet time limit

VISUAL AIDS (IF USED)

Handling of visual aids	Poor/inappropriate	1	2	3	4	5	Effective/appropriate
Quality	Poorly prepared, hard to read	1	2	3	4	5	Well prepared, easy to read
Suitability	Do not fit well with talk	1	2	3	4	5	Fitted will with talk

GENERAL IMPRESSION

Very Poor	1	2	3	4	5	Excellent

OVERALL

Has the student demonstrated sufficient knowledge of his/her subject to be considered for upgrade from MPhil to PhD?	Yes	No	Unable to judge

ANY COMMENTS:

Source: adapted from Hector-Taylor, M. and Bonsall, M. (1993) Successful Study, and Social Science Research Training Programme

Procedures for Change of Supervisor Due to a Change of Topic

In principle, after joining the department, you are expected to complete the research you stated in your application as this is the basis on which your supervisor (s), and the department, agreed to accept you as a research student. However, it may occasionally happen that, as a result of your own wish to change the focus of your research, the supervisory arrangements made by the department are no longer appropriate to your needs. You are **STRONGLY** discouraged from changing topics; however, if this does prove necessary, the following procedures should be followed:

1) You should first discuss the reasons for your request to change topics with your supervisor;
2) If you and your supervisor agree new arrangements are necessary, you should then consult the Research Tutor and Chair of the Research Committee;
3) The Chair will then consult other members of staff to determine if a suitable alternative supervisor is available; if not, you may be required to withdraw from the programme.
4) In cases where your change of topics is approved after you have been upgraded to PhD candidate, you will be required to fulfil all of the requirements for upgrade, including another presentation (see Upgrade from MPhil to PhD), on the new topic.

It is recommended that, before considering a change of topic, you read the contribution in the Appendix 3 by Dr Christopher Hughes, a former research student in the department, who states:

Sticking with the PhD topic:

‘Pick something you know you can do in three years. This is tricky and selecting the project will take some time. But once you have chosen a topic, stick with it. I can guarantee that sometime during the middle of the second year you will begin to wonder: 'why on earth did I pick this dreadful and tedious topic?'. This is a natural symptom of simple boredom with the PhD, but I can also guarantee that if you change your topic mid-way you will not only be wasting time and never finish in three years, but two years into the new topic you will be asking the same questions about what possessed you to pick it and be pining for the old one. Remember the grass is always greener on the other side, and even if you do find what seems like a better topic there will always be time to look into that one after you have got your PhD, publications, and job.’

Thesis Preparation, Submission and Examination

The Faculty will provide you with the guidelines for thesis preparation, submission and examination, but you will find listed below points for your guidance.

Preparing to submit

The responsibility for the writing, preparation and submission of the thesis rests with the student, although it is expected that the supervisor will read and comment on the draft, with a view to enabling the student to produce a thesis which is coherent, well documented and written in good English. It is the student’s, rather than the supervisor’s, responsibility to decide when to submit, taking into account the supervisor’s opinion, which at this stage is advisory only.

Guidelines on the preparation and format of theses for research degrees

Students are advised to familiarise themselves with the following guidelines before commencing work on the preparation of their thesis. They are also advised to consult the supervisor regarding any subject-specific aspects of the thesis; for example, the inclusion of photographs or diagrams or the presentation of supplementary information such as floppy discs or audio/video cassettes.

Further information may be found in the British Standards Institutions booklet, ‘Recommendations for the presentation of theses (BS 4821: 1990).

Number of copies required

Two properly bound hard copies of the thesis must be submitted to Research & Innovation Services, as well as an electronic copy which should be provided on a CD or DVD. The two hard copies will be issued to the examiners and the electronic version will be retained by Research & Innovation Services as a master copy. It is essential that the CD/DVD is properly labelled with your details (i.e. name, registration number, thesis title). Each copy of the thesis should contain a completed and signed Access to Thesis form, which should be bound into the thesis. A copy of the thesis should also be retained by the student. Please note that students may continue to submit their third master copy as a hard copy instead of an electronic copy, if they choose to do so.

At least one copy must be properly bound using the University Print and Design - this copy will be deposited in the University Library following conferment of the degree.

In cases where students are away from the university, a temporary bound copy is allowed. Please consult the following website: http://www.shef.ac.uk/pgresearch/staff/howto

Students who are unable to have their theses properly bound prior to submission may submit using a temporary binding, provided that it is not loose leaf (suitable binders may be purchased at the Students' Union Shop). However, it should be noted that the degree will not be awarded until two copies of the thesis have been permanently bound.

Summary of thesis

By regulation, the summary/abstract (which should be prepared by the candidate in consultation with the supervisor) should not exceed 300 words in length. Each bound copy of the thesis must contain a summary/abstract within it.

'Access to thesis' form

A copy of the completed Access to Thesis form should be included in each submitted copy of the thesis. The Access to Thesis form contains a completed declaration, signed by the student and the supervisor, concerning access to the thesis once it has been deposited in the University Library and, where applicable, online. Copies of the Access to Thesis form are available to download from the link on the right.

Students should note that Research & Innovation Services cannot accept a thesis submitted in person without the Access to Thesis form having been signed by the supervisor (or another senior academic member of the Department if the supervisor is unavailable). If a thesis is submitted by post without the supervisor's signature on the Access to Thesis form, Research & Innovation Services will contact the supervisor to advise them that their signature is required before the thesis can be despatched to the examiners.

Size, paper and pagination

Theses should normally be ISO-A4 in size and no thesis should exceed 14" x 10". Good quality paper should be used. The Velobound copy of the thesis should be single-sided but the other copies required for submission may be double-sided provided that legibility is not impaired.

Pages should be numbered consecutively through the thesis, including appendices. Students are advised to discuss with their supervisor whether or not photographs and/or diagrams which are not embodied in the text should be paginated.

Margins at the binding edge should be not less than 40mm and other margins not less than 20mm. Double or 1.5 spacing should normally be used, except for indented quotations and footnotes, where single spacing should be used. Single spacing throughout the body of the text is acceptable if a textprocessing package, such as LaTeX, is used, but students are advised to discuss the intended format of their thesis with their supervisor.

Title page

This should show:
- the full title of the thesis;
- the author's name in full;
- the degree for which the thesis is submitted;
- the department in which the work has been carried out;
- the date (year and month) of submission;
- the year of acceptance.

Outside cover

The front cover should show:
- the name 'the University of Sheffield';
- the initials and surname of the author;
- the full title of the thesis;
- the degree for which the thesis is submitted;
- the year of submission.

Velobound theses carry no text on the spine. If a traditional book-binding is being used (non-Library copies only) the spine should show:
- the author's surname;
- the title of the thesis (abbreviated if necessary).

Reproduction and binding

Theses should be word-processed and good quality printing is essential. Drawings or sketches should be in black ink. If there is a top copy this should contain the best photographic prints (if any), as this copy will eventually be placed in the University Library.

The University 'Print and Design Solutions' provides a thesis binding service using the Velobind binding system:

http://www.sheffield.ac.uk/cics/printanddesign/thesis

Binding work is usually completed within 48 hours of acceptance. However, at times when many graduate students are submitting theses, particularly at Easter and from late July to early November, demand may be such that it is not possible to complete all work within 48 hours. No work can be promised in less than 48 hours.

Plagiarism

University regulations require that the thesis must be the student's own work, and examiners are asked to certify that this is the case or, if the work was done in collaboration, that the candidate's share in the research is adequate. Plagiarism is the unacknowledged use of another person's ideas, words or work. At one extreme it may involve the submission of the whole or part of a book or paper towards a degree. At the other extreme, it may occur unintentionally because the student is unclear as to the use which can be made of the work of others in the field without committing plagiarism. The following guidelines have been drawn-up by the University of Bradford and illustrate how, in most cases, plagiarism may be avoided through the adoption of appropriate standards of scholarship:
- A passage copied verbatim from the work of another must be in quotation marks. A full reference to the original source must be provided. The substitution of a few words in an otherwise verbatim passage will not obviate the need to use quotation marks and to provide a full reference.

- Ideas and data which are your own or are truly in the public domain may be included without attribution, but should be expressed in your own words.
- You must always give due acknowledgement to the sources of ideas or data which are not yours and are not truly in the public domain (for example, because they are novel, controversial or not widely held).
- You must take care to distinguish between your own ideas or work and those of others. Any ambiguity in such a distinction could give rise to a suspicion of plagiarism.
- Where work is the result of collaborative research, you must take care to acknowledge the source of data, analysis or procedures which are not your own.

Word Limits

No University regulation exists governing the length of theses, although a number of Faculties and departments have established guidelines. Where these are not available, the student should consult the supervisor as to the length of thesis appropriate to his/her particular topic of research. It should, however, be noted that brevity achieved without sacrifice of clarity is a virtue much appreciated by examiners.

> The Faculty of Social Sciences' guidelines on lengths of theses is as follows:
> 40,000 words (MPhil)
> 75,000 – 100,000 words (PhD)

Publication of Thesis

Although there are no University or Faculty regulations governing the proportion of your published work that may be included in a research thesis, the following guidance may be followed:

- the thesis may be based in whole on your published work if it is relevant.
- the thesis should be presented according to standard requirements and should specifically focus on the need to address the aims and objectives of the research project for which you are registered and demonstrate the original contribution to knowledge in the field.
- published work may only be included if it has not been used in submission for any other educational award of Sheffield or any other university.

Absences from Sheffield

In cases where you are away from Sheffield on field work for an extended period (e.g. 3 months or more), your supervisor should report this to Research Committee.

Field Trips

In the course of undertaking research it is natural that you may wish to collect data, conduct questionnaires etc. in the particular country with which your research is connected. A list of funding bodies which are in a position to fund such research is included below.

Re-Registration

All research students must re-register annually regardless of whether they are present in Sheffield or not. Students will receive an email from Registry Services approximately one month before they are due to re-register. The on-line registration link should be accessed via MUSE. Students should register for each academic year of study, prior to their registration start date.

Address change

All students should keep the office informed if their address or telephone number changes. If absent from Sheffield for more than a few days please ensure that a contact telephone number and/or email has been left with the department.

Mail and Postage

The cost of postage for research students sending mail concerned with their research normally will be paid by the School, if approved by their supervisors.

Photocopying and Printing Allowance

Research students are allowed a photocopy/printing allowance for the period of their degree (see table below). Please note students going over their allowance will be charged.

Degree	Allowance
PhD/Full-Time	6,000
PhD/Part-Time	4,000
MPhil/Full-Time	4,000
MPhil/Part-Time	3,000

Research students should give way to members of staff who need to photocopy items urgently.

In addition, photocopying is available at cost to all students in the University Library.

Facsimile

The cost of sending faxes concerned with your research (e.g. arranging a field trip to Japan) will be paid by the School, if approved by your supervisor.

Sister Universities

SEAS has developed a network of partner institutions in East Asia at which undergraduate and postgraduate students can pursue their academic interests. Your supervisor will be able to give you guidance.

Student Union: Representation

Each department has one Union Representative whose role is to:

1. Improve communication between the Union and students in departments;
2. Raise awareness about Union campaigns and carry out research;
3. Seek the student view point on various academic issues;
4. Develop a knowledge of students issues of concern within the department;
5. Encourage the department to meet the Code of Good Practise for Student Course Representatives in Departments and Faculties.

Your Union Rep is paid by the Union to make your voice heard. If you have a welfare or academic related issue of concern and you don’t know who to turn to, ask your Union Rep and they’ll point you in the right direction. Alternatively, you may be interested in learning about the various campaigns that the Union is running. Contact the Union if you are interested.

'Good Practice' Guidelines for Research Supervision

1) Supervisory meetings should normally take place between four and six weeks for full-time research students, with any lower frequency of contact being subject to prior agreement between the supervisor and the student

2) Research students and supervisors should keep an appropriate record of supervisory meetings.

3) Research supervisors should normally provide their comments on draft theses within one month of receipt and, wherever possible, in good time to allow candidates to submit the final version of their theses prior to any funding deadlines.

Further details are available at http://www.shef.ac.uk/ris/.

CRISIS AND JAPANESE POST-COLD WAR SECURITY POLICY

Introduction

- *Main Argument:* Change in Japanese security policy (leading to a more assertive security policy) is caused by crisis in the external security environment.

Literature Review

- Incremental vs. Significant/Accelerated Change
- Change measured by (i) Yoshida Doctrine
  (ii) Identity

Types of Change	Theory	Variable(s)
Incremental	MERCANTILISM (Heginbotham & Samuels; Funabashi; Hughes)	Economics
	CONSTRUCTIVISM (Katzenstein; Hook; Berger)	Culture of Anti-Militarism

Significant/ Accelerated	NEOREALISM (Waltz, Layne)	Structure
	DOMESTIC REALISM (realists works outside of neorealism) (Green, Midford, Kawasaki)	Balance of Power; and US Pressure

- *Incremental Change*: Japan's post-Cold War security policy is still shaped by the Yoshida Doctrine and the 'peace state' identity.

- *Significant Change*: Japan's security policy has moved away from Yoshida Doctrine. Realists do not talk about identity but assume that Japan has replaced the 'peace state' identity with a 'responsible state' identity.

- Japan's security policy and Japan's security identity has significantly changed. However, the change is not caused by 'structure', 'balance of power' or 'US Pressure'. These variables only create a context for change to occur.

- Change is caused by **CRISIS (**in the external security environment)

What is crisis?

- The definition is a modification of the standard definition of the International Crisis Project. Features: (1) a change in its external or internal environment, which generates; (2) a threat to basic values, with a simultaneous or subsequent; (3) a finite time for their response to the external value threat; and (4) external pressure on Japan to contribute to deterring a crisis (namely from the US).

How and Why Crisis?

- Crisis represents a destabilising act by an agent in the international community unsatisfied with the status quo (a US-led security order).
- Crisis presupposes a negative interpretation.
- The negative interpretation is identified by the kind of 'threat' the crisis poses to Japan's national security and the regional and international security environment.
- Without a threat-based interpretation, a crisis would not be a crisis.

Representation(s) of Threat

- Unlike realists, this dissertation adopts a social constructivist interpretation of what constitutes a ‘threat’.
- Social Constructivism has the following features: (1) Structures have a social character; (2) Identities and Interests are important variables in understanding states’ behaviour; (3) Agents and Structures are mutually constitutive.
- ‘Threats’ are not: (1) determined by materials variables alone; (2) exogenous to the process of interpretation of an agent.
- ‘Threats’ have a social character, hence social constructions. They are constantly produced and reproduced based on social, political, economic and cultural contexts facing the agent.

Japan and Construction of Threat through Crisis

- Hypothesis: Japan constructs threat to its national security through the occurrence of a crisis which compels the Japanese government to strengthen its military posture, and as a result, creates a more assertive security policy.

- Who constructs the threat in Japan? The Japanese state - those responsible for the security policy-making process. (Prime Minister's Office, Ministry of Foreign Affairs and Japan Defence Agency)

- Why Japan constructs threat through the occurrence of crisis?

  (1) *Security environment is anarchical*:

  (2) *Culture of Anti-Militarism*:

<u>Theoretical Approach</u>

- *Jutta Weldes' Approach:* Weldes used social constructivism to reconceptualise *national interests.*

- *Periodic Approach:* This dissertation employs a periodic approach in analysing Japan's behaviour and reaction to a crisis – *pre-crisis, crisis,* and *post-crisis* periods. Why?

  (1) Japan's representation of a crisis is a result of an accumulated set of representations derived from the international and domestic environment across a specific period.

  (2) To capture the changing representations and identities as a result of the threat posed by a crisis.

- Analysis of how Japan constructs threat is based on the interaction between representations of the security environment and Japan's identity

- Representation of Threat Expressed Through Language

- Threat expressed through *articulation* and *interpellation.* Combination of two processes explains how threat is constructed.

- *Articulation*: refers to the process through which meaning is produced out of extant cultural raw materials or linguistic elements. Meaning is given through creating chains of connotation among different linguistic terms. The repeated articulation of representations portrays 'reality'. Articulation would be the kind of representations emitting out of Japan on the security environment and the crisis initiator based on Japan's identity at the domestic level.

- *Interpellation:* refers to a dual process whereby identities or subject positions are created and concrete individuals are 'hailed' into. Representations are based on identities. Different representations are based on different identities. Individuals come to identify with these subject positions and so with the representations in which they appear. Once they identify with the subject positions, the representations make sense to them. The idea of 'Japan', for example, represents the collective imagined community present in Japan. This represented by linguistic terms, such as, 'we' or 'Japan' in their policy speeches.

Case Studies

- Case Studies are based centred on the three primary threats to Japan's national security in the post-Cold War period.

  - 1996 Taiwan Straits Crisis

  (Construction of China as a Threat)

  - 1998 Taepodong Missile Crisis

  (Construction of North Korea as a primary threat to Japan's national security)

  - 2003/04 War in Iraq

  (Construction of the threat posed by terrorism)

Methodology

- *Epistemological Realism:* positivist epistemology or ‘normal science’; states and social structures are taken as ontologically given.

Sources

- *Sources:* Policy statements during the *pre-crisis; crisis;* and *post-crisis* phases; interviews with MOFA and JDA officials; secondary sources (newspaper reports)

- *Reliance on English-translated sources:* (1) focus on the image/representation/identity Japan wants to portray to the international community; (2) a theoretical dissertation.

Schedule for the Completion of PhD

- Completed RTP requirements (October 2003 – January 2004)

- Dissertation:

  - Chapter 1: Introduction: Planned for January 2006 (5000 words)

  - Chapter 2: Literature Review of Japanese Post-Cold War Security Policy: Completed (12000 words); Approved by Supervisor.

  - Chapter 3: Social Construction of Crisis/Threat in Japanese Security Policy: Completed (10000 words); Approved by Supervisor.

  - Chapter 4: Background to Case Studies: Planned for July-September 2004 (10000 words)

  - Chapter 5: Social Construction of the 'China Threat': Planned for April-June 2005 (8000 words)
  - Chapter 6: Social Construction of the 'North Korean Threat': Planned for July-September 2005 (8000 words)

  - Chapter 7: Social Construction of the 'Terrorism Threat': Planned for October-December 2005 (8000 words)

  - Chapter 8: Conclusion: Planned for February 2006 (6000 words)

Research in Japan

- Waiting for Chuo University Scholarship (October 2004 – February 2006)
- Tentative Timetable in Japan:

  October 2004 – March 2005 (6 months): Japanese Language Training/Preparing Groundwork for Interviews/Collecting Secondary Sources.

  April 2005 – June 2005 (3 months): Actual Process of Collecting Materials/Interviews/Writing Chapter 5.

  July – September 2005 (3 months): Writing Chapters 6/Collecting Materials/Interviews

  October – December 2005 (3 months): Writing Chapter 7/Collecting Materials/Interviews

- Third year in Sheffield: Submission in March 2006.

Conclusion

- Contribution:

  - Contribution to the Crisis Literature: Extant literature too focused on the internal mechanism in the foreign policy decision-making process.

  - Contribution to the International Relations Theoretical Literature: Extant literature too Western-centric; Provide a framework for ‘Threat’ Construction.

  - Contribution to the Japanese security studies literature: Extant literature too policy-oriented; Also, all constructivist works are based on Japan’s identity as a ‘peace state’. This dissertation’s analysis is based on Japan’s revisionist security identity as a ‘responsible state’.

Chris Hughes, University of Warwick, Department of Politics and International Studies

Providing advice on how to write and finish a PhD is hard to do, given the fact that everyone's individual experience and research topic is different; and this is especially so in a department with such diverse regional and disciplinary interests as SEAS. However, for what it is worth, I have been asked to put down in rough form my experiences in finishing my PhD in the hope that it may offer some advice to other students in the same boat. A lot of what I am going to write may seem to be verging on the blatantly obvious, and so I have to beg in advance everyone's indulgence. All I can say, though, is that at times I at least showed an astounding ability to ignore the obvious when writing my PhD, and that, despite being lucky enough to finish in under three years and without corrections, with the benefit of hindsight I wish that I had someone to show me a few of the unnecessary errors that I could have avoided in order to save time and frustration. Although it is far from an exhaustive list, in the following piece I am going to look at the problems of orienting the PhD towards a particular audience; approaching the daunting task of getting to grips with the PhD; and finishing-off and writing the PhD in time for submission.

Orienting the PhD for the target audiences, or 'bums on seats'

Although writing the PhD is a labour of love (and occasionally torture) and is ultimately your own project, it is important to bear in mind that you are writing your dissertation not just for yourself but also for what I would like to call three related 'target audiences'. These target audiences are important as in return for you giving them some intellectual stimulation and entertainment, they are hopefully going to give you the PhD degree and even more hopefully the chance of a job at the end of the three years of hardship. These three target audiences are your viva examiners; publishers, including books and journals; and prospective employers at various academic establishments. These three audiences all have slightly different demands and interests, and clearly it is impossible to satisfy all of them all of the time. But as I will argue when looking at each in turn below, one strategy worth considering when beginning to write your PhD is to think about what type of audiences are going to read your work three years down the line, and then to tie your PhD into an academic field which can meet in part the demands of these target audiences.

Firstly, with regard to the PhD viva examiners, these are your most immediate and important target audience, as without satisfying them you cannot finish the PhD, which means that it then becomes hard for you to proceed to trying to find a job, and that you do not get to pass 'GO' and do not collect £200 etc. Pleasing the viva examiners, and especially the external examiner, then, is crucial, and I would like to put the case that one way to do so is to anchor your work in a wider academic field than just regional studies. Again, the relevance of the advice given here will vary with your specific project, but regional studies departments like SEAS are something of a rarity, and it is therefore quite likely that your external examiner and even your internal examiner may come from a department with a wider academic scope such as business studies, economics, sociology, linguistics, politics, International Relations, psychology, or you name it. This becomes important because one of the questions you will inevitably be asked in the viva (along with the easier to answer question of whether the PhD is your own work) is: 'what new and original contribution does your work makes to your field?'. Again, this may seem an easy question as you know that you have done research into Japan, China, or Korea that no-one else has done, and so you can justify your research in your own mind. But this is a more difficult question than it at first seems. For what the examiners are really asking is what is the contribution of the PhD to a specific field or fields that you have to be able to name; or perhaps, in cases of really tough examiners, what is the contribution to the their own field? Hence, the demand that is being made on you is to justify for the examiner why he or she has been made to spend their time ploughing through your dissertation, and this is especially so if the examiner does not have the same regional expertise or interests as you. Thus, the sociology specialist may want to know what your dissertation teaches him or her, not just about Japan or China, but also about the field of sociology in general; the economist may want to know what Japanese financial policy tells us about world finance and theoretical approaches in the discipline of economics; and, as in my case, the professor of International Relations may want to know what the PhD teaches us about policy-making processes, political-economy, global security policy, and of course the study of International Relations.

I hope that what I am trying to say has become clear by this point-it is important to place your own scholarship within an academic field or fields that you can clearly indicate. In this way you can make your PhD topic relevant not just to yourself or to your supervisor within SEAS, but also to academics in other fields. I do not think it is necessary to restrict yourself to one field, and an interdisciplinary approach can also be convincing. At the same time, it is also important not to stretch your work into too many fields as this can make it lose academic focus, and certainly no one expects you to provide the answer to life, the Universe, and everything in your three hundred page dissertation. As with all academic work, it is a question of balanced judgement, but I would advocate strongly that in order to get over the first hurdle of passing your viva you should attempt to link your work in with a wider academic field than just regional studies. In addition, it is certain that you will find a veritable treasure-trove of new concepts, theoretical approaches, and literature as you delve into fields outside East Asian studies, and that incorporating these into your own work will certainly enrich it.

Related to satisfying your examiners is the objective of meeting the demands of your second target audience of publishers. One of the final aims in writing your dissertation will be to 'spin-off' from it articles for academic journals, or to publish it after revisions as a book. Therefore, when writing your PhD you will need to consider who you are writing for and what types of academic readership and market you are looking to tap into. Many publishers may take manuscripts dealing with regional studies, but will also be looking to sell the book to a wider readership and may like to put on the back of the dust-jacket a note that the book will appeal not just to Japan, Korea, or China specialists but also those working in other broader disciplines. Similarly, academic journals dealing purely with East Asia are limited in number compared to those dealing with major academic disciplines. So if you are looking for publishing opportunities in journals other than those concerned with Japanese, Korean, or Chinese studies, you may again need to demonstrate to the journal that your work is relevant to a specific academic discipline and so is deserving of its attention.

The final audience that needs to be addressed is those universities that you hope will employ you as you get close to finishing or finish your PhD. There are large departments such as SEAS which specialise in East Asian regional or area studies, but my experience reading through the Times Higher Education Supplement was that vacancies in Japanese or East Asian studies departments are scarce, and that if I wanted a job I would have to sell myself as researching in the field of International Relations with a particular expertise in Japanese studies. Consequently, it may turn out that at job interviews you will have to convince those figures on the selection panel, in the same way as you have to convince your viva examiners, that you have the flexibility and breath of knowledge to carry out research and teach more general courses in a non-regional studies department. You may be a Japan specialist but end up applying for a job in a politics department, and will therefore find it easier at the interview to show that you can fit in with the rest of the department if you can make the case that you are not just a parochial 'Japan-hand' but also are a social scientist, and interested to use the example of Japan to provide case studies for when you have to teach general courses on political theory.

At the risk of flogging the subject to death, I hope that all this makes a clear argument that, whilst you should have the confidence to 'do your own thing' in the PhD, make sure that you are happy with your choice of subject, and not be railroaded into a discipline that you do not like, nevertheless you should still try to bear in mind that your research needs to fit with a wider field. This is what could make the difference between experiencing or not experiencing excruciating rewrites for the examiners, getting turned down by publishers, and getting rejection letters on your doormat from universities. So the advice is to look around for a field, grab your potential audiences' attention, sell your research as the best thing in the discipline since sliced bread, and get academic 'bums on seats'.

Getting to grips with the PhD, or 'Just Do It'

The next issue that I want to try to make some observations about is getting to grips with the PhD and starting work on it. In order to approach this problem I think the basic mindset or view of reality that is needed is concerned with the factors of time and money. Time counts in the sense that as a PhD student you are usually only given three (and perhaps a bit) years to finish your dissertation. There are of course some exceptions to this depending on your personal circumstances, and four years is perhaps not so unusual, but the basic target is to finish the PhD within the allotted course time of three years. This target is made important not just because of the regulations of the university or maybe the uneasy feeling that doing a PhD adds a whole new meaning to the phrase of 'misspent youth', but also because of the linked factor of money. For those of us lucky enough to get a PhD scholarship, three years is all the funding you are going to get. Thus, when the money runs out, you are looking at having to work to support yourself whilst studying, which leads inevitably to less time for studying, which leads to an extension of deadlines for submission of the PhD, which leads to the need to work longer to support yourself, which leads to less studying and more disillusion with the PhD, which leads eventually to starting to think about giving up and disaster. I think that there is then a very really danger of getting bogged down in a vicious circle of no time and no money once the standard three years for the PhD has expired. There is only one thing harder than escaping from this vicious circle, and that is not getting trapped in it in the first place by finishing on time within the three years allotted. Of course, finishing on time is a lot easier said than done and places you under pressure, but the results and the eventual feeling of relief in doing so are a whole lot more satisfying than the alternative. The responsibility of every PhD student to himself of herself, then, is to recognise the limits of time and money and to try not to be deflected from the resolve to finish within three years. It might happen that you cannot finish exactly within this time period. But you will find that you will at least get a lot closer to finishing early if that is your initial target, as work always expands to fill up the available time, and if you are content to set a target with what seems like a comfortable margin of four years it will inevitably take you four to five years to complete the PhD, and take you perilously close to the vicious circle of no time and no money. The message that I want to impart here is to avoid this kind of 'mission creep', set limited and achievable targets, take your destiny in your own hands, acquire tunnel vision and a touch of maniacal determination, do not worry too much about the consequences, get to work on the PhD, and, like the advert says, 'Just Do It'.

Finishing off the PhD, or 'publish and be damned'

In order to finish on time, I want to offer finally the following extra advice on how to view the whole process of writing and some of the difficulties connected with getting the leviathan-like project of the PhD under control.

1. Supervision:

As we all know, standards and styles of supervision differ. I was extremely lucky with my supervisor, but my advice is do not worry too much about supervision. It is a tremendous help if you have easy access to it, and you should try to keep in as close as touch with your supervisor as possible. But at the end of the day, you are on your own and only you can write the PhD This means that you have to trust in your own judgement and have to supervise yourself. This does not mean you will not make mistakes, but at least you can have the comfort of knowing that you are learning along the way. So do not always wait for your supervisor to give you the nod to proceed with your work, and just get on with it as you simply do not have time to wait around for anyone else.

2. Sticking with the PhD topic:

Pick something you know you can do in three years. This is tricky and selecting the project will take some time. But once you have chosen a topic, stick with it. I can guarantee that sometime during the middle of the second year you will begin to wonder: 'why on earth did I pick this dreadful and tedious topic?'. This is a natural symptom of simple boredom with the PhD, but I can also guarantee that if you change your topic mid-way you will not only be wasting time and never finish in three years, but two years into the new topic you will be asking the same questions about what possessed you to pick it and be pining for the old one. Remember the grass is always greener on the other side, and even if you do find what seems like a better topic there will always be time to look into that one after you have got your PhD, publications, and job.

3. Keep on writing:

Everyone has a different approach to writing and there is method in everyone's madness. However, I would emphasise that it is good to get down to some writing as soon as possible. Even if you are not completely happy with the first draft it is a relief to at least get something down on paper and gives you a concrete feeling of progress. Whatever you do, you will have to rewrite your PhD innumerable times, but there is nothing more depressing than after two years looking at your computer and only seeing fifty pages and thinking that you have another two hundred and fifty pages to go in the remaining one year of the course. The best piece of advice I ever got about the PhD was from a man from Finland who told me to just keep on writing. In my case I wrote too much, but at least I had something to cut at the end, and felt that in the last stages of the PhD I was going downhill rather than up.

4. Annoying details:
I said there was nothing more depressing than having nothing down on paper. I think that may be incorrect, as something even more depressing is going back over three years work just a couple of weeks before you are due to submit and trying to change all the footnotes and bibliographical references to meet a unified or departmental standard. This is an extremely frustrating experience, and, as idiotic as it may sound, I was a victim of this mistake. The advice, then, is to get a style-manual such as Routledge's and follow it all the way to the end of the PhD Even if you do not finally publish with Routledge, at the very least to convert your consistent text to another publisher's style will only take the click of one button on your word processor and not a hundred hours of soul-destroying work.

5. Remember you are only human:
Everybody in their PhD wants to strive for perfection and to produce the best piece of work possible. This should be your aim, but you also still have to recognise the limitations of time and money that I described earlier, as well as limitations of your own energy and patience. You will find that you can draft and redraft forever, but you have to call a halt at some point and that is usually when your supervisor agrees to let you submit. Even then you may not be satisfied, but the most important task is to finish. In my case I used the philosophy that the PhD was a learning process and I was sure that it would only be my first piece of work, and that I would go on to write better articles and books. Hence, I was prepared to compromise to some degree and to trade total perfection for the objective of finishing the PhD. I hope this does not seem like too great an admission and damage irreparably my academic reputation, but there really does come a time when you have to take the plunge, submit, and do as the Duke of Wellington advised in a completely different context, 'publish and be damned.'

APPENDIX 4 - "FINISHING THE PHD – A REPLY"

Hugo Dobson, University of Sheffield, School of East Asian Studies (formerly University of Kent at Canterbury, Department of Politics and International Studies)

Author's Note:

Dr. Dobson registered at the University of Sheffield, School of East Asian Studies as an MPhil Student leading to the PhD in October 1995. His dissertation, "Japan and United Nations Peacekeeping: Foreign Policy Formulation in the Post-Cold War Era", was submitted in May 1998 and successfully defended on 12 June 1998.

"For this relief much thanks: 'Tis bitter cold, and I am sick at heart",
***Hamlet*, Act I, Scene I.**

Finishing the PhD is an enormous relief. The sense of having had a burden removed from your shoulders is palpable and should be encouragement in itself for any PhD candidate struggling with his or her next chapter. However, as it was for Francisco, the guard in Hamlet, this feeling of release is also accompanied by a degree of unease as to what the future will hold: Will I find gainful employment? Can I muster up the enthusiasm to embark on another research project? When will I summon up the courage to look back over what I have written? I think having just successfully defended your PhD nobody would begrudge you a few weeks' break from the old routine. This should not only give you a chance to follow the World Cup/dedicate your life to a Sony Play Station/re-discover a marriage or relationship you neglected while completing the thesis (delete as applicable), but should also give you the opportunity to focus your mind on the future. At the moment I am coming out of this period of R&R and feel ready to face the world again.

In this brief essay I just want to jot down a few observations on the process of getting the PhD, hoping that anything I have to say may be of use in the same way that Chris Hughes's advice was to me. I would like to stress everything that Chris pointed to in his essay and I don't plan to go over the same territory, except for the four brief, general comments below. I would like to focus my attention upon something Chris omitted - the actual interview, where you are expected to defend what you have written over the past three years. In this way, I hope I can complement the views of my *senpai*, Dr. Hughes.

*   *   *

I believe strongly that the following points that Chris made are worthy of repetition:

1) It is never too early to start writing. Reading around the subject and finding your feet when you arrive in Sheffield is fine and dandy. However, you don't want to drag this out too long. The sooner you get some thoughts down on paper, the sooner the structure and direction of your thesis will become clear to you. I started in October 1995 and by the Christmas break had handed in a rough, first chapter to my supervisor. Don't think for a minute that this was a polished piece of work and, if the truth be known, it bears no resemblance to the final draft of the thesis I submitted. However, it did give me the sense that I was making progress. I also had something concrete to think about, revise and show to potential critics. This is all necessary if you are going to finish within the allotted three years.
2) Deadlines are an absolutely necessity. Once you have a clear idea of your chapter titles, sit down with your supervisor and draw up a list of deadline dates. This will provide a stronger sense of structure to your research. Also, if you are somebody like me who needs external stimulus and a goal to work towards, deadlines are crucial. However, take care that these deadlines are do-able. You want to settle on a date that will create a sense of urgency, but don't get pressurised by your supervisor into agreeing to fanciful deadlines that you will just end up extending. I found that about three months for each chapter was workable.

3) Footnotes and bibliographical information can be the most frustrating and unrewarding part of your PhD. Be sure to note down ALL the bibliographical information from the articles and books to which you refer. Certainly with various search engines on the Internet re-locating lost biographical details has become easier. However, it is easier not to get into this position in the first place as the last thing you want to be doing in the precious months before submission is running around like a headless chicken looking for the page numbers of an article or the correct initials in an author's name. Moreover, don't kid yourself that you can compromise on accuracy and that the examiners won't look at the bibliography or the footnotes. They will.
4) Prepare to become a maniac in the final few months. With final re-writes and deadlines, in addition to the hassles of submitting from Japan, the last few months were the most hectic time for me. To an extent I was acting on automatic-pilot mode and unthinkingly just getting on with what had to be done. Because of this other aspects of your life may suffer. My private life was non-existent as I entered the home-run of the PhD marathon. However, I guess that the post-doctoral euphoria wouldn't be so sweet if I hadn't suffered for my art to a degree.

"The suspense is unbearable. I do hope it lasts", *The Importance of Being Earnest*, 1895.

When you finally submit your thesis you are more than justified in letting your hair down. But beware! There may be a long gap between submitting and defending the thesis due to the schedules of your internal and external examiners. I was very fortunate in that I submitted in May 1998 and had the defence about three weeks later. Thanks to this short interlude I managed to remain focused on the task in hand and maintain some of the maniacal energy from the period before submission.

Simply keep abreast of any articles being published in your field and read round the subject a bit. Also, print out an extra copy of the thesis for yourself and go through it regularly. You should know it backwards by now, but go through and highlight sections that look like they will be questioned and prepare convincing answers. It would be wise to research the background of your examiners a little. Consider where they are coming from theoretically and what empirical work they have undertaken and then try to imagine what this kind of person would make of the conclusions in your own work.

In short, when you submit you're almost there but just keep the momentum going for a bit longer.

"Again I tell you, it is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God", *The New Testament*, Matthew, Chapter 19, Verse 24.

My defence was maybe a little bit unusual in that both of my examiners had published widely on the topic of my research, Japan and United Nations Peacekeeping. Because of this, I was asked very specific questions about the work I had submitted. Both my examiners started off with general questions about the methodology, theoretical framework, etc. and then we proceeded chapter by chapter, sometimes page by page, and dealt with their questions and misgivings. In all, my defence lasted about ninety minutes by the end of which I felt pretty dejected and not too confident about passing. After being criticised and scrutinised for this length of time I guess it is only natural to have your doubts but don't get too depressed. Remember that, after all, it is the examiner's job to question you about what you've written. Moreover, they've taken the time and effort to read your thesis and are bound to have a 101 questions. Although it would have been encouraging at times to hear it, it is unlikely that they will openly praise what you've done. That is not what they are there to do. Of course no examiner is going to want to make you squirm and suffer (they are human after all, honest!) but remember that the point is that they ask you questions and you have to prove yourself. It is not going to be a breeze but if you prepare properly and know your work inside out you're halfway there.

"Get up, Stand up, Stand up for your Rights", Bob Marley and the Wailers, 1973.

You've spent three years, a lot of effort and a few sleepless nights conducting your research but you only have ninety minutes or so to justify what you've done. It seems a harsh way to examine somebody but that's the way it is and this is your chance to shine. Therefore, don't be afraid of stating your opinions firmly (of course, while avoiding being rude) or contradicting your examiners (in a suitably diplomatic fashion). Grasp the opportunity as you don't want to regret afterwards having been silent. *Carpe Diem!*

In my case I found that my examiners made passing comments on things I had written and then continued to another point, occasionally giving me the impression that they had not understand the meaning I was trying to convey. I made a point of dragging the examiners back to this original bone of contention despite the fact they had moved on as I wanted to make my meaning clear. The examination should be conducted by the external examiner; however, don't feel that you can't play an active, rather than a passive, role.

I hope these brief thoughts on doing a PhD and getting through the defence will be in some way of interest or use to any PhD candidates. Of course everybody's experience will differ but I think that Chris's call to 'Just Do It!!' is the best advice for everybody.

5(A) EXTRACT FROM THE GUARDIAN EDUCATION – 16 SEPTEMBER 2003

by: Rowena Murray

As with many other aspects of higher education, "hints and tips", "dos and don'ts" and other people's stories only tell you so much. For the viva, you need to understand the underlying principles of this type of examination and then you have to develop some skills to perform well in it.

For example, examiners do not probe weaknesses in your study just to be difficult. It is part of the examination not simply to find the limits of your knowledge, but to check that you know what he or she does not know, still has to find out and cannot yet claim on the basis of the research.

Be ready to package your knowledge up in different ways. While for the thesis you had to pull all your ideas, findings and conclusions together into one complete whole, during the viva the examiner will take it all apart again.

Practise answering questions on predictable subjects. Write yourself several hard and easy questions. Think about the many types of questions that you could be asked: open, closed, probing, applied, general, specific. Write your questions in different ways.

Practice answering each of these, and practise speaking the two-minute answer. Think about how you might elaborate, if they appear to want you to continue speaking. For example, practise going from the general to the specific, from one example to another, from one chapter to another.

Score points by mentioning very specific details, eg names, titles, journals and dates of publication, of key articles or books by key people in your field.

Highlight the highlights in your thesis. Find out where these are. Memorise the three or four page numbers. Practise working these into answers to different questions.

Practice with different people: other students, staff, friends and even students in other disciplines, who might be better at challenging your assumptions. Ask them to interrupt you, so that you can work out how to deal with this: will you ask for a moment to complete your point?

Above all, strengthen your debating skills. Structure your speaking in pros and cons, advantages and disadvantages; define your terms; support your points with specifics and evidence from your thesis.

When you have done all this, ask yourself where your strengths and weaknesses lie. Ask for feedback. Refine your skills. Raise your game. Just thinking hard about the viva will not make you perform better: repeated practice will. Think about how you will behave: practise using gestures, eye contact and voice as you intend. Take any one of the "horrors" described above and work out how would you deal with it.

The real horror stories - for examiners and supervisors, it should be said, and not just for students – are when students do not do themselves justice, when they appear to have no effective strategy for defending their work. All those involved in vivas have to face up to these horrors, which may be an indication of where students, or staff, urgently need development.

For help in preparing effective viva answers, see How to Survive Your Viva, published in 2003 by Open University Press, McGraw-Hill.

5(B) PREPARING STUDENTS FOR THEIR VIVA

(Professor Jerry Wellington, School of Education, (University of Sheffield)

The examination by *viva voce* (live voice) is of critical importance for two reasons: first, it is a one-off event where crucial decisions are made; and second, the viva experience has an important influence on students' perceptions of academia. It is often their initiation into peer review. Research on the viva shows that it is not always a positive experience for students, even when they are successful. However, students can be prepared for their viva by knowing something about the purposes and conduct of the oral examination, and by taking specific steps to get ready for it.

WHY DO WE HAVE VIVAS?

First, students need to be reminded of the stated purposes of the viva. These include: to test the candidate's knowledge of his/her research and subject area; to allow examiners to clarify any queries that may have arisen when reading the thesis; to judge whether the candidate has developed research skills appropriate to doctoral level; to give the candidate the opportunity to 'defend' the thesis in person; and to establish whether candidates fully understand the implications of their work. Some university regulations state explicitly that its main purpose is to ascertain whether the work is the candidate's own.

Regulations inform us that the viva is an integral part of the examination of the degree — in other words, the oral is actually part of the examining process, not (say) a confirmation of any pre-determined judgement. It is not a rubber-stamping exercise. Students, supervisors and examiners need to remind themselves of this — the examination as a whole involves more than just a judgement of the written work i.e. the written and oral elements of the examination for the doctorate complement each other . The written thesis is only 'part fulfilment' of the requirements for a doctorate.

WHAT 'GOOD PRACTICE' SHOULD STUDENTS EXPECT?

Second, the student should know what to expect from a well conducted viva. Of course, the 'content' of an oral examination will inevitably vary from one thesis to another and one field to another. But students should expect certain general procedures for 'good practices' to be followed in any viva — indeed, University regulations insist that they are followed. The responsibility for ensuring good practice should fall on the supervisor together with the internal and external examiners. The room for the viva should be suitably laid out with seating organised so that eye contact can be made between student and examiners (if the supervisor is present, he or she should literally take more of a back seat). The Chair should explain what the viva is for i.e. a focused discussion (not an interrogation), with others who know the field, which gives the student a chance to 'defend' the thesis. Most regulations do not permit examiners to tell students whether they have passed or failed at the start of the viva — they should be conveyed clearly after the examiners have conferred after the viva has finished. However, it seems civilised and conductive to a good discussion, to put the student at ease with a comment such as 'we have enjoyed reading your thesis, we found it very interesting and it raises some important issues'.

SUGGESTED STEPS IN PREPARING FOR THE VIVA

The key variables affecting the nature of a student's oral examination are likely to be:

- The written thesis itself
- The regulations of the University
- The examiners: their views on the thesis, whether they have read and will follow regulations, their 'personal agendas' and the likely 'chemistry' or interpersonal interactions between them and between the student and the examiners.

The first two are relatively clear, at least in the sense that they are written documents, in the public domain. However, the manner in which they have been read and interpreted, alongside the variability in examiners and their personal characteristics, are certainly not clear and are undoubtedly difficulty to predict. For those reasons students should be told that every viva is different — however, that is not a logical justification for not preparing for a viva. Preparation is vital. Several general suggestions can be given to students as a means of preparing for a viva.

- Know your thesis inside out
- Have a mock viva, more to practice general oral skills, i.e. the ability to talk about the thesis and respond to challenges, than to attempt to predict specific questions or to rehearse ‘stock’ answers
- Talk to a range of others who have experienced vivas recently, but avoid horror stories
- Be prepared to be criticised and challenged
- Be prepared to defend your thesis and argue the case for what you have written
- Be prepared to be asked to make (at the very least) minor amendments and possibly more fundamental changes to the written thesis.

By preparing for the viva, students can actually improve the quality of their answers. Students can then communicate and convey their thesis orally as well as in writing.

DOS AND DON’TS FOR STUDENTS BEFORE & DURING THE VIVA

DON’T	**DO**
• Be dogmatic, defensive, rude or long winded	• Be thoughtful and reflective
• Try to please examiners by contriving to include their work in the references	• Be honest
• Demand certain examiners e.g. for being the ‘expert’ in your field	• Direct, but not rude
• Be ‘laid back’ and blasé	• Be concise (but don’t give one word answers)
• Be apologetic for what you’ve done	• Carry out some ‘homework’ on the examiners and their work
	• Have some involvement in discussing and choosing the examiners
	• Be prepared, but not over-prepared e.g. by trying to predict questions
	• Be confident (but not over confident)

USEFUL SOURCES on PREPARAING FOR THE VIVA

Several authors have given useful advice on the viva and how to prepare for it (Cryer, 2000; Philips and Pugh, 2000; Jackson and Tinkler, 2004, for example). Murray (2003) gives useful and very practical advice on ‘how to survive the viva’

Cryer, P (2000) *The Research Student’s guide to success*, Buckingham: Open University Press

Jackson, C and Tinkler, P (2004) *The Doctoral Examination Process,* Buckingham: Open University Press

Murray, R (2003) *How to survive your viva*, Buckingham: Open University Press

Phillips, E and Pugh, D (2000) *How to get a PhD (3rd edition),* Buckingham: Open University Press

Peter Matanle, University of Sheffield, School of East Asian Studies (formerly, Niigata University, Faculty of Law)

Author's Note:
Dr. Matanle registered at the University of Sheffield, School of East Asian Studies as an MPhil Student leading to the PhD in October 1996. His dissertation was passed in March 2001.

How can completed post-graduate research students find a job? What strategies can you employ to make sure that you can secure and pass through an interview? For, although employment conditions are thankfully not as dismal as they were, it is also true that the likelihood of that dream job falling into your lap without you developing and carrying through a definite career plan is slim indeed. Thus, a long-term and pro-active strategy for career development is something that all research students need to think about, and act upon, preferably as soon as they take up their studies.

This essay is directed mainly at those in G-SEAS who are aiming at establishing a career in academia; however, much of what is written here, I believe, with a little imagination, can be applied to preparing for work in any career.

Sort out your values first

Although people's needs and desires tend to change over time as circumstances also change, values tend to be more enduring. It is important, therefore, to decide fairly early on what your values are and then let this guide you in your choice of career. For the most important aspect of career choice lies in being true to yourself, your values, and your instincts. If you value a materially comfortable and affluent lifestyle, for example, it might be necessary for you to think again about becoming an academic since financial reward in this field is not what can be gained elsewhere. It needs to be said, in addition, that a PhD is increasingly coming to be recognized by employers outside of academia and can be a route into well-paid and interesting employment in the private sector. Needless to say, although it is extremely difficult to make decisions of this nature and to know precisely who you are and what you want from life and work, it is worthwhile trying to sort through some of these issues as early as you can so that you can quickly start to take concrete action for the long term.

For myself, I was already fairly certain before I started my PhD that I wanted to work in research and teaching at university, so I was able to concentrate more fully on my studies toward that end. Nevertheless, I did have my doubts about this as I progressed through the PhD and I researched other areas of possible employment in order to be certain that academia was indeed where I wanted to go. For example, I visited the university careers service, attended careers workshops and seminars put on by the University's graduate school, and attended a CRAC (Careers Research Advisory Council) four-day careers "camp". In addition to these things I consulted with my supervisor, close friends, family, and other people that I came across in both academic and non-academic positions. I asked them about their work, what they found fulfilling about it, how it coincided with their values and ambitions, and so on. I also asked them what they thought I would be good at and eventually I felt sure that academia was the career for me.

To that end, I chose for a PhD a subject that I knew would both sustain my interest in the long term and would give me the widest possible access to academic employment. That is, I chose an area of study that is topical and timely in terms of area studies, that is relevant to ongoing research and debates in a wide range of academic disciplines, and that is an enduring aspect of social and economic life in all developed societies.

Finding a job

There is no sure fire way of finding a job, and this truism goes for virtually any form of employment. It is also true that most people do not find their jobs through what might be called conventional forms of job search. By way of example, statistically and from the point of view of the applicant, one of the least successful methods of job search is that of replying to newspaper and trade paper/magazine employment ads. Although this research was done before the advent of internet-based job banks, I would be prepared to wager good money that these now have the distinction of taking the wooden spoon in this respect.

The reasons for this apparently counter-intuitive information are fourfold. First, the competition between applicants is almost invariably tougher when going for widely advertised positions. Second, many positions that are publicly advertised are only so because institutions must do so legally and, in fact, they may have already pencilled in who they want for the position prior to placing the ad. Third, trust is consistently ranked by employers as one of the most important reasons for hiring a new employee and you are unlikely to be hired on that basis if you are applying blind. Fourth, by far the majority of hiring decisions are made without the position ever being formally advertised. So, although people do get positions through this process, if you are relying solely on this method for finding a job, think again!

My own experience bears this out. Over the last fifteen years I have successfully gained nine formal positions of employment (not all full-time!), only one of which was obtained exclusively through blind competitive application and interview in response to a publicly advertised position. In the case of both of the full-time university positions for which I have applied, in the first I was approached by the institution concerned after being recommended by a third party (without my knowledge) and I was the only candidate for a position that was not publicly advertised. In fact I only made a formal application for the post after I had successfully passed through the interview and been offered the job!! In the second, although the position had been advertised for some time I had not made an application because I was already employed. Later a member of that institution who was very familiar with me and my work suggested on more than one occasion that I apply (thus communicating to me in not so many words that I stood a good chance of gaining the position if I made an application).. In neither of these positions had I applied blind in response to a public advertisement and I was successful in gaining both.

Thus the most important aspect of the job search is that, although conventional methods may on occasion be useful and get you the job, if you want to improve your odds of landing a job beyond those of a very occasional win on the horses you should not rely exclusively on them. Below are the main media sources of academic job vacancies in the UK.

The Guardian (Tuesdays)
The Times Higher Education Supplement (once weekly)
The Independent (Thursdays)

Some web sites are:

jobs.ac.uk, higheredjobs.com, phdjobs.com, jobs.guardian.co.uk

At this point I feel honour bound to note that in five years of researching employment related issues for my PhD and being involved in them in one way or another for more than ten years now I have never met anyone who has gained a position in any organisation, let alone an academic institution, as a result of applying blind to an advertisement at an internet job bank. I am sure there are some people out there who have done so, but I haven't met any and that signals to me that it may not be a particularly successful method.

To repeat and expand, by far the most successful method of gaining employment is to identify a small number of potential employers and concentrate your energies on these through networking with members of those organisations and those who have links to or knowledge of them and through tailoring your research and applications to those organisations' activities (of course being careful not to compromise your own needs, desires, and values). Meet and ask questions of the decision makers from these organisations at conferences and seminars and let them know who you are and what you are working on by making presentations, publishing your work, talking with them at social events, and so on. Find out by various means whether they are advertising any positions, including visiting their websites. Tell anyone and everyone you meet that you are looking for employment, ask their advice, and be specific about what type of employment you are looking for. Talk to your peers and predecessors about where the best job vacancy information in your field can be accessed, who the best employers are, who the decision makers are at these institutions, and so on. Find out from people in positions you would like to apply for how they got their job, how they went about their job search, what they would recommend, and so on. When jobs at these institutions come up, and eventually they must since no-one lives forever, you will then be in a position to make an application from a position of strength or, even better, like me, you may even be approached yourself by a prospective employer.

Last but not least on this subject, you should visit the university careers service where there are a number of highly skilled professional careers counsellors and advisors who not only have access to a wealth of information about career choice, job searching, application, and successful interview techniques, but also have access to the latest information on vacancies. The careers office also run a number of workshops and seminars on these subjects, often in conjunction with the graduate school and the research training programme. While your colleagues and predecessors may scorn these facilities and efforts, they are designed with your benefit in mind and after lengthy consultation with students and supervisors and you would be doing yourself an injustice if you did not at least investigate what they have to offer. You may even be pleasantly surprised by what you find. For I feel it is important to stress that this is one of the most momentous decisions you will ever have to make, so it is worth taking advantage of all the available opportunities in order that you make the best decision possible. On this point, be careful of some of the advice that you hear. Some people may not be telling you what you need to hear or what they really feel to be in your best interests but, instead, may have other reasons for saying what they do. Be careful to sift through what people tell you and train yourself to notice when others are making post-hoc rationalisations for their own behaviour or are just simply being disingenuous. Entirely apart from the issue of getting a job, this is an extremely valuable life skill to be able to acquire and can only be learned through, sometimes bitter, personal experience.

Getting an interview

In any career, if you are to get an interview and secure a job you need to be convincing on paper. Therefore, it is important that you can clearly and visibly demonstrate commitment and competence. To do the former you must be able to show that you are making a contribution to your chosen field that goes beyond the merely mechanistic and material. Nonetheless, it is also important that commitment be genuine, or authentic, to your personality and attributes. That is why you need to sort out your basic needs, desires, expectations, and values early on. If you are not genuinely committed to your career goals you will not be able to sustain your efforts over the long term and you will perhaps even be condemning yourself not only to failure but also unhappiness.

There are many ways of getting involved and showing commitment. Beyond completing a good PhD, getting involved in teaching at an early stage, and publishing work wherever you can, it is a basic requirement that you join the relevant academic societies, attend their annual meetings, make presentations as often as you can, and so on. You must get yourself known in your field and in the geographical region in which you wish to work. Moreover, once you have been granted the interview you must presume that all those who have been accepted alongside yourself have also satisfied the minimum requirements for getting the job. So, how can you distinguish yourself before the application and interview such that the interview panel regards you as being head and shoulders above the competition?

In my experience, the best way to do so is to get involved in starting and successfully organizing new initiatives or, failing that, getting involved in voluntary activities that serve to promote, enhance, or sustain your professional field. This will show that you are committed and want to get involved, that you are prepared to work hard and contribute more than the agreed minimum requirement, that you are energetic and entrepreneurial, that you have organizational skills, that you can raise finance on your own, that you are persuasive and can and have been trusted to get things done, and so on.

In my own case I attended every BAJS (British Association for Japanese Studies) and BSA (British Sociological Association) conference that I could. I presented at some too. I helped to found the BAJS Post-Graduate Network, I organised a conference for UK based post-graduate students in East Asian Studies in Sheffield as well as organised the publication and distribution of the proceedings. In addition, I was able to raise the finance for this initiative. More recently I have started a web-based journal in Japanese studies for post-graduates and younger/beginning academics. Although I knew that these initiatives would be personally helpful in the future, they were not started with the express intention of impressing potential employers but because I identified a need for them and wanted to challenge myself to get them done. Moreover, and I have no wish here to sound self-righteous, possessing a certain set of personal values I also wanted, to a limited extent, to give a gentle poke in the eye to some of the more comfortably established academics and academic institutions and to contribute to giving post-graduate students and younger/beginning academics a greater capability to direct their own careers and lives.

Being able to display a long term commitment to your field, even if or perhaps especially if it is contrary to established norms, customs, and conventions, not only gets you noticed and impresses potential employers with your dedication and hard work, it signals to them that you are genuine and possess inner-direction. Moreover, successful involvement in various projects and initiatives will also signal to potential employers that other requirement for getting into the interview, and that is competence. For the two basic questions any employer wishes to know are: can you get the job done and can you be trusted to do it well?

Competence is more than simply showing that you have the qualifications required for a particular job, it is about convincing people that you have concrete and verifiable experience in completing specific tasks and projects not just satisfactorily but such that others are impressed by the quality of your work. Commitment and competence will get you an interview, but you also have to be able to convince the interview panel that you are the best candidate and that means being able to impress them too. And that means demonstrating that you have the capability qualitatively to enhance the effectiveness and standing of the organization to which you are applying and that you can be trusted to get the job done. The best way to do that is to show them concrete evidence of past achievement and the only way to do this is to get involved as early as possible and keep at it.

Succeeding in the interview

It is well worth remembering that it is important to be honest about yourself when describing yourself to others either on your CV, cover letter, or in the interview. Don't be shy or modest, but neither should you be so bold as to make others believe that you are someone you are not. The latter might get you the job, however your employers will soon find out who you really are and not be the slightest bit impressed. In addition, you might be leading yourself into a position of potential unhappiness and frustration because the job may not be suited to your real personality and attributes. This also means, of course, coming clean about your weaknesses. It is sometimes possible to do this by turning them into attributes but even if this is not possible, more often than not, employers will be impressed by your candour and have greater faith in your reliability and trustworthiness because they will know more clearly what type of person they are accepting into their organization. Certainly, in these cases, it is important also to state that, even if you can't do so and so, you are a keen and fast learner who likes a challenge and is not afraid of hard work. If you are honest and straightforward in interview, not only will the panel members be impressed by you, you will find yourself opening up, becoming more relaxed, and you may even begin to enjoy the experience. If this happens then you are well on the way to getting the job!

Getting into the interview and becoming the successful candidate is not a lottery. Those who believe so are almost invariably the ones that receive those dreaded rejection letters. I am a firm believer that we make our own luck. That is to say, if you put yourself in a position from which it is possible to take advantage of luck when it comes along, then you will be lucky. Most people simply do not have the luxury of being able not to take advantage of opportunities when they come along, so make sure you are in a position whereby you can. As Sun Tzu once said (I think), "Know your enemy. Know yourself. Then you shall fight a thousand battles unscathed." Do not trust to blind luck; manage it. Identify who you are, what you want to do, and who you want to work for. Get involved. Display commitment, competence, creativity, and flair. Be yourself and be honest and realistic with yourself as well as others. Plan for the long term, start early, and keep at it.

When you get the interview you must prepare for it. That means, there are a certain set of questions you are likely to be asked. In academia these will be about “The Three Sacred Treasures” of research output, capability to teach your subject (or related subjects) at tertiary level, and administrative competence. Prepare for the type of questions that you think you might be asked. If necessary, ask a colleague to help you with this by consulting with him or her about the questions and, even, by doing a mock interview. The careers service can give you a lot of advice and training in this area and careers workshops even do mock video interviews as part of their training. Uncomfortable and embarrassing? Yes, but definitely useful for those who have little practice or confidence in this area.

In addition, most interviews for academic positions now require you to make a presentation of your research or to do a mock lecture. In preparation for these ask a couple of colleagues to be a practice audience. Keep the subject matter simple, use visual aids, and keep to time. Although I am usually quite happy discussing theoretical arguments, in my case I kept these to a minimum because they can be time-consuming to deliver orally in a comprehensively understandable manner. Thus, I stuck to presenting empirical work and this has the added advantage of not stimulating terribly complex questions and debates within which it is easy to get bogged down, especially if you are nervous. Moreover, when asking colleagues to help you prepare, try to ask two people. Choose one who will reassure you and boost your confidence but may not offer much practical advice and the other who will offer practical suggestions for improvement but who may not try too hard to make you feel good.

Finally, and more important to gaining employment than anything else is to make sure that everything you produce, however innocuous, is the best you can do and is of a quality of which you can be proud. For, in the final analysis what you think of yourself is much more important than what others think of you. If you do not believe in yourself then you should not expect anyone else to do so either. If you are proud of your work then others will surely be impressed too and, if not, then they are not worth working for anyway! Further, it is up to you what you do to find a job and secure it. No-one else is going to do it for you and neither should you expect anyone else to do so. Just like doing a PhD; ultimately it is your responsibility whether you succeed or not. Do what you feel comfortable with and what you feel is right according to your circumstances. Listen to your inner voice and act on it with determination and confidence. If you do this, you will get the interview you deserve and, once there, you will then have the capability and self-belief to carry yourself forward as the most impressive candidate.

APPENDIX 7 - DELIVERING A CONFERENCE PAPER

Taken from the times Higher Education on 21 November 2003

By following a few basic rules, anyone can deliver a decent conference paper. ***Susan Bassnett*** *offers some useful tips*

What makes a successful conference? Cynics would say that as long as there is one decent paper and the coffee arrives on time, the event won't have been a total waste of effort. What is troubling, though, is the inability of so many academics to deliver a decent conference paper, even after years of practice. In my experience, postgraduates often give much better papers than seasoned academics, not least because they take the effort to prepare carefully and, most crucially, stay within their allotted time.

Anyone can give a respectable conference paper provided they follow a few basic rules. The first and most important is to keep to time. It is not only boring for an audience to have to listen to someone waffle on, it is also inconsiderate to other colleagues, particular if you are part of an panel. Avoid over-running by timing yourself reading aloud beforehand to calculate how long it takes to read a page. It takes me about three minutes to read a page of one-and -a-half spaced A4; so if I have ten pages, I am going to run for about 30 minutes. However, because I like to improvise, which takes time, I either reduce that text to eight pages or annotate in advance passages to cut if time runs short. Experiment and work out your own time.

If you use slides, calculate the time taken to switch on the machine and advance the slides. If you use PowerPoint or video, make certain that the technology works before you start and that you have timed your extracts. If you have handouts, remember that it takes time to distribute them. And if you give them out too soon, people will read them and ignore you, but wait too late and they will be of little use. Best to station someone in the front rows who will distribute them at a given signal while you carry on talking.

It is essential to look at your audience while talking to them. If you look down, your voice won't carry, and if you don't give the impression of trying to communicate, you will lose contact. Practise reading while looking up and outwards. It is not difficult, particularly if you know your material well, and you will give the impression of speaking without reading at all. To combat nerves, have water on hand and throat lozenges.

Pitch your voice low in the body when you start. If you begin too high, your voice will start to squeak and you are more likely to cough. When speaking to a foreign language, you are likely to pitch even higher because the more familiar the language, the lower it resonates in the body column. A well-rooted voice carries better and creates greater confidence.

How do you know if you are holding an audience? They will look at you, for a start, but above they will be quiet. Use the stillness. Pause, don't rush, and ensure that the feeling of holding their attention stays with you once you have identified it. Remember that, contrary to common misconception, audiences want you to succeed. They want to be stimulated to listen to you; they want you to do well. If you feel you are running out of time, don't gabble or become desperate. Stop, tell the audience you need another five minutes and ask the chair or the audience if you can have the extra time. Just being asked makes a world of difference: it reassures other speakers waiting to follow on and is a courtesy to all concerned.

Finally, remember that if you give out any material, put your name and email address on it so that people can contact you later. We all have piles of unattributed papers handed out somewhere or other by people we've forgotten, even if they were brilliant. Having a name and contact address creates the possibility of follow-up - and if you've kept to time, made eye contact, breathed deeply, smiled and had something interesting to say, why not tell people who you are?

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To be a successful academic in the British Research Assessment Exercise-driven system, at least four pieces of high quality research must be produced in cycles of four to five years (the next RAE is expected in 2007). In the case of most research-active staff at UK universities (what you want to be!) the submission to the RAE panel will be in the form of one or two books and the remainder in refereed journals. Assuming that you have followed Dr. Dobson's advice above and successfully established a productive research rhythm, the next challenge is to maintain this rhythm for the remainder of your professional life as a publishing academic. Your first priority will obviously be to publish a revised version of your Ph.D. as a book fairly soon after graduation (a year would be about the norm). Next, it is essential that you initiate a successful journal publication strategy right away. Get this rhythm right, and you will avoid the biggest peril in academia: namely, of being unable to convert good research into books and articles that will endure beyond the end of your career.

Writing journal articles is a little bit like writing poetry. Length is limited, so every word (and every footnote) counts. After completing a Ph.D. it can be difficult to mentally re-tool yourself towards the production of a smaller thing (think grandfather clock to pocket watch). But my experience is that it is not difficult to learn to build and love small things. Working small allows you to get that little bit closer to perfection. Unfortunately, writing a well-argued, well-researched and well-organized article is only half the battle. Turning it into a refereed journal article in a timeframe that is going to boost your job prospects requires other skills and knowledge. To be successful you will have to use your time efficiently, develop dependable and trustworthy academic contacts, and steel yourself against disappointment. I hope that the following points will help to discover the joy of getting that first, important journal article published.

A. Before Beginning Your Research

1. Reconnaissance

Survey the journals in your area before deciding on a target. To increase your chances of success, you should consciously aim to 'fit' your article into the chosen journal. So make sure that your choice is right for the type of work that you do. If it is your first shot at journal publication, it is probably wise not to start with a top-ranked journal like the Journal of Asian Studies. There are plenty of mid- to high-level peer reviewed journals that publish the work of young scholars. Look them all over before making your choice, and select a back-up choice as well (just in case your first submission is unsuccessful—see point 7 below). Once you have made your choice, make a place for that journal in your professional life. Read it. Go though the back issues to see how it has developed over time. Familiarize yourself with the editors and the editorial advisory board. By undertaking to publish in a journal you are effectively applying to join a club. Love the club, and you will make it easier for the club to love you back.

2. Scheduling

It will probably take a full year to research and write a refereed journal article from scratch. Perhaps longer. Although the length is not great (usually between 6,000 and 12,000 words), the standard of scholarship must be very high so it is essential that you create a schedule and stick to it. Built into that schedule must be time to circulate the draft among trusted academic colleagues for comment. This means that you must therefore think about the schedules of others as well as your own. Different researchers have different strengths and weaknesses. Some chew up research like sharks, but do not digest it easily and have trouble expressing it well. Others are at their best after they have stood up from the table. Whichever type of researcher you are, be conscious of your weaknesses and build them into your plan. The pace should never be leisurely. To make it in one year, you will have to sprint. More than a year, and it will be difficult to become a successful research-active academic in the British Higher Education environment.

B. The Research/Writing Phase

3. Writing to the Correct Style

This is an obvious but important point. Get the style right from your very first footnote and you will save yourself hours at the end of the process. More importantly, nothing annoys editors more than sloppy or incorrect style. It adds unnecessary strain to the process and usually creates extra work for the very people you are trying to impress.

4. The Importance of Protecting Your Writing Time.

Decide each evening on your target for the next day (100 words?, 200 words?) and stick to it. If it helps, make an appointment for yourself in your diary (to help protect the self that writes from all your other selves).There are always dozens of reasons to delay writing. It is sometimes difficult to remain 'popular' with friends and family during those gruelling writing days, but most people understand.

C. Early Feedback (Circulating Drafts to Colleagues)

5. The Circulation of Drafts

It is essential that you circulate drafts of your article to at least two senior academic colleagues before you submit to the journal. They will have experience of refereeing journal articles themselves and will therefore be in the position to give you valuable advice on how to improve your piece. Presenting the paper at a seminar/conference is also a good way of getting feedback; but this should looked upon as supplementary rather than as an alternative. Be good to your readers. Give them clean, laser-printed copy, time to read your work at their own pace, and a generous helping of appreciation afterwards. In the competitive world of academic publishing, academic colleagues who give of their time to help you are a most precious resource. Use them wisely.

D. Submission

6. Proofreading

Rigorously proofread your article before doing this to iron out any remaining spelling or punctuation errors. Typing mistakes look bad, so check this too. And double-check your facts and dates. Silly errors here can lead referees to question the credibility of the article as a whole. Take the time to write a good cover letter. Also, make sure that your name does not appear at the top of your article or in your footnotes, but rather on a separate cover sheet that can easily be removed for the purpose of getting it refereed. It is also good practice to leave out the acknowledgements until after the piece has been accepted. Acknowledgements can obviously provide referees with key clues about the identity of the author of the article.

7. Waiting for a Decision

How long should you wait for a decision? Most journals provide information about turn-around time in their 'notes for contributors'. It is wise not to bother the editor of the journal until that time has passed. After that, there is no harm in checking with the journal on a regular basis to monitor progress. If the journal does not have a specific policy with regards to turn-around time, then I would think three months is a reasonable period for the refereeing process to be completed.

E. Success!

7. Journal submissions are rarely accepted without revisions. If your piece is accepted subject to a few changes being made, start by going out for a pizza to celebrate. Then get to work on the revisions as quickly as possible. These must be done very carefully, but also within the deadline set by the journal (if they have given you one). If there is no deadline, then it is always best to make the changes as quickly as possible. Also, make sure to let the editor know when he can expect to receive the revised article.

F. Coping with a Failed First Try

6. This will happen, and it is crushing—particularly if you have had to wait a long time for the bad news. Once you have recovered from the disappointment, it is worth taking careful stock of the comments made by the referees. These are extremely valuable and should be discussed with the academic colleagues who read your draft(s). After you have improved the draft in the light of these comments, send the piece to your second choice journal as soon as possible. Many famous books and articles failed to get picked up by the first publisher who received them. Have confidence in your work and try again. Success will come, and when it does don't forget to go out for that pizza!

As decisions can take several months, you should make enquiries about funding as soon as you are accepted to read for a research degree.

Information on career development loans can be obtained from:
Career Development Loans
Freepost
Newcastle upon Tyne
NE85 1BR

Please take note of the existence, in the Main Library, of a directory of grants which includes details of a number of organisations awarding smaller grants.

a) General Scholarships

Domestic funding can be sought from the British Academy:
The British Academy
Humanities Research Board
Block 1, Spur 15, Government Buildings
Honeypot Lane
Stanmore
Middlesex, HA7 1AZ

The Leverhulme Trust: funding for 12 to 24 months for research in any part of the world except UK and USA.
Applications must be submitted by the end of December.
The Secretary,
Research Awards Advisory Committee,
The Leverhulme Trust,
15-19 New Fetter Lane,
London EC4A 1NR

The European Consortium for Asian Field Study: This organisation provides Junior Research Fieldwork Fellowships of between one and 6 months at one of their affiliated centres in Asia (although the topic of research must be compatible with the stated priorities of each centre). Applications deadlines are end March and end September annually
http://www.ecafconsortium.com/.

b) Japanese Scholarships

Monbusho Scholarships: 18-24 month scholarship.
Applications must be submitted by August to start either in April or October of the following year.
Embassy of Japan,
10 Piccadilly,
London W1V 9PN

The Japan Foundation Fellowship: 2-12 month scholarship for research in Japan.
Applications must be submitted by the end of December. The scholarship must be started between May of the following year and March of the year after.
The Japan Foundation,
17 Old Park Lane,
London W1Y 3LG

The Japan Foundation Endowment Committee

University of Sheffield: application for research support through supervisor

The Great Britain Sasakawa Foundation:
3 Plough Place,
London EC4 1BA

http://www.jsps.org/
Japan Society for the Promotion of Science,
Liaison Office, 12 Berkeley Street, London, W1J 8DT
enquire@jsps.org

The Daiwa Anglo-Japanese Foundation: 2 year Daiwa Scholarship.
Also considers applications for researchers who are already proficient in Japanese.
Applications can be submitted at any time.
The Daiwa Anglo-Japanese Foundation,
Daiwa House,
13/14 Cornwall Terrace,
London NW1 4QP

The Asahi Fellowship: 12 month scholarship for research in Japan.
Applications must be submitted by the end of February to start the scholarship in September.
The Asahi Fellowship Office,
Sporting and Corporate Events Department,
Cultural Projects Division,
Asahi Shimbun,
5-3-2 Tsukiji,
Chuo-ku
Tokyo 104-11 Japan

c) Chinese Scholarships (including PRC and Taiwan)

The British Council: funding for 12 months at certain Chinese universities.
Applications must be submitted by the end of February to start the scholarship in September. The Council also administers the Sino-British Fellowship Trust (http://www.britac.ac.uk/funding/guide/intl/sbft.cfm).
Overseas Appointments Services,
The British Council,
Medlock Street,
Manchester M15 2AA

Universities China Committee in London: this organisation funds short-term research trips to China (including Hong Kong but not Taiwan), covering travel and subsistence.
For details, see: http://www.gbcc.org.uk/universities-china-committee-in-london-uccl.aspx

Great Britain China Educational Trust: this organisation funds short fieldwork and research trips to China by British students.
http://www.gbcc.org.uk/great-britainchina-educational-trust.aspx

The Chiang Ching-kuo Foundation: funding for up to 12 months for students in the final stages of research and writing of a PhD thesis in Chinese Studies.
Applications must be submitted by end December annually.
The Chiang Ching-kuo Foundation for International Scholarly Exchange,
13B, 65 Tun Hwa South Road, Sec. II,
Taipei, Taiwan 106

The MOFA Taiwan Fellowship: This provides funding for between 3 and 12 months of research in Taiwan on social science research relating to Taiwan, cross-strait relations, mainland China, and the Asia Pacific or other aspects of Chinese studies. The annual deadline is end August.
For details, see: http://www.mofa.gov.tw/webapp/ct.asp?xItem=46569&CtNode=2199&mp=6

The Center for Chinese Studies, Taipei: this organisation provides funding for between 3 and 12 months of research at the National Central Library in Taipei, where PhD students can work on any topic within the field of Chinese Studies. Applications must be submitted by the end of May annually.
For details, see: http://ccs.ncl.edu.tw/res_e.html

Confucius Institute Scholarships: A number of SEAS students have spent periods of time in the PRC undertaking language training with a Confucius Institute Hanban Scholarship. These are advertised annually by the Sheffield Confucius Institute in May.
For details, see http://www.shef.ac.uk/confucius/courseschina.html

d) Korean Scholarships

The Korea Foundation Fellowship Program: the Foundation offers fellowships for conducting research in Korea from 3 to 12 months.
Applications must be submitted by the end of May.
Fellowship for Korean Studies,
International Co-operation Dept. II,
The Korea Foundation,
C.P.O. Box 2147,
Seoul, Korea

The Korea Foundation Language Training Fellowship: scholarships to study Korean in Korea for 3, 6 and 9 months.
Applications must be submitted by the end of May. The scholarship can begin at any time between Spring and Autumn of the following year.
Fellowship for Korean Language Training,
International Co-operation Dept. II,
The Korea Foundation,
C.P.O. Box 2147,
Seoul,
Korea

Korean Research Foundation Fellowship Program: opportunity to conduct research in Korea.
Applications must be submitted by the end of December.
Korea Research Foundation,
199-1, Tongsung-dong,
Chongno-gu,
Seoul 110, Korea

Korean Research Foundation Study Tour Program: one month tour of Korea.
Applications must be submitted by the end of March to conduct the tour in July of the same year.
Korea Research Foundation,
199-1 Tongsun-dong,
Chongno-gu,
Seoul 110, Korea

Academy of Korean Studies, Korean Culture Program: one month study tour of Korea.
Applications must be submitted by the beginning of May. The tour will be conducted from mid-July to mid-August of the same year.
The Director, Korean Culture Program,
Graduate School, The Academy of Korean Studies,

50 Unjung-dong, Pundang-gu, Songnam-si, Kyonggi-do,
463-791, Korea

The Daesan Foundation: scholarships to conduct research in Korea with a preference for Korean literature.
Applications must be submitted between February and June.
The Daesan Foundation,
404 Kyobo Building, 1, 1-Ka,
Chong Ro, Chong Ro-Ku,
Seoul 110-714 Korea

The Samsung Royal British Legion Korean Scholarship Fund: one year postgraduate study in South Korea beginning in March 1999. British students only.

e) Other Scholarships

Association of Southeast Asian Studies in the UK: This association will be funding research in or about Southeast Asia for the last time in January 2012. While not covering China, Japan or Korea within its remit, students who might be conducting comparative work on Southeast Asia may still be eligible for fieldwork grants.
For details, see http://aseasuk.org.uk/v2/grants

European Association of Chinese Studies Library Travel Grants: these are designed to enable PhD students working in Chinese Studies topics at European universities to visit libraries in other parts of Europe which hold important collections of material related to their research. Application deadlines are in March and October annually.
For details, see http://www.soas.ac.uk/eacs/ccklib.htm

Before applying to any of the above-mentioned scholarships, please refer to the departmental office first, or speak to your supervisor, as examples of application forms may be available.

APPENDIX 10 – EXAMPLE OF DDP DEVELOPMENT PLAN TEMPLATE

Name of Student:………………………………………… Reg No: ……………………………….Department: ……………………………………….

	SKILL	CURRENT PROFICIENCY	TARGET PROFICIENCY	DEVELOPMENT OPPORTUNITY	CRITERIA FOR JUDGING SUCCESS	TIME SCALE	EVIDENCE
PRIORITY No 1.							
PRIORITY No 2.							
PRIORITY No 3.							
PRIORITY No 4.							

Student signature:	**Date:**
Supervisor signature:	**Date:**
PGR Tutor's Signature:	**Date:**

RESEARCH STUDENT CHECKLIST

Ensure that you are in possession of, and familiar with:

- ☑ a letter of acceptance stating your supervisor and the maximum time to complete your thesis
- ☑ all registration material and the conditions of acceptance
- ☑ the Handbook for Research Students and Supervisors
- ☑ the Code of Practice Handbook for Research Students

After arriving in Sheffield please try to ensure that you promptly complete the following

Within the University:

- Register and collect your UCard
- Pay your fees or confirm that your fees will be paid by a bursary, scholarship, etc
- Register at the Student Health Centre
- Register with the Main Library
- Register for the University's Computing Services
- Go on a tour of the libraries and attend the Information Session for New Research Students
- Sign up for the appropriate training and modules

Within the Graduate School of East Asian Studies:

- Attend a departmental welcome reception
- Meet with your supervisor to determine your work schedule
- Discuss DDP/TNA with your supervisor
- Confirm the agreed modules with the Research Student Tutor
- Check with General Office about rules for use of facilities (only after training course)

All Years

- Must register and ensure your contact details are up-to-date on MUSE
- A review of your progress by the Research Students Progress ***Committee*** (RSPC), will take place in February and June of each year; check with your supervisor for the results
- Decide your work schedule with your supervisor

Year 1 - In June presentation to SEAS staff and graduate students in order to qualify for upgrade to PhD (discuss this with your supervisor)

Year 2 - Retake or take any outstanding or failed modules of the Social Science Doctoral Development Programme

Year 3+ - If submitting your dissertation, discuss with your supervisor, possible internal and external examiners. S/he will then recommend some names to the RSPC, which will in turn make a decision on recommending examiners' names to the Graduate School

Year 4+ - If you are not yet ready to submit your dissertation, you will need to make a written case with a plan and schedule to your supervisor to continue your registration into the next year. He will then make a case to the RSPC for an extension. The final decision will be made by the Graduate School.