

**US**

University of Sussex

# The School of Global Studies

Anthropology

Undergraduate Handbook 2019-20

[www.sussex.ac.uk/anthropology](http://www.sussex.ac.uk/anthropology)





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## Welcome to Anthropology in the School of Global Studies

From the **Head of Department**  
Professor Jon Mitchell

and the **Head of School**  
Professor Elizabeth Harrison

Welcome to the Anthropology degree at Sussex University. One of the largest anthropology departments in the UK, Sussex Anthropology leads the way in contemporary anthropology. You are joining a vibrant community of staff and students who are actively concerned with understanding the world in which we live and making a difference. Over half a century here at Sussex we have built a worldwide reputation for engaging with real-life concerns, from bioethics and green-grabbing to corporate social responsibility, human rights and urban crises. Our regional expertise covers South Asia, Africa, East Asia, Europe and Latin America.

We are ourselves a global department, with faculty members and students from all over the world. Whether you are coming from Britain, continental Europe or further afield, whether you have just left school or are returning to education after years spent in the world outside academia, we are sure you'll find Sussex Anthropology and the School of Global Studies a lively, stimulating and friendly environment.

Please study this handbook with care, and keep it in a safe place for future reference.

We look forward to meeting you. Once again, welcome to Sussex!

**Professor Jon Mitchell, Head of Department**

A handwritten signature in blue ink, appearing to be "JM".

**Professor Elizabeth Harrison, Head of School**

A handwritten signature in blue ink, appearing to be "EH".

## **The Department of Anthropology**

One of the distinctive features about Sussex is our emphasis on crossing disciplinary boundaries. Although you have chosen to focus on Anthropology, you will find that your Anthropology courses are enriched by the broad interdisciplinary contexts provided by the School. Some of you have chosen to study Anthropology jointly with another subject or with an interdisciplinary topic (Cultural Studies, International Development). Those of you who are studying Anthropology as a single-honours major may choose interdisciplinary courses as electives.

## **Staff and Student Representation**

The Department has members of academic staff (“teaching and research faculty”) as well as Associate Tutors and a course coordinator, Ms Susan Chater. It is also essential to the life of the Department that we have student representatives, who serve as a vital connection and communication between faculty and students. Anyone can stand for election as a student representative, so this may be something you would like to consider. Even if you don’t put yourself forward, it is important to vote, and then to know who your representatives are in case you have any difficulties or suggestions, which need to be passed on to the faculty. Undergraduate representatives are elected to serve for the period of a year, and there are representatives for each year of the degree. To find out more, please ask Susan, the course co-ordinator in C168 (The Global Studies School Office).

Every term, the Department holds regular meetings with student representatives, to which any of you are welcome. In these meetings, we will discuss any issues or concerns that students have. Please also feel free to contact tutors, faculty, Head of Department or Head of School at any time during the year with any questions or concerns you may have. We are here to help you get the best you can out of your time at Sussex.

## **Academic Advisors (Personal Tutors)**

Every student in Sussex Anthropology has an Academic Advisors. These are essentially personal tutors, who are a point of contact among the faculty for you to help with any queries or concerns you may have. In your first year at Sussex, you will meet regularly in a small group with your academic advisor, for a series of sessions geared towards study skills and the kinds of ways you need to be working in your anthropology modules. These sessions are arranged so as not to coincide with any core teaching, and are an important part of your development as a Sussex anthropologist. In the second year and third years, your meetings with your academic advisor are less frequent, and shift in focus towards academic development and careers.

## How the degree is structured

One of the distinctive features about Sussex is our emphasis on crossing disciplinary boundaries and we have an international reputation for excellence in interdisciplinary research and teaching. Although you have chosen to focus on the particular subject of Anthropology, you will find that your Anthropology courses are enriched by the broad interdisciplinary contexts provided by the School. Some of you have chosen to study Anthropology jointly with another subject or with an interdisciplinary topic (Cultural Studies, International Development). Those of you who are studying Anthropology as a single-honours major may choose interdisciplinary courses as electives.

The aim of the Anthropology major is to provide you with a supportive environment in which you can successfully pursue your degree level studies and develop your academic, personal, and interpersonal skills. Taken together with the modules we provide, this should enable you to gain an understanding of Anthropology, both in terms of its importance in the contemporary world and as an academic discipline.

To see the learning outcomes of your specific programme of study and the courses within it log onto Sussex Direct and click on “view my study pages” then click on “syllabus” and scroll down to the “full programme description” link.

The following matrix shows visually how each year is structured.

Anthropology					
Year 1		Year 2		Year 3	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Anthropological Imagination</b> CORE MODULE FOR SINGLE & JOINTS	<b>Worlds and Selves</b> CORE MODULE FOR SINGLE & JOINTS	<b>Religion and Ritual</b> CORE MODULE FOR SINGLE & JOINTS	<b>Politics and Power</b> CORE MODULE FOR SINGLE & JOINTS	ONE OF THE FOLLOWING: <b>Anth of Migration</b> <b>Anth of Latin America</b> <b>Environmental Anth</b> <b>Anthropology of Food</b> <b>Anthropology of Europe</b> <b>Anthropology of the Body</b>	ONE OF THE FOLLOWING: <b>Anth of Islam &amp; Muslim Societies</b> <b>Race, Ethnicity &amp; Identity</b> <b>Human Rights Development, Business &amp; CSR</b> <b>Understanding Contemp. India</b> <b>Year Long Thesis</b> <b>Anth of Fertility</b>
<b>Key Concepts in Anthropology</b> CORE MODULE FOR SINGLE & JOINTS	<b>Anthropology of Exchange Money and Markets</b> CORE MODULE FOR SINGLE & JOINTS	<b>Ethnographic Research Methods</b> CORE MODULE FOR SINGLE & JOINTS	<b>OPTIONS</b> 1. Culture and Representation 2. Ethnographic Field Research 3. Cities & Urban Lives 4. Visual Anthropology	ONE OF THE FOLLOWING: <b>Anth of Migration</b> <b>Anth of Latin America</b> <b>Environmental Anth</b> <b>Anthropology of Food</b> <b>Anthropology of Europe</b> <b>Anthropology of the Body</b>	ONE OF THE FOLLOWING: <b>Anth of Islam &amp; Muslim Societies</b> <b>Race, Ethnicity &amp; Identity</b> <b>Human Rights Development, Business &amp; CSR</b> <b>Understanding Contemp. India</b> <b>Year Long Thesis</b> <b>Anth of Fertility</b>
<b>Practising Anthropology</b> SINGLE HONOURS ONLY	<b>Anthropology of Kinship &amp; Relatedness</b> SINGLE HONOURS ONLY	<b>Key Debates in Contemp. Anth</b> SINGLE HONOURS ONLY	<b>Joints Pick One Option</b> <b>Singles Pick Two Options</b>	<b>JOINTS PICK ONE PER TERM, SINGLE PICK TWO PER TERM</b>	
Elective (Anth offers <b>Ethnographic Film &amp; Introduction to Human Rights</b> )	Elective (Anth offers <b>Gender Across Cultures</b> )	Elective (Anth offers <b>the Anth of Sexuality</b> )	Elective (Anth offers <b>Ethnography of the Middle East</b> )		

## Teaching and learning

In all the core modules for your degree, you will attend weekly lectures and follow a prescribed course of suggested readings. The lectures introduce you to the basic concepts of the module, while the suggested readings ensure that everyone has a common set of texts to refer to. You'll find that you have more reading and independent study to do than you will be used to if you have come from school, and it is important that you do this reading, so you can keep up in class.

### Modes of teaching delivery

Individual modules are organised in a range of different ways, reflecting different teaching styles and learning outcomes. For example:

- Some modules are taught as interactive lectures. These allow you to have regular and direct contact with a senior member of faculty, and to discuss issues as a whole group.
- Some modules are taught in workshops. These are generally smaller groups, and allow for a variety of teaching styles, including group presentations, role plays and other techniques.
- Some modules are taught using seminars. Seminars are your opportunity to explore themes and follow arguments with your fellow students and seminar tutors. Seminars are also a good way of improving self-confidence and speaking to a group – important skills for later life. Tutors are always able to provide advice and support when it comes to giving presentations. Many of our seminars in years 1 and 2 are delivered by Associate Tutors, who are mostly conducting PhD research in a relevant area.
- Some modules incorporate individual or group working in a field setting – for example interviewing other students on campus, or observing people or landscapes in Brighton.

### Attendance

Attending classes is mandatory. We take a register at all teaching sessions (including lectures) to ensure that you are attending. It is your responsibility to make sure you sign the register. Attendance at all teaching sessions is expected, and is monitored in the interests of your academic progress. You are expected to attend classes in full and arrive on time. Attending meetings with your academic advisor is also mandatory. If there is some reason you cannot attend a teaching session you should email your tutor to inform them in advance. If you are absent from the University for longer than 5 working days, or you know in advance that you will be absent for longer than 5 working days, you must contact the Student Experience Officer, Emilia Roycroft - [gs.studentexperience@sussex.ac.uk](mailto:gs.studentexperience@sussex.ac.uk)

### Self-Directed Learning

Teaching and learning are closely inter-connected and the way our modules are structured and the way we teach are designed to encourage you to become self-managed and an independent learner.

Self-directed learning involves:

- Using the detailed bibliography in the module outline to pursue your own special interests in module topics (i.e. moving beyond the minimal readings);
- Making library resources work for you by mastering how the different collections are organized, and what techniques (such as browsing or focused searches) work best for different aspects of your studies;



- Learning through experience how to identify books – or parts of books – which are relevant to your interests;
- Using the bibliography provided at the end of one book to find relevant materials in other books;
- Experimenting with alternative materials when a particular book you want is on loan to someone else and you need to find relevant information or arguments quickly;
- Learning through experience how to integrate and combine different kinds of materials – books, articles, films, websites, etc. – to support the particular arguments you want to make;
- Developing – through varied reading and reflection – the ability to weigh the views of different writers against each other, and developing a feel for the criteria by which you judge the intellectual quality of what you read.

Self-directed learning then means that your engagement with your subject of study increasingly goes beyond simply clarifying ideas and learning the views of particular writers. Gradually you take more and more responsibility for choosing what you read. You increasingly steer your own path through the common curriculum. And that means you increasingly use the curriculum itself as a resource for your own intellectual development – rather than as a set of received truths, which you have to regurgitate.

Self-directed learning enables you to develop the capacity for independent, critical judgement. Precisely because it is self-directed, everyone will have their own way of going about this linked development of practical and intellectual skills. However, because it is also such an important aspect of your Sussex degree – maybe the most important – you will also find that exercises designed to help you are built into your coursework.

For example producing a research report involves working out how best to use the library as well as how to combine different types of material – something which you also have to think about when preparing for group presentations in seminars; keeping a reading log gives you a framework in which to monitor and reflect upon what you have read, and the different ways in which it has been useful; writing book reviews gives you the opportunity to assess intellectual arguments in their entirety, as well as looking at how they are divided up by the author to construct a narrative, or a series of steps which build on each other. At the same time you are also expected to deploy these skills routinely throughout your studies in the course of seminar preparation, essay writing, and so on.

### **Life during term**

Many students find that the first impression of studying at Sussex is that there is only a small amount of time allocated to lectures and seminars. It is not unusual to have eight hours of seminars/lectures per week. There are three reasons for this. First, at university level most learning goes on outside of class and is the result of your own study. Secondly, a lot of preparation by you is necessary to produce the high quality seminars we seek to establish and in which you should take an active part. In other words, seminars are one culmination in the learning process in which you are engaged. Thirdly, there is much informal and non-scheduled contact time among students which can be as important for your learning as the structured and scheduled times. In short, university gives you the opportunity to learn in a number of very different settings but all of them depend on your own input and energies.

### **Module Handbooks**

Each module has a module handbook which gives an overview of the course, including weekly topics, readings and assessments. This is uploaded directly onto the Canvas site for each individual module. The reading list serves as a guide, suggesting what items are essential readings for each topic and

which should be used as further reading. These are a starting point. You should also use other sources such as suggestions from lectures and key readings, as well as recent publications.

## Books

The university library stocks copies of all essential reading listed in your module handbooks, as well as texts recommended for further reading. The library also holds a rapidly increasing number of e-books. It is a good idea to take advantage of a library tour in your first few weeks on campus to help acquaint yourself with the layout of the building and the resources available there. You can search the library catalogue online and find out useful information such as opening hours at [www.sussex.ac.uk/library/](http://www.sussex.ac.uk/library/).

The University Bookshop (located inside the library building, Tel: 01273 678333) has a very good range of books. If a book is recommended for a course, the Bookshop obtains multiple copies to cover student demand. Given the cost of books, sometimes it is worth hunting out second-hand copies. This is especially true of 'classic' works which are older and which can often be found second-hand. There is a small second-hand bookshop in the Students' Union and there are a number of good second-hand bookshops in Brighton. Book fares run on campus throughout the year. The easiest way to obtain second hand books is to order them online.

## Getting the Most from Academic Reading

Academic work demands a certain kind of reading, often different from the way one might read the newspaper or a novel. Keep in mind a few basics:

- Why are you reading this text?
- Where does it fit within the subject or discipline you are studying?
- What is the major argument?

Get into the habit of taking notes while you are reading. This helps you to digest the argument, rather than just skimming it and perhaps missing the really important points. Notes are also very useful when you come to write your essays or to prepare for exams. When you are taking notes:

- Summarize the author's overall argument or purpose.
- Highlight (only if the book is your own) or – better – summarize key points.
- Write down your thoughts and questions.
- Try making pattern notes (such as diagrams, concept trees and mental maps) as well as linear (sequential) notes.
  
- Remember that reading is not just a matter of collecting information but also of engaging with the author's point of view, so:
  - Be active, don't read passively.
  - Analyse the ideas.
  - Criticize and evaluate the arguments.
  - Discuss the author's as well as your own ideas with others.

## Skills Hub Webpages:

We will introduce you to a range of study skills through your Academic Advising sessions, so it is really important that you attend these. In addition, tailored workshop will be organised to cover particular study skills. However, a wealth of information to help you improve your study skills can also be found

on the university's Skills Hub webpages. These include information on reading, writing, presenting, assessments, revision, and much more. There is also information about key contacts in the University. The Skills Hub can be accessed at:

<http://www.sussex.ac.uk/skillshub/>

It's an important resource for students and we strongly urge you to visit the site on a regular basis and see what's on offer. Of course if you need further support with writing essays, or you have a question about referencing, or perhaps how to compose a presentation never hesitate to contact your academic advisor or module tutor.

## **Study Agreement**

When you arrive at Sussex you will be asked to sign a Study Agreement. This agreement sets out the expectations we have of you as Global Studies students, and what you can expect from us in return. Please do read this carefully and return a signed copy to you academic advisor.

## School of Global Studies - Study Agreement

In Global Studies we:

- Want to generate knowledge and understanding that can make a difference, for a fairer, safer, more sustainable and more inclusive world.
- Treat each other with respect and kindness, regardless of background, race, nationality, gender, class, sexuality, religion, ability, or life experience.

### **Collaborative learning**

- As a student you have **responsibility** for your own learning, but members of staff will work with you and support you throughout.
- Active, constructive and respectful **class engagement** and participation is key to your and others' learning success. You should come to class prepared, having done the required readings and any other assigned tasks (e.g. presentations, discussion groups, seminar questions).
- Familiarise yourself with the module **Canvas site**, and draw on other resources inside and outside your learning environment (e.g. going to department seminars and relevant talks across campus).
- You must ensure that any submitted work is your own. You have a responsibility for following our criteria for '**academic integrity**' in all your conduct.

### **Attendance and Engagement**

- Attendance is your best bet for getting the most out of university. **Students who attend and engage, achieve.**
- Attendance at all teaching sessions is mandatory, and is monitored in the interests of your academic progress. You are expected to attend classes in full and arrive on time. Email your tutor in advance if you are not able to attend or need to come/leave early. If you have caring responsibilities, a chronic illness, or some other impediment to class attendance, please discuss these with Emilia Roycroft and Louiza Odysseos.
- Faculty hold regular **office hours**. You do not need to make an appointment to attend, but please do come see us regularly. If we have set up a one-to-one meeting, let us know if you're not able to make it.
- Faculty will invite and meet with academic advisees at least once a term; please attend the meetings and be in touch with your **academic advisor** if you require additional support.

### **Communication**

- We use **electronic devices** (phones, laptops, tablets) in class for academic work only.
- Check your **university email address** at least once a day. This is our primary way of communicating with you. We expect you to read the emails that we send to you, and you can expect the same from us. When emailing, always address people by their name.
- Always make an effort to **find the information** you are seeking in documents/websites before emailing a member of staff.
- We respect **standard working hours** with regard to sending and responding to emails.

If you are ever worried or experiencing difficulties, please contact your academic advisor, your Department Coordinators, the Director of Student Experience (Louiza Odysseos) or the Student Experience Officer (Emilia Roycroft).

## Assessment and Examinations

A variety of assessment modes are used to develop and test different types of knowledge, skills and aptitudes. The assessment modes have been approved to test the course and module learning outcomes. Written submissions usually form an integral part of assessment at all levels. Written submissions include essays, reports, logs etc. as appropriate to the module and the skills that you are being expected to develop. Examinations usually focus more on your ability to use your knowledge of the subject, rather than simply testing your memory for facts. Feedback is provided to support you in future assessments.

Unseen examinations are typically used to assess your level of knowledge and/or understanding of the discipline without the support of textbooks, notes or internet resources, unless these have been specifically permitted by the examination rubric. When, in accordance with the academic judgement of the School, an unseen exam has been approved for a module to assess competence standards, learning outcomes and any accreditation requirements, an alternative mode may not be approved as a Reasonable Adjustment for a student registered with the Student Support Unit.

## Electronic Submission, Turnitin and Feedback

Students will usually be asked to submit assessments electronically where assessments are text-based, for example, an essay. Your Sussex Direct webpages and module handbook will give all assessment details, including whether the assessment is to be submitted via e-submission on Turnitin. Feedback for all e-submission assessments will also be provided electronically.

Please refer to the frequently asked questions available on the following webpage for further information:

[www.sussex.ac.uk/adge/standards/examsandassessment/esubmission](http://www.sussex.ac.uk/adge/standards/examsandassessment/esubmission)

You are encouraged to use the internet-based text-matching service, Turnitin, prior to submitting your assessments. This may help you identify problems with your referencing.

Turnitin is also used during the marking process as a means of checking the originality of submitted work. All assessments submitted electronically via e-submission are uploaded to the Turnitin database and an Originality Report is made available to the marker.

## Formative and Summative Assessment

Assessment may be *formative* (due during or shortly after the module takes place) or *summative* (after the module has finished). Please note that there may be different hand-in procedures for different types of work, and the type of feedback you can expect on each is different.

## Deadlines for Assessed Work

For information on assessment deadlines, please go to:

<http://www.sussex.ac.uk/ssro/studentassessment>

Please note that all marks are provisional until they are ratified by the School exams board.

## Feedback: A Student's Guide

### Where does feedback come from?

- ❖ Feedback can come in many forms...
- ❖ Individual feedback is given on all submitted work required as part of the module – usually this is returned to you online on **Canvas** or, in some cases, a **feedback sheet**.
- ❖ Feedback may also be written directly **on the scripts**. This may be the case for unseen exams or other written assessments.
- ❖ You will also receive **generic feedback** – in a lecture, seminar or on posted on Study Direct
- ❖ You are getting **verbal feedback** when your tutor (or fellow student) comments on your presentations and contributions in seminars.
- ❖ You can also obtain feedback by speaking to your academic advisor and/or your module tutors during their **Advice and Feedback Hours**.

### When can I expect feedback?

- ❖ You can expect to receive individual written feedback on assessed work within **fifteen working days** of the submission deadline.
- ❖ You can expect to receive feedback on unassessed work **in good time** for you to make use of it for assessed work.
- ❖ Generic feedback may be provided **after the marking** has been completed, via a post-module meeting, a lecture or Canvas.
- ❖ Further **individual feedback** can be obtained by seeing your tutors to discuss the comments and the mark given for your work in more detail – this can be done any time, either during your tutors' Advice and Feedback Hours or by appointment via email.

### What should feedback do?

- ❖ All feedback (including seminar feedback) should **help you to learn**; either by improving your understanding or by helping you to analyse, write, present, etc. more effectively.
- ❖ Individual written feedback should help you to understand **why your work was given the mark that it was and how you can improve your work in future**.

- ❖ Feedback **during a module** (on early coursework or presentations for example) should help you improve your knowledge and understanding of the topic, and prepare for assessed work at the end of the module.
- ❖ Feedback on assessed work **at the end of the module** should improve your understanding and performance in any further assessment on that module (e.g. unseen exams) and on future modules.
- ❖ BUT feedback should **not** be seen as purely aimed at helping you to pass assessments or to achieve the highest grades.
- ❖ The aim of much feedback is to help you reflect on your own approach to learning, identify your strengths and weaknesses, and develop your ability to learn independently.

### What should you do in relation to feedback?

- ❖ Seek it out! Locate it on Canvas – check both in-text and summative comments.
- ❖ Take your feedback (and script) to your tutors for further clarification and discussion, particularly when a particular comment is unclear to you.
- ❖ Read the feedback and reflect on how you might use it to improve your future work. If you've done something well, make a note of it for your next assignment; if there is something you have not done very well, think about how you can avoid it in future.
- ❖ You may not be able to take in all of the feedback straightaway and you may want to return to it at your next assignment.
- ❖ You might find it useful to divide feedback into 'major' and 'minor' points. Minor points might be things such as spelling mistakes or errors with punctuation. Major points might be misunderstanding a theory or referencing incorrectly, things you might need to spend more time on for your next assignment.
- ❖ Compare it to the marking criteria for the assignment – look at where you did and didn't meet the criteria and take that forward to your next assignment.

**There is more information about feedback at Sussex on the Skills Hub website:**

<http://www.sussex.ac.uk/skillshub/?id=261>

## Study abroad and placements

One of the advantages of studying for a degree in the School of Global Studies is the great opportunity that it provides to have a global perspective on your subject. Not only will your modules focus on global issues, but in your second and third years, you have a number of opportunities to go abroad as part of your studies. These include:

### Study abroad

We have study abroad options in over 180 universities worldwide, across all continents. In your welcome pack is also a leaflet outlining a smaller number of destinations where Global Studies have regularly visited over the past few years. We recommend that if you go on study abroad, you do so in the second term of year 2 or you go abroad for a whole year between year 2 and 3, turning your course into a 4-year degree. That means thinking about where you would go fairly soon – the deadline for destinations in Asia and North America is in November of your first year.

### Placements

The School of Global Studies offers its students the opportunity to undertake professional placements in a range of organisations in the UK and overseas.

**One year placement** – spend a minimum of 40 weeks with an organisation, usually after your Year 2, and then return to Sussex for your final year.

**Informal placements** - We're keen to support **all** students looking for non - accredited work experience during vacations or after graduation.

For more information see <http://www.sussex.ac.uk/global/prospectivestudents/ugplacements>

### Careers and employability

The School of Global Studies is committed to helping our students find worthwhile and stimulating careers. We encourage you to use your time at Sussex to gain work experience, explore and identify career opportunities, and to think about what you would like to do after graduation. Find out more about the support offered both by the award-winning Careers and Employability Centre (CEC) and within the School, and read our employability strategy at:

<http://www.sussex.ac.uk/global/internal/forstudents/careers>

### THE CAREERS AND EMPLOYABILITY CENTRE (CEC)

Visit us in the Library (9am to 5pm every weekday) or online at [www.sussex.ac.uk/careers](http://www.sussex.ac.uk/careers)  
The Careers and Employability Centre (CEC) are here to help you make the most of your time at university. The CEC services are available to all students, whatever your level of study and whatever stage you are at with your career planning. They can support you with your academic and career development, and offer impartial, confidential advice and information on the following areas:



## CAREERS ADVICE AND INFORMATION

Come and talk to one of our friendly and expert Career Consultants. Whether it's exploring your career options, which could include further study or employment, CV review or interview preparation, we can help. Book an appointment online through CareerHub, drop in to the centre or access our website for information. You can also drop in for weekly careers advice in the Global Studies Resource Centre, Arts C175.

## JOBS

We advertise over 5,000 vacancies every year, including part-time jobs, professional placements, internships, graduate jobs and volunteering.

## PLACEMENTS

We can help you secure a one year placement (between your 2<sup>nd</sup> and 3<sup>rd</sup> year of study) and run a Placement Preparation Programme to support you with this. We advertise over 2,000 placement vacancies a year, host workshops for those interested in doing a placement as part of their degree, and can support you throughout the process – from application to completion.

## STUDY SKILLS

From academic writing to presentation skills, exams and assessments; our comprehensive study skills workshops/sessions and online Skills Hub resources can help you improve the way you study, making it more effective and time efficient: [www.sussex.ac.uk/skillshub](http://www.sussex.ac.uk/skillshub)

## EVENTS

We run events throughout the year that give you the chance to meet employers, get to know companies and network with them, as well as the chance to discover new employment options. See our full list of events online, including workshops and group sessions run by the CEC, e.g. Part-time Jobs Fair; Effective CVs and Applications; Succeed at Job Interviews; plus many more.

For more information, queries and appointments visit us online at: [www.sussex.ac.uk/careers](http://www.sussex.ac.uk/careers)

“The knowledge I gained from attending sessions & workshops run by the Careers and Employability Centre, meant I had my CV ready and was able to apply confidently, write a coherent cover letter, and prepare effectively for the interview – this made the process a lot less nerve wracking.”  
(Former Sussex Sport Intern and Sussex Graduate, 2017)

## Field study

In your final year, you have the opportunity to take the Anthropology Undergraduate Thesis option, which can be based on independent field research, either locally or internationally. Over recent years, our students have gone to a wide range of international destinations to conduct work for their undergraduate thesis, across Africa, Asia, North America and Australia. You could talk to module tutors or to your academic advisor to develop ideas on where you go, and there is funding available, including from the Royal Geographical Society which supports 'expeditions' of young people to challenging environments around the world. For more information you can also talk to Evelyn Dodds in the Global Studies Resource Centre.

## Student Mentors

Often the best advice you can get is from fellow students. That is why the University runs a student mentor scheme, to provide peer advice and support on a range of subjects. Student mentors are postgraduate students in the School who are studying, or have studied, the same subject as you. Within the school, our student mentors offer workshops, events and drop-in sessions on a variety of subjects, such as essay writing and revision techniques.

The student mentors have a notice board on the ground floor of the School. You can check this, or the Beyond Your Degree Canvas site for more information. You can also email [globalmentors@sussex.ac.uk](mailto:globalmentors@sussex.ac.uk). A weekly email will be sent round during term time with details of the student mentor activities. Remember that no question is too small and mentors respect your right to confidentiality.

## The Student Life Centre

The Student Life Centre offers information and advice to all Sussex Students. Our aim is to help you to gain the best university experience you can, whatever your circumstances, by ensuring if you run into problems you get appropriate guidance and support.

The Student Life Centre is based in the heart of the campus: on the ground floor at the front of Chichester 1. There are lots of ways to access our service. We are open from 9.00 am – 5.00 pm every week day, you can drop in to see us, call 01273 876767, email [studentlifecentre@sussex.ac.uk](mailto:studentlifecentre@sussex.ac.uk) or make an appointment – just go onto your Sussex Direct site, click on your 'Study' tab and then on Student Life Centre. You can select the advisor you wish to see at a time that suits you.

### **Amongst the many issues we can help you with are:**

- Personal concerns affecting study progress or well-being
- Funding and finance including scholarships, bursaries and hardship funds
- Sources of help to improve academic performance – identifying obstacles to learning
- Understanding university systems and regulations in relation to assessment, services, complaints, conduct, and discipline.
- Progression, intermission and withdrawal processes - discussion and support

- Referrals to other professional services on campus
- Mitigating evidence help
- If you don't know who to talk to or who to ask – start at the Student Life Centre.

Because we are also a proactive service you may be contacted directly by the SLC while you are a student here as we may wish to offer you particular support. This may be, for example, in response to concern from your School about your attendance, participation or engagement with your course.

## The Nicola Anderson Bursary

**Nicola Anderson** started as an undergraduate student at the University of Sussex in October 1975, studying Social Anthropology in the School of African and Asian Studies (AFRAS). A student with great promise, she became ill with cancer at the end of her second academic year and died in January 1978.

Nicola was born in Ghana and lived or travelled in many other African countries. Her mother and sisters have set up the Nicola Anderson Memorial Bursary in order to enable other International Development students to experience something of the people and continent of Africa, which Nicola so greatly appreciated and enjoyed.

While preference will normally be given to applicants who want to travel to Africa, applications for developing countries in other continents are also encouraged. The bursary will provide grants to help students travel for a specific project. This might be connected with their course of study or be some other research or development project. Successful applicants must be able to justify their project and produce an estimated budget for it. Application forms are available from Hannah Leigh, International Development Co-ordinator, room Arts C168.

### Who can apply?

The bursary is open to any student in their current second year in the School of Global Studies (Anthropology, International Relations, Geography and International Development). Students will normally apply as individuals, although they may apply as a pair or small group.

### What sort of project is funded?

It is expected that the bursary will be used for projects taking place in the summer vacation between students' second and third year. Projects might take the form of research or work in the context of an existing organisation. If students undertake a research project, this cannot directly contribute to their formal assessment. Examples of earlier projects include:

- Rwandan Youth Information Community Organisation
- Research into fertiliser use in Tanzania
- Football and AIDs education in Zanzibar
- Chef training in India

### How do selectors decide which project to fund?

Selection will be made by a panel of faculty members. Selectors will draw up a shortlist, based on application forms. You will need to explain the project and purpose of the visit and the likely outcomes and also include an estimated budget. It is assumed that applicants will need to provide some money for themselves, and be able to indicate how this will be raised.

In the selection process, particular attention will be given to three aspects: the quality of the project; its feasibility; and value for money. Shortlisted applicants will be asked to make a presentation to selectors and members of the Anderson family. The panel will make their decision based on both the application forms and these presentations.

### How much money is available?

There annual fund varies but is usually around £3,500 each year. The panel will decide on who will receive the grant or grants and on the precise amounts awarded.

## Collusion and Plagiarism

### Writing well and avoiding academic misconduct

Plagiarism, collusion, and cheating in exams are all forms of academic misconduct which the University takes very seriously. Every year, some students commit academic misconduct unintentionally because they did not know what was expected of them. The consequences for committing academic misconduct can be severe, so it is important that you familiarise yourself with what it is and how to avoid it.

Unless specifically allowed by your module convenor, the use of the same material in more than one assessment counts as Overlapping Material. This is sometimes also referred to as self-plagiarism. Markers are not permitted to mark material that has been submitted previously. Instead they will mark those elements of your submission that contain original content. It is up to you to check that your submissions comply with the guidance offered by module convenors on re-using your work. Although overlapping material is not academic misconduct, it is very likely that the final grade you achieve will be significantly lower than it might otherwise have been. More information on Overlapping Material can be found in the Examination and Assessment Regulations Handbook on page 47.

The University's Skills Hub guide to study skills gives advice on writing well, including hints and tips on how to avoid making serious mistakes. Visit <http://www.sussex.ac.uk/skillshub/?id=251> and make use of the resources there. You will also find helpful guides to referencing properly and improving your critical writing skills.

If you are dealing with difficult circumstances, such as illness or bereavement, do not try to rush your work or hand in something which may be in breach of the rules. Instead you should seek confidential advice from the Student Life Centre.

The full University rules on academic misconduct are set out in the Undergraduate Examination and Assessment Handbook; see <http://www.sussex.ac.uk/students/essentials/studenthandbook>.

#### For more information

- Skills Hub website on Academic Misconduct  
<http://www.sussex.ac.uk/skillshub/?id=287>  
Advice on what academic misconduct is, and how to avoid it.
- Students' Union Education Officer  
[education@ussu.sussex.ac.uk](mailto:education@ussu.sussex.ac.uk), office located on 1<sup>st</sup> Floor of Falmer House  
Advice and representation for students accused of academic misconduct.
- Skills Hub website on referencing  
<http://www.sussex.ac.uk/skillshub/?id=251>  
Advice on how to reference properly and how to use the Harvard, Vancouver, Numeric and MLA referencing styles. For students who know how to reference and want to check the formatting styles.
- Sussex Centre for Language Studies  
<http://www.sussex.ac.uk/languages/>, 01273 873234  
Runs free 'English Language and Study Skills Support' sessions for International students, including in-depth guidance on referencing.
- Student Services Support Unit  
[studentsupport@sussex.ac.uk](mailto:studentsupport@sussex.ac.uk), 01273 877466  
Runs workshops every term on study skills.

Other key contacts: Module tutor, Academic Advisor, Student Mentors and Head of Department.

## Applications for Ethical Review Procedures

The University is committed to ensuring that all research – whether conducted by staff or students – is conducted to the highest ethical standards. For this reason, there is a cross-Schools Research Ethics Committee for the social sciences, which must approve all research that involves human (and non-human animal) subjects.

If you undertake primary research as part of your degree, you may be required to complete an ethics application to this committee. Guidance can be found on the University Research Governance website:


<http://www.sussex.ac.uk/res/1-6-12-5.html>

There is also a self-evaluation checklist to help you identify whether your work requires ethical clearance:

<http://www.sussex.ac.uk/res/1-6-12.html>

Professor Jon Mitchell is the School Research Ethics Officer for Global Studies. Please do contact Jon if you need any further guidance.

## School Research Ethics Officer

	Professor Jane Cowan	Room: Arts C C206
		Phone: (01273) 873109
		Email: <a href="mailto:J.Cowan@sussex.ac.uk">J.Cowan@sussex.ac.uk</a>

## Health and safety

### On campus

For any emergency, incident or accident on campus, **call the Emergency hotline on extension 3333** [from a mobile or external line call (01273) 873333]. The Emergency hotline is staffed 24 hours a day, all year round.

#### **DO NOT dial 999**

If you discover a fire: **NEVER PUT YOURSELF AT RISK.** Operate the nearest emergency call point then call the Emergency Hotline from a place of safety. The Security Office will call the Fire Brigade. Leave the building by the nearest exit, and go to your local building control point. Do not stop to collect personal belongings. Do not use the lifts.

If you hear the alarm:

- Leave the building by the nearest exit
- Do not stop to collect any personal belongings
- Go to the local building assembly point

Personal fire alarm pagers are available from the Student Support Unit for students with hearing impairments.

You must never go back into the building until the Fire Brigade, or a member of Security, or the Emergency Team say it is safe to do so.

**IF YOU ACCIDENTALLY SET THE FIRE ALARM OFF: Call the Emergency Hotline IMMEDIATELY on extension 3333.**

Fire Evacuation Points: You must leave the building as soon as the fire alarm sounds. Fire wardens will ensure that all rooms are vacated.

Building	Evacuation point	Assembly point
Arts C	Main Entrance	Grassed area south of Arts C (22) or Area north-east of Arts C (27)
Chichester 1	Main Entrance	Patio area west of Chichester 1 lecture theatre (12)

### Off campus

If you are on an organised field trip, the module leader will have completed a full risk assessment and is responsible for health and safety. You must follow their instructions.

If you are conducting research off campus, for example as part of a module or dissertation, it is your responsibility to complete a risk assessment, in discussion with your tutor.

## Accidents

All accidents must be reported and recorded - please report to the School Office Arts C168 or Porters Lodge Arts B.

## First Aid

First Aid boxes are located around the buildings. If you need help please report to the School Office (Arts C168) or Porters Lodge, room 202, Jubilee Building.

## Keeping in touch

It is important to us, and to your studies, that you stay in contact with the School and Department. There are various ways in which we do this:

- **Sussex Direct** - Please ensure that your personal contact details are up-to-date by using **Sussex Direct** - <https://direct.sussex.ac.uk/mle/login.php>. This way, we will know how to contact you
- **Email** – Communications from the Department and School will come via email lists. Please make sure you check your Sussex email regularly
- **Canvas** – Communications from your module tutors are likely to come via the Canvas site for each module. Make sure you check these regularly, as they may include tasks you have to complete for class. Canvas also has forums in which you can ask questions and discuss issues with tutors and fellow students.
- **Facebook** – We do not use facebook to communicate with students, but you may well use facebook to keep in touch with other students
- **Snail mail** – Some important messages will come to you in printed letters, and you may also receive mail from outside the University. All such mail is placed in the pigeon holes in the Dhaba café – please make sure you check these at least once a week, otherwise they overflow!

Attendance at lectures and seminars is compulsory. If you are unable to attend a class (for example if you are ill), you should email the relevant tutor to inform them of your absence, or telephone the Global Studies School Office (01273 877540) and they will pass the message on.

If you are not in attendance by the third week of term or do not attend classes for a period of 5 consecutive days without explanation, your absence will be followed up by our Student Experience Officer and you may be deemed to have withdrawn from the University. If you have personal circumstances that make it difficult to attend classes, please talk to the Student Experience Officer and one of the Student Life Advisors. You can access your attendance record on Sussex Direct under Module Progress & Feedback. If you find that your attendance has been incorrectly recorded, please get in touch with the tutor to amend the record.

You may decide to **intermit** from the University once you have passed a whole academic year. If you have compelling reasons for requiring a period of intermission during term-time you will need to discuss the request with a Student Life Advisor.



## Who's who in the School

### Head of School



Professor Elizabeth  
Harrison

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### Director of Teaching and Learning



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### Director of Doctoral Studies



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### Director of Student Experience



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	<h2>Head of Department</h2>	
 <p>JON MITCHELL PROFESSOR OF SOCIAL ANTHROPOLOGY, UNIVERSITY OF SUSSEX</p>	<p><b>Professor Jon Mitchell</b></p> <p><b>Research Interests</b> Malta at a time of rapid social and political transformation, and from this he has developed both ethnographic and theoretical texts on Europeanization and ambivalence; corruption and clientelism; memory and community; politics and the state; history and national identity; ritual and masculinity; belief and the body. Run and Become: Motivation and Transformation in the Brighton Marathon.</p>	<p>Room: Arts C228</p> <p>Phone: (01273) 872565</p> <p>Email: <a href="mailto:J.P.Mitchell@sussex.ac.uk">J.P.Mitchell@sussex.ac.uk</a></p>
	<h2>Department Coordinator</h2>	
	<p><b>Susan Chater</b></p> <p>Can assist with any queries you have regarding your degree, for example:</p> <ul style="list-style-type: none"> <li>- I need to change seminar groups</li> <li>- I need to discuss my timetable</li> <li>- I have an enquiry about essays/submission dates</li> </ul>	<p>Room: Arts C168</p> <p>Phone: (01273) 877185</p> <p>Email: <a href="mailto:S.Chater@sussex.ac.uk">S.Chater@sussex.ac.uk</a></p>
	<h2>Faculty Members</h2>	
	<p><b>Dr Paul Boyce</b></p> <p><b>Research Interests</b> Greece; southern Balkans; nationalism, memory and identity; conceptualising and administering 'difference' in Balkan contexts; culture and rights; minority politics; gender relations; music and dance performance, embodiment and experience. Editor of (with M Dembour and R Wilson), Culture and Rights: Anthropological Perspectives (2001).</p>	<p>Room: Arts C C307</p> <p>Phone: (01273) 873290</p> <p>Email: <a href="mailto:P.Boyce@sussex.ac.uk">P.Boyce@sussex.ac.uk</a></p>



**Professor Jane Cowan**

**Research Interests**

Greece; southern Balkans; nationalism, memory and identity; conceptualising and administering 'difference' in Balkan contexts; culture and rights; minority politics; gender relations; music and dance performance, embodiment and experience. Editor of (with M Dembour and R Wilson), Culture and Rights: Anthropological Perspectives (2001)..

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**Professor Geert De Neve**

**Research Interests**

India; Tamil Nadu; informal labour; global production networks; social transformation; labour standards and CSR. Author of The Everyday Politics of Labour: Working Lives in India's Informal Economy (2005), Hidden Hands in the Market: Ethnographies of Fair Trade, Ethical Consumption and Corporate Social Responsibility (ed. with P. Luetchford et al, 2008) and Industrial Work and Life: An Anthropological Reader (ed. with M. Mollona and P. Parry, 2009).

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**Dr Demet Dinler**

**Research Interests**





Anthropology of markets, Economic Anthropology, Ethnographies of working class, Labour studies, New forms of organising labour, Political economy of development, social studies of science and technology, solidarity economies.




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	<p><b>Dr Nigel Eltringham</b></p> <p><b>Research Interests</b> Human rights, conflict, genocide and the Great Lakes region of Africa. Author of Accounting for Horror: Post-Genocide Debates in Rwanda (2004), and The Ethics of Anthropology: Debates and Dilemmas (2003).</p>	<p>Room: Arts C C250</p> <p>Phone: (01273) 678039</p> <p>Email: <a href="mailto:N.P.Eltringham@sussex.ac.uk">N.P.Eltringham@sussex.ac.uk</a></p>
	<p><b>Professor James Fairhead</b></p> <p><b>Research Interests</b> Africa south of the Sahara; UK: agriculture and ecology; health and fertility; colonialism; science and medicine. Author of Science, Society and Power (2003), and (with Melissa Leach, Tim Geysbeek and Svend Holsoe) African-American Exploration in West Africa (2004).</p>	<p>Room: Arts C C128</p> <p>Phone: (01273) 877194</p> <p>Email: <a href="mailto:J.R.Fairhead@sussex.ac.uk">J.R.Fairhead@sussex.ac.uk</a></p>
	<p><b>Dr Meike Fechter</b></p> <p><b>Research Interests</b> Indonesia, South East Asia: corporate expatriates, transnationalism, development practitioners. Author of Transnational Lives: Expatriates in Indonesia (2007).</p>	<p>Room: Arts C C251</p> <p>Phone: (01273) 678018</p> <p>Email: <a href="mailto:A.Fechter@sussex.ac.uk">A.Fechter@sussex.ac.uk</a></p>
	<p><b>Dr Paul Gilbert</b></p> <p><b>Research Interests</b> Anthropology of Global Capitalism, Anthropology of money and finance, Bangladesh, Corporate Social responsibility and ethical trade, illicit finance, international development, mining and extractive industries, natural resources, political ecology, postcolonial/colonial theory, science and technology.</p>	<p>Room: Arts C C205</p> <p>Phone: (01273) 877095</p> <p>Email: <a href="mailto:P.Gilbert@sussex.ac.uk">P.Gilbert@sussex.ac.uk</a></p>





	<p><b>Professor Elizabeth Harrison</b></p> <p><b>Research Interests</b> Zambia, Malawi, Kenya: technology transfer, discourse of development, gender relations. Editor of (with Andrea Cornwall and Ann Whitehead) <i>Feminisms in Development: Contradictions, Contestation and Challenges</i> (2006).</p>	<p>Room: Arts C C255</p> <p>Phone: (01273) 877350</p> <p>Email: <a href="mailto:E.A.Harrison@sussex.ac.uk">E.A.Harrison@sussex.ac.uk</a></p>
	<p><b>Dr Diana Ibanez-Tirado</b></p> <p><b>Research Interests</b> Central Asia (Tajikistan); Persianate communities; inter-Asia; Eurasia, Everyday life; Family and Kinship; Intimacy; Gender, Anthropology of the Senses; Anthropology of the Body; Anthropology of Time; Anthropology of Islam, Material Culture; Visual Anthropology, Commerce; Globalisation; Cosmopolitanism; China's Belt and Road, the 'New Silk Road,' Mobility; Migration; Trading Networks; Trans-regional networks in an inter-Asian context</p>	<p>Room: Arts C C211</p> <p>Phone: (01273) 833737</p> <p>Email: <a href="mailto:D.Ibanez-Tirado@sussex.ac.uk">D.Ibanez-Tirado@sussex.ac.uk</a></p>
	<p><b>Professor Raminder Kaur</b></p> <p><b>Research Interests</b> India and UK; politics and popular culture, festivals, Indian cinema, censorship, nationalism, diaspora, race/ethnicity, heritage and nuclear issues. Author of <i>Performative Politics and the Cultures of Hinduism</i> (2003), and (with Virinder Kalra and John Hutnyk) <i>Liquid Notions: Critical Reflections on Diaspora and Hybridity</i> (2005).</p>	<p>Room: Arts C C239</p> <p>Phone: (01273) 877667</p> <p>Email: <a href="mailto:R.KaurKahlon@sussex.ac.uk">R.KaurKahlon@sussex.ac.uk</a></p>


	<p><b>Dr Pamela Kea</b></p> <p><b>Research Interests</b>  Gambia, West Africa: gender relations, migrant farm labour, politics of difference, social relations of agrarian production; globalisation, processes of accumulation, child labour and education. Author of <i>The Politics of Difference: Female Farmers and Agrarian Transformation in a Gambian Political and Cultural Economy</i> (2007).</p>	<p>Room: Arts C C248</p> <p>Phone: (01273) 877473</p> <p>Email:  <a href="mailto:P.J.Kea@sussex.ac.uk">P.J.Kea@sussex.ac.uk</a></p>
	<p><b>Dr Evan Killick</b></p> <p><b>Research Interests</b>  Amazonia, its peoples, cultures and past and future development. Indigenous groups in the Peruvian Amazon, examining their social relations, notions of hierarchy and their interactions with the national and international economy, particularly in relation to the timber industry</p>	<p>Room: Arts C C225</p> <p>Phone: (01273) 873438</p> <p>Email:  <a href="mailto:E.Killick@sussex.ac.uk">E.Killick@sussex.ac.uk</a></p>
	<p><b>Dr Mark Leopold</b></p> <p><b>Research Interests</b>  Political and historical anthropology of Africa, particularly north east Africa (especially northern Uganda, southern Sudan and north east Democratic Republic of Congo). Fieldwork in Arua district, north west Uganda, between 1995 and 1998, together with archival research in Uganda and the UK, has so far led to a book and a number of journal articles and book chapters.</p>	<p>Room: Arts C C207</p> <p>Phone: (01273) 877496</p> <p>Email:  <a href="mailto:M.A.Leopold@sussex.ac.uk">M.A.Leopold@sussex.ac.uk</a></p>

	<p><b>Dr Peter Luetchford</b></p> <p><b>Research Interests</b>  Costa Rica, 'Alternative Trade Organisations'. His doctoral thesis, published as Fair Trade and a Global Commodity: Coffee in Costa Rica (Pluto Press 2008). This research has fed into collaborative work on new moral economies with a specific focus on fair trade and ethical consumption.</p>	<p>Room: Arts C C227</p> <p>Phone: (01273) 606755 ext. 2278</p> <p>Email: <a href="mailto:P.G.Luetchford@sussex.ac.uk">P.G.Luetchford@sussex.ac.uk</a></p>
	<p><b>Professor Magnus Marsden</b></p> <p><b>Research Interests</b>  Anthropology of religion, Islam and Muslim society, globalization, trade and diaspora, post-socialism, historical anthropology; South Asia, Central Asia</p>	<p>Room: Arts C C246</p> <p>Phone: (01273) 606755 ext. 2312</p> <p>Email: <a href="mailto:M.Marsden@sussex.ac.uk">M.Marsden@sussex.ac.uk</a></p>
	<p><b>Dr Lyndsay McLean Hilker</b></p> <p><b>Research Interests</b>  Conflict and violence, ethnicity, reconciliation and social transformation. The relationship between ethnicity, violence and reconciliation in Rwanda, violence against women and the representation of violence and how this plays into the ongoing dynamics of conflict.</p>	<p>Room: Arts C C303</p> <p>Phone: (01273) 678378</p> <p>Email: <a href="mailto:L.C.Mclean-Hilker@sussex.ac.uk">L.C.Mclean-Hilker@sussex.ac.uk</a></p>
	<p><b>Dr Elizabeth Mills</b></p> <p><b>Research Interests</b>  Medical and political anthropology, health, illness and embodiment, science and medicine, post-humanist performativity, gender and sexuality, space and memory, visual anthropology and 'seeing' the state, everyday citizenship and the politics of rights.</p>	<p>Room: Arts C C247</p>

	<p>Dr Agathe Mora</p>	<p>Room: Arts C C250</p> <p>Phone: TBC</p> <p>Email: <a href="mailto:A.Mora@sussex.ac.uk">A.Mora@sussex.ac.uk</a></p>
	<p>Professor Filippo Osella</p> <p><b>Research Interests</b>  Anthropology of charity and philanthropy, gender and masculinity, Islam and Hinduism, migration, south Asia, India, Pakistan, Sri Lanka, trade and entrepreneurship</p>	<p>Room: Arts C C240</p> <p>Phone: (01273) 606755 ext. 2383</p> <p>Email: <a href="mailto:F.Osella@sussex.ac.uk">F.Osella@sussex.ac.uk</a></p>
	<p>Dr Karis Petty</p> <p><b>Research Interests</b>  Sensoriality, perception, phenomenology, sensory impairment (particularly visual), the body, interspecies connection, landscape, walking, memory, time, place and space, wellbeing, sensorial research methodologies, apprenticeship research methodologies.</p>	<p>Room: Arts C C325</p> <p>Email: <a href="mailto:K.Petty@sussex.ac.uk">K.Petty@sussex.ac.uk</a></p>
	<p>Dr Rebecca Prentice</p> <p><b>Research Interests</b>  Intersection of medical anthropology and the anthropology of work, with special emphasis on embodiment, neoliberal publics, injury, violence, skill, craft, gender, and the global garment industry.</p>	<p>Room: Arts C C202</p> <p>Phone: (01273) 873363</p> <p>Email: <a href="mailto:R.J.Prentice@sussex.ac.uk">R.J.Prentice@sussex.ac.uk</a></p>



	<p><b>Dr Dinah Rajak</b></p> <p><b>Research Interests</b>  Anthropology of development and global capitalisms; and in the relationship between the state, business and civil society in the process of development, the relationship between neoliberal constructions of 'the market' and discourses of morality, corporate social responsibility (CSR), philanthropy, and the 'corporate gift'.</p>	<p>Room: Arts C C242</p> <p>Phone: (01273) 678561</p> <p>Email:  <a href="mailto:D.R.Rajak@sussex.ac.uk">D.R.Rajak@sussex.ac.uk</a></p>
	<p><b>Professor Margaret Sleeboom Faulkner</b></p> <p><b>Research Interests</b>  The anthropology of medical and biological sciences. Margaret set up a comparative research project on 'Genomics in Asia', exploring the socio-political and economic consequences of the application of the new genetic technologies in China, India and Japan. Central here is a comparison of biobanking practices, genetic testing and population policy-making.</p>	<p>Room: Arts C C209</p> <p>Phone: (01273) 873392</p> <p>Email: <a href="mailto:M.Sleeboom-Faulkner@sussex.ac.uk">M.Sleeboom-Faulkner@sussex.ac.uk</a></p>
	<p><b>Dr Anke Schwittay</b></p> <p><b>Research Interests</b>  Financial Inclusion, New Media and Digital Technologies, Online Microfinance, Humanitarian Design, Representations of Development.</p>	<p>Room: Arts C 244</p> <p>Phone: (01273) 876719</p> <p>Email:  <a href="mailto:A.Schwittay@sussex.ac.uk">A.Schwittay@sussex.ac.uk</a></p>
	<p><b>Professor Maya Unnithan</b></p> <p><b>Research Interests</b>  Cultures and experiences of childbirth, infertility, sex selection and surrogacy in India. Conceptually she has developed ideas on reproductive agency, rights and ethics, and more recently considers these in relation to migration and mobility.</p>	<p>Room: Arts C C226</p> <p>Phone: (01273) 872789</p> <p>Email:  <a href="mailto:M.Unnithan@sussex.ac.uk">M.Unnithan@sussex.ac.uk</a></p>

	<p>Dr Alice Wilson</p>	<p>Room Arts C224</p>
	<p><b>Research Interests</b> I am a social anthropologist, with research interests in the political and economic anthropology of the Middle East and North Africa. I have worked on the anthropology of the state, taxation, citizenship, forced migration and mobility. I have done fieldwork with Sahrawi refugees (from Western Sahara) living in Algeria and in Oman</p>	<p>Phone: (01273) 873536</p>
		<p>Email: <a href="mailto:Alice.Wilson@sussex.ac.uk">Alice.Wilson@sussex.ac.uk</a></p>

### Global Studies School Level Support Staff

<b>School Administrator</b>			
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<b>Curriculum and Assessment Officer</b>			
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<b>Student Experience Officer</b>			
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<b>Research &amp; Enterprise Coordinator</b>			
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<b>Research Impact and Engagement Manager</b>			
Medeni Fordham	C119	<a href="mailto:m.fordham@sussex.ac.uk">m.fordham@sussex.ac.uk</a>	X3566
<b>Placements Coordinator</b>			
Su Richards	C119	<a href="mailto:s.richards@sussex.ac.uk">s.richards@sussex.ac.uk</a>	X3272
<b>Clerical Assistant</b>			
<b>Head of School Coordinator</b>			
Katie Meek	C168	<a href="mailto:k.a.meek@sussex.ac.uk">k.a.meek@sussex.ac.uk</a>	X3394
<b>Global Studies Resource Centre</b>			
Evelyn Dodds	C175	<a href="mailto:e.dodds@sussex.ac.uk">e.dodds@sussex.ac.uk</a>	X3244

## Who should you see guide

### Academic Advisor

I need advice on an academic matter  
I am concerned about my academic progress

### Course Coordinator

I need to change seminar groups  
I need to discuss my timetable  
I have an enquiry about essays/submission dates

### Clerical Assistants – Global Studies School Office

I need a proof of attendance letter  
I need to collect my work

### Careers Liaison

I have a question regarding career paths  
I need further information on who I can see about employability

### Student Support

Student Funding:  
All Scholarships, Bursaries and Vice Chancellor's loans.

Student needing information about taking a break from their studies (temporary withdrawal) or those thinking about withdrawing from the university.

Student Complaints

Student Discipline

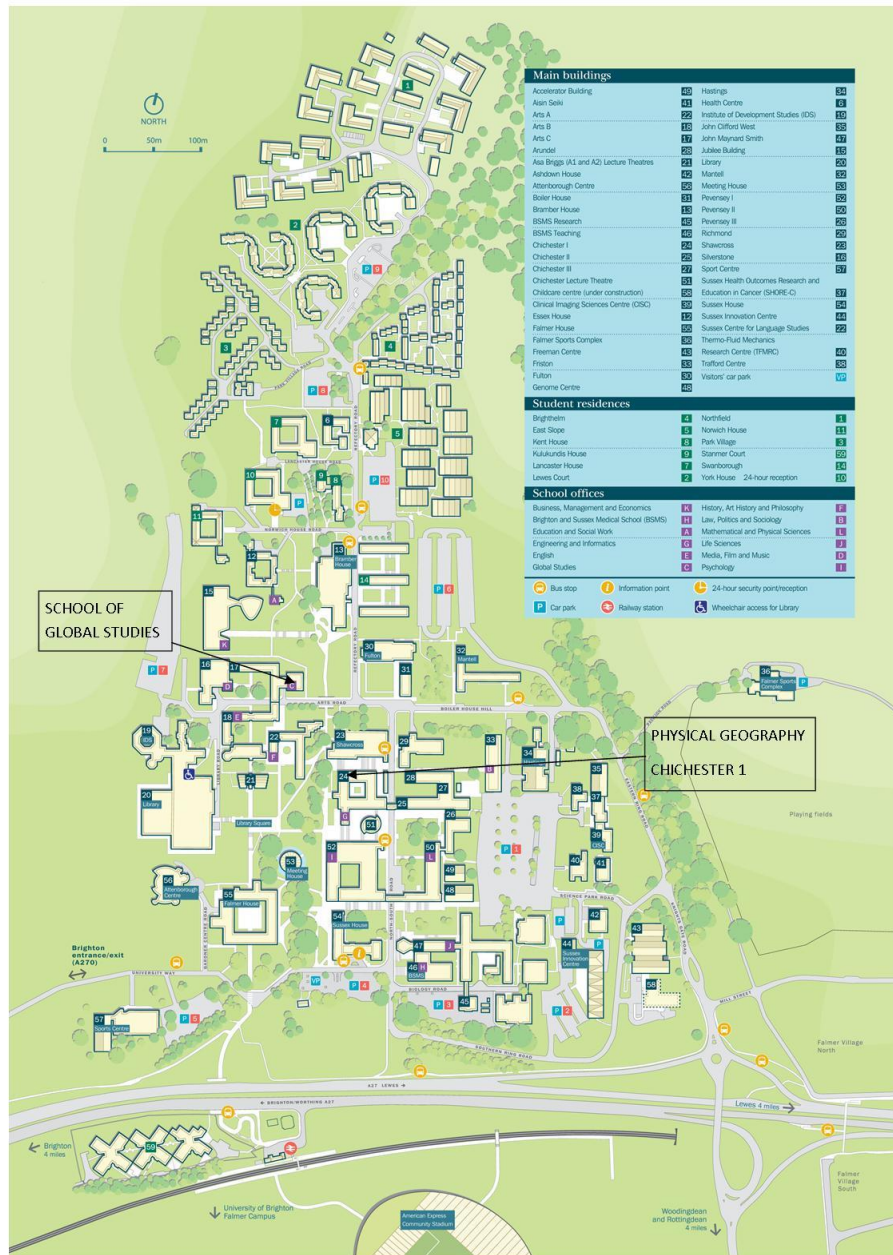
Submission of Mitigating Evidence

Help with understanding University procedures

## Campus locations

One of the most important activities you will undertake is to orientate yourself with the campus. If you get lost you can ask the porters or School Office staff for assistance.

Once you get your timetable it is a good idea to spend some time finding out where your lecture and seminar rooms are before teaching starts. Most buildings on campus have multiple entrances and because the campus is not flat, buildings interconnect on different levels. At Sussex many of the buildings are named after people or towns.



## Key locations for students

### School Office – Arts C168.

The School office is normally open Monday to Friday from 9am to 5.00pm except on Bank Holidays, and during the Christmas and Easter closure periods. It is occasionally necessary to close the office for staff training. Departmental Coordinators are based in this office.





### **Global Studies Resource Centre – Arts C175**

The Resource Centre, Arts C175, is a flexible space where students and staff in the School of Global Studies can meet and work. Students use it to work independently or in groups, preparing presentations, discussing assessments and sharing materials. There is a small informal library, and a scanner and printer. The side room is used for seminars, workshops, careers drop-ins, can be booked for student groups and is available for quiet study at other times.

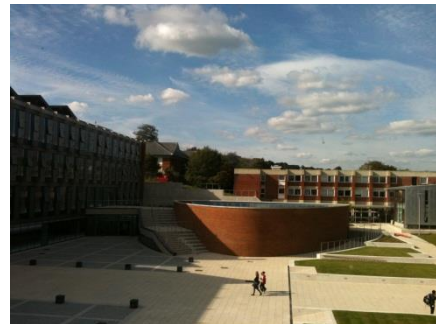
Find out more at

<http://www.sussex.ac.uk/global/resources/gsrc>

Evelyn Dodds, Global Resource Centre,

[e.dodds@sussex.ac.uk](mailto:e.dodds@sussex.ac.uk)

**Social Space – Top floor Arts C.** This space is for students only, with a kitchen, sofas, wifi and fabulous views. Come and have a look!



In addition:

- **Student Support** is in The Student Life Centre based in Bramber House.
- **The Student Systems and Records Office** is located in Bramber House.
- **The Language Learning Centre** is in the corridor that runs from A1/A2 towards Arts B.
- **The Global Studies Curriculum and Assessment Officer** is located in Arts C308