

US

University of Sussex



International Development Undergraduate Handbook 2019-2020

School of
Global Studies

www.sussex.ac.uk/development



Contents Page

Welcome to International Development	p.3
International Development.....	p.4
How the degree is structured	p.5
Teaching and Learning	p.7
Academic Advisors.....	p.9
School of Global Study Agreement.....	p.11
Assessment and Examinations	p.11
Study Abroad and International Placements	p.16
Nicola Anderson Bursary.....	p.18
Ethics Procedures.....	p.19
Student Mentors	p.19
Student Advice	p.20
Collusion and Plagiarism	p.21
Health and Safety	p.22
Careers and Employability.....	p.23
Who's Who in the School	p.25
Who's Who in International Development.....	p.27
Where do I go for help?	p.36
Campus Locations	p.37



Welcome to International Development in the School of Global Studies

From the Head of Department
Dr Grace Carswell

Welcome to the Department of International Development in Global Studies – and Congratulations! You have gained a place to study at the University that has this year again been ranked **number one in the world for Development Studies**. The reputation of our research and the vibrant atmosphere across campus, home to more than 150 Development scholars, makes Sussex a very exciting place to be in 2019.

The study of International Development has never been more important or interesting with transformations in the global economy currently taking place alongside political and social upheavals that are provoking intense debate about the nature of poverty, inequality, development and aid at local, national and international levels.

Here at Sussex, we explore the complexity of these processes, and help you to think critically about how development works. This means helping you to understand the different visions of what ‘development’ can mean, and the many challenges to achieving social justice globally. For us, International Development is really global development, concerned not only with economic, social, environmental and cultural transformations in the Global South but also here in the UK and other countries of the Global North.

In the School of Global Studies, undergraduate programmes in development are taught by faculty from our own department as well as the departments of Anthropology, Geography, International Relations, Economics, Sociology, Education and History. Our aim is to offer you interesting and relevant modules that give both an excellent grounding in the subject and an introduction to issues at the cutting edge of the discipline. At the same time, for those of you who hope to work in development, we train you in practical skills and other relevant educational practices that will help you find employment in this burgeoning and varied field.

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!

International Development

Undergraduate and postgraduate programmes in International Development in the School of Global Studies are taught by academics based in International Development and the three other Global Studies departments of Anthropology, Geography and International Relations, as well as those from History, Economics, Sociology and Education. This gives you a strong grounding in the disciplines that contribute to our understanding of International Development. All lecturers are active researchers, contributing to important contemporary debates in areas such as human rights; environment and climate change; corporate social responsibility; conflict; health; and gender relations. You can find out more about them under our 'Who's Who' section below. Lecturers are supported by associate tutors and the departmental coordinator Ellie Margott (located in Arts C 168, the GS School Office).

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. Student Representatives attend our formal termly meetings at which we discuss important issues in teaching and learning. They also meet informally with the Head of Department to provide feedback on day-to-day matters. 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 the departmental co-ordinators.

Students of International Development have always been very active: in organising extra-curricular activities, in discussion groups, in campaigning for change. One important way in which you can become involved in this is through the Sussex International Development Society (DevSoc). This is a student initiative for both undergraduates and postgraduates, with a large contingent of our students actively involved. Students take the lead but are supported by faculty within the school.

In the past DevSoc has organized a student-led conference on global health. DevSoc also provides a platform for presentations and discussions of development in practice. This included students' own experiences in International Development & local NGOs, outside expert speakers from the world of development, former students who give us insights into the challenges and opportunities in making a career in International Development and hands-on workshops. Apart from regular meetings, the society also organises social and cultural events, such as music and poetry evenings and debates.

If you would like to be involved, visit the USSU website and/or Facebook page: Sussex International Development Society, Sussex University.

How the degree is structured

The award and classification of the degree is based on examinations and assessments spread over three (or four) years; the fourth year is for those who opt to study International Development with a year abroad, or who have taken a one year Professional Placement. Each year must be passed for the undergraduate to proceed to the next, but the first year assessment does not normally count towards the class of the final degree. All undergraduates are candidates for the degree with Honours. As an entrant to Sussex University you will follow degree programmes which are modular in structure. Modularity is designed so that each year of the degree programme is viewed as a separate and portable unit. The modular system is in line with the nationally recognised system developed for the Credit Accumulation and Transfer Scheme (CATS), based on the accumulation of 120 credits per year. The syllabus indicates the number of credits allocated to each module in each year of a degree programme. Transfer from one University to another will be facilitated by the accumulation of credits.

To see the learning outcomes of your specific programme of study and the modules 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 table shows visually how each year is structured.

Year 1		Year 2		Year 3	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Colonialism and After L2003	Key Thinkers in Development L2145	Social Change, Culture & Dev L2107	SINGLE HONOURS: 3 modules from list, plus elective JOINT HONOURS: 2 modules from list, plus 2 from other half of your degree	SINGLE HONOURS: 2 modules per term from list* JOINT HONOURS: 1 module per term from list*, plus 1 from other half International Development Thesis CODE? Development Work Experience D6001	
Global Development: Paradigms, Policy and Politics L2132	Global Development Challenges and Innovations AF002	Economic Perspectives L2147	Gender & Dev L2104 Int' Education & Dev 001DS Environmental Perspectives on Dev L2103 Dev & State L2128 Race, Ethnicity & Nationalism L2002	Inside Development L2152A Migration and Global Dev 004IDA Dev, Business & CSR L2131S Urban Futures 006IDA Development Tools and Skills L2146 Disasters, Environment & Dev 005DA Wealth, Inequality and Dev 003IDA	Human Rights L2124S Horizontal Development 007ID Critical Perspectives on Conflict and Violence L2154 Decolonial Movements 002ID2 Global Approaches to Peace 005ID
Sussex Perspectives on Development L2144	Institutions of Aid L2149	Research Skills for Development L2133	Health, Poverty & Inequality L2102N	Plus choice from modules from outside ID, for example: - Contemporary Issues in the Global Political Economy - Religion, Migration & Social Transformation. - Global Food Security - The Global Politics of Health - Anthropology of Fertility, Reproduction and Health - Landscape, nature & Representation - Geographies of Violence and conflict - The Politics of International Trade - Marxism and IR - Race, Ethnicity & Identity - Capitalism & Geopolitics - Global Politics of Food - The US in the World - Genocide In IR - Cultures of Colonialism - Water and Development in the Global South	
Elective from University wide selection	Elective from University wide selection	Elective from University wide selection	Elective from University wide selection		

*Please be aware that our final year options change yearly so this is an indicative list of the type of options which will be available to you.

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 had at school or college, 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 Doctoral 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.

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. Students are expected to attend all teaching sessions. 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

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 course topics (i.e. moving beyond the minimal readings);
- Making library resources work for you by mastering how the different collections are organised, 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 only 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.

Your Academic Advisor

Each student is allocated an Academic Advisor whose main role is to provide both academic and pastoral support as you settle into university life and throughout your time here at Sussex. In the first year you will meet formally with your Academic Advisor three times a term. At these meetings you will discuss general issues such as progress with modules, lectures and seminars. Later, s/he will be important in giving feedback on your progress and providing advice about module choices and careers. In addition to formal meetings, your Academic Advisor should be your first port of call for any academic problems or questions you might have.

Module Canvas sites

Each module has a Canvas site, which will include an overview of the module, weekly topics, readings and details about assessments. A list of readings will be provided (linked to the University library Aspire reading list system) that 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 on your module canvas site, as well as texts recommended for further reading. 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/

The University Bookshop (located in the Library, tel: 01273 678333) has a very good range of International Development books, but it is rarely necessary to buy text books.

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.

Study Skills at Sussex Website

Study Success at Sussex, or Skills Hub as it is known (don't worry the Skills Hub website has a jargon buster which helps explain some of the terms you'll hear whilst at the University of Sussex), is an online study resource aimed at first year undergraduate students. The website is packed with useful information that was designed from student feedback and with students in mind.

On the site you can find information about reading and writing, researching, and revision and exams. There is also information about key contacts in the University. You can find the website here:

www.sussex.ac.uk/skillshub/

It's an important resource for students and we strongly urge you to visit the site at least once 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 you can always see your Academic Advisor (see above).

Assessment and Examination

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.

Detailed information on the type of assessment, and the criteria against which it is marked, is provided on each module's Canvas site. In addition, the University's *Examination and Assessment Handbook for Undergraduates* is available on the web: <http://www.sussex.ac.uk/adge/standards/examsandassessment>

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. (See below)

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, the Director of Student Experience Louiza Odysseos or the Student Experience Officer (Emilia Roycroft).

I have read and understood the expectations involved in studying at the School of Global Studies and the University of Sussex.

Name of student (type):

Student signature:

Date:

Name of staff (type):

Staff signature:

Date:

Electronic Submission 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 through canvas or in hard copy via the School Office Feedback for all e-submission assessments will also be provided electronically on the Canvas site.

Please refer to the frequently asked questions available on the following webpage for further information:
<http://www.sussex.ac.uk/adqe/standards/examsandassessment/esubmission>

Turnitin

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 will be uploaded to the Turnitin database and an Originality Report will be made available to the marker. Please refer to the frequently asked questions available on the following webpage for further information:
<http://www.sussex.ac.uk/adqe/standards/examsandassessment/esubmission>

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 blocks for the coming year, please go to;
<http://www.sussex.ac.uk/ssro/studentassessment>

You can find all information on your assessment deadlines through your Sussex Direct Study Timetable.

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 on **Canvas** or, in some cases, on 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 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.
- Feedback week is usually around weeks 3 and 4 of Term 2. This is a designated week where all tutors make themselves available for additional hours. This will be advertised closer to the time.

What should you do in relation to feedback?

- Seek it out! Locate it on Canvas or collect it from the School Office if appropriate.
- Take your feedback 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=318>

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 daily.**
- **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 as 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.

Study Abroad and International Placements

One of the advantages of studying for a degree in the School of Global Studies is the great opportunity 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.

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 are going to study abroad, you do so in the second term of the second year. 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. Please get in touch with the Study Abroad office for more information: <http://www.sussex.ac.uk/students/support/studyabroad/>

Placements

Global Studies offers its students the opportunity to undertake professional placements in a range of organisations in the UK and overseas. You spend a minimum of 40 weeks with an organisation, usually at the end of Year 2, and then return to Sussex for your final year.

For more information contact Su Richards, Placements Coordinator, globalplacements@sussex.ac.uk.

Work Experience

This is a module open to International Development students in the summer between the second and third year. It encompasses a placement with a professional organization that can be in the UK or abroad.

Students have a dedicated supervisor and during term one of the final year meet as a group to discuss their experiences and write their assessments.

For more information contact Su Richards, Placements Coordinator, globalplacements@sussex.ac.uk.

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>

Independent Study

In your final year, you have the opportunity to undertake an independent ID thesis 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 you can apply for funding through the Nicola Anderson bursary. For more information, talk to Evelyn Dodds in the Global Studies Resource Centre.

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 Anthropology and International Development students to undertake field projects.

The bursary will provide grants to help students travel for a specific project. This might be connected with their course, thesis work or placement or it can be an independent development project. This is a competitive bursary awarded to students in year 2 to carry out the project in the summer between year 2 and 3. An information session will be held each spring.

Who can apply?

The bursary is open to any student in their second year in the School of Global Studies studying Anthropology or 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, it can contribute to their formal assessment. This is most relevant to students undertaking the third year thesis module. 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?

The annual fund varies but is usually around £2,000 each year. The panel will decide on who will receive the grant or grants and on the precise amounts awarded.

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/staff/research/>

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

<http://www.sussex.ac.uk/staff/research/>

The School's Research Ethics Officer (SREO) is Dr Jane Cowan.

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 usually postgraduate students in the School. 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.

Contacting Mentors

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. 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 that if you run into problems you get appropriate guidance and support.

The Student Life Centre is based in the heart of the campus in Bramber House. 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 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.
- [Extenuating Circumstances 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.

Collusion and Plagiarism

Writing Well and Avoiding Academic Misconduct

Plagiarism, collusion, and cheating 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/> 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: <http://www.sussex.ac.uk/students/handbook>

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, office located on 1st Floor of Falmer House
Advice and representation for students accused of academic misconduct.
- Undergraduate and Postgraduate Handbooks
www.sussex.ac.uk/academicoffice/ughandbooks
www.sussex.ac.uk/academicoffice/pghandbooks
Includes full text of University policy with regards to academic misconduct.
- Skills Hub website on referencing
<http://www.sussex.ac.uk/skillshub/?id=286>
Advice on how to reference properly.
- 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, 01273 877466
Runs workshops every term on study skills.

Other key contacts: Module Tutors or Academic Advisor

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.

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

Visit us in the Library (9am to 5pm every weekday) or online at <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.

Study Skills Workshops

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/

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: <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)

Who's Who in the School

Head of School



**Professor Elizabeth
Harrison**

Room ARTS C214
Phone 01273 877350
Email:
E.A.Harrison@sussex.ac.uk

Director of Teaching and Learning



Dr Anna Stavrianakis

Room ARTS B379
Phone 01273 877835
Email:
A.Stavrianakis@sussex.ac.uk

Director of Doctoral Studies



Dr Katie Walsh

Room ARTS C249
Phone 01273 873236
Email:
Katie.Walsh@sussex.ac.uk

Director of Research & Knowledge & Exchange



**Professor Michael
Collyer**

Room ARTS C126
Phone 01273 872772
Email:
M.Collyer@sussex.ac.uk

Director of Student Experience



Dr Louiza Odysseos

Room ARTS C C324

Phone 01273 877778

Email:

L.Odysseos@sussex.ac.uk

Global Studies School Level Support Staff

School Administrator			
Rosa Weeks	C168	r.l.weeks@sussex.ac.uk	X7383
Curriculum and Assessment Officer			
Grazia De Tommasi	C148	G.De-Tommasi@sussex.ac.uk	X7866
Student Experience Officer			
Emilia Roycroft	C146	gs.studentexperience@sussex.ac.uk	X8027
Research & Enterprise Coordinator			
Clare Brown	C168	Clare.Brown@sussex.ac.uk	X7107
Clerical Assistants			
Front Desk	C168	global@sussex.ac.uk	X7540
Head of School's Coordinator			
Katie Meek	C168	k.meek@sussex.ac.uk	X3394
Global Studies Resource Centre			
Evelyn Dodds	C175	e.dodds@sussex.ac.uk	X3244

Who's Who in International Development

Head of International Development



Dr Grace Carswell

Room: ARTS C 203
Phone: (01273) 873399
Email: G.Carswell@sussex.ac.uk

Undergraduate Coordinator



Ellie Margott

Room: ARTS C 168
Phone: (01273) 877350
Email:
E.Margott@sussex.ac.uk

Faculty



Dr Paul Boyce

Room: Arts C C307 Phone: (01273) 873290 Email: P.Boyce@sussex.ac.uk

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).



Dr Grace Carswell

Arts C203, x3399, G.Carswell@sussex.ac.uk.

Research Interests

Grace has done extensive field research in Uganda, Ethiopia and India. For the last fifteen years she has been exploring the differentiated impacts of enhanced integration in the global economy on rural households in Tamil Nadu, as well as the effects of social welfare schemes on the rural poor. Grace teaches into both undergraduate and postgraduate programmes in Geography and International Development and is currently Head of International Development.



Dr Vinita Damodaran

Arts A A030, x8457, V.Damodaran@sussex.ac.uk

Research Interests

Professor Damodaran is a historian of modern India, interested in sustainable development dialogues in the global South. Her work ranges from the social and political history of Bihar to the environmental history of South Asia, including using historical records to understand climate change in the Indian Ocean World. Her publications include; *Broken Promises, Indian Nationalism and the Congress Party in Bihar* (1992), *Nature and the Orient, Essays on the Environmental History of South and South-East Asia* (1998), *Post Colonial India, History Politics and Culture* (2000), *British empire and the natural world: environmental encounters in South Asia*, (2010), *East India Company and the Natural world* (2014) and more recently *Climate change and the Humanities* (2017).



Dr Demet Dinler

Arts C324, x7778, D.S.Dinler@sussex.ac.uk

Research Interests

I hold undergraduate degrees in Political Science and Sociology from Middle East Technical University, Ankara, Turkey. I obtained my MSc and PhD in Development Studies from the School of Oriental and African Studies (SOAS), University of London. Before my appointment to Sussex for a two-year research fellowship, I taught critical ethnography and political economy at Istanbul Bilgi University. I also worked as strategic researcher and coordinator of the UPS workers' organising project for the International Transport Workers' Federation (ITF) and did consultancy work for global trade union federations and NGOs on the subject of trade union empowerment.



Dr Fae Dussart

Arts C212, email F.C.Dussart@sussex.ac.uk

Research Interests

The meaning and constitution of British, imperial and colonial identity, and the intersection of these with the formation of spaces and places, are major themes of Fae Dussart's teaching and research. These have focussed on domestic service in nineteenth century India and Britain and on humanitarianism and colonialism in the British Empire. She convenes the first year module Skills and Concepts in Geography I: Becoming a Geographer, the Geography Thesis, and her final year option Cultures of Colonialism.



Dr Nigel Eltringham

Room: Arts C C250 Phone: (01273) 678039 Email:

N.P.Eltringham@sussex.ac.uk

Research Interests

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).






Dr Meike Fechter

Room: Arts C C251 Phone: (01273) 678018 Email: A.Fechter@sussex.ac.uk

Research Interests

Indonesia, South East Asia: corporate expatriates, transnationalism, development practitioners. Author of Transnational Lives: Expatriates in Indonesia (2007).

	<p><u>Dr Paul Gilbert</u></p> <p>Room: Arts C C205 Phone: (01273) 877095 Email: P.Gilbert@sussex.ac.uk</p> <p>Research Interests</p> <p>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><u>Professor Elizabeth Harrison</u></p> <p>Room: Arts C C255 Phone: (01273) 877350 Email: E.A.Harrison@sussex.ac.uk</p> <p>Research Interests</p> <p>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><u>Dr Lyndsay McLean Hilker</u></p> <p>Room: Arts C303, phone 8378, email: L.C.Mclean-Hilker@sussex.ac.uk</p> <p>Research Interests</p> <p>gender, gender violence, children and youth, conflict, violence and reconciliation. Lyndsay has recently been technical director of the DFID-funded Helpdesk on Violence Against Women and Girls (VAWG) as well as on the core team of the DFID-funded 'What Works to Prevent VAWG' programme.</p>
	<p><u>Dr Nimi Hoffman</u></p> <p>N.I.Hoffmann@sussex.ac.uk</p>
	<p><u>Dr Ben Hunter</u></p> <p>Ben works at the intersection of health and development, with a particular interest in how new areas of commercial exchange emerge in the health sector. He has experience working on research projects in India, China and the UK, and he has been awarded research grants by the UK Economic and Social Research Council and the Wellcome Trust. Ben coordinates the Unsettling Healthcare initiative.</p> <p>Benjamin.Hunter@sussex.ac.uk</p>



Dr Farai Jena

Room: JUB-271, Jubilee Building, x8266 Email: F.Jena@sussex.ac.uk

Research Interests

She undertook her Msc and PhD in Economics at the University of Sussex between 2009 and 2015. Farai has extensive industry and practitioner-level experience she acquired while working in project management and policy-level research at the World Bank and in the financial services sector prior to joining the University of Sussex. She spent three years working at the World Bank Group in Washington D.C. first as an Associate Microfinance Analyst at the Consultative Group to Assist the Poor (CGAP) and then as a research analyst in the Development Economics Prospects Group. Farai also undertook her undergraduate studies in the U.S.A at Mount Holyoke College in Massachusetts. While at Mount Holyoke College she worked as an intern at investment banking firms.



Dr Evan Killick

Room: Arts C C225 Phone: (01273) 873438 Email: E.Killick@sussex.ac.uk

Research Interests

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.



Professor Dominic Kniveton

Chichester 1 155, x7757, email D.Kniveton@sussex.ac.uk

Research Interests

Dom's teaching and research interests lie in understanding the relationships between humans and the environment in the global south. He is particularly interested in sub-Saharan Africa and South Asia where he works on issues of development, migration, disaster risk reduction, humanitarian response and climate adaptation with pastoralists, farmers, NGOs and governments. Dom convenes a final year option Disasters, Environment and Development.



Dr Anna Laing

Room: Arts C C208, phone 7449, A.F.Laing@sussex.ac.uk

Research Interests

Her research continues to focus on the geographies of political protest and resistance, particularly indigenous movements in Latin America. Anna passionately believes that knowledge production is inherently political, and as such seeks to conduct teaching and research that works toward social justice and emancipation, particularly for disenfranchised groups. As such, she has developed the third year module 'Decolonial Movements' to address ongoing legacies of coloniality despite a broader move towards post-colonial societies. The module does so by examining a number of emancipatory political struggles for decolonised futures – including indigenous, feminist, environmental and black movements – from the past and present.



Dr Mark Leopold

Room: Arts C C207 Phone: (01273) 877496 Email: M.A.Leopold@sussex.ac.uk

Research Interests

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.



Professor Alan Lester

Arts C119, x8473, email A.J.Lester@sussex.ac.uk

Research Interests

Alan Lester works on the geographies of British colonialism during the nineteenth century. Specifically, he is interested in the ways that humanitarians, settlers and government officials interacted with indigenous peoples in places such as South Africa, Australia and New Zealand in the nineteenth century. After a number of years as the University's Pro-Vice-Chancellor (Research) Alan will be returning to teaching. He convenes the ID module Colonialism and After and co-teaches the new Sri Lanka Field Class.












Dr Elizabeth Mills

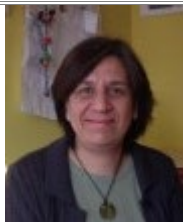
Room: Arts C247 E.Mills@sussex.ac.uk

Research Interests

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><u>Dr Agathe Mora</u></p> <p>A.Mora@sussex.ac.uk</p>
	<p><u>Professor Peter Newell</u></p> <p>Room C306: Phone 87 3159: E-mail P.J.Newell@sussex.ac.uk</p> <p>Research Interests</p> <p>Research Interests Global environmental politics; globalisation and environmental policy; the political economy of climate change, energy and development; environment and development in Latin America; corporate responsibility, accountability & regulation.</p>
	<p><u>Dr Suda Perera</u></p> <p>S.M.Perera@sussex.ac.uk</p> <p>Research Interests</p> <p>Suda Perera holds a PhD in International Conflict Analysis (Kent), a Postgraduate Certificate in Higher Education (Kent), an MA in Post-War Recovery Studies (York), and a BA (Hons) in Politics (Durham). Prior to joining Sussex, she was a Senior Teaching Fellow in Conflict and Migration at SOAS, University of London. Her research focusses on approaches to dealing with violence in conflict-affected states. She has worked extensively as a researcher and advisor in Africa and the Middle East, and has also previously held research and teaching positions at the University of Birmingham, the University of York, and the University of Kent.</p>
	<p><u>Dr Dinah Rajak</u></p> <p>Room: Arts C C242 Phone: (01273) 678561 Email: D.R.Rajak@sussex.ac.uk</p> <p>Research Interests</p> <p>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><u>Dr Anke Schwittay</u></p> <p>Room: Arts C 244 Phone: (01273) 876719 Email: A.Schwittay@sussex.ac.uk</p> <p>Research Interests</p> <p>Financial Inclusion, New Media and Digital Technologies, Online Microfinance, Humanitarian Design, Representations of Development.</p>

	<p>Dr Sarah Scuzzarello S.Scuzzarello@sussex.ac.uk</p> <p>Research Interests</p> <p>Sarah Scuzzarello (PhD Lund University) is a Research Fellow in Cross-national Comparative Politics at the Sussex Centre for Migration Research (SCMR). Her research focuses mainly on comparative politics with a focus on the politics of citizenship, migration and integration. Sarah’s work is interdisciplinary, drawing from politics and political psychology.</p>
	<p>Dr Ben Selwyn Room C325: Phone 67 8191: Email B.Selwyn@sussex.ac.uk</p> <p>Research Interests</p> <p>Research Interests Global value chains and development, the political economy of development in Latin America (including rural and urban social movements), agrarian political economy, the global retail revolution and its impacts on developing countries, theories of development</p>
	<p>Dr Catherine Shutt cs66@sussex.ac.uk</p> <p>Research Interests</p> <p>Cathy Shutt is a development practitioner with over 22 years’ experience of research and practice within the international development sector. Three years work with community organisations followed by five years with small international NGOs located in the Global South equipped her with first hand knowledge of how power relations in aid relationships affect organisational cultures as well as monitoring, evaluation, learning and financial management practice.</p>
	<p>Dr Dorte Thorsen Room: Arts B355, Phone x8374, Email: D.Thorsen@sussex.ac.uk</p> <p>Research Interests</p> <p>Dorte Thorsen is Theme Lead on gender dynamics and qualitative research in the Migrating Out of Poverty Research Programme Consortium in the School of Global Studies. She is also Lecturer in Geography. She held an international postdoctoral fellowship from 2012-2014 (funded by Danish Council for Independent Research – Humanities). After completing her DPhil in African Studies at the University of Sussex in 2005, she carried out research at the DfID-funded ‘Development Research Centre on Migration, Globalisation and Poverty’ (2004-05, 2008-09) and at the Nordic Africa Institute, Sweden (2005-08). She has worked as an associate tutor at the University of Sussex, Brunel University and Brighton University and as a teaching fellow at the University of Reading (2010-12).</p> <p>Dorte has done consultancies on children’s work and migration (Terre des Hommes, Save the Children, UNICEF, CODESRIA and the Development Research Centre on Migration, Globalisation and Poverty), on the assessment of gender equality in Burkina Faso (SIDA), and she has been an expert witness for the Special Court on Sierra Leone.</p>



Dr Maya Unnithan

Room: Arts C C226 Phone: (01273) 872789 Email: M.Unnithan@sussex.ac.uk

Research Interests

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.

WHERE DO I GO FOR HELP?

undergraduate

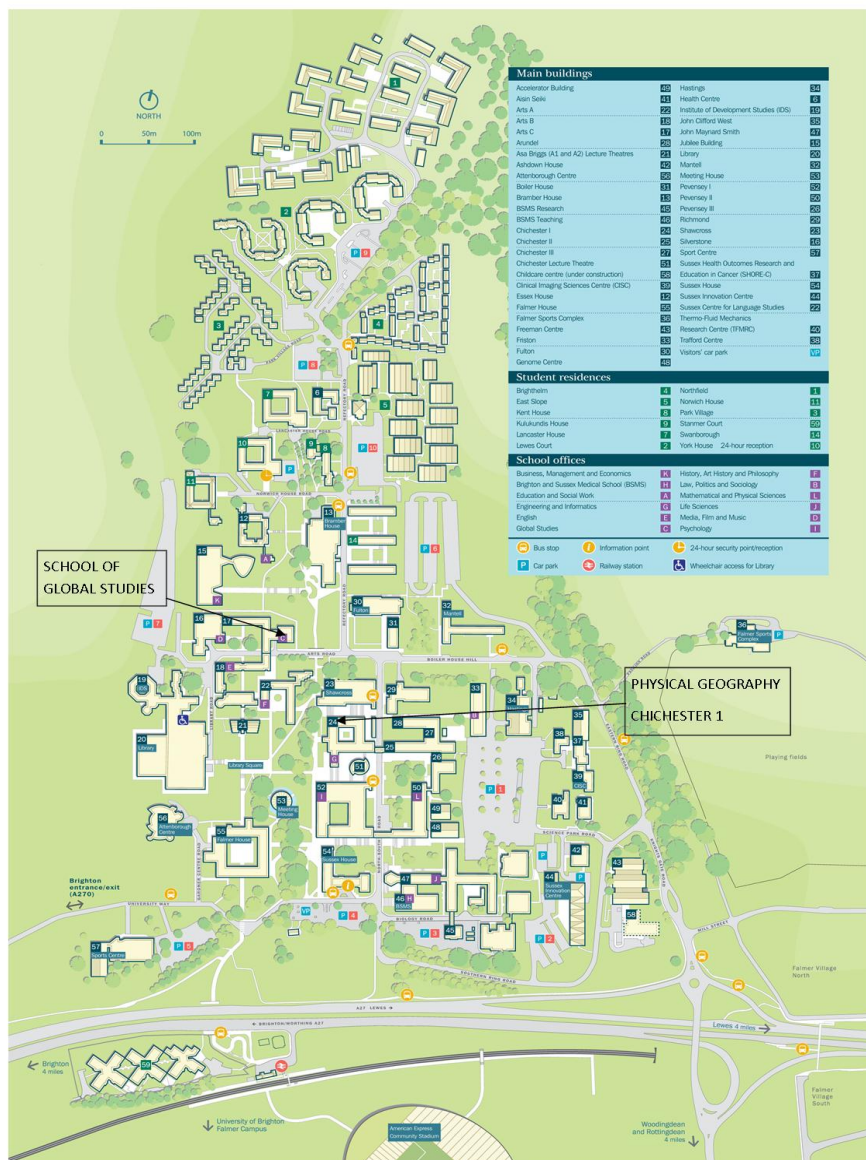


For support and advice you can always email the Director of Student Experience in Global Studies, Louiza Odysseos at gs.studentexperience@sussex.ac.uk or pop in to see Emilia Roycroft, the Student Experience Officer, in C146.

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. The Departmental Coordinators are based in this office.



Global Studies Resource Centre – Arts C175

The Resource Centre is open 9am to 6.30pm Monday to Thursday and 9am to 4pm on Friday. It's a great place to work on your own or in small groups, and you can book the side room for meetings and other events.

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, which is based in Bramber House.
- **The Student Progress and Assessment Office (SPA)** is located in Bramber House.
- **The Language Learning Centre** is in the corridor that runs from A1/A2 towards ArtsB.
- **The Global Studies Curriculum and Assessment Officer** is located in Arts C308