



University of Sussex

The School of Global Studies

MA/MSc Handbook 2019/20



Anthropology

International Development

International Relations

Geography

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Welcome!

As Head of School and Director of Teaching and Learning, we would like to extend a very warm welcome to new and returning students in the School of Global Studies. The School brings together the Departments of Anthropology, Geography, International Relations and International Development. Established in 2009, it is one of the first Schools of its kind in the UK, blending disciplinary depth with exciting interdisciplinary combinations to provide a stimulating intellectual base and supportive environment for all our students and staff. Each of our disciplines is internationally recognised for its research and has a strong commitment to innovative teaching. All of our departments are in the top 100 in the world, and Development is no.1 - along with colleagues in IDS and across the campus.

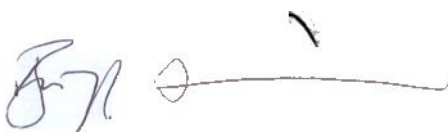
You are joining a large and lively community concerned with the analysis of and engagement with global challenges. Within the School, we have a thriving set of postgraduate courses, ranging from international security and geopolitics to climate change, migration, human rights, and global culture.

As a Master's student, your first point of contact will normally be with your Course and Module Convenors and Tutors. The School's Director of Teaching and Learning is always happy to discuss academic issues or to receive suggestions about how we might improve the quality of your education.

We hope that this Handbook will provide you with a useful introduction to the School and to the wide range of opportunities and services available to you. In addition, you should also keep an eye on your Department or course website and the *Canvas* pages for your modules (where module information, reading lists, and other academic support are located.) The School's website is also the place to find out about events that are happening during the year, featuring prominent external speakers plus a range of other academic and social events.

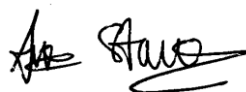
Finally, stay connected via the school webpages <http://www.sussex.ac.uk/global/> Twitter @SussexGlobal and by liking Sussex Global on Facebook

We wish you a happy and successful time over the coming academic year.



Professor Elizabeth Harrison
Head of School

September 2019



Professor Anna Stavrianakis
Director of Teaching and Learning

Section One: Administration

Head of School: Professor Elizabeth Harrison
Departments: Anthropology, Geography, International Development
and International Relations

1.1 The Global Studies Postgraduate Office Arts C167

The office opening hours are Monday to Friday, 9.30am to 5.00pm

Main email addresses for queries:

International Relations Courses

Daniella Kiernan Tel 01273 877686 or email irpgoffice@sussex.ac.uk

All other Courses

Clare Rogers Tel 01273 678722 or email C.Rogers@sussex.ac.uk

School website: <http://www.sussex.ac.uk/global>

The reception staff in the School Office (C168) can also help with any general questions like campus facilities, the university structure and school activities.

You can also find the **locations and office hours of academic staff** outside the School Office. Alternatively, you can contact your tutors via email. Contact details can be found by searching on the University's Home page under 'Staff Search'.

Please make use of the facilities in the [Global Studies Resource Centre](#) located in C175.

The centre 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.

For further information, contact Evelyn Dodds (E.Dodds@sussex.ac.uk)

Finally, it is useful to take note of the dates for the forthcoming academic year (including dates of assessment periods) which can be from:

<http://www.sussex.ac.uk/about/term-dates>

1.2 Who's Who – MA/MSc Convenors

Each MA/MSc course has a member of faculty, known as the Convenor, who has general administrative responsibility for students and oversight of teaching and dissertation supervision.

The Convenor is the first port of call for any academic enquiries.

Dept/Centre	Course	Convenor
Anthropology	MA Social Anthropology MA Anthropology of Development and Social Transformation (ADST)	Dr Rebecca Prentice
International Development	MA Environment, Development and Policy	Dr Paul Gilbert
	MA Gender, Violence and Conflict	Dr Lyndsay McLean
	MA Social Development	Dr Dinah Rajak
		Professor Jane Cowan
	MA Human Rights	
	MA Food and Development	Dr Pedram Rowhani
	MA Africa and Development	Professor JoAnn McGregor
Geography	MA Migration Studies	Prof Paul Statham
	MA Migration and Development	Dr Sarah Scuzzarello
	MSc Climate Change, Policy and Development	Dr Melissa Lazenby
International Relations	MA International Relations MA Global Political Economy MA Conflict, Security and Development MA International Security MA Geopolitics and Grand Strategy	Dr Matthew Ford

1.3 The Student Systems and Records Office

Situated in Bramber House, the office is responsible for central university administration including registration matters. They can also write proof of attendance letters, Council Tax letters and bank letters for MA and MSc students.

Website: <http://www.sussex.ac.uk/ssro>
Email address: spaenquiries@sussex.ac.uk
Council Tax: <http://www.sussex.ac.uk/ssro/counciltax>

1.4 Financial matters

All financial matters including fees are dealt with by the [Student Accounts Office](#) in Sussex House. If you have difficulties over paying fees, or getting money that you are expecting from funding bodies, talk to the Student Accounts supervisor in Sussex House (Tel: 0800 019 49 79. Freephone from UK landlines). It can be possible to make special arrangements for payment which take your circumstances into account.

The University has an **Access to Learning fund**, which UK and EU students can apply to if they encounter financial difficulties during their course of study. For further information and an application form, please see the following link

<http://www.sussex.ac.uk/studentlifecentre/funding/hardship>

The Students Union Advice Centre is also a good source of information and advice on a range of matters, including finances:

<http://www.sussexstudent.com/support>

If you are thinking of taking on paid work, it would be wise to consult your convenor. Deadlines, or the total time allowed to complete your academic obligations, cannot be varied to take work into account while you remain registered full-time. You should also check the conditions of your funding body, which may also have its own rules on this. If you are an international student, you must check the conditions of your entry visa.

1.5 Communication

Attendance at lectures and seminars is compulsory. 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 you are unable to attend a class (for example if you are ill), you should email the relevant tutor in advance to inform them of your absence. 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.

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, please contact the Student Experience Officer, Emilia Roycroft at gs.studentexperience@sussex.ac.uk.

If you are not in attendance by the third week of term or do not attend classes for a period of 5 working days without explanation, your absence will be followed up by the 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 Advisors at the Student Life Centre.

Please ensure that your **personal contact details** are up-to-date by using Sussex Direct. You can log-in via: <https://direct.sussex.ac.uk/mle/login.php> and edit your contact information under the Personal tab.

External and Internal mail will normally be sent to the Global Studies student mail boxes, located in the Dhaba Café. Please ask people who send you mail to address the letter with your name, followed by: School of Global Studies, Arts C, University of Sussex, Falmer, Brighton, BN1 9SJ

1.6 Email and IT

You can collect details of your email account and computer log-on from Level 2, Bramber House

Enquiries/help desk: Monday - Friday, 9.00am-5.00pm.

IT Services are helpful

Online help desk: <http://www.sussex.ac.uk/its/helpdesk>

Online fault reporting: <http://www.sussex.ac.uk/its/help>

Email: itservicedesk@sussex.ac.uk

Tel: 01273 (67)8090

Overview of services: <http://www.sussex.ac.uk/its/services>

Computing facilities are available in various locations across campus. For details please see <http://www.sussex.ac.uk/its/facilities>

Your co-ordinators and tutors will use email as the primary method of communicating important information to you so **please check your Sussex account on a daily basis**. For further information, please see:

<http://www.sussex.ac.uk/its/myaccounts>

and

<http://www.sussex.ac.uk/its/help/faq?faqid=2727>

There are also group mailing lists for each Global Studies MA/MSc programmes to which you will be automatically added to upon arrival. **You may not post to these mailing lists.**

The mailing lists are:

maintrel@sussex.ac.uk

Students on International Relations students

macde@sussex.ac.uk

Students on International Development courses

mamigration@sussex.ac.uk

Students on Migration courses

maanthropology@sussex.ac.uk

Students on Anthropology courses

climatedev@sussex.ac.uk

Students on Climate Change

globalpqt@sussex.ac.uk

All master's students for events, jobs, etc.

If you would like something circulated to your cohort, please send it to the Co-ordinators, Daniella Kiernan irpgoffice@sussex.ac.uk if you are in the International Relations Department or Clare Rogers at C.Rogers@sussex.ac.uk if you are in any other department. They will send it on to the list(s). You are asked not to send advertisements for private events, or private emails to group emails and to remember that the lists include members of faculty.

1.7 **Representation**

As students of the university you are automatically a member of the [Students' Union](#).

The Union provides representation, advice, campaigning, clubs & societies, sports, entertainments, childcare facilities, volunteering opportunities, student media, shops, and bars.

Some of the Students' Union societies might also be of interest to you. You can find a definitive list of them at the Student Union Website:

<http://www.sussexstudent.com/societies>

If you are interested in volunteering, you can learn more at:

<http://www.sussexstudent.com/volunteering>

At some point during the first weeks of term, you will be asked to put forward a student representative, who will sit on the both the Department and the School committee meetings.

Student representatives play an important role in the School of Global Studies, providing an important link between students and staff and ensuring that student views are heard. Student Representatives are members of the School of Global Studies Teaching & Learning Committee, which is chaired by the Director of Teaching and Learning. This committee is the main forum for discussing all aspects of taught courses in Global Studies, both graduate and undergraduate, including the formal monitoring of modules.

There are also frequent Student Experience meeting, chaired by School's Director of Student Experience to which student representatives are invited and where a wide range of matters are discussed: academic, welfare and other issues concerning the postgraduate student body.

Faculty in each Department also meet to discuss matters of general importance to the Department. These meetings are also attended by student representatives, who are asked to represent the concerns of their colleagues on their programmes.

For further information go to <http://www.sussexstudent.com/student-reps>

1.8 **Organising things for yourself**

We would like to encourage you to organise your own activities. For new societies, contact the Students' Union as some financial support may be provided. For academic and related activities, such as reading groups, student-run seminars and workshops, the Global Studies Postgraduate Office is the best place to ask first.

If you need a room for your activity, please note that rooms are heavily used, and need to be booked in advance. To arrange a room booking, please contact the reception desk in the main School Office.

[Student Hub](#) includes a wealth of information including links to IT Services, the Students' Union, Canvas and Sussex Direct. Under News, events and small ads, you can advertise events, items for sale, accommodation and even lost property, free. The Students' Union weekly student-run newspaper, [The Badger](#) is also a good guide to what is happening and contributions are welcome.

Section Two: Academic Matters

2.1 Canvas

Tutors in Global Studies make use of Canvas, an e-learning facility that allows for the uploading of documents such as module handbooks, lecture slides, journal articles and PowerPoint presentations.

You can access your Canvas sites at www.sussex.ac.uk/students and click on Canvas. Each of your modules has its own Canvas site to which you will have access when you are added to the module.

2.2 Sussex Direct

Every student has a Sussex Direct site which will be available on registration. Take time to explore it when you arrive. It gives you an overview of your course, your timetable, submission deadlines and your results. It is through Sussex Direct that you keep the University up to date about yourself, e.g. if you change your address or make a claim for Exceptional Circumstances if an unexpected event prevents your submitting on time.

When you are planning your dissertation, you may have to submit an ethical review. You do this through Sussex Direct.

2.3 MA/MSc Courses: Option

You will have chosen your Term two options when you registered. If you did not, please contact your relevant co-coordinator. If you have changed your mind you can also speak to them about switching modules. Some modules fill up very quickly, if you did not get your first choice then you can ask the coordinators to add you to the waitlist. In some cases it is possible to take an option from a department other than your own, again speak to coordinators about this.

2.4 Dissertation and Placements

All students will have to write a 45-credit dissertation or a 45-credit dissertation with placement. In the latter case, students will be given support in identifying a suitable 12-week work placement with an organisation in a field relevant to their course. Placements are normally undertaken from May to July, after the assessments for other modules are completed. Further information about placements will be available early in the autumn term. Please follow the hyperlink for more information:

<http://www.sussex.ac.uk/global/prospectivestudents/pgplacements> or

Email the coordinator, Su Richards at globalplacements@sussex.ac.uk

In relation to the dissertation please note:

- MA students can expect up to four supervision sessions, three in the Spring Term and one before the end of the summer term, but they **must** be scheduled before the summer vacation starts. It is not possible to guarantee faculty availability once the summer vacation begins.
- Full/chapter drafts will not normally be read and commented upon by the supervisor.
- The dissertation title you choose must have the formal approval of your supervisor. Students are expected to demonstrate that there is no significant overlap between the subject content of the dissertation and previous essays.

- Any research involving human subjects requires ethical review; for further details, please see the Appendix.
- Students who have achieved **fewer than 60 credits** by the July Examination Board are expected to take the resits/sits for all failed taught modules in the Summer vacation assessment period **with the dissertation/project deferred for submission to the following January**. For further information, see regulation 1.4.6 Postgraduate candidates. <http://www.sussex.ac.uk/adqe/standards/examsandassessment>

Finally, previous experience has shown that students find it very valuable to look at relevant past dissertations. The best dissertations from previous years are held in the [Global Resource Centre](#) so you can be sure you are looking at excellent examples. Enquire there.

2.5 Deadlines

In advance of each submission deadline, please ensure you are aware of the details of your submission: the date it is due, all assignments are submitted electronically. There are two assessment blocks, one in January and one in May. Submission of essays from the previous term's modules and examinations will take place during these periods. NB: some modules also require you to hand in coursework during the term.

Details of your specific deadlines can be found on Sussex Direct as part of your timetable – log in (<https://direct.sussex.ac.uk/mle/login.php>) and select the option 'Timetable' and then 'Assessment Deadlines and Exam Timetable'. On submission days, the deadline will always be **4pm**. These deadlines matter, and you should plan your life to ensure that you do meet them. If you miss a deadline, you will incur a penalty which affects your marks:

Except in certain circumstances, where a reasonable adjustment for a disability is involved, we do not operate a system based on extensions. Instead, the university operates a system of graduated penalties for lateness, which works like this:

Lateness of submission of work	Penalty
up to 24 hours late	Penalty deduction of 5 percentage points
after 24 hours and up to 7 days (1 week)	Penalty deduction of 10 percentage points
after 7 days (1 week) N.B. Unless an extension has been granted by the Student Support Unit in terms of a registered disability.	Work will not be marked and recorded as 0%, (if a resit is offered it will be marked, but a cap of 50% awarded if a pass is attained).

2.6 Exceptional Circumstances

If your work is significantly interrupted by non-academic problems, you can speak to Emilia Roycroft, Student Experience Officer, or the University's Student Life Advisers so that they can suggest how this should be dealt with formally. If you miss a deadline for reasons beyond your control, such as illness or personal problems, this can be taken into account through the [Exceptional Circumstances](#) process.

The application form is electronic and can be found by clicking on the 'Study' tab via Sussex Direct. In medical cases, a letter from a doctor should be provided. It is important that this should indicate the nature of the interruption caused to your work, and how long it lasted. You should also look at the Examination Handbook which gives the rules and regulations regarding the conduct of postgraduate examinations and assessment.

It is distributed by the Academic Office and is available online at:
<http://www.sussex.ac.uk/adqe/standards/examsandassessment>

2.7 **Academic misconduct: collusion and plagiarism**

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others' work. Where joint preparation is permitted by the examiners but joint production is not, the submitted work must be produced solely by the candidate making the submission. Where joint production or joint preparation and production of work for assessment is specifically permitted, this will be stated explicitly in the relevant module documentation.

Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. *Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source.* Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.

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.

Turnitin is an online 'text matching' tool that compares a student's work to a huge database of other files and shows where there are strong similarities. (It is often referred to as plagiarism detection software.)

See <http://www.sussex.ac.uk/tel/submission/students/originality-reports>

For further information see the University's web site on plagiarism at:

<http://www.sussex.ac.uk/adqe/standards/academicmisconduct>

This is a detailed and comprehensive set of information on what plagiarism is and how to avoid it, and you are strongly advised to read it.

2.8 **Referencing**

Remember that all dissertations and essays must include a bibliography. [Skills Hub](#) also has a wealth of information relating to:

- How do I reference quotes and ideas?
- What information should I include in a reference?

- Which referencing system should I use?

The University has a site license for **EndNote**, a popular bibliographic management application. With EndNote software, you can create a personalised database of references. The software allows you to input references manually, or import them from a database (such as ABI or Web of Knowledge). From this, you can then create a bibliography for essays, dissertations or articles in your preferred referencing style.

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

2.9 Marking and Feedback on Written Work

Submissions will be made online via Canvas unless specified otherwise. You will need to select the module site for the assessment you wish to submit to, then click on the link at the top to navigate to the e-submission area.

Detailed instructions on using e-submission can be found here:

<http://www.sussex.ac.uk/tel/submission/students/esubmission>

The generic criteria for the award of grades for academic work in the School are provided in Appendix 2. In some cases, more specific details for individual modules will be provided in module handbooks. Tutors will provide students with written feedback on all assessed work.

If desired, face to face feedback can be given by the Course Tutor or MA/MSc Module Convenor, whom you can see without an appointment during their Advice and Feedback hours.

Queries or problems?

If you need more information or are unsure about an academic matter, begin with your module tutor. If the matter is not settled satisfactorily at that level, you could try the next level up: your Course Convenor or, after that, the Director of Teaching and Learning in the School of Global Studies.

2.10 Attendance monitoring

Attendance at lectures and seminars is compulsory. 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 you are unable to attend a class (for example if you are ill), you should email the relevant tutor in advance to inform them of your absence. 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.

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, please contact the Student Experience Officer, Emilia Roycroft at gs.studentexperience@sussex.ac.uk.

If you are not in attendance by the third week of term or do not attend classes for a period of 5 working days without explanation, your absence will be followed up by the 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 Advisors at the Student Life Centre.

For more information on visas see <http://www.sussex.ac.uk/internationalsupport/immigration>

Section Three: Academic and Personal Support

3.1 Sussex Centre for Language Studies

The Sussex Centre for Language Studies offers a variety of assistance through its English Language for Academic Study (ELAS) programme, including:

- English language and study skills support
- Academic development workshops
- Writing workshops
- Tutorials
- Drop-in sessions.
- Tuition in a range of languages.

For more information, go to <http://www.sussex.ac.uk/languages/english/acadev>

As mentioned above, invaluable website is the Skills Hub which offers support on everything from writing well and referencing to using the Library, IT training, personal development and employability. You can sign up for workshops direct from the site, which can be found at:

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

3.2 The Royal Literary Fund

The [Royal Literary Fund](#) (RLF) Writing Fellowship Programme (or RLF) provides support for students who want to improve their writing skills for their essays, projects or dissertations. There are two fellows who offer free one-to-one tutorials of approximately 45 minutes. During that time, they can discuss your concerns, capitalise on your strengths and get you writing well-written and well-structured essays. Tutorials can be booked via Canvas.

3.3 Sussex University Library and related services

The best way to find information about the library, its services, facilities and resources is to visit the library website at:

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

3.4 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>

Visit the Careers and Employability Centre in the Library (9am to 5pm every weekday) or online: www.sussex.ac.uk/careers

Colleagues in the university's Careers and Employability Centre (CEC) are there 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 areas listed on the following page.

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 - 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.

3.5 Student Life Centre and Student Support Unit

Arriving at Sussex should be an exciting time but you are also likely to be making a transition, whether from one university to another, one country to another, or from years of paid work to full-time or part-time study. All of you are making a transition from undergraduate to postgraduate modes of study which require more self-directed learning.

The [Student Life Centre](#) in Bramber House helps students gain the best university experience they can by ensuring students get the guidance and support they need. The drop-in desk is open all day and students can also book one to one private appointments with specially trained Advisors to discuss personal issues. Information and advice is available on a range of issues including:

- Student Welfare
- Student Funding
- Money Advice and Resources
- University Rules and Processes
- Personal Development Support
- Referrals across Campus
- Student Life

The [Student Support Unit](#) is based within the Student Life Centre. It is where the University of Sussex Disability Advisors, the Mental Health and Autistic Spectrum Advisors, and the Dyslexia Advisors are based. They offer advice and support to prospective and current students with disabilities, long term health conditions, and learning support needs, as well as advice on applying for funding.

Support for Disability and Mental Health includes:

- Liaising with academic and other staff about support needs

- Examination arrangements
- Arranging note-takers, scribes, readers, etc.
- Advice about physical access and site facilities
- Arranging Mentors

Learning support for students also includes:

- Liaison with academic and support staff about learning needs
- Screening for specific learning difficulties, (Dyslexia, Dyspraxia, ADHD, etc.) and advice on accessing an appropriate assessment
- Information and advice on funding specifically for learning support
- Individual learning support
- Study Skills workshops

3.6 Your Wellbeing

The website below gives a wide range of information, including keeping safe and keeping active: <http://www.sussex.ac.uk/wellbeing>

Although it is part of the human experience to feel unhappy, alone or anxious at times, it is right to seek help when you're not coping. Please make use of the support available for you [both on and off campus](#).

For help in a crisis, the NHS Mental Health Rapid Response Service can be contacted on 0300 304 0078. Available 24 hours a day, 7 days a week.

3.7 International Students

The International and Study Abroad Office arrange the introductory orientation programme for overseas students and can give advice throughout your degree. You can visit its Website at: <http://www.sussex.ac.uk/International>

3.8 Equal Opportunities

The University of Sussex is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. The aim is to promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds and promote an environment free of harassment and bullying on any grounds.

The following web page includes links to:

- Equality and Diversity Policy
- Disability Support
- International Student Support
- Students' Union
- Access to campus buildings

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

3.9 Definition of disability and sources of financial support

Under the Equality Act 2010 a disability is defined as a long-term health condition, mental health condition or a specific learning difficulty (e.g. dyslexia) which has a negative effect on

your ability to do normal daily activities. Long-term is defined as a condition that has lasted that has lasted 12 months or more or is likely to last for 12 months or more.

For students who have a disability, the university may be able to put academic supports in place as well as exploring additional sources of funding. (Disabled Students Allowance). Please contact the Student Support Unit on campus for further information relating to these supports listed overleaf.

The Student Life Centre and Student Support Unit are both located in Bramber House.
Opening times: Monday to Friday 9am-5pm.

3.10 Assessment and reasonable adjustments

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.

3.11 Student Handbook and Apps

Finally, there is a handbook aimed at all Sussex Students which has a wealth of general information you will find useful during your time at Sussex.

It can be downloaded at <http://www.sussex.ac.uk/students/handbook>

If you have a smart phone, you will find invaluable the Sussex Mobile App which includes a fund of information from your timetable to faculty contact details.

Other recommended apps are the [National Rail app](#) and the [Brighton and Hove Buses app](#).

APPENDICES

MA Marking Criteria

Marking criteria for essays, dissertations, dissertations with placement, dissertation outlines, learning diaries and presentations can be found at:

<http://www.sussex.ac.uk/global/internal/teaching/assessmentandfeedback>

Other useful information on this page includes a section on feedback as well as the form to use if you submit the wrong paper by mistake.

MA/MSc structures and related information

ANTHROPOLOGY

MA in Social Anthropology

This MA is designed to equip students with an in-depth understanding of anthropological theory and method, particularly as applied to 'real life' issues in the contemporary world. Students learn about the development of anthropology as a discipline, how anthropologists theorise social change, how to apply anthropological methods and knowledge to real-world situations, and gain understanding of a diverse array of topics and areas of the world that anthropologists have studied.

The programme may act as either an introduction to anthropology for students new to the field, or as an opportunity for students with an anthropological background to expand their knowledge into specialised areas of anthropology and to explore interdisciplinary study through course options. Students completing this programme pursue a range of careers in the fields of social research, publishing, and the non-governmental sector. A number of students who have completed the course pursue a PhD in anthropology.

The MA consists of six elements: four taught modules (two compulsory modules in the autumn term and two spring options in Anthropology or a closely-related field of study), a workshop-based module on research methods (spring term), and a supervised 10,000-word dissertation (submitted in early September). These six course elements add up to 180 credits.

Autumn	Anthropology and Ethnography (15 credits) Issues in Contemporary Ethnography (15 credits) Understanding Processes of Social Change (30 credits)
Spring	Option 1 (30 credits) Option 2 (30 credits) Anthropological Research Methods (15 credits)
Spring-Summer	Supervised Dissertation/Dissertation with Placement (45 credits)

Modules are taught primarily through seminars, the aim of which is to enable students to reflect on and discuss their reading. It is important that you prepare thoroughly for seminar discussions.

You may be asked to prepare more formal presentations, either individually or in groups, for presentation during seminars. Some modules also have a lecture or practical element.

Part-Time Students

Sussex Anthropology welcomes part-time students, most of whom combine study with paid work outside of the university. Part-time students take the course over two years, which normally means taking two modules in the first year, and begin preparation for their Dissertation over the summer.

Autumn Term: **Anthropology and Ethnography & Issues in Contemporary Ethnography**

Spring Term: **Option** in Anthropology and preparatory work on Dissertation

In the second year, part-time students take two taught modules, workshops on research methods and professional skills, and complete their Dissertation:

Autumn Term: **Understanding Processes of Social Change**

Spring Term: **Option** in Anthropology and **Anthropological Research Methods** followed in the summer by the completion of the **Dissertation**.

MA Anthropology of Development and Social Transformation (ADST)

The MA is intended for students seeking to understand the nature of and connections between economic, political and cultural processes of transformation ('development') in the post-colonial world from an anthropological perspective. Students learn how anthropologists' theories social and economic change, the history and ethical implications of anthropologists' practical engagement with development interventions, and a range of research methods. Students may choose to undertake a work placement or do original field research for their dissertation as part of this MA.

Through examination of detailed anthropological accounts ('ethnographies') and case studies, this course seeks to demonstrate the links between economic and political processes; changing identities and development intervention in a range of geographical contexts; and the relationship between power, knowledge and resistance in discourses of development. With its focus on the anthropology of development and applied anthropology, the course will be of interest to those with experience in, or considering a career in, the development field.

The MA consists of compulsory modules in the autumn term and two spring options in the Anthropology of Development (or a related field of study), a workshop-based module on research methods and a supervised 10,000-word dissertation (submitted in early September). These course elements add up to 180 credits.

Autumn	Understanding Processes of Social Change (30 credits)
	Historical Engagements of Anthropology and Development (15 credits) and Current Practices in Anthropology and Development (15 credits)
Spring	Option 1 (30 credits) Option 2 (30 credits)
	Anthropological Research Methods (15 credits)
Spring-Summer	Supervised Dissertation/Dissertation with Placement (45 credits)

All modules on the course are taught by full-time faculty in the Department of Anthropology. Modules are taught primarily through seminars, the aim of which is to enable students to reflect on and discuss their reading. It is important that you prepare thoroughly for seminar discussions.

You may be asked to prepare more formal presentations, either individually or in groups, for seminars. Some modules also have a lecture or practical element.

Part-Time Students

Sussex Anthropology welcomes part-time students, most of whom combine study with paid work outside the university. Part-time students take the course over two years, which normally means taking two modules in the first year, and begin preparation for their Dissertation over the summer.

Autumn Term: **Understanding Processes of Social Change**

Spring Term: **Option** in Anthropology and preparatory work on Dissertation

In the second year, part-time students take two taught modules, workshops on research methods and professional skills, and complete their Dissertation:

Autumn Term: **Historical Engagements/Current Practices** (total 30 credits)

Spring Term: **Option** in Anthropology and **Anthropological Research Methods**, followed in the summer by the completion of the **Supervised Dissertation**.

INTERNATIONAL DEVELOPMENT

MA Africa and Development

This course provides the opportunity to combine development theory and practice with in-depth understanding of African political and cultural dynamics. Its interdisciplinary approach integrates applied and theoretical training in development with intellectual debates about African politics and society. The MA provides important grounding in the specific African trajectories and issues that development work in African contexts demands.

The MA in Africa and Development is located in the School of Global Studies. It draws on Sussex's world-leading position in development studies, our long history of engagement with the African continent and our large concentration of Africanist scholars, brought together in the Sussex Africa Centre. Core courses introduce cutting edge critical perspectives on development, combined with debates over African politics, society and ethnography. Options allow for further specialism in theoretical or applied areas of development studies, or greater engagement with contemporary African issues.

The Global Studies dissertation with placement provides opportunities for students to gain work and research experience with grass roots African organizations or international agencies in Africa. Students can also benefit from Sussex's international partnerships with African Universities in Ghana, Nigeria and South Africa

In the first term, full term students take the two core modules 'Postcolonial Africa: Politics and Society' and 'Critical Debates in Development'. We recognise that students in this field with existing professional experience are returning to study later in life, or are adapting from a different culture of learning. With that in mind, we have devised a non-contributory mid-term assessment to help equip you for formal assessment due in January. Students will also be required to make an informal seminar presentation either individually or collectively to demonstrate their knowledge and understanding of theoretical and applied debates relevant to understanding processes of change in contemporary Africa, as well as presentational skills.

In the second term, you will be able to choose two modules from a portfolio of optional modules, concentrating on a specific topic relevant to Africa and development. We strongly encourage students to take the option 'Contemporary African Issues', which has been designed specifically for the students on this MA course. The optional modules are assessed through a variety of means that test students' knowledge and skills in different ways. Alongside the optional modules the Research Methods and Professional Skills lectures and workshops introduce you to different methods and approaches to research design, in preparation for the summer dissertation.

For full time students the course is structured as follows:

Autumn	Postcolonial Africa Politics and Society (30 credits)
	Critical Debates in Development Theory (30 credits)
Spring	Option 1 (30 credits) Option 2 (30 credits) Research Methods and Professional Skills (15 credits)
Spring-Summer	Supervised Dissertation/Dissertation with Placement (45 credits)

Part-time students

Year 1	
Autumn	Postcolonial Africa Politics and Society (30 credits)
Spring	Option 1 and preparatory work on dissertation
Year 2	
Autumn	Critical Debates in Development Theory (30 credits)
Spring	Option 2 (30 credits) Research Methods and Professional Skills (15 credits)
Spring-Summer	Supervised Dissertation/Dissertation with Placement (45 credits)

MA in Environment, Development & Policy (EDP)

The course provides an advanced introduction to the analysis of environmental change and natural resource management, mainly but not exclusively in developing countries, and considers how environmental concerns can be addressed in decision-making and policy-making. It is intended for students with a good first degree in the social sciences (usually a UK 2(i) or better), and for those with first degrees in the social sciences or other disciplines who have field and administrative experience, interested in researching or working in the field of environmental management in developing countries and for those hoping to embark on related careers. Students are encouraged to combine theoretical insights with practical awareness of the issues involved in the formulation of environmental policies for developing countries. The main emphasis is on the rural sector, but aspects of industrial impact on the environment are also included.

In addressing environmental issues, the MA is committed to a multi-disciplinary approach, and draws upon teaching and research from a range of academic disciplines represented at the University of Sussex, incorporating a variety of theoretical and disciplinary perspectives, and teaching and learning methods. The teaching team in 2014-2015 includes faculty from Economics, Geography, International Relations, Political Science and Social Anthropology.

The MA consists of six units: two core modules, two optional modules, plus research skills workshops and a dissertation.

Autumn	Critical Debates in Development Theory (30 credits)
	Political Economy of the Environment (30 credits) In the Autumn Term, Critical Debates in Development Theory (core module) provides an introduction to the major debates about the development process. This is set alongside an account of The Political Economy of the Environment (core module) which offers an overview of theories and methodologies of political and economic analysis and their application to environmental issues
Spring	Option 1 (30 credits) Option 2 (30 credits)
Spring/Summer	Research methods and professional skills (15 credits) Supervised Dissertation (45 credits)

Part time students taking the course over two years normally take two modules in the first year, and begin preparation for their Dissertation

Autumn Term: **Political Economy of the Environment**

Spring Term: **Option module** and preparatory work on Dissertation

In the second year, they normally take three modules, and complete their Dissertation:

Autumn Term: **Critical Debates in Development Theory**

Spring Term: **Option module** and **Research Methods and Professional Skills** followed by completion of the **Dissertation**.

MA Food and Development

Do you want to know why hunger and obesity, food shortages and food waste are concurrent development challenges? Do you want to know why food is key to understanding economic, social and political struggles at global and local levels? Do you want to learn about the centrality of food to the pursuit of sustainable development?

Ranked 1st in the world for development studies (QS World University Rankings by Subject 2017), the University of Sussex offers you a distinctive combination of cutting edge intellectual thinking and engaged practical experience to explore the food and development nexus. Taught jointly by the School of Global Studies and the Institute of Development Studies (IDS), this course takes a cross-disciplinary and critical analytical angle to engage with the multiple dimensions of food and development. Learning from our faculty who have both extensive knowledge and direct field experience, you will gain an advanced understanding of the complex relationship between food and development. Our field is defined as comprising both the realm of global policies, international institutions and transnational corporations as well as the more localised domains of farm production and consumption, agroecologies, food identities and cultures.

You will also be directly exposed to contemporary policy debates and practices through interaction with guest speakers from a range of key players in food and development, including government bodies, international organisations, NGOs and local Sussex-based food networks and movements.

In the first term, full time students take the two core modules “Food Politics and Development” and “Critical Debates in Development Theory.” We recognise that students in this field with existing professional experience are returning to academic study later in life, or are adapting from a different culture of learning. The seminars will offer students the opportunity to draw on their experiences and skills through collective and individual seminar presentations, guided debates and practical exercises.

In the second term students will be able to choose modules from a portfolio of optional modules, concentrating on a specific topic and approach from the food and development nexus and tailoring the course to your interests and needs. The optional modules are assessed through a variety of means that test students’ knowledge and skills in different ways. Alongside the optional modules, the Research Methods and Professional Skills lectures and workshops introduce you to different methods and approaches to research design, in preparation for the summer Dissertation.

For full time students, the course is structured as follows:

Module	Credits	Core/option
Autumn – Food Politics and Development	30	Core
Autumn – Critical Debates in Development Theory (807AF)	30	Core
Spring – 30 credit option modules from: <ul style="list-style-type: none"> • Anthropologies of Food • Fair Trade, Ethical Business and New Moral Economies • Critical Debates in Environment and Development – plus, 30 credit option modules from: <ul style="list-style-type: none"> • Nutrition + Climate Change and Development • Sustainability & Policy Processes • Climate Resilient Development 	30 + 30	Option 1 + 2

Research Methods and Professional Skills (ID 012L2)	15	Core
Supervised Dissertation (819F8) or Dissertation with Placement (003L7)	45	Core

This is the structure for part-time students:

Year 1	
Autumn	Critical Debates in Development Theory (30 credits)
Spring	Option 1 (30 credits) and preparatory work on dissertation
Year 2	
Autumn	Food Politics and Development (30 credits)
Spring	Option 2 (30 credits) Research Methods and Professional Skills (15 credits)
Spring-Summer	Supervised Dissertation/Dissertation with Placement (45 credits)

MA Gender, Violence and Conflict

This interdisciplinary degree will engage students critically with existing theoretical and policy debates around the relationships between sex, gender, violence and conflict. It will consider perspectives and arguments from anthropology and international relations, as well as from sociology, law, gender and feminist studies and look at these relationships through the lenses of human rights, security, development and culture. During the course, we will focus on areas such as the gendered experiences of violence, conflict and peace; militarisation, masculinities and femininities, gender violence in situations of conflict and peace; and the representations, embodiment and institutionalisation of violence. We will critically assess contemporary policy agendas, diplomatic and development interventions in the areas of “Women, Peace and Security” and “Violence Against Women”.

Students will also have the opportunity to explore critical and feminist approaches to social research and the politics and ethics of research. Although the primary focus will be on the developing world, we will explicitly compare theoretical and policy debates, as well as look at empirical examples, from both the developing and developed world.

In each of the first and second terms, students study one core module and one option. The core modules cover the central themes of the course. The optional modules allow students to pursue their specific interests within the broad framework of the course themes. The third term and the summer are reserved for the research and writing of a dissertation on a subject chosen by the student in consultation with a dissertation supervisor.

For full-time students the course is arranged as follows:

Autumn	Gender, Conflict and Peace Compulsory for all students (30 credits)
	Feminist Approaches on Global Development, Resistance and Transformation (30 credits)
Spring	Option 1 (30 credits) Option 2 (30 credits)
Spring/Summer	Research Methods and Professional Skills module (15 credits.) Supervised Dissertation/Dissertation with placement (45 credits)

Part-time students taking the course over two years normally take the two core modules in the first year, as well as the Research Methods and Professional Skills workshop and begin preparation for their Dissertation. In the second year, part-time students normally take two optional modules and complete their dissertation.

Autumn Term Year 1: **Gender, Conflict and Peace**

Spring Term Year 1: **Sex and Violence.** Research Methods/preparatory work on dissertation.

Autumn Term Year 2: **Option module 1**

Spring Term Year 2: **Option module 2** followed by the **Dissertation/Dissertation with placement**

Students are encouraged to take options from outside Global Studies eg from LPS. Please contact the coordinators for more information.

MA in Social Development

Social Development has become an increasingly influential term in development. Official donor agencies as well as NGOs now see much of what they do as being concerned with social development and many dominant concepts in development such as the sustainable livelihoods approach and the rights-based approach to development are rooted in the tradition of social development.

Taught by active practitioners and research faculty within the School of Global Studies, this course provides you with the theoretical knowledge and practical skills to become a social development practitioner. If you have some experience in the field, it provides opportunities to expand and deepen your knowledge.

We draw on a range of innovative teaching methods, including interactive lectures, workshops and one-to-one supervision. As part of our interdisciplinary student community you will benefit from expert teaching, a choice of options and a connection to a global network of research partnerships, alumni and professionals in the public, private, consultancy and not-for-profit sectors. This course tutors are committed to an interdisciplinary approach to social development. It draws upon teaching and research from a range of disciplines and is usually taught by a team consisting of anthropologists, geographers and economists.

The MA consists of: four modules, workshops and a supervised 10,000-word dissertation.

Autumn	Concepts of Social Development (30 credits)
	Critical Debates in Development Theory (30 credits)
Spring	Option 1 (30 credits each) Option 2 Research Methods and Professional Skills Workshops (15 credits) Supervised Dissertation/Dissertation with Placement (45 credits)

Part time students taking the programme over two years normally take two modules in the first year, and begin preparation for their Dissertation

Autumn Term: **Concepts in Social Development**

Spring Term: **Option module**, two workshops and preparatory reading for Dissertation

In the second year, they normally take three modules, and complete their Dissertation:

Autumn Term: **Critical Debates in Development Theory**

Spring Term: **Option module** and **Research Methods & Professional Skills** followed by completion of **Dissertation**.

MA Human Rights

This interdisciplinary degree provides you with an understanding of recent debates in the field of human rights from a range of disciplinary perspectives, including anthropology, law, international relations and politics. You examine how human rights are embedded in wider social processes of state regulation, conflict and mass displacement, transnational social movements, and international agencies. You develop your ability to critically assess human rights instruments (international and regional), discourses and institutions, and the relationship between international human rights law, state law and local interpretations of human rights. By the end of the degree, you should be able to research human rights issues in a way that contextualises state and transnational legal procedures in wider social processes such as gender, class, ethnicity and globalisation. Sussex has a worldwide reputation for research in the field of human rights, and a distinctive interdisciplinary approach that enables fresh thinking that contributes practical insights of real value to policy-makers.

In the first term, students study two core modules. Two option modules are taken in the second term. The third term and the summer are reserved for the research and writing of a dissertation on a subject chosen by the student in consultation with a dissertation supervisor. The core modules cover a number of central themes and provide a foundation for the optional modules and the dissertation.

For full-time students the course is arranged as follows:

Autumn	Human Rights and the Politics of Culture (30 credits)
	Liberalism, Modernity and Globalisation (30 credits)
Spring	Option 1 (30 credits each) Option 2
Spring/Summer	Research methods and professional skills workshops (15 credits) and the supervised dissertation (45 credits.)

Part time students taking the programme over two years normally take two modules in the first year, and begin preparation for their Dissertation

Autumn Term: **Liberalism, Modernity and Globalisation**

Spring Term: **Option module** and preparatory reading for Dissertation

In the second year, they normally take three modules, and complete their Dissertation:

Autumn Term: **Human Rights and the Politics of Culture**

Spring Term: **Option module, Research Methods & Professional Skills** followed by the completion of **Dissertation**.

GEOGRAPHY

MA Migration Studies

The course aims to provide students with grounded knowledge in migration processes and their consequences for today's societies, not least through a focus on global transformations referring to issues of development, rights and 'superdiversity' that shape migrants' lives.

The approach is interdisciplinary drawing from perspectives on migration, globalisation and diversity from geography, law, sociology, politics, international relations, anthropology and development studies. The course covers experiences of sending and receiving countries and different types of migration across the globe. It also offers students the opportunity to choose specialist modules that follow their own substantive and disciplinary interests. Typically, this may be on migration, development, human rights, and refugees, or alternatively, on migration, ethnicity, cultural diversity and rights. The programme is designed both for students with a good first degree in the social sciences (equivalent to a UK 2(i) or better), and for those with first degrees in the social sciences or other disciplines who have field and administrative experience.

Migration Studies degrees are affiliated with the internationally recognised Sussex Centre for Migration Research, which has one of the largest concentrations of migration researchers in the world and an outstanding global reputation for research on migration. In addition, Sussex has strong policy links with national governments and international organisations such as IOM, the International Organization for Migration, and ILO, the International Labour Organization, which address the world's growing diversity.

The MA consists of four modules, plus workshops on methods and professional skills and a supervised 10,000-word dissertation.

For full-time students the course is arranged as follows

Autumn	Migrants and Society: Global Transformations (30 credits)
	Managing Migration: Law, Governance and Politics (30 credits)
Spring	Option 1 (30 credits each) Option 2
Spring/Summer	Research methods and professional skills workshops (15 credits) and a Supervised Dissertation (45 credits)

Part time students taking the programme over two years normally take two modules in the first year, and begin preparation for their Dissertation

Autumn Term: **Migrants and Society: Global Transformations**

Spring Term: **Option module** and preparatory reading for Dissertation

In the second year, they normally take three modules, and complete their Dissertation:

Autumn Term: **Managing Migration: Law, Governance and Politics**

Spring Term: **Option module, Research Methods & Professional Skills**
followed by the completion of **Dissertation**

MA Migration and Global Development

Our interdisciplinary approach gives you a distinctive and critical grounding in international development and migration studies. Learning from our faculty who have detailed and extensive knowledge from working in the field, you'll gain an advanced understanding of the complex relationship between migration and development. There are also strong links with government bodies, international organisations, and NGOs – including DFID, the International Organization for Migration, International Labour Organization, and Refugee Action – which address the world's issues of migration and refugees.

In the first term, full time students take the two core modules “Migration and Global Development” and “Migrants and Society: Global Transformations.” We recognise that students in this field with existing professional experience are returning to academic study later in life, or are adapting from a different culture of learning. With that in mind, we have devised a non-contributory mid-term assessment to help equip you for formal assessment due in January. Students will also be required to make an informal seminar presentation either individually or collectively to demonstrate their knowledge and understanding of theoretical and policy debates around the experiences of migration and development as well as presentational skills.

In the second term you will be able to choose two modules from a portfolio of optional modules, concentrating on a specific topic and approach from the migration and development nexus. The optional modules are assessed through a variety of means that test students' knowledge and skills in different ways. Alongside the optional modules, the Research Methods and Professional Skills lectures and workshops introduce you to different methods and approaches to research design, in preparation for the summer Dissertation.

For full time students, the course is structured as follows:

Module	Credits	Core/option
Autumn - Migration and Global Development	30	Core
Autumn - Migrants and Society: Global Transformations (814F8)	30	Core
Spring – two option modules.	30 + 30	Option
Research Methods and Professional Skills	15	Core
Supervised Dissertation/Dissertation with Placemen	45	Core

For part-time students, the structure is:

Year 1	
Autumn	Migration and Global Development (30 credits)
Spring	Option 1 and preparatory work on dissertation
Year 2	
Autumn	Migrants and Society (30 credits)
Spring	Option 2 (30 credits) Research Methods and Professional Skills (15 credits)
Spring-Summer	Supervised Dissertation/Dissertation with Placement (45 credits)

MSc Climate Change, Development and Policy

In this unique, multidisciplinary MSc, you study the twin challenges of climate mitigation and adaptation, and how they influence global and regional development. This includes the multiple and interconnected dimensions of economics, technology, politics and policy. Throughout the course, we consider the influence of climate science in informing these arenas (taught for non-specialist in the climate field).

There is an emphasis on understanding the implications of climate change and climate policies for equity between, and within, countries. You acquire specialist knowledge of the earth system and climate impacts, for example on water, food and ecosystem services. You also look at the principles, policies and practices of mitigation and adaptation within the international, national and local domains. You gain practical experience of the methods, techniques and approaches used in the profession, including the financial and regulatory aspects of carbon management.

The course is taught jointly by the School of Global Studies, SPRU – Science Policy Research Unit, and the Institute of Development Studies (IDS). All three are renowned worldwide for agenda-setting research in environmental science, technology and innovation policy, international development, and climate, energy and sustainability policy.

This MSc consists of two core modules, two optional modules, four professional and skills workshops and a dissertation.

Autumn	The Science of Climate Change (30 credits)
	Ideas and Concepts in Climate, Development, Economics and Policy (30 credits)
Spring	Option 1 (30 credits each) Option 2 (30 credits each)
Spring/Summer	Research methods and professional skills workshops (15 credits) and Supervised Dissertation (45 credits)

For part-time students, the structure is:

Year 1	
Autumn	The Science of Climate Change (30 credits)
Spring	Option 1 and preparatory work on dissertation
Year 2	
Autumn	Ideas and Concepts in Climate, Development, Economics and Policy (30 credits)
Spring	Option 2 (30 credits) Research Methods and Professional Skills (15 credits)
Spring-Summer	Supervised Dissertation/Dissertation with Placement (45 credits)

INTERNATIONAL RELATIONS

MA in International Relations

The course is concerned with the rapidly changing patterns of today's global world and international politics. The approach emphasises a philosophical and historical orientation with a distinctive critical edge for which IR at Sussex has gained a new international reputation in recent years.

Together with the more classical theoretical and policy themes, the MA explores a number of issues at the cutting edge of the research in IR: the historical and philosophical critique of liberal international perspectives; the relevance of continental philosophy and social theory for international thought, including the thought of Karl Marx, Max Weber, Martin Heidegger, Carl Schmitt and Michel Foucault; culture, religion, subjectivity and gender as dimensions of international power; explorations in the rapidly expanding genres of World History and Civilizational Encounters; the development of new historical materialist and historical sociological approaches for international studies.

The MA consists of: four modules, workshops and a supervised 10,000-word dissertation.

Autumn	Foundations of World Politics (30 credits)
	International Theory (30 credits)
Spring Term	Option 1 and Option 2 (30 credits each) Research methods and professional skills workshops (15 Credits)
Spring/Summer	
	Dissertation or Dissertation with Placement (45 credits)

MA in Global Political Economy

This MA is concerned with the broader issues concerning transformations in the world economy and their effects on state and society. We examine the role played by states, business and international organisations in the generation of wealth and its distribution on a global scale.

The course centres on a number of related themes: the globalisation of the state, especially structures of political authority; the deployment and threat of violence, and new forms of political-economic regulation; the examination of the shift from a national to a transnational and ultimately a global socio-economic framework, with particular reference to global finance, production and trade and civil society and international institutions; the analysis of pattern and direction of development trajectories, with specific reference to new forms of political economy which will enable sustainable development.

Autumn	Global Political Economy (30 credits)
	Theorising the Global Political Economy (30 credits)

Spring	Option 1 and Option 2 (30 credits each)
Spring/Summer	Research methods and professional skills workshops (15 Credits) Dissertation or Dissertation with Placement (45 credits)

MA Conflict, Security and Development

The MA analyses the complex relationships that lie at the heart of this development-security nexus in the global south, especially Africa, South Asia and the Middle East.

It focuses on three key areas:

- First, the MA examines the extent to which destructive cycles of insecurity and violence affect the possibility of development for large sections of the world's population.
- Second, it analyses the difficulties that aid agencies, non-governmental organisations, governments, and international organizations encounter when trying to negotiate these spirals of violence and insecurity - be it through armed intervention, the provision of aid, the sponsoring of peace-building processes, or assisting states in post-conflict reconstruction.
- Finally, the MA also investigates whether underdevelopment can be said to constitute a security threat. Some Western governments, for example, claim that underdevelopment in the global South could threaten their national security by facilitating the international spread of terrorist and criminal networks.

For full-time students the course is arranged as follows:

Autumn	Conflict, Security and Development (30 credits)
	New Security Challenges (30 credits)
Spring	Option 1 and Option 2 (30 credits each) Dissertation/Dissertation with Placement (45 credits)
Summer	

MA Geopolitics and Grand Strategy

This MA investigates the geopolitical relationships and long-term strategies of the major states within the international system.

It focuses on three aspects:

- First, it examines the historical evolution and current revival of the concept of geopolitics, including the following geopolitical issues: global economic rivalries, energy security, competition over resources, the proliferation of weapons of mass destruction, the war on terrorism, democracy promotion, etc.
- Second, the MA focuses on the grand strategies developed by the major powers, including: the foreign and security policy of the United States, the debate over American grand strategy, the re-emergence of Russia and its foreign/security policy, and the rise of China with its grand strategy.
- Finally, the MA covers the key regional dynamics of contemporary geopolitics, including the international security of the Middle East, NATO and the future of transatlantic security, European security, international security in south and east Asia, and geopolitical rivalries in Africa

Autumn	Geopolitics International Affairs (30 credits)
	New Security Challenges (30 credits)
Spring	Option 1 and Option 2 (30 credits each)
	Research methods and professional skills workshops (15 Credits)
Summer	Dissertation or Dissertation with Placement (45 credits)

MA in International Security

The MA examines a wide range of contemporary security challenges - from terrorism, weapons proliferation, and the changing nature of war, to newer security issues such as climate change, pandemics, state failure, and complex emergencies in the global South. Security has always been central to international relations and for much of the twentieth century it consisted of protecting sovereign states through the use of armed force.

Events over the past decade in Afghanistan, the Middle East, central Asia and Africa testify to the continuing role that the threat and use of military force continues to play in international affairs. Yet more recently new sources of insecurity have also emerged and taken their place on the international security agenda. Not only has there been greater emphasis placed on combating international terrorism, but links have been drawn between security and climate change, the spread of infectious diseases such as AIDS, SARS and avian flu, and so on.

Providing advanced study of these key contemporary issues in international security, this MA course investigates the means by which institutions and policy makers have sought to respond to these challenges through military interventions, intelligence, diplomacy, the creation of international regimes, and international law. The MA also explores the many different understandings of 'security', and how these understandings have changed within the context of both globalisation and the rise of new security challenges.

The course is structured as follows:

Autumn	International Security (30 credits)
	New Security Challenges (30 credits)

Spring	Option 1 and Option 2 (30 credits each)
	Research methods and professional skills workshops (15 Credits)
Summer	Dissertation or Dissertation with Placement (45 credits)

Structure of MA Courses for Part-Time Students

MA International Relations – autumn term

Term	Module
Autumn Year 1	Foundations of World Politics
Autumn Year 2	International Theory

MA Global Political Economy – autumn term

Term	Module
Autumn Year 1	Global Political Economy
Autumn Year 2	Contemporary Theories in GPE

MA Conflict, Security and Development – autumn term

Term	Module
Autumn Year 1	Conflict, Security and Development
Autumn Year 2	New Security Challenges

MA Geopolitics and Grand Strategy

Term	Module
Autumn Year 1	Geopolitics and International Affairs
Autumn Year 2	New Security Challenges

MA International Security

Term	Module
Autumn Year 1	International Security
Autumn Year 2	New Security Challenges

All MA Courses – spring term

Term	Module
Spring Year 1	Option 1
	Preliminary work on dissertation if desired
Spring Year 2	Option 2
	Research methods and professional skills workshops plus Dissertation

Additional seminars and workshops

All MA students in the Anthropology Department are expected to attend the weekly Research Seminars (known as the 'Tuesday seminars'), at which invited anthropologists from other universities – and some Sussex speakers – talk about their on-going research. The time and location of the seminar will be advertised at the beginning of term.

Migration students are required to attend the Sussex Centre for Migration Research (SCMR) Seminar series, on Wednesdays, as part of the MA. This series complements the core modules, and includes presentations by faculty and high quality external speakers from both academic and policy environments.

Students taking courses in the International Relations Department are invited to attend the Research in Progress seminars on Wednesday afternoons

Our colleagues in the Institute of Development Studies run an extensive programme of seminars and events, delivered by expert academics, policy-makers and development practitioners from organisations from around the world. As part of our interdisciplinary student community, you are connected to an unparalleled professional network of research partnerships, alumni and professionals in the public, private, consultancy and not-for-profit sectors

In particular, the Sussex Development Lectures explore themes in development theory and practice on Wednesdays at 5.00 p.m. Further information from:

<http://www.ids.ac.uk/events/sussex-development-lectures>

The following interdisciplinary research centres periodically run open seminars or lectures that you are welcome to attend:

[Centre for Advanced International Theory](#)

[Centre for Bio-networking](#)

[Centre for Colonial and Postcolonial Studies](#)

[Centre for Global Health Policy](#)

[Centre for Global Political Economy](#)

[Centre for Cultures of Reproduction, Technologies and Health](#)

[Justice and Violence Research Centre](#)

[Middle East and North Africa Centre at Sussex](#)

[STEPS Centre](#)

[Sussex Africa Centre](#)

[Sussex Asia Centre](#)

[Sussex Climate Change Network](#)

[Centre for Coastal Research](#)

[Sussex Centre for Conflict and Security Research](#)

[Sussex Centre for Cultural Studies](#)

[Sussex Centre for Migration Research](#), including the [Migrating out of Poverty Research Consortium](#)

[Sussex Centre for Photography and Visual Culture](#)

[Sussex Rights and Justice Research Centre](#)

[Centre for World Environmental History](#)

RESEARCH METHODS TRAINING

All Masters students take a 15-credit Spring module on research methods and professional skills, including the dissertation research and writing process. The **assessment mode** is a Dissertation Outline (2500 words, maximum) which is normally submitted in June.

Anthropology

Anthropology students take a dedicated research methods module tailored to their degree, called **Anthropological Research Methods (ARM)**. This module introduces students to methodological, theoretical and ethical issues surrounding ethnographic research in anthropology and the social sciences more generally.

International Development

Research Methods and Professional Skills (RMPS) is intended to offer students a 'taste' of a variety of research methods and professional skills, which may be of value to the students' longer-term educational and professional career, not least in the sense of pointing out directions for further reading and further training. The research methods and professional skills to which the student has been introduced in RMPS workshops may or may not be directly relevant or appropriate to the dissertation topic which the student chooses. However, it is almost certain to be the case that **some** of these methods and skills, and the issues that surround their use, will be relevant for the dissertation that a student is writing, and thus they will be relevant to include in the Dissertation Outline.

International Relations

Research Methods and Professional Skills (RMPS) provides students with training in social science research methods commonly used in the field of International Relations, as well as professional skills in project design, writing and engaging with practitioners. The module is run as a series of workshops covering differing methods appropriate to the design of a MA-level dissertation in IR. Both qualitative and quantitative approaches are surveyed, including instruction in how to use case studies, data, interviews and fieldwork. Each session is led by a member of faculty with research expertise in the particular method. As part of the module students also receive instruction on dissertation planning, conducting a literature review, and techniques to stimulate their writing. These workshops are 2 hours per week during term 2.

STEP BY STEP GUIDE TO RESEARCH ETHICS REVIEW

Students who plan to do any research involving human subjects (including interviews, questionnaires, surveys, online surveys, observation, ethnography, etc.) are required to attend an additional **Dissertation Research Ethics Workshop**. The purpose of this workshop is to assess the ethical issues involved in your research, and to learn how to successfully apply for ethical

approval from the University for your research project. ****No research involving human subjects can take place before ethical approval has been secured from the University.****

1 Does your research actually require ethical review?

Many of the kinds of research that students conduct in Global Studies (surveys, ethnography, interviews, etc.) cannot commence until ethical approval has been granted. There is a self-assessment checklist available from:

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

2 User guide

Before starting your application, make sure to consult the online user guide:

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

3 Create an application on Sussex Direct

If ethical review is required, please go to the Research Tab on Sussex Direct and choose “Ethical Reviews.” As you answer the questions, the system will determine whether your application is high or low risk. Examples of the questions asked are included with these notes and also in the **user guide** available from:

4 The application process: leaving enough time!

It is important to apply for ethical approval for your research design in plenty of time.

Low-risk research.

If your research is low-risk, your application will be forwarded by your supervisor to the School Research Ethics Officer (SREO). The SREO will usually evaluate the application within a couple of weeks. Please remember that either your supervisor or the SREO may require revisions or ask you to submit it via the high-risk route instead. As a result, some applications could take 6-weeks to 2-months or more to process, while others are approved the same day.

Delays sometimes result from either a supervisor or the SREO being on annual leave. However, in most cases, delays result from students not taking the time to read the advice provided in the user guide (see above) and failing to upload or amend the templates for information sheets and consent forms. Research ethics should be something you discuss with your supervisor in order to maximise the chance of your application being successful.

High-risk research.

If your research is deemed high-risk by the form, your supervisor or the SREO, it will be forwarded to the cross-school research ethics committee (C-REC) of which Global Studies is a part. Applications are distributed to reviewers each month and the deadline for receipt of applications on Sussex Direct is always the **20th of each month** (or the nearest working date) and applicants normally receive a response by the 20th of the following month.

Remember, that your supervisor needs to forward your application by this date, so you should factor in time for them to evaluate your application and return it to you if they think there are revisions to be made prior to the next level of evaluation.

5 Supporting documents

Templates are available from the link above for information sheets and consent forms which are currently considered standard supporting documents for many research methods. Please

adapt them to your research (e.g. many students claim they will keep their interviewees anonymous but then forget to remove the 'request for permission to video' that is on the consent form template). However, please do not remove sections of the information sheet and consent form without consulting your supervisor.

If you want to use **verbal consent** methods and your supervisor thinks this is appropriate and justified within the context of your research, please make sure you include an explanation in the application. You must also detail alternative methods of seeking and documenting consent, by completing the verbal consent checklist available on Canvas.

If you are using **survey methods**, it is unlikely you will use a separate and full information sheet and consent form, but the principles of these documents are incorporated into the front 'introductory' page of the survey which should be uploaded for reference.

6 Overseas Travel Safety and Security Risk Assessment Form (OTSSRA)

If you are travelling outside of the UK to conduct your research, you will also need to complete the Overseas Travel Safety and Security Risk Assessment form. This includes International Students, even if you are returning to your home country. All form need to be signed by your supervisor (this can be done with an electronic signature) and uploaded as a supporting document for reference. If you have completed Part B and it needs to be signed by the Head of School, please collect this signature via Katie Meek in the Global Studies school office.

Please also send a copy to the Katie Meek in C168 K.A.Meek@sussex.ac.uk . Make sure you upload a copy of this document with your ethics application as well, as the reviewers will need it for background information.

Finally, you are advised to take out appropriate adequate travel/medical insurance as the university does not provide cover for MA or MSc students.

Dissertation Supervision

In the early part of the spring term, in consultation with their MA/MSc convener, students are in the process of identifying a dissertation topic, and will subsequently be assigned an MA/MSc Dissertation Supervisor. The supervisor and the student meet for **four 30-minute** supervisions between then and the end of the academic year in mid-June. At least two supervisions should be held before the student submits his/her Dissertation Outline in May, with the remainder normally being held before the end of Assessment Block 2 (AB2), or as arranged in agreement with the supervisor. One supervision in AB2 will normally be used to provide feedback on the marked dissertation outline. The supervisor's role is to help the student develop the Dissertation Outline, with a view to facilitating for the student the writing of the dissertation itself

Writing Essays and Dissertations

1 Introduction

This guide is intended for students taking an MA/MSc course in the School of Global Studies:

Essays and dissertations are the major form of assessment for MA courses alongside some unseen exams. Essays are intended to help you organise your thoughts and better understand themes within the modules you take. Drawing on the topics covered in modules, you can develop themes that are of special concern to you. In other words, you can tailor your essays and your dissertation – in consultation with your module tutor, MA course convenor, or your supervisor – to your own interests.

This guide is intended to help you produce essays/dissertations that are of as high a quality as possible and best display your talents. (Unless otherwise specified, 'paper' here generally refers to both Essays and dissertations).

You should read all of this document, though not necessarily all at once. It should be read alongside the Handbook on Examination Assessment for Post Graduate Students published by the Academic Office, where the rules and regulations for submission are all laid out.

Individual module convenors will provide specific guidance in relation to each module, and your MA course convenor and/or your supervisor will guide you in preparing your dissertation.

2 Deadlines

MA students must submit essays for assessment **by specific dates**. You need to ensure that you submit by the deadline or you risk suffering a penalty.

Make sure you know the exact date of the deadline for submission.

Please note that some modules also require **coursework**. Details of the length and date of submission of this work will be on Sussex Direct.

3 Length

Maximum limits are specified. Most essays are 5,000 words, but some are 3000 words. Dissertations are 10,000. Check your module handbook to ensure you know what lengths apply to the assessments.

These are maximum limits. It includes quotations, but excludes tables, footnotes/endnotes the bibliography, appendices, abstract/summary, maps or illustrations (**see the Examination and Assessment Handbook: <http://www.sussex.ac.uk/academicoffice/documents/examination-and-assessment-regulations-handbook-2012-13--final.pdf>**)

There are two reasons for not exceeding the maximum length:

- The ability to write clearly and briefly is a valuable asset in almost any of the jobs you are likely to take up. Those who can write clearly, concisely and to the point are more likely to be read. Now is a good time to practice.

- You will be penalised for submitting papers that are too long. Where a student has marginally (within 10%) exceeded the word length the Marker should penalise the work where the student would gain unfair advantage by exceeding the word limit. In excessive cases (> 10%) the marker need only consider work up to the designated word count, and discount any excessive word length beyond that to ensure equity across the cohort.

4 What are the examiners looking for?

You have the choice to write a wide range of different types of essay (theoretical, empirical, review, historical, etc.). The appropriate balance of marking criteria therefore varies from paper to paper. Here is a list of the main kinds of considerations that examiners are likely to take in to account (not in order of importance):

- Clear specification of the subject area, and (even more) of the question or issue you will test or address in the paper
- Good organisation, coherent argument
- Critical evaluation of the sources used
- Appropriate range of material covered
- Understanding of key concepts / theories
- Ability to understand and state differences in perspectives
- Use and evaluation of evidence
- Ability to construct an argument of your own and to draw conclusions from the material you have chosen
- Critical evaluation of your secondary sources
- Originality in thinking and clarity of expression
- Correct presentation, especially in references and bibliography

5 Choosing a Topic

Each module will have its own way of going about things. In some cases you may get firm guidance from teachers about topics; in other cases you may have much more freedom to select your own. The more uncertain you are about the choice of topics (and the earlier you are in your course), the more cautious you should be. Here 'caution' means, for example:

- taking advice from your tutor.
- making a careful decision about whether to write a 'review' type paper (e.g. a review of a range of relevant theoretical approaches) or undertaking original research (e.g. undertaking primary analysis of statistical data or texts) or conducting interviews.
- not choosing a topic on which you cannot obtain guidance.
- limiting what you try to do.

The final choice with regard to topic concerns the variation in themes over your essays as a whole. While each of you will have certain areas of interest and particular disciplinary skills, MA modules will cover much broader areas. Your papers, taken as a whole should reflect this. If you always try to build each essay around a particular topic, then the examiners may feel that you are using the same material and arguments repeatedly. Examiners will be looking for evidence that you are working with

an appropriate range of material and developing a range of skills and competence across the subject of the MA.

An essay or dissertation should address a problem or question, and the problem you address should be related to the module.

You should also consider that the best way to develop a critical perspective on an issue or a capacity to analyse it may not lie solely in direct study of it. For example, an interest in agrarian issues in Central America might well be pursued by an essay on a part of Africa or India, which would give a broader, comparative perspective on issues.

Different sorts of problems and questions

There are several different sorts of problems and questions. For example:

- Explain the strengths and weaknesses of a particular theory or policy or technique or method
- Review the literature on a particular debate or problem
- Analyse a particular incident or process to see what implications it has for particular theory or policy or country or group of people
- Compare and contrast (theory, policy, method, country etc)
- Test (e.g. quantitatively or qualitatively) a particular hypothesis

The range of choice is very wide, and will be influenced by the nature of the module to which the paper relates. It always seems easier to do something which is in some sense 'secondary', i.e. to analyse/comment on a particular debate or problem on the basis of literature available in the library. Don't forget that you can often do a more interesting and satisfactory paper by doing some 'primary' work, e.g. selecting a particular subject and then identifying and analysing some data or evidence which relate to it. However, you can only do this if the relevant material is available and this is easier in some areas of work (e.g. a study based on World Bank reports) than in others (e.g. an analysis of peasant attitudes in Burma, where data have yet to be collected first hand). In addition, you should bear in mind that one of the most difficult tasks for a scholar is to determine which empirical facts shed light on a theoretical position and then successfully isolate such facts. Whatever you do, the important thing is to do it well!

6 Focus and scope

Focus

Remember, the essay must be focused on a topic. The better focused you are on your topic, the better the essay.

Scope

Don't be too ambitious. Remember that your ability to write about a given topic is limited by time and space. Ask yourself and your tutor:

- Can my topic be done with the available materials?
- Can my topic be done with my available skills?
- Can my topic be done within the available time?
- Can my topic be done within the available length?
- Can my topic be done with the available advice?

Your choice of topic will also be influenced by the availability of advice. If you particularly want to write about the environmental effects of seal-hunting among the Inuit, then neither your tutor nor

other staff may be in a position to guide your reading or discuss the issues with you. If your tutor cannot provide assistance, s/he will try to suggest someone who can, but in general a balance has to be struck between your interests/preferences and the support which can be provided. If in doubt be cautious. Go for a 'review' type paper; don't choose a topic on which you cannot obtain guidance

Avoid duplication essays must not overlap in content/topic. You may write on similar or related topics but the approach and/or examples used as illustration must differ and be based on a different range of background reading. It is particularly important to avoid producing an essay early on in your programme that restricts or prohibits you from writing a final dissertation on a topic of particular interest to you and which you wish to pursue in depth in this more substantial, final piece of work.

7 Developing the Topic

One is often told that completing a paper can be broken into three stages - finding a topic, researching it, and writing it up. This can be misleading. It is very important not to break the exercise too neatly into separate parts.

Unless you think hard while you gather information about how you are going to write up the topic you may end up with an unmanageable heap of notes and little idea of what to do with it.

Start with an outline of the main issues you wish to cover, get feedback on it from your tutor/supervisor. Write working papers or mini-essays, or even just lists of ideas or possible elements of the paper as you go along: this will take you some way towards a first draft.

You should be prepared actively to reshape your topic as you get into it, both in order to define it more clearly and so that you can give it overall coherence in theme and argument. Try to ensure that you have evidence to support any statement that might reasonably be challenged by someone with knowledge of the social sciences and cultural studies but not expertise in the area about which you are writing.

Be modest in your claims.

8 The Title

Every paper must have a title. There are two aspects to choosing a title: satisfying University regulations, and clarifying your ideas about your paper. To satisfy University regulations, you must choose a topic in advance, although the final title of the paper may be altered later to better reflect the finished product. However, for your own benefit, you should also have a clear title. A vague title indicates that you do not know what you want to write about. Since a paper should address a problem, the title is often in the form of a question. If you cannot think of a clear title, then you need to think more about your chosen topic.

- *Think about a "working title" first, to get you going. The final title of the paper may be altered later in order to better reflect the finished product.*

Look at the titles of articles in relevant journals to get a feel for the kind of title you could employ. But don't attempt anything too pretentious. There is no harm in keeping it simple and straightforward.

9 Input from your tutor or supervisor

Your module tutor will be involved in helping you to select and define a topic. S/he should be available to discuss your topic and an outline of your essay at a meeting towards the end of the module. Dissertation supervision over the Spring Term offers much greater support - you can expect four half hour meetings, or the equivalent, with your appointed supervisor. The availability of supervision is important in choosing a topic. You may have to revise your preferred choice of topic if no appropriate supervision is available.

Tutors are not normally available for consultation about essays during the Christmas and Easter vacations nor for supervision of dissertations during the summer vacation. Thus it is important that you plan your work and obtain supervision/advice during term time.

A list of faculty research interests can be found on Department websites

10 Organisation of the MA Essay

'Every paper should have a beginning, a middle, and an end' or

'Say what you are going to say, say it, and then say what you have said'.

This is sound advice. Yet there is no single formula for essay or dissertation writing, and each piece you write may require a slightly different kind of organisation because of differences in subject matter as well as your own stylistic preferences.

You should aim for: good organisation, coherent argument, clear specification of the subject area, and of the problem (hypothesis, question, issue) you will address in the paper.

Structure It is helpful to think of dividing the paper or dissertation into: an introduction; three to four separate sections, indicated by subtitles; and a conclusion.

Introduction: This should contain:

- A clear statement of the problem you are trying to tackle, showing how the paper is constructed around a central hypothesis, question or issue;
- Setting out the theoretical framework of your paper / dissertation;
- An indication of how you are going to approach the question (i.e. your methodology);
- A guide to how the paper is organised;
- A preliminary statement of the conclusions;

The middle: The overall structure of your paper may vary according to the topic and how you tackle it, but 3 – 4 main chapters sections is a good guide. Remember what the examiners are looking for:

- Flesh out the issue/hypothesis you are addressing and then develop a clear argument;
- Present the evidence, detailed examples, case studies;
- Use sub-headings and sign-posts (statements indicating what you intend to argue in a future section of the paper) to break up the mass of writing and give the reader a clear sense of the structure of what you are trying to say.

The conclusion

- Draw out the results of your analysis;
- If you do not have any conclusions, perhaps your paper is not clear enough. (But don't be afraid to be "inconclusive" if that's where your argument leads you);

- If you have to introduce new material in the conclusion in order to establish what you want to say, then you should consider rewriting the paper and incorporating this material in the body of the text;
- Be modest but clear in your claims.

11 Things to think about

Honesty

Don't manipulate numbers, don't ignore evidence or ideas which contradict your line of argument. If your evidence happens to falsify (reject) your hypothesis or cast doubt on your assumptions or argument, make this clear. Finding this out is also part of scientific inquiry. A good paper can show that an argument or hypothesis is cast into doubt or disproved outright.

Open-mindedness

There is always more than one way of looking at any issue in social sciences. People holding different values, different 'ideologies' or 'belief systems' may have very different interpretations of what appears to be the 'same' situation. Try to recognise and be open about your values/biases and those of the authors you read. Make your own values and perspectives explicit in the introduction to your paper.

Rigour

This is especially important in defining, manipulating, analysing or operationalising key concepts. Many of the key concepts in our studies are value-laden and often have a 'political' origin or come to acquire political importance. Therefore, like much political language, they are intended to obscure difficult questions and contradictions, and therefore to garner support for a particular viewpoint. It is in the nature of the politicians' job that they should use such language; it is the duty of social scientists to probe, test and publicise these obscurities. For example, 'self reliance' is a very appealing idea.

Take the proposal that country X become 'self-reliant' in food, stop producing cash crops for export, and put more resources into domestic food production so that humiliating dependence on American food aid can be ended. Fine, but you have to ask what that means in practice. Supposing 'self-reliance' is achieved, but the country then faces an unusually severe drought and famine. Without the port facilities, the grain stores at the harbour and all the transport systems normally used to export cash crops and import grain, the choice might be between appalling famine and going begging to the USA to immediately provide not only food but all the vehicles, equipment and expertise required to import and distribute it. That is not 'self-reliance'. Before using any such concept be sure that it has a clear and unambiguous meaning, and that it does not obscure problems. Where there is ambiguity or a range of possible meanings of a word (e.g. 'democracy', 'imperialism', 'freedom', 'participation', 'empowerment'), state how you intend to use it. In some cases, rigour can involve defining a hypothesis and testing it. In others, it may mean clarifying a concept or considering very carefully the kinds of evidence needed to support a particular statement.

Evidence and ignorance

Try to ensure that you have evidence to support any statement that might reasonably be challenged by someone with knowledge of the social sciences or humanities but not expertise in the area about which you are writing. The problem here is how to interpret the term 'reasonably'. There will always be some disagreement, but the actual scope for debate is limited. In most cases it is clear whether or not evidence is required.

For example:

"Argentina is a country of European settlement which in the early part of this century had a great deal in common with countries like Australia, New Zealand and Canada, but has since fallen far behind them in economic terms and is now classified as a less developed country."

These statements do not require supporting evidence: they are widely known and accepted facts. On the other hand, this would certainly require support:

"Whenever military coups have occurred in Argentina, the rate of inflation has tended to fall, at least temporarily. Military governments in Argentina have always served the interest of international capital."

Suppose you cannot find any evidence for a statement that does seem to require support (there are no available statistics, and you cannot find anyone who has written with authority on the subject). If you are sure the statement is true on the basis of your own experience, then make a footnote to that effect. That is quite acceptable. The important thing is to demonstrate that you understand what kinds of statement do need supportive evidence.

In both the social sciences and humanities there is limited agreement about the basic concepts to be used and the important issues to be addressed; there is little capacity for accurate prediction. At best we can help to "shed light" on a problem, and always from within a particular perspective. However, there is a limited number of perspectives and they each, generally have their own "rules" about what constitutes an adequate argument, good evidence and so on. Whatever perspective you adopt, there are procedures which must be followed.

Sexist and racist language

Try to avoid terminology which marginalises women or disparages people of different ethnicities

Here are some more examples of what should be avoided/used:

Sexist: Each respondent was asked whether he wished to participate in the survey.

Non-sexist: Respondents were asked whether they wished to participate in the survey.

Sexist: The child should be given ample time to familiarise himself with the test material.

Non-sexist: Ample time should be allowed for the child to become familiar with the test material.

Sexist language can mislead the reader because it is frequently ambiguous: the use of 'he' or 'man' may make it unclear whether men alone or both men and women are being referred to.



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