International Development Undergraduate Handbook 2016-2017
School of Global Studies
www.sussex.ac.uk/development
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Welcome to International Development in the School of Global Studies
From the Head of Department
Dr Anke Schwittay

Welcome to the International Development degree in Global Studies – and Congratulations! You have gained a place to study at the University that has this year been ranked number two in the world for Development Studies and number one in Europe and the UK. The reputation of our research and the vibrant atmosphere across campus, home to more than 150 Development scholars, makes Sussex a very exciting place to be in 2016.

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

Here at Sussex, we explore the complexity of these processes, and help you to think critically about how development works. This means helping you to understand the different visions of what ‘development’ can mean, and the many challenges to achieving social justice globally. For us, International Development is concerned not only with economic growth, but also with social, environmental and cultural transformations and with moral and religious values.

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

Please study this handbook with care, and keep it in a safe place for future reference. We look forward to meeting you. Once again, welcome to Sussex!
International Development

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

It is also essential to the life of the department that we have Student Representatives, who serve as a vital connection and communication between faculty and students. Student Representatives attend our formal termly meetings at which we discuss important issues in teaching and learning. They also meet informally with the Head of Department to provide feedback on day-to-day matters. Anyone can stand for election as a Student Representative, so this may be something you would like to consider. Even if you don’t put yourself forward, it is important to vote, and then to know who your representatives are in case you have any difficulties or suggestions which need to be passed on to the faculty. Undergraduate representatives are elected to serve for the period of a year, and there are representatives for each year of the degree. To find out more, please ask the departmental co-ordinators.

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

Last year SIDS organized a student-led conference on global health, and is already planning this year’s conference after a resounding success. SIDS also provides a platform for presentations and discussions of development in practice. This included students’ own experiences in International Development & local NGOs, outside expert speakers from the world of development, former students who give us insights into the challenges and opportunities in making a career in International Development and hands-on boot camps. Apart from regular meetings, the society also organised social and cultural events, such as music and poetry evenings and quizzes. In former years, SIDS has also been an active force in campaigning for change both nationally and internationally. Previous members of SIDS are
involved in development work across the globe and maintain links with current undergraduates.

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

How the degree is structured

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

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

The following table shows visually how each year is structured.
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn</strong></td>
<td><strong>Autumn</strong></td>
<td><strong>Single honours take two per term, Joint honours take one per term and one from the other half of their degree</strong></td>
</tr>
</tbody>
</table>
| Core modules for both Single and Joint honour. Joint honours also take two modules from the other half of their degree | Core modules for both Single and Joint honours. Joint honours also take two modules from the other half of their degree | - International Development Thesis  
- Development Tools and Skills  
- Disasters, Environment and Development  
- Ethnographies of Aid  
- Development, Business and Corporate Social Responsibility  
- IR of the Modern Middle East  
- Mercenaries, Gangs and Terrorists  
- The Politics of International Trade  
- Cultures of Colonialism  
- Human Rights  
- Conflict, Violence and Peace  
- Population and Development  
- The Arms trade in International Politics  
- Political Economy of Latin American Development  
- Rural Livelihoods in the Global South  
- Religions in Global Politics  
- Global Food Security  
- Race, Ethnicity and Identity  
- The Anthropology of Migration |
| - Colonialism and After Development: Ideas and Actors | - Economic Perspectives on Development  
- Social change, Culture and Development | |
| **Single honours only** | **Single honours only** | |
| Concepts in Development | Research skills for Development | |
| An elective from a University wide selection | An elective from a University wide selection | |
| **Spring** | **Spring** | |
| Core modules for both Single and Joint honours. Joint honours also take two modules from the other half of their degree | Single honours take 3 modules from a list of options plus an elective, Joint honours take two options plus two modules from the other half of their degree | |
| - Key Thinkers in Development  
- Issues in Development | - Development and the State  
- Environmental perspectives in Development  
- Gender and Development  
- Race, Ethnicity and Nationalism  
- Health, Poverty and Inequality  
- International Education and Development | |
| **Single honours only** | | |
| Institutions of Aid | | |
| An elective from a University wide selection | | |

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

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

Modes of Teaching Delivery

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

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

Attendance at classes is mandatory. We take a register at all teaching sessions (including lectures) to ensure that you are attending. Students are expected to attend at least 80% of all teaching sessions. If there is some reason you cannot attend a teaching session you should make sure your tutor knows. If you are absent from the University for longer than 7 days, or you know in advance that you will be absent for longer than 7 days, please contact global.engagement@sussex.ac.uk

Self-Directed Learning

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

Self-directed learning involves:
• Using the detailed bibliography in the module outline to pursue your own special interests in course topics (i.e. moving beyond the minimal readings);
• Making library resources work for you by mastering how the different collections are organised, and what techniques (such as browsing or focused searches) work best for different aspects of your studies;
• Learning through experience how to identify books – or parts of books – which are relevant to your interests;
• Using the bibliography provided at the end of one book to find relevant materials in other books;
• Experimenting with alternative materials when a particular book you want is on loan to someone else and you need to find relevant information or arguments quickly;
• Learning through experience how to integrate and combine different kinds of materials – books, articles, films, websites, etc. – to support the particular arguments you want to make;
• Developing – through varied reading and reflection – the ability to weigh the views of different writers against each other, and developing a feel for the criteria by which you judge the intellectual quality of what you read.

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

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

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

**Life During Term**

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

**Your Academic Advisor**

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

**Module Handbooks**

Each module has a module handbook which gives an overview of the module, including weekly topics, readings and assessments. This is uploaded directly onto the Study Direct site for each individual course. The reading list serves as a guide, suggesting what items are essential readings for each topic and which should be used as further reading. These are a starting point. You should also use other sources such as suggestions from lectures and key readings, as well as recent publications.

**Books**

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

The University Bookshop (located in the Library, tel: 01273 678333) has a very good range of International Development books. If a book is recommended for a module, the Bookshop obtains multiple copies to cover student demand. Given the cost of books, sometimes it is worth hunting out second-hand copies. This is especially true of ‘classic’ works which are older and which can often be found second-hand. There is a small second-hand bookshop in the Students’ Union and there are a number of good second-hand bookshops in Brighton. Book fairs run on campus throughout the year. The easiest way to obtain second hand books is to order them online.
Getting the Most from Academic Reading

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

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

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

- Summarize the author’s overall argument or purpose.
- Highlight (only if the book is your own) or – better – summarize key points.
- Write down your thoughts and questions.
- Try making pattern notes (such as diagrams, concept trees and mental maps) as well as linear (sequential) notes.

Remember that reading is not just a matter of collecting information but also of engaging with the author’s point of view, so:

- Be active, don’t read passively.
- Analyse the ideas.
- Criticize and evaluate the arguments.
- Discuss the author’s as well as your own ideas with others.

Study Skills at Sussex Website

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

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

It’s an important resource for students and we strongly urge you to visit the site at least once and see what’s on offer. Of course if you need further support with writing essays, or you have a question about referencing, or perhaps how to compose a presentation you can always see your Academic Advisor (see above).
Assessment and Examination

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

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

Detailed information on the type of assessment, and the criteria against which it is marked, is provided in module handbooks and/or on each module’s Study Direct site. In addition, the University’s Examination and Assessment Handbook for Undergraduates is available on the web: http://www.sussex.ac.uk/academicoffice/1-3-2-1.html

Electronic Submission and Feedback

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

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

Turnitin

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

Turnitin is also used during the marking process as a means of checking the originality of submitted work. All assessments submitted electronically via e-submission will be uploaded to the Turnitin database and an Originality Report will be made available to the marker.
Please refer to the frequently asked questions available on the following webpage for further information:
www.sussex.ac.uk/adqe/standards/examsandassessment/esubmission

Formative and Summative Assessment

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

Deadlines for Assessed Work

For information on assessment deadlines, please go to:
http://www.sussex.ac.uk/spa/studentassessment/submissions

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

Feedback: A Student’s Guide

Where does feedback come from?

Feedback can come in many forms...

- Individual feedback is given on all submitted work required as part of the module – usually this is returned to you on Study Direct or, in some cases, on a feedback sheet.

- Feedback may also be written directly on the scripts. This may be the case for unseen exams or other written assessments.

- You will also receive generic feedback – in a lecture, seminar or on posted on Study Direct.

- You are getting verbal feedback when your tutor (or fellow student) comments on your presentations and contributions in seminars.

- You can also obtain feedback by speaking to your academic advisor and/or your module tutors during their Advice and Feedback Hours.

When can I expect feedback?

- You can expect to receive individual written feedback on assessed work within fifteen working days of the submission deadline.
• You can expect to receive feedback on unassessed work in good time for you to make use of it for assessed work.

• Generic feedback may be provided after the marking has been completed, via a post-module meeting, a lecture or Study Direct.

• Further individual feedback can be obtained by seeing your tutors to discuss the comments and the mark given for your work in more detail – this can be done any time, either during your tutors’ Advice and Feedback Hours or by appointment via email.

**What should feedback do?**

• All feedback (including seminar feedback) should help you to learn; either by improving your understanding or by helping you to analyse, write, present, etc. more effectively.

• Individual written feedback should help you to understand why your work was given the mark that it was and how you can improve your work in future.

• Feedback during a module (on early coursework or presentations for example) should help you improve your knowledge and understanding of the topic, and prepare for assessed work at the end of the module.

• Feedback on assessed work at the end of the module should improve your understanding and performance in any further assessment on that module (e.g. unseen exams) and on future modules.

• BUT feedback should not be seen as purely aimed at helping you to pass assessments or to achieve the highest grades.

• The aim of much feedback is to help you reflect on your own approach to learning, identify your strengths and weaknesses, and develop your ability to learn independently.

• Feedback week is usually around weeks 3 and 4 of Term 2. This is a designated week where all tutors make themselves available for additional hours. This will be advertised closer to the time.

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

• Seek it out! Locate it on Study Direct or collect it from the School Office if appropriate.
• Take your feedback to your tutors for further clarification and discussion, particularly when a particular comment is unclear to you.

• Read the feedback and reflect on how you might use it to improve your future work. If you’ve done something well, make a note of it for your next assignment; if there is something you have not done very well, think about how you can avoid it in future.

• You may not be able to take in all of the feedback straightaway and you may want to return to it at your next assignment.

• You might find it useful to divide feedback into ‘major’ and ‘minor’ points. Minor points might be things such as spelling mistakes or errors with punctuation. Major points might be misunderstanding a theory or referencing incorrectly, things you might need to spend more time on for your next assignment.

• Compare it to the marking criteria for the assignment – look at where you did and didn’t meet the criteria and take that forward to your next assignment.

There is more information about feedback at Sussex on the Skills Hub website: http://www.sussex.ac.uk/skillshub/?id=318

Keeping In Touch

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

• Sussex Direct - Please ensure that your personal contact details are up-to-date by using Sussex Direct - https://direct.sussex.ac.uk/mle/login.php. This way, we will know how to contact you.

• Email – Communications from the Department and School will come via email lists. Please make sure you check your Sussex email daily, or alternatively set up an automatic divert to the personal email you use.

• Study Direct – Communications from your module tutors are likely to come via the Study Direct site for each module. Make sure you check these regularly, as they may include tasks you have to complete for class. Study Direct also has forums in which you can ask questions and discuss issues with tutors and fellow students.

• Facebook – We do not use Facebook to communicate with students, but you may well use Facebook to keep in touch with other students.
- **Snail Mail** – Some important messages will come to you as printed letters, and you may also receive mail from outside the University. All such mail is placed in the pigeon holes in the Dhaba café – please make sure you check these at least once a week, otherwise they overflow!

Attendance at lectures and seminars is compulsory. If you are unable to attend a class (for example if you are ill), you should email the relevant tutor to inform them of your absence, or email global.engagement@sussex.ac.uk) and they will pass the message on.

If you are not in attendance by the third week of term or do not attend classes for a period of 7 days without explanation, your absence will be followed up by a Student Support Coordinator 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 the matter over with one of the Student Advisors at the Student Life Centre. You may access your attendance record on Sussex Direct.

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

**Study Abroad and Placements**

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

**Study Abroad**

We have Study Abroad options in over 180 universities worldwide, across all continents. In your welcome pack is also a leaflet outlining a smaller number of destinations where Global Studies have regularly visited over the past few years. We recommend that if you are going to study abroad, you do so in the second term of the second year. That means thinking about where you would go fairly soon – the deadline for destinations in Asia and North America is in November of your first year. Please get in touch with the Study Abroad office for more information: [http://www.sussex.ac.uk/students/support/studyabroad/](http://www.sussex.ac.uk/students/support/studyabroad/)

**Placements**

Global Studies offers its students the opportunity to undertake professional placements in a
range of organisations in the UK and overseas. You spend a minimum of 40 weeks with an organisation, usually at the end of Year 2, and then return to Sussex for your final year. For more information contact Su Richards, Placements Coordinator, globalplacements@sussex.ac.uk.

**Work Experience**

This is a module open to International Development students in the summer between the second and third year. It encompasses a placement with a professional organization that can be in the UK or abroad. Students have a dedicated supervisor and during term one of the final year meet as a group to discuss their experiences and write their assessments. For more information contact Su Richards, Placements Coordinator, globalplacements@sussex.ac.uk.

**Informal Placements**

We’re keen to support all students looking for non-accredited work experience during vacations or after graduation. For more information see http://www.sussex.ac.uk/global/prospectivestudents/ugplacements

**Field Study**

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

**The Nicola Anderson Bursary**

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

Nicola was born in Ghana and lived or travelled in many other African countries. Her mother and sisters have set up the Nicola Anderson Memorial Bursary in order to enable other Anthropology and International Development students to experience something of the people and continent of Africa, which Nicola so greatly appreciated and enjoyed.
While preference will normally be given to applicants who want to travel to Africa, applications for developing countries in other continents are also encouraged. The bursary will provide grants to help students travel for a specific project. This might be connected with their course of study or be some other research or development project.

Successful applicants must be able to justify their project and produce an estimated budget for it. If you are interested, please look out for emails with details of information sessions.

Who can apply?
The bursary is open to any student in their second year in the School of Global Studies studying Anthropology or International Development. Students will normally apply as individuals, although they may apply as a pair or small group.

What sort of project is funded?
It is expected that the bursary will be used for projects taking place in the summer vacation between students’ second and third year. Projects might take the form of research or work in the context of an existing organisation. If students undertake a research project, it can contribute to their formal assessment. This is most relevant to students undertaking the third year thesis module. Examples of earlier projects include:

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

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

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

How much money is available?
The annual fund varies but is usually around £2,000 each year. The panel will decide on who will receive the grant or grants and on the precise amounts awarded.
Applications for Ethical Review Procedures

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

If you undertake primary research as part of your degree, you may be required to complete an ethics application to this committee.

Guidance can be found on the University Research Governance website: http://www.sussex.ac.uk/res/1-6-12-5.html

There is also a self-evaluation checklist to help you identify whether your work requires ethical clearance: http://www.sussex.ac.uk/res/1-6-12.html

The School’s Research Ethics Officer (SREO) is Dr Katie Walsh.

Student Mentors

Often the best advice you can get is from fellow students. That is why the university runs a student mentor scheme, to provide peer advice and support on a range of subjects. Student mentors are students based in the School who volunteer to help. Our student mentors offer workshops, events and drop-in sessions on a variety of subjects (for example, essay writing and revision techniques).

Contacting Mentors

The student mentors have a notice board on the ground floor of the School. You can check this, or the Beyond Your Degree Study Direct site for more information. You can also email globalmentors@sussex.ac.uk. Remember that no question is too small and mentors respect your right to confidentiality.

The Student Life Centre

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

The Student Life Centre is based in the heart of the campus in Bramber House. There are lots of ways to access our service. We are open from 9.00 am – 5.00 pm every week day, you can
Amongst the many issues we can help you with are:

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

If you don’t know who to talk to or who to ask – start at the Student Life Centre.

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

Collusion and Plagiarism

Writing Well and Avoiding Academic Misconduct

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

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

If you are dealing with difficult circumstances, such as illness or bereavement, do not try to rush your work or hand in something which may be in breach of the rules. Instead you should seek confidential advice from the Student Life Centre.
The full University rules on academic misconduct are set out in the Undergraduate Examination and Assessment Handbook: [www.sussex.ac.uk/academicoffice/ughandbooks](http://www.sussex.ac.uk/academicoffice/ughandbooks).

For More Information

- **Skills Hub website on Academic Misconduct**
  [http://www.sussex.ac.uk/skillshub/?id=287](http://www.sussex.ac.uk/skillshub/?id=287)
  Advice on what academic misconduct is, and how to avoid it.
- **Students’ Union Education Officer**
  education@ussu.sussex.ac.uk, office located on 1st Floor of Falmer House
  Advice and representation for students accused of academic misconduct.
- **Undergraduate and Postgraduate Handbooks**
  [www.sussex.ac.uk/academicoffice/ughandbooks](http://www.sussex.ac.uk/academicoffice/ughandbooks)
  [www.sussex.ac.uk/academicoffice/pghandbooks](http://www.sussex.ac.uk/academicoffice/pghandbooks)
  Includes full text of University policy with regards to academic misconduct.
- **Skills Hub website on referencing**
  [http://www.sussex.ac.uk/skillshub/?id=286](http://www.sussex.ac.uk/skillshub/?id=286)
  Advice on how to reference properly.
- **Sussex Centre for Language Studies**
  [http://www.sussex.ac.uk/languages/](http://www.sussex.ac.uk/languages/), 01273 873234
  Runs free ‘English Language and Study Skills Support’ sessions for International students, including in-depth guidance on referencing.
- **Student Services Support Unit**
  studentsupport@sussex.ac.uk, 01273 877466
  Runs workshops every term on study skills.
- **Study Direct Turnitin page**
  [https://studydirect.sussex.ac.uk/course/view.php?id=10904](https://studydirect.sussex.ac.uk/course/view.php?id=10904)
  or navigate: Student homepage > Study Direct > Turnitin – Essay Checking Tool 4-step guide and FAQ on using Turnitin.

Other key contacts: Module Tutors or Academic Advisor

**Health and Safety**

**On Campus**
For any emergency, incident or accident on campus, call the Emergency Hotline on extension 3333 [from a mobile or external line call (01273) 873333]. The Emergency Hotline is staffed 24 hours a day, all year round. **DO NOT dial 999**

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

**If You Hear The Alarm**
- Leave the building by the nearest exit.
- Do not stop to collect any personal belongings.
- Go to the local building assembly point.

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

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

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

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

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<thead>
<tr>
<th>Building</th>
<th>Evacuation point</th>
<th>Assembly point</th>
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<td>Arts C</td>
<td>Main Entrance</td>
<td>Grassed area south of Arts C (22) or Area north-east of Arts C (27)</td>
</tr>
<tr>
<td>Chichester 1</td>
<td>Main Entrance</td>
<td>Patio area west of Chichester 1 lecture theatre (12)</td>
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**Off Campus**
If you are on an organised field trip, the module leader will have completed a full risk assessment and is responsible for health and safety. You must follow their instructions.

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

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

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

Head of School

Professor Andrea Cornwall
Room C326
Phone 872932
Email: A.Cornwall@sussex.ac.uk

Director of Teaching and Learning

Dr Matthew Ford
Room C357
Phone 877212
Email: M.C.Ford@sussex.ac.uk

Director of Doctoral Studies

Professor Raminder Kaur Kahlon
Room C239
Phone 877667
Email: R.KaurKahlon@sussex.ac.uk

Director of Research & Knowledge & Enterprise

Professor Peter Newell
Room C320
Phone 873159
Email: P.J.Newell@sussex.ac.uk

Director of Student Experience

Dr Anne-Meike Fechter
Room ARTS C C251
Phone 01273 678018
Email: A.Fechter@sussex.ac.uk
# Global Studies School Level Support Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
<th>Email</th>
<th>Extension</th>
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<tbody>
<tr>
<td>School Administrator</td>
<td>Rosa Weeks</td>
<td>C167</td>
<td><a href="mailto:r.l.weeks@sussex.ac.uk">r.l.weeks@sussex.ac.uk</a></td>
<td>X7383</td>
</tr>
<tr>
<td>Curriculum and Assessment Officer</td>
<td>Grazia De Tommasi</td>
<td>C148</td>
<td><a href="mailto:G.De-Tommasi@sussex.ac.uk">G.De-Tommasi@sussex.ac.uk</a></td>
<td>X7866</td>
</tr>
<tr>
<td>Research &amp; Enterprise Coordinator</td>
<td>Jayne Paulin</td>
<td>C129</td>
<td><a href="mailto:j.e.paulin@sussex.ac.uk">j.e.paulin@sussex.ac.uk</a></td>
<td>X7107</td>
</tr>
<tr>
<td>Clerical Assistants</td>
<td>Francisco Dominguez</td>
<td>C168</td>
<td><a href="mailto:global@sussex.ac.uk">global@sussex.ac.uk</a></td>
<td>X7540</td>
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<tr>
<td></td>
<td>Ellie Margott</td>
<td></td>
<td></td>
<td>X8016</td>
</tr>
<tr>
<td>Head of School's Coordinator</td>
<td>Katie Meek</td>
<td>C168</td>
<td><a href="mailto:k.meek@sussex.ac.uk">k.meek@sussex.ac.uk</a></td>
<td>X8016</td>
</tr>
<tr>
<td>Global Studies Resource Centre</td>
<td>Evelyn Dodds</td>
<td>C175</td>
<td><a href="mailto:e.dodds@sussex.ac.uk">e.dodds@sussex.ac.uk</a></td>
<td>X3244</td>
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Who’s Who in International Development

Dr Anke Schwittay
Head of International Development

Room: Arts C C244
Phone: (01273) 877350
Email: A.Schwittay@sussex.ac.uk

International Development Coordinators

Daniella Kiernan

Room: Arts C 168
Phone: (01273) 873520
Email: intdevoffice@sussex.ac.uk

Emilia Roycroft

Room: Arts C 168
Phone: (01273) 877540
Email: intdevoffice@sussex.ac.uk
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<th>Faculty and Associate Tutors</th>
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<tr>
<td>Dr Feras Alkabani</td>
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<td>Dr Sajida Ally</td>
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<td>Dr Andreas Antoniades</td>
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<td>Mr Felipe Antunes de Oliveira</td>
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<td>Ms Mareike Beck</td>
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<td>Dr Paul Boyce</td>
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<td>Dr Shane Brighton</td>
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<td>Ms Andrea Brock</td>
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<td>Dr Grace Carswell</td>
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<td>Dr Tom Chambers</td>
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<td>Ms Georgina Christou</td>
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<td>Dr Michael Collyer</td>
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<td>Professor Andrea Cornwall</td>
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<td>Dr Vinita Damodaran</td>
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<td>Mr James Drew</td>
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<td>Prof Mairead Dunne</td>
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<td>Dr Fae Dussart</td>
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<td>Dr Synne Dyvik</td>
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<td>Dr Nigel Eltringham</td>
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<td>Dr Sonja Fagernas</td>
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<td>Dr Meike Fechter</td>
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<td>Dr Matthew Ford</td>
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<td>Dr Earl Gammon</td>
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<td>Dr Julian Germann</td>
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<td>Dr Elizabeth Harrison</td>
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<td>Ms Farai Jena</td>
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<td>Dr David Karp</td>
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<td>Dr Pamela Kea</td>
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<td>Dr Evan Killick</td>
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<td>Dr Paul Kirby</td>
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<td>Professor Dominic Kniveton</td>
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<td>Dr Anna Laing</td>
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<td>Miss Carmen Leon Himmelstine</td>
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<td>Dr Mark Leopold</td>
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<td>Professor Alan Lester</td>
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<td>Dr Julie Litchfield</td>
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<td>Dr Kamran Matin</td>
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<td>Prof Joann McGgregor</td>
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<tr>
<td>Dr Lyndsay McLean Hilker</td>
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<td>Dr Elizabeth Mills</td>
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<tr>
<td>Professor Peter Newell</td>
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<td>Dr David Ockwell</td>
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<td>Dr Louiza Odysseos</td>
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<td>Dr Stefanie Ortmann</td>
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<td>Dr Fabio Petito</td>
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<tr>
<td>Dr Dinah Rajak</td>
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<tr>
<td>Professor Clionadh Raleigh</td>
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<tr>
<td>Dr Anne Roemer-Mahler</td>
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<td>Professor Rosenberg</td>
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<td>Dr Pedram Rowhani</td>
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<td>Mr David Rubyan-Ling</td>
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<td>Dr Simon Rycroft</td>
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<td>Miss Marta Schoch</td>
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<td>Dr Anke Schwittay</td>
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<td><img src="image1" alt="Dan Watson" /></td>
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<td><img src="image2" alt="Professor Cynthia Weber" /></td>
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<td><img src="image3" alt="Mr Ross Wignall" /></td>
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<td><img src="image4" alt="Professor Rorden Wilkinson" /></td>
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Who You Should See

Academic Advisor
I need advice on an academic matter.
I am concerned about my academic progress.
I am thinking about what I want to do after I finish my degree.

International Development Coordinator
I need to change seminar groups.
I need to discuss my timetable.
I have an enquiry about essays/submission dates.
I would like to see a Student Mentor.

Clerical Assistants – Global Studies School Office
I need a proof of attendance letter.
I need advice on council tax matters now that I’m a student.
I need to collect my work.

Careers and Employability Centre
I have a question regarding career paths.
I need further information on who I can see about employability.

Student Life Centre
Student Funding.
Access to Learning Fund.
All Scholarships, Bursaries and Vice Chancellor’s loans.
Information about taking a break from their studies (temporary withdrawal) or thinking about withdrawing from the university.
Student Complaints.
Student Discipline.
Submission of Mitigating Evidence.
Help with understanding University procedures.
Campus Locations

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

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

School Office – Arts C168.
The School office is normally open Monday to Friday from 9am to 5.00pm except on Bank Holidays, and during the Christmas and Easter closure periods. It is occasionally necessary to close the office for staff training. The Departmental Coordinators are based in this office.

Global Studies Resource Centre – Arts C175
The Resource Centre is open 9am to 6.30pm Monday to Thursday and 9am to 4pm on Friday. It’s a great place to work on your own or in small groups, and you can book the side room for meetings and other events.

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

In addition:

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