

# MSc/Diploma in Africa and International Development

2011-2012

## PROGRAMME HANDBOOK



GRADUATE SCHOOL OF SOCIAL AND POLITICAL SCIENCE

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*--THIS HANDBOOK CAN BE MADE AVAILABLE IN LARGE  
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# 1. INTRODUCTION

Welcome to the Centre of African Studies (CAS) in the School of Social and Political Science! We are looking forward to spending an exciting time with you. The Centre, where the MSc programme is based, is an internationally recognised hub for Africanist expertise within the University of Edinburgh and plays host to a vibrant community of staff, researchers and postgraduate students. Besides academic work, Centre members engage in a wide range of other activities, from football to language training, barbeques, reading and cultural groups, fieldtrips, to supporting the Africa in Motion film festival. The MSc in Africa and International Development draws on the long-standing reputation of CAS as a world-leading research centre and builds on the University of Edinburgh's cross disciplinary excellence in international development. For more information on the Centre please visit the website: [www.cas.ed.ac.uk](http://www.cas.ed.ac.uk)

## (i) The Graduate School of Social and Political Science

The Graduate School of Social and Political Science is the postgraduate division of the School of Social and Political Science, which comprises the subject areas of Economic and Social History, Politics, Social Anthropology, Social Policy, Social Work, Sociology (including the Science Studies Unit and the Research Centre for Social Sciences), the Centres for Canadian Studies, African Studies and South Asian Studies, and the Institute of Governance. All postgraduate students in the School of Social and Political Science are full members of the Graduate School. The Graduate School is housed on the first floor of the Chrystal Macmillan Building and has a computer lab, reading room and a common-room specifically for postgraduates.

## (ii) Role of this Handbook

This Handbook is a guide for students on the MSc/Diploma in Africa and International Development. It will help you make the most of your time whilst at the University of Edinburgh. Please read it carefully, and in conjunction with the booklet entitled *Taught Masters Student Handbook, 2011/12* which includes information about the Graduate School, our taught degree programmes, supervision and pastoral support, and facilities. Copies will be available from the Graduate School Office Reception during induction week, and it is also available on the Graduate School student intranet at:

[www.sps.ed.ac.uk/gradschool/intranet/handbooks](http://www.sps.ed.ac.uk/gradschool/intranet/handbooks)

It should also be read in conjunction with the University's Code of Practice for Taught Postgraduate Programmes, available from:

[www.ed.ac.uk/schools-departments/academic-services/policies-regulations/codes](http://www.ed.ac.uk/schools-departments/academic-services/policies-regulations/codes)

*Note: The Handbook does not supersede the University Regulations, nor the formal requirements for each degree as set out in the University's Postgraduate Study Programme in the University Calendar nor the Terms and Conditions of Admission set out in the Postgraduate Prospectus. Every effort has been made to ensure that the information contained in this Handbook was correct at the time of going to press, but the Handbook does not form part of any contract between the University and a student.*

## (iii) Arrival Procedures

**Matriculation - <http://www.ed.ac.uk/schools-departments/registry/matric>**

To matriculate, ensure you have:

- A letter of admission;
- A letter of award or other documentation stating who is paying your fees (the original document, not a copy).

If you are personally liable for payment of any part of your fees, you will be expected to make arrangements for payment at matriculation and to bring the relevant paperwork with you:

- If you are based overseas, evidence of any transfer of funds direct to the University's bank account

- New students must also take along formal proof of identity – a passport, birth certificate, identity card of an EU country or a UK driving licence if it contains an integral photograph.  
A late fee of £ 40 is charged to students who matriculate late without good cause.

#### **(iv) Introductory Meetings**

A general introductory meeting for taught masters students will take place on Tuesday 13th September at 10am-11.30am in George Square Lecture Theatre. Please check notice boards for details. This will be followed by a specific meeting for students on the MSc in Africa and International Development on Wednesday 14th between 11am and 12.00 pm in seminar room 1 in the Chrystal MacMillan Building (CMB). During this meeting we will go through the handbook and hear about course options and activities. Please, do not forget to attend the School Drinks Reception on Thursday 15th between 4.45 pm and 6.30 pm in the foyer in Chrystal MacMillan Building.

#### **(v) Contact Details**

The Centre of African Studies administrator is Ms Seona Macintosh, Room 4.03, CMB ([african.studies@ed.ac.uk](mailto:african.studies@ed.ac.uk)). Please give your contact address and telephone number to the Centre's administrator and keep her informed of any subsequent changes. The administrator maintains the postgraduate programmes mailing lists in the Centre of African Studies which are used for circulating information about research activities, workshops, seminars, socials and other postgraduate matters.

*Email is the University's formal means of communication. Information about your degree programme, other relevant activities, workshops, and other postgraduate matters is circulated by email to your University email account. It is vital that you check your email regularly. If you use another email account you should arrange for an autoforward to be set up from your University email account.*

*Much information is also to be found on the Graduate School website and the student intranet*

## **2. PROGRAMME AIMS AND OUTCOMES**

The MSc/Diploma in Africa and International Development aims to locate African development firmly in theory and practice. It seeks to contextualise and analyse the processes that have shaped poverty and underdevelopment in Africa, and the many responses to them. This will draw on international development experience elsewhere in the world, but the focus will be squarely on students acquiring in-depth knowledge of development in sub-Saharan Africa. The course adopts an interdisciplinary approach, recognising that development cuts across many academic disciplines. The programme is intended for graduates and others who may, or may not, have some knowledge of African or developmental issues.

### **(i) Aims**

The programme aims:

- to equip students with an advanced knowledge and understanding of international development in the African context, including how international thinking and perspectives on development have impacted upon Africa,
- to equip students with an advanced understanding of theoretical and methodological debates in the study of international development in Africa,
- to equip students with high-quality skills in the synthesis of information and the analysis and presentation of argument, orally and in writing,

- to equip students with the knowledge and skills needed for progression to relevant professional work or to higher level academic study,
- to enable students to analyse and evaluate alternative explanations of policy and practice in international development,
- to enable students to develop specialist expertise in particular areas of interest within African development, and
- to enable students to undertake independent research.

## **(ii) Outcomes**

### **Knowledge and Understanding**

By the end of the programme all students would be expected:

- to know and understand core explanatory theories, concepts, institutions and issues in the study of international development, and their relevance to Africa,
- to have specialist in-depth knowledge of specific areas and issues in African development,
- to know key contemporary debates in existing academic literatures in journals and books on international development,
- to be able to draw on a variety of disciplinary paradigms in the understanding of international development.

### **Intellectual Skills**

By the end of the programme, all students would be able:

- to collect and synthesise large amounts of empirical and theoretical material from a variety of sources,
- to analyse, use and assess empirical evidence in support of explanatory and normative claims,
- to analyse, use and assess complex concepts and ideas (both explanatory and normative),
- to articulate, sustain and defend a line of argument, and
- to exercise informed independent thought and critical judgment.

### **Practical/Transferable Skills**

By the end of the programme, all students would be expected to be able:

- to access Web sites and utilize library resources in an effective way
- to present and communicate information and ideas orally and in writing,
- to think clearly under pressure,
- to manage their time and plan their academic workload,
- to undertake and manage independent research projects,
- to work both independently and co-operatively with others, and
- to have good interpersonal skills.

## **3. CURRICULUM: FULL-TIME AND PART-TIME STUDY**

The MSc in Africa and International Development is organised around two compulsory core courses, worth 20 credits each. Students will normally choose another four options (of 20 units each) up to a total of 120 units. Satisfactory completion of six courses qualifies students to receive the Diploma in Africa and International Development. Those going on to the MSc degree prepare a dissertation of not more than 15,000 words on a topic agreed with the Programme Director, to be submitted in August 2012 (for full-time students) or August 2013 (for part-time students). The exact date for the submission to be determined in due course.

The MSc in Africa and International Development can be studied either on a full-time or a part-time basis. Full-time, the programme takes 12 months, with six taught courses completed over two semesters, and the dissertation completed between May and August. Part-time, the normal programme of six courses plus a dissertation is taken over two years, instead of one. In the first year of study students will take four courses, handing in an essay for each course; the remainder of the coursework must be completed by the end of May

in the second year of study. Part-time candidates must also submit a dissertation for examination by the date in August (of the second year) specified in the Regulations.

Students are expected to be present in Edinburgh throughout this period during term time. If a leave is necessary during the period of the MSc, students should seek permission from the Programme Director.

## 4. COURSES AND PROGRAMME STRUCTURE

Candidates for both MSc and Diploma take two compulsory core courses and four optional courses, to be approved by the Programme Director at the beginning of the academic year. We strongly recommend that students take the option course Development Research Methods (semester 2). Courses normally involve two-hours contact time per week, and are assessed by written assignments. Attendance at classes is a requirement for all courses, and thorough preparation is essential for successful participation in all classes and seminars. If you cannot attend a class for any reason, you should make every effort to inform the lecturer in advance. Students are responsible for collecting course handouts from the Graduate School Office (reception, room 1.19 at the first floor) during the first week of the semester for semester 1 courses and in early December for semester 2 courses to ensure preparation in advance of the start of classes. Courses must be discussed and approved by the programme director at the beginning of the academic year.

*Note: Students will not be allowed to change courses after the end of the second week of each semester.*

### (i) Programme Structure

*Compulsory Core Courses:*

Politics and Theories of International Development [20 credits]

Root of African Poverty and Development [20 credits]

*Plus eighty credits worth of courses selected from\*:*

- Development Research Methods [20 credits]
- East Central Africa [20 credits]
- Gender and Development [20 credits]
- Contemporary African Issues and Debates [20 credits]
- African and International Politics [20 credits]
- Religion and Global Society [20 credits]
- Anthropology and International Health [20 credits]
- Anthropology of Health and Illness [20 credits]
- International Political Economy [20 credits]
- Southern Africa: History, Politics and Society [20 credits]
- Security and Development in Africa [20 credits]
- Governing Mineral Extraction in Africa [20 credits]
- Interpreting Development: Institutions and Practices [20 credits]
- Foundations of Science, Technology and Development [20 credits]
- Cultures of Human Rights and Humanitarianism [20 credits]
- Social Interventions in HIV and AIDS [20 credits]

*School of Geosciences*

International Development [20 credits]

Human Dimension of Environmental Change and Sustainability [20 credits]

*Business School*

Emerging Entrepreneurship in Africa: Opportunities and Obstacles [20 credits]

*School of Economics*

Economics for Postgraduates [20 credits]

**Dissertation MSc in Africa and International Development** [60 credits]

*This is a selection of core and recommended option courses for the academic year 2011/12. If you wish to take option courses that are not suggested in the above list, please discuss them with the programme director beforehand.*

*For more detailed information on courses, rooms and timetable, please visit the Graduate School's webpage: <http://www.sps.ed.ac.uk/gradschool/timetable>*

**(ii) Compulsory Core Courses**

**Politics and Theories of International Development (PGSP11240)**

The first core course explores the politics and theories of development by analyzing the dominant and alternative social scientific theories that seek to explain development outcomes, and the actors and institutions involved. It offers an introduction, overview and critical analysis of the forces shaping international development. In so doing, the course lays essential groundwork for the broader MSc programme. Much of the focus is on Africa, but the theories and examples have wider resonance throughout the developing world.

*Semester 1: Tuesday 11.10 –13.00; Faculty Room North, David Hume Tower  
Convenor: Professor James Smith (CAS)*

**Roots of African Poverty and Development (PGSP11250)**

A vast proportion of the world's poorest people live in Sub-Saharan Africa and the continent has seen considerable inflows of international development assistance in its various forms. Drawing on academic literature and empirical research this course explores how Africa became a 'development problem' and the various strategies employed over the decades since colonial times to bring about social, political and economic transformation in Africa. It discusses key issues in African development including the discovery of poverty as the main development issue in the 1960s, the role of the state and the advent of good governance in the 1990s, and the various humanitarian and legal interventions that have shaped social life and politics in recent years. The course aims at providing a platform to discuss poverty, development and the challenges of realizing justice in contemporary Africa.

*Semester 2: Tuesday 11.10 – 13.00; Seminar Room 2, Chrystal Macmillan Building  
Convenor: Dr Gerhard Anders (CAS)*

**(iii) Optional Courses**

**SEMESTER ONE**

**Development and Security in Africa (PGSP11294)**

During the 1990s security, later labelled human security, emerged as one of the key topics in debates about Africa. In a time of declining government authority in the wake of neo-liberal reforms and the proliferation of armed conflicts after the end of the Cold War modes of governance became established in many parts of Africa that merged

development and security agendas. This transformation was reflected in the international responses to the complex emergencies across Africa ranging from peacekeeping missions, the activities of Private Military Companies (PMCs) and humanitarian interventions to complex exercises in state-building in conjunction with development policies. New transnational crime control strategies and counter-terrorism operations have fused with development policies aimed at improving governance and humanitarian interventions. While the 21st century securitization and militarization of development policies

for and in Africa has been in full swing, Africans across the continent have arguably continued to live with similarly high levels of insecurity and violence in their daily lives as in previous decades. While the 'development-security nexus' is all the rage with policy-makers, we therefore need to ask: 'What's new, and what can we learn from it?' This course offers a critical introduction to current research on the various aspects of the current merging of security and development in Africa and puts this in the context of wider debates about governance, politics and the postcolonial state in Africa. Specifically, the course will examine peacekeeping missions, the transformation of sovereignty, humanitarian interventions, civil wars and the reconfiguration of the security agenda in Africa in their historical and socio-political context. These topics are approached through theoretical literature and policy documents. Two case studies will be discussed at length to explore the various dimensions of development and security in greater detail. The course will mainly draw on literature from anthropology, political science and history, examining current trends in the multi-faceted transformation of security and development across and outside Africa.

*Semester 1: Monday 16.10-18.00*

*Conveners: Wolfgang Zeller and Gerhard Anders (CAS)*

### **The Political Economy of Modern Africa (PGSP11283)**

This course has been designed with a comparative framework in mind, and it remains explicitly interdisciplinary in focus. It begins with an analysis of colonial legacies and then proceeds to a closer analysis of specific themes in the social and political life of the continent, such as urbanisation and the political consequences of oil extraction. These themes have been selected according to their overall importance and the richness of the supporting literature. The course will cover all of sub-Saharan Africa. Whereas the lectures will draw broadly on comparisons from across the continent, the students will be encouraged to develop a deeper understanding of specific case-study material (always more than one) in project work linked to seminars. The focus will fall not merely on high politics and large structures/processes, but will also introduce students to popular conceptions of power and belonging. The course will be compulsory for students taking the M.Sc. in African Studies, but the intention that it will also be open to other postgraduate students in the School of Social and Political Studies and from other Schools.

*Semester 1: Thursday 16.10-18.00*

*Convenor: Prof. Paul Nugent (CAS)*

### **Contemporary African Issues and Debates (PGSP11076)**

This course aims to allow students to frame and interrogate a range of contemporary debates. The debates attempt to tackle issues that are common to much of sub-Saharan Africa today. Adhering to the usual caveat about diversity across the continent, the course acknowledges that Africa is an amalgamation of societies. This wide variation makes generalisation difficult, but has not stopped superficial interpretations of Africa, its countries and people—especially in the non-African media. Contemporary African Issues and Debates attempts to transcend such views through analysing issues that are commonly discussed in various fora both inside and outside the continent.

*Semester 1: Tuesday 09.00-10.50*

*Convenor: Dr Tom Molony (CAS)*

### **Cultures of Human Rights and Humanitarianism (PGSP11295)**

The need to save humanity from itself has become one of the dominant cries in contemporary politics. The claims of human rights and humanitarianism have been at the forefront of this global urge to mend, ameliorate, or even transform the circumstances of disorder and atrocity, bring with them very particular visions of what it means to be human. However, the languages of human rights and humanitarianism are not a human constant. We therefore need to ask how have the approaches of human rights and humanitarianism become dominant, what assumptions do they hold and what tensions do they contain? As such, this course provides an examination of the nature of contemporary thinking and practice in the fields of human rights and humanitarianism. The core of the course is rooted in a broadly anthropological approach to the issues, but draws widely on history, politics, and sociology. Contemporary case studies will be used in order to illustrate the issues. The course will be assessed through two essays (one short: 1,500 words and one long: 4,000 words)

*Semester 1: Monday 14.00—15.50*  
*Convenor: Dr. Toby Kelly (Social Anthropology)*

### **Governing Mineral Extraction (PGSP11281)**

Reviewing statistics on Africa's declining share of world trade, Susan George remarked in 1993 "one can almost hear the sound of sub-Saharan Africa sliding off the world map." But in 2010 Africa seems to be back on the map. World market prices for "strategic minerals" are rising. Not only governments and multinationals based in western countries, but increasingly investors from China, India and other rising economic power-players are scrambling to secure their access to Africa's remaining mineral wealth and trying to forge alliances with the continent's leaders. Is Africa finding a new place for itself in the world economy, or simply back to its colonial role as provider of raw materials for overseas manufacturing? This course offers a critical introduction to current research on the historical, economic, social, political, environmental and geographical dimensions of mineral extraction in Africa. These topics are approached through theoretical literature and case studies of specific minerals, countries, enterprises and transport routes. The focus will not only be on the members and actions of the elites who govern mineral extraction. The daily realities of small-scale miners, smugglers, "human taxis" and other foot-soldiers of extraction will also emerge in ethnographic detail.

*Semester 1: Monday 09.00-10.50*  
*Convenor: Dr. Wolfgang Zeller (CAS)*

### **Anthropology of Health and Healing (PGSP11281)**

Medical Anthropology is concerned with experiences and practices of health, illness, and healing in different social and cultural settings. One of anthropology's most rapidly growing sub-disciplines, medical anthropology explores both traditional healing and modern medical technologies. It looks at how healing forms address both old ills and emerging health problems associated with social change. This course introduces the students to the key issues in medical anthropology and gets them engaged with the field's distinctive perspective on health and healing.

*Semester 1, Wednesday 09.00-10.50*  
*Convenor: Dr. Rebecca Marsland (Social Anthropology)*

### **East Central Africa (SCAN11009)**

This region of Africa is known to us largely through images of war, disease and poverty. From genocide in Rwanda and Sudan, violent armed conflict in the Great Lakes Region and the Horn of Africa, to some of the worst outbreaks of the global pandemic of HIV and AIDS, and to frequent outbreaks of famine and food insecurity, we relate to this region largely through images of disaster and suffering fed to us through the media. In this course, we ask, how can these issues be addressed, without perpetuating the idea that hunger, death and suffering are somehow 'natural' in this part of Africa? Can ethnography be mobilised to bring to life the 'everyday-ness' of life in the region, without doing disservice to the very real problems that exist? How do the people living in the region reflect on their position in the global economy?

*Semester 1: Thursday 09.00-10.50*  
*Convenor: Dr Rebecca Marsland (Social-Anthropology)*

### **International Political Economy (PGSP11171)**

This option introduces the main schools of thinking about International Political Economy by focusing upon the patterns of evolution in the global political economy since the Second World War. The course considers the main theoretical approaches to understanding IPE, before considering the subject areas of trade, transnational corporations, international finance, development, globalisation and regionalisation. It is designed for students with no prior experience of the subject or of economics.

*Semester 1: Students are welcome to attend (but is not compulsory) the undergraduate lecture on Thursday between 11 and 12.00 and they must attend one of the weekly MSc seminar:*  
*Tuesday between 09.00 and 10.50 or between 14.00 and 15.50 or*  
*Wednesday between 09.00 and 10.50 or*  
*Thursday between 14.00 and 15.50*  
*Convenor: Jamie Allinson (Politics and IR)*

### **Human Dimension of Environmental Change and Sustainability (PGGE11130)**

The course will provide an introduction to a range of important environmental change issues from a human and societal perspective. This will provide the necessary background to understanding the policies, politics, governance and ethics, and the human decision processes that underpin environmental change. The course will adopt a thematic approach covering the following issues:

- climate change, carbon and energy;
- water resources and quality;
- agricultural production and world food trade;
- the nitrogen cycle;
- ecosystem services and biodiversity;
- urban development and sustainable cities;
- coastal processes and degradation.

The themes will provide the context for an exploration of the sustainability issues that surround different challenges for society. Case studies will be used as much as possible. Analysis will include international policy agreements and organisations such as the UN Framework Convention on Climate Change (UNFCCC), the Intergovernmental Panel on Climate Change (IPCC), the World Trade Organisation (WTO) and the Convention on Biological Diversity (CBD), as well as European policy such as the Common Agricultural Policy (CAP).

The course will be founded on a series of lectures/seminars given by experts in each environmental change issue drawn from across the School of Geosciences and the University of Edinburgh. There will also be an opportunity for students to work together in small discussion groups and to communicate their findings to others through poster presentations.

*Semester 1: Friday, 09.00-13.00*

*Convenor: Meriwether Wilson (School of Geosciences)*

### **International Perspectives on Education and Training (EDUA11011)**

This course introduces students to the role played by education and training in developing economies. It analyses in comparative perspective salient issues for educational policy and planning that are common to developing and industrialised countries. It seeks to expose students to work on educational themes in developing countries, and to encourage a critical interest in the research evidence underpinning the major debates about school quality, educational financing, and the role of external aid.

*Semester 1: Wednesday, 13.00-15.30*

*Convenor: Dr Gari Donn (School of Education)*

## **SEMESTER 2**

### **Africa and International Politics (PGSP11151)**

This course takes an historical perspective on Africa's integration into the world economy and political systems. It emphasizes the changing relations within and between Africa's states and regions. Major questions to be examined include: Where is power sited in Africa? How has this changed through periods of colonialism, Cold War politics and 'globalization'? What types of impact have 'outside' agents had on Africa's political and social actors, and vice-versa?

*Semester 2: Monday 16.10-18.00*

*Convenor: Dr Sara Dorman (Politics)*

### **Development Research Methods (PGSP11255)**

This course investigates methodological approaches to the theorisation and practice of development. In part this course forms a history of development practice as methodological approaches and the thinking underpinning them have evolved, and reflects the major shifts in development thinking. This course considers the ways in which methodologies and engagement with communities and populations may refract back and alter relationships between researcher and researched, and within researched communities themselves. Finally the course provides training in key methodological approaches themselves, partly to

equip students for their dissertations and in part to equip them for careers in development and development organisations. The course is team-taught, drawing on the research expertise of staff across the School.

*Semester 2: Thursday, 16.10-18.00*

*Convenor: Dr Barbara Bompani (CAS)*

### **Foundations of Science, Technology and Development (PGSP11287)**

The course seeks to draw on theory and practice from science and technology studies and development studies in understanding the role scientific and technological knowledge and technologies play in shaping development, and vice versa, in less-developed regions of the world. The course will first take a historical perspective to answer questions concerning how western science spread around the world so effectively and how colonial governments made use of scientific knowledge and technology. Further we will explore how colonised peoples reacted to, and contributed to scientific research and technological development. We will consider the role of science and technology in transitions to independent governance and the postcolonial era. Throughout the course we will be asking what the potential is for science and technology to make appropriate and sustainable contributions to global development today. The course will be assessed through a 4,000 word essay produced as a journal article. Additionally, each student (or a group of students) will be asked to make a short (10 to 15 minute) un-assessed presentation each week based on readings for that week.

*Semester 2: Monday, 14.00-15.50*

*Convenor: Dr Lawrence Dritsas (Science Technology and Innovation-STI)*

### **Interpreting Development: Institutions and Practices (PGSP11296)**

Development policies and strategies are important in all societies, and their outcomes, intended and unintended, have profound effects on the peoples and states where they are implemented. In this course we will explore these effects through a series of case studies focusing on the institutions that are responsible for delivering planned social change. Through looking at these institutions involved in development, the course will explore the relationship between development, the economy, science, health and the environment and climate change. The course's aim is to provide students with a critical understanding of development by analysing the institutions involved in the provision of this specific form of planned social change. This will involve analysing these institutions in relation to their historical development; exploring their stated mission, aims and objectives and the effects of their practices, both intended and unintended; and looking at case studies of institutional relations and practices across a range of countries in Asia, Africa and Latin America. In particular the course will be applying anthropological and social science perspectives to the study and analysis of these institutions and processes.

*Semester 2: Tuesday, 09.00-10.50*

*Convenor: Dr Ian Harper (Social Anthropology)*

### **Social Interventions in HIV and AIDS (PGSP11305)**

HIV/AIDS is a global pandemic that affects individuals, families, and communities across the world, and has profound social and economic implications. Despite advances in treatment, HIV/AIDS continues to present challenges to the health and well-being of those living with and affected by the virus, particularly in resource-poor countries. While prevention of HIV infection remains crucial to the control of the epidemic globally, care and social support for the infected and affected is equally vital. This entails carefully planned methods of intervention, integrated with the involvement of civil society and people living with HIV and AIDS. Social work has been in the forefront of the AIDS epidemic from the outset, providing support and leadership, which are vital in offsetting the impact of stigma and discrimination and ensuring basic human rights. This course aims to develop a deeper understanding of social interventions with individuals, families and communities affected by HIV/AIDS, examine successful HIV/AIDS intervention strategies, explore strategies and barriers in involving civil society and people living with HIV in designing and managing HIV/AIDS programmes. Particular attention will be paid to developing a human rights based approach to HIV/AIDS prevention, treatment, and care.

*Semester 2: TBC*

*Convenor: George Palattiyil (Social Work)*

### **Religion and Global Society (PGSP11243)**

The critical study of religion has long been part of sociological inquiry. This course reviews definitions and issues of religion within sociology, as well as summarising accounts of religion from 'classical' sociologists. The course also aims to move beyond any narrow conception of sociology to incorporate insights from other perspectives. This multidisciplinary approach will develop an understanding of the place of religion in the modern world which takes into account appropriate historical, political and theoretical perspectives. Empirical material and case studies will be drawn from different faith traditions and from different parts of the world. Postgraduate components will broaden the course to focus on different globalising experiences of religion, focussing (for example) on 'secular Europe', North American 'religiosity', and the differing relationships between religion and politics in different parts of the 'developing' world. Emphasis will be firmly upon contemporary developments.

*Semester 2: Friday, 09.00-10.50*

*Convenor: Dr Michael Rosie (Sociology) and Dr Barbara Bompani (CAS – the course runs under Sociology)*

### **Gender & Development (PGSP11225)**

Gender Studies and development studies are both interdisciplinary in orientation, and both touch on issues that are often treated in isolation from one another. In relation to work and family life, health and welfare, population policies and reproductive rights, environmental issues and international economic crises and change, pre-existing patterns of gender differences mean that development processes have differential effects on women and men, and policies intended to influence social and economic change in one arena of social life may have important implications for others. This course aims to deepen student understanding of the fruitfulness of studying issues affecting the lives of people in poverty in relation to each other, rather than following conventions that treat issues in isolation. This is an undergraduate Honours course which is open to post-graduate students. PG students participate in an additional five seminars, separate from undergraduate students.

*Semester 2: Monday, 09.00-10.50*

*Convenor: Dr Hugo Gorringer (Sociology)*

### **Anthropology and International Health (PGSP11072)**

Anthropology increasingly deals with issues of international health. On the one hand, anthropologists who work in applied contexts aim at translating public health knowledge and policy into effective action. Simultaneously, many anthropologists reflect critically on how governmental health initiatives are increasingly central to everyday life and how health organizations are unfolding a transnational 'government of the body'. In this course, we explore the tension between these two different standpoints along case studies on how anthropology engages with international health agendas.

*Semester 2: Wednesday, 09.00-10.50*

*Convenor: Dr Ian Harper (Social Anthropology)*

### **Southern Africa: History, Politics and Society (PGSP11282)**

The region of Southern Africa exists as much, or more, in terms of its interconnected politics and identity as in terms of geography. Southern Africa presents a paradox: institutionally, it is perhaps the most articulated and developed region of Africa; but in its historical legacies and cultural fragmentation, it is also perhaps the most diverse. This diversity is reflected in different colonial legacies (principally Portuguese and British) but also in different levels of postcolonial political stability (ranging from the very stable Botswana, Malawi and Zambia to the more conflict-ridden Angola, Mozambique and Zimbabwe). Thus the course will explore this paradox by analyzing the history, culture, and politics of southern African states. These include colonial legacies and postcolonial dynamics; the nature of the African state; regime change and democratization; the political economy of extraction; ecology and environmental change; politics of health and welfare; and old and new regionalisms.

*Semester 2: Tuesday, 09.00-10.50*

*Convenor: TBC*

### **Emerging Entrepreneurship in Africa: Opportunities and Obstacles (BUST11193)**

Despite many problems there is growing evidence to suggest that Africans are naturally highly entrepreneurial, and given the right conditions, are capable of outstanding performance as entrepreneurs. The course will present some of this evidence, and will demonstrate that Africa is in fact full of new and exciting business opportunities which are not only attracting Africans, but entrepreneurs outside Africa. The aim of this course is to examine the nature of new business opportunities in Africa, to gain insights on how a new generation of African entrepreneurs are exploiting these opportunities and meeting the increasingly complex entrepreneurial challenges as Africa merges into the mainstream of world commerce. Students will examine the nature and diversity of entrepreneurship and entrepreneurs in Africa, and will analyse emerging business opportunities in Africa. How different are these opportunities from those found elsewhere? What kinds of competencies and skills are necessary to succeed in an African business context? From these analyses students will split into groups and develop either (a) an assessed business proposal and plan located in a specific African context; OR (b) an assessed growth plan for an existing African business OR (c) a research report on a specific topic.

*Semester 2: Thursday, 16.10-18.00*

*Convenor: Prof. Peter Rosa (Business School)*

#### **(iv) Dissertation**

The award of the MSc also requires the successful completion of a 15,000 word dissertation. This piece of work provides the opportunity to undertake supervised research on a topic of the student's own choosing. Towards the middle of the second semester, when students have established more clearly their research goals and agendas, we will convene a meeting to assign supervisors and explain the mechanics of the dissertation. Further information will be provided then.

Students are informed, after the exam board in June, whether they may proceed to write a dissertation. In order to qualify for this, students must have achieved a mark satisfactory for the MSc in all their course work (see marking scale below). The MSc degree may be awarded with distinction. This requires a mark of at least 70% in the dissertation and an average of at least 70% for the coursework. Borderlines (marks of 68.00 – 69.99), for both the dissertation and course average element, are considered for distinctions. The Diploma can be awarded on the basis of coursework alone.

For detailed guidance notes on the completion of the dissertation, the role of the dissertation supervisor, formal requirements, ethical issues, as well as the dates you need to keep in mind when you are planning your dissertation research, see 'The Graduate School Taught Masters Handbook'. In March we will run a dissertation workshop and students will receive a dissertation guidelines book.

#### **(v) Internships**

Each year, a number of internships may be on offer to students within development agencies in Scotland and Africa. The internship is not a formal, assessed component of the programme. It constitutes an additional, voluntary element of the course, with the aim of providing some practical experience of international development in practice. The internships are organised around the preparation of the dissertation. Internship placements are negotiated with hosting organisations at the beginning of the second semester (end of January/February) and the availability of internships will depend upon matches being found between students' profiles and research interests and those of the organisation. The host organisation has the final say in accepting an intern. The internship will normally take place between April and July. The deadline for submission of the dissertation remains unchanged. At the end of January 2012 there will be a workshop on the internship scheme with the programme director.

#### **(vi) Research Seminars**

Students are expected to attend the regular African Studies seminars held on Wednesdays from 4-5.30pm in Semesters One and Two, Seminar Room 1/2, CMB (check the notice board or website for details; details are

also sent around by email each week). There is an opportunity to meet the presenter, informally, after the seminar. Most subject areas host regular seminars, and topics of interest to students of international development will be covered in many of the School's seminar series (e.g. Social Anthropology, Sociology and South Asian Studies). Keep an eye on the notice boards in the foyer of CMB. You are welcome to attend any of these seminars that are of interest to you, and these seminars provide a very valuable opportunity to hear from specialist researchers from across the UK and Europe.

### (vii) Other Events and Activities

The Centre of African Studies prides itself on its welcoming atmosphere. Students are encouraged to participate fully in the life of the Centre of African Studies. Throughout the year we organise a range of academic and social events to bring students together with staff and research students, as well as experts from beyond the University. For example:

- Students are invited to participate in the annual African Studies conference held in Edinburgh in spring time. In June 2012 the Centre of African Studies will celebrate its 50th anniversary with a very special **international conference titled: CAS@50: Cutting Edges and Retrospectives.**
- A CAS induction day to introduce all new students to the Centre, which this year will be held on 23rd September. The morning session will run from 0900 until 1200 in Seminar Room 1 of the CMB, with brief introductions from the staff and some existing students, followed by Africa-related games. A light lunch will be provided for those attending, after which the group will head to town for an Edinburgh New Town 'Walking Spy Trail'. The day will finish with the first official CAS braai of the year, to be held in the garden of 21 George Square. More details on the braai to follow in due course...
- CAS participates actively in Africanist events in Edinburgh such as **UK's largest African Film Festival, Africa in Motion (AIM)** that will be held between 26 October and 06 November 2011. Students are encouraged to attend the shows and events and to volunteer and help the Festival's organisers. For more information, please contact the AIM director, Stefanie Van de Peer ([stefanie@africa-in-motion.org.uk](mailto:stefanie@africa-in-motion.org.uk))
- Students are encouraged, where appropriate and possible, to involve themselves in **Centre-run research projects** (ABORNE, PISCES etc.)

## 5. PROGRAMME DIRECTOR

The Programme Director is responsible for the smooth running of the MSc in Africa and International Development, including responsibility for admission, co-ordination of teaching input, assessment, programme evaluations and curriculum development. The Programme Director is charged with facilitating your orientation and smooth progression through the degree, from initial induction, to subsequent course choice and the transition into the dissertation stage. The Programme Director is the supervisor for all students on the Programme; when you progress to the dissertation stage, a new supervisor suitable for your chosen dissertation topic will be allocated. The Programme Director is also responsible for students' pastoral care and advice for academic or personal issues that may arise.

The Programme Director for the MSc in Africa and International Development between September and December 2011 will be **Professor James Smith** (CMB, room 4.10; tel: 6504321; email: [james.smith@ed.ac.uk](mailto:james.smith@ed.ac.uk))

The Programme Director between January and August 2012 will be **Dr Barbara Bompani** (CMB, room 4.04 tel: 650-3891; email: [b.bompani@ed.ac.uk](mailto:b.bompani@ed.ac.uk)), You are free to drop in without an appointment during term-time **office hours on Tuesday between 2 and 4.00 pm**. Longer meetings, or meetings at alternative times, can be arranged as needed.

During your meeting with the Programme Director on **Wednesday 14 September**, he will designate a time and place at which your choice of course options for the Programme can be discussed.

The Director of African Studies is Professor Paul Nugent. Office: room 4.01 in Chrystal Macmillan Building. Tel: (0131) 650 3879. Email: [paul.nugent@ed.ac.uk](mailto:paul.nugent@ed.ac.uk). NOTE Professor James Smith is the co-director of the Centre.

### *Representation and Feedback*

Student feedback and evaluation is a valued input to the review of training and supervision and curriculum development. Formally, students are invited to select one or more representatives to attend staff meetings within the centre and on the school of social and political science committee.

## **6. TEACHING STAFF**

For details of all staff in the Social and Political Science visit: [www.sps.ed.ac.uk/staff/index](http://www.sps.ed.ac.uk/staff/index)

Core staff teaching on the MSc in Africa and International Development include:

### **Prof James Smith**

James Smith's research interests revolve round the relationships between science, technology and development, more specifically the ways in which knowledge is constructed, valued and used in shaping 'science for development' in its many forms. Professor Smith is the convenor of the core course *Politics and Theories of International Development* that runs in semester 1

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Full profile: [http://www.cas.ed.ac.uk/staff\\_profiles/smith\\_james](http://www.cas.ed.ac.uk/staff_profiles/smith_james)

### **Dr Barbara Bompani**

Barbara Bompani specialises in religion and development. Her research focuses on the dialectic relationship between faith organisations, their activities and socio-political action; the production of knowledge around faith, development and the relationship between civil society, society and politics; and the broader scale dynamics of political transformation. Dr Bompani is the convenor of the course *Development Research Methods* that runs in semester 2

Office: 4.04 in Chrystal Macmillan Building  
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Full profile: [http://www.cas.ed.ac.uk/staff\\_profiles/bompani\\_b](http://www.cas.ed.ac.uk/staff_profiles/bompani_b)

### **Dr Gerhard Anders**

Gerhard Anders's work focuses on globally circulating ideas about development, good governance, international criminal justice and the rule of law, tracking the everyday experiences of civil servants, lawyers and others involved in the production and diffusion of administrative and legal knowledge. Dr Anders is the convenor of the core course *Roots of African Poverty and Development* that runs in semester 2.

Office: 4.06 in Chrystal MacMillan Building  
Phone: 651 3178  
Email: [Gerhard.Anders@ed.ac.uk](mailto:Gerhard.Anders@ed.ac.uk)  
Full profile: [http://www.cas.ed.ac.uk/staff\\_profiles/gerhard\\_anders](http://www.cas.ed.ac.uk/staff_profiles/gerhard_anders)

## 7. TEACHING AND LEARNING APPROACH

Teaching is primarily seminar and lecture based. Learning takes place through individual reading and reflection, and through group discussion initiated by student presentations and the lecture material. Students are expected to read extensively in preparation for all seminars and lectures, and to participate fully in the class discussions and/or presentations. From the outset, students must cultivate the study skills required for scholarship at an advanced level - using library sources fully, effective note taking, critical analysis and writing.

## 8. ASSESSMENT

### (i) Formal Requirements

The Diploma is made up of six courses, taken over two semesters. On completion of these courses, students for the MSc write a dissertation, which is submitted in August. Assessment for each course varies, especially option courses taken outside the Graduate School of Social and Political Science, so ensure that you read course descriptions carefully. Some courses run by the Graduate School of Social and Political Science are assessed by one 4000 word essay while others by two or more shorter assessments. If you are taking courses in different Schools, please check with the convenor at the beginning of the semester how the course is going to be assessed. Courses in Economics and Geosciences, for example, are regularly assessed through written exams in class.

Unless otherwise stated in course handbooks, the following is the standard procedure for submitting work for assessment in the Graduate School:

- **essays must be submitted** to the Graduate School Office by 4 pm on the day indicated in each course handbook. For courses taken in the Autumn term usually the deadline is by the 10<sup>th</sup> of December and for courses taken in the Spring Semester, by mid April (a few courses have slightly different deadlines, check with the course convenor).
- late coursework and work that exceeds the stated word limit will be penalized. **Five marks per day will be deducted for assessed work handed in late. Assessed work arriving more than one week (five working days) after the deadline will receive a mark of zero. Assessed work which exceeds the word limit will have ten marks deducted (this applies whether the excess is 500 words or merely 5 words).** Please note that the stated word limits include footnotes and appendices but not bibliography or diagrams
- extensions will only be granted in case of **serious medical or personal problems**. If you are going to require an extension, you must approach the Programme Director (and not the course convenor) before the deadline, with appropriate documentation (eg., Doctor's note). **Extensions cannot be granted by the course lecturer**. If you think you will have a problem with a deadline for a legitimate reason, please apply for an extension well in advance
- you should **consult course lecturers** about the topic and scope of the various assessments. They can advise on feasibility and suggest readings beyond the course reading list. No comments are made on drafts.
- there may be an overlap in the issues covered by the various courses. You should pay careful attention to the topics you select. It is important that you **do not duplicate your work**.
- essays on **self-selected topics** need to be previously agreed with the course lecturer
- **two** typed or word-processed copies of all your assessed work should be submitted to the **Graduate School (room 1.21)** on the appropriate dates. Each copy should have a cover sheet with your examination number (but *not* your name), the course title, the essay topic, an exact count of the number of words in the essay. With the first piece of work handed in each semester you must also include a signed plagiarism statement. *Cover sheets & plagiarism forms are available from Graduate School Reception Room 1.21 Chrystal Macmillan Building.*
- **electronic copies** of essays must also be submitted. Details of this procedure are given in 'The Graduate School Taught Masters Handbook'.
- **marked essays are returned via the Graduate School Office**. When essays are ready for collection, the relevant course secretary will notify students through an announcement on WebCT.

- all essays will be marked by the course lecturer and returned to you with comments and a provisional mark. Every effort is made to return essays within three weeks of them being handed in. You should arrange to meet your tutor if you wish to follow up on comments. One copy will be retained for the External Examiner who reviews all course work at a formal Examination Meeting held in June. **All marks must be regarded as provisional until they have been ratified at this meeting.**

### (ii) Writing Workshops and Trial Essays

MSc students will have the opportunity to write a trial essay of 1000 words early in the first semester to ensure that basic essay writing principles are understood. The Centre of African Studies will run a writing workshop around this exercise. The workshop will be held on **Wednesday 5 October** (teaching week 3) from 12 until 13.30 pm (venue to be confirmed) where we will discuss the main principles, the set reading material and the essay question. The trial essay will be returned two weeks later on **Wednesday 19 October** (venue and time TBC).

### (iii) Marking Scheme

Below we set out the marks, for both coursework and dissertations, with the University's comments

Mark Description:

Mark	Grade	Description
%		
90 – 100	A1 }	An excellent performance, satisfactory for distinction
80 – 89	A2 }	
70 - 79	A3 }	
60 – 69	B	A very good performance
50 – 59	C	A good performance, satisfactory for a masters degree
40 – 49	D	A satisfactory performance for the diploma, but inadequate for a MSc degree
30-39	E	Marginal Fail
20 – 29	F	Clear Fail
10-19	G }	Bad fail
0 - 9	H }	

All marks must be considered as provisional until they have been ratified by the Board of Examiners in May/June. In order to proceed from the Diploma to the MSc, you must pass the coursework with an average mark of 50% or above and a mark of 50% or above in at least 80 credits worth of work. The Diploma or MSc is 'unclassified' which means that no formal mark or grade is attached to overall performance on graduation. However, it is possible for the MSc to be passed 'with distinction'. Taught postgraduate degrees may be awarded with distinction. To achieve a distinction, a student must be awarded at least 70% on the University's Postgraduate Common Marking Scheme for the dissertation and must pass all other courses with an average of at least 70%. Borderlines, for both the dissertation and course average elements, are considered for distinctions.

Borderline marks are defined as marks from two percentage points below boundary up to the boundary itself, e.g. 68.00% to 69.99% for the dissertation and for the average of other courses.. The Diploma may be awarded with distinction by satisfaction of the above regulation with regard to the taught component only.

### (iv) Dissertation Assessment

The dissertation is marked (during September/October) by two internal examiners and reviewed by an external examiner. You should be aware that regulations do not allow a dissertation to be resubmitted: any student who does not pass the dissertation is eligible to receive the Diploma.

*For information on how to present your written work (e.g. citation methods, reference-format, avoiding plagiarism, etc.), see 'The Graduate School Taught Masters Handbook'.*

We look forward to working with all of you and hope you  
enjoy the programme!