



University of Edinburgh
School of Social & Political Science
2017/2018

Zimbabwe: Politics of a Post-Colonial State
PLIT10071
Semester 2

Key Information

Course Organiser	Dr Sara Dorman Email: sara.dorman@ed.ac.uk Room 4.08 Chrystal MacMillan Building, 15A George Square Guidance & Feedback Hours: Monday 12-2  @afr_pol
Location	Semester 2 Mondays: 14:10-16:00 Weeks: 1-2, 4-6, 8-11, Medical School, Room 01M.469, Teaching Room 12- Doorway 3 Weeks: 3, 7, 9 & 10, Outreach, Room B1.11-2 For an easy way to check the correct location, your personal student timetable on Myed will update each week.
Course Secretary	Alex Dysart Email: Alex.Dysart@ed.ac.uk Undergraduate Teaching Office
Assessment Deadlines	<ul style="list-style-type: none">• Essay Proposal 4th March 2019 (due at 12 noon)• Essay 29th April 2019 (due at 12 noon)• Tutorial Participation (ongoing)

Aims and Objectives

By the end of this course, students should be able to:

1. Demonstrate knowledge and understanding of the recent history and contemporary politics of Zimbabwe;
2. Analyse the political processes and institutions of post-colonial states;
3. Assess and deploy primary and secondary source materials in discussion and written work;
4. Engage in scholarly discussion concerning the above topics;
5. Work confidently and independently, with guidance from the instructor, on an extended research essay.

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Teaching Methods

The course involves one two-hour whole class session each week. In some weeks, this whole class session will be supplemented by on-line pre-recorded lectures. The class sessions will mainly be run as seminars with discussion. Students will be encouraged to consult and use primary sources alongside critical reading of secondary materials. In some weeks, audio-visual materials will also be used, including live and skype discussions with Zimbabwean academics and activists.

Assessment

Students will be assessed by:

Assessment	Word count limit Do not exceed the word limit or penalties will be applied	Weighting	Submission date	Return of feedback
Class Participation	NA	10%	Ongoing	End of semester
Essay proposal	1-2 pages	10%	4 th March (all coursework is due at 12 noon on the date of submission)	25/03/2019
Essay	4000 words(excluding bibliography)*	80%	29 th April (all coursework is due at 12 noon on the date of submission)	20/05/2019

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

Class Participation (10%)

The mark will be based on the presentation and participation in the seminar sessions.

Assessment Criteria:

Your final mark for this part of the course, which is worth 10% of your overall mark, will be based on the following elements:

a) Presentation

- Does your presentation successfully outline the main argument?
- Does it draw out the connections to theories and debates discussed that week or broader course themes?
- Are you engaging critically with the argument/methodologies/theoretical approaches in the literature?
- Is your presentation informed, well-prepared, clear and engaging?
- Do you respond to questions and facilitate discussion following your presentation?

b) Contribution to discussion

- Do you contribute ideas and/or ask relevant and timely questions to stimulate discussion?
- Do your contributions show evidence of reflection and reading?
- Do you listen to others when they talk, and incorporate and/or build on others' ideas?

The course convenor will keep notes on your presentation and participation during class discussions which will be used for giving feedback and in determining your final mark for this part of the course. It is important to note, therefore, that your overall mark will be the result of a holistic assessment of your performance as a whole.

Essay proposal (10%)

You will be asked to select a topic from the reading list and prepare 1-2 page (A4) essay proposal.

Assessment Criteria:

The following are the criteria through which the assignment will be marked. However, it is important to note that the overall mark is a result of a holistic assessment of the assignment as a whole.

- Does it show an appropriate focus and grasp of the relevant concepts, knowledge and area?
- Does it identify an appropriate research question?
- Does the proposal identify an appropriate range of sources?

Essay: 80%

You will write a 4000 word essay based on the same topic as your proposal. You are expected to identify a topic, formulate an appropriate research question and identify a good range of sources, going beyond the provided readings.

Essay Assessment Criteria:

The following are the criteria through which the assignment will be marked. However, it is important to note that the overall mark is a result of a holistic assessment of the assignment as a whole.

- Does the assignment address an appropriate research question, with sufficient focus?
- Does the assignment show a grasp of the relevant concepts and knowledge?
- Does the assignment demonstrate a logical and effective pattern of argument?
- Does the assignment, if appropriate, support arguments with relevant, accurate and effective forms of evidence?

- Does the assignment demonstrate reflexivity and critical thinking in relation to arguments, evidence and secondary sources?
- Is the assignment adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation?

Please refer to the assessment and submission procedure information on our webpages which you will find in [appendix 2](#)

Attendance

Attendance and participation in the lectures and discussion are essential for developing an understanding of the topics.

Readings and Resource List

The main reading list, organised by topic and by week, with additional guidance, is available as a Leganto Resource list via Learn.

Students are expected to consult books and journals available in the library, and to familiarize themselves with internet-based resources relevant to African politics. The twitter account @afr_pol will also provide links to relevant articles and on-line discussions.

A wide number of readings are listed for each topic, in order to meet the disparate interests of students, and capture the broad range of issues in African Politics. If you wish for more advice on what to read, please consult your tutor.

On-Line Resources

- Copies of the coursebook, handouts etc will be made available on Learn
- Announcements will also be made via Learn
- There are also links to videos, twitter and other resources
- The reading list is on-line via Leganto (link on learn)
- Lectures will be recorded and made available via Media Hopper Replay

Key texts:

Dorman, Sara, *Understanding Zimbabwe* (2016)

Gallagher, Julia *Zimbabwe's international relations: fantasy, reality and the making of the state* (2017)

Gatsheni-Ndlovu, Sabelo (ed), *Mugabeism? History, Politics and Power in Zimbabwe*

Raftopoulos, Brian and Alois Mlambo eds, *Becoming Zimbabwe* (2009)

Lecture Summary

Date	Week	Topic
14 Jan	Week 1	The Colonial and Post-Colonial State: origins and organization
21 Jan	Week 2	Ethnicity, Race and identity: becoming Zimbabwean
28 Jan	Week 3	Nationalism & nationalist politics
4 Feb	Week 4	Land use and land reform
11 Feb	Week 5	Economic policy-making: development, growth and poverty
no classes		
25 Feb	Week 6	Elections, Parties & Democracy
11 March	Week 7	The Public Sphere: Churches, NGOs and Unions
18 March	Week 8	The Military, Violence and the State
25 March	Week 9	‘Patriotic history’: harnessing media, music and culture
1 April	Week 10	Zimbabwe’s Leaders, the Region and the World

Appendix 1: Participation assessment:

This form will be used to provide you with feedback on your seminar contributions.

Name:

Week/topic:

Aspect of performance	-		Avg		+
<i>Critical reading skills</i> The main argument(s) of the reading has been identified and presented it in a way that highlights the analytical contribution of the reading.					
<i>Critical engagement skills –</i> In responding to presentations the key points of debate have been highlighted and salient analytical points made.					
<i>Presentation and communication skills –</i> Ideas have been presented clearly and effectively. Contributions have been constructive and developed the discussion. Responses been well-timed and effective.					

General comments (including advice on how to improve)

Mark: /10

SEMINAR PARTICIPATION MARKING DESCRIPTORS

Excellent: 70-85:

Discussion: Students would normally have an exemplary attendance record. Participation would be very active, all compulsory readings would be done and there would be an indication of an ability to reflect critically on the readings and draw out broader implications. Students are likely to go beyond the core reading. The presentation or response will be succinct but analytical. Students will achieve an understanding of complex and difficult concepts and use their experiences to the overall experience of the class. Students whose contribution is exemplary will be given marks of 80 or above.

Presentation: Excellent presentations will be succinct and eloquently presented, verbally and with clear, concise handouts. Students will show ability to lead discussion and respond to discussion in an informed and constructive way. Both verbal presentation and handouts will show an understanding of core concepts, engagement with the literature and the ability to raise and respond to questions.

Very good: 65-69; Good: 50-64

Discussion: There may be one or two issues regarding attendance. Required reading will be done but the student will more rarely show an ability to analyse and reflect on the reading. Reading summaries will show analytical weaknesses. Participation will be more mixed; some students may contribute rarely but maintain a high quality of contribution. Other students may contribute regularly but struggle to be concise, relevant, or to grasp important parts of the course. Students may be relatively passive. Students at the higher end of the scale will have a generally high level of contribution. At the lower end of the scale there may be problems with attendance, consistency of contribution and participation marring a generally high level of engagement.

Presentation: Good presentations may have problems with comprehension or succinctness. Similarly, the content of the presentation and discussion will be insightful, but some points raised may be obvious or insufficiently analytical. Key reading will have been done but the ability to raise and respond to questions will not be consistent.

Satisfactory: 50-59:

Discussion: Students achieving this mark will normally (but not always) have had significant attendance issues. Students will either be constantly very quiet or will contribute regularly but show little awareness of relevant reading, issues in the texts. Students will either rarely ask questions or will ask questions of little relevance to the topic at hand. Their reading summaries will show evidence of reading but will be unclear whether readings have been fully comprehended. There may be significant errors of fact or interpretation and the overall impression will be of a generally competent, basic but uneven contribution.

Presentation: presentations will be generally competent and showing evidence of reading. However, they may have significant errors of fact or comprehension, delivery and the handouts are likely to be unclear and the students will have problems with steering discussion in relevant and interesting ways.

Unsatisfactory: 40-49

Discussion: Students achieving this mark will almost certainly have had significant attendance issues. They may have evidently not done the reading for the classes they do attend. When in class students are predominantly quiet and do not participate in discussion either regularly or with relevant contributions. They will rarely demonstrate any engagement with the topic..

Presentation: The predominant impression of student presentations will be that they are intellectually weak and poorly prepared. They will be dominated by significant errors of fact or comprehension. Delivery will be unclear and handout unclear or simply missing. The students will not guide class discussion in any coherent way

Fail: Below 39

Students receiving such a mark will have significant attendance issues, will have clearly not done reading on a regular basis and/or will have provided no evident contribution to presentations or class discussion.

Appendix 2 – General Information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

Appendix 3 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at:

http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks)**. Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 word or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit.

In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.).

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Exam Feedback and Viewing Exam Scripts:

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and can be punished severely.

Copying part of one of your own assignments previously submitted for credit for the same or another course is **self-plagiarism**, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Students who are found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for further investigation, and grade penalties can be applied. In extreme cases, assignment grades can be reduced to zero.

For further details on plagiarism see our college website:

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>