

### DEPARTMENT OF ANTHROPOLOGY AND DEVELOPMENT STUDIES

**Honours in Development Studies**

**Honours Application Process and Course Information**

**Application Process**

Please note that we offer participation on a full-time basis only, over the course of one year.

Applicants must have completed a BA in development studies, or a degree with a major in Development Studies, and have a final course mark of at least 65%. Due to the interdisciplinary nature of Development Studies, Honours applicants from other social science degrees (ie: human geography, history, sociology, politics, anthropology, social work, economics) with Development Studies content are also encouraged to apply.

Please also note that **we can only consider complete applications** that appear on the enrolment system of the UJ. Applications sent by email or incomplete applications will not be considered. A complete application for the abovementioned degrees includes the following:

For UJ students:

* An application form (filled in online)
* Your complete, up-to date, UJ undergraduate transcript

For non-UJ South African students:

* An application form (filled in online)
* A National Senior Certificate
* A degree certificate
* A full transcript of your academic record
* A copy of your ID

For international (anywhere outside of South Africa) students:

* An application form (filled in online)
* A school leavers certificate
* A degree certificate
* A full transcript of your undergraduate academic record
* A SAQA certificate
* A copy of your ID/passport

Please do not attempt to upload anything additional to the requested documents. Once you have the required documents, you should apply online at: <https://www.uj.ac.za/studyatUJ/sec>

The closing date is **September 30th.** Applications submitted after that time will not be considered.

Please also note that the entrance average of 65% is not alone sufficient for admission to the programme. Shortly after the closing date, applications go through a screening process. This means that eligible applicants will be invited by the end of October to take part in a remote written assessment, to be held in mid-November. We have a limited number of spaces so only students who excel will be offered a place in the Honours Programme. Places will be offered by the end of November.

### For any further queries, please contact (only):

Honours Admissions Coordinator, Dr. Hali Healy [hhealy@uj.ac.za](mailto:hhealy@uj.ac.za)

**Honours Module Course Descriptions[[1]](#footnote-1)**

Honours students take a total of **5 modules** from the following Development Studies/Anthropology options:

## **Semester 1 Term 1 (1 Compulsory Module)**

**Research Design and Fieldwork Methods (ATL8X02 & DEV8X1)**

This course is designed for students interested in conducting fieldwork in social/cultural anthropology or development studies, or other related fields, or who want to gain practical appreciation of what goes into the research that they read about in their classes. It is designed to give students an introduction to qualitative and quantitative methods through both theory and practice. It also helps students to assess which methods are most appropriate to answering different kinds of research questions under different circumstances. Course content focuses on pragmatic aspects of intellectual preparation, ethical considerations, issues associated with health, and gender, choosing appropriate methods and the trade-offs associated with different methodological approaches. It also covers systematic data collection methods, such as mapping, census, structured and semi-structured interview techniques, focus groups, genealogy and kinship, formal and informal procedures for investigating emic perspectives. In this way the course provides a solid grounding along with a basic toolkit of field research methods, enabling students to plan and execute their own research projects.

## **Semester 1 Term 2 (Choose 1 of 2 Electives)**

**Critical Thinking for Development (DEV8X06)**

This course focuses on the subject of corruption and accumulation in Africa and the world. The work for this module is centred on an indepth exploration of two core texts, along with a range of other specially selected articles to develop a theoretical perspective on corruption in Africa and other parts of the world. The key texts are:

Tom Burgis, *Kleptopia: How Dirty Money Is Conquering the World*, London: William Collins, 2020.

Tom Burgis, *The Looting Machine: Warlords, Oligarchs, Corporations, Smugglers, and the Theft of Africa’s Wealth*, London: William Collins, 2015.

The class is split into two groups, each of which prepares and presents an intensive productive programme of productive seminars.

**Or..**

**Medical Anthropology (ATL8X11)**

Medical Anthropology is the study of disease, health, and healing from an anthropological perspective. It draws on multiple theoretical approaches, with an emphasis on increasing our understanding of the diverse ways in which cultural, social, political and economic, as well as biological factors shape human experiences of pain, illness, suffering and healing in different contexts. In this course we will adopt an epistemological openness to alternative understandings of the body, illness, disease, healing, and curing. Therefore, medicine in all its forms (biomedicine or allopathic, Indigenous healing, alternative or homeopathic medicine) is regarded as constituting medical knowledge. Therefore we will be critical of bifurcations of “western” or “modern” versus “traditional”. We will also assume that the "body" is biologically given but also culturally constructed and historically situated. The course offers an ethnographically rich, comparative perspective, exploring human afflictions, disability, and healing in different contexts, including southern and eastern Africa, Eastern Europe, the US, Latin America, and Australia. While Medical Anthropology addresses questions of theoretical significance, it is also an applied sub-discipline of Anthropology. We will therefore explore the ways in which Medical Anthropological research contributes toward medical interventions and addressing medical problems.

## **Semester 2 Term 3 (1 Compulsory Module)**

**Writing Research** (**DEV8X17 & ATL8X15)**

Anthropologists and Development Studies researchers are involved in different types of writing, which demand different skills but are also intertwined with different theoretical arguments or ‘turns’ that define the discipline/subject. One key principle lying behind this course is that academic knowledge production is always, in some way, a collaborative exercise. Its purpose is threefold. **Firstly**, and primarily, it aims to assist students in the process of writing your dissertations. This will be done through weekly (Thursdays, in two groups) online seminars collectively focusing on each student’s writing. **Secondly**, through online lectures and tasks set each week (uploaded every Monday/Tuesday, with tasks to be completed by the end of the week), the course will introduce you to different kinds of writing that researchers and scholars do, each reflecting different modes of intellectual activity in which we are involved. These include a) analysing fieldwork data and making ethnographically and/or theoretically informed arguments in our own individual research; b) commenting incisively and critically on others’ writing through, for example, advanced book review articles, assessment and ‘peer review’ reports; c) writing in a ‘research leadership’ role, by engaging one’s own research and ideas constructively in synergy with others’ research in order to achieve larger, collaborative intellectual goals, such as by designing innovative research and dissemination activities through writing proposals, extended abstracts, editorials and organising collections of papers. **Thirdly,** through a series of student-led discussions (every Wednesday morning), the course will engage with five ‘turns’ or key debates in recent anthropology and development studies that have and continue to have a profound effect on how we do our work. These include subjects such as: the classical routes of social science and historical transformation; the crisis of representation; feminism, post- & de-colonialism; globalisation, neo-liberalism, and civil society; the ontological turn; and “can things speak?”.

## **Semester 2 Term 4 (Choose 1 of 2 Electives)**

**Critical Development Practice (DEV8X14)**

This course combines a critical review of development practice with the question of practicing development critically. The aim is to ensure that students understand and are familiar with the range of ways that development is critiqued and to situate themselves and their career plans in this context. It moves between the analytical and the practical, demonstrating the importance of praxis. It begins by considering the history of development as a pursuit to the present, and the different ways in which development has been approached and understood. It reviews key critiques of development and challenges students to clarify their own perspectives. It then moves on to the specifics of development: its engagement with the economics and politics of developing countries through mainstream approaches. It then moves on to ask: how do we deal with the conundrum of recognising these deep challenges to the practice of development, while remaining committed to working as practitioners toward the improvement of poor people’s lives?

**Or..**

**Land Migration & Politics of Belonging (ATL8X16)**

Land has been at the centre of the politics of exclusion and inclusion in Africa since the pre-colonial times, thus the aim of the course is to equip students with a comprehensive appreciation of the salience of land in the politics of belonging in Africa While the colonial period was dominated by racial segregation and the displacement of Africans from their ancestral lands, the post-colonial period has been defined by debates about the need for redistributive land reforms to correct colonial land injustices. Land reforms in Zimbabwe, South Africa and Namibia encapsulate the complexities of the politics of land and belonging in post-colonial Africa and the salience of the colonial legacies of land alienation.  In this seven-week period, we will examine the centrality of land in the politics of belonging in Africa. We shall particularly discuss pre-colonial land ownership regimes and the ‘myth’ of communal tenure, migration and the construction and contestation of  belonging, colonial land alienation and the politics of post-colonial land redistribution, land rights and restitution. In addition, we shall discuss the role played by traditional authorities in discourses about land redistribution and restitution. Although the course will mainly draw case on studies from southern Africa, some examples shall be drawn from beyond the region depending on the topic under discussion.

## **Plus (1 Compulsory Module)**

**Independent fieldwork/research report (ATL8X13 / DEV8X01)**

Independent fieldwork/research report - all students must complete a research report (Honours dissertation), writing 8000-10000 words on a topic agreed upon with their supervisors. Due for submission Oct 31 of the programme year.

1. These are only indicative and may be subject to change. [↑](#footnote-ref-1)