MPhil in African Studies
Handbook 2017-18
# Table of Contents

1. **IMPORTANT DATES IN THE MPHIL IN AFRICAN STUDIES 2017-18**

2. **MPHIL ADMINISTRATION**
   a) The MPhil Office
   b) The Graduate Education Committee
   c) The Academic Year and Residence Requirement
   d) Queries? Whom To Contact, And When

3. **THE DEGREE PROGRAMME**
   a) The Core Course
   b) Option Courses
   c) Dissertation
   d) Language Training
   e) Course Assessment

4. **FIELDWORK AND RESEARCH FUNDING**

5. **RESEARCH SEMINARS AND SKILLS TRAINING**

6. **LIBRARY FACILITIES AND IT SERVICES**
   a) Library Facilities
   b) IT Services

7. **PLAGIARISM**

8. **SUBMITTING ESSAYS**

9. **SUBMITTING THE DISSERTATION**

10. **STUDENTS COMPLAINTS PROCEDURE**

11. **END OF MPHIL COURSE**

12. **GENERAL INFORMATION**
IMPORTANT DATES IN THE MPHIL IN AFRICAN STUDIES 2017-18

2017

Tue 4 Oct  
*Michaelmas Term begins*
Submit your confirmation of admission form to the MPhil Office

*Induction Day at Centre of African Studies, 9.30am-3pm, room S3, ARB*

Thurs 5 Oct  
Submit options course choice form to the MPhil Office at CAS. Deadline for applying to the MPhil Office for exemption from Swahili Basic 1

Mon 9 Oct  
CAS Annual Reception

Mon 16 Oct  
First CAS Research Seminar of Michaelmas term

Fri 20 Oct  
Ensure you have met with your dissertation supervisor by this date

Mon 30 Oct  
Submit your practice essay topic to the MPhil Office

Fri 1 Dec  
*Michaelmas Term ends*

2018

Mon 15 Jan  
*POLIS MPhil Careers Day*
Politics of Africa’ option students to submit book review to the MPhil Office by 12.00pm.

Tues 16 Jan  
*Lent Term begins*
Deadline for submitting your practice essay to the MPhil Office by 12.00pm Examined core course essay questions are distributed to students.
Mon 22 Jan  First CAS Research Seminar of Lent term

Wed 24 Jan  Submit proposed option course essay question to the MPhil Office (if required)
Submit your dissertation plan and title to the MPhil Office

Thurs 31 Jan  Deadline for re-submitting your practice essay to your supervisor in case of a fail mark

Wed 14 March  **Swahili Reading and Writing Examination (Time and venue tbc)**

  *Lent Term ends*

Fri 17 March  Deadline for submitting your core course essay to the MPhil Office by **12.00pm**, Deadline for submitting Politics and Development option course essays to the MPhil office **by 12.00pm**

Tues 24 April  **Easter Term begins**

Wed 25 April  Dissertation workshop, room S3, ARB (TBC)

Wed 13 June  Deadline for submitting your dissertation to the MPhil Office by **12.00pm**

Fri 15 June  **Easter Term ends**

**DEADLINES FOR HISTORY OPTION COURSE ESSAYS ARE CURRENTLY TBC**
2. MPHIL ADMINISTRATION

a) The MPhil Office

Your main point of contact in the Centre of African Studies (CAS) is the MPhil Office. It can be found within CAS on the 3rd floor of the Alison Richard Building (ARB), which is located on the ‘Sidgwick Site’, an important cluster of University Faculty buildings in the Arts, Humanities and Social Sciences. The street address for the Centre is 7 West Road. The administrator of the MPhil is Ms Victoria Jones, who can be reached by email at mphil@african.cam.ac.uk. The MPhil Office telephone number is 01223 334396 (or just 34396 if calling from a University network phone).

b) The Graduate Education Committee

The CAS Graduate Education Committee (GEC) is the body that oversees the running of the MPhil in African Studies, under the ultimate authority of the Degree Committee of the Faculty of Human, Social, and Political Science (HSPS). All members of the GEC have experience as supervisors and/or lecturers on the MPhil programme. In addition, early in Michaelmas term, MPhil students nominate a representative to attend and participate in the GEC meetings (unreserved business only), which occur once a term. The current Chair of the GEC and Academic Secretary of the MPhil in African Studies is Dr Adam Branch, an African Politics Fellow of Trinity Hall. Some GEC members have offices at CAS, including Dr Branch, who is also the Director of the Centre of African Studies.

c) The Academic Year and Residence Requirement

The academic year in Cambridge is divided into three terms - Michaelmas, Lent and Easter. Term dates for 2017-18 are as follows:

Tue 3 October 2017 - Fri 1 December 2017
Tue 16 January 2018 - Fri 16 March 2018
Tue 24 April 2018 - Fri 15 June 2018

Please note the residence requirement, which stipulates that most students on full-time graduate courses must live within the University’s precincts for all three academic terms. MPhil in African Studies students are additionally expected to remain in Cambridge for about three weeks after submitting their dissertations, in case an oral examination (viva voce) is required in early July.

d) Queries? Whom to Contact, and When

Normally, you are expected to approach your dissertation supervisor about matters relating to your academic work at Cambridge. You should contact your supervisor to arrange a meeting at the start of the academic year. The MPhil Administrator and MPhil Course Director can also offer general advice on most aspects of the MPhil programme, and you can direct queries about your option course to the relevant lecturer/s. Questions about language training can initially be directed to the MPhil Course Director or, if appropriate, to the Swahili teaching team. We welcome student feedback, and encourage you to let us know your views on the MPhil course via our Student Feedback Form at any point in the academic year.

If you are interested in pursuing doctoral study in Cambridge, you are welcome to discuss your plans with your dissertation supervisor or the MPhil Course Director, and obtain advice about who to approach as a potential PhD supervisor. The Centre of African Studies does not currently offer a PhD programme, but it is certainly possible to pursue doctoral research on
Africa-related topics in other faculties and departments across the University, and you are encouraged to explore the PhD opportunities available.

Some administrative matters are dealt with formally, and students may be required to process requests by applying via their CamSIS self-service account (for example, applying to defer submitting your dissertation). Other matters, such as the approval of essay and dissertation titles, and requests for short extensions, are processed directly by the CAS Graduate Education Committee via the MPhil Office. Since this Committee meets only once each term, it is important that you deal with administrative issues in a timely manner and contact the MPhil Office as soon as a query arises. For specific guidance on sources of academic and pastoral support, please read below:

**Dissertation Supervisor**: Your supervisor’s role is to oversee the preparation of your dissertation and to report on your academic progress. He or she also usually acts as your course advisor for the MPhil programme. If you wish to change your dissertation topic this can be permitted, but only if an appropriate supervisor is available and it is not too late in the academic year. In the unlikely event of serious concerns about your MPhil studies or dissertation supervision, please consult the University’s complaints procedure. The Responsible Officer for POLIS is Professor James Mayall, who can be contacted at jblm2@cam.ac.uk.

**Your College**: Every student on the MPhil course is also a member of a College. The College is a very important part of life at Cambridge. It allows you to mix with students and academics from many different disciplines; it helps you with accommodation, it provides pastoral support, and makes available additional study facilities (especially libraries and IT services). Colleges also offer their members subsidised meals, as well as sports and social facilities. Your College or Graduate Tutor can offer assistance most non-academic difficulties, whether emotional or practical (everything from accommodation to visas). If you are ill or experience other problems, which might affect the timely submission of your assessed work, you should immediately contact your Tutor, as well as the MPhil Office. Your Tutor and/or medical practitioner may need to write to the CAS Graduate Education Committee for special allowance to be given in such cases.

**The Graduate Union**: The Graduate Union (GU) is the University-wide representative body for graduate students at the University of Cambridge. Located at 17 Mill Lane, it offers a variety of services, including document binding and gown-hire, as well as a lounge, café, bar, and a shop. A computer and printing room is available too, which offers photocopying, scanning and laminating services. Should you require independent advice about a concern related to your studies in Cambridge, feel free to contact the Student Advice Service, which is based at the GU. You will find further information about the GU on their website.

**Student Wellbeing**: Your POLIS Welfare Contact is Mordecai Paechter, who is also the MPhil IR/POL Administrator. You may approach him in total confidence with any concerns you have regarding mental health and/or wellbeing whilst studying in Cambridge by emailing talkaboutit@polis.cam.ac.uk. The role of the Welfare Contact is not to act as a counsellor, but to direct students to wellbeing and mental health resources within the University, and to facilitate communication where necessary. Your college is the primary source of your pastoral care and have a dedicated Welfare Officer; please check their website for details of the resources that they can provide.

**Counselling Services**: The University provides numerous points of contact in case you should experience any kind of difficulties. These include your College Tutor, your supervisor, and academic and administrative staff at CAS. However, there may be circumstances in which you prefer to consult someone independent of your daily environment. To meet this need, the
University provides a Counselling Service, which is located at 2-3 Benet's Place, Lensfield Road, Cambridge CB2 1EL. The service is generally available during normal office hours and there may be a waiting period for an appointment, so it is often helpful to consult the self-help resources on their website. Their contact details are: Telephone: (01223) 332 865; Email: reception@counselling.cam.ac.uk; Website: www.counselling.cam.ac.uk.

Another service available is Linkline, which is a confidential, anonymous listening support and information service run by students from 7pm to 7am every night during term-time. Linkline can be contacted by telephone (01223 744444), skype (cambridge.linkline), or email (email@linkline.org.uk). Be aware that Linkline is not available during the day or outside of term time. Samaritans run a 24hr, 365 days-a-year service (not connected to the University); they can be contacted on 08457 90 90 90 or emailed at jo@samaritans.org.

3. THE DEGREE PROGRAMME

a) The Core Course

The Core Course is one of four key elements structuring the MPhil in African Studies programme. The other elements are the Option Courses, the Dissertation, and Language Training.

Core Course Seminars 2017-18

(Detailed reading list will be provided separately)

Course convener: Adam Branch (arb209@cam.ac.uk)

Introduction:

What is African Studies today? This is an open question; now, more than ever, African Studies cannot be taken for granted. Indeed, there are longstanding and heated debates in universities across Africa, Europe, the US, and Latin America and Asia over what African studies means, what its objectives are, what its disciplinary focus and geographical scope should be, what relations of power it is bound up with – and even whether it should exist at all. This interdisciplinary Core Course is an effort to engage with the field of African Studies as it has been defined in various times and locations, while keeping open questions about what African Studies is, what tools it should use, and what its politics are.

The course is built around an emphasis on key debates in the study of Africa, while foregrounding questions of historiography and knowledge production. It is meant to be a foray into critical African Studies: in engaging with specific histories, events, and cases, we will at the same time query the concepts, ideas, and categories we use to study Africa – even the very notion of “Africa” itself. By focusing on key debates over time and across space, we can historicize and contextualize the concepts and categories that we use. This is not to dismiss knowledge and social categories as “invented”, but to show how the ways we study and do research are determined by specific histories – in the case of Africa, these may be histories of colonialism, of the slave trade, or of post-colonial nationalism. Thus, we endeavour to introduce students to theoretical and methodological issues in African studies, while at the same time conveying substantive information about the histories, cultures, politics and economies of Africa.

Teaching:

Teaching consists of seminar discussion classes, held once or twice per week (see schedule below). Seminars will be led by Adam Branch and, usually, one or two guest lecturers from different disciplines. Students are expected to do the core reading prior to each class, since it will provide the basis for discussion. The further reading is there for students who take a particular interest in a specific topic and wish to gain a broader understanding of the debates.
Each student is expected to write a short response paper on the reading, between 250-500 words. A question (or choice of questions) will generally be provided for students to respond to; if none is provided, students can write on a topic of their choice. The response papers are not to be summaries of the reading, but rather the student’s own analysis of and reflections on the material. Papers are not marked, but they are to be turned in during the seminar or emailed on the day of the seminar.

Assessment:
Students will submit one essay of 5,000 words (excluding references and bibliography) on 16 March 2017 by 12.00; this essay constitutes 100% of the final mark for the Core Course. The MPhil Office will provide a list of essay questions on 16 January 2017. Degree regulations require that students write their essays on one of these prescribed questions; students are not permitted to develop their own. Examples of past essay topics can be obtained from the MPhil Office. The mark for the core course counts for 20% of the final mark in the MPhil African Studies.

Access to Readings:
The key library for this course is the Centre of African Studies Library, where most core texts are available, some on overnight loan. Some books may be available at other libraries across the University, including College libraries, the University Library, and the PPS, Haddon, Marshall, Seeley, and Geography libraries. Consult the ‘Cambridge Libraries Gateway’ online for more information. Most of the journal articles listed are available online via the Cambridge Library’s iDiscover online portal (idiscover.lib.cam.ac.uk).

List of Seminars:
5 October (Th): Introducing African Studies: The Question of Decolonisation (Adam Branch)
10 October (Tu): Studying Africa’s Deep Past (Rachel King)
17 October (Tu): Africa as a Unit of Analysis (Adam Branch)
26 October (Th*): Debating Slavery and the Slave Trade (Bronwen Everill)
31 October (Tu): Gender in African Studies (Florence Ebila)
7 November (Tu): Articulations of Critique in Popular Culture (Cécile Feza Bushidi)
9 November (Th): Dance in Africa’s Past and Present (Cécile Feza Bushidi)
14 November (Tu): Decolonisation in Kenya (Poppy Cullen)
16 November (Th): Africa and the Cold War (George Roberts)
21 November (Tu): State and Development (Adam Branch)
23 November (Th): Economic History in Zimbabwe (Tinashe Nyamunda)
28 November (Tu): Transitional Justice in African Perspective (Njoki Wamai and Sarah Nouwen)
30 November (Th): African Political Philosophy: A Conversation (Michael Onyebuchi Eze)
23 January (Tu): Labour, Unemployment and Social Welfare (Clara Devlieger)
30 January (Tu): Literature and Poetry (Alice Meyer)
6 February (Tu): Land and Environment (Liz Watson)
13 February (Tu) Remaking Western Medicine in Colonial Zambia (Walima Kalusa)

Monday Seminar Series:
The CAS Monday Seminar Series is the key venue for engaging with cutting-edge research in African Studies being done in Cambridge, the UK, and Africa. Attendance by MPhil students is mandatory and is to be treated as a formal part of the Course. This year’s theme is “Rethinking African Studies: Histories and Futures of Knowledge Production on Africa,” and the speakers include Wale Adebanwi (Oxford); Cécile Feza Bushidi (Cambridge); Clive Glaser (University of the Witwatersrand); Saul Dubow (Cambridge); Zoe Marks (University of Edinburgh); Simidele Dosekun (University of Sussex); Godwin Murunga (Executive Director, CODESRIA); Fantu Cheru (Leiden); Ambreena Manji (Cardiff); Akin Iwilade (Leeds); Patricia Daley (Oxford); John Saul (York); and Ellen Centime Zeleke (Whitman College). The Audrey Richards Distinguished Lecture will be delivered in Easter Term by Professor Lungisile Ntsebeza, Director of the Center of African Studies at the University of Cape Town, who will be speaking about the intellectual
history of Archie Mafeje.

**Africa Research Forum:**
The Africa Research Forum is a student-led programme comprising fortnightly interdisciplinary discussion groups for postgraduate students, visiting academics, and Cambridge University faculty working on Africa-related topics. Rather than polished seminar papers, work in progress is pre-circulated a week ahead of the group discussion to enable participants to have enough time to develop constructive comments. This is also a compulsory element of the MPhil programme, giving students an inside look into the academic research and writing process, as well as giving those advancing to PhD study a venue to present their own work. More information will be provided as the schedule is finalized.

**Preparatory Reading:**
Since students are coming from a variety of disciplinary backgrounds, we ask that everyone read two books before the start of the course. Students having difficulty acquiring the books should contact Adam Branch.


2) All students should read Mahmood Mamdani’s *Define and Rule: Native as Political Identity* (Harvard, 2012).

**Related Topics**
- MPhil Course Lecturers
- Submitting Essays
- Examination Guidelines

**b) Option Courses**
Option courses explore a specific theme in Africanist scholarship or examine the African continent from the perspective of a particular academic discipline. Such courses are usually taught across Michaelmas and Lent terms and their teaching format and structure varies according to what lecturers deem appropriate. Normally, they are taught in seminar discussion groups for which readings are set in advance and preparation is essential. Classes can occasionally be supplemented by optional lectures, while option courses with larger class sizes may receive mostly lectures, in addition to a few seminar classes. This variation in teaching approach reflects the fact that many option courses are based in departments and faculties beyond the Centre of African Studies, giving you the opportunity to interact with students on different MPhil programmes.

You are asked to nominate your option course preferences no later than the Thursday after the MPhil induction day in October. Although we aim to place students in their first preference course, this cannot be guaranteed. If you wish, you may inform the MPhil Office of your option course preferences in advance of arriving in Cambridge.

The option course is generally assessed by a 5,000-word essay (including footnotes, excluding bibliography), either from a list of set questions or on a topic devised by you in consultation with your option course lecturer. In the case of the latter, the topic must be submitted to the MPhil
Office for approval early in Lent term. Please note that the Politics of Africa option is assessed by two pieces of coursework, a book review of 1500 words submitted at the end of Michaelmas term and an essay of 4500 words in the Lent term.

The option course essay counts for 20% of the final MPhil mark.

In 2017-18, a choice of four option courses is offered.

Options running in 2017-18 are as follows:

**The Politics of Africa**

**Convenor:** Dr Devon Curtis, dc403@cam.ac.uk  
**Drop in office hours:** Mondays from 1-2pm in POLIS office 130 during term.

**Seminar leaders:**
**Michaelmas Term:**  
Dr Devon Curtis ([dc403@cam.ac.uk](mailto:dc403@cam.ac.uk)), Dr Justin Pearce ([jp663@cam.ac.uk](mailto:jp663@cam.ac.uk))

**Lent Term** options (depending on student numbers and choices):
Dr Stephanie Diepeveen, snd31  
Dr Justin Pearce, jp663  
Dr Rosalind Raddatz, rr516

**Lecture and seminar times and locations:**

**Brief introduction to course:** Thursday 5 October, 2pm-3pm, room S2 in the ARB

**Lectures on African politics** (optional, but highly recommended for students with little background in African politics): **Wednesdays, 11-12, starting 11 October**  
* The Paper Guide for this 3rd year undergraduate politics course will be uploaded to Moodle. Lecture slides will also be made available.

There are other Africa focused undergraduate lecture series that students may find interesting. These include Postcolonial state formation in Kenya and Tanzania (Steph Diepeveen, Lent term, Mondays 2-3pm on Jan 22, 29, Feb 5, 12), and the lectures for the Politics of Conflict and Peacebuilding (Michaelmas term, Thursdays 11am/ Wednesdays 1pm, including a module on the Great Lakes region of Africa, Devon Curtis), starting Thursday 5 October 2017.

**Michaelmas Seminars:**
**Group A:** Mondays, 11-1pm in Room 119, from 9 October (Devon Curtis)  
**Group B:** Fridays, 11-1pm in Room 119, from 13 October (Justin Pearce)

**Lent Term Seminars:**

**Option A:** Understanding political conflict and violence in Africa (Justin Pearce)  
**Option B:** Africa's digital communications revolution: state, publics, power and politics (Stephanie Diepeveen)  
**Option C:** Comparative Corruption & Anti-Corruption Strategies in Africa (Rosalind Raddatz)

(NB: Not all of these options will run, because an option will not run if fewer than 6 students sign up. Students will be asked to give their first, second and third choices)

**Brief description of the course:**
This MPhil course explores major topics and themes in post-colonial sub-Saharan African politics, with due regard for African heterogeneity. It explores the interaction of local and international factors that have influenced social, economic and political trajectories in Africa. It assesses the relevance of theories and concepts developed in the fields of comparative politics and international relations to the study of Africa. Finally, it studies the politics of Africa in a multidisciplinary fashion, drawing on scholarship from a range of disciplines including, politics, social anthropology, history and sociology.

The course is divided into two parts.

**In Michaelmas term**, the seminars will focus on general themes in African politics. We will explore the histories and legacies of state formation in Africa, and assess theories of the state and their relevance in different parts of Africa. We will focus on key aspects of politics in Africa, including the nature of political authority and the relationship between violence, politics, economy and identity in Africa. We will also look closely at the international politics of Africa, including the politics of development and security.

In **Michaelmas Term**, students will be required to read the following books in their entirety. Students may wish to buy them, as they are all classics or important books (the list has been given to Heffers bookstore, on Trinity street). Alternatively, the books are in the HSPS library, African studies library, and most college libraries. Some are also available as ebooks.


**In Lent term**, all students will choose one of the following options that will allow them to explore a theme in African politics in more detail.

**Note: Further details on options will be made available at the Introductory session.** If fewer than 6 students sign up for an option, that option will be cancelled. There will be a maximum of 15 students in each seminar, so some students may not get their first choice option.

**Students must sign up for their option by 6 November** with the IR/POL MPhil administrator, Mordecai Paechter. When you sign up, please give a second and third choice option.

**Option A: Understanding political conflict and violence in Africa (Justin Pearce)**

This option examines a range of theoretical perspectives on violence and conflict in the contemporary world. Although we will concentrate on African cases, the theoretical literature that we will discuss engages with the developing world more broadly. We will aim in particular to integrate macro and micro level perspectives on conflict: on the one hand, how conflict relates to processes of state formation within a context of global political economy, and on the other, what it is that motivates individuals to participate in conflict, or how political actors persuade them to do so. The first four weeks of the term will be devoted to the close reading of some key theoretical texts in the field. In the second half of the term we will discuss case studies, which can be chosen according to students’ particular interests.
Option B: Africa's digital communications revolution: state, publics, power and politics (Stephanie Diepeveen)

Africa’s digital communications revolution is, arguably, one of the most profound structural changes to society, economy and politics in recent decades. Mobile telephony, Internet connectivity and now the ‘data revolution’ have connected peoples, markets and institutions across and time and space in disruptive and profoundly different ways. Thinking about the role of communications technologies in the history of state formation, in the production of surplus and rise of capital, and in the emergence of publics and the making of citizens and nations, how might we account for the impact of ‘the digital’ on continuity and change in the trajectories of African states and publics? What are the implications of new communication technologies for the distribution of power, including global and transnational dimensions? How are the broadcast of state power, maintenance of authority and possibilities for governance being enabled and constrained? Are the affordances of digital communications changing the nature and power of publics in processes of political mobilisation, contestation and change? How are digital communications shaping the intervention opportunities and motivations of foreign actors in Africa, from corporations to states?

This option will explore such questions thematically as well as through country case-studies (ranging from Ethiopia to Kenya, from South Africa to Rwanda), and with a multi-disciplinary approach. It will link the recent debates on governance in Africa with those on the appropriation of new technologies, showing not only how ICTs may offer new opportunities for political participation, but also how networks of power and existing communication practices may re-shape technologies in unique ways.

Option C: Comparative Corruption & Anti-Corruption Strategies in Africa (Rosalind Raddatz)

Pervasive and systemic corruption has long been recognized as a primary threat to human security, development, and political stability in Africa. Considering a broad range of case studies, including Nigeria and Sierra Leone, where corruption remains endemic, to Kenya and Tanzania, with mixed results, as well as Rwanda and Botswana, cited by many as examples where anti-corruption strategies can work, this class will seek to answer the following questions:

Are African countries more or less corrupt than elsewhere?Are there types or syndromes of corruption that are distinct to Africa?Is corruption always a hindrance to an African country’s political and economic development?What form have African anti-corruption strategies taken at both the national and international levels?Why have the results of vast and encompassing efforts been so unremarkable to date?What are the best innovative, rights-respecting, sustainable and proven anti-corruption strategies?In which countries are these being applied most effectively, why and how?

Course aims and objectives:

• To promote a critical engagement with a wide range of theoretical literature in African politics
• To encourage reflection on popular representations of African politics and development
• To develop an awareness of the sources of authority, legitimacy, stability, violence and political change in Africa
• To provide students with a solid basis for further study in African politics or for related careers

Assessment

Students are expected to write two essays.

The first short piece (1500 words) is a review essay. It should review one of the key books from Michaelmas term. The book review should be a commentary on the book’s argument and its disciplinary and methodological foundations, rather than a summary of its findings. It should highlight strengths, weaknesses, insights and oversights of the text, and should relate the book’s argument to wider thematic and conceptual debates in the field, and to understandings of
African politics. This review is worth 25% of the final grade, and is due at noon on 15 January 2017.

The second research essay is a 4500-word essay displaying significant research and probing in depth one of the themes of the course. Questions are set by the Course Leader and released in February. This essay is worth 75% of the final grade and is due at noon on 16 March.

Readings for Michaelmas Term

The reading list divides material into different categories. The General books are useful starting points for the course.

For each seminar topic you will find the Seminar reading, as well as Core and Supplementary readings.

The Seminar readings are essential readings for all students. Most weeks, the seminar reading will be a full book. There are some copies available at the libraries (including the college libraries) but if your budgets allow it you may want to consider purchasing them. You could also pool resources with other students in the seminar to share books.

The Core readings are useful for the book reviews, and the Supplementary reading lists are provided for those who want to dig deeper into particular issues. Many of the readings are relevant for more than one Section.

The texts are available either online (University Library e-resources) or at the HSPS Library on Free School Lane or the Centre of African Studies Library in the ARB. The library website is: http://www.african.cam.ac.uk/library/. You can also try libraries across the university, including college libraries, Haddon, Marshall, Seely, and Geography.

Discussion of African politics is vibrant and diverse, with rich crossover between scholarly debates and policy research and practice. Those wanting to follow the debates, from a variety of different perspectives, should explore the following specialist publications and academic journals (those in italics are particularly prominent; most or all are available either on-line, at the PPS library or at the Centre of African Studies library):

Africa: Journal of the International African Institute
African Affairs
Africa Confidential
Africa Today
African Studies Review
African Studies Quarterly
Commonwealth and Comparative Politics
Development and Change
Journal of African and Asian Studies
Journal of Modern African Studies
Journal of East African Studies
Journal of Southern African Studies
Journal of African Economies
New African
Review of African Political Economy
Round Table
The following Internet sites are good for news and research about Africa. Also check the on-line resources on the Centre of African Studies website (http://www.african.cam.ac.uk/library/).

Pambazuka.org http://www.pambazuka.org/en/
AllAfrica.com http://allafrica.com/
Africa news online www.africanews.org/index.html
BBC news http://news.bbc.co.uk/1/hi/world/africa/default.stm
BBC Focus on Africa http://allafrica.com/partners/bbc/focus_on_africa.ram
African political resources www.politicalresources.net/africa.htm
Afrobarometer Surveys on democracy in Africa www.afrobarometer.org
IRIN news http://www.irinnews.org
Think Africa Press http://www.thinkafricapress.com
Africa Research Institute http://www.africaresearchinstitute.org

Detailed reading list

General books

We encourage you to read Frederick Cooper, Africa since 1940: the past of the present, Cambridge: Cambridge University Press, 2002 (http://ebooks.cambridge.org/ebook.jsf?bid=CBO9780511800290) and, if possible, at least one other of the following books before the first seminar:


Weekly Readings

1. Introduction: Africa and the World: exception or comparator?

Is the study of African politics trapped in its past? How might the study of African politics inform our understanding of politics and international relations in the ‘North’? How can a deeper understanding of ‘Africa and the world’ help us to objectively assess current debates on ‘Africa Rising’ or the ‘Afro-Pessimism’ of recent decades?

Seminar readings


2. The legacies of colonialism

Did Colonial rule simply reproduce European ideas of the state in Africa? Alternatively, have rulers in Africa – Colonial or otherwise – encountered similar and enduring challenges to forming centralised states in mostly the same sorts of ways? In what ways and why did Colonial elites ‘invent’ tradition in Africa? Are critiques of how rural Africa has been historically ruled less relevant today?
Seminar reading:


Core readings:


Supplementary readings


History and Historiography


Critical analyses on Colonial Rule


3. **Nationalism and independence**

Did African nationalism fail independent Africa? Whatever happened to Pan-Africanism? How did the role of violence in struggles for liberation shape the post-colonial trajectories of African states? What explains the different ways in which colonial authorities managed decolonisation across African states?

**Seminar Reading**

*Frantz Fanon, *Wretched of the Earth*, Penguin Classics, 1961 (and preface by Jean-Paul Sartre)*

**Core readings**


**NOTE:** You can find excerpts from Nkrumah, Kaunda, Nyerere and others in Martin Minogue and Judith Molloy (eds), *African aims and attitudes: selected documents*, Cambridge University Press, 1974.

**Supplementary readings**


Thomson, Alex. *An Introduction to African Politics*, Oxford: Routledge, Ch. 3.


Cases


4. Democracy and political authority in independent Africa

How is ‘democratisation’ faring in Africa and what kind of democracy matters? What, if anything, makes African politics ‘neopatrimonial’? What does clientalism explain and what does it overlook in the study of African politics? What explains differences among African states regarding the strength of party versus identity politics or degrees of patronage and personal rule?

Seminar reading:


Core reading


**Supplementary readings**


Harrison, Graham, *Issues in the Contemporary Politics of Sub-Saharan Africa: The Dynamics of Struggle and Resistance*, Palgrave Macmillan, 2002, Ch. 4

Young, Crawford, *The Postcolonial State in Africa*, University of Wisconsin Press, 2012, Ch. 5, 6


Young, Tom, ‘Democracy in Africa?’ *Africa* 72, no. 3 (2002): 484–496


Huntington, Samuel, *The Third Wave: Democratization in the Late Twentieth Century*, University of Oklahoma Press, 1991


Part 1 of Young, Tom (ed.), *Readings in African Politics*. James Currey, 2003 contains key selections from the Bayart, Chabal and Daloz and Jackson and Rosbert, as well as a range of important related texts.


**Cases**


5. **State capture and violent contestation**

To what extent are global economic actors responsible for cycles of political violence in Africa? Is contemporary political violence in Africa simply not political enough? Is violent conflict in Africa an unavoidable feature of state formation processes and of economic and political development?
Seminar Reading:


**Core readings:**


**Supplementary readings:**


**Cases**


Reno, William. *Warlord Politics and African States*, Boulder: Lynne Rienner Publishers, 1998, Ch. 3 (Liberia), Ch. 4 (Sierra Leone), Ch. 5 (DR Congo), Ch. 6 (Nigeria).


6. Development, aid, good governance

Has development in Africa been a political or economic project? Good governance has been characterized as a disciplinary project – is this accurate? If so, who is being disciplined and to what effect? Do the rise of the BRICS, new donors and the ‘neo-developmental state’ present a break from the past?

Seminar Reading:


Core readings:


Paul Collier, The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It, Oxford: Oxford University Press, 2008, Ch. 2.


Supplementary readings:


William Easterly. The White Man’s Burden: why the West’s efforts to aid the rest have done so much ill and so little good, New York: Penguin Press, 2006.


Will human rights and post-conflict intervention in Africa always be counterproductive? Are most critics of international legal and normative interventions in Africa either apologists (for African criminals) or exceptionalists (for African difference)? Is security, including of capital, really the main interventional priority? To what extent do African states collaborate with Western intervention? What are the experiences of the ‘subjects’ of intervention and how are these studied? What are the gendered dimensions of post-conflict ‘order’?

Seminar Reading:


Core readings:

Adam Branch, Displacing Human Rights: War and Intervention in Northern Uganda, Oxford University Press, 2011 Ch. 1, 3


Supplementary readings:

Ian Taylor and Paul Williams (eds), Africa in International Politics: External Involvement on the Continent, Routledge, 2004


Alex de Waal, Famine Crimes: Politics and the Disaster Relief Industry in Africa, James Currey, 1997, Ch. 3, 4, 7-11

Severine Autesserre, The Trouble with the Congo: Local Violence and the Failure of International Peacebuilding, Cambridge University Press, 2010, Ch. 1, 3, 6
Mahmood Mamdani, *Saviors and Survivors: Darfur, Politics and the War on Terror*, Pantheon, 2010, Ch. 2, conclusion


Separate reading lists will be provided for the Lent term options.
Development Issues in Sub Saharan Africa

Coordinator: Dr. Shailaja Fennell

Lecturers: Dr. Shailaja Fennell, Dr. Richard Sidebottom and Jane Lichtenstein

Aims and objectives:
With a focus on contextual diagnosis and practical application, students on this course learn through active participation in lectures and workshop presentations. The course covers a number of themes including food security, entrepreneurship, youth employment, natural capital and technology to illustrate the multi-faceted nature of the SSA development paradigm(s).

Background Readings:
Page, J., 2014, Africa’s Failure to Industrialize: Bad Luck or Bad Policy? www.brookings.edu
Additional lecture readings are provided below and a wider reading list will be distributed during term.

Method of assessment
Assessment is by means of two 5,000 word essays.

Format: 14 weekly lectures and 2 workshops

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>9/10/17</td>
<td>Overview: Glancing back to look forward</td>
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<tr>
<td>16/10/16</td>
<td>Colonial State and National Policy</td>
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<td>24/10/16</td>
<td>Agriculture</td>
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<td>30/10/16</td>
<td>Industry</td>
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<td>06/11/16</td>
<td>Natural Resources</td>
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<td>13/11/16</td>
<td>Aid and Trade</td>
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<tr>
<td>20/11/16</td>
<td>Global South</td>
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<tr>
<td>27/11/16</td>
<td>Recap and workshop: Where now?</td>
</tr>
<tr>
<td>22/01/17</td>
<td>Youth and Education</td>
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<td>29/01/17</td>
<td>Financial Inclusion</td>
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<td>06/02/17</td>
<td>Physical Capital</td>
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<td>13/02/17</td>
<td>Demography and Health</td>
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<td>Food Security</td>
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<td>26/02/17</td>
<td>Employment and entrepreneurship</td>
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<td>06/03/17</td>
<td>Climate Change</td>
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<tr>
<td>12/03/17</td>
<td>Recap and workshop: Where have we been?</td>
</tr>
</tbody>
</table>
**Michaelmas Term**

1. **Overview: What’s the problem? Where are we going?**
   
   This lecture will discuss narratives, frameworks of analysis and provide a roadmap of the course. 

   

2. **Colonial State and National Policy**


3. **Agriculture**


4. **Industry**


   Page, J., 2014, Africa’s Failure to Industrialize: Bad Luck or Bad Policy? www.brookings.edu


   Sachs, J.D. & Warner, M., 1997, Sources of slow growth in African economies, J. of Af. Econ. 6:335-76

5. **Natural Resources**


   Rabah A., Gylfason, T., & Sy, A., 2012, Beyond the Curse: Policies to Harness the Power of Natural Resources, IMF
6. Aid and Trade

Easterly, W., 2006, The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill & So Little Good, Oxford Univ Press

Moyo, D., 2009, Dead Aid: Why Aid is not working & how there is a better way, Farrar, Straus & Giroux, 2009


7. Global South


8. Recap and Workshop

Lent Term

9. Youth and Education


AGRA, 2015, African Agriculture Status Report, 2015: Youth in Agriculture in Sub-Saharan Africa, Alliance for a Green revolution in Africa

10. Financial Inclusion


11. Physical Capital


12. Demographics and Health

13. Food Security


14. Employment and Entrepreneurship


15. Climate Change


16. Recap: Where have we been?
Colonial Africa was witness to a proliferation of various forms of print and writing, produced for eager, locally grown audiences. All sorts of texts, including serialised novels, newspapers, pamphlets, tracts, local histories, self-help booklets and vernacular literature became available for public consumption. Simultaneously, Africans across the continent sought to use and appropriate literacy for more private purposes. Taking these printed and written sources as its starting point, this MPhil option course explores how various forms of textual production provided a space for innovation and creativity, and offers a window into processes of rapid social and political change in twentieth-century Africa. We will interrogate the commonly assumed distinction between oral and written forms of cultural production by exploring the textual forms, new vocabularies, and political narratives that people in Africa constructed through their engagement with literacy and print. Significantly, this engagement was not only focused within and across local communities, it also occasionally reached out to transnational and global networks. To this end, we consider African print cultures in a comparative global framework and critically analyse the usefulness of theoretical tools developed with reference to historical contexts outside of Africa.

We begin with an introduction to the diverse forms and audiences of Africa’s literary and print cultures. Thereafter, each weekly session explores the themes of the course through specific case studies. First, we examine the intersection of public and private worlds in the diaries and letters of colonial Africans. Next, we read an experimental textual form – the serialised novel – from late 1920s Nigeria. The Life Story of Me, Segilola was published in a Lagos newspaper as a series of letters and is now recognised as the first Yoruba language novel. The narrative presents the autobiography of a repentant prostitute, regaling the reader with risqué escapades, pious moralising and vivid evocations of urban popular culture in interwar Lagos. Elsewhere on the continent, the Zulu intellectuals Petros Lamula and Magema Fuze published pioneering history books and contributed to Ilanga lase Natal, a bilingual newspaper run by the nationalist John Dube.

South Africa presents another, more cosmopolitan type of printing experiment – a multilingual and transnational newspaper called Indian Opinion. Produced by the ‘International Printing Press’ (of which Gandhi was a sometime proprietor) the publication came into circulation in 1903, followed by numerous pamphlets, including most famously, Gandhi’s nationalist text Hind Swaraj. Decades later in Kenya, the vernacular press was a site of fierce debate in the making of ethnic and nationalist identities. Two Kikuyu language newspapers, Jomo Kenyatta’s Muigwithania and Henry Muoria’s Mumenyereri, as well as the Luo paper Ramogi generated lively cultural nationalist and anti-colonial ideas that captured significant local audiences, reaching far beyond Kenya’s white settler communities. By contrast, such cultural nationalism was eschewed from the repertoire of Drum, which in 1950s South Africa sought to celebrate an urbane, tough city style against the tribal obsessions of Apartheid. Central to this project was an innovative graphic layout and striking images taken by Drum photographers, who documented the ‘Defiance Campaign’ of the African National Congress alongside exposés of urban crime and gang violence. Combined with glamorous spreads of beautiful African women performing in jazz clubs and posing on mine dumps, the magazine projected a highly gendered presentation of modernity.

Our final case study further develops this theme, examining how debates over love, conjugality and femininity played out in the print media and popular literature of Anglophone Africa through the mid-to-late twentieth century.

Teaching

Teaching for this option course takes the form of weekly discussion classes, for which you must read in advance, and be willing to debate and exchange ideas. There are no lectures; the success of the course is dependent upon student participation. Please be sure to complete the
minimum set readings and continue with further reading if you have time. Everyone will be expected to lead class discussion with a presentation on the weekly topic at least once in the term.

Week One

Literacy, Print and the Public Sphere in African History
K. Barber, ‘Hidden Innovators in Africa’ in K. Barber (ed.), Africa’s Hidden Histories: Everyday Literacy and Making the Self (Bloomington IN, 2006), pp.1-24

Further Reading:

Week Two

Public/Private Worlds: Diaries and Letters in Twentieth-Century Africa
M. Vaughan, ‘Mr Mdala Writes to the Governor: Colonial Rule in Nyasaland’ History Workshop Journal 60 (2005), pp. 171-188
R. Watson, ‘No One Knows What He is Until He is Told’: Audience and Personhood in a Colonial African Diary’ The Journal of Imperial and Commonwealth History 44 (2016), pp. 815-832

Further Reading:

Week Three

The Lagos Press and the Serialised Yoruba Novel in 1920s Nigeria

Further Reading:

K. Barber, ‘I.B. Akinyele and Early Yoruba Print Culture’ in D. Peterson and G. Macola (eds.), Recasting the Past: History Writing and Political Work in Modern Africa (Athens OH, 2009), pp. 31-49


Week Four

Cultural Nationalism and Self-Archiving: Magema Fuze and Petros Lamula


Further Reading:

P. La Hausse de Lalouvière, Restless Identities: Signatures of Nationalism, Zulu Ethnicity and History in the Lives of Petros Lamula (c. 1881-1948) and Lymon Maling (1889-c.1936) (Pietermaritzburg, 2000)


Week Five

Making Transnational Publics: Gandhi’s ‘Colonial-Born’ Printing Press


Further Reading:
South Africa’s Alternative Press: Voices of Protest and Resistance, 1880s-1990s

Week Six
Print Nationalism in Colonial Kenya
B.F. Frederiksen ‘Print, Newspapers and Audiences in Colonial Kenya: African and Indian
J. Lonsdale, “‘Listen while I read’: The Orality of Christian Literacy in the Young Kenyatta’s
Making of the Kikuyu’ in L. de la Gorgendière, K. King and S. Vaughan (eds.),
Ethnicity in Africa: Roots, Meanings and Implications (Edinburgh, 1996), pp. 17-53
J. Ogude, ‘The Vernacular Press and the Articulation of Luo Ethnic Citizenship: The Case of
Achieng’ Oneko’s Ramogi’ Current Writing 13 (2001), pp. 43-55

Further Reading:
B. Berman and J. Lonsdale, ‘The Labors of Muigwithania: Jomo Kenyatta as Author, 1928-45’
Research in African Literatures 29 (1998), pp. 16-42
B.F. Frederiksen, “‘The Present Battle is the Brain Battle”: Writing and Publishing a Kikuyu
Newspaper in the Pre-Mau Mau Period in Kenya’ in K. Barber (ed.), Africa’s Hidden
Histories: Everyday Literacy and Making the Self (Bloomington IN, 2006), pp. 278-301
W. Muoria-Sal, B.F. Frederiksen, J. Lonsdale & D. Peterson (eds.), Writing for Kenya:
The Life and Works of Henry Muoria (Leiden, 2009)

Week Seven
Style and Substance: Drum, Gender and Politics in 1950s South Africa
M. Chapman, ‘More Than Telling a Story: Drum and its Significance in Black South African
Writing’ in M. Chapman (ed.), The Drum Decade: Stories from the 1950s
(Pietermaritzburg, 1989), pp. 183-232
D. Driver, ‘Drum Magazine (1951-9) & the Spatial Configurations of Gender’ in K. Darian-
Smith, L. Gunner & S. Nuttall (eds.) Text, Theory, Space: Land, Literature & History in
South Africa and Australia (London, 1996), pp. 231- 42
D. Newbury, “‘Johannesburg Lunch-Hour’: Photographic Humanism and the Social Vision of
113-172

Further Reading:
P. Gready, ‘The Sophiatown Writers of the Fifties: The Unreal Reality of Their World’
Journal of Southern African Studies 16 (1990), pp. 139-64
A. Sampson, Drum: A Venture into the New Africa (London, 1956)
Week Eight

Love, Conjugality and Modernity in the Print Media and Popular Literature of Anglophone Africa, 1940-1980


Further Reading:


Empires in comparative perspective

Prof. Saul Dubow et al.
Wednesday 2 – 4pm in Lent Term
(Eight two-hour classes)

An understanding of the historical formation of empires and their impact on the present is crucial to our comprehension of the contemporary world. In this course we shall examine a number of imperial formations, selected from around the world, with particular attention given to empires with broad regional and temporal spans. Comparisons will be drawn between different kinds of empires, their emergence, transformation, and demise. Political, intellectual, social and cultural perspectives on empire help to define the questions we shall formulate and address.

This course draws on the exceptional range and depth of expertise in the Cambridge World History Group. After an introductory session on conceptual definitions of empire, the course proceeds on a weekly basis with two presentations of twenty minutes each by experts in their fields. These classes may include particular focus on the Portuguese and Spanish empires as early modern European maritime formations; the land-based Ottoman and Russian empires; the modern French and British Empires; the colonisation of Africa and Asia after c.1800; settler colonialism, informal colonialism and company colonialism; contemporary American imperialism and China overseas. The course will thus offer students a means to understand rival and connected empires in comparative perspective. Analytical and conceptual problems are highlighted throughout. Students are encouraged to enter into debate with expert tutors; in this manner you will help to shape our collective exploration and understanding of the rich materials and complex problems and themes that constitute the subject matter of this course.

Indicative Reading List

T. Parsons, The Rule of Empires (Oxford, 2010). Lent week 1 starts Thursday 18th January
M. Hardt and A. Negri, Empire (2001)

Related topics

MPhil Course Lecturers
Submitting Essays
Examination Guidelines

c) Dissertation

The Dissertation is one of four key elements structuring the MPhil in African Studies programme. The other elements are the Core Course, the Option Courses, and Language Training.

The dissertation offers students the opportunity to devise, conduct and write up their own research project of between 15,000 and 20,000 words (including footnotes but excluding bibliography). Many students find this element of the MPhil course the most rewarding, as they enjoy the chance to work independently on a topic of great interest to them, with the benefit of expert supervision. Work on the dissertation is sustained throughout the academic year, and it is submitted at the end of Easter term. It counts for 60% of the final MPhil mark.

The supervisor’s role is to help you clarify and develop your own ideas. They offer advice on refining your research topic, on appropriate academic literature to read, on research resources and techniques, and on writing-up the final dissertation. They should not impose their own interests upon you, nor should you expect to be ‘spoon-fed’. Graduate students in Cambridge are expected to be able to think for themselves and to have the capacity and enthusiasm for organising their own research, while working mostly on their own initiative. The frequency of meetings between you and your supervisor is a matter for mutual agreement and will vary according to the stage of the dissertation work and your particular needs, but a rough guideline is around 8-10 hours of one-to-one supervision over the year. As a minimum, you should meet and agree a realistic work schedule with your supervisor at the start of each academic term, and then meet again to review progress at the end of term. Generally, the expectation is that you should initiate supervisions by requesting appointments, rather than waiting for your supervisor to contact you.

You should begin your dissertation reading and research as early as possible in the academic year. On the first day of Lent term, you must submit an essay on a topic related to your dissertation research. Its precise form will be agreed with your supervisor, but you should aim to introduce some of the key ideas and debates that you will explore in your dissertation. This essay is compulsory and a pass mark must be achieved, but the numerical result does not count in the final MPhil mark. You will be offered a supervision on your compulsory essay, enabling you to receive advice and constructive criticism on the academic content and writing style of your work, which will help you to improve the quality of material you submit for final assessment.

The practice essay also provides a useful body of work for preparing your dissertation proposal, which is submitted in week 3 of Lent term. The dissertation proposal is not formally assessed, but is considered for approval by the CAS Graduate Education Committee. It should be 3-4
pages long and must include a title, a short literature review, a set of research questions, and a statement on your research methodology. Once your dissertation title is approved, no change, however minimal, can be made without permission from the Academic Secretary and the CAS Graduate Education Committee. Substantive changes in your dissertation topic are not usually permitted after examiners are appointed, which also occurs at the Lent term meeting of the CAS Graduate Education Committee. It is important that dissertations correspond to their titles and that those titles are as informative as possible.

Work on the dissertation continues through Lent and Easter terms, and you remain in regular consultation with your supervisor. Early in the Easter term, a dissertation workshop is held, which gives all students on the course an opportunity to discuss the progress of their work with academic staff and other graduate students. Your submission of the dissertation at the end of Easter term marks the formal end of the MPhil course.

Related Topics
- Past Dissertation Topics
- MPhil Supervisors
- Submitting the Dissertation
- Examination Guidelines

**d) Language Training**

Language Training is one of four key elements structuring the MPhil in African Studies programme. The other elements are the Core Course, the Option Courses, and the Dissertation.

All MPhil in African Studies students are enrolled for Swahili Basic 1 at the University of Cambridge Language Centre, which is taught over 15 weeks during Michaelmas and Lent terms. You will receive one class (comprising two 50-minute lessons) per week, which you must supplement by an additional 2 hours per week of self-study. Swahili Basic 1 is a Cambridge University Language Programmes (CULP) course, which means that it is open to all members of the University, both staff and students. You will find yourself learning with a diverse group of individuals, some of whom are likely to be PhD students interested in learning Swahili for their doctoral research. Upon completing the course you will receive a Certificate of Proficiency awarded by the Language Centre, which is recorded on your MPhil degree transcript.

Should you wish to further your Swahili language learning during Easter term, all students have the option of enrolling for Swahili Basic 2. This non-compulsory component is taught semi-intensively, with two classes (each of two 50-minute lessons) per week and a recommended 4 hours per week of self-study. If you wish, you may continue your studies even further, by taking Swahili Intermediate 1. This course is taught intensively, with one class (comprising two 50-minute lessons) taught five days week for three weeks from mid-June through to early July.

Language training is a formal component of the MPhil in African Studies examination regulations, but the Course Director can grant exemption from Swahili Basic 1 to students who present a convincing academic case (with the support of their dissertation supervisor) to learn another language. Such students may apply to study for a Certificate of Proficiency in another of the eleven CULP languages or request to learn another African language by self-training, and register for a Certificate of Attendance at the Language Centre. Please note that places on CULP courses other than CULP Swahili cannot be guaranteed, but if your exemption from CULP Swahili is approved, the Centre of African Studies will provide a bursary to subsidise your language course costs.
All students must be awarded either a Certificate of Proficiency or a Certificate of Attendance in language training to meet the assessment requirements of the MPhil in African Studies. However, language marks are not counted in the final degree result.

If you wish to apply for exemption from Swahili Basic 1, you must submit your request by email to mphil@african.cam.ac.uk no later than the first Thursday of Michaelmas term. Your request should state the language you wish to learn instead of Swahili and briefly outline an academic rationale. Exemption is normally granted for academic reasons only, which will normally be related to your planned dissertation research. Additionally, fluent Swahili speakers may wish to consider whether the Basic 1 course meets their needs. Further details can be found here.

SCHEDULE FOR SWAHILI BASIC 1 CLASSES & ASSESSMENTS 2017/2018

Wed 18 Oct 2017
Trainer: Yussuf Hamad
Venue: Institute of Criminology - B4 / Boardroom

Session 2

Wed 25 Oct 2017
Trainer: Yussuf Hamad
Venue: Institute of Criminology - B4

Session 3

Wed 1 Nov 2017
Trainer: Yussuf Hamad
Venue: Institute of Criminology - B4

Session 4

Wed 8 Nov 2017
Trainer: Yussuf Hamad
Venue: Institute of Criminology - B4

Session 5

Wed 15 Nov 2017
Trainer: Yussuf Hamad
Venue: Institute of Criminology - B4

Session 6 (includes some revision)

Wed 22 Nov 2017
Trainer: Yussuf Hamad
Venue: Institute of Criminology - B4

Session 7 includes in-class test (cannot be taken on another day)
**Wed 29 Nov 2017**  16:30 - 18:30  
Trainer: Yussuf Hamad  
Venue: Institute of Criminology - B4  

**Session 8**

**Wed 24 Jan 2018**  
Trainer: Yussuf Hamad  
Venue: Venue TBC  

**Session 9**

**Wed 31 Jan 2018**  16:30 - 18:30  
Trainer: Yussuf Hamad  
Venue: Venue TBC  

**Session 10**

**Wed 7 Feb 2018**  16:30 - 18:30  
Trainer: Yussuf Hamad  
Venue: Venue TBC  

**Session 11**

**Wed 14 Feb 2018**  16:30 - 18:30  
Trainer: Yussuf Hamad  
Venue: Venue TBC  

**Session 12** *(includes some revision)*

**Wed 21 Feb 2018**  16:30 - 18:30  
Trainer: Yussuf Hamad  
Venue: Venue TBC  

**Session 13** *(includes in-class test (cannot be taken on another day))*

**Wed 28 Feb 2018**  
Trainer: Yussuf Hamad  
Venue: Venue TBC  

**Session 14**

**Wed 7 Mar 2018**  
Trainer: Yussuf Hamad  
Venue: Venue TBC
e) **Course Assessment**

Four assessed components combine to make up the examination scheme for the MPhil in African Studies. These components are listed below:

**The Practice Essay**

The practice essay must be related to your dissertation topic, but its precise form will be agreed with your supervisor. The essay is submitted at the beginning of Lent term and examined as pass/fail. This means that a pass mark must be achieved, but the numerical result that you receive does not affect the final degree assessment. If necessary, a student awarded a fail mark for the practice essay will be permitted one resubmission.

**The Coursework Essays**

For the core course, students submit an essay on a topic chosen from a prescribed list of questions. For certain option course, students may be permitted to develop their own essay question, in consultation with their course lecturer. If your option course accommodates this, essay questions are then approved by the CAS Graduate Education Committee in Lent term.

The core course and option course essays are generally submitted during Lent term or vacation, and each count for 20% of the final degree mark. Thus the coursework essays comprise 40% of the final degree mark. It is not permitted to resubmit either of the coursework essays.

**The Dissertation**

A supervisor is appointed for each student upon admission; he or she will have expertise relevant to the research proposal that you submitted with your application. Dissertation reading and research begins early in Michaelmas term when you and your supervisor discuss your practice essay. In Lent term, you are required to submit a formal dissertation proposal of 3-4 pages, which should include a title, a brief literature review, a set of research questions, and a statement on your research methodology.

Throughout Lent and Easter terms, you will continue to research and write up your dissertation, in regular consultation with your supervisor. The dissertation is submitted at the end of Easter Term and counts for 60% of the final degree mark. Students are expected to remain in Cambridge until early July in case an oral examination (viva voce) is required.

**Language Training**

All MPhil in African Studies students are enrolled for Swahili Basic 1 at the University of Cambridge Language Centre. Formal assessment in language training consists of two in-class assessments (10% each) and two exams at the end of the course in Reading Comprehension (30%) and Listening Comprehension (20%) as well as one Oral Presentation (30%). Unless you
are granted exemption (see below), completing the Swahili Basic 1 course is mandatory for MPhil in African Studies students. Upon completing a CULP course you will receive a Certificate of Proficiency awarded by the Language Centre, which is recorded on your MPhil degree transcript.

Language training is a formal component of the MPhil in African Studies examination regulations, but the Course Director can grant exemption from Swahili Basic 1 to students who present a convincing academic case (with the support of their dissertation supervisor) to learn another language. Such students may apply to study for a Certificate of Proficiency in another of the eleven CULP languages or request to learn another African language by self-training and register for a Certificate of Attendance at the Language Centre. If you register for Certificate of Attendance you will be required to complete a minimum of 30 hours of language self-training in addition to submitting a portfolio of your language studies at the end of Lent term. Subject to this portfolio being assessed as satisfactory, you will be awarded a Certificate of Attendance.

All students must be awarded either a Certificate of Proficiency or a Certificate of Attendance in language training to meet the assessment requirements of the MPhil in African Studies. However, language marks are not counted in the final degree result.

**Calculating the Final MPhil Mark**

- The core course essay is examined and a final mark is agreed.
- This is weighted at 20% of the MPhil mark.
- The option course essay is examined and a final mark is agreed.
- This is weighted at 20% of the MPhil mark.
- The dissertation is examined and a final mark is agreed.
- This is weighted at 60% of the MPhil mark.
- The weighted essay and dissertation marks are added together and rounded either up or down to produce the final mark.

The essays and the dissertation are marked by two examiners, who are formally appointed by the CAS Graduate Education Committee. Dissertations are not marked by the supervisor. If necessary, dissertations and essays can be referred to the External Examiner for a third mark. Essays and dissertations are marked on a numerical scale, with 60% or above being a pass. If the examiners consider it necessary, they may conduct an oral examination on the dissertation before the final Examiners’ meeting in late June. For full details on assessment procedures, consult the [Examination Guidelines](#).

**4. FIELDWORK AND RESEARCH FUNDING**

Please note that any MPhil student wishing to undertake fieldwork of more than 14 days duration will need to apply for permission to work away as soon as possible following the commencement of the course. MPhil students can claim up to £200 from the Centre of African Studies towards their dissertation research costs, including travel expenses. Claims should be made promptly, and should normally be submitted when you have spent the total amount that you wish to claim (maximum £200). It is essential that you submit receipts as proof of expenses incurred; without them, your claim will not be accepted. Thus be sure to retain receipts from any forms of public transport that you use when conducting your research work.
Download an expenses claim form

The UAC Travel Fund is also available, to award travel grants to Cambridge graduate students (not only MPhil in African Studies students) who wish to conduct fieldwork and research in Africa. Be aware that UAC travel grants generally only make a contribution to the expenses incurred, as funds are not sufficient to award full research grants. The deadline for submitting applications is early March.

In general, if you intend conducting fieldwork or research in Africa you will need to supplement your costs using your own private funds and/or by securing funding from other sources, such as from your College. A useful source of information is Cambridge Funding Search, which is an online directory of funds administered by the University of Cambridge. Be sure to search funding for ‘an existing course of study’ not ‘a new course of study’.

Please note that if you travel to Africa as part of your dissertation research, it is only permissible for you to be away during the Christmas and/or Easter vacations, and you must complete your fieldwork by the beginning of Easter term at the latest. Any fieldwork of more than 14 days duration will require you to request permission to work away from Cambridge, which you will need to apply for via Camsis at least 6 weeks before you intend to travel. Please consult the MPhil Office for further details of the procedure.

You are also required to complete an ethical clearance form or, dependent upon the nature of your research, sign a statement that ethical clearance is not necessary. Online risk assessment training is mandatory prior to travel. You must also complete a risk assessment form and attend a pre-fieldwork interview with your supervisor. As both risk assessment and ethical clearance applications are sent to the POLIS Degree Committee and Research Committee for approval respectively, it is important that you promptly inform the MPhil Office of your intention to conduct fieldwork research by the deadlines stipulated by the Centre at the start of Michaelmas or Lent term and consult the following departmental webpage:
http://www.polis.cam.ac.uk/Research/Ethics

5. RESEARCH SEMINARS AND SKILLS TRAINING

Another benefit being a graduate student at Cambridge is the incredible variety of training opportunities available. These include literally hundreds of research seminars and graduate workshops, the chance to attend various undergraduate lecture series on an almost infinite range of topics (with the permission of the relevant course lecturer), and a huge range of training courses to help you develop your skills and expand your knowledge further.

MPhil students are expected to attend and participate in both the Centre of African Studies Seminar and the Africa Research Forum. Both these regular events offer you a vital social and intellectual forum to share ideas and learn from colleagues, both fellow students and academic staff. You are also encouraged to seek out other seminars, workshops and talks that fit with your research interests – ask your supervisor for advice on what might be suitable (see also the list below).

To find out more about the enormous range of events going on in Cambridge, scan departmental notice boards for interesting-looking programmes and posters, look up Faculty and Department websites for details of upcoming events, join mailing lists and twitter feeds, visit
talks.cam and check out What’s On, which is the University’s listing of events open to the public. Join the mailing list of the Centre of African Studies here.

It is also often useful to supplement your taught course seminar classes with a related undergraduate lecture series. There are Africa-related courses being taught in Faculties and Departments across the University - ask your MPhil lecturers to suggest a suitable lecture series for additional study. You can also find out information about many University lectures through the online lecture list. As a matriculated student you are entitled to attend any lectures (but not classes) of any degree course. However, you can only attend lectures where there is room in the lecture theatre; students who are formally registered on the course obviously receive preference. Always check the details published by the Faculty or Department concerned and obtain the lecturer’s permission before attending.

For training courses, visit the Cambridge University Skills Portal for career guidance, and an introduction to transferable skills for graduate students, as well as to opportunities to develop your skills set. This website links to the University of Cambridge Training Booking System, through which you can search for and book onto a huge variety of training courses run by participating University training providers. These include the Social Sciences Research Methods Centre (high quality training in quantitative and qualitative methods for graduate students) Cambridge University Library, the Language Centre, the Researcher Development Programme (targeted mostly at PhD students), and IT training run by the University Information Services.

Related Topics

- African Archaeology Group
- Cambridge-Africa Programme
- Cambridge Centre for Christianity Worldwide
- Cambridge University Social Anthropology Society
- Centre for Commonwealth Education
- Centre for Education and International Development
- Centre for Governance & Human Rights
- CRASSH
- Leverhulme Centre for Human Evolutionary Studies
- Political Ecology Group Seminar
- Postcolonial and Related Literatures Graduate Seminar
- Social Anthropology Student Association
- Faculty of History Graduate Workshops
- World Christianities Seminar
- World History Seminar

6. LIBRARY FACILITIES AND IT SERVICES

a) Library Facilities

One of the many advantages of being at Cambridge is the superb range of library resources available to students. There are over one hundred libraries in the university system, thus finding books or periodicals on a field of study is rarely a problem. To get started, and find out information about libraries and information sources across the University visit the Libraries Gateway.

For MPhil students, a key resource is the Centre of African Studies Library, which is housed within CAS and contains a stock of over 30,000 books and an excellent periodicals collection.
Our library places a high priority on obtaining material published in Africa, and the current acquisitions policy also focuses on meeting the academic needs of the MPhil course. The library has a good collection of bibliographies on Africa and its collection also contains a large number of television programmes about Africa, along with African films, CD-ROMs and CDs, as well as a microfilm and microfiche collection. To search for stock specifically in the CAS Library, use the iDiscover catalogue, and limit your search to African Studies Centre Library. To use electronic resources such as e-books, e-journals and citation databases, login to iDiscover using your Raven password before you search to retrieve relevant content that the University provides access to.

To search archival collections across the University, use Janus. Other facilities in the library are a microfilm reader, a self-issue machine and an e-legal deposit terminal. Check the Library Twitter feed for regular updates about the library and Africa-related news: @AfrStudiesLib. MPhil in African Studies students are granted 24-hour access to CAS Library. The Library Manager is Ms Jenni Skinner and the Library Assistant is Dr Alex Lindsay.

The University Library (UL) is another important library, and is one of the finest research libraries in the world, being entitled under legal deposit regulations to a copy of every book published in Great Britain and Ireland (including American books with a British imprint). A huge number of foreign books and periodicals are also acquired by purchase. From its stock of about 8,000,000 volumes and over 127,000 manuscripts and 860,000 microforms it is able to supply the needs of most graduate students. The former library of the Royal Commonwealth Society is housed within the University Library, which holds rich Africana collections of published and manuscript materials, as well as an impressive photographic archive. Most of the UL’s post-1850 book collection is on open access and the Library permits graduate students to borrow up to ten books at a time. Helpfully, the University Library organises orientation tours and a research skills programme, which all students are encouraged to sign up for.

Most of our students usually find themselves using other specialised Faculty and Departmental libraries as well, some of them conveniently located on the Sidgwick Site. The History Faculty’s Seeley Library (incorporating Politics & International Relations), the Marshall Library of Economics (incorporating Development Studies), and the Squire Law Library are all minutes away from CAS. The SPS Library (incorporating Sociology & Land Economy) and the Haddon Library (Anthropology and Archaeology) can be found across the river.

b) IT Services

Wireless internet is available throughout the Alison Richard Building. The CAS Library has a Managed Cluster Service PC available for student use, and another PC for catalogue and internet searching, accessing e-journals and online databases.

Printing and Photocopying: Handouts for MPhil seminar presentations can be printed at the Centre of African Studies by prior arrangement (not at short notice), at the discretion of the administrator. Please contact the MPhil Office if you need assistance with this. For routine printing and copying, in addition to computing services offered by the University (see below) some Colleges also provide printing services for their own students. Photocopying and printing services are additionally available at the Graduate Union.

University Information Services provides computing facilities and related services in support of research and teaching in the University of Cambridge. It makes available PCs, Apple Macs and scanners through its Managed Cluster Service and offers printing through DS-Print (subject to a charge). All graduate students are given an e-mail address (ending in @cam.ac.uk), which you are expected to use and check regularly. To find out more about the computing services offered
by the University, visit Introduction to computing in Cambridge and read the IT matters @ Cambridge Student Edition.

7. PLAGIARISM

Plagiarism is presenting as your own work words and thoughts that are not your own. It is a form of cheating and treated as such by the University’s ordinances. If you are in any doubt about what constitutes plagiarism, ask your graduate supervisor or Director of Studies to talk you through the issue. You should also ensure that you are familiar with the University's formal Statement on Plagiarism, www.admin.cam.ac.uk/univ/plagiarism.

The Consequences of Plagiarism

A supervisor or examiner with concerns about potential plagiarism in work for formal assessment, whether or not the work has yet been submitted, will contact the Chair or Senior Examiner, who will liaise with the University Proctors. This will lead to an investigative meeting with the student. If the Proctor believes that there is a case to answer, s/he will then inform the University Advocate who can take the student before the University's Court of Discipline. The Court of Discipline has the power to deprive any student found guilty of plagiarism of membership of the University, and to strip them of any degrees awarded by it. A case may be made irrespective of the student’s intent to deceive.

Use of originality checking software

The University subscribes to a service named ‘Turnitin’ that provides an electronic means of checking student work against a very large database of material from the internet, published sources and other student essays. This service also helps to protect the work submitted by students from future plagiarism and thereby maintains the integrity of any qualifications you are awarded by the University.

All work submitted as part of the formal assessment of graduate courses in the Department will be submitted to Turnitin. The originality report will then be used to inform judgements about whether or not plagiarism has occurred. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

MPhil in African Studies Plagiarism Guidelines

Plagiarism is defined by the University in its Statement on Plagiarism as 'submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.' You can find the full statement at www.cam.ac.uk/plagiarism.

The definition embraces equally the presentation of an entire essay or thesis written by someone else and the inclusion in your work of text written by others but not properly identified as such, for example through improper use of quotation marks and citations. It also includes the use of footnotes and any other material (such as tables or graphs) obtained from secondary works that are not clearly cited as the source.

Any suspicion that a student may have engaged in plagiarism has to be reported to the Senior Proctor.

The danger of plagiarising should be particularly kept in mind when writing a dissertation. You will be expected to have a solid grasp of existing publications relevant to the dissertation topic,
but the work that you submit must be your own, and the contribution of others fully acknowledged. It is crucially important to maintain a clear distinction between your own ideas and views derived from the published literature or presented by others in seminars. If you present ideas as your own which are in fact drawn from the work of others, you run the risk of being penalised by examiners, as well as being disciplined by the University. Note that these guidelines are generally relevant to any and all written work you may submit, including the essays for the taught courses as well as the thesis. If you practice good note-taking from the start, you should be able to avoid any inadvertent use of the work of others.

Examples of plagiarism include:

- Quoting verbatim another person's work without due acknowledgement of the source.
- Paraphrasing another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source.
- Using ideas taken from someone else without reference to the originator.
- Cutting and pasting from the Internet to make a compilation of online sources.
- Submitting someone else's work as part of your own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

Plagiarism might also arise from colluding with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

While it is understood that some students may need or desire editorial help, particularly if English is not their first language, the precise type of assistance received in writing an essay and from whom it was received should be explicitly stated in a footnote or acknowledgement. Proofreading, reading drafts, and suggesting general improvements are not collusion and students are encouraged to obtain a third party view on their essays. However, for example, if a supervisor or another student carried out a detailed redraft of the entire conclusion portion of an essay, this would be considered collusion.

Plagiarism can occur in respect to all types of sources and media:

- Text, illustrations, musical quotations, mathematical derivations, computer code, etc.
- Material downloaded from websites or drawn from manuscripts or other media.
- Published and unpublished material, including lecture hand outs and other students' work.

How to avoid plagiarism

The stylistic conventions for different subjects vary and you should consult your Course Director or Supervisor about the conventions pertaining to your particular subject area. Most courses will issue written guidance on the relevant scholarly conventions and you are expected to have read and to follow this advice. However, the main points are:

- When presenting the view and work of others, include in the text an indication of the source of the material, e.g. ‘As Sharpe (1993) has shown,’ and give full details of the work quoted in your bibliography.
If you quote text verbatim, place the sentence in inverted commas and give the appropriate reference e.g. “The elk is of necessity less graceful than the gazelle” (Thompson, 1942, p46) and give the full details in your bibliography as above.

If you wish to set out the work of another at length so that you can produce a counter-argument, set the quoted text apart from your own text (e.g. by indenting a paragraph) and identify it by using inverted commas and adding a reference as above. NB long quotations may infringe copyright, which exists for the life of the author plus another seventy years.

If you are copying text, keep a note of the author and the reference as you go along, with the copied text, so that you will not mistakenly think the material to be your own work when you return to it after a period of time.

If you reproduce an illustration or include someone else’s data in a graph, include the reference to the original work in the legend, e.g. (figure redrawn from Webb, 1976) or (triangles = data from Webb, 1976).

If you wish to collaborate with another person on your project, you should check with your supervisor whether this might be allowed and then obtain permission (for research degrees, the permission of the Board of Graduate Studies must be sought).

If you have been authorised to work together with another candidate or other researchers, you must acknowledge their contribution fully in your introductory section. If there is likely to be any doubt as to who contributed which part of the work, you should make this clear in the text wherever necessary, e.g. ‘I am grateful to A. Smith for analysing the sodium content of these samples.’

Be especially careful if cutting and pasting work from electronic media; do not fail to attribute the work to its source. If authorship of the electronic source is unclear or not given, ask yourself whether it is worth copying.

THE GOLDEN RULE:

The examiners must be in no doubt as to which parts of your work are your own original work and which are the rightful property of someone else!

8. SUBMITTING ESSAYS

Word Limit

The word limit for coursework essays is, unless otherwise specified, 5,000 words. This word limit includes all text except the bibliography; it means that the main text, all data in tables or figures, captions, titles and subtitles, the table of contents, the footnotes or endnotes, and all prefatory material at the start is counted. Statistical tables should be counted as 150 words per table. Maps, illustrations and other pictorial images count as 0 words. Graphs, if they are the only representation of the data being presented, are to be counted as 150 words. However, if graphs are used as an illustration of statistical data that is also presented elsewhere within the essay (as a table for instance), then the graphs count as 0 words.

Exceeding the Word Count

Students are required to submit a signed statement confirming the word count of their assessed essays. The MPhil administrator will verify the declared word count against the electronic copy if requested to do so by the examiners. As a general rule, any content that the examiners must read in order to assess students’ work should be included in the main body of the essay and not
in footnotes or in appendices. Although there is no minimum word length set for essays, students are advised that submissions substantially shorter than the maximum length allowed (a 20% shortfall is an indicative amount) might be at risk of failing to fulfil the standard of content and argument required.

An essay that is proven to exceed the stated word limit will not be accepted, but will be handed back to the student for further editing. Any delay in submission caused by the need to reduce the length of an essay will be subject to the standard penalty scale for late submissions.

Late Submission

Deadlines for submitted assessed essays must be strictly adhered to and are not negotiable – they are equivalent to examination dates. If you fail to submit your essays to the Centre of African Studies MPhil Office by the specified date and time on the advertised deadline, it is the same as failing to sit a scheduled examination. Both the hard copies and the electronic copy need to be received for the work to be considered as ‘submitted’. Students are advised to notify the MPhil Office immediately if they fall seriously ill or if they experience serious disruption to their studies. All requests to extend submission deadlines should be made to the MPhil Office as early as possible, and at least a week before the deadline.

Students should also ensure that they allow enough time to print and present their work before the deadline. Problems with computers or printing facilities will not be accepted as reasons for late submission. You are therefore strongly advised to plan to complete your work a couple of days in advance of the deadline in order to avoid such problems, and to back up your work regularly.

An assessed essay submitted after the deadline and without prior approval for deferred submission (see below) will be penalised by a reduction of two marks for each day it is late. Work submitted later than one week after the deadline without an authorised extension, or not submitted at all, will receive a mark of 0.

Applying For Deferred Submission

The due dates for assessed essays are fixed deadlines equivalent to examination dates. Nevertheless, the CAS Graduate Education Committee is able to grant short extensions in compelling circumstances. If there are grave and convincing reasons why you cannot submit assessed work on time, the MPhil Office must be informed one week before the deadline. Should you wish to apply for an extension, you must do so in writing (normally via an email headed ‘confidential’ to mphil@african.cam.ac.uk) stating your reasons.

These reasons will normally be either medical, in which case a statement from a College nurse or a GP must be provided, or personal, in which case a supporting letter from your College tutor is needed. As explained above, assessed work submitted late without an authorised extension will be penalised. Deferral will normally only be granted for the actual amount of time lost through ill health or other difficulties. You should be aware that if you require a lengthy deferral, it will likely prove impossible for your work to be examined within the tight deadlines of the June/July examination period. Specifically, your results may not be available in time to be presented to the final meeting of the HSPS Degree Committee in early July. In such cases, confirmation of your degree results will be delayed until early the next academic year (September/October). In serious cases such as this, students will be advised to apply to extend the ‘End of Registration Date’. This process is initiated via CamSIS and students will be requested to submit documentation to support their case, which is then referred to the CAS Graduate Committee and the HSPS Degree Committee for consideration.
Procedures for submitting assessed essays

Submit two hard copies of each essay by the advertised deadline, stapled or soft bound, along with an electronic version, to enable the word count to be independently verified. The electronic version should be in MS word format (not pdf) and sent via email to mphil@african.cam.ac.uk.

Essays must be typed on A4 paper, double-spaced, in a typeface of 11 or 12 point font. The pages should be numbered.

A cover sheet can be downloaded below, which you must complete and sign and submit loose-leaf with your essay.

Your name should not be written on the essay, but do record your USN on the first page.

For the Practice Essay, type the essay title approved by your dissertation supervisor on the first page of your essay, in addition to including it on the coversheet. For the Coursework Essays, type the prescribed (in the case of the core course) and the approved (in the case of the option course) essay question on the first page of your essay, in addition to providing it on the cover sheet. Do not adopt a different a different essay title as this causes confusion to the examiners and is also not permitted by the Department of POLIS Degree Committee.

The essay must include a bibliography of all (and only) works cited.

Download a practice essay coversheet
Download a core course essay coversheet
Download an option course essay coversheet

9. SUBMITTING THE DISSERTATION

Word Limit

The word limit for dissertations is 15-20,000 words. This word limit includes all text except the bibliography; it means that the main text, all data in tables or figures, captions, titles and subtitles, the table of contents, the footnotes or endnotes, and all prefatory material at the start is counted. Statistical tables should be counted as 150 words per table. Maps, illustrations and other pictorial images count as 0 words. Graphs, if they are the only representation of the data being presented, are to be counted as 150 words. However, if graphs are used as an illustration of statistical data that is also presented elsewhere within the essay (as a table for instance), then the graphs count as 0 words.

Exceeding the Word Count

Students are required to submit a signed statement confirming the word count of their dissertation. The MPhil administrator will verify the declared word count against the electronic copy if requested to do so by the examiners. As a general rule, any content that the examiners must read in order to assess students' work should be included in the main body of the dissertation and not in footnotes or in appendices.

An assessed essay that is proven to exceed the stated word limit will not be accepted, but will be handed back to the student for further editing. Any delay in submission caused by the need
Late Submission

The dissertation deadline must be strictly adhered to and is not negotiable – it is equivalent to an examination date. If you fail to submit your dissertation to the Centre of African Studies MPhil Office by the specified date and time on the advertised deadline, it is the same as failing to sit a scheduled examination. Both the hard copies and the electronic copy need to be received for the work to be considered as ‘submitted’. Students are advised to notify the MPhil Office immediately if they fall seriously ill or if they experience serious disruption to their studies. All requests to extend submission deadlines should be made to the MPhil Office as early as possible, and at least a week before the deadline.

Students should also ensure that they allow enough time to print and present their work before the deadline. Problems with computers or printing facilities will not be accepted as reasons for late submission. You are therefore strongly advised to plan to complete your work a couple of days in advance of the deadline in order to avoid such problems, and to back up your work regularly.

A dissertation submitted after the deadline and without prior approval for deferred submission (see below) will be penalised by a reduction of two marks for each day it is late. Work submitted later than one week after the deadline without an authorised extension, or not submitted at all, will receive a mark of 0.

Applying For Deferred Submission

The due date for the dissertation is a fixed deadline equivalent to an examination. Nevertheless, the CAS Graduate Education Committee is able to grant short extensions in compelling circumstances. If there are grave and convincing reasons why you cannot submit the dissertation on time, the MPhil Office must be informed one week before the deadline. Should you wish to apply for an extension, you must do so in writing (normally via an email headed ‘confidential’ to mphil@african.cam.ac.uk) stating your reasons.

These reasons will normally be either medical, in which case a statement from a College nurse or a GP must be provided, or personal, in which case a supporting letter from your College tutor is needed. As explained above, assessed work submitted late without an authorised extension will be penalised. Deferral will normally only be granted for the actual amount of time lost through ill health or other difficulties. You should be aware that if you require a lengthy deferral, it will likely prove impossible for your work to be examined within the tight deadlines of the June/July examination period. Specifically, your results may not be available in time to be presented at the final meeting of the POLIS Degree Committee in late June. In such cases, confirmation of your degree results will be delayed until early the next academic year (September/October). In serious cases such as this, students will be advised to apply to extend the ‘End of Registration Date’. This process is initiated via CamSIS and students will be requested to submit documentation to support their case, which is then referred to the CAS Graduate Committee and the POLIS Degree Committee for consideration.

The Dissertation Typescript

An MPhil dissertation should be a connected account of work written by the candidate. Candidates are responsible for the legibility of the dissertation and for ensuring that the correct
version appears in the copies submitted for examination. One paragraph in the Student Registry’s guidance on the MPhil degree is particularly important, and worth quoting in full:

“The form in which the thesis is presented, and the care with which it has been prepared and illustrated, are in themselves evidence of the candidate’s capabilities, and will receive consideration as such. Candidates are strongly advised to check their thesis carefully, prior to submission, for typing errors, spelling mistakes and poor English. The thesis, apart from quotations and recognised technical formulae, must be written in English.”

You should be aware that typing errors, spelling mistakes, inaccurate calculation, poor grammar, and convoluted syntax are not regarded as incidental. On the contrary, effective written expression is a core criterion for the assessment of dissertation.

The following notes give guidance on the preparation of a typescript, on bibliographies and citations. They are not intended to be exhaustive; nor are they compulsory. There are a number of acceptable conventions; the main principle is to be consistent. If you are in any doubt as to which conventions to employ, seek the advice of your dissertation supervisor.

**Paper and Printing**

Print your dissertation on A4 paper, using a laser printer or one of the better inkjet printers.

**Margins**

Leave margins of at least 1.5 inches (3.8cm) at the top, left and the foot, and 1 inch (2.5cm) at the right. The wider margin on the left allows space for binding.

**Spacing**

Everything in the main text should be double-spaced, except indented quotations and footnotes (at the foot of the page), which should be single-spaced.

**Font**

There is no prescribed typeface but it is strongly recommended to use simple classical typefaces (e.g. Times New Roman or Arial), 11pt or 12pt font; word processing software will select a smaller font for footnotes.

**Headings**

Do not use more than three levels of headings/subheadings within a chapter; the more kinds there are, the more difficult it will be for the reader to distinguish one grade from another.

**Abbreviations**

A list of the abbreviations used in the text and the footnotes should be placed at the beginning of the thesis.

**Tables**

Tables may be typed on separate sheets or be pasted in the text. Tables of more than four lines should be numbered and referred to in the text by number rather than ‘as follows’. Check your tables carefully. Are they in the form that the reader will find most helpful? In case of doubt, consult your supervisor.

**Quotations**
Short quotations should be enclosed in single inverted commas (except for quotations within quotations which have double inverted commas), and run on with the main text in double-spacing. However, quotations extending to more than five lines of typescript should be distinguished from the rest of the text and do not need inverted commas (except for quotations within quotations). Start each such quotation on a fresh line and indent the whole quotation and type in single-spacing. Take particular care to transcribe quotations accurately. If a quotation includes an obvious error, do not correct it but indicate it by placing the Latin word ‘sic’ (meaning ‘thus’) in round brackets immediately after the error.

**Internet Citations**


**Bibliographical References and Citations**

The bibliography must include all material, primary and secondary, that has been cited or has substantially informed the dissertation; it should not include materials consulted that have not, in the end, been used. It should normally be divided into manuscript sources, printed sources, printed secondary works and unpublished dissertations.

We do not give precise instructions about citations in the thesis. The choice between footnotes and author-date or Harvard referencing is a pragmatic one, on which you should take advice from your supervisor, and may reflect the scholarly conventions of the discipline you are working in, particularly the extent to which your dissertation relies upon primary materials. We recommend that you consult one of the Style Guides below, and adopt one style to follow consistently. Since most Style Guides have been through numerous editions, it is always best to consult the most recent edition.


Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago and London: University of Chicago Press, 8th edition, 2013). Excellent, and good value. This is a scaled down version of *The Chicago Manual* (see below).


**Procedures for submitting the dissertation**

Submit two bound copies of the dissertation by the advertised deadline, along with an electronic version, to enable the word count to be independently verified. The electronic version should be in MS word format (not pdf) and sent via email to mphil@african.cam.ac.uk.
The dissertation may be spiral bound or submitted in a plastic folder, but must be sufficiently secure as to be durable. If you wish to submit it with a more solid binding, there are good services run by the University Reprographics Centre (Old Schools) and the Graduate Union (17 Mill Lane).

You must include a title page (bound with the dissertation) showing the title of your dissertation, your name, your college, and the date of submission, as well as your supervisor’s name. You must also include a declaration stating: “This dissertation is submitted for the degree of Master of Philosophy in African Studies” as well as a ‘Statement of Length’, which confirms the word count and states that your dissertation does not exceed the word limit.

There should be a further declaration in the Preface stating: ‘This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except where specifically indicated in the text’.

The dissertation must include a bibliography of all (and only) works cited.

The following documents should be handed in with the dissertation (but not be bound with it). You can download them below or collect hard copies from the MPhil office.

- **Dissertation Coversheet** (one copy)
- **Certificate of Submission** (one signed copy)
- **Copyright/Right of Access form** (permission to place your dissertation in the CAS library, one signed copy)
- **Plagiarism form** (one signed copy)

### 10. STUDENTS COMPLAINTS PROCEDURE

**Centre of African Studies, Department of POLIS**

For any concerns regarding the MPhil degree as a whole or about individual courses (except language teaching, see below), students should contact the MPhil in African Studies Course Director, or the student representative (elected early in Michaelmas Term). The student representative liaises with the Course Director or, if preferred, he/she can communicate students’ concerns directly to the MPhil administrator who will pass them on to the Centre of African Studies Graduate Education Committee. Students can also complete a feedback questionnaire at any time during the academic year using the online ‘Student Feedback Form’ in the Current Students section of the MPhil in African Studies website:

[http://www.african.cam.ac.uk/mphilibintro/current/feedback](http://www.african.cam.ac.uk/mphilibintro/current/feedback)

The Centre of African Studies compiles anonymous student feedback twice a year, at the end of Michaelmas and Easter terms via the student representative. Students are asked to fill out a feedback questionnaire about their experience on the MPhil in African Studies during Easter term, as well as to complete the Postgraduate Taught Experience Survey (a link to which will be emailed to you in April or May). The results of these questionnaires are collated and then discussed at the CAS Graduate Education Committee.

In the unlikely event of serious concerns about your MPhil studies or dissertation supervision, please consult the University’s complaints procedure. The Responsible Officer for POLIS is Professor James Mayall, who can be contacted at jblm2@cam.ac.uk
Language teaching

Concerns about language teaching should follow the Cambridge University Language Programmes (CULP) complaints procedure. This is detailed on the Language Centre website here. If preferred, concerns may be communicated to the MPhil administrator, or via the online feedback form, from where they will be passed on to the Language Centre.

Dissertation supervision and the CAS ombudsperson

The great majority of MPhil students have a harmonious and productive relationship with their dissertation supervisor. Concerns should initially be communicated using the means outlined above, but the Graduate Education Committee also recognises the need for an Ombudsperson to deal with more serious complaints. Where such problems arise, the Centre of African Studies asks a senior member of the CAS management committee to investigate, reporting through the Graduate Education Committee to the Student Registry. This process is designed to deal with complaints about the academic quality or pedagogic efficiency of supervision made by MPhil students working under the Faculty of Human, Social and Political Science Degree Committee. For guidance on other issues that may be of concern, visit the Dignity@Study webpages here.

The role of the Ombudsperson is pastoral and their actions are strictly confidential. Records of contacts between students and the Ombudsperson will not appear in student files. Students can approach of the Ombudsperson in strict confidence without the knowledge of the Graduate Education Committee. Discussions can be kept confidential from the supervisor, or, if requested, the Ombudsperson will seek to reconcile student and supervisor by helping both parties to analyse the situation. If necessary, the Ombudsperson may suggest a change of supervisor and ask permission of the student to refer the case confidentially to the Chair of the CAS Graduate Education Committee.

The current Ombudsperson is Professor Christopher Forsyth: cff1000@cam.ac.uk

11. END OF MPHIL COURSE

There is no formal ending ceremony for the MPhil in African Studies other than the successful completion and submission of the dissertation. Successful students will be notified by the Board of Graduate Studies that they have met all their course requirements after the Department of POLIS Degree Committee meeting is held in late June, and must then arrange with their College to receive their MPhil degree, either in person or absentia, at a degree-grading Congregation of the Regent House. All information about the actual granting of degrees at a Congregation should be sought from the tutorial office of your College rather than from the MPhil Office at the Centre of African Studies.

Final results cannot be released until after the Degree Committee meeting. The marks can thereafter be seen on your CamSIS self-service account. The MPhil Office will send dissertation examination reports to students by the end of July. You will need to apply for Extended Self-Service on CamSIS in order to access your marks, reports and transcripts. The Centre of African Studies does not offer a PhD programme, but there is no shortage of PhD opportunities for Africa-related research in the University of Cambridge. Should you require advice on your work prospects, the University offers an excellent careers service, which you can continue to access after graduation.
The Cambridge Alumni Relations Office offers a variety of benefits for Cambridge graduates, including Cantab, a free and prestigious email service designed specifically for University of Cambridge graduates.

12. GENERAL INFORMATION

Contact Details

Any specific questions concerning the MPhil in African Studies should be addressed in the first instance to:

MPHil Administrator
Victoria Jones
Centre of African Studies
Alison Richard Building
7 West Road
Cambridge CB3 9DT
Telephone: +44 1223 334398
Email: vj245@cam.ac.uk or mphil@african.cam.ac.uk

Student Registry, Academic Division

4 Mill Lane, Cambridge CB2 1RZ
Telephone: +44 (0)1223 766 302
Email: student.registry@admin.cam.ac.uk
http://www.admin.cam.ac.uk/students/studentregistry

Graduate Admissions Office, Academic Division

PO Box 338, Cambridge, CB2 1YP
Telephone: +44 (0) 1223 760 606
Email: Graduate.Admissions@admin.cam.ac.uk
http://www.admin.cam.ac.uk/students/gradadmissions/contact/

Services for Disabled Students

Students with disabilities or impairments should contact the University in advance of their arrival, so that the staff can work together to develop appropriate support arrangements. Colleges can provide assessments of dyslexia, dysgraphia or dyspraxia. The University’s Disability Resource Centre provides vital information, advice, equipment and assistance to disabled students and their supervisors. It is located at Keynes House, Trumpington Street, Cambridge, CB2 1QA; Website: http://www.admin.cam.ac.uk/univ/disability/, Telephone: (01223) 332301; E-mail: disability@admin.cam.ac.uk.

Dignity and Study at Cambridge

The University’s core values encompass freedom of thought and expression, and freedom from discrimination. As a place of learning, teaching and research, the University provides an environment in which to exchange ideas, opinions and views. We are committed to maintaining a learning and working environment in which the rights and dignity of all members of our community are respected. We recognise that to work and study effectively, students need a
climate of equal opportunity in which they are respected and valued for their contribution, irrespective of their sex, gender identity (including reassignment), marital, parental or partnership status, race, ethnic or national origin, colour, disability, sexuality, religion or belief, or age. The Centre of African Studies will not tolerate the harassment or bullying of any member of its community by another. If you experience difficulties of this kind, please contact your College Tutor or the MPhil Course Director without delay. Guidance is also available on the Dignity@Study website or from the Student Advice Service.

The University Centre and Cambridge Sports Centre

The University Centre, located at Granta Place (by the river, off Mill Lane), offers dining and leisure facilities, including a gym and a reading room. The University Centre is an especially useful haven for those unable to return to College for lunch. Computing facilities are also available. For more details see http://www.unicen.cam.ac.uk/. The University of Cambridge Sports Centre is located in West Cambridge, off Madingley Road. To find out more, visit http://www.sport.cam.ac.uk/.

ARB Reception and CAS Office

The ARB reception is manned from 8.30am to 5pm Monday to Friday, Telephone: (01223) 761 000. CAS and the CAS Library doors are open from 9am – 5.30pm Monday to Thursday and from 9am to 5pm on Friday during University term, vacation hours may vary.

Building Access

You will be given 24-hour access to the Centre and Library with your University Card. All entries with a card are logged in the building security system. Please do not bring unauthorised visitors into the ARB or CAS out of hours. Your 24-hour access may revoked should misuse occur.

Pigeon Holes

Every MPhil student has an allocated pigeonhole in the CAS meeting room. You can use it for storing papers and other items, but CAS does not take any responsibility for lost property, as the room is never locked. Please check your pigeonhole regularly as important MPhil information is occasionally delivered there.

Kitchen

There is a large kitchen on the third floor of the ARB (by the green sofas) that we share with the Centre of South Asian Studies. The Centre keeps the cupboards stocked with provisions for making tea and coffee (please let the MPhil Office know if any of these have run out). You can also store dry foods in those cupboards and there is a fridge for your use. Please keep the kitchen tidy and wash and put away crockery and cutlery after use, cleaning staff will not do your washing up or tidy up after you. The dishwasher is not for general use, it is only used after functions, so please do not place dirty crockery in the dishwasher. Please do not leave food to go off in the kitchen.

Toilets

The female toilets in the ARB are located on the ground, first and third floors; male toilets are located on the ground and second floor. Accessible toilets are located on all floors. Showers and changing facilities are available in the toilets on the ground floor.
University Security
For Fire Service, Ambulance or Police call 999
In case you need to call Security, use the following numbers:
Routine Calls: (01223) 331 818
Internal Emergency Calls: 101
External Emergency Calls: (01223) 767 444
E-mail: security@admin.cam.ac.uk
Website: http://www.admin.cam.ac.uk/offices/em/safety/security.html

Fire Safety Procedures, Health and Safety and First Aid
In the event of the fire alarm sounding, students should leave CAS via the fire stairs in the African Studies Library and go to the Fire Evacuation Point at the back of the Alison Richard Building. If the alarm sounds, proceed quickly and quietly to that area. The main staircase in the Alison Richard Building is closed off in the event of a fire. Do not return to the building until the fire wardens advise that it is safe to do so. For advice on Health and Safety visit: http://www.admin.cam.ac.uk/offices/safety/ for information. The ARB First Aider is: Jamie Brittain 351 212 (custodian).