



MPhil in African Studies Handbook 2016-17



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IMPORTANT DATES IN THE MPhil IN AFRICAN STUDIES 2016-16

2016

- 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 6 Oct Submit options course choice form to the MPhil Office at CAS
- Mon 10 Oct CAS Annual Reception
- Thurs 13 Oct Deadline for applying to the MPhil Office for exemption from Swahili Basic 1
- Mon 17 Oct First CAS Research Seminar of Michaelmas term
- Fri 21 Oct Ensure you have met with your dissertation supervisor by this date
- Mon 31 Oct Submit your practice essay topic to the MPhil Office
- Fri 2 Dec *Michaelmas Term ends*
- Mon 5 Dec 'Politics of Africa' option students to submit book review to the MPhil Office by
12.00pm

2017

- Tues 17 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 23 Jan First CAS Research Seminar of Lent term

Wed 25 Jan	Submit proposed option course essay question to the MPhil Office Submit your dissertation plan and title to the MPhil Office
Thurs 2 Feb	Deadline for re-submitting your practice essay to your supervisor in case of a fail mark
Wed 1 March	Deadline for submitting your core course essay to the to the MPhil Office by 12.00pm
Sat 11 March	Swahili Reading and Writing Examination (<i>Time and venue tbc</i>)
Fri 17 March	<i>Lent Term ends</i>
Mon 3 April	Deadline for submitting your option course essay to the MPhil Office by 12.00pm
Tues 25 April	<i>Easter Term begins</i>
Wed 26 April	Dissertation workshop, room S3, ARB
Wed 14 June	Deadline for submitting your dissertation to the MPhil Office by 12.00pm
Fri 16 June	<i>Easter Term ends</i>

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 are 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 Prof Harri Englund, a Social Anthropology Fellow of Churchill College. Some GEC members have offices at CAS, including Prof Englund, 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 2016-17 are as follows:

Tue 4 October 2016 - Fri 2 December 2016
Tue 17 January 2017 - Fri 17 March 2017
Tue 25 April 2017- Fri 16 June 2017

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 our [complaints procedure](#).

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 Lydia Mizon (lmm66@cam.ac.uk). You may approach her in total confidence with any concerns you have regarding mental health and/or wellbeing whilst studying in Cambridge. 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](http://linkline.org.uk), 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](http://samaritans.org) 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](#).

Course leaders: Adam Branch (Michaelmas term), arb209@cam.ac.uk, Harri Englund (Lent and Easter terms), hme25@cam.ac.uk, and Rachel King, rk547@cam.ac.uk

Class time and location: Tuesdays 14.00-16:00, Room S3, Alison Richard Building, Weeks 1-8; Thursdays 14.00-16.00, Room S3, Alison Richard Building, Weeks 1-5.

Brief description of the course:

The interdisciplinary compulsory core course aims to introduce students to theoretical and methodological issues in African studies, whilst at the same time conveying substantive information about the histories, cultures, politics and economies of Africa. It will provide essential background as you undertake the reading for dissertations and for options courses. Students with no background in African history would benefit from reading an introduction to African history before beginning the course. This will help situate discussion in seminars. Richard Reid's *History of Africa* is particularly recommended.

Teaching:

Teaching consists of seminar discussion classes, held twice a week in the first half of term and then weekly. Seminars will be led by Dr King and various guest lecturers who have expertise and research experience in the particular topic. You are expected to fulfil any tasks specified in advance of the seminar, to participate actively in the weekly discussions and to do the reading, of which there is a significant amount. All students will be required to offer at least one presentation on one of the weekly topics (a very short discussion paper of no more than 15 minutes, or 1,500-2,000 words). Should you wish to further your knowledge, there are optional Africa-related lectures running in other faculties and departments across the University, including POLIS, History, Archaeology and Anthropology, and Geography. These lectures are intended mainly for undergraduates, but they will provide relevant context and background information to many of the topics we study.

Assessment:

You will submit one essay of 5,000 words (excluding references and bibliography) on 1 March 2017 by 12.00; this essay constitutes 100% of your final mark for the Core Course. The MPhil Office will provide you with a list of essay questions on 17 January 2017. Degree regulations require that you write your essay on one of these prescribed questions; you are not permitted to develop your own. Examples of past essay topics can be obtained from the MPhil Office. Your mark for the core course counts for 20% of the final mark in the MPhil African Studies.

Note: You will also be required to submit a practice essay on a topic related to your dissertation on 17 January 2017 by 12.00. This is to be submitted to the MPhil Office, and will be assessed by your supervisor and one other marker. The topic of your practice essay must also be submitted to the MPhil Office on 31 October 2016 by 12.00.

General Books:

These books are not textbooks for the core course or a substitute for the weekly readings. However, they will introduce you to key ideas and debates and provide useful context.

- K.A. Appiah, *In My Father's House: Africa in the Philosophy of Culture* (London, 1992)
R.H. Bates, V.Y. Mudimbe, and J. O'Barr (eds.) *Africa and the Disciplines: The Contributions of Research in Africa to the Social Sciences and Humanities* (London, 1993)
F. Cooper, *Colonialism in Question: Theory, Knowledge, History* (Berkeley, 2005)
J. Iliffe, *Africans: The History of a Continent*, 2nd ed (Cambridge, 2007)
P. Mitchell and P. Lane (eds.) *The Oxford Handbook of African Archaeology* (Oxford, 2013)
V.Y. Mudimbe, *The Idea of Africa* (London, 1994)
P. Nugent, *Africa Since Independence*, 2nd ed (Basingstoke, 2012)
R.J. Reid, *A History of Modern Africa: 1800 to the Present*, 2nd ed (Oxford, 2011)
A.B. Stahl, *African Archaeology; A Critical Introduction* (Oxford, 2005)
C. Young, *The Postcolonial State in Africa* (Madison, 2012)
T. Young, *Africa: A Beginner's Guide*, (Oxford, 2010)

Students may also be interested to consult suggestions available through <http://democracyin africa.org/decolonising-the-university-the-african-politics-reading-list/>.

Course Structure:

The debates and issues covered by this course are extremely broad and diverse, both in terms of chronological scope and geographical spread. African Studies is by definition interdisciplinary, thus readings are drawn from a wide range of disciplines in the humanities and social sciences and you are expected to reflect on the different disciplinary approaches taken to the questions we examine. To help you navigate this intellectual complexity, the reading list is structured into sections. A useful starting point is the list of *General* books, which offer an overview of some key themes.

Under each of the weekly topic descriptions you will find *Seminar* and *Further* readings. The *Seminar* readings are essential reading. Ensuring we have all read something in common enables us to start our discussion 'on the same page' and gives us a shared base of ideas. The *Further* readings are useful for the seminar discussions and essays, and help you to dig deeper into particular issues. Guided by your own interests, consult a few of these texts for each seminar so we will have relevant case studies to discuss. Also included are novels and films that may enhance your understanding and offer an alternative perspective from academic literature. You are of course encouraged to do your own bibliographic searches on specific topics, and you are required to do so for your essays.

The key library for this course is the **Centre of African Studies Library**, where most core texts are available, some on overnight loan. You can also try other libraries across the University, including your College libraries, the University Library, and the PPS, Haddon, Marshall, Seeley, and Geography libraries. Consult the 'Cambridge Libraries Gateway' for more information. Most of the journal articles listed are available on-line via the UL eresources webpage, or try using the LibrarySearch+ catalogue to find links to full text articles that you can download or print. You are warmly encouraged to suggest additions to the reading list, and indeed to propose deletions.

List of topics:

Class 1, 6 October: Colonialism and African Studies (Andrea Grant)

Class 2, 11 October: 'Africa' in the *longue durée* (Andrea Grant)

Class 3, 13 October: Religion in Africa (Hassan Mwakimako)

Class 4, 18 October: Perspectives on the state in Africa (Adam Branch)

Class 5, 20 October: Citizenship, ethnicity, autochthony and belonging (Adam Branch)

Class 6, 25 October: Development, poverty and wealth (Adam Branch)

Class 7, 27 October: Urbanisation and migration (Zoë Groves)

Class 8, 1 November: Land and environment (Liz Watson)

Class 9, 3 November: Humanitarianism and aid (Yolana Pringle)

Class 10, 8 November: Gender and popular culture (Andrea Grant)

Class 11, 10 November: Health and healing (Yolana Pringle)

Class 12, 15 November: Violence and protest (Adam Branch and George Bob-Milliar)

Class 1: Colonialism and African studies, Thursday 6 October

With Andrea Grant, CAS, amg68@cam.ac.uk

This class serves as an introduction to the course. We consider the various constructions of 'Africa' in different disciplines and beyond academia, particularly in relation to colonialism. How was 'Africa' constructed as a subject and object of study, both within and outside Africa? How did Africans make sense of colonialism, particularly through art and literature? We reflect on the epistemological and ethical challenges of studying 'Africa' from an interdisciplinary perspective.

Preparation: 250 words response to readings on the subject: 'What is African studies?' to be emailed to seminar leaders by 6pm on 5 October.

Questions for discussion

- What is African studies? What are the epistemological and ethical challenges of considering 'Africa' from an interdisciplinary perspective?
- What is the legacy of colonialism in Africa, and how should we think and write about it?

Seminar readings

Achebe, C., *Things Fall Apart* (London, 1958), Chs. 1-3; 14-16, 20-25

Cooper, F., 'Conflict and connection: rethinking colonial African history', *American Historical Review* 99 (1994): 1516-1545

Mudimbe, V., *The invention of Africa* (Bloomington, 1988), Introduction and Ch. 1

Bates, R.H., Mudimbe, V.Y., & J. O'Barr (eds.), *Africa and the Disciplines: The Contributions of Research in Africa to the Social Sciences and Humanities* (London, 1993)

Senghor, L.S., 'Negritude: a humanism of the twentieth century', in R.R. Grinker et al. (eds.), *Perspectives on Africa: A Reader in Culture, History and Representation* (Cambridge, Mass, 1996)

Zezeza, P.T, 'African Studies and universities since Independence', *Transition* 101 (2009): 110-135

Fabian, J., *Remembering the Present: Painting and Popular History in Zaire*, (Berkeley, 1996), esp. 'The Colony Established', 'Colonial Times' and 'Toward the End of Colonial Rule'

Blog: Africa is a country: <http://africasacountry.com/>

Further readings

Ade Ajayi, J. F., 'Colonialism: an episode in African history' in L.H. Gann and P. Duigan (eds.), *Colonialism in Africa, 1870-1960 Vol. I* (Cambridge, 1969)

- Allman, J., et al. (eds.), *Women in African Colonial Histories* (Bloomington, 2002)
- Alpers, E. and A.F. Roberts, 'What is African Studies? Some reflections', *African Issues* 30 (2002), 11-18
- Bernault, F., 'Body, power and sacrifice in Equatorial Africa', *Journal of African History* 47 (2006), 207-239
- Bernault, F., 'The shadow of rule: colonial power and modern punishment in Africa', in F. Dikötter and I. Brown (eds.), *Cultures of Confinement* (Ithaca, 2007)
- Des Forges, A., *Defeat is the Only Bad News: Rwanda under Musinga, 1896-1931* (Wisconsin, 2011)
- Cooper, F., *Colonialism in Question: Theory, Knowledge, History* (Berkeley, 2005), Chapters 1, 2 and 6
- Fanon, F., *Black Skin, White Masks*. L. Markmann, trans. (London, 1980)
- Feierman, S., *Peasant Intellectuals: Anthropology and History in Tanzania* (Madison, 1990)
- Gray, C J., *Colonial Rule and Crisis in Equatorial Africa* (Rochester, 2002)
- Killingray, D., 'The maintenance of law and order in British colonial Africa', *African Affairs* 85 (1986), 411-37
- Lawrance, B., et al. (eds.), *Intermediaries, Interpreters and Clerks: African Employees in the Making of Colonial Africa* (Madison, 2006), Introduction & Chapters 4-7
- Lonsdale, J. and B. Berman, 'Coping with the contradictions: the development of the colonial state in Kenya', *Journal of African History* 20 (1979), 487-505
- Mamdani, M., *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism* (Princeton, 1996), Chs 1-3
- Memmi, A., *The Colonizer and the Colonized* (Corrêa, 1957)
- Pels, P., 'The anthropology of colonialism: culture, history, and the emergence of western governmentality', *Annual Review of Anthropology* 26 (1997), 163-183
- Tilley, H and R. Gordon (eds.), *Ordering Africa: Anthropology, European Imperialism, and the Politics of Knowledge* (Manchester, 2007)
- Stoler, A.L. and F. Cooper, 'Between metropole and colony: rethinking a research agenda', in F. Cooper and A.L. Stoler (eds.), *Tensions of Empire: Colonial Cultures in a Bourgeois World* (Berkeley, 1997), 1-57.
- wa Thiong'o, N., *Decolonising the Mind* (London, 1986)
- White, L., 'Cars out of place: Vampires, Technology, and Labour in East and Central Africa', *Representations*, 43 (1993), 27-50
- Novels and Films**
- Armah, A.K., *Two Thousand Seasons* (Ghana, 1973)
- Ouologuem, Y., *Le Devoir de Violence/Bound to Violence* (Mali, 1968/1971). Available in *The Yambo Ouologuem Reader* (Trenton NJ, 2008)

Keita!, directed by D. Kouyaté (Burkina Faso, 1994)

Sankofa, directed by Haile Gerima (Ethiopia, 1993)

**Class 2: 'Africa' in the *longue durée*, Tuesday 11 October
With Andrea Grant, amg68@cam.ac.uk**

Building on our previous discussion of the various 'inventions' of Africa, we take one step further and consider the possibilities of studying 'Africa' over the *longue durée*. We reflect on the ways in which we can access both Africa's pre-colonial history and its deeper past. We pay particular attention to historical, anthropological, and archaeological methods, and the challenges each method poses.

Questions for discussion

- What heuristic challenges present themselves when investigating Africa's deep past? What are the potentials and problems of working with archaeological, anthropological, and historical sources?
- What is to be gained from tracing 'units of analysis' like tribe, tradition, authority, and land through the *longue durée*? What are the ethical and theoretical challenges attendant on interpreting the past from within and without Africa?

Seminar readings

Barnard, A., 'Kalahari revisionism, Vienna and the "indigenous peoples" debate', *Social Anthropology* 14 (2006), 1-16

Fleisher, J. and S. Wynne-Jones, 'Authorisation and the process of power: the view from African archaeology', *Journal of World Prehistory* 23 (2010), 177-193

Reid, R., 'Past and presentism: The precolonial and the foreshortening of African history', *Journal of African History* 52 (2011), 135-155

Schoenbrun, D., 'Conjuring the modern in Africa: Durability and rupture in histories of public healing between the Great Lakes of East Africa', *American Historical Review* 111 (2006), 1403-1439

Spear, T., 'Neo-traditionalism and the limits of invention in British colonial Africa', *Journal of African History* 44 (2003), 3-28

Stahl, A.B., 'The archaeology of African history', *The International Journal of African Historical Studies* 42 (2009), 241-255

Vansina, J., 'Deep down time: political tradition in Africa', *History in Africa* 16 (1989), 341-362

Further readings

Austen, R.A., *Trans-Saharan Africa in World History* (Oxford, 2010)

Austen, R.A., *In Search of Sunjata: The Mande Oral Epic as History, Literature, and Performance* (Bloomington, 1999)

Connah, G., *African Civilizations: An Archaeological Perspective* 2nd edn, (Cambridge, 2001)

Lane, P., 'Barbarous tribes and unrewarding gyrations? The changing role of ethnographic imagination in African archaeology', in A.B. Stahl (ed.), *African Archaeology* (Oxford, 2005), 24-54

Lane, P., 'Possibilities for a postcolonial archaeology in sub-Saharan Africa: indigenous and usable pasts', *World Archaeology* 43 (2011), 7-25

Lane, P. and K.C. MacDonald, *Slavery in Africa: Archaeology and Memory* (Oxford, 2011)

McIntosh, R.J., *The Peoples of the Middle Niger: The Island of Gold* (Oxford, 1998)

Philips, J.E. (ed.), *Writing African History* (Rochester, 2005), Chapters 2-3 & 6-7

Plaatje, S.T., *Native Life in South Africa* (Blackmask Online, 2008)

Ranger, T., 'The invention of tradition revisited: The case of colonial Africa', in T. Ranger and O. Vaughan (eds.), *Legitimacy and the State in Twentieth Century Africa* (Basingstoke, 1993)

Reid, A. and P. Lane, 'African historical archaeologies: an introductory consideration of scope and potential', in A. Reid and P. Lane (eds.), *African Historical Archaeologies* (New York, 2004), 1-32.

Rodney, W., 'African slavery and other forms of social oppression on the Upper Guinea Coast in the context of the Atlantic slave-trade', *Journal of African History* 7 (1966): 431-443

Schoenbrun, D., *A Green Place, A Good Place: Agrarian Change, Gender and Social Identity in Great Lakes Region to the 15th Century* (Portsmouth, 1998)

---, 'Mixing, moving, making, meaning: possible futures for the distant past', *African Archaeological Review* 29 (2012), 293-317

Spear, T., 'The interpretation of evidence in African history', *African Studies Review* 30 (1987), 17-24

Stahl, A.B., *Making History in Banda: Anthropological Visions of Africa's Past* (Cambridge, 2001), Chapters 2-5

Vansina, J., 'Oral tradition and its methodology', in J. Ki-Zerbo (ed.), *General History of Africa: Methodology and African Prehistory, Volume I* (Paris, 1981), 142-165

Novels and Films

Mda, Z., *Heart of Redness* (South Africa, 2000)

Mofolo, T., *Chaka* (Lesotho, 1939)

The Gods Must Be Crazy, directed by J. Uys (South Africa, 1980)

Class 3: Religion in Africa, Thursday 13 October

With Hassan Mwakimako, African Studies Fellow, hassanmwakimako@gmail.com

This class examines the rich literature on the histories of Islam and Christianity in Africa and their relationship to pre-existing cosmologies and systems of thought. We reflect upon religious conversion, and consider the possibilities it may open up – or close off – in particular socio-political contexts. We explore the recent rise of Pentecostalism in Africa, and evaluate claims that it should be read in relationship to global modernity.

Questions for discussion

- Can or should we distinguish between African indigenous beliefs and religion?
- How have spiritual idioms and materials been (re-)interpreted and (re-)contextualised in the *longue durée*?
- What new insights and/or challenges has the recent interest in Pentecostalism brought to the study of religion in Africa?
- In which new ways is Islam negotiated and re-negotiated in African societies?

Seminar Readings

Elbourne, E. 'Words made flesh: Christianity, modernity, and cultural colonialism in the work of Jean and John Comaroff' *The American Historical Review* 108 (2003): 435-459

Engelke, M., 'Past Pentecostalism: Notes on Rupture, Realignment, and Everyday Life in Pentecostal and African Independent Churches' *Africa* 80 (2010): 177-199

Landau, P.S. "'Religion" and Christian conversion in African history' *Journal of Religious History* 23 (1999): 8-30

Loimeier, R. 'Patterns and peculiarities of Muslim reform in Africa' *Journal of Religion in Africa* 33 (2003): 237-62

Meyer, B. 'Christianity in Africa: from African independent to Pentecostal-Charismatic churches' *Annual Review of Anthropology* 33 (2004): 447-74

Moore, H L and Sanders, T. *Magical interpretations, material realities: modernity, witchcraft and the occult in postcolonial Africa* (London, 2001), esp. Introduction and chs 3 and 10

Further Readings

Becker, F. 'Rural Islamism during the 'war on terror': a Tanzanian case study' *African Affairs* 105 (2006): 583-603

---. 'Commoners in the process of Islamization' *Journal of Global History* 3 (2008): 227-249

Comaroff, J. & J. *Of revelation and revolution: Christianity, colonialism, and consciousness in South Africa* Vols 1 and 2 (Chicago, 1991)

Englund, H. 'Pentecostalism beyond belief: trust and democracy in a Malawian township' *Africa* 77 (2007), pp. 477-500

Fernandez, J. *Bwiti: An ethnography of the religious imagination in Africa*, 1982

Fields, K. *Revival and rebellion in colonial central Africa* (Princeton, 1985)

Geschiere, P. *The modernity of witchcraft* (Charlottesville, 1997)

Haynes, J. *Religion and politics in Africa* (London, 1996)

Hodgson, D., *The Church of Women: Gendered Encounters between Maasai and Missionaries*, (Bloomington, 2005)

Hunwick, J. 'Sub-Saharan Africa and the wider world of Islam: historical and contemporary perspectives' *Journal of Religion in Africa* 26 (1996): 230-257

Insoll, T. (ed.) *The Archaeology of Islam in Sub-Saharan Africa* (Cambridge, 2003)

Kalusa, W. and Vaughan, M., *Death, Belief and Politics in Central African History* (Zambia, 2013)

Landau, P.S. *The Realm of the Word: Language, Gender and Christianity in a Southern African Kingdom* (Portsmouth, 1995)

Larson, P. 'Capacities and modes of thinking: intellectual engagements and subaltern hegemony in the early history of Malagasy Christianity' *American Historical Review* 102 (1997): 968-1001

Loimeier, R. *Muslim societies in Africa: A historical anthropology* (Bloomington, 2013)

Loimeier, R. *Islamic reform in twentieth century Africa* (Edinburgh, 2016)

Marshall, R. *Political spiritualities: The Pentecostal revolution in Nigeria* (Chicago, 2009)

Masquelier, A. *Prayer has spoiled everything: possession, power, and identity in an Islamic town of Niger*, (Durham, 2001)

Meyer, B. 'If you are a devil, you are a witch and, if you are a witch, you are a devil.' The integration of 'pagan' ideas into the conceptual universe of Ewe Christians in southeastern Ghana, *Journal of Religion in Africa* 22 (1992): 98-13

---. *Translating the devil* (Edinburgh, 1999)

Olupona, J K (ed). *African spirituality: Forms, meanings and expressions* (New York, 2000)

Peel, J. D.Y. *Religious encounter and the making of the Yoruba* (Bloomington, 2000)

Pype, K. *The Making of the Pentecostal Melodrama: Religion, Media and Gender in Kinshasa* (New York, 2012)

Rosanders, E. & Westerlund, D. (eds) *African Islam and Islam in Africa* (Athens, 1997)

Sarro, Ramon, *The Politics of Religious Change on the Upper Guinea Coast* (Edinburgh, 2009)

Soares, B. and Otayek, R. *Islam and muslim politics in Africa* (Basingstoke, 2007)

Soothill, Jane, 'The problem with 'Women's Empowerment': Female Religiosity in Ghana's Charismatic Churches' *Studies in World Christianity* 16 (2010): 82-99

Novels and Films

Bâ, M. *So Long a Letter* (Senegal, 1991)

Soyinka, W. *Ake: The years of childhood & Isara: A voyage around essay* (Nigeria, 1981)

Ceddo Directed by Ousmane Sembène (Senegal, 1978)

Guelwaar Directed by Ousmane Sembène (Senegal, 1992)

Class 4: Perspectives on the state in Africa, Tuesday 18 October With Adam Branch, POLIS, arb209@cam.ac.uk

The state in Africa has been subject to intense contestation, intellectual as much as political, since the inception of colonial rule. One debate has asked whether Africa possesses the conditions thought to be necessary for a modern state to develop, such as a 'nation', empirical sovereignty, civil society, or a coherent economy. Another has asked whether characteristics thought to be particular to Africa – ethnic fragmentation, underdevelopment, colonialism, or indigenous political traditions – have led a specifically African state to emerge. This class will explore the controversies around the state in Africa as well whether intellectual and political alternatives might be revealed by Africa's historical experience.

Questions for discussion

- How have pre-colonial and colonial legacies determined the dilemmas faced by the post-colonial African state?
- How does the international context shape the possibilities open to African states?
- Can the African state be understood using political categories derived from the Western historical experience?

Seminar readings

Cooper, F., 'Possibility and constraint: African Independence in historical perspective', *Journal of African History* 49 (2008), 167-196

Fanon, F., 'The Trials and Tribulations of National Consciousness', in *The Wretched of the Earth*, trans. Richard Philcox (Grove Press, 1963)

Mamdani, M., *Citizen and Subject* (Princeton, 1996), Ch. 1, 2

Bayart, J.-F., 'Africa in the world: a history of extraversion', *African Affairs* 99 (2000): 217-267

Pitcher, A., Moran, M.H., and M. Johnston, 'Rethinking patrimonialism and neopatrimonialism in Africa', *African Studies Review* 52 (2009), 125-156

Mkandawire, T., 'Thinking about developmental states in Africa', *Cambridge Journal of Economics* 25 (2001), 289-314

Further readings

Abrahamsen, R., *Disciplining Democracy: Development Discourse and Good Governance in Africa* (London, 2000)

Ake, C. *The Feasibility of Democracy in Africa* (CODESRIA, 2000), Ch. 1, 2

Allen, C., 'Understanding African Politics', *Review of African Political Economy* 22 (1995), 301-320

Bayart, J.-F., *The State in Africa: The Politics of the Belly* (London, 2009), Intro., Parts 1, 2

Branch, D., 'Democratization, sequencing and state failure in Africa: Lessons from Kenya', *African Affairs* 108 (2009), 1-26

Bratton, M. and N. van de Walle, *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective* (Cambridge, 1997), Introduction, Ch. 3

Chabal, P. and J.-P. Daloz, 'W(h)ither the state?' and 'Recycled elites,' in *Africa Works: Disorder as Political Instrument* (Oxford, 1999)

Cheeseman, N., *Democracy in Africa* (Cambridge, 2015), Ch. 3, 4

Clapham, C., 'Rethinking African states', *African Security Review* 10 (2001), 6-16

Cooper, F., *Africa Since 1940: The Past of the Present*, (Cambridge, 2002), Ch. 1, 5, 7

Ekeh, P., 'Colonialism and the two publics in Africa: A theoretical statement', *Comparative Studies in Society and History* 17 (1975), 91-112

Englund, H., 'Zambia at 50: The rediscovery of liberalism', *Africa* 83 (2013), 670-689

Englund, H., *Prisoners of Freedom: Human Rights and the African Poor* (Berkeley, 2006), Introduction, Ch. 1, 4, 7, 8

Fisher, J. and D.M. Anderson, 'Authoritarianism and the securitization of development in Africa', *International Affairs* 91 (2015), 131-151

Herbst, J., *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton, 2000), Ch. 1-3

Lindberg, S., *Democracy and Elections in Africa* (Baltimore, 2006), Ch. 1, 3, 7

Lonsdale, J., 'States and social processes in Africa: a historiographical survey', *African Studies Review* 24 (1981), 139-225

Lumumba-Kasongo, T. (ed.), *Liberal Democracy and Its Critics in Africa: Political Dysfunction and the Struggle for Social Progress* (CODESRIA, 2005), Ch. 1, 2, 7, 9

Lund, C. 'Twilight institutions: public authority and local politics in Africa', *Development and Change* 37 (2006), 685-705

Menkhaus, K., 'Governance without government in Somalia: Spoilers, state-building, and the politics of coping,' *International Security* 31 (2007), 74-106.

Mustapha, R. 'Coping with diversity: The Nigerian state in historical perspective' in A.I. Samatar (ed.), *The African State: Reconsiderations* (Portsmouth NH, 2002)

Nugent, P., 'States and social contracts in Africa', *New Left Review* 63 (2010), 35- 67.

Reno, W. 'Congo: from state collapse to 'absolutism' to state failure', *Third World Quarterly* 27 (2006), 43-56

Shivji, I., 'The state in the dominated social formations of Africa: some theoretical issues', *International Social Science Journal* 32 (1980), 730-742

Tripp, A.M., 'Gender, political participation and the transformation of associational life in Uganda and Tanzania', *African Studies Review* 37 (1994), 107-131

van de Walle, N., 'Africa's range of regimes', *Journal of Democracy* 13 (2002), 66-80

Young, C. and T. Turner, 'The patrimonial state and personal rule,' in *The Rise and Decline of the Zairian State* (1985), Chapter 6.

Young, C., *The African Colonial State in Comparative Perspective* (New Haven, 1997), Chapters 2, 3, 5, 6.

Young, C., *The Postcolonial State in Africa* (Madison, 2012), Ch. 1

Novels and Films

Achebe, C., *Anthills of the savannah* (Nigeria, 1988)

Armah, A.K., *The beautiful ones are not yet born* (Ghana, 1969)

Xala Directed by Ousmane Sembène (Senegal, 1975)

Afrique, je te plumerai Directed by Jean Marie Téo (Cameroon, 1993)

Class 5: Citizenship, ethnicity, autochthony and belonging, Thursday 20 October With Adam Branch, POLIS, arb209@cam.ac.uk

The question of political belonging and political community is fraught in Africa, subject to often competing claims based upon nation, ethnicity, indigeneity, religion, or region. The institutionalization and politicization of cultural identities under colonialism, especially through law, as explored in previous classes, has made citizenship the terrain for intense, and sometimes violent, political struggle. This class will seek to unravel some of the divergent strains in the controversies over political community in Africa, drawing on a range of literature from anthropology, history, and political science.

Questions for discussion

- What is the relationship between citizenship and other forms of belonging?
- To what extent is ethnicity a colonial 'invention', and why has it remained politically salient in the post-colonial period?
- Is there a distinction to be drawn between legal categories of citizenship and 'meaningful' citizenship?

Seminar readings

Berman, B., 'Ethnicity, patronage and the African state: The politics of uncivil nationalism', *African Affairs* 97 (1998), 305-341.

Ekeh, P., 'Colonialism and the two publics in Africa: A theoretical statement', *Comparative Studies in Society and History* 17 (1975), 91-112

Geschiere, P. and S. Jackson. 'Autochthony and the crisis of citizenship: Democratization, decentralization, and the politics of belonging', *African Studies Review* 49 (2006), 1-7

Lonsdale, J., 'Soil, work, civilization and citizenship in Kenya', *Journal of Eastern African Studies* 2 (2008), 305-314

Mamdani, M., *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (Princeton, 2001), Ch. 1, 6

Shivji, I., 'The struggle to convert nationalism to Pan-Africanism', Keynote address to the 4th European Conference on African Studies, Uppsala June 15 to 18, 2011. Available at: <http://www.pambazuka.org/en/category/features/75620>.

Further readings

Adebanwi, W. 'Terror, territoriality and the struggle for indigeneity and citizenship in northern Nigeria', *Citizenship Studies* 13 (2009), 349-363

Ajayi, J.F.A., 'Ethnicity and nationalism in Nigeria,' in *Tradition and Change in Africa* (Africa World Press, 1958), 259-275

Berman, B., et al. (eds), *Ethnicity and Democracy in Africa* (Oxford, 2004)

Bezabeh, S.A., 'Citizenship and the logic of sovereignty in Djibouti', *African Affairs* 110 (2011), 587-606

de Waal, A., 'Who are the Darfurians? Arab and African identities, violence and external engagement,' *African Affairs* 104 (2005), 181-205

Dorman, S., Hammett, D. and P. Nugent, (eds) *Making nations, creating strangers: states and citizenship in Africa* (Leiden, 2007)

Dunn, K. "'Sons of the Soil" and contemporary state making: Autochthony, uncertainty and political violence in Africa', *Third World Quarterly* 30 (2009), 113-127

Ekeh, P., 'Social anthropology and two contrasting uses of tribalism in Africa,' *Comparative Studies in Society and History* 32 (1990), 660-700

Federico, V., *Citoyenneté et Participation Politique en Afrique du Sud* (Paris, 2012)

Gluckman, M., 'Tribalism in modern British Central Africa', *Cahiers d'Etudes Africaines* 1 (1960), 55-70.

Hickey, S. 'Toward a progressive politics of belonging? Insights from a pastoralist "hometown" association', *Africa Today* 57 (2011), 29-47

Hountondji, P., 'Ethnophilosophy' in *African Philosophy: Myth and Reality*, trans. Henri Evans (Bloomington, 1976)

Hutchinson, S.E. and J.M. Jok, 'Sudan's prolonged Second Civil War and the militarization of Nuer and Dinka ethnic identities', *African Studies Review* 42 (1999), 125-145

Kagwanja, P.M., 'Facing Mount Kenya or facing Mecca? The Mungiki, ethnic violence and the politics of the Moi Succession in Kenya, 1987-2002', *African Affairs* 102 (2003), 25-49

Mafeje, A., *The Theory and Ethnography of African Social Formations* (2002).

Mamdani, M., *Define and Rule: Native as Political Identity* (Cambridge MA, 2012)

Manby, B., *Struggles for Citizenship in Africa* (London, 2009)

Nyamnjoh, F., *Insiders and Outsiders: Citizenship and Xenophobia in Contemporary Southern Africa* (Dakar, 2006)

Page, B., Evans, M. and C. Mercer, 'Revisiting the politics of belonging in Cameroon', *Africa* 80 (2010), 345-370

Pelican, M. 'Mbororo claims to regional citizenship and minority status in north-west Cameroon', *Africa* 78 (2008), 540-560

Prunier, G., *The Rwanda Crisis: History of a Genocide* (New York, 1995), Ch 1.

Robins, S., Cornwall, A. and B. Von Lieres, 'Rethinking "citizenship" in the postcolony', *Third World Quarterly* 29 (2008), 1069-1086

Tilly, C. 'Citizenship, identity and social history', *International Review of Social History* 40 (1995), 1-17

Usman, Y.B., 'The problem of ethnic categories in the study of historical development of the Central Sudan' and 'History, tradition, and reaction: The perception of Nigerian history in the 19th and 20th centuries,' in *Beyond Fairy Tales: Selected Writings of Yusuf Bala Usman*

Young, C., 'Deciphering disorder in Africa: Is identity the key?', *World Politics* 54 (2002), 532-557

Class 6: Development, poverty and wealth, Tuesday 25 October
With Adam Branch, POLIS, arb209@cam.ac.uk

This class reflects critically on development in Africa. There is now a long history of diverse development efforts in the continent, from colonial projects, to post-independence developmental states, to World Bank and NGO interventions of the neoliberal era, to the extractive economies and neo-developmental states of today. How has development been conceptualized under these different regimes? What has been the impact of development, both politically and upon the material welfare of Africa's peoples?

Questions for discussion

- Are there certain aspects of 'development' that have remained constant from colonialism until today?
- Has development been primarily an African- or foreign-driven enterprise?
- Can development in Africa be democratic?

Seminar readings

Arrighi, G., 'The African crisis: World systemic and regional aspects', *New Left Review* 15 (2002), 5-36

Cooper, F., 'Modernizing bureaucrats, backward Africans and the development concept', in F. Cooper and R. Packard (eds), *International development and the Social Sciences* (Berkeley, 1997), 64-92

Nyerere, J., 'Ujamaa: The Basis of African Socialism' and 'The Arusha Declaration' in *Ujamaa: Essays on Socialism* (Oxford, 1968)

Ferguson, J., *The Anti-Politics Machine: "Development", Depoliticisation and Bureaucratic Power in Lesotho* (Minneapolis, 1990), Preface, Ch 2, Conclusion

Mkandawire, T. and C. Soludo, *Our Continent, Our Future: African Perspectives on Structural Adjustment* (CODESRIA, 1999), Ch 3

Mkandawire, T., 'Can Africa turn from recovery to development', *Current History* 113 (2014), 171-177

Rodney, W., *How Europe Underdeveloped Africa* (Washington DC, 1974), Ch 1

Further readings

Abrahamsen, R., *Disciplining Democracy: Development Discourse and Good Governance in Africa* (London, 2000)

Alden, C., *China in Africa* (London, 2007) Introduction, Ch 1-4

Amin, S., 'Underdevelopment and democracy in Black Africa: Origins and contemporary forms', *Journal of Modern African Studies* 10 (1972): 503-24

Amin, S., 'On deligitimising capitalism: The scourge of Africa and the South', *Africa Development* 37 (2012): 15-72

Amin, S., *Unequal Development* (Sussex, 1976), Introduction and Ch. 1

Bates, R., *Markets and States in Tropical Africa* (Berkeley, 1981)

Bond, P., *Looting Africa: The Economics of Exploitation* (London, 2006)

Carmody, P., *The New Scramble for Africa* (Cambridge, 2011), Intro., Ch. 1, 5, 6, 7

Chang, H.-J., *Kicking away the Ladder: Development Strategy in Historical Perspective* (London, 2002), Ch. 4

Duffield, M., 'Social reconstruction and the radicalisation of development: Aid as a relation of global liberal governance', *Development and Change* 33 (2002): 1049-1071

Easterly, W., *The White Man's Burden* (New York, 2006), Ch. 8, 9

The Economist, 'Africa Rising' and 'The Sun Shines Bright', 1 December 2011
<http://www.economist.com/node/21541015>; <http://www.economist.com/node/21541008>

Frank, A.G., 'The development of underdevelopment', *Monthly Review* 18 (1966): 17-31

Grovogui, S. and L. Leonard, 'Oiling tyranny?: Neoliberalism and global governance in Chad', *Studies in Political Economy*, 70 (2007): 35-59

- Harrison, G., 'The Africanization of poverty: A retrospective on "Make Poverty History"', *African Affairs* 109 (2010): 391-408
- Harrison, G., *The World Bank and Africa: The Construction of Governance States* (London, 2004), Ch. 1
- Hopkins, A.G. 'The new economic history of Africa', *Journal of African History* 50 (2009): 155-177
- Klare, M. and D. Volman, 'America, China, and the scramble for Africa's oil', *Review of African Political Economy* 33 (2006): 297-309
- Leys, C., *The Rise and Fall of Development Theory* (London, 1996)
- Leys, C., *Underdevelopment in Kenya: The Political Economy of Neo-Colonialism* (Berkeley, 1975)
- Meles Z., 'States and markets: Neoliberal limitations and the case for a developmental state', in A. Norman, K. Botchway, H. Skin and J. E. Stiglitz (eds), *Good Growth and Governance in Africa: Rethinking Development Strategies* (Oxford, 2012)
- Mkandawire, T. and C. Soludo, *Our Continent, Our Future: African Perspectives on Structural Adjustment* (CODESRIA, 1999)
- Mkandawire, T. 'Thinking About Developmental States in Africa', *Cambridge Journal of Economics* 25 (2001): 289-314
- Moore, D., "'Sail on, O Ship of State": Neo-liberalism, globalisation and the governance of Africa', *Journal of Peasant Studies* 27 (1999): 61-96
- Nkrumah, K., 'Some Aspects of Socialism in Africa', in *African Socialism*, Stanford University Press, 1964; 'The Mechanisms of Neo-colonialism', in *Neo-colonialism: The Last Stage of Imperialism*, 1965.
- Plank, D.N., 'Aid, debt, and the end of sovereignty: Mozambique and its donors', *Journal of Modern African Studies* 31 (1993): 407-430
- Radelet, S., *Emerging Africa: How Seventeen Countries are Leading the Way* (Centre for Global Development, 2010)
- Rist, G., *The History of Development: From Western Origins to Global Faith* (London, 1997)
- Rodney, Walter, *How Europe Underdeveloped Africa*, Howard University Press, 1974, Ch. 1, 5
- Rostow, W.W., *Stages of Economic Growth: A Non-Communist Manifesto* (Cambridge, 1960), Introduction, Ch. 2
- Senghor, L.S., *On African Socialism*, trans. Mercer Cook (New York, 1964), pp. 3-6, 67-103
- Shivji, I., 'The state in the dominated social formations of Africa: some theoretical issues', *International Social Science Journal* 32 (1980): 730-742
- Shivji, I., *Class Struggles in Tanzania* (London, 1976), Ch. 1, 2
- Tandon, Y., 'Aid without dependence: an alternative conceptual model for development cooperation', *Development* 52 (2009): 356-362
- Taylor, I., *Africa Rising? BRICS - Diversifying Dependency* (Woodbridge, 2014), Introduction,

Ch. 1, 4

van de Walle, N., *African Economies and the Politics of Permanent Crisis, 1979-1999* (Cambridge, 2001), Introduction and Ch. 5, 6

Watts, M., 'Oil, development, and the politics of the bottom billion', *Macalaster International* 24 (2009): 79-130

World Bank, *Accelerated Development in sub-Saharan Africa: An Agenda for Action*, Washington, D.C.: The World Bank, 1981, Ch. 1, 2, 4, 9 [Known as the 'Berg Report' after its principal author, Elliot Berg.]

Non-fiction and Films

Wrong, M. *It's our turn to eat: The story of a Kenyan whistleblower* (London, 2010)

Bamako, Directed by A. Sissako (Mali, 2007)

Our friends at the bank Directed by Peter Chappell (France/Uganda, 1998)

The trouble with aid (BBC, 2012)

Give us the money, 2012 (About Live Aid): <http://www.whypoverty.net/en/videos/> [Available on DVD in the CAS library]

Class 7: Migration and urbanisation, Thursday 27 October **With Zoë Groves, History, zg242@cam.ac.uk**

Migrant labour made a deep imprint on patterns of urbanisation across Africa, particularly under colonial rule. Rural-urban connections and migration flows were vital to the growth of political movements and the shaping of urban cultures both prior to and after independence. Drawing primarily from the disciplines of history, anthropology, and sociology, this class will explore gendered experiences of migration and the city, African urban cultures, and migrant identities.

Questions for discussion

- To what extent did colonialism and capitalism create new forms of migration in Africa?
- In what ways have urbanisation and migration shaped processes of identity formation?
- What are the legacies of colonial urban administration? To what extent have African postcolonial states continued to reproduce patterns of inequality in urban areas?

Seminar readings

Bakewell, O. and N. Binaiya, 'Tracing diasporic identifications in Africa's urban landscapes: Evidence from Lusaka and Kampala', *Ethnic and Racial Studies* 39 (2016): 280-300

Barnes, T., 'Virgin territory? Travel and migration by African women in twentieth-century southern Africa,' in J. Allman, S. Geiger, and N. Musisi (eds), *Women in African Colonial Histories* (Bloomington, IN, 2002) pp.164-190

van den Bersselaar, D., 'Imagining home: Migration and the Igbo village in colonial Nigeria', *Journal of African History* 46 (2005): 51-73

Englund, H., 'The village in the city, the city in the village: Migrants in Lilongwe', *Journal of Southern African Studies* 28 (2002): 137-154

Lekgoathi, S.P., 'From homeboy networks to broader ethnic affiliations: Migrants from Zebediela and shifting identities on the Rand, 1930s-1970s', *African Studies* 73 (2014): 432-454

Osborn, E.L., 'Work and migration' in R. Reid and J. Parker (eds), *The Oxford Handbook of Modern African History* (2013)

Sapire, H. and J. Beall, 'Introduction: Urban change and urban studies in southern Africa', *Journal of Southern African Studies* 21 (1995): 3-17

Further readings

- Barnes, T. and E. Win, *To Live a Better Life: An Oral History of Women in the City of Harare, 1930-1970* (Harare, 1992)
- Bozzoli, B., *Women of Phokeng: Consciousness, Life Strategy, and Migrancy in South Africa, 1900-1983* (Portsmouth, NH, 1991)
- de Boeck, F. and M.-F. Plissart, *Kinshasa: Tales of the Invisible City* (Brussels, 2005)
- Burton, A. (ed), *The Urban Experience in Eastern Africa c.1750–2000* (Nairobi, 2002)
- Cooper, F. (ed), *Struggle for the City: Migrant Labour, Capital and the State in Urban Africa* (Beverly Hills, 1983)
- Delius, P., 'The making and changing of migrant workers' worlds (1800-2014)', *African Studies* 73 (2014): 313-322
- Ferguson, J., *Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt* (Berkeley, 1999)
- Freund, B., *The African City: A History* (New York, 2007)
- Groves, Z., 'Urban migrants and religious networks: Malawians in colonial Salisbury, 1920-1970', *Journal of Southern African Studies* 38 (2012): 491-511
- Harries, P., *Work, Culture, and Identity: Migrant Labourers in Mozambique and South Africa, c.1860–1910* (Portsmouth, NH, 1993)
- James, D., *Songs of the Women Migrants: Performance and Identity in South Africa* (Edinburgh, 1999)
- Kuper, H., *Urbanisation and Migration in West Africa* (University of California Press, 1965)
- Martin, P., *Leisure and Society in Colonial Brazzaville* (Cambridge, 1995)
- Manchuelle, F., 'Slavery, emancipation and labour migration in West Africa: The case of the Soninke', *Journal of African History* 30 (1989): 89-106
- Potts, D., 'Making a livelihood in (and beyond) the African city: The experience of Zimbabwe', *Africa* 81 (2011): 588-605
- Parker, J., 'Urbanisation and urban cultures' in J. Parker and R. Reid (eds), *The Oxford Handbook of Modern African History* (2013)
- Ranger, T., *Bulawayo Burning: The Social History of a Southern African City 1893-1960* (Woodbridge, 2010)

Primary Sources, Non-fiction, Films and Websites

- Ibbotson, P., 'Urbanisation in southern Rhodesia', *Africa* 16 (1946): 73-82
- Peter Abrahams, *Mine Boy* (1946)
- Clyde Mitchell's photographs of Kalela:
http://www.era.anthropology.ac.uk/Kalela/Mitchell_Photo/
- Film: *The Boy Kumasenu* - Access through Colonial Film Archive:
<http://www.colonialfilm.org.uk/node/332>

Class 8: Land and environment, Tuesday 1 November **With Liz Watson, Geography, eew1000@cam.ac.uk**

Land has long been one of the most contentious areas of politics in Africa, and the environment is a key domain in which political struggles play out. The seminar covers some of the classic debates about land and environment in Africa: how enduring myths of environmental degradation have influenced development policy and practice; the nature of land tenure reform; and the role of customary and/or group tenure in future environmental management. The seminar pays attention to how tenure and environment intersect with gender and other axes of social difference, and asks what difference the context of large-scale land acquisitions or 'land grabs' today makes – or should make – to debates about land.

Questions for discussion

- Why have myths of environmental degradation proved so resilient in Africa?
- To what extent is land titling the answer to the perceived problems of land degradation and enduring poverty?
- To what extent, and how, could customary tenure be a basis for successful development policy?

- How does a focus on gender, or 'land grabs' change the ways in which answers to the above questions are formulated? What does this reveal about the role of research in environment and development policy?

Seminar readings

Degradation (read either starred items; the Hardin is for information)

*Fairhead, J. and M. Leach, 'False forest history, complicit social analysis: Rethinking some West African environmental narratives', *World Development* 23 (1995): 1023-1035

*Leach, M. and R. Mearns, *The Lie of the Land: Challenging Received Wisdom on the African Environment* (Oxford, 1996), Introduction

Hardin, G., 'The tragedy of the commons', *Science* 162 (1968): 1243-1248.

Tenure reform and titling (read either starred items)

*Musembi, C., 'De Soto and land relations in rural Africa: breathing life into dead theories about property rights', *Third World Quarterly* 28 (2007): 1457-1478.

*Platteau, J.-P., 'The evolutionary theory of land rights as applied to sub-Saharan Africa: A critical assessment', *Development and Change* 27 (1996): 29-86

Peters, P.E., 'Inequality and social conflict over land in Africa', *Journal of Agrarian Change* 4 (2004): 269-314

Group tenure/customary tenure/practice

Whitehead, A. and D. Tsikata, 'Policy discourses on women's land rights in sub-Saharan Africa: The implications of the re-turn to the customary' in S. Rasavi (ed), *Agrarian Change, Gender and Land Rights* (Oxford, 2003). (Also published in *Journal of Agrarian Change*, 2003, volume 3).

Hodgson, D. and R.A. Schroeder, 'Dilemmas of counter-mapping community resources in Tanzania' *Development and Change*, 33 (2002): 79-100.

Peters, P.E., 'Conflicts over land and threats to customary tenure in Africa'. *African Affairs* (2013): 1-20

Klopp, J.M., 'Deforestation and democratization: patronage, politics and forests in Kenya', *Journal of Eastern African Studies* 6 (2012): 351-370

Further readings

Adams, M., B. Cousins, and S. Manona, 'Land tenure and economic development in South Africa: Constraints and Opportunities', *ODI Working Paper* 125 (1999), 35

Adger, W.N., T. Benjaminsen, K. Brown, and H. Svarstad, 'Advancing a political ecology of global environmental discourses', *Development and Change* 32 (2001): 681-715

Amanor, K.S., 'Introduction: Land and Sustainable Development Issues in Africa' in K.S. Amanor and S. Moyo (eds), *Land and Sustainable Development in Africa* (London, 2008), 1-32

Anderson, D.M., 'Depression, dust bowl, demography, and drought: The colonial state and soil conservation in East Africa during the 1930s', *African Affairs* 83 (1984): 321-344

Bassett, T.J., 'Introduction' in T.J. Bassett and D.E. Crummey (eds), *Land in African Agrarian Systems* (Madison, 1993)

Berry, S., 'Access, control and use of resources in African agriculture: An introduction', *Africa* 59 (1989): 1-5

- Brownhill, L., *Land, Food, Freedom: struggles for the gendered commons in Kenya, 1870 to 2007* (Trenton, NJ, 2009)
- Bruce, J. 'Community forestry – rapid appraisal of tree and land tenure' FAO Community Forestry Note 5' (1989) <http://www.fao.org/docrep/006/t7540e/T7540E00.HTM>
- Bruce, J.W., 'Do indigenous tenure systems constrain agricultural development?' in T.J. Bassett and D.E. Crummey (eds), *Land in African Agrarian Systems* (Madison, 1993)
- Catley, A., J. Lind, and I. Scoones (eds), *Pastoralism and Development in Africa: Dynamic Change at the Margins* (London, 2013)
- Colson, E., 'The impact of the colonial period on the definition of land rights' in V. Turner (ed), *Colonialism in Africa, 1870-1960, vol 3.* (Cambridge, 1971), 193-215
- De Soto, H., *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else* (London, 2001)
- De Wit, P. and S. Norfolk, *Recognizing Rights to Natural Resources in Mozambique: Brief for the Rights and Resources Initiative* (2010)
http://www.rightsandresources.org/documents/files/doc_1467.pdf
- Deininger, K. and G. Feder, 'Land registration, governance, and development: Evidence and implications for policy', *World Bank Research Observer* 24 (2009): 233-266
- Fairhead, J. and M. Leach, *Misreading the African Landscape: Society and ecology in a forest-savanna mosaic* (Cambridge, 1996)
- Hodgson, D. and R.A. Schroeder, 'Dilemmas of counter-mapping community resources in Tanzania', *Development and Change* 33 (2002): 79-100
- Kanyinga, K., O. Lumumba, and K.S. Amanor, 'The struggle for sustainable land management and democratic development in Kenya: A history of greed and grievances' in K.S. Amanor and S. Moyo (eds), *Land and Sustainable Development in Africa* (London, 2008), 100-126
- Leach, M., R. Mearns, and I. Scoones, 'Environmental entitlements: A framework for understanding the institutional dynamics of environmental change' *IDS Discussion Paper* 359 (1997)
- Lesorogol, C.K., 'Transforming institutions among pastoralists: Inequality and land privatization', *American Anthropologist* 105 (2003): 531-541
- MacKenzie, F., *Land, Ecology and Resistance in Kenya, 1880-1952* (Edinburgh, 1998)
- Rocheleau, D. and D. Edmunds, 'Women, men and trees: Gender, power and property in forest and agrarian landscapes', *World Development* 25 (1997): 1351-1371
- Toulmin, C. and J. Quan (eds), *Evolving Land Rights, Policy and Tenure in Africa* (London, 2000)
- West, H.G. and S. Kloeck-Jenson, 'Betwixt and between: "Traditional authority" and democratic decentralization in post-war Mozambique', *African Affairs* 98 (1999): 455-484
- Wilkinson, A. and M. Leach, 'Briefing: Ebola – myths, realities, and structural violence', *African Affairs* (2014): 1-14
- World Bank, *Sub-Saharan Africa: From Crisis to Sustainable Growth* (Washington, 1989)

Non-fiction, websites and films

Land Rush <http://topdocumentaryfilms.com/land-rush/>

Where Water is Life and Milk is Food, Carsten Sørensen

Based on research by Tor A Benjaminsen, Norwegian University of Life Sciences

<http://www.uv.uio.no/om/organisasjon/adm/ffs/unimedia/produksjoner/timbuktu-dokumentarene.html#english>

Second Nature – film about Fairhead and Leach work on deforestation

<https://www.youtube.com/watch?v=TgsRnGml3UU>

Class 9: Humanitarianism and aid, Thursday 3 November With Yolana Pringle, CRASSH, yolana.pringle@gmail.com

Humanitarianism has a long and complex history that is closely aligned with the history of European colonialism. Today's modern professionalised humanitarian industry can be traced back through missionary relief work in Africa, the rise of colonial development schemes, international campaigns to save the 'Third World', and increasingly virulent critiques of humanitarianism and humanitarian intervention since the mid-1990s. This seminar aims to tease out distinctions between development and humanitarianism, and to consider the consequences of action. What have been the ethical implications of humanitarianism? How has the current landscape of humanitarianism and aid been shaped by decades of intervention? How has humanitarianism shaped, and in turn been shaped by, local cultural processes, institutions, and actors?

Questions for discussion

- Is humanitarianism just an updated version of the colonial 'white man's burden'?
- Does humanitarian aid do more harm than good?
- Can humanitarianism ever be non-political?

Seminar readings

D'Arcy, M., 'Non-state actors and universal services in Tanzania and Lesotho: State-building by Alliance', *Journal of Modern African Studies* 51 (2013): 219-47

Lischer, S.K., 'Collateral damage: Humanitarian assistance as a cause of conflict', *International Security* 28 (2003): 79-109

McKay, R., 'Afterlives: Humanitarian histories and critical subjects in Mozambique', *Cultural Anthropology* 27 (2012): 286-309

Natsios, A.S., 'Humanitarian relief interventions in Somalia: The economics of chaos', *International Peacekeeping* 3 (1996): 68-91

Orji, N., 'Faith-based aid to people affected by conflict in Jos, Nigeria: An analysis of the role of Christian and Muslim organizations', *Journal of Refugee Studies* 24 (2011): 473-92

Oloka-Onyango, J. and J.J. Barya, 'Civil society and the political economy of foreign aid in Uganda', *Democratization* 4 (1997): 113-38

Pérouse de Montclos, M.-A., 'Humanitarian aid and the Biafra War: Lessons not learned', *Africa Development* 34 (2009): 69-82

Further readings

Adelman, H., 'The use and abuse of refugees in Zaire', in S.J. Stedman and F. Tanner (eds), *Refugee Manipulation: War, Politics, and the Abuse of Human Suffering* (Washington DC, 2003)

Adepoju, A., 'The dimensions of the refugee problem in Africa', *African Affairs* 81 (1982): 21-35

- Anderson, M., “‘You save my life today, but for what tomorrow?’: Some moral dilemmas of humanitarian aid’, in J. Moore (ed), *Hard Choices: Moral Dilemmas in Humanitarian Intervention* (Oxford, 1998)
- Barnett, M., *Empire of Humanity: A History of Humanitarianism* (Ithaca, 2011)
- De Waal, A., *Famine Crimes: Politics and the Disaster Relief Industry in Africa* (Oxford, 1997)
- Chandler, D.G., ‘The road of military humanitarianism: How the human rights NGOs shaped a new humanitarian agenda’, *Human Rights Quarterly* 23 (2001): 678-700
- Daley, P., ‘Rescuing African bodies: Celebrities, consumerism and neoliberal humanitarianism’, *Review of African Political Economy* 41 (2013): 375-93
- Desgrandchamps, M.-L., “‘Organising the unpredictable’’: The Nigeria-Biafra war and its impact on the ICRC’, *International Review of the Red Cross* 94 (2010): 1409-32
- Duffield, M., ‘The political economy of internal war: Asset transfer and the internationalisation of public welfare in the Horn of Africa’, in J. Macrae and A. Zwi (eds), *War and Hunger: Rethinking International Responses to Complex Emergencies* (London, 1994)
- Duffield, M., ‘Aid and complicity in Sudan: The case of war displaced southerners in the northern Sudan’, *Journal of Modern African Studies* 40 (2002): 83-104
- Duffield, M., ‘The symphony of the damned: Racial discourse, complex political emergencies and humanitarian aid’, *Disasters* 20 (1996): 173-93
- Jok, J.M., ‘Information exchange in the disaster zone: Interaction between aid workers and recipients in South Sudan’, *Disasters* 20 (1996): 206–15
- Karim, A., Duffield, M., Jaspars, S., Benini, A., Macrae, J., Bradbury, M., Johnson, D. and G. Larbi, *Operation Lifeline Sudan (OLS): A Review*, Geneva: Department of Humanitarian Affairs (1996). Available at: <http://www.alnap.org/node/2454.aspx>. Full report available at: <http://www.sudanarchive.net/>
- Keen, D., ‘A disaster for whom?: Local interests and international donors during famine among the Dinka of Sudan’, *Disasters* 15 (1991): 58-73
- Macrae, J., ‘The death of humanitarianism? An anatomy of the attack’, *Disasters* 22 (1998): 309-17
- Malkki, L., ‘Speechless emissaries: Refugees, humanitarianism, and dehistoricization’, *Cultural Anthropology* 11 (1996): 377–404
- Marriage, Z., *Challenging Aid in Africa. Principles, Implementation, and Impact* (London, 2006)
- Marriage, Z., *Not Breaking the Rules. Not Playing the Game. International Assistance to Countries at War* (London, 2006)
- Marriage, Z., ‘The comfort of denial: External assistance in Southern Sudan’, *Development and Change* 37 (2006): 479-500
- Moyo, D., *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa* (London, 2009)
- Mwagiru, M., *Conflict in Africa: Theory, Processes and Institutions of Management*, (Nairobi, 2006)

Oloka-Onyango, J., 'Plight of the larger half: Human rights, gender violence and the legal status of refugee and internally displaced women in Africa', *Journal of International Law and Policy* 24 (1995): 349-89

Pottier, J., 'Relief and repatriation: Views by Rwandan refugees; lessons for humanitarian aid workers', *African Affairs* 95 (1995): 403-29

Rieffer-Flanagan, B.A., 'Is neutral humanitarianism dead? Red Cross neutrality: Walking the tightrope of neutral humanitarianism', *Human Rights Quarterly* 31 (2009): 888-915

Saliu, H.A., 'Nigeria and peace support operations: Trends and policy implications', *International Peacekeeping* 7 (2007): 105-119

Scott-Smith, T., 'Control and biopower in contemporary humanitarian aid: The case of supplementary feeding', *Journal of Refugee Studies* 28 (2014): 21-37

Slim, H., 'Relief agencies and moral standing in war: Principles of humanity, neutrality, impartiality and solidarity', *Development in Practice* 7 (1997): 342-352

Stewart, F. and E. Samman, 'Food aid during civil war: Conflicting conclusions derived from alternative approaches', in *War and Underdevelopment*, vol 1: *The Economic and Social Consequences of Conflict* (Oxford University Press, 2000)

Tangri, R. and A.M. Mwenda, 'Politics, donors and the ineffectiveness of anti-corruption institutions in Uganda', *Journal of Modern African Studies* 44 (2006): 101-24

Uvin, P., *Aiding Violence: The Development Enterprise in Rwanda* (West Hartford, 1998)

Class 10: Gender and popular culture, Tuesday 8 November
With Andrea Grant, CAS, amg68@cam.ac.uk

This seminar considers the relationship between gender and popular culture in Africa. Popular culture has often been considered an important space of the 'unofficial' wherein things that normally cannot be said are able to find expression. Yet, popular songs, fiction, and even mobile phone usage reflect and produce particular understandings of gender and sexuality. Using case studies from across the continent, we will consider how popular culture creates new understandings of masculinity, femininity, and queerness, and yet also how they are shaped by the past. We will also consider how particular social, political, and economic contexts shape 'popular' understandings of gender and sexuality.

Questions for discussion

- Does popular culture merely reflect or produce particular understandings of masculinity, femininity, and queerness?
- Does genre matter?
- What is the relationship between popular culture, gender, and politics?

Seminar readings

Archambault, J., 'Cruising through uncertainty: Cell phone and the politics of display and disguise in Inhambane, Mozambique', *American Ethnologist* 40 (2013): 88- 101

Barber, K., 'Popular arts in Africa', *African Studies Review* 30 (1987): 1-78

Eisenberg, A.J., 'Hip-hop and cultural citizenship on Kenya's "Swahili Coast"', *Africa* 82 (2012): 556-578

Gunner, L., 'Soft masculinities, isicathamiya and radio', *Journal of Southern African Studies* 40 (2014): 343-360

Hendriks, T., 'SIM cards of desire: Sexual versatility and the male homoerotic economy in urban Congo', *American Ethnologist* 43 (2014): 230-242

Ligaga, D., 'Mapping emerging constructions of Good Time Girls in Kenyan popular media', *Journal of African Cultural Studies* 26 (2014): 249-261

Ogola, G., 'Popular culture and politics: *Whispers* and the "dramaturgy of power" in Kenya', *Social Identities* 11 (2005): 147-160

Further readings

Askew, K., *Performing the Nation: Swahili Music and Cultural Politics in Tanzania* (Chicago, 2002)

---., 'Female circles and male lines: Gender dynamics along the Swahili Coast', *Africa Today* 46 (1999): 67-102

Ballantine, C., 'Gender, migrancy and South African popular music in the late 1940s and the 1950s', *Ethnomusicology* 44 (2000): 376-407

Barber, K., *The Generation of Plays: Yoruba Popular Life in Theatre* (Bloomington, 2000)

---. (ed.), *Readings in African Popular Culture* (Bloomington, 1997) [selections]

Becker, H., 'Anthropology and the study of popular culture: A perspective from the southern tip of Africa', *Research in African Literatures* 43 (2012): 17-37

Cole, J., *Sex and Salvation: Imagining the Future in Madagascar* (Chicago, 2010)

Coplan, D., *In Township Tonight! South Africa's Black City, Music and Theatre* (Johannesburg, 1985)

Furniss, G., 'Video and the Hausa novella in Nigeria', *Social identities* 11 (2005): 89-112

Gilman, L., *The Dance of Politics: Gender, Performance, and Democratization in Malawi* (Philadelphia, 2009)

Haynes, J., 'Political critique in Nigerian video films', *African Affairs* 105 (2006): 511-533

Larkin, B., 'Indian films and Nigerian lovers: Media and the creation of parallel modernities', *Africa* 67 (1997): 406-440 [Also published in Newell, S. (ed), *Readings in African Popular Fiction*, (Oxford, 2002)]

Newell, S. (ed), *Readings in African Popular Fiction* (London, 2002)

Newell, S. and O. Okome, *Popular Culture in Africa: The Episteme of the Everyday* (London, 2013)

Nyamnjoh, F., *Africa's Media, Democracy and the Politics of Belonging* (London, 2005)

Pype, K., *The Making of the Pentecostal Melodrama: Religion, Media and Gender in Kinshasa* (New York, 2012)

---., 'Fighting boys, strong men and gorillas: Notes on the imagination of masculinities in Kinshasa', *Africa* 77 (2007): 250-271

Shipley, J.W., *Living the Hiplife: Celebrity and Entrepreneurship in Ghanaian Popular Music* (Durham, 2013)

Simone, A., 'Some reflections on making popular culture in urban Africa', *African Studies*

Review 51 (2008): 75-89

Weiss, B., *Street Dreams and Hip Hop Barbershops: Global Fantasy in Urban Tanzania* (Bloomington, 2009)

Novels and Films

Living in bondage, directed by Chris Opi Rapu (Nigeria, 1992)

Music is the weapon, directed by Jean-Jacques Flori and Stephané Tchagadjieff (France/Nigeria, 1982) [About Fela Kuti] Available on Vimeo.

Benda Bilili!, directed by R. Barret & F. de La Tullaye (Congo, 2010)

Class 11: Health and healing, Thursday 10 November With Yolana Pringle, CRASSH, yolana.pringle@gmail.com

The African continent has some of the worst health outcomes in the world. In order to understand this, we need to look at issues of poverty, migration, poor health infrastructure, shortages of health-care workers and drugs, and cultural understandings of health and healing. We also need to be sensitive to the ways in which Africa's disease environment has been shaped by international interventions, particularly since the late nineteenth century, and consider the far-reaching effects of structural adjustment policies since the 1980s. This seminar seeks to examine some of the main challenges facing healthcare service providers in Africa. How are health issues understood? And why has health become central to understandings of development in Africa?

Questions for discussion

- How can we account for inequalities in health and health outcomes across Africa?
- To what extent are health and healing matters of social relations?
- What are the challenges of developing context-sensitive responses to health problems?

Seminar readings

Abramowitz, S.A., 'Trauma and humanitarian translation in Liberia: The tale of Open Mole', *Culture, Medicine and Psychiatry* 34 (2010): 353-379

Allen, T. and S. Heald, 'HIV/AIDS policy in Africa: What has worked in Uganda and what has failed in Botswana?', *Journal of International Development* 16 (2004): 1141-1154

Langwick, S., 'Devils, parasites, and fierce needles: Healing and the politics of translation in southern Tanzania', *Science, Technology & Human Values* 32 (2007): 88-117

Livingston, J., 'Suicide, risk, and investment in the heart of the African miracle', *Cultural Anthropology* 24 (2009): 652-80

Muyinda, H. and J. Mugisha, 'Stock-outs, uncertainty and improvisation in access to healthcare in war-torn Northern Uganda', *Social Science & Medicine* 146 (2015): 316-23

Obeng-Odoom, F., 'Ill health unleashed? Cities and municipal services in Ghana', *Review of African Political Economy* 38 (2011): 43-60

Schoepf, B.G. et al., 'Theoretical therapies, remote remedies: SAPs and the political ecology of poverty and health in Africa', in J.Y. Kim et al. (eds), *Dying for Growth. Global Inequality and the Health of the Poor* (Common Courage Press, 2000)

Further readings

Bledsoe, C., *Contingent Lives: Fertility, Time, and Aging in West Africa* (Chicago, 2002)

- Doyle, S., *Before HIV: Sexuality, Fertility and Mortality in East Africa* (Oxford, 2013)
- Fairhead, J., Leach, M. and M. Small, 'Where techno-science meets poverty: Medical research and the economy of blood in the Gambia, West Africa', *Social Science & Medicine* 63 (2006): 1109-20
- Foley, E.E., 'Overlaps and disconnects in reproductive health care: Global policies, national programs, and the micropolitics of reproduction in northern Senegal', *Medical Anthropology* 26 (2007): 323-5
- Geissler, W., "Kachinja are coming!": Encounters around medical research work in a Kenyan village', *Africa* 75 (2005): 173-202
- Ghobarah, H.A., Huth, P. and B. Russett, 'Civil wars kill and maim people—long after the shooting stops', *American Political Science Review* 97 (2003): 189-202
- Hunt, N.R., *Colonial Lexicon of Birth: Ritual, Medicalization and Mobility in the Congo* (Durham, 1999)
- Iiffe, J., *The African Aids Epidemic: A History* (Athens, 2006)
- Kaler, A., 'Health interventions and the persistence of rumour: The circulation of sterility stories in African public health campaigns', *Social Science & Medicine* 68 (2009): 1711-9
- Kalipeni, E. and J. Opong, 'The refugee crisis in Africa and implications for health and disease: a political ecology approach', *Social Science & Medicine* 46 (1998): 1637-53
- Kjekshus, H., *Ecology Control and Economic Development in East African History: The Case of Tanganyika, 1850-1950* (Oxford, 1977)
- Janzen, J., *The Quest for Therapy in Lower Zaire* (University of California Press, 1978)
- Langwick, S., *Bodies, Politics, and African Healing: The Matter of Maladies in Tanzania* (Bloomington, 2011)
- Livingston, J., *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic* (Durham, 2012)
- Marks, S., 'An epidemic waiting to happen? The spread of HIV/AIDS in South Africa in social and historical perspective', *African Studies* 61 (2002): 13-26
- Mbali, M., 'AIDS discourses and the South African state: Government denialism and post-apartheid AIDS policy-making', *Transformation: Critical Perspectives on Southern Africa* 54 (2004): 104-22
- Mbali, M., *South African AIDS Activism and Global Health Politics* (Basingstoke, 2013)
- McKay, R., 'Documentary disorders: Managing medical multiplicity in Maputo, Mozambique', *American Ethnologist* 39 (2012): 545-561
- Mwaura, P.N. and D.S. Parsitau, 'Perceptions of women's health and rights in Christian new religious movements in Kenya', in A. Adogame *et al.* (eds.), *African Traditions in the Study of Religion in Africa: Emerging Trends, Indigenous Spirituality and the Interface with Other World Religions* (Farnham, 2012)
- Packard, R.M., 'Roll back malaria, roll in development: The economic burden of malaria revisited', *Population and Development Review* 35 (2009): 53-87

Pfeiffer, J. and R. Chapman, 'Anthropological perspectives on structural adjustment and public health', *Annual Review of Anthropology* 39 (2010): 149-165

Prince, R.J. and R. Marsland, *Making and Unmaking Public Health in Africa: Ethnographic and Historical Perspectives* (Athens, 2013)

Thomas, L., *Politics of the Womb: Women, Reproduction and the State in Kenya* (Berkeley, 2003)

Travis, K., 'Cancer in Africa: Health experts aim to curb potential epidemic', *Journal of the National Cancer Institute* 99 (2007): 1146-114

Turshen, M., *Privatizing Health Services in Africa* (New Brunswick, 1999)

Vaughan, M., *Curing Their Ills* (Palo Alto, 1992)

Van der Geest, S., 'User fees and drugs: What did the health reforms in Zambia achieve?', *Health Policy and Planning* 15 (2002): 59-65

White, L., 'They could make their victims dull': Genders and genres, fantasies and cures in colonial southern Uganda', *The American Historical Review* 100 (1995): 1379-402

Whyte, S.R., 'The publics of the new public health: Life conditions and "lifestyle diseases" in Uganda', in R.J. Prince and R. Marsland (eds), *Making and Unmaking Public Health in Africa: Ethnographic and Historical Perspectives* (Ohio University Press, 2015)

Class 12: Violence, Tuesday 15 November

With Adam Branch, POLIS, arb209@cam.ac.uk and George Bob-Milliar, African Studies Fellow,

Africa is often portrayed in the international media as a terrain of extreme violence and humanitarian crisis. This class historicizes and theorizes political violence in Africa, asking how it has been used to establish and contest power. We explore competing explanations of violence, including colonial legacies, Cold War dynamics, natural resource pressures, and ethnic and religious divisions. We reflect critically on these accounts, as well as on the international interventions claiming to resolve African conflicts.

Questions for discussion

- Has violence been an emancipatory force in African politics?
- Are there certain constants that have attended political violence in Africa throughout its colonial and post-colonial history?
- How has the international context contributed to the history of violence in Africa?

Seminar readings

Fanon, Franz, 'On Violence' in *The Wretched of the Earth* (trans. Richard Philcox), Grove Press, 1963

Reno, William, *Warfare in independent Africa*, Cambridge UP, 2011: Ch. 1

Mkandawire, Thandika, 'The Terrible Toll of Post-Colonial "Rebel Movements" in Africa: Towards an Explanation of the Violence against the Peasantry', *Journal of Modern African Studies* 40, no. 2 (2002): 181-215

Fisher, Jonathan and David M. Anderson, 'Authoritarianism and the securitization of development in Africa', *International Affairs* 91, no. 1 (2015): 131-151

Mamdani, Mahmood, *When Victims Become Killers*, Princeton UP, 2001, Ch. 7

Branch, Adam, *Displacing Human Rights: War and Intervention in Northern Uganda*, Oxford UP: Introduction, Ch. 1

Collier, P and Hoeffler, A (2004) "On the Incidence of Civil War in Africa." *Journal of Conflict Resolution* 46: 13

Further readings

Abdullah, Ibrahim, "Bush Path to Destruction: The Origin and Character of the Revolutionary United Front/Sierra Leone," *Journal of Modern African Studies* (1998).

Abrahamsen, Rita, 'Blair's Africa: The Politics of Securitization and Fear', *Alternatives* 30, no. 1 (2005): 55-80

Anderson, David M. and Jacob McKnight, 'Kenya at war: Al-Shabaab and its enemies in Eastern Africa', *African Affairs* 114, no. 454 (2015): 1-27

Bachmann, Jan and J. Hönke, "'Peace and Security" as Counterterrorism? The Political Effects of Liberal Interventions in Kenya', *African Affairs* 109, no. 434 (2010): 97-114

Boas, Morten and Kevin Dunn (eds.), *African Guerrillas: Raging Against the Machine* (2007): Chapters 1, 2, Afterword.

Branch, Adam, *Displacing Human Rights: War and Intervention in Northern Uganda*, Oxford University Press, 2011

Cabral, Amílcar, 'Brief Analysis of the Social Structure in Guinea' (1964), pp. 46-61 in *Revolution in Guinea*, stage 1, 1974; and 'The Weapon of Theory' (1966), pp. 119-137 in *Unity and Struggle*, Monthly Review Press, 1979

Chauveau, J-P. & Richards, P. West African insurgencies in agrarian perspective: Côte d'Ivoire and Sierra Leone compared' *Journal of Agrarian Change* 8 (2008): 515-52

Duffield, Mark, *Global Governance and the New Wars: The Merging of Development and Security*, Zed Books, 2001

Fassin, Didier, 'Humanitarianism as a Politics of Life', *Public Culture* 19, no. 3 (2007): 499–520

Ferme, M. *The underneath of things: Violence, history, and everyday life in Sierra Leone*. (Berkeley, 2001)

Harrell-Bond, Barbara, 'Can Humanitarian Work with Refugees be Humane?', *Human Rights Quarterly* 24, no. 1 (2002): 51–85

Hutchinson, Sharon Elaine and Jok Madut Jok, "Sudan's Prolonged Second Civil War and the Militarization of Nuer and Dinka Ethnic Identities," *African Studies Review* (1999).

Isaacman, Allen, 'Peasants and rural social protest in Africa', *African Studies Review* 33, no. 2 (1990): 1-120

Kagwanja, Peter Mwangi, "Facing Mount Kenya or Facing Mecca? The Mungiki, Ethnic Violence and the Politics of the Moi Succession in Kenya, 1987-2002," *African Affairs* (2003).

Lemarchand, R. *The dynamics of violence in central Africa* (Philadelphia, 2009)

Leopold, M. 'Violence in Contemporary Africa Reassessed', *African Affairs*, 104, no. 417 (2005), 685-95.

Malkki, Liisa, 'Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization',

Cultural Anthropology 11, no. 3 (1996): 377–404

Malkki, Liisa, *Purity and Exile: Violence, Memory, and National Cosmology among Hutu Refugees in Tanzania* (1995): Chapter 2.

Mamdani, Mahmood, *Saviors and Survivors: Darfur, Politics and the War on Terror*, Pantheon, 2010, Ch. 2, conclusion

McGovern, M. 'Writing about conflict in Africa' *Africa* 81 (2012): 314-330

Menkhaus, Ken, 'Somalia: "They Created a Desert and Called it Peace(building)," ' *Review of African Political Economy* 36, no. 120 (2009): 223-233

Menkhaus, Kenneth, 'Governance without Government in Somalia: Spoilers, State- Building, and the Politics of Coping', *International Security* 31, no. 3 (2007): 74-106

Pratten, David, ed., 'Perspectives on vigilantism in Nigeria', *Africa*, 2008

Prunier, Gerard, *The Rwanda Crisis: History of a Genocide* (1995): Chapter 1.

Reid, R. *War in pre-colonial eastern Africa: The patterns and meanings of state-level conflict in the nineteenth century* (Oxford, 2007)

Reno, Will, *Warlord Politics and African States* (1998): Chapters 2, 7.

Reyntjens, F. *The great African war: Congo and regional geopolitics, 1996-2006*, Cambridge: Cambridge University Press, 2009

Richards, P., ed. *No peace, no war: An anthropology of contemporary armed conflicts* (Oxford, 2005)

Richards, Paul, *Fighting for the Rain Forest: War, Youth, and Resources in Sierra Leone* (1996): Chapters 1, 2.

Straus, S. 'Wars do end! The changing face of violence in sub-Saharan Africa' *African Affairs* 111 (2012): 179-201

Straus, S. *The order of genocide* (London, 2006)

Uvin, Peter, *Aiding Violence: The Development Enterprise in Rwanda*, Kumarian Press, 1998

Young, Robert J. C., 'Fanon and the turn to armed struggle in Africa', *Wasafiri* 20, no. 44 (2005): 33–41

Zezeza, Paul Timbaye, 'The Causes and Costs of War in Africa: From Liberation Struggle to the "War on Terror"', in A. Nhema and P.T. Zezeza (eds.), *The Roots of African Conflicts: The Causes and Costs*, Ohio University Press, 2008.

Novels and Films

Adichie, C.N. *Half of a yellow sun* (Nigeria, 2006)

Andrzejewski, B.W. & Lewis, I.M. *Somali poetry: an introduction* (Somalia, 1964)

Beah, I. *A long way gone: memoirs of a child soldier* (Sierra Leone, 2007)

Farah, N. *Maps* (Somalia, 1986)

Hari, D. *The Translator* (Sudan, 2008)

Kourouma, A. *Allah is not obliged* (Cote d'Ivoire, 2006)

Sometimes in April Directed by Raoul Peck (Rwanda, 2005)

Ezra Directed by Newton I. Aduka (Nigeria, 2007) [About Sierra Leone]

Johnny Mad Dog Directed by Jean-Stéphane Sauvaire (Liberia, 2008)

Related Topics

[MPhil Course Lecturers](#)

[Submitting Essays](#)

[Examination Guidelines](#)

b) Option Courses

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

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 at 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) on a topic devised by you in consultation with your option course lecturer; 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. In all options, the essay is due on 3 April 2017. You must submit an essay on the approved topic, as variations are not permitted later. The option course essay counts for 20% of the final MPhil mark.

In 2016-17, a choice of three option courses is offered. Please note that there are only three places available on the **Christianity, Identity and Social Change in Africa** option.

Options running in 2016-17 are as follows:

Christianity, Identity and Social Change

Course Co-ordinator: Dr Emma Wild-Wood (ew273@cam.ac.uk) with Dr Jesse Zink (jz353@cam.ac.uk) and Michelle Liebst (mml36@cam.ac.uk)

Seminars will take place six times a term on **Monday, 2-4 pm**

Venue for Michaelmas term: Room 7, Faculty of Divinity

Venue for Lent term: Centre for African Studies meeting room, Alison Richard Building

This option takes an historical and anthropological approach to Christianity in Africa and beyond, examining its complex relations with changing social and political contexts. Emphasis is placed upon Christianity's popular expression rather than formal theology. A number of themes predominate: 1) the relation between Christianity and other world religions, the increase in social and political scale, and the differentiation of power structures that accompanied colonialism; 2) Christianity's enduring concern with the search for power, prosperity and fertility; 3) the creation of alternative religious models of liberation achieved through prayer, healing, community-building and personal renewal; 4) Christianity as a source of political legitimacy and means of popular mobilization; 5) religious conversion as a route to modernity, particularly through new forms of knowledge, literacy and schooling; 6) the contribution of religious ideas, practices and texts to the formation of new identities of class, gender, ethnicity, nation and religious communities that extend beyond the nation-state.

The option will be taught by studying shifting debates about religious movements in Africa. In the 1960s-80s scholars were concerned with the relationship between religion and nationalism. They examined the role of Christian independency in resistance to colonial rule and its involvement in nationalist mobilization. In the 1990s and 2000s, the focus shifted to consider the contribution of Christian groups to the formation of civil society and the rise of a public sphere, examining it as a source of democratization, development and new rights-based discourse. Other scholars have viewed so-called fundamentalist movements, Born-again Christianity/Pentecostalism, as vehicles of conservative American influence, or sought to examine them rather as creative local deployments of trans-regional ideologies that address social problems in post-colonial Africa. Most contemporary commentators have observed the increasing salience of religious idioms and ideas in political discourses as African populations and political leaders seek out new sources of legitimacy.

Michaelmas Term:

Key Debates, Sources and Methods in the Study of Christianity in Africa

Seminar 1: 10th October

Introduction: Approaches to the Study of Christianity – Emma Wild-Wood

Seminar 2: 17th October

Mission Archives outline: Word and Image (University of Southern California Mission Photography Archive and MUNDUS Gateway) – Michelle Liebst

Seminar 3: WEDNESDAY 26th October morning.

SOAS Archives: Official Missionary Archives – Michelle Liebst

Seminar 4: 31st October

Cambridge Centre for Christianity Worldwide (CCCW): Archives – Personal Missionary Papers – Jesse Zink

Seminar 5: 14th November

Debates about Conversion in Africa: Indigenous vs Alien Faiths – Emma Wild-Wood

Seminar 6: 28th November *Debates about Religious Authenticity:* Mission Christians vs Independents – Emma Wild-Wood

Michaelmas Term Reading List

Seminar 1: Approaches to the Study of Christianity

- J. Bialecki, N. Haynes, & J. Robbins: 'The Anthropology of Christianity', *Religion Compass* 2, 6 (2008)
- P. Landau, 'Religion and Christian Conversion in African History: A New Model', *The Journal Of Religious History*, 23, 1 (1999)
- D. Lindenfeld, 'Indigenous Encounters with Christian Missions in China and West Africa, 1800-1920', *Journal of World History*, 16, 3, (2005)
- T. Ranger, 'Religious Movements and Politics in Sub-Saharan Africa', *African Studies Review* (1986)

- 1) Terence Ranger's 1986 review remains enormously influential. How does he define religious movements? What types of movement does he discuss? Which theoretical and methodological approaches to religion interest him? How has he critiqued his own work in the light of these approaches?
- 2) Summarize Landau's argument about religion as a Western construct. What are the implications of this argument for the study of Christianity and Islam? Do you agree with Landau's contention?
- 3) What is 'anthropology of Christianity'? What are the drawbacks to this approach? Why has Christianity not been studied in as comparative a manner as Islam until recently?
- 4) What are the similarities and differences between Lindenfeld's comparative model of religious encounter and the anthropology of Christianity?

Seminar 2: Mission Archives online: Word and Image

University of Southern California Mission Photography Archive

<http://crcc.usc.edu/initiatives/imp/>

'Go to browse this section'

The Mundus Gateway to mission archives & resources

<http://www.mundus.ac.uk/links.html#uk>

General questions on the online archives:

1) What are the opportunities and drawbacks of digital searches?

Using the online archives:

1) Find an image, which you think was used for missionary propaganda for metropolitan supporters of mission. Print it and come prepared to discuss it.

2) Find an image, which you think tells us about an African response to mission. Print it and come prepared to discuss it.

3) Look at the missionary periodicals data base at Yale. What missions are under-represented? What kinds of data can you find in missionary periodicals?

4) Look at the Dictionary of African Christian Biography. Print out biographies of Jacob Coker and Solomon Zuze and come prepared to discuss them.

Photographic Sources

D. Maxwell, 2011. 'Photography and the Religious Encounter: Ambiguity and Aesthetics in Missionary Representations of the Luba of South East Belgian Congo', *Comparative Studies in Society and History*, 53. 1

C. Geary, 1991. "Missionary Photography: Private and Public Readings," *African Arts* 24, 4

P. Jenkins, 1993. "The Earliest Generation of Missionary Photographs in West Africa and the Portrayal of Indigenous People and Culture," *History in Africa* 20

C. Pinney, 2003. "Introduction," in C. Pinney and N. Peterson, (eds.) *Photography's other Histories*

Issues to consider:

1) To what extent did missionaries 'call the shots' in picture taking?

2) What can we learn about the missionary encounter from missionary images?

3) What can we learn about African societies from missionary images?

Written and Printed Sources

A. Johnston, 2003. *Missionary Writing and Empire, 1800-1860*

J. and J. L. Comaroff, 1992 *Of Revelation and Revolution*, vol I

J.D.Y Peel, 1996. 'Problems and Opportunities in an Anthropologist's Use of a Missionary Archive' in R. Bickers & R Seton (eds.), *Missionary Encounters: Sources and Issues*

J.D.Y Peel, 2000. *Religious Encounter and the Making of the Yoruba*.

J. Scott & G Griffiths (eds.) *Mixed Messages: Materiality, Textuality and Missions*.

Issues to consider:

1) Are missionary printed sources just discourses about missionaries (A. Johnstone)?

2) What are the most popular tropes used in missionary writing?

2) Outline the variety of missionary sources.

3) What ways does J.D.Y. Peel advance for reading missionary sources?

Seminar 5: SOAS Archives: Official Missionary Archives

D. Arnold and C. Shackle (eds.), *SOAS since the Sixties* (London, 2003), Chapter 7 on the SOAS archives (by Keith Webster and Rosemary Seton)

Karin Barber, 'Introduction: Hidden Innovators in Africa' in *Africa's Hidden Histories: Everyday History and Making the Self* (Bloomington, 2006)

Antoinette Burton, *Archive Stories: Facts, Fictions and the Writing of History* (Durham, 2005)

Carolyn Hamilton, *Refiguring the Archive* (Cape Town, 2002)

C. Northcott, *Glorious Company: one hundred and fifty years in the life and work of the London Missionary Society* (London, 1945)

D. Peterson and G. Macola, 'Introduction: Homespun Historiography and the Academic Profession' in *Recasting the Past: History Writing and Political Work in Modern Africa* (Athens, 2009)

A. Stoler, *Against the Archival Grain: Epistemic Anxieties and Colonial Commonsense* (Princeton, 2010)

Luise White (ed.), *African Words, African Voices: Critical Practices in Oral History* (Bloomington, 2002)

- 1) How is it possible to use official missionary society records and at the same time, read them 'against the archival grain' (Stoler)? What might this mean in very practical ways?
- 2) What is the value of informal or non-traditional archives in the study of World Christianities? How are these available to the researcher? What challenges are presented by using them?
- 3) How are missionary archives linked to larger institutional histories? Reflect in particular on the changing location and nomenclature of the 'London Missionary Society/Council for World Mission' records at SOAS.

Seminar 4: Henry Martyn Centre Archives –Personal Missionary Papers

The reading for seminar 4 will also be pertinent for this seminar.

Terry Barringer, 'Recordings of the Work of the Holy Spirit,' (ch14) in Kevin Ward and Emma Wild-Wood, *The East African Revival: History and Legacies* (Surrey, 2012).

Kevin Ward, 'Introduction' in Kevin Ward and Emma Wild-Wood, *The East African Revival: History and Legacies* (Surrey, 2012).

Joe Church, 'Forward' in *Quest for the Highest: An Autobiographical Account of the East African Revival* (Exeter, 1981).

<http://www.johncarverministries.org> particularly the pages

<http://www.johncarverministries.org/archives/index.cfm> and

<http://www.johncarverministries.org/about/references/AboutUs.pdf> in which the collection of archives is included in his faith testimony.

- 1) Who keeps their own personal papers and what might be their reasons for doing so?
- 2) How might different reasons for compiling an archive influence the use of the holdings? What is the value of informal archives in the study of World Christianities? How are these available to the researcher? What challenges are presented by using them?

Seminar 5: Debates about Conversion in Africa: Indigenous vs Alien Faiths

Brock, Peggy, Norman Etherington, Gareth Griffiths & Jacqueline Van Gent, *Indigenous evangelists and questions of authority in the British Empire, 1750-1940: First Fruits*. (Leiden, 2015). Introduction.

J. Comaroff and J. Comaroff, *Of Revelation and Revolution: Christianity, Colonialism and Consciousness in South Africa*, Volumes I and II (Chicago, 1991 and 1997), selected extracts.

N. Etherington, "Outward and Visible Signs of Conversion in Nineteenth-Century Kwazulu-Natal", *Journal of Religion in Africa* 32, 4 (2000): 422-439.

R. Horton, "African Conversion", *Africa*, 41 (1971): 85-108.

P. Landau, *The Realm of the Word: Language, Gender and Christianity in a Southern African Kingdom* (London, 1995), selected extracts.

J.D.Y. Peel, "Conversion and Tradition in Two African Societies: Ijebu and Buganda." *Past and Present* 77 (1977): 108-141.

JDY Peel, "For Who Hath Despised the Day of Small Things? Missionary Narratives and Historical Anthropology", *Comparative Studies in Society and History* 37, 3 (1995): 581-607.

D. Peterson, *Ethnic Patriotism and the East African Revival* (Cambridge, 2012), esp. 'Introduction'.

- 1) How does Robin Horton's theory of conversion Christianity and Islam account for the enduring importance of non-monotheistic religions?
- 2) Describe how the Comaroffs have described Tswana conversion to Christianity as a 'long conversation'. Refer to specific passages in either Volume I or II.
- 3) What is the substance of John Peel's critique of the Comaroffs? What are the potential drawbacks of an approach to African conversion to Christianity that focuses upon narrative and language?
- 4) What are the theoretical links and points of divergence between this older anthropological literature on conversion and the new body of scholarship in the area of 'the anthropology of Christianity'?

Seminar 6: Debates about Religious Authenticity - Mission Christians Vs. Independents

H.J. Becken (ed.), *Our Approach to the Independent Church Movement in South Africa* (Missiological Institute, Mapumulo, Natal, 1996).

J. Cabrita, *Text and Authority in the South African Nazaretha Church*, (New York, 2014).

N. Dirks, 'Colonialism and Culture' in *Colonialism and Culture* (Ann Arbor, 1992)

J. Fernandez, "African Religious Movements." *Annual Review of Anthropology* 7 (1978): 196-234.

A. Hastings, "From Agbebi to Diangienda, Independency and Prophetism" in Hastings, *The Church in Africa* (1996).

B. Jules-Rosette, "At the Threshold of the Millennium: Prophetic Movements and Independent Churches in Central and Southern Africa." *Archives de Sciences Sociales des Religions* 42, 99 (1997): 153-167.

P. Makhuba, *Who are the Independent Churches?* (Johannesburg, 1988)

D. Maxwell, "Historicizing Christian Independency: The Southern African Pentecostal Movement." *Journal of African History* 40, 3 (1999): 243-264.

B. Meyer, "Christianity in Africa: From African-Independent to Pentecostal-Charismatic Churches." *Annual Review of Anthropology* 33 (2004): 447-474.

V.L. Rafael, 'Confession, Conversion and Reciprocity in Early Tagalog Colonial Society' in *Colonialism and Culture* (Ann Arbor, 1992)

B. Sundkler, 'The Rise of the Independent Church Movement' in B. Sundkler, *Bantu Prophets in South Africa* (London, 1948).

H. Turner, "A Typology for African Religious Movements", *Journal of Religion in Africa*, 1, 1 (1967): 1-32.

- 1) How did the context of decolonization shape scholarship on and perceptions of independent Christianity?
- 2) In what ways were independent or spirit churches considered more 'authentic' than mission churches? What are the limitations/problems of this interpretation?
- 3) How did the turn to an anthropology and history of colonialism (e.g. Dirks & Rafael) shape subsequent scholarship that focused upon missionary history in Africa? In other words, how to account for the decline in interest in independent churches, and the rise in attention paid to missionary history? Cross-refer to the Comaroffs' *Of Revelation and Revolution* to answer this.

Lent Term:

Themes and Topics in the Study of Christianity in Africa

Seminar 1: 23th January

Christianity and Resistance Politics: Colonial states in Sub-Saharan Africa and popular Christian movements – Emma Wild-Wood

Seminar 2: 30th January

Missionary Science and Medicine: Knowledge formation and indigenous interlocutors – Michelle Liebst

Seminar 3: 13th February

Literacy and Christianity: Missionary translations, vernacular grammars and the formation of ethnic and national identities – Emma Wild-Wood

Seminar 4: 27th February

Transatlantic Christianities: The Ethiopian movement and AME church; early Pentecostal movements in Africa and emergence of 'spirit', 'praying' and healing churches – Jesse Zink

Seminar 5: 6nd March

Church and Decolonization in Africa: The creation of an indigenous clergy and conflicts between church and state – Emma Wild-Wood

Seminar 6: 13th March

Theology, Global Christianity in post-Colonial Africa: The role of Pentecostal Christianity in a post-independence and increasingly globalized African continent – Jesse Zink

Lent Term Reading List

Seminar 1: Christianity and Resistance Politics in Africa

J. Comaroff, *Body of Power, Spirit of Resistance: The Culture and History of a South African People* (Chicago, 1985), Chapter Six.

J. Iliffe, "The Organization of the Maji Maji Rebellion," *The Journal of African History*, 8, 3 (1967): 495-512.

D. Magaziner, *The Law and the Prophets: Black Consciousness in South Africa, 1968-1977* (Athens, 2010)

T. Ranger, "Connexions Between Primary Resistance Movements and Modern Mass Nationalism in East and Central Africa, Part I", *Journal of African History*, 9, 3 (1968): 437-453.

T. Ranger, "Religious Movements and Politics in Sub-Saharan Africa", *African Studies Review*, 29, 2 (1986): 1-69

M. Schoffeleers, "Ritual Healing and Political Acquiescence: The Case of the Zionist Churches in South Africa", *Africa*, 60, 1 (1991): 1-25.

G. Shepperson and T. Price, *Independent African: John Chilembwe and the Origins, Setting and Significance of the Nyasaland Native Rising of 1915* (London, 1958), selected extracts.

K. Fields, *Revival and Rebellion in Colonial Central Africa* (1985), selected extracts.

R. Edgar, "The Prophet Motive: Enoch Mgijima, the Israelites and the Background to the Bulhoek Massacre", *International Journal of African Historical Studies*, 15, 3 (1982): 401-422.

- 1) What is Ranger's argument regarding Christianity and nationalism in modern Africa?
- 2) Can healing be said to be a political act? Describe the case for this thesis (Comaroff) and the case against it (Schoffeleers).
- 3) Many of the authors of the above texts draw a distinction between implicit religious resistance (e.g. healing rituals) and explicit resistance (e.g. political activism) that is fuelled by religious beliefs. What are the possible drawbacks of this binary approach?

Seminar 2: Missionary Science and Medicine - Knowledge formation and indigenous interlocutors

J. Cinnamon, 2006. "Missionary Expertise, Social Science, and the Uses of Ethnographic Knowledge in Colonial Gabon," *HIA* 33

P. Forster, 1989. *T. Cullen Young: Missionary and Anthropologist*

P. Harries, 2005. 'Anthropology' in N. Etherington (ed.) *Missions and Empire, The Oxford History of the British Empire Companion Series*

P. Harries, 2007. *Butterflies and Barbarians: Swiss Missionaries and Systems of Knowledge in Southeast Africa*

- J.M. Janzen, 1972. 'Laman's Congo Ethnography: Observations on Sources, Methodology, and Theory', *Africa*, 42
- N Rose Hunt, 1999. *Colonial Lexicon of Birth Ritual, Medicalization, and Mobility in the Congo*. Durham, NC: Duke University Press.
- J Livingston, 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Duke University Press.
- D. N. Livingstone, 2005. 'Scientific inquiry and the missionary enterprise' in R. Finnegan (ed.) *Participating in the Knowledge Society: Researchers beyond University Walls*.
- J. MacKenzie, 2003. 'Missionaries, Science, and the Environment in Nineteenth-Century Africa' in A. Porter (ed.) *The Imperial Horizons of British Protestant Missions, 1880-1914*
- D. Maxwell and P. Harries (eds.) *The Spiritual in the Secular. Missionaries and Knowledge about Africa*
- D. Peterson, 1999. 'Translating the Word: Dialogism and Debate in Two Gikuyu Dictionaries', *JRH*, 1
- D. Peterson, 2004. *Creative Writing. Translation, Book keeping and the Work of the Imagination in Colonial Kenya*
- H. Tilly with R. Gordon (ed.) 2007. *Ordering Africa: Anthropology, European Imperialism and the Politics of Knowledge*

- 1) Why did missionaries engage in scientific about African societies?
- 2) In what ways did their methods differ from travellers and early secular ethnographers?
- 3) Why were missionary anthropologists marginalized by professional anthropology from the 1930s onwards?

Seminar 3: Literacy and Christianity

- K. Barber (ed.), *Africa's Hidden Histories: Everyday Literacy and Making the Self* (Bloomington, 2006), especially 'Introduction'.
- C. Muller, "Making the Book, Performing the Words of Izihlabelo zamaNazaretha", in Draper (ed), *Orality, Literacy and Colonialism in Southern Africa* (2003): 91-110.
- N. Etherington, "Education and Medicine", in N. Etherington (ed.), *Missions and Empire* (Oxford, 2005), 261-284.
- I. Hofmeyr, 'John Bunyan Luthuli: African Mission Elites and The Pilgrim's Progress' in I. Hofmeyr, *The Portable Bunyan: A Transnational History of the Pilgrim's Progress* (Princeton, 2004), 113-136.
- T. Kirsch, *Spirits and Letters: Reading, Writing and Charisma in African Christianity* (Oxford, 2008)
- P. Landau, "Language" in N. Etherington (ed), *Missions and Empire* (Oxford, 2005): 194-215.
- D. Maxwell, "Sacred History, Social History: Traditions and Texts in the Making of a Southern African Transnational Religious Movement", *Comparative Studies in Society and History*, 43, 3 (2001): 502-524.
- J.D.Y. Peel, "For Who Hath Despised the Day of Small Things? Missionary Narratives and Historical Anthropology", *Comparative Studies in Society and History* 37, 3 (1995): 581-607.
- D. Peterson, *Creative Writing: Translation, Bookkeeping and the Work of the Imagination in Colonial Kenya* (Portsmouth, N.H, 2004).
- 1) How did/do African Christians use the Bible to articulate new forms of religious subjectivity and selfhood (Peel, Peterson, Muller, Maxwell)?
 - 2) In what ways do African Christians challenge the distinction between literacy and orality in their use of sacred texts? (Muller, Kirsch) Do you think that 'performance' is a valid concept to apply to biblical reception and interpretation?
 - 3) Account for the impact and influence of missionary education in the affairs of post-colonial African states (Hofmeyr, Etherington)

Seminar 4: Transatlantic Christianities - The Ethiopian movement and African Methodist Episcopal Church

- J. Campbell, *Songs of Zion. The African Methodist Episcopal Church in the United States and South Africa* (1995)
- J. Campbell, 'African American Missionaries and the Colonial State: The AME Church in South Africa' in Hansen and Twaddle (eds.), *Christian Missionaries* (2002)
- N. Cook, 'Church and State in Zambia: the case of the African Methodist Episcopal Church' in Fashole-Luke, *Christianity in Independent Africa* (1978)
- J. Campbell, Songs N. Etherington, *Preachers, Peasants and Politics in South East Africa 1835-1880* (1978)
- A. Hastings, 'John Lester Membe' in T. Ranger & J. Weller (eds.), *Themes in the Christian History of Central Africa* (1978)
- A. Hastings, *The Church in Africa, 1450-1950* (1994)
- E. Isichei, *A History of Christianity in Africa. From Antiquity to the Present* (1995)
- J. McCracken, *Politics and Christianity in Malawi, 1875-1940 the Impact of the Presbyterian Mission in the Northern Province*
- J. Mutero Chirenje, *Ethiopianism and Afro-Americans in Southern Africa, 1883-1916* (1987)
- B. Sundkler, *Bantu Prophets in South Africa* (1948. (2nd edn., 1961).
- M. West, 'Ethiopianism and Colonialism: The African Orthodox Church in Zimbabwe' In Hansen and Twaddle (eds.), *Christian Missionaries* (2002)

The first generation of so-called independent churches, known as Ethiopian churches, often looked very much like the mission churches they had broken away from. Others had links with Afro-American missionaries.

- 1) Why did they secede?
- 2) To what extent were they 'independent'?
- 3) In what sense were they political?
- 4) Why were their African leaders continually frustrated?
- 5) Why were Ethiopian Churches feared by colonial states?
- 6) What was the significance of links with the US in terms of material and cultural resources and in terms of the African imagination?

Seminar 5: Church and Decolonization in Africa

- P. Boobbyer, "Moral Rearmament in Africa in the era of Decolonization" in B. Stanley (ed), *Missions, Nationalism and the End of Empire* (Eerdmans, 2006): 212-236.
- D. Gaitskell, "Apartheid, Mission and Independent Africa: From Pretoria to Kampala with Hannah Stanton" in B. Stanley (ed.), *Missions, Nationalism and the End of Empire* (Eerdmans, 2006): 237-249.
- A. Hastings, *A History of African Christianity, 1950-1975* (Cambridge, 1979): 184-257.
- A. Hastings, *The Church in Africa, 1450-1950* (Oxford, 1995), Chapter 11.
- P. Gifford, *African Christianity: Its Public Role* (London, 1998), selected extracts.
- O. Kalu, "Passive Revolution and its Saboteurs: African Christian Initiative in the Era of Decolonization, 1955-1975" in B. Stanley, *Missions, Nationalism etc* 250-277.
- D. Maxwell, "Decolonization" in N. Etherington (ed), *Missions and Empire* (Oxford, 2005): 285-306.
- D. Maxwell, "Postcolonial Christianity in Africa" in H. McLeod (ed), *Cambridge History of Christianity, Volume 9: World Christianities, c. 1914-2000* (Cambridge, 2006)
- J. Stuart, "Speaking for the Unloved? British Missionaries and Aspects of African Nationalism", in B. Stanley (ed) *Missions, Nationalism etc*, 183-193.
- K. Ward, 'Archbishop Janani Luwum: The Dilemmas of Loyalty, Opposition and Witness in Amin's Uganda' in D. Maxwell and I. Lawrie (eds.), *Christianity and the African Imagination* (Leiden, 2002)
- 1) What was the involvement of missionaries in African nationalist struggles?
 - 2) How did churches reposition themselves as well, as redefine their roles, in the aftermath of

political independence across the continent?

3) Explain how 'independent churches' – ie those churches without links to traditional mission societies negotiated the transfer to independence across sub-Saharan Africa (Hastings)

Seminar 6: Theology and Global Christianity in post-Colonial Africa

Mercy Oduyoye, *Introducing Africa Women's Theology* (2001)

Jesse Mugambi, *From Liberation to Reconstruction: African Christian Theology after the Cold War* (1995)

Bénézet Bujo, *African Theology in its Social Context* (1992), pp. 75-130.

Ruth Marshall, *Political Spiritualities: The Pentecostal Revolution in Nigeria* (2009), pp. 245-264

Paul Gifford, *Christianity, Development and Modernity in Africa* (2015), chs. 2, 3, 4, 8, and 9

Mark Nikkel, *Dinka Christianity: The Origins and Development of Christianity among the Dinka of Sudan with Special Reference to the Songs of Dinka Christians* (2001), ch. 7, esp. pp. 303-339.

- 1) What elements of the African context have shaped African expressions of Christian theology?
- 2) The most influential African theology has been that developed not by academics but by lay people. Discuss.
- 3) What role has the Bible played in influencing the development of African Christian theology?
- 4) How has African Christian theology responded to a global world?

Development Issues in Sub Saharan Africa

Coordinator: Richard Sidebottom

Lecturers: Richard Sidebottom & Dr Shailaja Fennell

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 core 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:

Booth, D., 2012, Development as a collective action problem, Synthesis report Africa Power & Politics Programme, www.institutions-africa.org

Brautigam, D., 2009, The Dragon's Gift: The Real story of China in Africa, Oxford Univ Press

Juma, C., 2011, The New Harvest: Agricultural Innovation in Africa, OUP, Oxford, 2011

Kirsten, J. F. , Dorward, A., Poulton, C., & Vink, N., eds. (2009) Institutional Economics Perspectives on African Agricultural Development. Washington D. C.: International Food Policy Research Institute.

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

Date	Lecture
10/10/16	Painting pictures: What's the problem? Where are we going?
17/10/16	Historical perspective: Glancing back to look forward
24/10/16	Agriculture 1: Why does SSA import food?
31/10/16	Agriculture 2: Why doesn't SSA make chocolate?
07/11/16	Human Capital 1: Demographics and Education
14/11/16	Human capital 2: Entrepreneurs and workers
21/11/16	Natural Capital 1: Is there a resource curse?
28/11/16	Recap and workshop: Where have we been?
23/01/17	Natural Capital 2: Sustainable development initiatives
30/01/17	Industry & Trade 1: Impact of Globalisation
06/02/17	Industry & Trade 2: Where are the manufacturers?
13/02/17	Financial capital 1: Market failure or market myopia?
20/02/17	Financial capital 2: Aid or trade?
27/02/17	Physical capital 1: Let there be light
06/03/17	Physical capital 2: Building bridges and South-South relations
13/03/17	Recap and workshop: Where have we been?

Michaelmas Term

1. Painting pictures: What's the problem? Where are we going?

This lecture will discuss narratives, frameworks of analysis and provide a roadmap of the course

Agriculture in Africa: Telling Facts from Myths, 2015, World Bank, available at <http://www.worldbank.org/en/programs/africa-myths-and-facts>
Sub-Saharan Africa, Chapter 2 from Global Economic Prospects, http://www.worldbank.org/content/dam/Worldbank/GEP/GEP2015a/pdfs/GEP2015a_chapter2_regionaloutlook_SSA.pdf

Taylor, I., 2014, Africa Rising? BRICS - Diversifying Dependency, James Currey

2. Historical perspective: Glancing back to look forward

The focus of this course is the here and now. This lecture provides our only look back to examine evidence of continuing legacies in terms of governance, social conflict, international relations and notions of nationhood.

Acemoglu, D., Johnson, S., & Robinson, J.A., 2001, The Colonial Origins of Comparative Development: an Empirical Investigation, American Economic Review, Vol 91, No 5, Dec, 2001

Chang, H.J., 2006, How important are Initial Conditions for Economic Development – East Asia vs SSA in HJ Chang, The East Asian Development Experience, ZED Press, London
Gallup, J.L., Mellinger, A.D., & Sachs, J.D., 1998, Geography and Economic Development, National Bureau of Economic Research, WP 6849, Cambridge, MA, 1998

3. Agriculture 1: Why does SSA import food?

This first lecture on agriculture focuses on food security. We examine the multi-dimensional nature of the problem including discussion of rural institutions, markets and innovation

Diao, X., Hazell, P., Resnick, D., & Thurlow, J., 2007, The Role of Agriculture in Development, IFPRI Research report 153 available from www.ifpri.org

Dietz, T., 2013, Comparing the Agricultural Performance of Africa and South East Asia over the last Fifty years, in Berendsen, B., Dietz, T., Nordholt, HS & van der Veen, R., eds, 2013, Asian Tigers, African Lions: Comparing the Development Performance of Southeast Asia & Africa, Brill, Leiden, 2013

Hillocks, R.J., 2015, Addressing the yield gap in Sub-Saharan Africa, Outlook on Agriculture Vol 43, No 2, 2014, pp 85-90 doi: 10.5367/oa.2014.0163

Juma, C., Tabo., R, Wilson, K. & Conway, G, 2013, Innovation for Sustainable Intensification in Africa, The Montpellier Panel, Agriculture for Impact, London

Paarlberg, R., 2013, Genetically Modified Foods and Crops: Africa's Choice, in Genetically modified crops in Africa, Falck-Zepeda, J., Gruere, G., & Sithole-Niang, I., 2013, International Food Policy Research Institution, Washington D.C., 2013

4. Agriculture 2: Why doesn't SSA make chocolate?

The second Agriculture lecture examines obstacles to upgrading along food and cash crop value chains in West Africa

Auty, R., 2010, Development Policy Review, 2010, 28 (4): 411-433, Elites, Rent-Cycling and Development: Adjustment to Land Scarcity in Mauritius, Kenya and Côte d'Ivoire

Kolavalli, S, Vigneri, M., Maamah, H., & Poku, J., 2012, The Partially liberalised cocoa sector in Ghana, International Food Policy Research Institute, www.ifpri.org/publication/partially-liberalized-cocoa-sector-ghana accessed 3/1/2013 10:00

Whitfield L., & Ouma, S., 2012, The Making and Remaking of Agro-Industries in Africa, Journal of Development Studies, Vol. 48, No. 3, 03.2012, p. 301-307.

5. Human Capital 1: Demographics and Education

The first of our lectures on Human capital analyses the implications of SSA's demographic 'dividend' for education, training, migration and job creation.

AfDB, 2011, AfDB's Human Capital Development Strategy (2012-2016), One Billion Opportunities: Building Human Capital for Inclusive Growth in Africa, Oct, 2011, www.afdb.org/

Ansu, Y. & Tan, J-P, 2012, Skills Development for Economic Growth in SSA in Noman, A., Botchwey, K., Stein, H., & Stiglitz, J., Good Growth & Governance in Africa, 2012, OUP

Easterly, W. & Levine, R., 1997, Africa's Growth Tragedy: Politics and Ethnic Divisions, Quarterly Journal of Economics, 112 (4), Nov, 1997, pp 1203-50

IMF, 2014, Africa Rising: Harnessing the Demographic Dividend, Drummond, P., Thakoor, V., & Shu Yu IMF WP, African Dep't, Aug.2014, <https://www.imf.org/external/pubs/ft/wp/2014/wp14143.pdf>

6. Human capital 2: Entrepreneurs and workers

Lecture 6 uses the platform provided in previous lectures to examine policy initiatives aimed at resolving SSA's food security and youth unemployment problems by encouraging youth entrepreneurship in agriculture

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

Page, J., 2012, Youth, Jobs, and Structural Change: Confronting Africa's "Employment Problem", African Development Banking Group WP 155, Oct 2012

Sidebottom, R.I., 2016, Scoping Study: Entrepreneurship for Aid & Trade (EAT) in Africa, Report for Biosciences for Farming in Africa, Cambridge, August, 2016

Sumberg, J., Anyidoho, N.A., Chasukwa, M., Chinsinga, B., Leavy, J., Tadele, G., Whitfield, S., & Yaro, J., 2014, Young People, agriculture and employment in rural Africa, WIDER Working Paper 2014/080, United Nations University, www.wider.unu.edu

7. Natural Capital 1: Is there a resource curse?

Auty, R., 1994, Industrial policy reform in six large newly industrializing countries: The resource curse thesis, World Development, Volume 22, Issue 1, January 1994, Pages 11–26
Collier, P. & O'Connell, S.A., 2008, Opportunities & choices, in Ndulu, B.J., O'Connell, S.A., Bates, R.H., Collier, P., & Soludo, C., (eds) 2008, Political Economy of Ec. Growth in Africa 1960-2000, OUP

McKinley, T., 2008, The Resource Curse, Development Digest No 1, 2008, Centre for Development Policy and Research, <https://www.soas.ac.uk/cdpr/publications/dd/file48462.pdf>
Rabah A., Gylfason, T., & Sy, A., 2012, Beyond the Curse: Policies to Harness the Power of Natural Resources, IMF

Rosser, A., 2006, The Political Economy of the Resource Curse: A Literature Survey, IDS Working Paper 268 <http://www.ids.ac.uk/publication/the-political-economy-of-the-resource-curse-a-literature-survey>

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

8. Recap and workshop: Where have we been?

The workshop will provide a recap of the term's lectures and allow students to offer short presentations in preparation for their first written assignment.

9. Natural Capital 2: Sustainable development initiatives

This lecture will develop the themes of climate change, food security and engagement with Global value chains to assess various sustainable means of development including GM technology; Fairtrade and other certification labels in Burkina Faso; Kenya; and South Africa

Daviron, B. & Vagneron, I., 2011, From Commoditisation to De-commoditisation ... and Back Again: Discussing the Role of Sustainability Standards for Agricultural Products, Development Policy Review, 2011, 29 (1): 91-113

Juma, C., 2011, *The New Harvest – Agricultural Innovation in Africa*, OUP, Oxford, 2011
ISAAA, 2013, *International Service for the Acquisition of Agri-Biotech Applications*
www.isaaa.org

Water Efficient Maize, www.biosafety.net; www.wema.aatf-africa.org

World Development Report, 2010, *Development and Climate Change, Overview*,
www.worldbank.org

10. Industry & Trade 1: Impact of Globalisation

This lecture will examine whether SSA has become marginalised by the forces of Globalisation and discuss how SSA can join Global Value chains as a springboard to development.

ACET, 2013, *Report 2013 Intra-African Trade: Unlocking Private Sector Dynamism* African Center for Economic Transformation, 2014, *African Transformation Report: Growth with Depth*, www.acetforafrica.org

Dolan, C. & Humphrey, J., 2000, *Governance and Trade in Fresh vegetables: The Impact of UK Supermarkets on the African Horticulture Industry*

Gibbon, P & Ponte, S., 2005, *Trading Down: Africa, Value Chains and the Global Economy*, Temple University Press, Philadelphia, USA

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

Raikes, P & Gibbon, P., 2000, *Globalisation & African Export crop agriculture*, *J. of Peasant Studies*, 27:2, 50-93.

11. Industry & Trade 2: Where are the manufacturers?

Morris, M., & Barnes, J., 2008, *Research & Statistics Branch Working Paper 10/2008, Globalization, the Changed Global Dynamics of the Clothing & Textile Value Chains & the Impact on Sub-Saharan Africa*

Noman, A. & Stiglitz, J.E., 2012, *Strategies for African Development*, in Noman, A., Botchwey, K., Stein, H., & Stiglitz, J., *Good Growth & Governance in Africa*, 2012, OUP, Oxford, pp 51-175

Page, J., 2012, *Can Africa Industrialise?* *J of African Economies*, Vol 21, AERC Supplement, pp ii86-125

Stiglitz, J, Lin, J, Monga, C, & Patel, E, 2013, *Industrial policy in the African context*, W.Bank WP 6633

UNECA, 2016, (forthcoming) *Smart Industrial Policy for Africa in the 21st Century*, A report submitted to United Nations Economic Commission for Africa, Chang, HJ., Hauge, J.L., & Irfan, M., 2016

12. Financial capital 1: Market failure or market myopia?

This lecture examines how commodity traders and microfinance institutions have tried to address issues of information asymmetry and contract enforcement in credit markets.

Bateman, M & Chang, HJ. 2012, *Microfinance & the Illusion of Development: From Hubris to Nemesis in Thirty Years*, *World Economic Review*, Vol 1:13-36, 2012

Juma, C., 2011, *Africa's New Engine*, *Finance & Development*, 2011, <http://www.imf.org/external/pubs/ft/fandd/2011/12/pdf/juma.pdf>

Rooyen, C., Stewart, R., & de Wet, T. 2012, *The Impact of Microfinance in SSA: A Systematic Review of the Evidence*, *World Development*, Vol 40, No 11, 2249-2262

Tschirley, D.L., Poulton, C., Gergely, N., Labaste, P., Baffes, J., Boughton, D., & Estur, G, 2010, *Institutional Diversity & Performance in African Cotton sectors*, *Development Policy Review*, 2010, 28 (3), pp 295-323

13. Financial capital 2: Aid or trade?

This lecture will examine the development implications of various domestic and external sources of funds including Taxation; debt; aid; private equity; and FDI.

Barbarinde, O., 2012, The Private Equity Market in Africa, Journal of Private Equity, Winter, 16:1

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

Oya, C. & Pons-Vignon, N., 2010, Aid, Development and the State in Africa, Chapter 19 in Padayachee, V., Political Economy of Africa, Routledge, 2010

Stiglitz, J.E. & Charlton, 2005, A., Fair Trade for all, How Trade can promote development, OUP, 2005

Sy, A., 2015, A Crucial Year for Financing Development in Africa, Foresight Africa, Brookings Institution, Africa Growth Initiative, <http://www.brookings.edu/>

14. Physical capital 1: Let there be light

We will examine efforts to address SSA's energy deficit through conventional and sustainable off-grid initiatives.

Foster, V. & Briceno-Garmendia, C., 2010, Africa's Infrastructure, A Time for Transformation, World Bank, 2010, <http://siteresources.worldbank.org/>

Kirubi, C., Jacobson, A., Kammen, D.J., & Mills, a, 2009, Community-Based Electric Micro-Grids Can Contribute to Rural Development: Evidence from Kenya World Dev. V.37, No. 7, pp. 1208–1221, 2009

Lessons Learned from the Smart Villages Engagement Programme in East Africa, Briefing No 7, Sept, 2015, <http://e4sv.org/wp-content/uploads/2015/09/BR07>

15. Physical capital 2: Building bridges and South-South relations

This lecture will discuss how the changing face of SSA-International relations impacts engagement with Western donors, trading partners & infrastructure providers.

Brautigam, D., 2011, Aid 'With Chinese Characteristics': Chinese Foreign Aid & Development Finance Meet The OECD-DAC Aid Regime, Journal of International Development J. Int. Dev. 23, 752–764 (2011) Published online in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/jid.1798

Collier, P., 2013, 'Unlocking Private Finance for African Infrastructure', <https://www.socialeurope.eu/2013/11/unlocking-private-finance-african-infrastructure/>

Lin, Y. & Wang, Y. (2014). China-Africa Cooperation in Structural Transformation: Ideas, Opportunities & Finances", UNUWIDER WP 014/046, <http://www.wider.unu.edu/publications/working-papers/2014/>

Rupp, S., 2008, Africa and China: Engaging Postcolonial Interdependencies in Rotberg, R.I., 2008 (eds), China into Africa, Trade, Aid and Influence, Brookings Institution Press, Washington

Shen., X., 2013, Private Chinese Investment in Africa: Myths and Realities, World Bank Policy Research Paper, 6311, World Bank, Jan, 2013

UNCTAD (2013). "The Rise of BRICS FDI & Africa", Global Investment Trends Monitor

16. Recap and workshop: Where have we been?

The final workshop will recap the entire course, provide a platform for individual/group presentations and open debate. We will also cover the second assignment.

The Politics of Africa

Convenor: Dr Sharath Srinivasan, ss919@cam.ac.uk

Drop in office hours: Fridays from 9:30-10:30 in POLIS office 222 during term.

Seminar leaders:

Michaelmas Term and Lent Term: Sharath Srinivasan and Dr Devon Curtis

(dc403@cam.ac.uk) Lent Term options: Dr Sharath Srinivasan, Ms Stephanie Diepeveen,

Lecture and seminar times and locations:

Brief introduction to course: Friday 7th October, 1pm-2pm, room S1 in the ARB

Lectures on African politics* (optional, but recommended for students with little background in

African politics):

Wednesdays, 11-12, SG2 Alison Richard Building, starting 12 October

* Please ask Dr Srinivasan for the Paper Guide for this 3rd year undergraduate politics course, which will also be uploaded to Moodle. Lecture slides will also be made available. If a clash prevents you from attending the lecture and you wish to arrange for an audio recording, please let Dr Srinivasan know well in advance.

Michaelmas Seminars:

Group A: Mondays, 2pm-4pm in Room 138, from 10th October (Sharath

Srinivasan) Group B: Thursdays, 12pm-2pm in S2, from 13th October (Devon Curtis)

Lent Term Seminars:

Option A: War, politics and peace interventions in the Sudans (Sharath Srinivasan)

Option B: Africa's digital communications revolution: state, publics, power and politics (Sharath

Srinivasan, with Stephanie Diepeveen)

Option C: To be confirmed

(NB: An option will not run if fewer than 7 students sign up)

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 multi-disciplinary fashion, drawing on scholarship from a range of disciplines including, politics, social anthropology, history and sociology. The course is divided into two parts:

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 the impact of new global powers on the continent.

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 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.

- Frederick Cooper, *Africa since 1940: the past of the present*, Cambridge: Cambridge University Press, 2002 (core for week 1, <http://ebooks.cambridge.org/ebook.jsf?bid=CBO9780511800290>)
- Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton University Press, 1996.
- Frantz Fanon, *Wretched of the Earth*, Penguin Classics, 1961.
- Patrick Chabal and Jean-Pascal Daloz. *Africa Works: Disorder as Political Instrument* James Currey Publishers, 1999.
- William Reno *Warfare in Independent Africa*, Cambridge: Cambridge University Press, 2011 (available from library as E-book)
- James Ferguson, *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*, University of Minnesota Press, 1994.
- Kamari Clark, *Fictions of Justice: The International Criminal Court and the Challenge of Legal Pluralism in Sub-Saharan Africa*, Cambridge University Press, 2009.

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 7 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 27 October with Dr Srinivasan. When you sign up, please give a second choice option.

Option A: War, politics and peace interventions in the Sudans (S Srinivasan)

Western intervention is a prominent feature of violent conflict in Africa, and Sudan and South Sudan have remained an enduring case. From anti-slavery and civilising missions in the 20th century to today's peacemaking, peacebuilding and statebuilding interventions, Westerners have often justified their involvement using arguments about progress and peace. This option will critically assess these claims, and evaluate different theories of war, peace and political change. We will pay particular attention to the interplay between international, regional and local ideas and practices related to peace and conflict. Why have these regions experienced such high levels of violence in the post-colonial period? Why have so many international and regional efforts to end conflict and promote peace failed? What accounts for different patterns of violent conflict in the region? What is the relationship between state formation, international economy, identity, development and violence? Has the involvement of new powers and non-traditional donors had any notable consequences? These are some of the questions that will be explored in this option. We will focus on these questions and themes with reference to the experiences of Sudan and South Sudan, but students are welcome to draw comparisons with other African countries and regions.

Option B: Africa's digital communications revolution: state, publics, power and politics (S Srinivasan, S 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 polities? 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 Ghana), 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-reshape technologies in unique ways.

Teaching

Teaching consists primarily of seminars, though there are also optional lectures. Students are expected to participate actively in the seminar discussions. There is a significant amount of reading for this course (typically one book per week) and students should bear this in mind when selecting their courses.

Lectures

The 3rd year undergraduate lecture series on **African politics** may be useful for MPhil students, especially if they have no previous background in African politics. They are, however, entirely optional, and no student is at a disadvantage if they do not attend the lectures.

Lectures will take place every Wednesday, between 11-12 in Michaelmas and Lent terms, Room SG2 in the Alison Richard Building, starting 12 October (S Srinivasan, A Branch)

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 will 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 5 December 2016**.

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 Monday 3rd April**

2017.

Films

A series of films shown to 3rd year undergraduates includes films that may be of interest to MPhil students, noted below. All of the films will be followed by a discussion and a Q&A session. These will be shown at 5pm, Emmanuel College, Queens Building Lecture Theatre.

Michaelmas Term:

Wed 19 October: *Virunga* (2014) directed by Orlando van Emsiedel

Wed 9 Nov: *Battle of Algiers* (1966) directed by Gillo Pontecorvo

Lent Term:

Tues 31 January: *Pray the Devil Back to Hell* (dir by Gini Reticker), 2008

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 *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 seminar discussions and book reviews. Students will be asked to contribute to seminar discussions by presenting on a specific core reading, with the seminar leader ensuring that all students contribute and participate throughout the term.

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
Third World Quarterly

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
News.Africa.Com <http://www.news.africa.com>
African political resources www.politicalresources.net/africa.htm
Africa guide from Stanford www.sul.stanford.edu/depts/ssrg/africa/guide.html
Afrobarometer Surveys on democracy in Africa www.afrobarometer.org
IRIN news <http://www.irinnews.org>
World Bank <http://www.worldbank.org/afr/> 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 (core for week 1, <http://ebooks.cambridge.org/ebook.jsf?bid=CBO9780511800290>) and, if possible, at least one other of the following books before the first seminar:

Christopher Clapham, *Africa and the International System: The Politics of State Survival*, Cambridge University Press, 1996.

Graham Harrison, *Issues in the Contemporary Politics of Sub-Saharan Africa*, Palgrave, London, 2002.

Achille Mbembe, *On the Postcolony*, Berkley: University of California Press, 2001.

Crawford Young, *The Postcolonial State in Africa: Fifty Years of Independence*, University of Wisconsin Press, 2012.

Tom Young, *Africa: A Beginner's Guide*, Oxford: Oneworld Publications, 2010

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, many 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.

Students registering for a Certificate of Attendance will be required to complete a minimum of 30 hours of language training, supported by the [John Trim Centre for Independent Learning](#), which houses resources in over 150 languages. Where possible, the Centre of African Studies will liaise with the Language Centre to arrange language-training workshops with a specialist teacher. Alternatively, your language-training bursary may be used to subsidise your enrolment on a short course at the SOAS Language Centre. You will be expected to submit 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.

*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 30 September before term starts. Your request should state the language you wish to learn instead of Swahili and briefly outline an academic rationale. Exemption is granted for academic reasons only, which will normally be related to your planned dissertation research. **Further details can be found [here](#).***

SCHEDULE FOR SWAHILI BASIC 1 CLASSES & ASSESSMENTS 2016/2017

Session 1 Wed 19 Oct 2016,

Trainer: [Yussuf Hamad](#)

Optional: NO

Session 2 Wed 26 Oct 2016,

Optional: NO

Session 3 Wed 2 Nov 2016,

Optional: NO

Session 4 Wed 9 Nov 2016,

Optional: NO

Session 5 Wed 16 Nov 2016,

Optional: NO

Session 6 Wed 23 Nov 2016,

INCLUDES REVISION SESSION

Optional: NO

Session 7 Wed 30 Nov 2016,

SHORT IN-CLASS TEST 1, remainder of lesson as per syllabus (cannot be rescheduled)

Optional: NO

.....
...

Session 8

Wed 25 Jan 2017,

Optional: NO

Session 9 Wed 1 Feb 2017,

Optional: NO

Session 10 Wed 8 Feb 2017,

Optional: NO

Session 11 Wed 15 Feb 2017

Optional: NO

Session 12 Wed 22 Feb 2017,

INCLUDES REVISION SESSION

Optional: NO

Session 13 Wed 1 March 2017,

SHORT IN-CLASS TEST 2, remainder of lesson as per syllabus (cannot be rescheduled)

Optional: NO

Session 14 Wed 8 March 2017,

INCLUDES SOME REVISION

Optional: NO

Session 15 Wed 15 Mar 2017,

LISTENING EXAM and ORALS

Optional: NO

**N.B. IN ADDITION ON SATURDAY 11 MARCH 2017
READING and WRITING EXAM**

Venue tbc

Optional: NO

For Rooming please see: <http://www.langcen.cam.ac.uk/lc/culp/swahili/Swahili-Rooms.pdf>

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 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 the option course, students are permitted to develop their own essay question, in consultation with their course lecturer. Option course essay topics are approved by the CAS Graduate Education Committee in Lent term.

The core course and option course essays are submitted in Lent term 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 early July. 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 (if necessary), risk assessment form and to attend a pre-fieldwork interview with your supervisor and the Academic Secretary. To complete these administrative procedures, 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 the [Centre of African Studies Seminar](#) and also, if possible, 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. CAS Library has two PCs available for catalogue and internet searching and for accessing e-journals and online databases.

Printing and Photocopying: Handouts for presentations and final drafts of essays and dissertations can be printed at the Centre of African Studies by prior arrangement (not at short notice), at the discretion of the administrators. Please contact the [MPhil Office](#) well in advance if you need assistance with printing. The MPhil administrator can also occasionally scan documents and book chapters on request, as long as sufficient notice is given. 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 can be done in the CAS library; cheap printing and photocopying services are additionally available 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 Macintoshes 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

Students are responsible for ensuring that they have read and understood both the University's Statement on Plagiarism available at: www.cam.ac.uk/plagiarism, and the MPhil in African Studies Plagiarism Guidance.

POLIS uses Turnitin UK to screen student work. All work screened will be reviewed by the Academic Integrity Officer to determine whether further action may be necessary.

Use of Turnitin UK complies with UK Copyright and Data Protection Laws. Submission to Turnitin does not affect your ownership of the work; the copyright and intellectual property of all work remains with the original owner (normally the student, with the exception of some sponsored research projects). No personal or sensitive data will be transmitted.

Work screened by Turnitin UK will be retained in the Turnitin database for comparison with future submissions; if matches are identified, the full text is not accessible to other institutions, only the matching text. You may request that your work is removed from the Turnitin UK database at the conclusion of the examination process, but this must be done separately for each piece of submitted work. Retaining your work on the database will help to ensure that your work remains protected from future attempts to plagiarise it, will help maintain the integrity of the University's qualifications, and will maximise the effectiveness of the software.

Full details about Turnitin UK and your rights and responsibilities can be found on the University's website, www.cam.ac.uk/plagiarism.

Queries about plagiarism or the Faculty's use of Turnitin UK should be addressed in the first instance to your Director of Studies or College Tutor.

You can find the full guidelines on plagiarism for the MPhil in African Studies here:

<https://www.african.cam.ac.uk/mphilintro/current/plagiarism>

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!

Use of originality checking software

The University subscribes to a service named 'Turnitin' which provides an electronic means of checking students' 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 maintain the integrity of any qualifications awarded to you by the University. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

8. SUBMITTING ESSAYS

Word Limit

The word limit for coursework essays is 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 CamSIS number 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 Faculty of HSPS Degree Committee.

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

[Download a compulsory 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 to reduce the length of a dissertation will be subject to the standard penalty scale for late submissions.

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 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.

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

Websites: cite author or webmaster (if known), date created or last updated (if known), title of text, heading of page, full url, and date last accessed; eg. Kornberg, N. (13 August 2013), 'Writing Windhoek', *Africa is a Country* <http://africasacountry.com/writing-windhoek/> Last accessed 2 November 2013.

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.

MHRA Style Guide: a Handbook for Authors, Editors, and Writers of Theses (London: Modern Humanities Research Association, 3rd edition, 2013). This guide is available for download: <http://www.mhra.org.uk/Publications/Books/StyleGuide/download.shtml>

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).

R. M. Ritter, *The Oxford Guide to Style* (Oxford: Oxford University Press, 2003). This is a recent re-branding of *Hart's Rules* (1893 and subsequent editions), but a bit pricey for those not intending an academic career.

The Chicago Manual of Style (Chicago and London: University of Chicago Press, various editions). Very comprehensive, but also expensive.

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](#) (two copies)

[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/mphilintro/current/feedback>

The Centre of African Studies formally compiles anonymous student feedback twice a year, at the end of Michaelmas and Easter terms. Students are asked to fill out a feedback questionnaire (either hard copy or online, as above) about their experience on the MPhil in African Studies. The results of these questionnaires are collated and then discussed at the CAS Graduate Education Committee meeting in Lent term (for Michaelmas term questionnaires) and at the MPhil Examiners' meeting (for Easter term questionnaires).

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 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](#)

Student Registry Procedure

The Student Registry also operates a procedure for dealing with student complaints and appeals, this is detailed on their website [here](#).

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 Faculty of

Human, Social and Political Science Degree Committee meeting is held in early July, and must then arrange with their College to receive their MPhil degree, either in person or absentia, at a degree-graduating 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: mphil@african.cam.ac.uk

The Degree Committee of the Faculty of Human, Social and Political Sciences

Email: degree-committee@hsps.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 are open from 9am to 5.00pm Monday to Friday. The CAS Administrator is Ms Victoria Jones, E-mail: vj245@cam.ac.uk; Telephone (01223) 334396.

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, and 24 hour access can be revoked if deemed necessary.

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 after use, cleaning staff will not do washing up or tidy. 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.

Booking Rooms, IT and AV Equipment

Although availability is extremely limited during term time, you can book the CAS meeting room or any of the seminar rooms in the ARB. Contact the MPhil Office if you wish to do so. The Centre of Latin American Studies AV Suite (used for the African Studies Film Club) is also sometimes available, contact the CLAS administration office for booking details. The Centre has a number of items such as laptops, a digital camera, and camcorder etc, which can be loaned for short periods of time. Contact Victoria Jones for a full list of equipment and to borrow items.

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).