

MPhil in African Studies

Course Handbook 2013-14



Bridge Life, Ikoyi, Lagos, Nigeria, 2009 © Luke Robinson

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IMPORTANT DATES IN THE MPhil IN AFRICAN STUDIES, 2013-14

2013

Tue 8 October	Michaelmas term begins Submit your confirmation of admission form to the MPhil Office
Wed 9 October	Induction Day at the Centre of African Studies
Fri 11 October	Submit your option course choice form to the MPhil Office
Thu 17 October	Deadline for applying to the MPhil Office for exemption from Swahili Basic 1
Fri 25 October	Ensure you have met with your dissertation supervisor by this date
Fri 6 December	Deadline for submitting your dissertation 'practice essay' (to your supervisor) Deadline for informing the MPhil Office if you intend to conduct fieldwork Michaelmas term ends

2014

Tue 14 January	Lent term begins Examined core course essay questions distributed by MPhil Office
Fri 24 January	Meet your option course lecturer to agree an essay topic by this date Meet your dissertation supervisor to discuss your practice essay and dissertation proposal by this date (at the latest)
Mon 27 January	Deadline for submitting your option course essay topic to the MPhil Office Deadline for submitting your dissertation proposal to the MPhil Office
Fri 14 March,	Deadline for submitting your core course essay (12.00 pm, MPhil Office) Deadline for submitting your option course essay (12.00 pm, MPhil Office) Lent term ends
Tue 22 April	Easter term begins
Tue 6 May	Dissertation workshop (date to be confirmed)
Fri 13 June	Deadline for submitting your dissertation (12.00 pm, MPhil Office) Easter term ends
Wed 2 July	You must remain in Cambridge until this date in case an oral examination (viva voce) of your dissertation is required

1. 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 Judith Weik, who can be reached by email at mphil@african.cam.ac.uk. The MPhil Office telephone number is 01223 769 328 (or just 69328 if calling from a University network phone). The MPhil Office is usually open from 9am to 3pm during term time, but opening times may vary slightly during term breaks.

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 Dr Ruth Watson. Most GEC members do not have offices at CAS, but are based in their Colleges and Faculties. Dr Watson's office is in the History Faculty (also on the Sidgwick site) and she is also a member of Clare College.

c) Research and Fieldwork Funding

MPhil students can claim up to £200 from the Centre of African Studies towards their dissertation research costs, including travel expenses. A claim form is available from the MPhil Office, or from the MPhil website. 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 applications is early March, details are on the CAS website.

Most MPhil students who intend conducting fieldwork or research in Africa will need to supplement their costs using private funds and/or by securing funding from other sources. A useful source of funding opportunities for Cambridge students is the CamFunds database, which is an online directory of awards administered by the University of Cambridge.

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. You are also required to complete a 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, and by the end of Michaelmas Term at the latest.

d) Queries? Whom To Contact, And When

Normally, you are expected first to approach your dissertation supervisor about matters relating to your academic work at Cambridge. If you have not already done so, you should contact your supervisor to arrange a meeting as soon as possible. The supervisor's responsibility is to work closely with you on

researching and writing your MPhil dissertation. As Course Director and Academic Secretary, Dr Watson teaches the MPhil core course and also handles the day-to-day running of the MPhil. There may be occasions when an informal conversation with her will quickly resolve difficulties affecting your studies. Dr Watson can also offer general advice about your MPhil work, or you may wish to direct any queries about your option course to the relevant lecturer/s. Questions about African language teaching should initially be directed to the Swahili language teacher, Ms Jacklyne Wesonga, or to Dr Watson. Should you be interested in pursuing doctoral study in Cambridge, you are welcome to discuss your plans with your dissertation supervisor or the Academic Secretary, and receive advice about who to approach as a potential PhD supervisor. CAS does not currently offer a PhD programme, but it is certainly possible to pursue research on Africa-related topics in other Humanities and Social Sciences Faculties in the University. However, potential PhD applicants should be aware that, if they wish to apply for funding, they will be required to do so almost as soon as they begin their MPhil course. Funding deadlines are listed on the Graduate Admissions website. Note that some administrative matters are dealt with formally, and students may be required to process requests by applying to the Student Registry via their CAMSIS self-service account. In such cases, the Student Registry consults the CAS Graduate Education Committee and/or the HSPS Degree Committee before making a decision. Other matters, such as the approval of essay and dissertation titles, are processed directly by the CAS Graduate Education Committee. Since this Committee meets only once each term, it is important that you deal with administrative issues in a timely manner. Contact details for all academic and administrative staff currently associated with the MPhil are provided in Appendix A.

e) Sources of Academic and Pastoral Support

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 problems with your supervision, please contact the MPhil Office or the Academic Secretary in the first instance.

Your College: Every participant in 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 (<http://www.studentadvice.cam.ac.uk>), which is based at the GU. You will find further information about the GU on their website at <http://www.gradunion.cam.ac.uk/>.

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 quite 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. The Samaritans run a similar service (not connected to the University); they can be contacted on 08457 90 90 90 or emailed at jo@samaritans.org.

2. THE DEGREE PROGRAMME

a) What The MPhil Offers

The MPhil in African Studies is a postgraduate degree with a substantial research component, which runs for nine months over the three terms (Michaelmas, Lent and Easter) of the Cambridge academic year. The degree provides an excellent foundation for those wanting to expand their knowledge of Africa, and is designed for students who wish to enhance their historical and contemporary understanding of Africa's societies, politics, economies, and cultures, as well as for those who wish to apply for advanced research degrees. The MPhil thus offers a highly regarded postgraduate qualification relevant to a wide range of professional careers, as well as intensive research and language training for students planning to study for a PhD on an Africa-related topic.

The MPhil aims to introduce students to the latest research approaches and methodologies in African studies at an advanced level. It provides a structured introduction to key debates in African history, politics, anthropology, literature and the arts, as well as to intellectual traditions in the humanities and social sciences more broadly. It educates students in the use of academic literature and other research materials relevant to African studies, while also offering instruction in the use of libraries and electronic resources. Students on the MPhil in African Studies also have the advantage of developing an interdisciplinary approach to critical thinking and academic writing, while also learning fieldwork techniques and other professional skills.

Students on the MPhil programme are based at the Centre of African Studies, which is housed on the top floor of the Alison Richard Building. The ground floor of the ARB is home to the excellent Arc Café, a popular eatery and social space. Students also have access to the pleasant open study spaces on each floor, as well as a shared kitchen, which is a common meeting place and a hub of social activity. From their base in CAS, MPhil students find themselves at the heart of a cosmopolitan academic community that also contains the renowned interdisciplinary Centre for Research in the Arts, Social Sciences and Humanities (CRASSH), as well as the Centres of Latin American Studies, South Asian Studies, Development Studies and the department of Politics and International Studies (POLIS). In addition, CAS is home to an international community of scholars, including the Director, the Smuts Research Fellow, the King's Research Fellow and

also Visiting Fellows from African universities. Some of the Visiting Fellows are affiliated to the “Cambridge-Africa Programme”, a working partnership between the University of Cambridge and several African universities and institutes.

b) Term Dates and Residence Requirements

The academic year in Cambridge is divided into three terms. In 2013-14 the relevant dates are:

Michaelmas Full Term: 8 October - 6 December 2013

Lent Full Term: 14 January - 14 March 2014

Easter Full Term: 22 April - 13 June 2014

All full-time graduate courses require students to be in residence in Cambridge for these three terms. For a term to be ‘kept’, a student has to reside in Cambridge for a minimum number of nights (59 for the Michaelmas and Lent Terms and 56 for the Easter Term). It is also required that you reside within the University’s precincts. During the Christmas and Easter vacations, lectures, classes and supervisions are suspended and undergraduates are not in residence. Graduate students on nine-month courses such as this one, however, usually remain in Cambridge throughout the academic year, and are expected to work through the term breaks (apart from occasional short holidays). An additional requirement of the MPhil in African Studies is that you remain in Cambridge until Wednesday 2 July 2014, in case an oral examination (viva voce) of your dissertation is required.

c) Course Structure and Assessment: Coursework Essays and The Dissertation

The MPhil in African Studies is a taught postgraduate course, structured by four key elements. These are the **Core Course**, the **Option Course**, the **Dissertation**, and **African Language Training**.

Formal assessment consists of two parts: coursework essays (submitted for the Core Course and the Option Course) and a dissertation (submitted at the end of the course). You are also required to submit a ‘practice essay’ on a topic related to your dissertation research, and also a formal dissertation proposal, but these are not formally assessed. African Language Training is also not a formal part of the degree assessment, but all students are required to demonstrate that they have attended language teaching and have made good progress at language acquisition. The language element of the MPhil course is jointly managed by the University of Cambridge Language Centre and the Centre of African Studies.

Coursework Essays

The Core Course is assessed by means of an essay of no more than 5,000 words (excluding references and bibliography) on a topic chosen from a prescribed list of questions, which is distributed by the MPhil Office in the first week of Lent Term. The Core Course essay counts for 20% of the final mark. Option Courses are also assessed by means of an essay of not more than 5,000 words (excluding references and bibliography). However, unlike the Core Course, you are permitted to develop your own essay question, in consultation with your lecturers. Your agreed Option Course essay question must be submitted to the MPhil Office no later than 27 January 2014, after which it will be considered for approval by the CAS Graduate Education

Committee (usually just a formality). The Option Course essay must be submitted with the Core Course essay, on the last day of Lent Term. The Option Course essay also counts for 20% of the final mark.

The Dissertation

A supervisor is appointed for each student when they are admitted; he or she will guide your programme of study as a regular advisor through the entire year, and will also advise on all aspects of the MPhil dissertation. Your supervisor will have expertise in an area closely related to the field of study that you defined for your dissertation when you applied for the MPhil. Note that the supervisor's role is to help students clarify and develop their own ideas, not to impose his or her own interests on the subject. You should also not expect to be 'spoon-fed' by your supervisor. Graduate students in Cambridge are expected to have the capacity and enthusiasm for organising their own research and working mostly on their own initiative. The frequency of meeting between students and their supervisors is a matter for mutual agreement and will vary according to the stage of the dissertation work and an individual's particular needs. A student can expect to receive around 8-10 hours of supervision over the year, but this is a guideline rather than a 'rule'. Detailed information on the academic responsibilities and appropriate mutual expectations of graduate students and their supervisors can be found in section 2 of the University's 'Code of Practice' for Graduate Research Degrees on the Student Registry website. Much of this document applies specifically to the PhD, but it also offers useful guidance to MPhil students and their supervisors.

You should begin your dissertation reading and research as early in Michaelmas Term as possible. Ensure that you have met your supervisor and agreed upon a work schedule with him or her by 25 October at the latest. At the end of Michaelmas Term (or earlier, if you prefer), you are required to submit a 'practice essay' to your supervisor on a topic related to your dissertation research. The precise format of the essay is for you to agree with your supervisor, but it is recommended that you write an essay of between 2,000 and 3,000 words so as to introduce some of the key ideas and debates you wish to explore in your dissertation. It is intended that this essay will provide a useful body of work when you begin preparing your formal dissertation proposal over the Christmas vacation. The dissertation proposal is also not formally assessed, but you must submit it to the MPhil Office no later than 27 January 2014. It should include a title, a literature review, a set of research questions, and a statement on your research methodology. Both the practice essay and dissertation proposal enable 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 assessment.

Throughout Lent and Easter terms, you will continue to research and write your dissertation, 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. The dissertation must be submitted on the last Friday of Easter Term, and should be between 15,000 and 20,000 words (excluding references and bibliography). It counts for 60% of the final mark.

The final mark for the MPhil course is calculated as follows:

- The Core Course essay is marked by two examiners and an average mark is produced. This is weighted at 20% of the final mark.
- The Option Course essay is marked by two examiners and an average mark is produced. This is weighted at 20% of the final mark.

- The Dissertation is marked by two examiners and an average mark is produced. This is weighted at 60% of the final mark.
- The weighted essay and dissertation marks are added together and rounded either up or down to produce a final mark.

Both coursework essays and dissertations 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 coursework essays or the dissertation before the final MPhil Examiners' meeting in early July. Full details of the Marking and Examining Scheme are available on the MPhil in African Studies website.

There is no formal ending ceremony for the MPhil course other than the successful completion and acceptance of the dissertation. Dissertation and essay marks can only be released to students after the Degree Committee meeting, after which they become available on your CAMSIS self-service account. The MPhil Office will send students their dissertation examiners' reports by the end of July. The Board of Graduate Studies will notify successful students that they have met all their course requirements after the Board Meeting held in the middle of July. You can then arrange with your College to receive your MPhil degree, either in person or absentia, at a degree-graduating Congregation of the Regent House.

d) Essay and Dissertation Deadlines

The key dates for the submission of assessed work in this course are:

Friday 14 March 2014, 12.00 pm	Essay of not more than 5,000 words for the core course
Friday 14 March 2014, 12.00 pm	Essay of not more than 5,000 words for the option course
Friday 13 June 2014, 12.00 pm	Dissertation of 15,000 - 20,000 words

All work should be submitted to the MPhil Office at the Centre of African Studies. Be aware that you will be penalised if your work exceeds the specified word limit and/or is submitted late. In serious cases, your work may not be accepted for submission at all. If there are grave and convincing reasons why essays or the dissertation cannot be submitted on time, you must inform the MPhil Office no later than one week *before* the deadline. For details of the correct procedures for submitting your assessed work, and how to apply for deadline extensions, please see the MPhil in African Studies website.

e) The MPhil Courses

(i) The Core 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. The course is taught by Dr Ruth Watson for 12 weeks through Michaelmas term and during the first half of Lent term via weekly two-hour seminar discussion classes, with readings set in advance. Films, music and fictional works are set alongside academic literature and all students are also expected to attend the **African Studies Film Club**, which runs fortnightly on Wednesday afternoons during Michaelmas term. The outline of weekly topics is as follows:

Week 1: Africa in the longue durée

This class focuses on the importance of understanding Africa's deeper past and longer cultural history, as well as the methodological challenges of this task. We will discuss the utility of linguistic and archaeological evidence in African history, debates about oral historical methodologies and the drawbacks of 'presentism' when studying Africa, and the shifting meaning of concepts such as 'ethnicity' and 'motherhood' when seen through the long distant past.

Week 2: People, politics and power in precolonial Africa

The focus of this class is debates on the nature of the state in precolonial Africa. This will include discussions of the theory that pre-colonial Africa was a 'labour-constrained' continent, the character of labour regimes and domestic slavery, the relationship between gender, generation and power, and the role of violence and warfare in state formation.

Week 3: Colonialism in the history and historiography of Africa

This class focuses on the place of colonialism in the history and historiography of Africa. In the light of revisionist work on empire, and new work on African history that stresses African 'agency', how do we assess the impact of colonialism? This class will include comparative reading, placing the work on Africa alongside academic literature about other parts of the colonial world, particularly South Asia.

Week 4: God, gods, missionaries and their African translators

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. The class also examines the politics of religion in colonial and postcolonial Africa.

Week 5: Imagining African futures

This class considers the contribution of African political thought and intellectual history to our understanding of twentieth-century Africa. Especially during the decolonisation period, African nationalists and their constituents articulated various theories of liberation and developed different visions of African futures. We will explore these impassioned debates by focusing especially on the writings of Amilcar Cabral, Kwame Nkrumah and Julius Nyerere, among others.

Week 6: From colonialism to postcolonialism

This class examines the extent to which the postcolonial politics of Africa can be seen as a legacy of the colonial period. Has ethnicity become more politically significant in postcolonial Africa? Are African states simply predatory on their people? What has been the impact of structural adjustment and political 're-democratisation' in Africa? To what extent have political solutions to the challenges Africa faces been imposed from the outside, rather than formulated on the continent?

Week 7: Conflict in postcolonial Africa

This class explores conflict and civil wars in Africa after independence, assessing the role of colonial legacies, Cold War politics, competition for natural resources, the significance of ethnic and religious divisions within African states, and the manipulation of 'youth'. We will compare conflicts in different regions of Africa, including Rwanda and the DRC, Sudan and Darfur, as well as Somalia and West Africa.

Week 8: Popular culture in African history and politics

This class engages with African popular culture, drawing especially on the cultural output of Nigeria and South Africa. We will consider the myriad forms of African cultural expression both past and present, and ask to what extent popular culture in Africa has offered a political critique of state and society and challenged or perpetuated negative stereotypes of Africans.

Week 9: Poverty and wealth in Africa

Why are so many people in Africa so poor? This class examines debates over the nature of poverty in Africa, addressing its longer history as well as the impact of colonial and postcolonial policies. However, the other side of poverty is wealth. What are the historical patterns of wealth creation in Africa? How should we assess the prospects for economic growth and wealth distribution in the future?

Week 10: Aid, development, power and knowledge

This class examines the history of development interventions in Africa from the post-war period to the present day. Has international aid benefited the people of Africa, or has it disempowered them? What role have NGOs played in African politics?

Week 11: Health and healing in Africa: past and present

This class traces histories of health and disease in Africa, with a focus on the HIV/AIDS epidemic. We will examine debates around the nature of African sexualities and gender relations and their role in understanding the course of the epidemic, as well as the longer-term history of disease and medical interventions in Africa. The seminar will also trace the politics of AIDS, patient activism, the creation of new forms of 'therapeutic citizenship' and the long-term impacts of HIV/AIDS.

Week 12: Population, environment and climate change

In this class we will examine debates about the changing natural environments of Africa, such as discussions on environmental degradation, population growth and distribution; the impact of 'green revolution' technologies; competition over resources; gender and the environment, and the impact of structural adjustment policies on the distribution of natural resources such as water. What has been the impact both of climate change and the international politics of climate change on Africa?

Preliminary Reading:

C. Achebe, *Things fall apart* (London, 1958)

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

J.F. Bayart, *The state in Africa: The politics of the belly* (London, 1993)

K. Barber (ed), *Readings in African popular culture* (Bloomington, 1997)

T. Callaghy et al (eds) Hemmed in: *Responses to Africa's economic decline* (New York, 1993)

F. Cooper, *Colonialism in question: Theory, knowledge, history* (Berkeley, 2005)

Cramer, (ed.) *Researching violence in Africa* (Leiden, 2011)

H. Englund, *Prisoners of freedom: Human rights and the African poor* (Berkeley, 2008)

S. Feierman, *The Shambaa kingdom* (Madison, 1974)

S Feierman & J.M. Janzen, *The social basis of health and healing in Africa* (Berkeley, 1992)

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

J. Glennie, *The trouble with aid: why less could mean more for Africa* (London, 2008)

J. Iliffe, *Africans: The history of a continent* (Cambridge, 2007)

J. Livingston, *Debility and the moral imagination in Botswana* (Bloomington, 2005)
J.C. McCann, *Green land, brown land, black land* (Portsmouth, 1999)
S. Straus, *The order of genocide: race, power and war in Rwanda* (London, 2006)
L. White, *Speaking with vampires: Rumor and history in colonial Africa* (Berkeley, 2000)

(ii) African Language Training

All 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. Our experienced Swahili teacher, Ms Jacklyne Wesonga, teaches weekly classes in the Alison Richard Building, which comprise two 50-minute lessons (taught as one session). A further 2 hours per week of self-study is required. Swahili Basic 1 is a CULP (Cambridge University Language Programmes) course, which means that it is open to all members of the University, both staff and students (not only MPhil in African Studies students). Thus 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. Formal assessment consists of coursework (2 pieces of homework, 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), attendance at all sessions of Swahili Basic 1 is compulsory, and you are expected to complete the assessment requirements.

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 of self-study. The course follows the same assessment model as Swahili Basic 1.

Exceptionally, the Academic Secretary can grant exemption from Swahili Basic 1 for students who present a convincing academic case (with the support of their dissertation supervisor) to learn another language spoken on the African continent. Such students can either enrol on a different CULP course approved by the Academic Secretary, or follow a self-taught programme combined with informal conversation classes/workshops at the John Trim Centre for Independent Learning at the Language Centre. For more details about the Language Centre, visit <http://www.langcen.cam.ac.uk/>. Should you require more information about specific language courses available in 2013/14, CULP is running 'advising sessions' for prospective students at the Language Centre during the week 15-18 October 2013, from 12 noon-2pm. Please note that although it may appear from the website as if CULP Swahili is chargeable, these fees do not apply to MPhil in African Studies students, because they have been paid in advance by CAS. *If you wish to apply for exemption from Swahili Basic 1, please notify the MPhil Office no later than 17 October 2013. Note that places on CULP courses other than Swahili cannot be guaranteed.* Also be aware that language training is a compulsory element of the MPhil in African Studies and exemption from Swahili Basic 1 does not mean exemption from language training altogether. Your attendance and participation in any alternative agreed training programme will be monitored by the Language Centre, and reported to the MPhil Office.

(iii) Option Courses

In addition to the core course and African language training, students also attend and participate in a discipline-specific course relating to Africa. These 'option courses' comprise 20-26 contact hours and are usually taught through the Michaelmas and Lent Terms. Most such courses are based in departments beyond CAS, which gives you the opportunity to interact with students on different MPhil programmes. The

teaching format and structure of each course varies according to what individual teachers deem appropriate, but most are taught in small seminar discussion groups (up to 15 students). For larger groups, you may be expected to attend lectures. You are also encouraged to complement your MPhil studies by attending (with permission of the relevant lecturer) one or more of the various undergraduate Africa-related lecture series, which run in faculties and departments across Cambridge University. Details of these optional undergraduate lectures will be made available at the induction day.

In 2013-14, apart from the CAS African history course, the MPhil option courses are drawn from Divinity, Geography and POLIS. Note that the Geography option is taught predominantly through lectures and there are limited places available on the POLIS course due to demand from other MPhil programmes. Brief course descriptions are below:

Law, Labour and Authority in African History (Centre of African Studies)

Dr George Karekwaivanane, Dr Ruth Watson, and Dr Emma Hunter

Michaelmas and Lent Terms, Thursdays 2-4pm, CAS Meeting Room, starts 24 October

Teaching Format: 12 X two-hour seminar classes (6 weekly classes per term)

This MPhil option course explores African history by using law, labour and authority as three interconnected themes through which to analyse social, cultural and political change in colonial and postcolonial sub-Saharan Africa. The course is divided into two parts: the first module (taught by Dr Karekwaivanane and Dr Watson) examines law, labour and colonialism in Africa. The second module (taught by Dr Hunter), takes up these themes in connection to late-colonial and postcolonial Africa, and also considers how decolonisation and the making of the postcolonial state led to the articulation of new forms of rights and obligations, along with new ideas about labour and novel ways of conceptualising authority. Through class readings and seminar discussions, students will engage with historical methodologies and various modes of critical thinking about the past, as well as primary source analysis. Rather than providing a survey history of the African continent, this option course seeks to offer a perspective on the diversity of African experiences of colonialism, decolonisation and postcolonialism.

The first three weeks of the Michaelmas term module deal with three key debates in the study of law and colonialism. These are: the role of law in aiding the colonial project; the fortunes of African legal systems under colonial rule; and finally, how Africans interacted with colonial legal systems and the varied ways that they asserted individual and collective agency. Drawing on case studies from East and Southern Africa, we will examine temporal and regional variations in the development of legal systems during the colonial period, and the diverse forms in which law was deployed, experienced and contested. Primary sources, such as court records, will be used in class to analyse some of these issues. The second half of the module uses labour as a lens through which to understand colonial social and power relations. Taking up the theme of agency explored in relation to colonial law, we initially investigate agency and mobility in connection with histories of labour migration in colonial southern Africa. The next topic examines these questions in more specific detail through a case study on labour and the making of the Apartheid state in South Africa, while the final class investigates labour and the politics of decolonisation in West Africa.

The Lent term module develops the three key themes of law, labour and authority through addressing one of the central questions in African history: how far did decolonisation constitute a rupture in the history of twentieth-century Africa? In the first class we examine recent historiography of this transition through two case studies on Tanzania and Kenya, and consider the extent to which the postcolonial state constituted a break with the past in the forms of power and authority that it sought to construct. This theme

runs as a shared thread through the remainder of the course, which covers the following topics: Human rights, the OAU and the UN; Taxation in the postcolonial state; Labour and nation-building; Gendering authority; and finally, 'Traditional' authority in the postcolonial state. Case studies are drawn from across the African continent, but especially Tanzania.

Preliminary Reading:

- Burton, A. and Jennings, M. 'The emperor's new clothes? Continuities in governance in late colonial and early postcolonial East Africa' *International Journal of African Historical Studies* 40 (2007): 1-25
- Comaroff, J.L. 'Colonialism, culture and the law: A foreword' *Law and Social Enquiry* 26 (2001): 305-314
- Cooper, F. "'Our Strike': Equality, anticolonial politics, and the 1947-48 railway strike in French West Africa' *Journal of African History* 37 (1996): 81-118
- Guyer, J. 'Representation without taxation: An essay on democracy in rural Nigeria, 1952-1990' *African Studies Review* 35 (1992): 41-79
- Leonardi, C. *Dealing with government in South Sudan: histories of chiefship, community and state* (Oxford, 2013)
- Mann K. and R. Roberts (eds.), *Law in colonial Africa* (London, 1991)
- Merry S.E. 'Law and colonialism' *Law and Society Review*, 25 (1991): 889-922
- Murray, C. *Families divided: The impact of migrant labour in Lesotho* (Cambridge, 1981)
- Posel, D. *The making of apartheid, 1948-1961: conflict and compromise* (Oxford, 1991)
- Terretta, M. 'Human rights, UN trust territories, and African decolonization', *Human Rights Quarterly* 34 (2012): 329-360

Christianity, Identity and Social Change (Faculty of Divinity and CAS)

Dr Joel Cabrita and Professor David Maxwell

Michaelmas and Lent Terms, Wednesdays 2-4pm, CAS Meeting Room, starts 16 October

Teaching Format: 12 X two-hour seminar classes (6 weekly classes per term)

This option course, which is also offered to students enrolled on the MPhil in Theological and Religious Studies, takes an historical and anthropological approach to African Christianity. We examine Christianity's complex relations with the changing social and political context in Africa and beyond, placing emphasis upon its popular expression rather than on 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 of the 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 course will introduce students to the range of primary source materials available in Cambridge, London and online, including in the Henry Martyn Centre, the University Library in Cambridge and in the School of Oriental and African Studies (SOAS). Basic methodologies in archival work will be discussed, as well as the importance of attending to written, visual and oral material.

Students will study shifting debates about religious movements in Africa and beyond. 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 discourses. 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.

Weekly topics include: (1) Approaches to the study of Christianity; (2) Debates about conversion in Africa; (3) Mission archives online; (4) Debates about religious authenticity; (5) SOAS archives; (6) Henry Martyn Centre archives; (7) Christianity and resistance politics; (8) Missionary science and medicine; (9) Literacy and identity; (10) Transatlantic Christianities; (11) Church and decolonization; (12) Civil society, citizenship, and global Christianity in postcolonial Africa.

Preliminary Reading:

Bialecki, J et al, 'The Anthropology of Christianity', *Religion Compass* 2, 6 (2008)

Campbell, J. *Songs of Zion: The African Methodist Episcopal Church in the United States and South Africa* (1995)

Comaroff, J. & J. *Of Revelation and Revolution. Christianity, Colonialism and Consciousness in South Africa* Vol.1 (1991)

Harries, P *Butterflies and Barbarians: Swiss Missionaries and Systems of Knowledge in South-East Africa* (2007)

Hastings, A. *The Church in Africa 1450-1950* (1994)

Horton, R. 'African Conversion', *Africa* 41 (1971)

Landau, P. 'Religion and Christian Conversion in African History: A New Model', *The Journal of Religious History* 23, 1 (1999)

Ranger, T. 'Religious Movements and Politics in Sub-Saharan Africa' *African Studies Review* (1986)

Sundkler, B. *Bantu Prophets in South Africa* (1948. 2nd edn., 1961)

Politics, Environment & Urbanisation in the Global South (Department of Geography)

Dr Emma Mawdsley (Convenor), Professor Bill Adams, Dr Tim Bayliss-Smith, Dr Tatiana Thieme
Michaelmas Term, Mondays 11am-1pm, Small Lecture Theatre (Geography Dept), starts 14 October
Lent Term, Tuesdays 11am -1pm and Fridays 2pm-4pm, Small Lecture Theatre (Geography Dept). *Teaching Format: 12 X two-hour lecture/discussion classes (8 sessions in Michaelmas; 4 in Lent)*

This option course comprises two modules, 'Politics, Society and Nature' and 'Environment & Urbanisation in the Global South'; it also serves as a core course for the MPhil in Environment, Society and Development. The first module, 'Politics, Society and Nature', introduces students to critical social science perspectives on the relationships between society and nature. It provides an overview of the ways in which these relationships have been conceptualised and formulated, and underlines the political and social contexts within which questions of sustainability need to be framed. Throughout the course, there is a strong but not

exclusive focus on the global south, from intellectual debates to issues and examples. Weekly topics include: (1) The rise of environmentalism and the idea of sustainability; (2) Disputing nature: the idea of political ecology; (3) Narratives of population pressure, environmental degradation and the commons; (4) Agro-forestry and sustainable land use; (5 & 6) Markets and environmental management; (7) Urban environmental politics; (8) Religion, gender, culture and the environment.

The second module, 'Environment & Urbanisation in the Global South' (taught in Lent term) offers a series of lectures by Dr Tatiana Thieme, a specialist in studies of waste, sanitation and 'slum economies' in African cities. These four sessions will explore ideas of political ecology in the urban context, drawing especially from discard and sanitation case studies in Africa but also comparing India, Brazil, and Mexico. We will examine the nexus between urban built environments, the material and political implications of waste in the context of unplanned urbanisation, the diverse approaches to governing and managing detritus and human waste in the informal 'slum' city, and the everyday coping strategies that residents adopt in the absence of basic municipal services in their neighbourhoods. Specific topics are: (1) Urban political ecology: nature and power in the city; (2) Garbage and waste: metabolism, livelihoods, politics; (3) Urban sanitation: rights, public health, and entrepreneurship; (4) New geographies of waste and basic urban environmental provision.

Please be aware that this option course is not specifically focussed on Africa, but it offers the benefit of a comparative approach that enables African case studies to be critically examined within a broader context. However, MPhil in African Studies students will have the opportunity to focus their academic interests on the African continent when developing their essay topic.

Preliminary Reading:

Adams, WA (2008) *Green Development: Environment and Sustainability in a Developing World* Routledge. Third edition

Boserup, E (1965) *The Conditions of Agricultural Growth: The Economics of Agrarian Change under Population Pressure*. Allen and Unwin

Chaplin, S (2011) 'Indian Cities, Sanitation and the State: The Politics of the Failure to Provide' *Environment and Urbanization* 23(1): 57-70

Fairhead, J et al (2012) 'Green Grabbing: A New Appropriation of Nature?' *Journal of Peasant Studies* 39(2): 237-261

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

Moore, S (2009) 'The Excess of Modernity: Garbage Politics in Oaxaca, Mexico' *The Professional Geographer* 61(4): 426-437

Myers, G. (2005) 'Towards a Political Ecology of African Cities' in *Disposable Cities: Garbage, Governance, and Sustainable Development in Urban Africa* Ashgate: 1-15

Robbins, P. (2011) *Political Ecology: A Critical Introduction*. Wiley-Blackwell. Second edition

Peet, R, Robbins, P and Watts, M. (eds) (2010) *Global Political Ecology*. Routledge

Peet, R, and Watts, M (eds.) (2004) *Liberation Ecologies: Environment, Development, Social Movements*. Routledge. Second edition

The Politics of Africa (Department of POLIS)

Dr Devon Curtis (Convenor), Dr Alastair Fraser, Dr Adam Higazi, Dr Justin Peace, Dr John Rapley
Michaelmas Term, Fridays 2pm-4pm, ARB, S3 starts 18 October. Lent Term, to be confirmed.

Teaching Format: 13 X two-hour seminar classes (7 classes in Michaelmas; 6 classes in Lent)

A brief introduction to this option course is scheduled for 9 October from 4-5pm in room SG1, ARB.

This MPhil option course, also open to students enrolled on the MPhil in Politics and International Relations and the MPhil in Development Studies, examines major topics and themes in postcolonial 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. The relevance of theories and concepts developed in the fields of comparative politics and international relations are assessed for their relevance to the study of Africa. The course is divided into two parts.

In **Michaelmas term**, the seminars 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. Students will be required to read the following books in their entirety. You may wish to buy them, since they are all important books. Alternatively, these texts are available in the PPS library, the African Studies Library, and in most College libraries.

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

James Ferguson, *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*, University of Minnesota Press, 1994.

Padraig Carmody, *The Rise of the BRICS in Africa: The Geo-politics of South-South Relations*, Zed Books, 2013.

In **Lent term**, students choose a module, so as to explore a theme in African politics in more detail. All students also encouraged to attend the undergraduate lecture series in African Politics, which is not compulsory, but the lectures will be useful for those who have no previous background in the subject. The modules on offer for Lent 2014 are listed and described below:

A: Conflict, peace and intervention in the Great Lakes region (Devon Curtis)

B: Mining and the political economy of Zambia (Alastair Fraser)

C: Islam, politics and cultures of statehood in West Africa and the Sahel (Adam Higazi)

D: The Challenges of Sovereignty in the Post-Colonial African State, (John Rapley)

E: Between the global and the local: state and society in Angola, (Justin Pearce)

A: Conflict, peace and intervention in the Great Lakes region of Africa (Devon Curtis)

Western intervention is a prominent feature of violent conflict in the Great Lakes region of Africa. From anti-slavery campaigns in the 20th century to today's peacebuilding and statebuilding interventions, Westerners have often justified their involvement in the Great Lakes region of Africa using arguments about progress and peace. This option will critically assess these claims, and evaluate different theories of conflict, peace and change. We will pay particular attention to the interplay between international, regional and local ideas and practices related to peace and conflict. Why has the Great Lakes region of Africa 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 non-traditional donors in the Great Lakes region 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 Democratic Republic of the Congo, Rwanda, and Burundi, but students are welcome to draw comparisons with other African countries and regions.

B: Mining and the political economy of Zambia (Alastair Fraser)

“Zambia is the tip of the tail of the global dog. When the dog is happy we find ourselves merrily flicking from side to side; when the dog is miserable, we find ourselves coiled up in a dark and smelly place”. In the middle of the credit crunch, an editorial in *The Post* of Zambia blamed many of the country’s woes on its heavy dependence on a wildly fluctuating global copper market. Is Zambia just another African country suffering from the ‘resource curse’, doomed to poverty and authoritarianism by its possession of a precious metal? This seminar series considers whether the ‘African industrial revolution’ that saw the emergence of the ‘Copperbelt’ in what was then Northern Rhodesia allowed African workers to escape rural idyll and form dynamic urban communities, or an immoral ‘de-tribalised’ society; if the ownership structures of the mines and the global economic system into which Zambia emerged as an independent nation ever held the possibility of driving development for the majority of the people, or doomed the country to dependence; whether the free market and democratic reforms that came together at the end of the Cold War were mutually reinforcing, or were bound to undermine each other; if keeping taxes low is the best way to generate jobs in Zambia, or simply allows multinational mining houses to exploit the country without putting anything back; whether new Chinese investment represents an opportunity to break away from exploitative relations with Western multinationals or the threat of deeper exploitation; and finally, whether resistance movements and opposition parties that criticise privatisation are ideologically committed to social justice, or are remobilising ethnic networks and potentially chaotic mobs.

C: Islam, politics, and cultures of statehood in West Africa and the Sahel (Adam Higazi)

This module focuses on the political anthropology of states, social movements, and insurgent groups in West Africa and the Sahel. It looks at state formation across the region and outlines both the transformation of precolonial West African states (especially Islamic ones) and the steady incorporation of ‘decentralised’ or non-state societies into the sphere of colonial and postcolonial states. What have been the ramifications of such dramatic social and political changes over the past century? In the modern context, how equitable and inclusive are state structures and institutions in West Africa at managing socio-cultural and linguistic diversity and religious pluralism? The seminar series has six sessions, each starting with a presentation by the convenor, followed by a student presentation and class discussion, as follows: (1) Regional connectivity in Western Africa and the Sahara/Sahel; (2) Party politics and institutional diversity in ‘Anglophone’ and ‘Francophone’ West Africa; (3) Crises, sovereignties and resilience in the Sahel; (4) Islam, pluralism, and the state in Nigeria; (5) Tuareg rebellions, Islamic movements and interventionism in Mali; (6) Demography, political ecologies, and land in tropical forests and savannas.

The module compares how social power and political authority are defined and articulated in different West African contexts, and how structures of power have been reconfigured over time. This entails the study of nationalist and liberation movements from the decolonisation period, but the main emphasis is on current patterns of institutional diversity, ideas of nationhood, and ‘sub-national’ forms of political assertion. Claims and challenges to political authority and territorial sovereignty take different forms, but can

be based on nationalist traditions, party political affiliation, or ethnicity. Alternatively, they can stem from transnational or regional networks premised on kinship, religion, and trade. The module will compare how sovereignty and political legitimacy vary in West Africa – as between Anglophone and Francophone states – and within territorially defined states. The series also explores how postcolonial states have been accommodated in Islamic areas of West Africa, and the extent to which the status quo is currently being challenged by uprisings from militant groups in northern Mali and northern Nigeria. The seminar series ends with a study of environmental issues in West Africa, examining climate change and variability and the politics of resource use and extraction, especially in rural areas.

D: The challenges of sovereignty in the postcolonial African state (John Rapley)

The economic, social, political and demographic changes of the last thirty years that have attended the spread of free-market policies and the onset of globalization have produced significant transformations in the character of the state. Nation-states find their power whittled away from above, as they delegate power to transnational bodies like the WTO and interact with increasingly important non-state actors with significant political leverage, such as NGOs, multi-national corporations and bond-rating agencies. At the same time, they find some of their powers whittled away from below, as the emergence of transnational economic and political networks, from criminal gangs to Islamic charities, creates non-state actors with political agendas and autonomous control of resources. Meanwhile, deepening integration and the legacy of structural adjustment has caused public-sectors to trim their capacity while inducing races-to-the bottom in tax policy, further restraining the state's potential capacity. The state in Africa has been a particular field of contestation, with many predicting state failure in post-colonial states. And yet, earlier predictions in the globalization literature of the imminent demise of the state have proved to be premature, at the very least. Faced with this combination of erosion yet resilience on the part of the state, some IR theorists have begun to speak of a new medievalism, an overlay of formal and informal governance which has enabled states to adapt to the challenges to its authority by means of a sort of negotiated sovereignty with these new players. This module will assess the relevance of this theory to the study of state adaptation to globalization in Africa, paying particular attention to two case studies: gang-controlled communities in South Africa, and the Senegalese holy city of Touba.

E: Between the global and the local: state and society in Angola (Justin Pearce)

To the outside world, Angola state has long been defined by its relationship to global political and economic formations: a node in the South Atlantic slave trade, a Portuguese province, a Cold War battleground, a frontline state in the struggle against South African apartheid and, most recently, a rapidly growing “oil state”. Those seeking to understand the Angolan state as a case of extraversion have no shortage of evidence to draw upon. Yet, at the same time, the state's position within Angola has long been the subject of contention. Angolan political identities have been shaped by uneven and contested processes of state formation from colonial times to the present, by co-operation with or resistance to colonial rule, and by rival Angolan elites' attempts to extend their hegemony. It is only in the last decade that we have seen a credible effort by a single entity to achieve hegemony and a monopoly of violence over the whole of the territory we call Angola. Understanding the contestation of power in the past and the present – elites' preoccupation with hegemony, and popular resistance and co-operation – requires attention to local as well as global perspectives. This module will approach contemporary Angola through the critical examination of a number of disciplinary perspectives. Important themes will include the respective roles of global and local agency, and the interplay of ideologies and identities with foreign and local economic interests and material realities.

Note: Be aware that if fewer than 7 students sign up for a module, it will probably be cancelled. There is a maximum of 15 students in each seminar group, thus some students may miss out on their first choice module. *Students interested in taking the Politics of Africa option course are strongly encouraged to inform the MPhil office as soon as possible, because places are limited. All interested students should also attend the brief introduction to the Politics of Africa option, which is on 9 October from 4-5pm in room SG1, in the Alison Richard Building.*

3. LIBRARIES, COMPUTING FACILITIES, AND TRAINING OPPORTUNITIES

a) Library Resources

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, google “Cambridge Libraries Gateway” and “Cambridge Library Search”.

For MPhil in African Studies students, a key resource is the CAS Library, which is housed within CAS and contains a stock of over 30,000 books and an excellent periodicals collection. The CAS 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 degree. 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 “Newton Catalogue” and choose “Departments and Faculties A-E”. The CAS library can also borrow microfilms of African newspapers from the extensive collection of the Cooperative Africana Materials Project (CAMP), which is based in Chicago, USA. Archival collections within CAS Library itself include the papers of Audrey Richards, anthropologist and founder of CAS, as well as other varied collections of documents and photographs. Most of these collections are not yet fully catalogued but information about them can be found on the CAS library website, or you can use “Janus” to search for archival collections across the University. Other facilities in the library are a microfilm reader and a photocopier (7p per page; 12p double sided). Check the CAS Library website for regular updates about the library and information on new resources, as well as news of upcoming events. MPhil in African Studies students are granted 24-hour access to CAS Library. The current CAS Librarian is Ms Marilyn Glanfield (afriplib@hermes.cam.ac.uk).

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 extensive and 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. The University Library also networks thousands of electronic databases and e-journals, which can be accessed from Faculty and College computers across Cambridge, as well as remotely via Raven, the University’s wi-fi network. Helpfully, the University Library organises orientation tours and research skills programmes throughout the year, but especially in Michaelmas term. Details are available on the UL website.

Most of our students usually find themselves using other specialized Faculty and Departmental libraries as well, some of them conveniently located on the Sidgwick Site. The History Faculty's Seeley Library, the Marshall Library of Economics (incorporating Development Studies), and the Squire Law Library are all minutes away from CAS. The Social and Political Sciences (SPS) library can be found across the river, on the New Museums site.

b) Computing Facilities

Wireless internet (via Raven) 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. Final drafts of essays and dissertations can be printed at the Centre by prior arrangement with the administrators, please give at least one days notice if you wish to print. Photocopying can be done in the library, at a cost of 7p per sheet or 12p for double sided copies. The MPhil Office can occasionally scan documents and book chapters on request.

The University Computing Service (UCS) offers the use of PCs, Apple Macintoshes and scanners through the "Managed Cluster Service". Printing is available through DS-Print (subject to a charge). Most Colleges also offer convenient word-processing and printing facilities to their own students. As mentioned above, cheap laser printing and photocopying services are additionally available at the offices of the Graduate Union. The UCS gives all graduate students an e-mail address (ending in @cam.ac.uk). For more information on computing facilities across the University, as well as details on free IT training courses, visit the UCS website.

c) Training Opportunities

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 (but only 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. You are encouraged to take advantage of these opportunities as far as possible, and even experiment with doing something 'different'.

In the Centre of African Studies, you are expected to attend and participate in the weekly CAS seminar on Monday evenings at 5pm and also the fortnightly Africa Research Forum (ARF) on Wednesdays at 3.30pm. The ARF is a research workshop aimed specifically at Cambridge graduate students working on Africa. Both these regular events offer MPhil students a vital social and intellectual forum to share ideas and learn from colleagues, both students and academics. You are encouraged to seek out other seminars and workshops that fit with your research interests – ask your supervisor and course lecturers for advice on what might be suitable. At the same time, you should open minded, and take the chance to hear and learn about something completely different from your dissertation project. More often than not, "thinking outside of the box" stimulates fresh ideas and relieves work stress. To find out more about seminars, workshops and conferences going on in Cambridge, scan departmental noticeboards for interesting-looking programmes and posters, join relevant email lists and twitter feeds, visit the talks.cam website and check out "What's On", which is the University's listing of events open to the public.

For training courses, google "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 variety of training courses run by participating University training providers. You may be specifically interested in the Personal and Professional Development (PPD) Researcher Development Programme, or courses run by the Social Sciences Research Methods Centre, or perhaps training offered by the UCS.

4. GENERAL INFORMATION

Cambridge and Africa

The University of Cambridge has a long history of engagement in Africa, with research and teaching activities involving individuals from a very wide range of disciplines, from the social sciences and humanities to the natural sciences and medicine. The Cambridge and Africa website introduces you the range of Africa-related activities going on across the university: <http://www.cambridge-africa.org>

Making Contact

Because of the nature of graduate research, students can find that a significant part of their day is spent studying in isolation. You are encouraged to take the initiative and make contact, to meet and socialise with your fellow students at the Centre of African Studies, your college, and other Departments based in the ARB. Attending research seminars and workshops is another great way to meet graduate students from other University departments and faculties, or you can get involved with the Graduate Union or one of the myriad student societies based in Cambridge. Keep in touch with CAS via Facebook and Twitter:

Facebook group: African Studies Cambridge; Facebook page: Centre of African Studies, University of Cambridge; Twitter: @CASCambridge

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/>

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.

Sexual and Racial Harassment Policy: The Centre of African Studies, the University, and the Colleges operate a very strict sexual and racial harassment policy. If you experience any difficulties of this kind, contact your College Tutor and the MPhil Academic Secretary without delay.

ARB Reception and CAS Office Hours

The ARB reception is manned from 8.30am to 5pm Monday to Friday, Telephone: (01223) 761 000.

CAS and the CAS Library are open 9am to 5.30pm Monday to Friday. The CAS Administrator is Ms Victoria Jones, E-mail: vj245@cam.ac.uk; Telephone (01223) 334 398.

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 access code for the kitchen is 1857X. There are two wall cupboards allocated to African Studies MPhil Students, which are available for your use. 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 Aiders are: Jamie Brittain 351 212 (custodian) and Marion Webster 354 790.

APPENDIX A: CONTACT DETAILS FOR STAFF ASSOCIATED WITH THE MPhil IN 2013-14

Ms Judith Weik (MPhil Administrator): E-mail: jw571@cam.ac.uk

Dr Ruth Watson (Academic Secretary): E-mail: riw21@cam.ac.uk

Dr Joel Cabrita (Option Course Lecturer): E-mail: jmc67@cam.ac.uk

Dr Devon Curtis (Supervisor and Option Course Lecturer): E-mail: dc403@cam.ac.uk

Dr Alastair Fraser (Option Course Lecturer): E-mail: af441@cam.ac.uk

Dr John Rapley (Option Course Lecturer) E-mail: jr603@cam.ac.uk

Dr Justin Pearce (Option Course Lecturer): Department of POLIS

Dr Adam Higazi (Option Course Lecturer): E-mail: ah652@cam.ac.uk

Dr Emma Hunter (Option Course Lecturer) E-mail: elh35@cam.ac.uk

Dr Leslie James (Supervisor) E-mail: lej34@cam.ac.uk

Dr George Karekwaivanane (Option Course Lecturer) E-mail: ghk22@cam.ac.uk

Dr Emma Mawdsley (Option Course Lecturer): E-mail: eem10@cam.ac.uk

Professor David Maxwell (Supervisor and Option Course Lecturer) E-mail: djm223@cam.ac.uk

Dr Tatiana Thieme (Option Course Lecturer): E-mail: tat27@cam.ac.uk

Other Contacts

Ms Melissa Rielly (Secretary, Degree Committee of the Faculty of Human, Social and Political Science)

Email: degree-committee@hsps.cam.ac.uk

More information is available on the Student Registry website, where you can find authoritative guides to graduate life in Cambridge: <http://www.admin.cam.ac.uk/students/studentregistry>.

Telephone: (1223) 766 302; E-mail: student.registry@admin.cam.ac.uk