UNIVERSITY OF
CAMBRIDGE
Centre of African Studies

MPhil in African Studies
Handbook 2014-15

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IMPORTANT DATES IN THE MPHIL IN AFRICAN STUDIES 2014-15

2014

Tue 7 Oct	*Michaelmas Term begins* Submit your confirmation of admission form to the MPhil Office **Induction Day at Centre of African Studies, 9.30am-4pm, room S3, ARB**
Thurs 9 Oct	Submit options course choice form to the MPhil Office at CAS
Thurs 16 Oct	Deadline for applying to the MPhil Office for exemption from Swahili Basic 1
Fri 24 Oct	Ensure you have met with your dissertation supervisor by this date
Mon 3 Nov	Submit your practice essay topic to the MPhil Office

2015

Tues 13 Jan	*Lent Term begins* Deadline for submitting your practice essay to your supervisor Examined core course essay questions are distributed to students
Wed 28 Jan	Submit proposed option course essay question to the MPhil Office Submit your dissertation plan an title to the MPhil Office
Thurs 5 Feb	Deadline for re-submitting your practice essay to your supervisor in case of a fail mark
Wed 25 Feb	Deadline for submitting your core course essay to the to the MPhil Office by **12.00pm**
Wed 11 March	Deadline for submitting your option course essay to the MPhil Office by **12.00pm** *Lent Term ends*
Tues 22 April	*Easter Term begins*
Wed 29 April	Dissertation workshop, room S3, ARB
Wed 10 June	Deadline for submitting your dissertation to the MPhil Office by **12.00pm** *Easter Term ends*

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 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). During term time, the MPhil Office is usually open from 9am - 5pm Monday - Thursday (closed Fridays), 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 Emma Hunter, a History Fellow of Gonville & Caius College. Most GEC members do not have offices at CAS, but are based in their Colleges and Faculties. Dr Hunter's office is on the Harvey Court site of Gonville & Caius, located close to CAS on West Road.

c)   The Academic Year and Residence Requirement

The academic year in Cambridge is divided into three terms -Michaelmas, Lent and Easter. Term dates for 2014-15 are as follows:

Tue 7 October 2014 - Fri 5 December 2014
Tue 13 January 2015 - Fri 13 March 2015
Tue 21 April 2015- Fri 12 June 2015

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.

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

Another service available is Linkline, which is a confidential, anonymous listening support and information service run by students from 7pm to 7am every night during term-time. Linkline can

be contacted by telephone (01223 744444), skype (cambridge.linkline), or email (email@linkline.org.uk). Be aware that Linkline is not available during the day or outside of term time. Samaritans run a 24hr, 365 days-a-year service (not connected to the University); they can be contacted on 08457 90 90 90 or emailed at jo@samaritans.org.

3. THE DEGREE PROGRAMME

a) The Core Course

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

The interdisciplinary compulsory core course introduces you 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 comprises 24 hours of class teaching (twelve sessions) and is taught as a two-hour seminar discussion class during Michaelmas term (twice weekly in weeks 1-4, once weekly in weeks 5-8), with readings set in advance. Films, music, and novels are set alongside academic literature. It is essential that you attend the sessions fully prepared and ready to participate in class discussions.

In Lent term, the core course provides four research training sessions (weeks 1-4) offering guidance on research techniques and fieldwork.

The core course is assessed by a 5,000-word essay (including footnotes, excluding bibliography) on a topic chosen from a prescribed list of questions. The list of essay questions will be released on 13 January and the essay is due on 25 February. It is important that you address one of the prescribed essay questions; you are not permitted to devise an alternative question of your own. The core course essay counts for 20% of the final MPhil mark.

Course Outline

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 for students as they undertake the reading for their 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.

The course is taught by Dr Emma Hunter for 12 sessions through Michaelmas term via two-hour seminar discussion classes, with readings set in advance. Films, music and fictional works are set alongside academic literature. The outline of topics is as follows:

Class 1: Africa in the longue durée

This class serves as an introduction to the course. We reflect on the ways in which Africans have thought about their continent and the origins of 'Africa' as a subject and object of study, both within and outside Africa. We consider the logic of studying 'Africa', and explore the extent to which there are commonalities across the continent in terms of Africa's deeper past and pre-colonial history and the methodological challenges involved in studying Africa's pre-colonial past.

Class 2: Colonialism in the history and historiography of Africa

This class focuses on the place of colonialism in the history and historiography of Africa. How did Africans make sense of colonialism? How was the colonial experience represented in art and literature? This class will include comparative reading, placing the work on Africa alongside academic literature about other parts of the colonial world, particularly South Asia.

Class 3: Gender, the family and youth

This class explores debates over gender, the family and youth in Africa's past and present. We explore the argument that pre-colonial Africa was a 'labour-poor' continent. How were kinship and other social relationships conceptualised in pre-colonial Africa? How did that change in the colonial period and later? What theoretical tools might we use to understand social relationships in Africa past and present?

Class 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 and practice of religion in colonial and postcolonial Africa.

Class 5: Perspectives on the state in Africa

How should we understand the state in Africa? Are there patterns common to all post-colonial African states and if so why? Are African states simply predatory on their people? What role have pre-colonial and colonial legacies played in shaping states and conceptions of power in post-colonial Africa? How do people in Africa understand the state and interact with their governments? This class analyses debates in anthropology, history and political science over these questions.

Class 6: Citizenship, Ethnicity, Autochthony and Belonging

Why is Africa said to be facing a crisis of citizenship? What is the relationship between citizenship and ethnicity and other forms of belonging? What is ethnicity and to what extent was it a colonial 'invention'? Is there a distinction to be drawn from legal categories of citizenship and 'meaningful' citizenship? This class explores the debates about citizenship in Africa from the perspectives of political science, anthropology and history.

Class 7: Development, Poverty and Wealth

This class reflects critically on development in Africa. There is now a long history of development interventions in Africa, from the late nineteenth century until the present day. How did colonial regimes and post-colonial charities and international agencies conceptualise 'development'? How does thinking critically about African conceptions of what 'development' means, in African languages, challenge a concept of development as outside intervention? How have conceptions of 'development' changed over time? Has international aid benefited the people of Africa, or has it disempowered them?

Class 8: Popular culture and the post-colony

This class engages with African popular culture. 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. What theoretical models best equip us to study popular culture in Africa?

Class 9: Land use and the environment

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?

Class 10: Health and Healing

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.

Class 11: Violence

This class explores violence in contemporary Africa. How has violence been used to create power, both in the present and the past? Where should we look to understand contemporary violence? Some have focused on colonial legacies, others on Cold War politics or competition for natural resources, or on the significance of ethnic and religious divisions within African states, others have focused on generational struggles and the role of 'youth'. In this class we reflect critically on these approaches, focussing in particular on Sierra Leone and Rwanda.

Week 12: Round table discussion: Africa in the world, past, present and future

The course ends with a concluding discussion which draws together the themes of the course. In this round table discussion we will reflect on the changing ways in which Africans have thought about the world and their place in it over the past two centuries, and reflect critically on the key concepts and methods discussed in this course and the disciplinary perspectives explored here.

Background reading suggestions

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

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

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

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

S. Feierman, *Peasant Intellectuals* (Wisconsin, 1999)

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

J. Ferguson, 'Declarations of Dependence: labour, personhood and welfare in southern Africa', *Journal of the Royal Anthropological Institute*, 2013

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

J.C. McCann, *Green land, brown land, black land* (Portsmouth, 1999)

L. Smith, *Making Citizens in Africa* (Cambridge, 2013)

L. White, *Speaking with vampires: Rumor and history in colonial Africa* (Berkeley, 2000)

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 small seminar discussion groups (up to 15 students), 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 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. The essay itself is due on 11 March. 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 2014-15, a choice of five option courses is offered. **Please note that** there are limited places available on the 'Politics of Africa' and the 'Development Issues in sub-Saharan Africa' courses due to demand from other MPhil programmes. Options running in 2014-15:

Christianity, Identity and Social Change in Africa

Dr Joel Cabrita (Faculty of Divinity)
Professor David Maxwell (Faculty of History)
Dr Emma Wild-Wood (Cambridge Centre for Christianity Worldwide)

Contact Hours: 12 x two-hour seminars (6 weekly classes in Michaelmas and Lent)

This option takes an historical and anthropological approach to African Christianity, examining its complex relations with changing social and political context in Africa and beyond. 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 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 option will be taught by studying shifting debates about religious movements in Africa and beyond. Through the 1960s and 1980s 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 instead as creative local deployments of trans-regional ideologies that address social problems in postcolonial 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.

Select Bibliography

J. Campbell, *Songs of Zion. The African Methodist Episcopal Church in the United States and South Africa* (Chapel Hill, 1998).

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

P. Gifford, *Ghana's New Christianity: Pentecostalism in a Globalising African Economy* (Bloomington, 2004).

A. Hastings, *The Church in Africa, 1450-1950* (Oxford, 1995).

I. Hofmeyr, *The Portable Bunyan: A Transnational History of the Pilgrim's Progress* (Princeton, 2004).

R. Horton, 'African Conversion' *Africa* 41, 2 (1971).

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

D. Maxwell, *African Gifts of the Spirit. Pentecostalism and the Rise of a Zimbabwean Transnational Religious Movement* (Athens, 2006).

D. Maxwell, '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 (2011).

D. Maxwell and P. Harries (eds.) *The Spiritual in the Secular: Missionaries and Knowledge about Africa* (Grand Rapids, 2012).

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

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).

T. Ranger 'Religious Movements and Politics in sub-Saharan Africa' *African Studies Review* 29, 2 (1986).

Class Outline

Approaches to the Study of Christianity

Debates about Conversion in Africa: Indigenous Versus Alien Faiths
Mission Archives Online: Word and Image
SOAS Archives: Official Missionary Archives
Debates about Religious Authenticity: Mission Christians Versus Independent Christians
Cambridge Centre for Christianity Worldwide: Personal Missionary Papers
Christianity and Resistance Politics in Africa
Missionary Science and Medicine: Knowledge Formation and Indigenous Interlocutors
Literacy and Christianity
Transatlantic Christianities: The Ethiopian Movement and African Methodist Episcopal Church
The Church and Decolonization in Africa
Civil Society, Citizenship, Global Christianity in Postcolonial Africa

Development Issues in Sub Saharan Africa

Dr Shailaja Fennell (Centre of Development Studies)
Mr Richard Sidebottom (Centre of Development Studies)

Contact Hours: 16 lectures supplemented by bi-weekly open discussion seminars

This option course has been developed for the MPhil in Development Studies, but places are available for MPhil in African Studies students. The main lecturers are Dr. Shailaja Fennell and Mr. Richard Sidebottom (based in the Centre of Development Studies), although the course format allows for the possibility of guest lecturers from academic, business and other backgrounds.

Objectives of the Course

Though extremely heterogeneous, countries in sub-Saharan Africa remain among the most underdeveloped and poverty stricken countries in the world. This option course combines historical and economic theoretical perspectives with an updated evaluation of current political, institutional, business and social dynamics. The objective is to provide an appreciation of the wide variation in historical, political, social and economic sources of the development paradigm(s) in sub-Saharan Africa and to thoroughly investigate the prevailing discourse of problem diagnosis and policy prescription. By explicitly linking practical examples and case studies to broader themes such as globalisation and institutional development, this course aims to illustrate concepts and facilitate understanding of key development concepts without duplicating content.

Select Bibliography

Berendsen, B., Dietz, T., Nordholt, H.S. & van der Veen, R., eds., 2013, *Asian Tigers, African Lions: Comparing the Development Performance of Southeast Asia and Africa* (Brill: Leiden).

Chabal P., & Daloz, J.P., 1999, *Africa Works: Disorder as Political Instrument* (James Currey: Oxford).

Collier, P., 2008, *The Bottom Billion* (OUP: Oxford).

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* (OUP: Oxford).

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

Meredith, M., 2006, *The State of Africa* (Free Press: London).

Moyo, D., 2009, *Dead Aid: Why Aid Is Not Working and How There is a Better Way for Africa* (Penguin: London).

Ndulu, B.J., O'Connell, S.A., Bates, R.H., Collier, P., & Soludo, C., 2009, *The Political Economy of Economic Growth in Africa 1960-2000* (OUP: Oxford).

Noman, A., Botchwey, K., Stein, H., & Stiglitz, J., 2012 *Good Growth and Governance in Africa: Rethinking Development Strategies* (OUP: Oxford).

Stein, H, 2003 'Rethinking African Development' in *Rethinking Development Economics*, ed. Chang, H-J (Anthem Press: London).

Westbury, A., Page, J., & Assan, J. 2013, [Is Africa Rising or Not? A discussion of economic opportunities and development challenges in Africa](#) (Brookings Africa Growth Initiative: Washington).

Lecture Outline

1. The current development & growth picture

This lecture will introduce different means by which policy makers seek to measure African development: (Employment; Manufacturing Value-added; MDGs; GDP composition; Poverty and HDI; Health and education; Institutions; Corruption indices; infrastructure) and compare the development picture each of these paint along with policy implications.

2. Historical legacies

This lecture will put the current development and political picture into historic context both in terms of the colonial era and 'structural adjustment' policies during the 1980s. We will examine the continuing legacies in terms of political governance, social conflict, legal structures, international relations and notions of nationhood.

3. International relations in the South-South world

To complete these introductory lectures, we will evaluate the role of China, India and Brazil in current development as well as try to understand the complexities of intra-Africa regional politics and economic zones.

4. & 5. State and society in sub-Saharan Africa

These two lectures provide a basis on which students can begin to evaluate the economic and political capacity of the state to be 'Developmental' and for the existence of a binding Development 'Social contract' as a foundation for a Development focused Industrial policy. This will be achieved by examining core institutional concepts such as governance, the notion of 'corruption', the meaning of Democracy (including the role of NGOs and Civil society) and the power of ethnicity, identity and nationhood as sources of conflict and means of co-operation. We will also examine the state's ability to finance its development independently of donor or other external funding or whether fiscal weakness leaves governments beholden to particular interests or policy paradigms.

6. & 7. Development models in sub-Saharan Africa & the absence of manufacturing

Having established a platform of economic, political and historical knowledge as well as introducing the relationship between state and society, the course now moves to investigate the drivers behind sub-Saharan Africa's growth paradigm. These two lectures explore different growth trajectories such as resource driven growth (and the associated issues of governance and the 'resource curse') and examine the poor performance of the manufacturing sector. Lessons for industrial policy from Asia will be explored through a focus on particular sectors, such as textile manufacturing.

8. & 9. The role of agriculture in development

Given the continuing central role that agriculture plays in the economic growth of sub-Saharan Africa, it is a key topic in this course. The first two lectures on agriculture will focus on rural institutions, property rights, land reform, irrigation and rural markets; and the current and future role of information and computing technology. The second lecture incorporates climate change and food security into a broad discussion of sustainable development and examines how development in sub-Saharan Africa may or may not be enhanced by genetically modified crops, better linkages with global value chains, or alternatives paths such as Fairtrade or organic farming. These debates will be illustrated using numerous case studies for discussion including cotton, cocoa and fruit and vegetables.

10. Human capital

The next series of lectures examines different forms of capital as drivers of development and growth: human, physical and financial. This initial lecture explores issues in all levels of education and training, as well as population growth, gender and migration, to assess the impact on skill shortages or research and development capacity, thereby inhibiting policy attempts to enhance productivity or value-added output. We will also examine social dynamics, and traditional social and patronage networks that affect the potential for collective action and coordination.

11. Physical capital: the infrastructure deficit

Though sub-Saharan Africa has been able to 'leap frog' certain telecommunication obstacles faced by previous developing countries, continuing energy, transport and water shortages continue to restrict many development projects. Despite most trade in sub-Saharan Africa being externally focussed, only a handful of ports can cater for large container ships used by global shipping lines. Over half of countries have regular power outages, as utilities struggle to cater for a rapidly urbanising population. This lecture will examine projects designed to overcome this 'Infrastructure deficit'.

12. Financial capital

Despite impressive economic growth in recent years, such are the continued levels of domestic capital outflows and the size of investments required, that sub-Saharan Africa remains dependent on external funding. This lecture will examine the sources, form and sector allocation of these funds, and examine policy and development implications. The lecture will discuss different forms of finance – private or government; debt or equity; foreign direct investment or portfolio investment. This will be illustrated with specific impact case studies of International Private Equity projects and those of domestic entrepreneurs.

13. Globalisation and business in sub-Saharan Africa

These lectures will examine whether sub-Saharan Africa has become marginalised by the forces of globalisation and discuss how the region can join global value chains as a possible springboard to development. This will be examined by looking at specific industrial sectors. We will also assess the domestic market: is there potential for sub-Saharan Africa to focus on its own one billion customers? This will be illustrated by examining companies such as Unilever; Fastjet; Celltel and Shoprite.

14, 15. & 16. Country case studies

These lectures will examine the implications of what we have covered in the course. The case of the 2002-7 conflict in Cote d'Ivoire, enables us to examine the socio-political impact of a particular development paradigm in terms of institutions, property rights, migration, social conflict, the resource curse and dependency upon a particular social contract and external finance from an ex-colonial power. The cases of South Africa and Rwanda will examine how sub-Saharan African countries have attempted to redefine development after social conflict.

Law and Society in Africa

Dr George Karekwaivanane (Centre of African Studies)
Dr Jessica Johnson (Peterhouse)

Contact Hours: 12 x two-hour seminars (6 weekly classes in Michaelmas and Lent)

This interdisciplinary course explores the role that law has played in shaping society in colonial and postcolonial Africa and the ways that social actors have in turn sought to shape the law. Among other topics it will examine: the efforts of individuals, groups and institutional actors to use law in order to implement their visions of social, economic, and political order; the ways that ideas such as 'crime', 'human rights' and 'justice' have been defined and mobilised by social actors; and the concepts that scholars have used in their efforts to come to terms with these processes. The course is divided into two modules, which will be taught in seminar format. The first, taught by Dr Karekwaivanane, focuses on key themes in the social and political history of law in Africa while the second, taught by Dr Johnson, focuses on important themes in the anthropology of law in Africa. During the classes the students will engage with the different methodologies, forms of evidence and ways of structuring arguments that the disciplines of history and anthropology use in analysing and discussing the operation of law in society. Students will be exposed to case studies from across the continent as well as primary and secondary sources, and they will be invited to present to their peers on key themes.

The Michaelmas term module will include sessions on: the role that law played in aiding the colonial project; the fortunes of African legal systems during the colonial period; African interactions with colonial legal systems and the diverse ways in which Africans asserted their agency; the construction and deployment of notions of crime and deviancy; the discourses and practices of punishment; and diverse efforts to implement transitional justice on the continent. The Lent term module will shift the focus to key themes in Africanist legal anthropology, including: debates surrounding the analytical utility of the concept of legal pluralism; critical examinations of human rights interventions; an exploration of the ways in which ideas about justice have been articulated and contested; ethnographic work on policing and vigilantism; law in the realm of sexuality and gender relations; and the anthropological study of Islamic law in Africa.

Select Bibliography

Chanock M., *Law Custom and Social Order: The Colonial Experience in Malawi and Zambia* (Cambridge, 1985).

Clarke, K. M., *Fictions of Justice: the International Criminal Court and the challenge of legal pluralism in sub-Saharan Africa*, (Cambridge, 2009).

Comaroff J. L., 'Colonialism, Culture and the Law: A Foreword', *Law and Social Enquiry*, 26 (2001), pp. 305-314.

Englund H., *Prisoners of Freedom: Human Rights and the African Poor*, (California, 2006).

Gluckman M., *The Judicial Process among the Barotse of Northern Rhodesia* (Manchester, 1955).

Griffiths, A., *In the Shadow of Marriage: gender and justice in an African community*, (Chicago, 1997).

Hirsch S., *Pronouncing and Persevering: Gender and the discourses of disputing in an African Islamic Court*, (Chicago, 1998).

Hodgson, D. L. (ed), *Gender and Culture at the Limit of Rights,* (Philadelphia, 2011).

Hornberger J., *Policing and Human Rights. The Meaning of Violence and Justice in the Everyday Policing of Johannesburg,* (London, 2011).

Hynd S., 'Killing the Condemned: The Practice and Process of Capital Punishment in British Africa, 1900-1950s', *Journal of African History*, 49 (2000), pp. 403-418.

Mann K. and R. Roberts, 'Introduction', in Mann and Roberts (eds), *Law in Colonial Africa* (London, 1991), pp. 3-58.

Merry S. E, 'Law and Colonialism', *Law and Society Review*, 25 (1991), pp. 889-922.

Moore S. F., *Social Facts and Fabrication: Customary Law on Kilimanjaro, 1880-1900* (Cambridge, 1986).

Ross F., *Bearing Witness: Women and the Truth and Reconciliation Commission in South Africa* (London, 2003).

Wilson, R. A., 'Reconciliation and revenge in post-apartheid South Africa: rethinking legal pluralism and human rights', *Current Anthropology* 41 (2000), pp. 75-98.

Zimudzi T., 'African Women, Violent Crime and the Criminal Law in Colonial Zimbabwe, 1900-1952', *Journal of Southern African Studies,* 30 (2004), pp. 499-517.

Politics in Africa

Dr Sharath Srinivasan (Department of POLIS)

Contact Hours: 13 x two-hour seminars (7 classes in Michaelmas; 6 classes in Lent)

This MPhil option course 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. 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 African Studies Library and most College libraries.

Select Bibliography

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.

Deborah Brautigam, *The Dragon's Gift: The Real Story of China in Africa*, Oxford University Press, 2009.

Course outline

In **Lent term**, students choose a module to explore a theme in African politics in more detail. **For full details on the modules and their reading lists please the [website](#) for the course syllabus** (African Studies students please disregard the information about assessment in the syllabus, as this is for POLIS students only).

Note: A maximum of 15 students is allowed in each seminar group. If fewer than 7 students sign up for a Lent term module, it will probably be cancelled. *If you are interested in taking this option course you are advised to inform the MPhil office before the academic year starts, because places are limited. A brief introduction to the course will be offered in early October.*

All students are also encouraged to attend the undergraduate lecture series in African Politics, which is not compulsory, but is useful for those who have no previous background in the subject. These lectures are scheduled for Wednesdays 11am-12pm in Michaelmas and Lent terms.

Print Cultures in African History: Publics, Politics and Identities

[Dr Emma Hunter](#) (History, Gonville and Cauis College)
[Dr Ruth Watson](#) (History, Clare College)

Contact Hours: 10 x two-hour seminars (7 classes in Michaelmas; 3 classes in Lent)

From the late nineteenth century onwards, Africa was witness to a proliferation of various forms of print and writing, produced for eager, locally grown audiences. All sorts of texts, including serialised novels, newspapers, pamphlets, tracts, local histories, self-help booklets and vernacular literature became available for public consumption. While many of the men and women producing and engaging with this material were well educated and high-status, others were non-elites such as wage labourers, clerks, traders and artisans. In varied and usually contested ways, these people generated active public and social spheres of political and cultural debate that were defined and framed by their lively print cultures. Some participants experimented with literary genres and developed new forms of writing, others assumed roles of defining and claiming power and citizenship, while a few simply sought access to a social world defined by literacy, without ever feeling fully entitled to its status. Apart from publishing and printing material, Africans also penned a prolific amount of handwritten documents, especially diaries and letters. Across the colonial/postcolonial divide, the capacity of print and writing to enhance personal and social existence was revered. Many people genuinely believed that through print, one could create a particular kind of civilised and civic community.

Taking these printed and written sources as its starting point, this MPhil option course reclaims African print cultures as a domain of historical study. It uses print culture as an entry point through which to explore the dynamic worlds of intellectual and cultural production in sub-Saharan Africa. Offering a window into processes of rapid social and political change during the colonial and postcolonial eras, African print cultures can also reveal historical continuities often

overlooked in academic literature, which tends to emphasise the more radical transformations unleashed by colonialism. We will interrogate the commonly assumed distinction between oral and written forms of cultural production by exploring the textual forms, new vocabularies, and political narratives that people in Africa constructed through their engagement with literacy and print. Significantly, this engagement was not only focused within and across local communities, it also occasionally reached out to transnational and global networks. To this end, we consider African print cultures in a comparative global framework and critically analyse the usefulness of theoretical tools developed with reference to historical contexts outside of Africa.

Following an introductory session, the course begins by exploring how new forms of textual production - such as the serialised novel - provided a space for innovation and creativity in colonial Africa. For example, possibly the first West African novel written in English, *Marita: or the Folly of Love*, was published in instalments by a local Gold Coast newspaper from 1886 to 1888. We situate this text in its political and social context, considering issues such as the colonial marriage legislation it sought to critique, as well as questions of anonymity and the material constraints that shaped the development of Ghanaian print culture. A few decades on in the late 1920s, a Nigerian newspaper published a series of letters titled *The Life Story of Me, Segilola*. Now recognised as the first Yoruba language novel, the narrative presents the autobiography of a repentant courtesan, regaling the reader with risqué escapades, pious moralising and vivid evocations of urban popular culture in interwar Lagos. Elsewhere, in more personal colonial settings, people like the Yoruba gentleman Akinpelu Obisesan, and so-called 'unschooled' migrant workers in South Africa, appropriated handwritten textual forms such as diaries and letter-writing. Articulating new forms of self-expression and identity, they negotiated the boundaries between their private and public worlds, and often generated complex social networks in the process.

Early twentieth-century South Africa presents another, more cosmopolitan type of printing experiment – a multilingual and transnational newspaper called *Indian Opinion*. Produced by the 'International Printing Press' (of which Gandhi was a sometime proprietor) the publication came into circulation in 1903, followed by numerous pamphlets, including most famously, Gandhi's nationalist text *Hind Swaraj*. In Kenya, Jomo Kenyatta founded his Kikuyu newspaper *Muigwithania* in 1928, and experimented with yet another model of print culture – a vernacular language publication that strived to reconcile moral ethnicity with nationalist thought. Two decades later in the late 1940s, the journalist Henry Muoria began producing another paper, *Mumenyereri*, which offers important insights into the gendered dimensions of nationalist politics in pre-Mau Mau Kenya. Our penultimate session moves into the post-independence era, taking as its focus a particular genre of postcolonial African print culture – the prison memoir. The last case study explores the popular fiction of postcolonial Anglophone West Africa, namely Onitsha Market Literature and Ghanaian romance novels. Published primarily in the 1960s by local presses in a lively town in southeastern Nigeria, Onitsha Market Literature consists of English-language stories, plays and self-help pamphlets couched in moral discourses, many of them offering marriage advice. Comparing this material with Ghanaian romance novels published from the 1960s onwards, we return to how African print cultures constructed ideas of conjugality, love, femininity and masculinity, themes explored in the early part of the course.

Select Bibliography

K. Barber, 'Translation, Publics and the Vernacular Press in 1920s Lagos' in *Christianity and Social Change in Africa: Essays in Honor of J.D.Y. Peel* ed. T. Falola, (Durham NC, 2005).

K. Barber, *Africa's Hidden Histories: Everyday Literacy and Making the Self* (Bloomington IN, 2006).

K. Barber, *Print Culture and the First Yoruba Novel: I.B. Thomas's "Life Story of Me, Segilola" and Other Texts* (Leiden, 2012).

B. Berman and J. Lonsdale, 'The Labors of *Muigwithania*: Jomo Kenyatta as Author, 1928-45' *Research in African Literatures* 29 (1998), pp. 16-42.

K. Breckenridge, 'Love Letters and Amanuenses: Beginning the Cultural History of the Working Class Private Sphere in Southern Africa, 1900-1933' *Journal of Southern African Studies* 26 (2000), pp. 337-348.

I. Hofmeyr, *Gandhi's Printing Press: Experiments in Slow Reading* (Cambridge MA, 2013).

W. Muoria-Sal, B. Folke Frederiksen, J. Lonsdale & D. Peterson (eds.), *Writing for Kenya: The Life and Works of Henry Muoria* (Leiden, 2009).

S. Newell, *Literary Culture in Colonial Ghana: "How to Play the Game of Life"* (Bloomington IN, 2002).

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

S. Newell (ed.), *Marita, or the Folly of Love A Novel by A Native* (Leiden, 2002).

S. Newell, *The Power to Name: A History of Anonymity in Colonial West Africa* (Athens OH, 2013).

R. Watson, 'Literacy as a Style of Life: Garveyism and Gentlemen in Colonial Ibadan' *African Studies* 73 (2014), pp. 1-21.

Class Outline

Introduction: Print, Power and Publics in African History
The Birth of the English Novel in West Africa – *Marita: or the Folly of Love*
The Lagos Press and the Yoruba Novel in 1920s Nigeria: *The Life Story of Me, Segilola*
Private Writing, Public Personae: The Diary of Akinpelu Obisesan, a Yoruba Gentleman in Colonial Nigeria
Labour Migrants, Letter Writing and the Depression Years on South Africa's Mines
Making Transnational Publics: Gandhi's Printing Press in Early Twentieth-Century South Africa
Print Culture and the Remaking of Political Identities: Jomo Kenyatta and *Muigwithania*
Nationalism and Domestic Life: Henry Muoria and *Mumenyereri*
Print and Protest: Prison Memoirs in Postcolonial Africa
Self-Help and Romance: Popular Literature in Postcolonial Anglophone West Africa

Related topics

MPhil Course Lecturers
Submitting Essays
Examination Guidelines

c) <u>**Dissertation**</u>

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. For example, the essay could present a literature review or, alternatively, an annotated bibliography of relevant research sources. 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 compulsory 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 in the Alison Richard Building, 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](#)__.

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 Compulsory Essay

The compulsory 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 compulsory 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 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 compulsory 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**

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. 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.

Forms and guidelines for students travelling to Africa for fieldwork:
Risk assessment form
Pre-fieldwork interview form
Ethical guidelines for interviews

Below are samples of an information sheet and a consent form that you may wish to consider using as templates if you plan on conducting research or fieldwork interviews. You can discuss whether use of such forms is appropriate to your research at the pre-fieldwork interview.

Information sheet
Consent form for interviews

Hard copies of all forms can also be obtained from the MPhil Office.

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

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

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

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

Related Topics

[African Archaeology Group](#)
[Cambridge-Africa Programme](#)
[Cambridge Centre for Christianity Worldwide](#)
[Cambridge University Social Anthropology Society](#)
[Centre for Commonwealth Education](#)
[Centre for Education and International Development](#)
[Centre for Governance & Human Rights](#)
[CRASSH](#)
[Leverhulme Centre for Human Evolutionary Studies](#)
[Political Ecology Group Seminar](#)
[Postcolonial and Related Literatures Graduate Seminar](#)
[Social Anthropology Senior Research Seminar](#)
[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 [Newton Catalogue](#), choose 'Departments and Faculties A-E', and then limit to 'African Studies Centre Library'. Alternatively, if you wish, you can refine your search by location when using [Library Search](#), which is the best catalogue for quickly locating a specific book. If you need to search online content, [Library Search+](#) covers the majority of the University's e-journal and database collections, and enables you to locate an article quickly. To search archival collections across the University, use [Janus](#). Other facilities in the library are a microfilm reader and a photocopier. Check the [Library Facebook Page](#) for regular updates about the library and Africa-

related news, or follow on them on Twitter: @AfrStudiesLib. MPhil in African Studies students are granted 24-hour access to CAS Library. The Librarian is Ms Marilyn Glanfield.

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, the Marshall Library of Economics (incorporating Development Studies), and the Squire Law Library are all minutes away from CAS. The Social and Political Sciences Library 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

What follows is important guidance on plagiarism for all students in the Faculty of Human, Social, and Political Science.

Plagiarism is presenting as your own work words and thoughts that are not your own. It is a form of cheating and treated as such by the University's ordinances. At the beginning of each

academic year you are asked to sign a form saying that you have read this guidance document and understand what plagiarism is. If you are in any doubt about what constitutes plagiarism, ask your dissertation supervisor to talk you through the issue. You should also ensure that you are familiar with the [Cambridge University Statement on Plagiarism](#).

[HSPS plagiarism guide](#)
[HSPS Information on Turnitin and consent form](#)

What Constitutes Plagiarism?

Plagiarism from published literature

Plagiarism is copying out, or paraphrasing someone else's work (whether published or not), without acknowledgement in quotation marks (where directly copied) or a reference or citation. Avoiding plagiarism means getting into the habit of careful referencing. Citation styles and preferences can vary by subject within the Faculty; make sure you check with your supervisor or course organiser about what style best suits the type of work you are producing. Whatever the style, though, appropriate referencing is essential.

Take the following passage, from Fritz Stern's book, *The failure of illiberalism* (1974):

"Some of them, unwittingly, hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism. Once more, brute force was gilded by idealistic invocations, by reference to Hegel and Fichte and the German Idealist tradition. Similar rationalizations had been propagated in Western countries; the difference, as Ludwig Dehio points out, was that the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the "German mission" was parochial and unpersuasive. The Germans were searching for the identity of their mission, in a sense for their own identity; the Kaiser's theatrics were a pathetic insistence of this search." (Fritz Stern, The failure of illiberalism: essays on the political culture of modern Germany, pp. 16-17.)

Any part you directly quote should be attributed to Stern in the main body of your text, identified by quotation marks.

It is plagiarism to write without a reference to Stern:

A few Germans inadvertently speeded up the impending disaster, for they became enthusiastic imperialists, justifying Germany's dizzy charge into world power politics by a form of cultural Darwinism. Again, violence was covered by idealistic rhetoric, through the words of Hegel and Fichte, and the German Idealist tradition.

This is because the source of the information is not made clear.

To write what follows is also plagiarism:

Some Germans unwittingly hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism. Once more, brute force was gilded by idealistic invocations (Stern, 1974: 16-17).

Even though there is a reference to Stern here, this is plagiarism because substantially the same sequences of words are used as in Stern's text: those words should be in quotation marks.

In both of the passages above, it is not possible to distinguish between your words or thoughts and those of Stern, and therefore this counts as plagiarism.

Your objective should be to show your reader where and how you have supported or defended your work with that of others, or where you have carried someone else's work to a new level. This is done by including references and quotation marks as appropriate:

Stern (1974) felt that some Germans "… unwittingly hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism". This legitimisation can be clearly seen in speeches given by German orators throughout 1930-39.

It is also plagiarism to pass off an author's discussion of another author as your own. For example, you must acknowledge Stern in taking his comment on Ludwig Dehio. Here, if you want to use Stern's words you should write something like:

Stern (1974: 16-17) emphasises Ludwig Dehio's argument that "the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the 'German mission' was parochial and unpersuasive".

It is plagiarism to write the following without acknowledging Stern:

Ludwig Dehio argued that the difference Germany and Western countries was that the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the "German mission" was parochial and unpersuasive.

Plagiarism from the Internet

Buying essays from Internet sites and passing them off as your own is plagiarism. There are no grey lines with this kind of plagiarism. It always constitutes a deliberate attempt to deceive and shows a wilful disregard for the point of a university education.

Downloading material from the Internet and incorporating it into essays without acknowledgement also constitutes plagiarism. Internet material should be treated like published sources and referenced accordingly.

Plagiarism from other students' essays

Submitting an essay written by another student is plagiarism and will always be treated as a deliberate attempt to deceive. This is the case whether the other student is at this University or another, whether the student is still studying or not, and whether he or she has given consent to you doing so or not. Taking passages from another student's essay is also plagiarism.

In most courses, it is also plagiarism to submit for examination any work or part of any work which you have already had examined elsewhere, even if this was in another University or for another degree.

Collusion

Submitting parts of an essay, dissertation, or project work completed jointly with another student, without acknowledgement or if joint work has not been permitted, is collusion and is considered a form of plagiarism. When submitting assessed work, each student will be asked to declare whether or not s/he has received substantial help from another student or supervisor. This will include, but is not limited to, rewriting or rephrasing large sections of the work. Each

piece of work is expected to be the original, independent work of the student, and so if this is not the case it must be declared at the beginning of the assessment process.

Proofreading, reading drafts, and suggesting general improvements are not collusion and students are encouraged to obtain a third party's view on their essay(s). However, as an example, if a supervisor or another student carried out detailed redrafting of the entire conclusion section of an essay, this would be considered collusion.

Some projects may benefit from joint working. In this case, however, the final project carried out by each student should be original and should not overlap significantly with one another. Students considering working together should always discuss the matter with their Supervisors *before* beginning the project. This type of joint work must always be declared by both students when the work is submitted.

Authenticity of data

Some dissertations or project work may focus on analysing and drawing conclusions from a set of data. The integrity of data collection is paramount and students of any level are expected to uphold good research practice. Falsifying, or attempting to falsify, data will be treated as fraud (a form of plagiarism) and will be investigated (see *The consequences of plagiarism* below).

Supervisors of dissertations or projects are encouraged to carry out spot-checks on data gathered online and via traditional methods, and to seek assistance from computing staff in interpreting the results of these spot checks. Supervisors who have concerns regarding anomalous results should in the first instance discuss these with the student. If they are unsatisfied, they should contact the Academic Secretary to discuss. In this instance, supervisors have the right to stop the collection of data or to suspend the student's access to a shared dataset, until the concerns can be reviewed more fully with both student and supervisor. This will be done in as timely a manner as possible so as not to impede the progress of the project or dissertation.

The Consequences of Plagiarism

All students are asked to sign a form at the start of the year stating that they have read this guidance and the University's statement, that they understand what plagiarism is, and that they consent for any work they submit throughout the year to be submitted to software that checks for originality (see *Use of originality checking software* below).

Assessed work

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

Use of originality checking software

The University subscribes to a service named 'Turnitin' that provides an electronic means of checking student work against a very large database of material from the internet, published sources and other student essays. This service also helps to protect the work submitted by

students from future plagiarism and thereby maintain the integrity of any qualifications you are awarded by the University.

This software will only be used when there are unresolved queries about the originality of student work; such queries may be raised by supervisors, by examiners, or by other students. In such circumstances, the work will be submitted to Turnitin, where it will be stored electronically in a database. Turnitin will produce an originality report showing whether any strings of words not in quotation marks are contained in other items in its database. The originality report will then be used to inform judgements about whether or not plagiarism has occurred. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

In order to use the originality checking software, students must grant their authority for their work to be submitted in electronic form to Turnitin. Students are asked to sign a declaration at the start of the academic year granting this authority, and any assessed work must be submitted electronically as well as in hard copy form. Students have the right to refuse this permission; however, where permission has been withheld the Faculty reserves the right to use alternative means to investigate the concerns.

Students with queries about plagiarism should seek clarification from their dissertation supervisor or from the Academic Secretary. The University's plagiarism and good academic practice website provides additional information and advice. The University Library also runs series of training courses on Information Skills, which offer guidance on how to avoid plagiarism and how to reference sources correctly.

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 Compulsory 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 Windwoek', *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)
[Turnitin 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 of the Ombudsperson in strict confidence without the knowledge of the Graduate Education Committee. Discussions can be kept confidential from the supervisor, or, if requested, the Ombudsperson will seek to reconcile student and supervisor by helping both parties to analyse the situation. If necessary, the Ombudsperson may suggest a change of supervisor and ask permission of the student to refer the case confidentially to the Chair of the CAS Graduate Education Committee.

The current Ombudsperson is [Professor Christopher Forsyth](mailto:cff1000@cam.ac.uk): 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

Judith Weik
Centre of African Studies
Alison Richard Building
7 West Road
Cambridge CB3 9DT
Telephone: +44 1223 769 328
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 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 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.