



MPhil in African Studies Handbook 2015-16



Photo © Adam Higazi 2011, Tarok masquerades; new year festivities at Pil Gani, Langtang - southern Plateau State, central Nigeria

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IMPORTANT DATES IN THE MPhil IN AFRICAN STUDIES 2015-16

2015

- Tue 6 Oct *Michaelmas Term begins*
Submit your confirmation of admission form to the MPhil Office
Induction Day at Centre of African Studies, 9.30am-3pm, room S3, ARB
- Thurs 8 Oct Submit options course choice form to the MPhil Office at CAS
- Thurs 15 Oct Deadline for applying to the MPhil Office for exemption from Swahili Basic 1
- Mon 19 Oct First CAS Research Seminar of Michaelmas term
- Fri 23 Oct Ensure you have met with your dissertation supervisor by this date
- Mon 2 Nov Submit your practice essay topic to the MPhil Office
- Fri 4 Dec *Michaelmas Term ends*
- Mon 7 Dec 'Politics of Africa' option students to submit book review to the MPhil Office by 12.00pm

2016

- Tues 12 Jan *Lent Term begins*
Deadline for submitting your practice essay to your supervisor
Examined core course essay questions are distributed to students
- Mon 18 Jan First CAS Research Seminar of Lent term
- Wed 27 Jan Submit proposed option course essay question to the MPhil Office
Submit your dissertation plan and title to the MPhil Office

Thurs 4 Feb	Deadline for re-submitting your practice essay to your supervisor in case of a fail mark
Wed 24 Feb	Deadline for submitting your core course essay to the to the MPhil Office by 12.00pm
Sat 5 March	Swahili Reading and Writing Examination (<i>Time and venue tbc</i>)
March TBC	Deadline for submitting your option course essay to the MPhil Office by 12.00pm
Fri 11 March	<i>Lent Term ends</i>
Tues 19 April	<i>Easter Term begins</i>
Wed 27 April TBC	Dissertation workshop, room S3, ARB
Wed 8 June	Deadline for submitting your dissertation to the MPhil Office by 12.00pm <i>Easter Term ends</i>

2. **MPHIL ADMINISTRATION**

a) **The MPhil Office**

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

b) **The Graduate Education Committee**

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

c) **The Academic Year and Residence Requirement**

The academic year in Cambridge is divided into three terms -Michaelmas, Lent and Easter. Term dates for 2015-16 are as follows:

Tue 6 October 2015 - Fri 4 December 2015
Tue 12 January 2016 - Fri 11 March 2016
Tue 19 April 2016- Fri 10 June 2016

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](#).

Course leaders: Harri Englund, hme25@cam.ac.uk, and Andrea Grant, amg68@cam.ac.uk

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

Research Methods in African Studies:

Four seminar sessions will be offered on the following dates on these topics:

Ethnographic Methods (12 November), Archives (26 November), Political Science methods (1 December) and Quantitative methods in African Studies (3 December).

Participation in these components is not formally assessed. A reading list will be issued separately.

Brief description of the course:

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

Teaching:

Teaching consists of seminar discussion classes, held twice a week in the first half of term and then weekly. Seminars will be led by Dr Grant and various guest lecturers who have expertise and research experience in the particular topic. You are expected to fulfil any tasks specified in advance of the seminar, to participate actively in the weekly discussions and to do the reading, of which there is a significant amount. All students will be required to offer at least one presentation on one of the weekly topics (a very short discussion paper of no more than 15 minutes, or 1,500-2000 words). Should you wish to further your knowledge, there are optional Africa-related lectures running in other faculties and departments across the University, including POLIS, History, Archaeology and Anthropology, and Geography. These lectures are

intended mainly for undergraduates, but they will provide relevant context and background information to many of the topics we study.

Assessment:

You will submit one essay of 5,000 words (excluding references and bibliography) on 24 February 2016; this essay constitutes 100% of your final mark for the Core Course. The MPhil Office will provide you with a list of essay questions on 12 January 2016. Degree regulations require that you write your essay on one of these prescribed questions; you are not permitted to develop your own. Examples of past essay topics can be obtained from the MPhil Office. Your mark for the core course counts for 20% of the final mark in the MPhil African Studies.

Note: You will also be required to submit a practice essay on a topic related to your dissertation on 12 January 2016. This is to be submitted to your supervisor, and will be assessed on a pass/fail basis. The topic of your practice essay must be submitted to the MPhil Office on 2 November 2015.

General Books:

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

K.A. Appiah, *In my father's house: Africa in the philosophy of culture* (London, 1992)

R.H. Bates, V.Y. Mudimbe, & J. O'Barr (eds.) *Africa and the disciplines: the contributions of research in Africa to the social sciences and humanities* (London, 1993)

Frederick Cooper, *Colonialism in question: theory, knowledge, history* (Berkeley, 2005)

John Iliffe, *Africans: the history of a continent*, 2nd ed (Cambridge, 2007)

Peter Mitchell & Paul Lane (eds.) *The Oxford handbook of African archaeology* (Oxford, 2013)

V.Y. Mudimbe, *The idea of Africa* (London, 1994)

Paul Nugent, *Africa since independence* 2nd ed (Basingstoke, 2012)

Richard J. Reid, *A history of modern Africa: 1800 to the present* 2nd ed (Oxford, 2011)

Ann Brower Stahl, *African archaeology; a critical introduction* (Oxford, 2005)

Crawford Young, *The postcolonial state in Africa* (Madison, 2012)

Tom Young, *Africa: a beginner's guide*, (Oxford, 2010)

Course Structure:

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

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

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

List of topics:

Class 1: Colonialism and African Studies (Rachel King)

Class 2: 'Africa' in the *longue durée* (Rachel King)

Class 3: Religion in Africa (Rachel King)

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

Class 5: Law and society (George Karekwaivanane)

Class 6: Citizenship, ethnicity, autochthony and belonging (Adam Branch)

Class 7: Development, poverty and wealth (Adam Branch)

Class 8: Popular culture in Africa (Duncan Omanga)

Class 9: Land use and the environment (Christine Noe)

Class 10: Urbanisation in Africa: Informality and infrastructure (Charlotte Lemanski)

Class 11: Gender and the family (Jessica Johnson)

Class 12: Violence (Adam Branch)

Class 1: Colonialism and African studies, Thursday 8 October

With Rachel King, Smuts Fellow in African Studies, rk547@cam.ac.uk

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

Preparation: 250 words response to readings on the subject: 'What is African studies?' to be emailed to course leaders by 6pm on 7 October.

Questions for discussion

What is African studies? What are the epistemological and ethical challenges of considering 'Africa' from an interdisciplinary perspective?

What is the legacy of colonialism in Africa, and how should we think and write about it?

Seminar readings

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

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

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

Bates, R.H., Mudimbe, V.Y., & J. O'Barr (eds.) *Africa and the disciplines: the contributions of research in Africa to the social sciences and humanities* (London, 1993)

Senghor, L.S., 'Negritude: a humanism of the twentieth century', in Roy Richard Grinker et.al., eds., *Perspectives on Africa: A reader in culture, history and representation* (Cambridge, Mass, 1996)

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

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

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

Further readings

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

Allman, J. et al (eds) *Women in African colonial histories* (Bloomington, 2002)

Alpers, E. and A.F. Roberts, "What is African Studies? Some reflections", *African Issues* 30, 2, 2002

Bernault, F. 'Body, Power and Sacrifice in Equatorial Africa' *Journal of African History* 47 (2006): 207-239

Bernault, F. 'The shadow of rule: colonial power and modern punishment in Africa', in F Dikötter & I Brown (eds), *Cultures of confinement* (Ithaca, 2007)

Des Forges, Alison, *Defeat is the Only Bad News: Rwanda under Musinga, 1896-1931* (Wisconsin, 2011)

Cooper, F. *Colonialism in question: Theory, knowledge, history* (Berkeley, 2005), Chapters 1, 2 and 6

Fanon, Franz. *Black skin, white masks*. L. Markmann, trans. (London, 1980)

Feierman, S. *Peasant Intellectuals: Anthropology and history in Tanzania* (Madison, 1990)

Gray, C J. *Colonial rule and crisis in equatorial Africa* (Rochester, 2002)

Killingray, D. 'The maintenance of law and order in British colonial Africa' *African Affairs* 85 (1986): 411-37

Lawrance, B. et al (eds) *Intermediaries, interpreters and clerks: African employees in the making of colonial Africa* (Madison, 2006) Introduction & Chapters 4-7

Lonsdale, J. & Berman, B. 'Coping with the contradictions: the development of the colonial state in Kenya' *Journal of African History* 20 (1979): 487-505

Mamdani, M. *Citizen and subject: Contemporary Africa and the legacy of late colonialism* (Princeton, 1996), chs 1-3

Memmi, A. *The colonizer and the colonized* (Corrêa, 1957)

Pels, P. 'The anthropology of colonialism: culture, history, and the emergence of western governmentality' *Annual Review of Anthropology* 26 (1997): 163-183

Tilley, H & Gordon, R (eds) *Ordering Africa: Anthropology, European Imperialism, and the politics of knowledge*, (Manchester, 2007) Stoler, A.L. and Cooper, F. 'Between metropole and colony: rethinking a research agenda' in F. Cooper and A.L. Stoler (eds.)

Tensions of Empire: Colonial Cultures in a Bourgeois World (Berkeley, 1997), 1-57

wa Thiong'o, N. *Decolonising the mind* (London, 1986)

White, L., 'Cars out of place: Vampires, Technology, and Labor in East and Central Africa', *Representations*, 43, 1993, 27-50

Novels and Films

Armah, A. K. *Two Thousand Seasons* (Ghana, 1973)

Ouologuem, Y. *Le Devoir de Violence/Bound to Violence* (Mali, 1968/1971). Available in *The Yambo Ouologuem Reader* (Trenton NJ, 2008)

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

Sankofa Directed by Haile Gerima (Ethiopia, 1993)

Class 2: 'Africa' in the *longue durée*, Tuesday 13 October

With Rachel King, Smuts Fellow in African Studies, rk547@cam.ac.uk

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

Questions for discussion

What heuristic challenges present themselves when investigating Africa's deep past? What are the potentials and problems of working with archaeological, anthropological, and historical sources?

What is to be gained from tracing 'units of analysis' like tribe, tradition, authority, and land through the *longue durée*? What are the ethical and theoretical challenges attendant on interpreting the past from within and without Africa?

Seminar readings

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

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

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

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

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

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

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

Further readings

Austen, R. A. *Trans-Saharan Africa in world history* (Oxford, 2010)

Austen, R. A. *In search of Sunjata: the Mande oral epic as history, literature and performance* (Bloomington, 1999)

Connah, G. *African civilizations: an archaeological perspective* 2nd edn, (Cambridge, 2001)

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

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

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

McIntosh, R.J. *The peoples of the Middle Niger: The island of gold* (Oxford, 1998)

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

Ranger, T 'The invention of tradition revisited: The case of colonial Africa' in T Ranger & O Vaughan (eds.) *Legitimacy and the state in twentieth century Africa* (Basingstoke, 1993)

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

Schoenbrun, D. *A green place, a good place: Agrarian change, gender and social identity in Great Lakes region to the 15th century* (Portsmouth, 1998)

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

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

Stahl, A.B. *Making history in Banda: anthropological visions of Africa's past* (Cambridge, 2001), Chapters 2-5

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

Class 3: Religion in Africa, Thursday 15 October

With Rachel King, Smuts Fellow in African Studies, rk547@cam.ac.uk

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

Questions for discussion

Can or should we distinguish between African indigenous beliefs and religion?

How have spiritual idioms and materials been (re-)interpreted and (re-)contextualised in the *longue durée*?

What new insights and/or challenges has the recent interest in Pentecostalism brought to the study of religion in Africa?

Seminar Readings

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

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

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

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

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

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

Further Readings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Novels and Films

Ceddo Directed by Ousmane Sembène (Senegal, 1978)

Guelwaar Directed by Ousmane Sembène (Senegal, 1992)

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

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

Class 4: Perspectives on the state in Africa, Tuesday 20 October With Adam Branch, POLIS, arb209@cam.ac.uk

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

Questions for discussion

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

Seminar readings

Cooper, F. 'Possibility and Constraint: African Independence in Historical Perspective', *Journal of African History* 49, no. 2 (2008): 167-196

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

Mamdani, Mahmood, *Citizen and Subject*, Princeton, 1996: Ch. 1, 2

Bayart, Jean-François, 'Africa in the world: a history of extraversion', *African Affairs* 99 (2000): 217-67

Mbembe, Achille, *On the Postcolony*, University of California Press, 2001: Ch. 1

Mkandawire, Thandika, 'Crisis management and the making of "choiceless democracies" in Africa', in R. Joseph (ed.), *The State, Conflict, and Democracy in Africa*, Lynne Rienner, 1998

Further readings

Abrahamsen, Rita, *Disciplining Democracy: Development Discourse and Good Governance in Africa*, Zed Books, 2000

- Ake, Claude, *The Feasibility of Democracy in Africa*, CODESRIA, 2000: Ch. 1, 2
- Allen, C. 'Understanding African politics', *Review of African Political Economy* 22 (1995): 301-320
- Bayart, J.-F., *The State in Africa: The Politics of the Belly*, Polity, 2009: Intro., Parts 1, 2
- Branch, Daniel, 'Democratization, sequencing and state failure in Africa: Lessons from Kenya', *African Affairs* (2009): 1-26
- Bratton, M. and N. van de Walle, *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective*, Cambridge University Press, 1997: Introduction, Ch. 3
- Chabal, Patrick and Jean-Pascal Daloz, 'W(h)ither the State?' and 'Recycled Elites,' in *Africa Works: Disorder as Political Instrument*, James Currey, 1999
- Cheeseman, Nic, *Democracy in Africa*, Cambridge University Press, 2015: Ch. 3, 4
- Clapham, C., 'Rethinking African states', *African Security Review* 10 (2001): 6-16
- Cooper, Frederick, *Africa Since 1940: The Past of the Present*, Cambridge, 2002: Ch. 1, 5, 7
- Ekeh, Peter, 'Colonialism and the Two Publics in Africa: A theoretical statement', *Comparative Studies in Society and History* 17, no. 1 (1975): 91-112
- Englund, H. 'Zambia at 50: The Rediscovery of Liberalism', *Africa*, 83, no. 4 (2013): 670-689
- Englund, Harri, *Prisoners of Freedom: Human Rights and the African Poor*, University of California Press, 2006: Introduction, Ch. 1, 4, 7, 8
- Fisher, Jonathan and David M. Anderson, 'Authoritarianism and the securitization of development in Africa', *International Affairs* 91, no. 1 (2015): 131-151
- Herbst, Jeffrey, *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton, 2000: Ch. 1-3
- Lindberg, Staffan, *Democracy and Elections in Africa*, 2006: Ch. 1, 3, 7
- Lonsdale, John, 'States and social processes in Africa: a historiographical survey', *African Studies Review* 24 (1981): 139-225
- Lumumba-Kasongo, T. (ed.), *Liberal Democracy and Its Critics in Africa: Political Dysfunction and the Struggle for Social Progress*, CODESRIA, 2005, Ch. 1, 2, 7, 9
- Lund, C. 'Twilight institutions: public authority and local politics in Africa', *Development and Change*, 2006, 685-705
- Menkhaus, Kenneth, "Governance without Government in Somalia: Spoilers, State- Building, and the Politics of Coping," *International Security* (2007).
- Mustapha, R. 'Coping with diversity: The Nigerian state in historical perspective' in Samatar, A.I. (ed.) *The African state: reconsiderations* (Portsmouth NH, 2002)
- Nugent, Paul, 'States And Social Contracts In Africa', *New Left Review*, 63, 2010, pp. 35- 67.
- Pitcher, Ann, Mary H. Moran and Michael Johnston, "Rethinking Patrimonialism and Neopatrimonialism in Africa", *African Studies Review* (2009).

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

Shivji, Issa, 'The state in the dominated social formations of Africa: some theoretical issues', *International Social Science Journal* XXXII, no. 4 (1980)

Tripp, Aili Mari, "Gender, Political Participation and the Transformation of Associational Life in Uganda and Tanzania" *African Studies Review* (1994).

van de Walle, Nicolas, 'Africa's Range of Regimes', *Journal of Democracy* 13, no. 2 (2002): 66-80

Young, Crawford and Thomas Turner, "The Patrimonial State and Personal Rule," in *The Rise and Decline of the Zairian State* (1985): Chapter 6.

Young, Crawford, *The African Colonial State in Comparative Perspective* (1997): Chapters 2, 3, 5, 6.

Young, Crawford, *The Postcolonial State in Africa*, University of Wisconsin Press, 2012, Ch. 1

Novels and Films

Xala Directed by Ousmane Sembènè (Senegal, 1975)

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

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

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

Class 5: Law and society, Thursday 22 October With George Karekwaivanane, ghk22@cam.ac.uk

In this class we will explore the different ways that law has shaped society, and, in turn, been shaped by society in Africa. Among other things, we will investigate the role law played in the construction of colonial societies, and the efforts to bring indigenous legal systems into the service of the state during colonial rule. We will also ask what room, if any, existed for the subversion or appropriation of the law by Africans for their own interests. Last, we will reflect on the possibilities and limitations of using the law as a lens into Africa's past and present.

Questions for discussion

- Given the role of law in constituting state power, what possibilities exist for resistance or the exercise of agency within the legal arena?
- What key factors shaped the content and the administration of the law in colonial Africa?

Seminar Readings

Merry S. E, 'Resistance and the Cultural Power of Law', *Law and Society Review*, 29 (1996), pp. 11-26.

Deutsch J-G., 'Celebrating Power in Everyday Life: The Administration of Law and the Public Sphere in Colonial Tanzania, 1890-1914', *Journal of Cultural Studies*, 15 (2002), pp. 93-103.

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

Shadle B. L., "Changing Traditions to Meet Current Altering Conditions": Customary Law, African

Courts and the Rejection of Codification in Kenya, 1930', *Journal of African History*, 40 (1999), pp. 411-431.

Chanock M., 'Writing South African Legal History: A Prospectus', *Journal of African History*, 30 (1989), pp. 265-288.

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

Further Readings

Anderson D., *Histories of the Hanged: Britain's Dirty War in Kenya and the End of Empire* (London, 2005).

Barnes T., 'The Fight for the Control of African Women's Mobility in Colonial Zimbabwe, 1900-1939', *Signs*, 17 (1992), pp. 586-608.

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

McCulloch J., *Black Peril, White Virtue: Sexual Crime in Southern Rhodesia, 1902-1935* (Bloomington, 2000)

Shutt A. K., "'The Natives are Getting Out of Hand": Legislating Manners, Insolence and Contemptuous Behaviour in Southern Rhodesia, c.1910-1963', *Journal of Southern African Studies*, 33 (2007), pp. 653-672.

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

Jeater D., "'Their Idea of Justice is so Peculiar": Southern Rhodesia, 1890-1910', in P. Coss (ed.), *The Moral World of the Law* (Cambridge, 2000), pp. 178-195.

Mamdani M., *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, (New Jersey, 1996), chapter 4.

Moore S. F., *Social Facts and Fabrications: Customary Law on Kilimanjaro* (Cambridge, 1986).

Spear T., 'Neo-Traditionalism and the Limits of Invention in British Colonial Africa,' *Journal of African History*, 44 (2003), pp. 3-27.

Ranger T., 'The Invention of Tradition revisited: The Case of Colonial Africa', in T. Ranger and O. Vaughan (eds), *Legitimacy and the State in Twentieth Century Africa: Essays in Honour of A. H. M. Kirk-Greene* (London, 1993), pp. 62-111.

Amutabi, M. N., 'Power and Influence of African Court Clerks and Translators in Colonial Kenya: The Case of Khwisero Native (African) Court, 1946-1956', in B. N. Lawrance, E. L. Osborn and R. L. Roberts, *Intermediaries, Interpreters and Clerks: African Employees in the Making of Colonial Africa* (Madison, 2006), pp. 202-219.

Cohen D. W., "'A Case for the Basoga": Lloyd Fallers and the Construction of an African Legal System', in K. Mann and R. Roberts (eds), *Law in Colonial Africa* (London, 1991), pp. 239-253.

Oguamanam, C. and W. Wesley Pue, 'Lawyers', Colonialism, State Formation and National Life in Nigeria, 1900-1960: "the fighting brigade of the people"', *Social Identities: Journal for the Study of Race, Nation and Culture*, 13 (2006), pp. 769-785.

Peterson D.R., 'Morality Plays: Marriage, Church, and Colonial Agency in Central Tanganyika, ca.1876-1928', *American Historical Review*, 111 (2006), pp. 983-1010.

Schmidt E., 'Negotiated Space and Contested Terrain: Men, Women, and the Law in Colonial Zimbabwe, 1890-1939', *Journal of Southern African Studies*, 16 (1990), pp. 622-648.

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.

Hirsch S., 'Khadi Courts as Complex Sites of Resistance: The State, Islam and Gender in Post-colonial Kenya', in M. Lazarus-Black and S. F. Hirsch (eds), *Contested States: Law, Hegemony, and Resistance* (New York, 1994), pp. 207-230.

Class 6: Citizenship, ethnicity, autochthony and belonging, Tuesday 27 October **With Adam Branch, POLIS, arb209@cam.ac.uk**

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

Questions for discussion

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

Seminar readings

Smith, Lahra. *Making Citizens in Africa: Ethnicity, Gender, and National Identity in Ethiopia*, Cambridge, 2013: Introduction, Ch. 1, 3

Geschiere, P. and S. Jackson. 'Autochthony and the Crisis of Citizenship: Democratization, Decentralization, and the Politics of Belonging', *African Studies Review*, 49, no. 2 (2006): 1-7

Keller, E. J., *Identity, Citizenship and Political Conflict in Africa*, Indiana University Press, 2014: Ch. 1

Lonsdale, John, 'Soil, work, civilization and citizenship in Kenya', *Journal of Eastern African Studies* 2, no. 2 (2008): 305-314

Mamdani, Mahmood, *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*, Princeton University Press, 2001: Ch. 1, 6

Further readings

Adebanwi, W. 'Terror, territoriality and the struggle for indigeneity and citizenship in northern Nigeria', *Citizenship Studies*, 13, 3, 2009

Ajayi, J. F. Ade, *Tradition and Change in Africa*, "Ethnicity and Nationalism in Nigeria," (259-275)

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

Bezabeh, S.A., 'Citizenship and the Logic of Sovereignty in Djibouti', *African Affairs*, 2011

De Waal, Alex, "Who are the Darfurians? Arab and African identities, violence and external engagement," *African Affairs* (2005).

- Dorman, S., Hammett, D. and P. Nugent, eds. *Making nations, creating strangers: states and citizenship in Africa* (Leiden, 2007)
- Dunn, K. 'Sons of the Soil' and Contemporary State Making: Autochthony, Uncertainty and Political Violence in Africa', *Third World Quarterly*, 30, 1, 2009, 113-127
- Ekeh, Peter, "Social Anthropology and Two Contrasting Uses of Tribalism in Africa," *Comparative Studies in Society and History* (1990).
- Federico, V., *Citoyenneté et Participation Politique en Afrique du Sud*, Paris: L'Harmattan, 2012
- Gluckman, Max, "Tribalism in Modern British Central Africa," *Cahiers d'Etudes Africaines* 1(1) (1960):55-70.
- Hickey, S. 'Toward a Progressive Politics of Belonging? Insights from a Pastoralist "Hometown" Association', *Africa Today*, 2011, 29-47
- Hountondji, Paulin, "Ethnophilosophy" in *African Philosophy: Myth and Reality* (trans. Henri Evans, 1976).
- Hutchinson, Sharon Elaine and Jok Madut Jok, "Sudan's Prolonged Second Civil War and the Militarization of Nuer and Dinka Ethnic Identities," *African Studies Review* (1999).
- Kagwanja, Peter Mwangi, "Facing Mount Kenya or Facing Mecca? The Mungiki, Ethnic Violence and the Politics of the Moi Succession in Kenya, 1987-2002," *African Affairs* (2003).
- Mafeje, Archie, *The Theory and Ethnography of African Social Formations* (2002).
- Mamdani, Mahmood, *Define and Rule: Native as Political Identity*, Harvard, 2012.
- Manby, B. *Struggles for Citizenship in Africa* (London, 2009)
- Nyamnjoh, F. *Insiders and outsiders: citizenship and xenophobia in contemporary southern Africa* (Dakar, 2006)
- Page, B., Evans, M. and C. Mercer. 'Revisiting the politics of belonging in Cameroon', *Africa*, 2010, 345-370
- Pelican, M. 'Mbororo claims to regional citizenship and minority status in north-west Cameroon', *Africa*, 78, 4, 2008, 540-560
- Prunier, Gerard, *The Rwanda Crisis: History of a Genocide* (1995): Chapter 1.
- Robins, S., Cornwall, A. and B. Von Lieres. 'Rethinking 'Citizenship' in the Postcolony', *Third World Quarterly*, 29, 6, 2008, 1069-1086
- Tilly, C. 'Citizenship, Identity and Social History, *International Review of Social History*, 40, S3, December 1995, 1-17
- Usman, Yusufu Bala, "The Problem of Ethnic Categories in the Study of Historical Development of the Central Sudan," and "History, Tradition, and Reaction: The Perception of Nigerian History in the 19th and 20th Centuries," in *Beyond Fairy Tales: Selected Writings of Yusuf Bala Usman*
- Young, Crawford, "Deciphering Disorder in Africa: Is Identity the Key?", *World Politics* (2002).

Class 7: Development, poverty and wealth, Thursday 29 October
With Adam Branch, POLIS, arb209@cam.ac.uk

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

Questions for discussion

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

Seminar readings

Amin, Samir, 'Underdevelopment and Democracy in Black Africa: Origins and Contemporary Forms', *Journal of Modern African Studies* 10, no. 4 (1972): 503-24

Cooper, Frederick, 'Modernizing bureaucrats, backward Africans and the development concept', in F. Cooper and R. Packard (eds.), *International development and the Social Sciences*, University of California Press, 1997: pp. 64-92

Nyerere, Julius, 'Ujamaa: The Basis of African Socialism' and 'The Arusha Declaration' in *Ujamaa: Essays on Socialism*, Oxford University Press, 1968

Ferguson, James, *The Anti-Politics Machine: "Development", Depoliticisation and Bureaucratic Power in Lesotho*, University of Minnesota Press, 1990: Preface, Ch. 2, Conclusion

Mkandawire, Thandika, and Charles Soludo, *Our Continent, Our Future: African Perspectives on Structural Adjustment*, CODESRIA, 1999: Ch. 3

Meles Zenawi, 'States and Markets: Neoliberal limitations and the case for a developmental state', in A. Norman, K. Botchway, H. Skin and J. E. Stiglitz (eds.), *Good Growth and Governance in Africa: Rethinking development strategies*, Oxford University Press, 2012

Further readings

Abrahamsen, Rita, *Disciplining Democracy: Development Discourse and Good Governance in Africa*, Zed Books, 2000

Alden, Chris, *China in Africa*, Zed Books, 2007: Introduction, Ch. 1-4

Amin, Samir, 'On Delegitimising Capitalism: the scourge of Africa and the South', *Africa Development* XXXVII, no. 4 (2012): 15-72

Amin, Samir, *Unequal Development*, Monthly Review Press, 1976, Introduction and Ch. 1

Arrighi, Giovanni, 'The African crisis: World Systemic and Regional Aspects', *New Left Review*, 15 (2002): 5-36

Bates, Robert. 1981. *Markets and States in Tropical Africa*. Berkeley: University of

Bond, Patrick, *Looting Africa : The Economics of Exploitation*, Zed Books, 2006.

Carmody, Pádrag, *The New Scramble for Africa*, Polity, 2011, Intro., Ch. 1, 5, 6, 7

Chang, Ha-Joon, *Kicking away the Ladder: Development Strategy in Historical Perspective*,

Anthem, 2002, Ch. 4

Duffield, Mark, 'Social Reconstruction and the Radicalisation of Development: Aid as a Relation of Global Liberal Governance', *Development and Change* 33, no. 5 (2002)

Easterly, William, *The White Man's Burden*, Penguin, 2006, Ch. 8, 9

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

Frank, Andre Gunder, 'The Development of Underdevelopment', *Monthly Review* 18, no. 4 (1966): 17-31

Grovogui, Siba, 'Oiling Tyranny?: Neoliberalism and Global Governance in Chad', *Studies in Political Economy*, no. 79 (2007)

Harrison, Graham, "The Africanization of Poverty: A Retrospective on „Make Poverty History”, *African Affairs* 109/436 (2010): 391-408.

Harrison, Graham, *The World Bank and Africa: The Construction of Governance States*, Routledge, 2004, Ch. 1

Hopkins, A. G. 'The new economic history of Africa' *Journal of African History* 50 (2009): 155-177

Klare, Michael, and Daniel Volman, 'America, China, and the Scramble for Africa's Oil', *Review of African Political Economy* 33, no. 108 (2006): 297–309

Leys, Colin, *The Rise and Fall of Development Theory*, Verso, 1996

Leys, Colin, *Underdevelopment in Kenya: the political economy of neo-colonialism*, University of California Press, 1975

Mkandawire, Thandika, 'Can Africa turn from Recovery to Development', *Current History* 113, no. 763 (2014): 171-177

Mkandawire, Thandika, and Charles Soludo, *Our Continent, Our Future: African Perspectives on Structural Adjustment*, CODESRIA, 1999

Mkandawire, Thandika. 'Thinking About Developmental States in Africa', *Cambridge Journal of Economics* 25, no. 3 (2001): 289-314

Moore, David, "Sail on, O Ship of State": Neo-Liberalism, Globalisation and the Governance of Africa', *Journal of Peasant Studies* 27, no. 1 (1999): 61-96

Nkrumah, Kwame, 'Some Aspects of Socialism in Africa', in *African Socialism*, Stanford University Press, 1964; 'The Mechanisms of Neo-colonialism', in *Neo-colonialism: The Last Stage of Imperialism*, 1965.

Plank, David N., 'Aid, Debt, and the End of Sovereignty: Mozambique and its Donors', *Journal of Modern African Studies* 31, no. 3 (1993): 407-430

Radelet, Steven, *Emerging Africa: How Seventeen Countries are Leading the Way*, Center for Global Development, 2010

Rist, Gilbert, *The History of Development: From Western Origins to Global Faith*, Zed Books, 1997

Rodney, Walter, *How Europe Underdeveloped Africa*, Howard University Press, 1974, Ch. 1, 5

Rostow, W. W., *Stages of Economic Growth: A Non-Communist Manifesto*, Cambridge University Press, 1960, Introduction, Ch. 2

Senghor, Léopold Sédar, *On African Socialism*, trans. Mercer Cook, 1964, pp. 3-6, 67-103

Shivji, Issa, 'The state in the dominated social formations of Africa: some theoretical issues', *International Social Science Journal* XXXII, no. 4 (1980)

Shivji, Issa, *Class Struggles in Tanzania*, Heinemann, 1976, Ch. 1, 2

Tandon, Yash, 'Aid without dependence: an alternative conceptual model for development cooperation', *Development* 52 (2009): 356-362

Taylor, Ian, *Africa Rising? BRICS - Diversifying Dependency*, James Currey, 2014, Introduction, Ch. 1, 4

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

Watts, Michael, 'Oil, Development, and the Politics of the Bottom Billion', *Macalaster International* 24 (2009): 79-130

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

Non-fiction and Films

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

Bamako Directed by Abderrahmane Sissako (Mali, 2007)

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

The trouble with aid (BBC, 2012)

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

Class 8: Popular culture in Africa: Cartooning and the remediation of contemporary issues in Kenya, Tuesday 3 November

With Duncan Omanga, CAS Fellow, do313@cam.ac.uk

In this seminar we will explore popular culture in Africa. After a discussion of the various ways in which popular culture and its politics have been interpreted by scholars, we will focus in particular on cartooning. We will discuss the various functions of cartooning as a 'concrete' medium and its presence, particularly in African newspapers. In the process, we will narrow to cases from Kenya, probing how cartoons in Kenya remediated discourses of terrorism and the war against terror. Our investigation will begin from the pre 9/11 period to the post 9/11 epoch largely characterized with the war on terror. We will see how cartoons documented, contested and reflected the varied views that informed terrorism and its 'war.' More importantly, we will see how Kenya, like many other sub-Saharan countries, positions, and (re) articulates its place in the unfolding war against terrorism, in popular culture.

Questions for discussion

- To what extent can popular culture be understood as political critique?
- What role do newspaper cartoons play in social commentary and everyday laughter in Africa?

- In what ways do newspaper cartoons in Africa invite the reader to take a position in a politically sharp issue such as terrorism?

Seminar readings

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

Barber, K. (ed.). (1997). *Readings in African Popular Culture*. Bloomington: Indiana University Press [selections]

Musila, G. (2007). 'Democracy': Laughter in GADO's Editorial Cartoons 1992 -1999. In J. Ogude, & J. Nyairo (Eds.), *Urban Legends, Colonial Myths: Popular culture and literature in East Africa* (pp. 97-124). Trenton, NJ: Africa World Press.

Nyamnjoh, F. (2009). Press Cartoons and Politics: The Case of Cameroon. In J. Lent (Ed.), *Cartooning in Africa* (pp. 97-110). New Jersey: Hampton Press.

Omanga, D. (2014). 'Raid at Abbottabad': Editorial Cartoons and the Terrorist Almighty in the Kenyan Press. *Journal of African Cultural Studies*, 26(1).2014.

Willems, W. (2011) Comic strips and "the crisis": postcolonial laughter and coping with everyday life in Zimbabwe. *Popular Communication*, 9 (2). pp. 126-145.

Further readings

Abel, S., & Filak, V. (2005). A Quick View of Terrorism: Editorial Cartoons and 9/11. In E. Grusin, & S. U. Lanham (Eds.), *Media in an American Crisis: Studies of September 11, 2001*, University Press of America.

Ansell, G. *Soweto blues: jazz, popular music and politics in South Africa* (New York, 2005)

Askew, K. *Performing the nation: Swahili music and cultural politics in Tanzania*. (Chicago, 2002)

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

Barber, K. *The generation of plays: Yoruba popular life in Theater* (Bloomington, 2000)

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

Cole, C. *Ghana's concert party theatre* (Bloomington, 2001)

Chapman, M. *The Drum decade: stories from the 1950s* (Pietermaritzburg, 2001)

Coplan, D. *In township tonight! South Africa's black city, music and theatre* (Johannesburg, 1985)

Edmondson, L. *Performance and politics in Tanzania: the nation on stage* (Bloomington, 2007).

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

Gathara, P. (2004). *Drawing the Line: The History and Impact of Political Cartooning in Kenya*. Nairobi: Friedrich Ebert Stiftung

Gilman, Lisa, *The dance of politics: gender, performance, and democratization in Malawi*, Philadelphia: Temple University Press, 2009

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

Keen, S. (1986). *Faces of the Enemy: Reflections of the Hostile Imagination*. San Francisco: Harper Row.

Krings, M. and Okome, O. *Global Nollywood: the transnational dimensions of an African video film industry* (Bloomington, 2013)

Lent, J. (Ed.). (2009). *Cartooning in Africa*. New Jersey: Hampton Press.

Moellar, S. (2009). *Packaging Terrorism: Co-opting the New for Politics and Profit*. USA: Wiley-Blackwell.

Newell, S. (ed) *Readings in African popular fiction* (London, 2002)

Newell, Stephanie and Okome, Ono, *Popular Culture in Africa: the episteme of the everyday*, (2013)

Nyamnjoh, F. (2005). *Africa's media, democracy and the politics of belonging*. London: ZED books.

Nyamnjoh, F. (1999). African cultural studies, cultural studies in Africa: how to make a useful difference. *Critical Arts: A Journal of Cultural Studies in Africa*, 13 (1), 15-39.

Olaniyan, T. (2000). Cartooning in Nigeria: Paradigmatic Traditions. *Ijele: Art Journal of the African World*, 1-12.

Osumare, H. *The hiplife in Ghana: West African indigenization of hip-hop* (New York, 2012)

Page, M. E. (1981). 'With Jannie in the Jungle': European Humor in an East African Campaign, 1914-1918. *International journal of African Historical Studies*, 14(3), 466-481.

Quayson, Ato, ed., *African Literature: An Anthology of Theory and Criticism* (Oxford, 2007)

Simone, A. 'Some reflections on making popular culture in urban Africa' *African Studies Review* 51, 3 (2008): 75-89

Weiss, B. *Street dreams and hip hop barbershops: Global fantasy in urban Tanzania* (Bloomington, 2009)

White, B.W, *Rumba rules: The politics of dance music in Mobutu's Zaire* (Durham, 2008) 15

Waterman, C.A. 'Our tradition is a very modern tradition: Popular music & the construction of pan-Yoruba identity' *Ethnomusicology* 34 (1990)

Novels and Films

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

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

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

Class 9: Land use and the environment, Thursday 5 November With Christine Noe, CAS Fellow, cnp26@cam.ac.uk

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?

Questions for discussion

- To what extent do ideas about what Africa's environments should be like constrain policy and policy dialogue?
- To what extent can contests over natural resources in African contexts be tackled by devolution and participatory governance?
- To what extent have theory and practice of the win-win discourse lead to development? In particular, how have the participatory approaches in conservation worked as a tool for achieving conservation and development objectives?
- How do the new green economy initiatives converge or diverge with existing social and economic inequalities, vulnerabilities, or environmental injustices?
- To what extent have these interventions met with reactions 'from below'?

Seminar readings

Bassett, T. & Crummey, D. *African savannas: global narratives and local knowledge of environmental change* (Oxford, 2003) Chapter 1.

McCann, J. 'Climate and causation in African history' *International Journal of African Historical Studies* 32 (1999): 261-279

Ramutsindela, M. *Parks and people in postcolonial societies: experiences in Southern Africa*. Vol. 79. Springer Science & Business Media, 2004.

Adams, Jonathan S., and Thomas O. McShane. *The myth of wild Africa: conservation without illusion*. Univ of California Press, 1992.

Brockington, D. 'The politics and ethnography of environmentalisms in Tanzania' *African Affairs* 105 (2006): pp. 97-116

Further readings

Anderson, D. *Eroding the commons: The politics of ecology in Baringo, Kenya 1890-1963* (Oxford, 2003)

Anderson, D. and Grove. R. *Conservation in Africa: people, policies and practices* (Cambridge, 1987)

Fairhead, J. and Leach, M. *Misreading the African landscape* (Cambridge, 1996)

---. *Reframing deforestation: studies in West Africa* (London, 1998) Chapter 1

Jacobs, N.J. *Environment, power and injustice* (Cambridge, 2003)

Leach, M. & Mearns, R. *The lie of the land: challenging received wisdom on the African environment* (Oxford, 1996)

Maddox, G. *Sub-Saharan Africa: an environmental history* (Santa Barbara, 2006)

Maddox, G., Giblin, J. and Kimambo, I. (eds.) *Custodians of the land: ecology and culture in the history of Tanzania* (Oxford, 1996)

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

Mortimore, M. *Roots in the African dust: sustaining the drylands* (Cambridge, 1998)

Murton, J. 'Population growth and poverty in Machakos', *The Geographical Journal* 165 (1999): 37-46

Neumann, R P. *Imposing wilderness: struggles over livelihood and nature preservation in Africa*

(Berkeley, 1998) Chapters 1-2

Robbins, P. *Political ecology: A critical introduction* 2nd ed. (Oxford, 2012)

Sunseri, T. "‘Something else to burn’": Forest squatters, conservationists and the state in modern Tanzania' *Journal of Modern African Studies* 43 (2005): 609-640

Tiffen, M., Mortimore, M. and Gichuki, J. *More people, less erosion: environmental recovery in Kenya* (Chichester, 1994)

Toulmin, C. *Climate change in Africa* (London, 2009)

Watson, E E. *Living terraces in Ethiopia: Konso landscape, culture and development* (Oxford, 2009)

Watts, M. 'Violent environments: petroleum conflict and the political ecology of rule in the Niger delta' in *Liberation ecologies: environment, development, social movements* eds. Peet, R & Watts, M. (eds.) 2nd edition (London, 2004)

Williams, G. 'Modernizing Malthus: the World Bank, population control and the African environment' in Crush, J. (ed.) *Power of development* (London, 1995): 153-170

Non-fiction, websites and films

BBC 'Unnatural Histories Series: The Serengeti' [Available on DVD in the CAS library]

International Institute for Environment and Development <http://www.iied.org>

Drylands Research: <http://www.drylandsresearch.org.uk>

UNU Institute for Environment and Human Security: <http://www.ehs.unu.edu>

Inter-governmental Panel on Climate Change: <http://www.ipcc.ch>

al-Koni, I. *The bleeding of the stone* (Libya, 2002)

Maathai, W. *Unbowed* (Kenya, 2006)

Maathai, W. *The green belt movement* (Kenya, 2006)

Yeelen Directed by Souleymane Cissé (Mali, 1987)

Class 10: Urbanisation in Africa: informality and infrastructure, Tuesday 10 November *With Charolotte Lemanski, Department of Geography, cll52@cam.ac.uk*

This class considers contemporary urbanisation rates in Africa, and explores how the numerical and physical growth of 'African cities' is challenging normative assumptions about both African studies and urban studies. More specifically, the role of both informality and infrastructure in everyday transactions of African urban life are highlighted, with students encouraged to consider the wealth of debate surrounding these concepts and empirical trends.

Questions for discussion

- To what extent and in what ways does an urbanising African continent challenge the norms of both urban studies and African studies?
- How does informality function in African cities? Does it represent an illegal and anarchic "planet of slums" (Davis, 2006), an "incubator of ... entrepreneurial ingenuity" (Myers and Murray, 2006) or merely an everyday 'alternative modernity'?
- What is the role of infrastructure in African's urbanism transition? To what extent do you

agree with Abdou Maliq Simone's (2004) idea of "people as infrastructure"?

Session preparation

Essential - Read Watson's 2014 *African urban fantasies* and come ready to discuss it.

Preferable - Read the * texts

Presenters - take one question (from above) and present your response

Seminar readings

Lawhon, M., Ernstson, H. and Silver, J., 2014, 'Provincializing Urban Political Ecology: Towards a Situated UPE Through African Urbanism'. *Antipode* 46(2):497-516.

*Myers, G., 2011, *African cities: alternative visions of urban theory and practice*, Zed Books: London. (esp. intro, ch 3, conclusion)

*Parnell, S. and Pieterse, E., 2014, *Africa's Urban revolution*; Zed Books: London. (esp. ch 1, 11, 12)

Pieterse, E., 2008, *City Futures: confronting the crisis of urban development*, Zed Books: London (esp. ch 1, 2, 6)

*Potts, D., 2015, 'Debates about African urbanisation, migration and economic growth: what can we learn from Zimbabwe and Zambia?', *Geographical Journal* - available online

or

Potts, D., 2012, 'Whatever happened to Africa's rapid urbanisation?', *World Economics* 13(2):17-29.

Robinson, J., 2006, *Ordinary Cities: between modernity and development*, Routledge: Abingdon (esp. preface, intro)

Simone, A., 2004, People as infrastructure: Intersecting fragments in Johannesburg *Public Culture* 16(3): 407-429

*Watson, V (2014): African urban fantasies: dreams or nightmares? *Environment and Urbanization*, 26(1): 213-229

Further readings (not all focus on Africa, but the broad themes are relevant)

Amin A., 2014, Lively infrastructures *Theory, Culture and Society* 31 (7-8) 137-161

Beall, J and Fox, S., 2009, *Cities and Development*, Routledge: Abingdon. (esp. ch 2, 4, 5)

Davis, M., 2006, *Planet of Slums*, Verso: London.

De Boeck, F. and Plissart, M-E., 2004, *Kinshasa: Tales of the invisible city*, Royal Museum for Central Africa: Tervuren.

Graham S and Marvin S, 2001, *Splintering Urbanism*. London and New York: Routledge

Guyer, J., 2011, 'Describing Urban No Man's Land in Africa', *Africa* 81(3): 474-492.

Hoffman, D., 2011. *The War Machines: Young Men and Violence in Sierra Leone and Liberia*. Durham, NC: Duke University Press.

Hoffman, D., 2007. 'The City as Barracks: Freetown, Monrovia and the Organization of Violence in Postcolonial African Cities', *Cultural Anthropology* 22(3): 400-428.

Li, T., 2014, 'What is land? Assembling a resource for global investment', *Transactions of the Institute of British Geographers*, 39(4): 589-602.

Nuttall, S. and Mbembe, A., 2008, *Johannesburg: the elusive metropolis*, Duke University Press: Durham.

Parnell, S. and Oldfield, S., 2014, *The Routledge Handbook on Cities of the Global South*, Routledge

Parnell, S. and Robinson, J. (2012) '(Re)theorising cities from the global South: looking beyond neoliberalism'. *Urban Geography*, 33:4, 593-617.

Robinson, J., 2002, Global and world cities: A view from off the map. *International Journal of Urban and Regional Research* 26(3): 531-554

Rogerson, C., 1997, 'Globalisation or informalisation? African urban economies in the 1990s', in Rakodi C (ed), *The Urban Challenge in Africa: Growth and Management of its Large Cities*. United Nations University Press.

Simone, A., 2004, *For the City yet to come: Changing African life in four cities*, Duke University Press: Durham.

Simone, A., 2010, *City life from Jakarta to Dakar: movements at the crossroads*, Routledge: London.

Star, S L, 1999, The ethnography of infrastructure. *American Behavioral Scientist* 43(3): 377–391.

Class 11: Gender and the family, Tuesday 17 November
With Jessica Johnson, Social Anthropology, jaj38@cam.ac.uk

This seminar will focus on the study of gender and family relations in Africa, with an emphasis on the work of historians and anthropologists. A sub-set of the readings focuses on matrilineal kinship in Malawi and, read alongside literature from elsewhere in Africa, invites consideration of the importance of local cultural and historical particularities in shaping gender and marital relationships.

Questions for discussion

- To what extent is 'marriage' a relevant category of analysis for African Studies?
- To what extent is 'Africa' a relevant category for the study of gender and marital relations on the continent?

Seminar readings

Cole, J. and L.M. Thomas, eds. (2009) *Love in Africa*. Chicago: University of Chicago Press (Introduction and a selection of the chapters).

Masquelier, A. (2005) 'The scorpion's sting: youth, marriage and the struggle for social maturity in Niger', *Journal of the Royal Anthropological Institute* 11 (1): 59-83.

Peters, P. (1997) 'Against the odds: matriliney, land and gender in the Shire Highlands of Malawi', *Critique of Anthropology* 17 (2): 189-210.

Hunter, M. (2010) *Love in the Time of AIDS: inequality, gender, and rights in South Africa*. Bloomington: Indiana University Press.

Vaughan, Megan. (1983) 'Which family? Problems in the reconstruction of the history of the family as an economic and cultural unit', *The Journal of African History* 24 (2): 275-83.

Further readings

Cole, J. (2010) *Sex and Salvation: imagining the future in Madagascar*. Chicago: University of Chicago Press.

Cornwall, A. (2002) 'Spending power: love, money, and the reconfiguration of gender relations in Ado-Odo, Southwestern Nigeria', *American Ethnologist* 29 (4): 963-80.

Ferguson, J. (1999) *Expectations of Modernity: myths and meanings of urban life on the Zambian Copperbelt*. Berkeley: University of California Press. (Chapter 5, Expectations of Domesticity)

Groes-Green, C. (2014) 'Journeys of Patronage: Moral Economies of Transactional Sex, Kinship, and Female Migration From Mozambique to Europe.' *Journal of the Royal Anthropological Institute* 20: 237-55.

Hodgson, D. (1996) "My daughter... belongs to the government now": marriage, Maasai and the Tanzanian state', *Canadian Journal of African Studies* 30 (1): 106-23.

Hodgson, D. and S. McCurdy. (2001) *"Wicked" Women and the Reconfiguration of Gender in Africa*. Oxford: James Currey.

Kaler, A. (2001) "Many divorces and many spinsters": marriage as an invented tradition in southern Malawi, 1946-1999', *Journal of Family History* 26 (4): 529-56.

Phiri, K. (1983) 'Some changes in the matrilineal family system among the Chewa of Malawi since the nineteenth century', *The Journal of African History* 24 (2): 257-74.

Smith, D. (2001) 'Romance, parenthood, and gender in a modern African society' *Ethnology* 40(2): 129-151.

Tamale, S. (ed) (2011) *African Sexualities: a reader*. Oxford: Pambazuka Press.

Vaughan, M. (1987) *The Story of an African Famine: gender and famine in twentieth-century Malawi*. Cambridge: Cambridge University Press.

Novels and Films

Condé, M. *Segu* (Mali, 1987)

Mofolo, T. *Chaka* (South Africa, 1931)

Wend Kuuni: God's Gift Directed by Gaston Kaboré (Burkina Faso, 1982)

Tilai Directed by Idrissa Ouedraogo (Burkina Faso, 1990)

Buud Yam Directed by Gaston Kaboré (Burkina Faso, 1997)

Taafé Fanga 'Skirt power' Directed by Adama Drabo (Mali, 1997)

Forna, A. *The Memory of Love*, 2011

Class 12: Violence, Tuesday 24 November With Adam Branch, POLIS, arb209@cam.ac.uk

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

Questions for discussion

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

Seminar readings

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

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

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

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

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

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

Further readings

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

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

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

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

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

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

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

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

Collier, Paul and Anke Hoeffler, "On the Incidence of Civil War in Africa," *Journal of Conflict Resolution* (2004).

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

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

- Ferme, M. *The underneath of things: Violence, history, and everyday life in Sierra Leone*. (Berkeley, 2001)
- Harrell-Bond, Barbara, 'Can Humanitarian Work with Refugees be Humane?', *Human Rights Quarterly* 24, no. 1 (2002): 51–85
- Hutchinson, Sharon Elaine and Jok Madut Jok, "Sudan's Prolonged Second Civil War and the Militarization of Nuer and Dinka Ethnic Identities," *African Studies Review* (1999).
- Isaacman, Allen, 'Peasants and rural social protest in Africa', *African Studies Review* 33, no. 2 (1990): 1-120
- Kagwanja, Peter Mwangi, "Facing Mount Kenya or Facing Mecca? The Mungiki, Ethnic Violence and the Politics of the Moi Succession in Kenya, 1987-2002," *African Affairs* (2003).
- Lemarchand, R. *The dynamics of violence in central Africa* (Philadelphia, 2009)
- Leopold, M. 'Violence in Contemporary Africa Reassessed', *African Affairs*, 104, no. 417 (2005), 685-95.
- Malkki, Liisa, 'Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization', *Cultural Anthropology* 11, no. 3 (1996): 377–404
- Malkki, Liisa, *Purity and Exile: Violence, Memory, and National Cosmology among Hutu Refugees in Tanzania* (1995): Chapter 2.
- Mamdani, Mahmood, *Saviors and Survivors: Darfur, Politics and the War on Terror*, Pantheon, 2010, Ch. 2, conclusion
- McGovern, M. 'Writing about conflict in Africa' *Africa* 81 (2012): 314-330
- Menkhaus, Ken, 'Somalia: "They Created a Desert and Called it Peace(building),"' *Review of African Political Economy* 36, no. 120 (2009): 223-233
- Menkhaus, Kenneth, 'Governance without Government in Somalia: Spoilers, State- Building, and the Politics of Coping', *International Security* 31, no. 3 (2007): 74-106
- Pratten, David, ed., 'Perspectives on vigilantism in Nigeria', *Africa*, 2008
- Prunier, Gerard, *The Rwanda Crisis: History of a Genocide* (1995): Chapter 1.
- Reid, R. *War in pre-colonial eastern Africa: The patterns and meanings of state-level conflict in the nineteenth century* (Oxford, 2007)
- Reno, Will, *Warlord Politics and African States* (1998): Chapters 2, 7.
- Reyntjens, F. *The great African war: Congo and regional geopolitics, 1996-2006*, Cambridge: Cambridge University Press, 2009
- Richards, P., ed. *No peace, no war: An anthropology of contemporary armed conflicts* (Oxford, 2005)
- Richards, Paul, *Fighting for the Rain Forest: War, Youth, and Resources in Sierra Leone* (1996): Chapters 1, 2.
- Straus, S. 'Wars do end! The changing face of violence in sub-Saharan Africa' *African Affairs* 111 (2012): 179-201

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

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

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

Novels and Films

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

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

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

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

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

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

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

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

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

Related Topics

[MPhil Course Lecturers](#)

[Submitting Essays](#)

[Examination Guidelines](#)

b) Option Courses

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

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

You are asked to nominate your option course preferences at the MPhil induction day in October. Although we aim to place students in their first preference course, this cannot be guaranteed. If you wish, you may inform the [MPhil Office](#) of your option course preferences in advance of arriving in Cambridge.

The option course is generally assessed by a 5,000-word essay (including footnotes, excluding bibliography) on a topic devised by you in consultation with your option course lecturer; the topic

must be submitted to the MPhil Office for approval early in Lent term. Please note that the Politics of Africa option is assessed by two pieces of coursework, a book review of 1500 words submitted at the end of Michaelmas term and an essay of 4500 words in the Lent term. In all options, the essay is due on 9 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 2015-16, a choice of four option courses is offered. Please note that there may be 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 2015-16 are as follows:

Christianity, Identity and Social Change in Africa

[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 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

Coordinator: [Mr Richard Sidebottom](#) (Centre of Development Studies)

Lecturers: [Dr Shailaja Fennell](#) [Mr Richard Sidebottom](#) & Guest lecturers

Format: 16 weekly lectures, discussion classes and periodic talks by external speakers.

Aims and objectives:

Sub-Saharan Africa remains one of the most underdeveloped and poverty stricken regions in the world. The objective of this course is to provide an appreciation of the wide variation and complexity of historical, socio-political, structural and institutional aspects of the SSA development paradigm(s) and to investigate the prevailing discourse of problem diagnosis and

policy prescription. By means of selective case studies, the course will cover four broad themes to illustrate key development concepts covered in the core Development MPhil papers: Historical and Global context; State and Society; Capital (Human, Physical and Financial); and the role of different sectors (Agriculture; Resources; Manufacturing) in Development.

Background Readings:

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

Meredith, M., 2005, The State of Africa, Free Press

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, CUP

Lectures:

Lecture	Date	Topic
1	12/10/15	Current perspective: Development issues in SSA
2	19/10/15	State, Society and Institutions: Rwanda
3	26/10/15	Historical perspective: glancing back to look forward
4	02/11/15	International perspective: South-South relations: Ethiopia & Sudan
5	09/11/15	Human Capital: Education, Youth & Population 'dividend'
6	16/11/15	People: Development and Jobs in SSA
7	23/11/15	Power: Electrification in Rwanda, Tanzania, Malawi & Kenya
8	30/11/15	State-Business relations & Industrial Policy in SSA
9	18/01/16	State, Business and Society: Kenya & Tanzania
10	25/01/16	Governance & Institutions: Cotton & Textiles in Burkina Faso, Uganda & Mauritius
11	01/02/16	Agriculture: Food security - SSA vs SE Asia
12	08/02/16	Agriculture: Agri-processing - Cassava & cocoa: Ghana; Cote d'Ivoire; Nigeria & Kenya
13	15/02/16	Natural Resources: Angola & Mozambique
14	22/02/16	Natural Capital: Sustainable development initiatives
15	29/02/16	Globalisation: institutions, players and rules of the game
16	07/03/16	Financing development: examining different modes of delivery

Michaelmas Term

1. Current perspective: Development issues in SSA (Richard Sidebottom)

This lecture will introduce means by which we can assess the Africa Rising debate.

Agriculture in Africa: Telling Facts from Myths, 2015, World Bank, available at <http://www.worldbank.org/en/programs/africa-myths-and-facts>

Kingombe, C, 2014, *Africa's Rising Middle Class amid Plenty and Extreme Poverty*, European Centre for Development Policy Management, Discussion paper 167 available at <http://ecdpm.org/wp-content/uploads/DP167-Africas-Middle-Class-Plenty-Extreme-Poverty-October-2014.pdf>

SSA, Chapter 2 from *Global Economic Prospects*, available at http://www.worldbank.org/content/dam/Worldbank/GEP/GEP2015a/pdfs/GEP2015a_chapter2_regionaloutlook_SSA.pdf

2. State, Society and Institutions: Rwanda (Guest lecturer)

Through the examination of contrasting case studies, these lectures on State & society will provide a basis to evaluate the economic and political capacity of the state to be 'Developmental' by examining notions of corruption, society, ethnicity and nationhood

Goran H (2008): *Institutions, power and policy outcomes in Africa Discussion Paper No2, June 2008, Africa Power and Politics Programme (APPP)* <http://www.institutions-africa.org/filestream/20080623-discussion-paper-2-institutions-power-and-policy-outcomes-in-africa-goran-hyden-june-2008>

EDPRS2 2013 – 2018 (*Economic Development and Poverty Reduction Strategy 2*) (2013) Government of Rwanda <http://www.edprs.rw/content/edprs-2>

3. Historical perspective: glancing back to look forward (Richard Sidebottom)

This lecture will put the current development and political picture into historic context both in terms of the colonial era and the Structural Adjustment process. We will examine the continuing legacies in terms of political governance, social conflict, legal structures, international relations and notions of nationhood.

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

C.A. Bayly, 2008, "Indigenous and colonial origins of comparative economic development: The case of colonial India and Africa," Washington, DC: World Bank Policy Research Working Paper 4474

Chang, H.J., 2006, *How important are Initial Conditions for Economic Development – East Asia vs SSA (ch 4)* in HJ Chang, *The East Asian Development Experience*, ZED Press, London

Gallup, J.L., Mellinger, A.D., & Sachs, J.D., 1998, *Geography and Economic Development*, National Bureau of Economic Research, WP 6849, Cambridge, MA, 1998

4. International perspective: South-South relations: Ethiopia & Sudan (Dr H. Rui)

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

Brautigam, D, 2011, *AID 'WITH CHINESE CHARACTERISTICS': CHINESE FOREIGN AID & DEVELOPMENT FINANCE MEET THE OECD-DAC AID REGIME*, *Journal of International Development J. Int. Dev.* 23, 752–764 (2011) Published online in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/jid.1798

Lin, Y. & Wang, Y. (2014). *China-Africa Cooperation in Structural Transformation: Ideas, Opportunities and Finances*, UNUWIDER working paper 014/046. See http://www.wider.unu.edu/publications/working-papers/2014/en_GB/wp2014-046/.

Rui, H., (2010), "Developing country FDI and development: the case of the Chinese FDI in the Sudan", *Transnational Corporations*, 19(3): 49-80, December.

UNCTAD (2013). "THE RISE OF BRICS FDI & AFRICA", *Global Investment Trends Monitor*

5. Human Capital: Education, Youth & Population 'dividend' (Shailaja Fennell)

This lecture will look at issues in all levels of education and training, as well as population growth (dividend or curse?), gender and migration to assess the impact on skill shortages, resources and employment generation. We will also examine social capital, traditional social and patronage networks affecting the potential for collective action.

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

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

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

IMF, 2014, *Africa Rising: Harnessing the Demographic Dividend*, Paulo Drummond, Vimal Thakoor, and Shu Yu IMF Working Paper, African Department, August 2014, available at <https://www.imf.org/external/pubs/ft/wp/2014/wp14143.pdf>

6. People: Development and Jobs in SSA (Guest lecturer)

Mkandawire, T., 2010. "How the New Poverty Agenda Neglected Social and Employment Policies in Africa." *Journal of Human Development and Capabilities: A Multi-Disciplinary Journal for People-Centered Development*, 11:1, pp. 37 - 55.

World development Report, 2013, available at

<http://econ.worldbank.org/external/default/main?content>

MDK=23044836&theSitePK=8258025&piPK=8258412&pagePK=8258258&cid=EXT_FBWBpubs_P_EXT

7. Powering Development: Electrification (Guest lecturer: Dr Tayyab Safdar)

Though SSA has been able to 'leap frog' certain telecommunication obstacles, energy, transport and water shortages continue to interlink to restrict development. Only a handful of ports can cater for large container ships and over half of countries have regular power outages. Though mobile phone access has spread, electricity to recharge them has not.

Programme for Infrastructure Development in Africa, www.icafrica.org

POWER AFRICA, www.usaid.gov/powerafrica

8. State-Business relations & Industrial Policy in SSA (Guest lecturer)

African Center for Economic Transformation, 2014, *African Transformation Report: Growth with Depth*, www.acetforafrica.org

Chang, H.J., 2009, *Economic History of the Developed world: Lessons for Africa*, lecture delivered to Eminent Speakers Program of the African Development Bank, Feb, 2009

Chang, H.J., 2012, *Industrial Policy: Can Africa do it?* Paper presented at IEA/World Bank Roundtable on Industrial Policy in Africa, Pretoria, South Africa, July, 2012

Economic Report on Africa 2011: Governing development in Africa – the role of the state in economic transformation, pp-75-130, www.uneca.org/publications/economic-report-africa-2011

McMillan, M. & Rodrik, D., 2011, *Globalization, Structural Change and Productivity Growth*, www.nber.org/papers/w17143.pdf

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

Mkandawire, T., 2001, *Thinking About Development States in Africa*, *Cambridge Journal of Economics*, 25, 289-313, 2001

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

Sen, K. & Dirk Willem te Velde, 2012, *State-Business Relations, Investment Climate Reform and Economic Growth in SSA* in in Noman, A., Botchwey, K., Stein, H., & Stiglitz, J., *Good Growth & Governance in Africa*, 2012, OUP

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

9. State, Business and Society: Kenya & Tanzania (Shailaja Fennell)

This second lecture on State and Society will contrast findings from other countries in previous lecture by examining notions of corruption, society, ethnicity and nationhood

Bates, R., 1981, *Markets and Tropical states in Africa*, Berkeley, LA

Brautigam, D., Rakner, L., & Taylor, S., 2002, *Business Associations and growth coalitions in Sub-Saharan Africa*, *Journal of Modern African Studies*, 40, 4, pp 519-547

Callaghy, T.M., *The State and the Development of Capitalism in Africa: Theoretical, Historical and Comparative reflections*, in in Rothchild, D. & Chazan, N., 1988, *The Precarious Balance: State & Society in Africa*, Westview Press, London

Chazan, N., 1988, *State and Society in Africa: Images and Challenges* in Rothchild, D. & Chazan, N., 1988, *The Precarious Balance: State & Society in Africa*, Westview Press, London

10. Governance & Institutions: Cotton & Textiles (Richard Sidebottom)

This lecture will examine how global and national structural opportunities and policy choices have framed development outcomes across numerous countries in the same economic sector

Fukunishi, T. and Yamagata, T. (2014) *The Garment Industry in Low-Income Countries: An Entry Point of Industrialisation*. Basingstoke: Palgrave Macmillan.

Morris, M., & Barnes, J., 2008, RESEARCH AND STATISTICS BRANCH WORKING PAPER 10/2008, *Globalization, the Changed Global Dynamics of the Clothing and Textile Value Chains and the Impact on Sub-Saharan Africa*

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

11. Agriculture: Food security - SSA vs SE Asia (Shailaja Fennell)

The first of the lectures on Agriculture will focus on rural institutions, property rights, technological innovation and rural markets

DFID, (2002), *“Better Livelihoods for poor people: The role for Land Policy”*, Consultative Document, Department for International Development, November, 2002

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

Dietz, T., 2013, *Comparing the Agricultural Performance of Africa and SouthEast Asia over the last Fifty years*, Ch4 in Berendsen et al, 2013, *Asian Tigers, African Lions*, Brill, 2013

Dietz, T. & Leliveld, A., 2014, *Agricultural 'pockets of effectiveness': Kenya, Nigeria, Tanzania and Uganda since 2000*, *Developmental Regimes in Africa*, Policy Brief 6 <http://www.institutions-africa.org/filestream/20140523-agricultural-pockets-of-effectiveness-kenya-nigeria-tanzania-and-uganda-since-2000>

Wodon, Quentin; Zaman, Hassan. 2008. *Rising Food Prices in Sub-Saharan Africa : Poverty Impact and Policy Responses*. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/6938> License: CC BY 3.0 Unported."

World Development Report, 2008, *Agriculture for Development Chapter 1*, www.worldbank.org

12. Agriculture: Agri-processing – Cassava, pineapples & cocoa (Richard Sidebottom)

This second lecture on Agriculture will examine the obstacles to upgrading along agri-value chains in specific sectors and countries: cocoa & cassava in Cote d'Ivoire; Ghana; & Nigeria

Ackah, C., Aryeetey, E., Ayee, J. & Clottey, E., *State-Business relations and Economic performance in Ghana*, Discussion Paper 35, Jan, 2010, IPPG Discussion Papers, downloaded from www.ippg.org.uk 27th March, 2013 0930

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

Kolavalli, S, Vigneri, M., Maamah, H., & Poku, J., 2012, *The Partially liberalised cocoa sector in Ghana*, International Food Policy Research Institute, www.ifpri.org/publication/partially-liberalized-cocoa-sector-ghana accessed 3/1/2013 10:00Opoku, D.K., 2010, *The Politics of Government-Business relations in Ghana 1991-2008*, Palgrave MacMillan, NY, USA, 2010

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

13. Natural Resources: Angola, Uganda & Mozambique (Shailaja Fennell)

Auty, R., 1994, *Industrial policy reform in six large newly industrializing countries: The resource curse thesis*, *World Development*, Volume 22, Issue 1, January 1994, Pages 11–26

Collier, P. & O'Connell, S.A., 2008, *Opportunities and choices*, in Ndulu, B.J., O'Connell, S.A., Bates, R.H., Collier, P., & Soludo, C., (eds) 2008, *The Political Economy of Economic Growth in Africa 1960-2000*, OUP, Oxford

Collier, P., [http:// users.ox.ac.uk/~econpco/research/ pdfs/Political Economy of Natural Resources Social Research Article. pdf](http://users.ox.ac.uk/~econpco/research/pdfs/Political%20Economy%20of%20Natural%20Resources%20Social%20Research%20Article.pdf)

Hicks, C., 2015, *Africa's New Oil: Future Fortune or Resource Curse? (African Arguments)*

Humphreys, M., Sachs., J., & Stiglitz, J., 2007, *Escaping the Resource Curse*, Columbia Univ Press, 2007

Julius Kiiza, Lawrence Bategeka, & Sarah Ssewanyana, 2011, *Righting Resource-Curse Wrongs in Uganda: The Case of Oil Discovery and the Management of Popular Expectations*

McKinley, T., 2008, *The Resource Curse*, *Development Digest No 1*, 2008, Centre for Development Policy and Research, <https://www.soas.ac.uk/cdpr/publications/dd/file48462.pdf>

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

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

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

Whitfield, Lindsay; Buur, Lars, 2011, *Engaging in Productive Sector Development : Comparisons between Mozambique and Ghana*. / Institut for Internationale Studier / Dansk Center for Internationale Studier og Menneskerettigheder, 2011.

14. Natural Capital: Sustainable development initiatives (Richard Sidebottom)

This lecture will develop the themes of climate change, food security and engagement with Global value chains to assess various sustainable means of development including GM technology; Fairtrade and other certification labels in Burkina Faso; Kenya; and South Africa
Diamond, J., 2005, Collapse, Penguin, London (excerpts)

Nelson, G.C., Rosegrant, M.W., Koo, J., Robertson, R., Sulser, T., Zhu, T., Ringler, C., Msangi, S., Palazzo, A., Batka, M., Magalhaes, M., Valmonte-Santos, R., Ewing, M., & Lee, D., 2009, Climate Change: Impact on Agriculture and Costs of Adaptation, IFPRI, 2009, www.ifpri.org

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

Schnurr, M., 2012, Inventing Makhathini: Creating the prototype for the dissemination of genetically modified crops into Africa, Geoforum, 43, pp784-92

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

15. Globalisation: institutions, players and rules of the game (Richard Sidebottom)

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

ACET, 2013, REPORT 2013 INTRA-AFRICAN TRADE: UNLOCKING PRIVATE SECTOR DYNAMISM African Center for Economic Transformation, 2014, African Transformation Report: Growth with Depth, www.acetforafrica.org

Dicken, P., 2011, Global Shift: Mapping the Changing Conditions of the World Economy, Guildford Press, London

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

Handley, A., 2008, Business and the State in Africa, CUP, Cambridge, pp1-27

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

15. Financing development: modes of delivery (Richard Sidebottom)

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

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

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

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

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

Morduch, J., 2013, How Microfinance Really Works http://www.financialaccess.org/sites/default/files/publications/How%20Microfinance%20Really%20Works_April%202013.pdf

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

Sy, A., 2015, *A Crucial Year for Financing Development in Africa*, *Foresight Africa*, *Brookings Institution*, *Africa Growth Initiative*, <http://www.brookings.edu/~media/Research/Files/Reports/2015/01/foresight%20africa/financing%20african%20development%20sy%20FINAL.pdf>

Politics in Africa

Dr Sharath Srinivasan (Department of POLIS)

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

Drop in office hours: Thursdays from 10-12 in POLIS office 222 during term (TBC).

Seminar leaders:

Michaelmas Term and Lent Term: Sharath Srinivasan, ss919@cam.ac.uk

Lent Term options: Dr Adam Branch, Dr Devon Curtis, Dr Sharath Srinivasan

Lecture and seminar times and locations:

Brief introduction to course: Friday 9th October, 1pm-2pm, room S1 in the ARB

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

Tuesdays, 11-12, TBC Alison Richard Building, starting 14 October

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

Michaelmas Seminars:

Friday. 11:00-13:00, Room 138 ARB, from 16th October (Sharath Srinivasan)

Lent Term Seminars:

Option A: Popular Politics in Africa: Social Movements, Protest, and Transformation (Adam Branch)

Option B: Conflict and peace interventions in the Great Lakes region and the Sudans (Devon Curtis and Sharath Srinivasan)

Option C: Africa's digital communications revolution: state, publics, power and politics (Sharath Srinivasan, with Stephanie Diepeveen)

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

Brief description of the course:

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

The course is divided into two parts.

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

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

Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton University Press, 1996.

Frantz Fanon, *Wretched of the Earth*, Penguin Classics, 1961.

Patrick Chabal and Jean-Pascal Daloz. *Africa Works: Disorder as Political Instrument* James Currey Publishers, 1999.

William Reno *Warfare in Independent Africa*, Cambridge: Cambridge University Press, 2011 (available from library as E-book)

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

Kamari Clark, *Fictions of Justice: The International Criminal Court and the Challenge of Legal Pluralism in Sub-Saharan Africa*, Cambridge University Press, 2009.

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

Note: Further details on options will be made available at the Introductory session. If fewer than 7 students sign up for an option, that option will be cancelled. There will be a

maximum of 15 students in each seminar, so some students may not get their first choice option.

Students must sign up for their option by 27 October with Dr Srinivasan. When you sign up, please give a second choice option.

Option A: Popular Politics in Africa: Social Movements, Protest, and Transformation (A Branch)

Politics in Africa is often characterized as being dominated by elites and driven by violence, taking place in a context determined by Western states, capital, and international organizations. African peoples are typically relegated to being helpless victims, blind followers, or resilient survivors of forces beyond their control. When popular action in Africa is taken notice of, its political relevance is generally dismissed by framing it as looting, rioting, or religious or ethnic conflict. Today, however, the ongoing upsurge of urban protests – most recently including those in Burundi, Burkina Faso, and Democratic Republic of Congo – should provoke us to take popular politics more seriously, both by placing it in historical perspective and by seeking to adequately theorize it. Indeed, the major continent-wide political transitions that Africa has witnessed over the last century have all been precipitated by waves of popular protest. Also, there have been rich debates among African and non-African academics, activists, and political leaders over the importance of African peoples in political change and over the relevance of categories such as civil society, proletariat, social movement, and even “the people” in making sense of popular politics in the continent. This option will explore these debates and look to a number of past and present-day cases in order to help provide a corrective to dominant understandings of African politics centered on elites, violence, and foreign intervention.

Option B: Conflict, peace and intervention in the Great Lakes region and the Sudans (D Curtis and S Srinivasan)

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

Option C: Africa's digital communications revolution: state, publics, power and politics (S Srinivasan, S Diepeveen)

Africa's digital communications revolution is, arguably, one of the most profound structural changes to society, economy and politics in recent decades. Mobile telephony, Internet connectivity and now the 'data revolution' have connected peoples, markets and institutions across and time and space in disruptive and profoundly different ways. Thinking about the role of communications technologies in the history of state formation, in the production of surplus and rise of capital, and in the emergence of publics and the making of citizens and nations, how might we account for the impact of 'the digital' on continuity and change in the trajectories of African states and polities? What are the implications of new communication technologies for the distribution of power, including global and transnational dimensions? How are the broadcast of state power, maintenance of authority and possibilities for governance being enabled and constrained? Are the affordances of digital communications changing the nature and power of publics in processes of political mobilisation, contestation and change? How are digital communications shaping the intervention opportunities and motivations of foreign actors in Africa, from corporations to states? This option will explore such questions thematically as well as through country case-studies (ranging from Ethiopia to Kenya, from South Africa to Ghana), and with a multi-disciplinary approach. It will link the recent debates on governance in Africa with those on the appropriation of new technologies, showing not only how ICTs may offer new opportunities for political participation, but also how networks of power and existing communication practices may re-reshape technologies in unique ways.

Teaching

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

Lectures

The lecture series on **African politics** is not compulsory, but it will be useful for students especially if they have no previous background in African politics.

Tuesday 11-12 in Michaelmas and Lent terms, location TBC (S Srinivasan, A Branch)

Course aims and objectives:

To promote a critical engagement with a wide range of theoretical literature in African politics

To encourage reflection on popular representations of African politics and development

To develop an awareness of the sources of authority, legitimacy, stability, violence and political change in Africa

To provide students with a solid basis for further study in African politics or for related careers

Assessment

Students are expected to write two essays.

The first short piece (1500 words) is a review essay. It should review one of the key books from Michaelmas term. The book review should be a commentary on the book's argument and its disciplinary and methodological foundations, rather than a summary of its findings. It should highlight strengths, weaknesses, insights and oversights of the text, and should relate the book's argument to wider thematic and conceptual debates in the field, and to understandings of African politics. This review is worth 25% of the final grade, and is due at **noon on 7 December 2015**.

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

Readings for Michaelmas Term

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

Under each of the lecture descriptions you will find *Seminar* readings, *Core* and *Supplementary* readings.

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

The *Core* readings are useful for the seminar discussions and book reviews. Students will be asked to contribute to seminar discussions by presenting on a specific core reading, with the seminar leader ensuring that all students contribute and participate over the course of the term.

The *Supplementary* reading lists are provided for those who want to dig deeper into particular issues. Many of the readings are relevant for more than one Section.

The texts are available at either the **HSPS Library** on Free School Lane or the **Centre of African Studies Library** in the ARB. The library website is: <http://www.african.cam.ac.uk/library/>. You can also try other libraries across the university, including your college libraries, Haddon, Marshall, Seely, and Geography. Many of the articles are available on-line via either Camtools or through the libraries' electronic resources.

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

Africa: Journal of the International African Institute

African Affairs,

Africa Confidential,

Africa Today,

African Studies Review,

African Studies Quarterly,

Commonwealth and Comparative Politics,

Development and Change,

Journal of African and Asian Studies,

Journal of Modern African Studies,

Journal of East African Studies,

Journal of Southern African Studies,

Journal of African Economies,

New African,

Review of African Political Economy,

Round Table,

Third World Quarterly

The following Internet sites are good for news and research about Africa. Also check the on-line resources on the Centre of African Studies website (<http://www.african.cam.ac.uk/library/>)

Pambazuka.org <http://www.pambazuka.org/en/>

AllAfrica.com <http://allafrica.com/>

Africa news online www.africanews.org/index.html

BBC news <http://news.bbc.co.uk/1/hi/world/africa/default.stm>

BBC Focus on Africa http://allafrica.com/partners/bbc/focus_on_africa.ram

News.Africa.Com <http://www.news.africa.com>

African political resources www.politicalresources.net/africa.htm

Africa guide from Stanford www.sul.stanford.edu/depts/ssrg/africa/guide.html

Afrobarometer Surveys on democracy in Africa www.afrobarometer.org

IRIN news <http://www.irinnews.org>

World Bank <http://www.worldbank.org/afr/>

Think Africa Press <http://www.thinkafricapress.com>

Africa Research Institute <http://www.africaresearchinstitute.org>

Detailed reading list

General books

We encourage you to read at least one of the following books before term starts:

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

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

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

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

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

Those without a background in African politics or history may also want to look at:

John Iliffe, *Africans: History of a Continent*, Cambridge University Press, 2007, or,

Frederick Cooper, *Africa since 1940: the past of the present*, Cambridge: Cambridge University Press, 2002

Print Cultures in African History: Publics, Politics and Identities

Dr Ruth Watson (History, Clare College)

Contact Hours: 8 x two-hour seminars (8 classes in Michaelmas; 4 x supervisions 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. Taking these printed and written sources as its starting point, this MPhil option course reclaims African print cultures as a domain of historical study. By exploring how various forms of textual production provided a space for innovation and creativity in colonial Africa, it offers a window into processes of rapid social and political change. 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. This option forms part of the MPhil in World History course curriculum, on which option courses are 8 weeks long. Students enrolled on the MPhil in African

Studies will be offered four 1-hour supervisions on related topics in Lent term, so as to complete their studies.

Class Outline

1. Introduction: Print, Power and Publics in African History
2. The Lagos Press and the Yoruba Novel in 1920s Nigeria: *The Life Story of Me, Segilola*
3. Private Writing, Public Personae: The Diary of Akinpelu Obisesan, a Yoruba Gentleman in Colonial Nigeria
4. Labour Migrants, Letter Writing and the Depression Years on South Africa's Mines
5. Making Transnational Publics: Gandhi's Printing Press in Early Twentieth-Century South Africa
6. Style and Substance: *Drum* and Political Resistance in 1950s South Africa
7. Nationalism and Domestic Life in Kenya: Henry Muoria and *Mumenyereri*
8. Self-Help and Romance: Popular Literature in Postcolonial Anglophone West Africa

Indicative Reading List

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

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, *Readings in African Popular Fiction* (Oxford, 2002)

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

Related topics

[MPhil Course Lecturers](#)

[Submitting Essays](#)

[Examination Guidelines](#)

c) Dissertation

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

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

The supervisor's role is to help you clarify and develop your own ideas. They offer advice on refining your research topic, on appropriate academic literature to read, on research resources and techniques, and on writing-up the final dissertation. They should not impose their own interests upon you, nor should you expect to be 'spoon-fed'. Graduate students in Cambridge are expected to be able to think for themselves and to have the capacity and enthusiasm for

organising their own research, while working mostly on their own initiative. The frequency of meetings between you and your supervisor is a matter for mutual agreement and will vary according to the stage of the dissertation work and your particular needs, but a rough guideline is around 8-10 hours of one-to-one supervision over the year. As a minimum, you should meet and agree a realistic work schedule with your supervisor at the start of each academic term, and then meet again to review progress at the end of term. Generally, the expectation is that you should initiate supervisions by requesting appointments, rather than waiting for your supervisor to contact you.

You should begin your dissertation reading and research as early as possible in the academic year. On the first day of Lent term, you must submit an essay on a topic related to your dissertation research. Its precise form will be agreed with your supervisor, but you should aim to introduce some of the key ideas and debates that you will explore in your dissertation. 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, which you must

supplement by an additional 2 hours per week of self-study. Swahili Basic 1 is a [Cambridge University Language Programmes](#) (CULP) course, which means that it is open to all members of the University, both staff and students. You will find yourself learning with a diverse group of individuals, many of whom are likely to be PhD students interested in learning Swahili for their doctoral research. Upon completing the course you will receive a Certificate of Proficiency awarded by the Language Centre, which is recorded on your MPhil degree transcript.

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

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

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

All students must be awarded either a Certificate of Proficiency or a Certificate of Attendance in language training to meet the assessment requirements of the MPhil in African Studies.

However, language marks are not counted in the final degree result.

*If you wish to apply for exemption from Swahili Basic 1, you must submit your request by email to mphil@african.cam.ac.uk no later than 30 September before term starts. Your request should state the language you wish to learn instead of Swahili and briefly outline an academic rationale. Exemption is granted for academic reasons only, which will normally be related to your planned dissertation research. **Further details can be found [here](#).***

SCHEDULE FOR SWAHILI BASIC 1 CLASSES & ASSESSMENTS 2015/2016

Session 1 Fri 23 Oct 2015,

Trainers: Yussuf Hamad

Venue: Language Centre, Teaching Room 2

Session 2 Fri 30 Oct 2015,

Venue: Language Centre, Teaching Room 2

Session 3 Fri 6 Nov 2015,

Venue: Language Centre, Teaching Room 2

Session 4 Fri 13 Nov 2015,

Venue: Language Centre, Teaching Room 2

Session 5 Fri 20 Nov 2015,

Venue: Language Centre, Teaching Room 2

Session 6 Fri 27 Nov 2015,

REVISION SESSION

Venue: Language Centre, Teaching Room 2

Session 7 Fri 4 Dec 2015,

SHORT IN-CLASS TEST 1, remainder of lesson as per syllabus

Venue: Language Centre, Teaching Room 2

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Session 8

Fri 15 Jan 2016,

Venue: Language Centre, Teaching Room 2

Session 9 Fri 22 Jan 2016,

Venue: Language Centre, Teaching Room 2

Session 10 Fri 29 Jan 2016,

Venue: Language Centre, Teaching Room 2

Session 11 Fri 5 Feb 2016

Venue: Language Centre, Teaching Room 2

Session 12 Fri 12 Feb 2016,

REVISION SESSION

Venue: Language Centre, Teaching Room 2

Session 13 Fri 19 Feb 2016,

SHORT IN-CLASS TEST 2, remainder of lesson as per syllabus

Venue: Language Centre, Teaching Room 2

Session 14 Fri 26 Feb 2016,

Venue: Language Centre, Teaching Room 2

Session 15 Fri 4 Mar 2016,

LISTENING EXAM and ORALS

Venue: Language Centre, Teaching Room 2

SATURDAY 5 MARCH 2016
READING and WRITING EXAM
Venue tbc

e) **Course Assessment**

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

The Practice Essay

The practice essay must be related to your dissertation topic, but its precise form will be agreed with your supervisor. The essay is submitted at the beginning of Lent term and examined as pass/fail. This means that a pass mark must be achieved, but the numerical result 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 she will have expertise relevant to the research proposal that you submitted with your application. Dissertation reading and research begins early in Michaelmas term when you and your supervisor discuss your 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

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

[Download an expenses claim form](#)

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

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

Please note that if you travel to Africa as part of your dissertation research, it is only permissible for you to be away during the Christmas and/or Easter vacations, and you must complete your fieldwork by the beginning of Easter term at the latest. Any fieldwork of more than 14 days duration will require you to request permission to work away from Cambridge, which you will need to apply for via Camsis at least 8 weeks before you intend to travel. Please consult the MPhil Office for further details of the procedure.

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

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

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

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

Related Topics

[African Archaeology Group](#)
[Cambridge-Africa Programme](#)
[Cambridge Centre for Christianity Worldwide](#)
[Cambridge University Social Anthropology Society](#)
[Centre for Commonwealth Education](#)
[Centre for Education and International Development](#)
[Centre for Governance & Human Rights](#)
[CRASSH](#)
[Leverhulme Centre for Human Evolutionary Studies](#)
[Political Ecology Group Seminar](#)
[Postcolonial and Related Literatures Graduate Seminar](#)

[Social Anthropology Student Association](#)
[Faculty of History Graduate Workshops](#)
[World Christianities Seminar](#)
[World History Seminar](#)

6. LIBRARY FACILITIES AND IT SERVICES

a) Library Facilities

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

For MPhil students, a key resource is the [Centre of African Studies Library](#), which is housed within CAS and contains a stock of over 30,000 books and an excellent periodicals collection. Our library places a high priority on obtaining material published in Africa, and the current acquisitions policy also focuses on meeting the academic needs of the MPhil course. The library has a good collection of bibliographies on Africa and its collection also contains a large number of television programmes about Africa, along with African films, CD-ROMs and CDs, as well as a microfilm and microfiche collection. To search for stock specifically in the CAS Library, use the [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 Jenni Skinner (appointment date in October 2015 tbc) and Library Assistant/Acting Librarian is [Dr Alex Lindsay](#).

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

Most of our students usually find themselves using other specialised Faculty and Departmental libraries as well, some of them conveniently located on the Sidgwick Site. The History Faculty's [Seeley Library](#), 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 the Ombudsperson in strict confidence without the knowledge of the Graduate Education Committee. Discussions can be kept confidential from the supervisor, or, if requested, the Ombudsperson will seek to reconcile student and supervisor by helping both parties to analyse the situation. If necessary, the Ombudsperson may suggest a change of supervisor and ask permission of the student to refer the case confidentially to the Chair of the CAS Graduate Education Committee.

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

Student Registry Procedure

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

11. END OF MPhil COURSE

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

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

The Cambridge [Alumni Relations Office](#) offers a variety of benefits for Cambridge graduates, including [Cantab](#), a free and prestigious email service designed specifically for University of Cambridge graduates.

12. GENERAL INFORMATION

Contact Details

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

MPhil Administrator

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

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

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

Student Registry, Academic Division

4 Mill Lane, Cambridge CB2 1RZ
Telephone: +44 (0)1223 766 302

Email: student.registry@admin.cam.ac.uk
<http://www.admin.cam.ac.uk/students/studentregistry>

Graduate Admissions Office, Academic Division

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

Services for Disabled Students

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

Dignity and Study at Cambridge

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

The University Centre and Cambridge Sports Centre

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

ARB Reception and CAS Office

The ARB reception is manned from 8.30am to 5pm Monday to Friday, Telephone: (01223) 761 000. CAS and the CAS Library are open from 9am to 5.00pm Monday to Friday. The CAS Administrator is Ms Victoria Jones, E-mail: vj245@cam.ac.uk; Telephone (01223) 334396.

Building Access

You will be given 24-hour access to the Centre and Library with your University Card. All entries with a card are logged in the building security system, and 24 hour access can be revoked if deemed necessary.

Pigeon Holes

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

Kitchen

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

Toilets

The female toilets in the ARB are located on the ground, first and third floors; male toilets are located on the ground and second floor. Accessible toilets are located on all floors. Showers and changing facilities are available in the toilets on the ground floor.

Booking Rooms, IT and AV Equipment

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

University Security

For Fire Service, Ambulance or Police call 999

In case you need to call Security, use the following numbers:

Routine Calls: (01223) 331 818

Internal Emergency Calls: 101

External Emergency Calls: (01223) 767 444

E-mail: security@admin.cam.ac.uk

Website: <http://www.admin.cam.ac.uk/offices/em/safety/security.html>

Fire Safety Procedures, Health and Safety and First Aid

In the event of the fire alarm sounding, students should leave CAS via the fire stairs in the African Studies Library and go to the Fire Evacuation Point at the back of the Alison Richard Building. If the alarm sounds, proceed quickly and quietly to that area. The main staircase in the Alison Richard Building is closed off in the event of a fire. Do not return to the building until the fire wardens advise that it is safe to do so. For advice on Health and Safety visit:

<http://www.admin.cam.ac.uk/offices/safety/> for information. The ARB First Aider is: Jamie Brittain 351 212 (custodian).