

MSc in African Studies



Course Programme Handbook 2015/2016

The African Studies Centre
School of Interdisciplinary Area Studies
University of Oxford

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Weblearn

Our [WebLearn](#) site is your one stop shop for course information; it is where the most up to date handbook is kept, our electronic calendar for all lectures/classes/meetings and anything else happening in the centre you need to know about. Also kept here is guidance and forms related to fieldwork, dissertation writing and examinations.

The Examination Regulations relating to this course are available here [Examination Regulations](#). If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Anniella Hutchinson or the Course Director Prof David Pratten (MT15)/ Prof Miles Larmer (HT16/TT16).

At Postgraduate level, lectures, seminars, classes and supervision are organised and delivered by academic staff within the African Studies Centre. Your college will provide you with pastoral care and support.

***This handbook applies to the MSc in African Studies for the academic year 2015/16. The information in this handbook is accurate as at September 2015, however it may be necessary for changes to be made in certain circumstances. If such changes are made the department will publish a new version of this handbook together with a list of the changes in our [WebLearn](#) site.**

1

Welcome to the School of Interdisciplinary Area Studies and the African Studies Centre at Oxford University:

Welcome from the Head of the School of Interdisciplinary Area Studies

On behalf of the management team of the School of Interdisciplinary Area Studies (SIAS), I would like to welcome you all warmly to Oxford and to SIAS. Founded in 2004, the School is part of the Social Sciences Division and has a total staff, including academics, researchers, and administrators, of about 70 people based at faculty locations in and around Bevington Road, Winchester Road and Canterbury Road on the northern side of the University precinct. We are the largest department of scholars in the UK dedicated to the study of key regions across the world. Our research and teaching activities encompass Africa, China, Japan, Latin America, the Middle East, Russia and Eastern Europe, and South Asia, scaling in reach from the local and national to the regional and global. Whilst our scholarship certainly engages with important theoretical debates and major concepts such as globalisation, liberalisation, and feminism, it is always informed by a deep understanding of the relevant country and region concerned, helping us to analyse the social, political and cultural drivers of a particular region to better explain both the historical context and the contemporary factors shaping the world today. I invite you all to join us in these debates and I wish you a very enjoyable time here as members of the School.

Professor Rachel Murphy
Head of SIAS
Associate Professor in the Sociology of China

African Studies at Oxford University: An Overview

The University of Oxford has a long-standing commitment to the study of Africa at the postgraduate level. In 2004, a University African Studies Centre was established within the new School of Interdisciplinary Area Studies in the Social Sciences Division. The African Studies Centre provides a focus for research and teaching on Africa and coordinates graduate level work on Africa in all parts of the university.

In 2011, Africa was the focus of doctoral research for more than 150 students across the Humanities, Social Sciences and Sciences. A wide range of graduate taught courses include options on African topics. There has, over many years, been a lively programme of research seminars, workshops and conferences in a variety of fields, especially at St Antony's College, at Queen Elizabeth House, in Politics, and in the School of Geography and the Environment. The MSc in African Studies was inaugurated in 2005, when 24 students were admitted to the degree course. The third MSc cohort, in 2007, numbered 43, the fourth in 2008 numbered 30, while 2009 saw 28 students. There were 37 students in 2010, 32 in 2011 and 33 students in 2012.

The African Studies Centre has five core staff: the Director, Prof Jonny Steinberg, Associate Professor in African Studies & Research Associate, Centre for Criminology; Prof David Pratten, Course Director (MT15) and Associate Professor in Anthropology & African Studies; Prof Miles Larmer Course Director (HT + TT16) and Associate Professor in African History; Dr Neil Carrier, Evans-Pritchard Departmental Lecturer in African Anthropology; Dr Andrea Purdekova, Chair of Exams & Departmental Lecturer in African Politics; Dr Julie Archambault, Leverhulme Research Fellow in African Anthropology, and Prof Nicholas Cheeseman, Associate Professor in Politics & African Studies who is on leave this year. In addition, a number of Research Fellows work from the African Studies Centre building including Dr Martin Rosenfeld and Dr Laurent Gabail. Visiting Fellows also join us at various points of the year, and details of these visits will be circulated throughout the year.

As well as running the MSc in African Studies, the Centre organizes a programme of seminars, workshops, international conferences and occasional lectures. We host the Bram Fischer Memorial Lecture at Rhodes House, the Researching Africa Day and the Oxford Africa Annual Lecture in Trinity Term. Oxford is one of Europe's leading universities for the study of Africa, and draws many distinguished visitors to the university each year, augmenting our permanent Faculty and our large graduate community of Africanists. At least three research seminars on Africa meet each week during Michaelmas, Hilary and Trinity Terms.

The University African Studies Centre is located at 13 Bevington Road, where we have our Administrative Office, reading room, teaching rooms, and staff offices. The administration of the Centre is run by **Anniella Hutchinson**.

The MSc in African Studies

The MSc in African Studies is a three-term, nine-month course designed both as a stand-alone interdisciplinary introduction to current debates about Africa, and as a preparation for doctoral research on Africa. This advanced degree programme provides an excellent foundation for those who wish to expand their knowledge of African Studies, prior to working for NGOs, the civil service, international organizations, and the media, or in other professional capacities.

There are four components to the MSc degree in African Studies:

1. The Core Course on 'Methodology, Ethics and Research Strategies' (20%)
2. The Core Course on 'Themes in African History and the Social Sciences' (20%)
3. An Optional Paper (20%)
4. A dissertation of 15,000 words (40%)

The teaching on the MSc programme is built around the two Core Courses. The first Core Course examines research methodologies and strategies, including the politics of researching and writing on Africa, and is taught in Michaelmas Term. The second is a weekly lecture and seminar over two terms (Michaelmas and Hilary) covering key questions in African History and the Social Sciences, giving close attention to critical debates and current issues. The Core Courses form compulsory elements of the degree programme, and are open to students taking the MSc in African Studies and up to three students taking a DPhil in Oxford.

In addition to the two Core Courses, students take an Optional Paper on a particular theme and within a specific discipline. A wide selection of optional papers are available each year. Finally, students write a research dissertation of 15,000 words on a research topic of their choosing, which must include discussion of the comparative reading, historiography, or theory relevant to the dissertation. Supervision for this element of the programme runs through the year, the dissertation being submitted near to the end of Trinity Term. Students sit written examinations for Core Course two and their chosen Optional Paper in Trinity Term. Core Course one is examined by a 4,500 word essay which is due in on the first Monday of Hilary Term.

Students who complete the degree to a sufficient standard may be accepted on doctoral programmes in disciplinary departments, such as Politics and International Relations, Development Studies, Modern History, Social Anthropology, or Geography. (There are currently no doctoral programmes in Area Studies at the University of Oxford). Staff with expertise in African Studies supervise doctoral theses across all of the main disciplinary departments of the university, and students may continue to work with the same supervisor who has guided their MSc work, where this is appropriate.

Teaching on the MSc degree is conducted by more than 20 staff across the various departments of the University, including Post-Doctoral Fellows attached to the African Studies Centre. For all of the staff involved, Africa is their specialist area of interest. Further details of staff research interests and recent publications can be obtained from the Centre's website, or from other departmental web sites.

2.1 MSc in African Studies Induction Programme

0th Week, Michaelmas Term 2015 - African Studies Centre, 13 Bevington Road, OX2 6LH

Monday, 5th October - *The African Studies Centre*

- 10.00 – 10.30 Registration and coffee
- 10.30 – 11.00 Welcome and Introductions
- 11.00 – 12.30 The MSc Programme – an overview (*Professor Steinberg*)
- 12.30 – 2.00 Lunch break: Lunch will be provided at the Centre
- 2.00 – 2.40 Core Course 1: Research Methods (*Prof Pratten*)
- 2.40 – 3.10 Core Course 2: Themes in History & Social Science (*Dr Purdekova*)
- 3.10 – 4.00 MSc Dissertations & the role of the supervisor (*Prof Pratten*)
- 4.00 – 4.30 Fieldwork Planning (*Prof Pratten*)

Tuesday, 6th October - *Oxford University Computing Services – 13 Banbury Road*

- 9.00– 10.30 Library Induction and Tour
Meet in the Evenlode Room at OUCS (*Lucy McCann*)
Walk to Rhodes House Library (*Lucy McCann*)
- 12.30 - 1.00 Social Sciences Library Induction and Tour (*Sarah Rhodes*)
- 1.30 – 2.30 Lunch break (Students to find own lunch)

The African Studies Centre

- 2.30 – 3.30 Introductions from Africa themed clubs & seminar groups in Oxford
 - Oxford University Africa Society
 - Horn of Africa Seminar group
 - Oxford Central Africa Forum (OCAF)
 - Oxford University China-Africa Network (OUCAN)
 - South Africa discussion group
 - Oxford Transitional Justice Research (OTJR)
- 3.30 – 5.00 Coffee & discussion with MSc African Studies graduates

The Buttery, Hilda Besse Building, St Antony's College

- 5.30 – 7.00 Drinks Reception for New MSc Students in

Thursday, 8 October

The Pavilion Room, St Antony's College

- 10.00-1.00 Rhodes Chair candidate presentations
- 13.45-15.45 Rhodes Chair candidate presentations

Friday, 9th October – *The African Studies Centre*

- 9.00 – 11.00 Group Dissertation Session 1
- 10.00 – 11.00 Group Dissertation Session 2

2.2 Course selection

The selection of an Optional paper must be decided in Michaelmas Term. This will be done in consultation with the key staff in African Studies. In making their choice, students are strongly encouraged to pursue their own enthusiasms and interests. However, for those hoping to go on to undertake doctoral studies it is important: (a) to make a choice of Optional paper that will be appropriate to the discipline base of future DPhil work; and (b) to select a dissertation topic that opens a pathway to the DPhil. Guidance on this will be given to all students during the Induction Programme in 0th Week of Michaelmas Term.

Registration for options and examinations is completed through [Student Self Service](#).

2.3 Supervision, Tutors, and Office Hours

Once students have identified a general field for their dissertation, they will be assigned a supervisor, who will guide their work on the dissertation. Students whose topics make it necessary to assign them a supervisor outside of the African Studies Centre, will also be assigned a departmental mentor from within the Centre, who can provide support and guidance on the course.

In addition to the advice you will receive from your tutors in African Studies, and your appointed Supervisor, your college will assign you to a college tutor, so that they can keep an eye on your pastoral welfare and your general progress. Students taking the MSc in African Studies are based in several colleges, and each has its own policy on college tutors.

Supervisors and tutors are keen to provide you with the advice and support you need to make your time in Oxford a success. It is important that you make the most of your supervision sessions. This means that you should prepare for your meetings by formulating a brief agenda of points you wish to discuss. If you want your supervisor to give your comments on a work programme or written work, this should be submitted well in advance (*at least* one week) of the meeting. To give your supervisor time to prepare for a meeting you should always email them well in advance to let them know what you want to discuss and to arrange a mutually convenient time.

Most supervisors and tutors based in the African Studies Centre will have office hours on a specified day every week when students can make an appointment to discuss their progress, ask advice, get forms signed, and so on. If at all possible, students should plan to see their supervisor and tutors during these hours. *For further information on dissertation supervision see section 5.*

2.4 Administration

The University African Studies Centre is located at 13 Bevington Road, where we have our Administrative Office, reading room, teaching rooms, and staff offices. The administration of the Centre is run by **Anniella Hutchinson**.

The office is very busy so if you require assistance please visit the office during opening times that are listed below:

- Monday to Friday 10am-12pm and 2-4pm

Please note that you will be able to find most information on the course in this handbook and on weblearn.

2.5 Student Feedback

A Graduate Consultative Committee is formed by the student body in early Michaelmas Term. Officers of this committee include the student representative (full training will be provided), library representatives and common room representatives. The committee serves to liaise with faculty a termly basis, manages student-run events, and helps to keep areas of the Centre running smoothly. The student representative joins the African Studies Teaching Committee (which meets once per term) for the discussion of unreserved business. Student feedback on individual courses is collected via termly questionnaires.

2.6 Student Behaviour

In addition to the official University and college regulations governing student behaviour, members of the African Studies Centre are expected to show respect for each other and for the Centre's staff. Engaging in academia at the highest level requires students and tutors to critically engage with each other's ideas and arguments, but this should always be done constructively and with the intention of contributing to the development of an inclusive debate.

The University and individual colleges have regulations concerning student behaviour, harassment, and the use of email, which all students should be familiar with. See:

<http://www.admin.ox.ac.uk/eop/>

<http://www.oucs.ox.ac.uk/email/netiquette/>

Students concerned about issues relating to student behaviour should feel free to approach their supervisors and the Course Director (David Pratten in MT, and Miles Larmer in HT/TT).

3 Core Courses

3.1 Core Course 1 – Methodology, Ethics and Research Strategies

Convenor	Prof David Pratten
Tutors:	Prof David Pratten, Dr Julie Archambault and tbc
Lectures:	Mondays: 11-12.30pm, Nissan Lecture Theatre, St Antony's College
Guest Lectures – Weeks 4-8:	Wednesdays: 11-12.30pm, Nissan Lectures Theatre, St Antony's College
Classes:	Fridays: 9.30/11am/2pm

Note that in week 8 only classes will be held on Wednesday to facilitate the Core Course 2 mock exam.

This core course will introduce students to the many disciplinary, thematic, practical and ethical issues involved in researching Africa. Awareness of methodology is central to a critical approach to scholarship, and essential in developing the skills in research design that must be the first step toward the completion of a successful dissertation within this MSc programme. This course is therefore both intellectually rigorous and practical.

The emphasis will be upon the distinctive approaches of the various disciplines involved in African Studies, although many of the research strategies to be addressed are of course not unique to Africa. Therefore, whilst readings for the course will focus upon African examples, students will also be encouraged to consider the ways in which methods devised in other areas may be adapted and applied in the circumstances of research in Africa. The course will also tackle issues of interdisciplinary and methodological pluralism, as well as the practical issues of preparing for fieldwork and preliminary issues of research ethics in the African context.

The course will be taught by a series of eight lectures, each dealing with a particular methodology or research strategy. The lectures will be supported by classes, in which students will consider specific examples of research practice through a close reading of case study materials. A series of guest lectures will run in parallel to complement the teaching curriculum. Faculty will present their own research projects and discuss the research strategies, methodological decision-making, use of sources and the ethical issues that arose during their own research.

Students will be expected to make short presentations for the classes. Each student must complete three assignments, based on practical exercises. The first two assignments, of no more than 2,000 words each, do not count toward the final course assessment but they are a requirement of matriculation for the course and failure to complete the work set may result in being debarred from examinations. The third assignment is a 4,500 word essay that is examined and counts for 20% of the final mark of the degree. The first essay is to be handed in by the **end of Week 4 of Michaelmas Term**, the second by the **end of Week 6 of Michaelmas Term**. The examined essay is due in on the **Monday of Week 1 of Hilary Term**.

The topics to be covered during the course include:

1. *Researching Africa*: these lectures consider the ways in which the social sciences have framed Africa, and explore the relationship between social theory and social categories on the continent.
2. *Investigating Africa's past*: documentary sources are of central relevance to all disciplines engaged in the study of Africa. These lectures will survey the range of approaches to archival and documentary study and will chart the evolution of the methodologies for collecting oral evidence.
3. *Anthropology and Africa*: the theoretical and historical origins of social anthropology will be examined along with a critical analysis of the claims made for the discipline's key method, participant observation. We will also interrogate the use of visual sources and material culture.
4. *Samples and Surveys*: Quantitative methods are a crucial element of research in the social sciences in Africa. These lectures aim to give a general introduction to the uses of quantitative methods and to questions of sampling and statistical significance.

Selected Introductory Readings:

- Appiah, Kwame Anthony *In My Father's House: Africa in the Philosophy of Culture*. New York: Oxford University Press, 1992.
- Ferguson, James *Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt*. Berkeley: University of California Press, 1999
- Jewsiewicki, Bogumil, and David Newbury, eds. *African Historiographies: What History for Which Africa?* (Newbury Park, CA: Sage, 1986).
- L. White, S. Miescher & D.W. Cohen (eds) *African words, African voices: critical practices in oral history*, Bloomington, Ind., 2001.
- M. Bratton, R.B. Mattes & E. Gyimah-Boadi (eds) *Public opinion, democracy, and market reform in Africa*, New York, 2004.
- M. Ntarangwi, D. Mills & M.H.M. Babiker (eds) *African anthropologies: history, critique, and practice*, London and New York, 2006.
- P.S. Landau & D.D. Kaspin (eds) *Images and Empires: visibility in colonial and postcolonial Africa*, Berkeley, 2002.

3.2 Core Course 2 - Themes in African History and Social Sciences

Convenors:	Dr Andrea Purdekova (MT15), Prof Jonny Steinberg (HT16)
Tutors:	Dr Andrea Purdekova, Dr Jonny Steinberg, Dr Miles Larmer and Dr Neil Carrier
Lectures:	MT: Mondays, 2.00 – 3.30 pm. Nissan Lecture Theatre, St Anthony's College
Classes:	Thursdays: 9.30am/ 11am/ 2pm. ASC Seminar Room

This course introduces students to major debates in the contemporary study of Africa, aiming to set these issues within their historical, social and cultural contexts. The approach is necessarily selective, but features many of the most important and influential scholarly works on Africa. Central to the course is the analysis of the shifting balance between the state and society, and the changing role of the state in development in Africa, from the early colonial period to the present day. The selected themes will all be examined with reference to continental patterns and variations and reflect key areas of academic and public debate, and fields in which there is a lively and often contested literature.

Students are encouraged to engage with some of the most important questions facing Africa today: What was the impact of colonial rule? Are African states different to European states? Why has Africa seen so many civil wars? How has migration shaped African society and politics? Is the 'brain drain' undermining development? What is the best way to prevent famine?

Michaelmas Term: The African State

These lectures and seminars consider the shifting character of the state-society relations in Africa, from the pre-colonial to the post-colonial. State formation, nationalism, authoritarianism, patrimonialism, economic collapse, state 'failure', and democratization will all be examined with reference to continental patterns and variations and set within the context of current debates about the value of indigenous forms of authority and the need for political accountability.

While each week focuses on a key area of debate surrounding the African state, the course is organized roughly chronologically. We begin with the formation of the colonial state, its "modernising" mission, resistance to colonialism, nationalism and independence. The course then analyses authoritarianism, patrimonialism, and the Cold War, before considering more contemporary themes such as economic and political liberalisation, and the good governance agenda.

Lectures will focus on identifying historical continuities and critical junctures in the evolution of the African state, and cover a broad range of key themes:

- the character of the colonial state;
- the hopes (and failures) of the nationalist state project;
- the politics of economic crisis during the Cold War era;
- why African states 'failed';
- the ways in which African leaders attempt to mobilize their supporters;
- structural adjustment and its impact on Africa;

- the feasibility of democracy in Africa.

The course outline for Hilary Term features lectures on contemporary social issues and is regularly updated. Lecture topics will be circulated toward the end of Michaelmas Term.

This core course will be taught by a mixture of 16 1-hour lectures and 16 participatory classes, running through Michaelmas and Hilary Terms. Students will be expected to prepare short presentations for the classes, and to complete two assignments. Two essays of no more than 3,000 words, must be submitted, the first **by the end of Week 5 of Michaelmas Term** and the second **by the end of Week 4 of Hilary Term**. For these essays, students are given a choice of essay questions in advance and are allowed to select topics of interest, although the two essays must focus on different topics. The essays are a requirement of matriculation for the course, and failure to complete the work set may result in being debarred from the examination. Students are also required to take a mock examination on **Friday Week 8 of Michaelmas Term** on the material they have covered so far. This does not count toward the final mark and is simply intended to give students an opportunity to practise writing essays under timed conditions.

Key preliminary readings for this course include:

- Ake, Claude, *Development and Democracy in Africa* (Washington, 1996)
- Barnett, Tony & Alan Whiteside, *AIDS in the Twenty-First Century: Disease and Globalization* (Basingstoke, 2006)
- Berman, Bruce, Dickson Eyoh & Will Kymlicka (eds.), *Ethnicity and Democracy in Africa* (Oxford, 2003)
- Bratton, Mike & Nicholas Van de Walle, *Democratic Experiments in Africa: Regime transitions in comparative perspective* (Cambridge, 1997)
- De Bruijn, Mirjam, Rijk van Dijk & Dick Foeken, *Mobile Africa: Changing Patterns of Movement in Africa and Beyond* (Leiden, 2001)
- Chabal, Patrick & Jean-Pascal Deloz, *Africa Works: Disorder as Political Instrument* (Oxford, 1999)
- Cooper, Frederick, *Africa Since 1945: The past of the present* (Cambridge, 2002)
- Davis, Mike, *Planet of Slums* (London, 2006)
- Engberg-Pedersen, Poul et al., *Limits of Adjustment in Africa: the effects of economic liberalization 1986-94* (Oxford, 1996), ch.3
- Eriksen, Thomas H., *Ethnicity and Nationalism: Anthropological Perspectives* (London, 2002)
- Ferguson, James, *Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt* (Berkeley, 1999)
- Herbst, Jeffrey, *States and Power in Africa* (Princeton, 2000)
- Iliffe, John, *Africans: The History of a Continent* (2nd edition, Cambridge, 2007)
- Kalipeni, Ezekiel et al. (eds.), *HIV & AIDS in Africa: Beyond Epidemiology* (Oxford, 2004)
- Koser, Khalid (ed.), *New African Diasporas* (London, 2003)
- MacGaffey, Janet & Rémy Bazenguissa-Ganga, *Congo-Paris: Transnational Traders on the Margins of the Law* (Oxford, 2000).
- Malkki, Liisa H., (1995) *Purity and Exile: Violence, Memory and National Cosmology among Hutu Refugees in Tanzania* (Chicago, 1995)
- Mamdani, Mahmood, *Citizen and Subject* (London, 1996)

Manchuelle, François, *Willing Migrants: Soninke Labor Diasporas, 1848-1960* (Oxford, 1996)

Mbembe, Achille. *On the Postcolony* (London & Berkeley, 2001)

de Waal, Alex. *Famine Crimes: Politics and the Disaster Relief Industry in Africa* (Oxford, 1997)

World Bank, *Adjustment in Africa* (Washington DC, 1994)

Westad, Odd Arne, *The Global Cold War* (Cambridge, 2005) chs 3, 6, 7

Key CC2 dates

1st essay for Core Course 2

Friday Week 5, Michaelmas Term

Mock exam for Core Course 2

Friday, Week 8, Michaelmas Term

2nd essay Core Course 2

Friday, Week 4, Hilary Term

4

Optional Courses

Optional courses are normally taught in eight two-hour seminars over Hilary Term, sometimes with classes running into Trinity Term. In general, the groups tend to be small, with five or six students per course. The most popular courses may admit more, but efforts are made to retain an intimate and intensive character to the teaching. Though the precise nature of the teaching will vary from course to course, students can expect to play a very active role in classes, presenting papers on set topics and being encouraged to demonstrate their knowledge of the literature and to debate and discuss key issues. Tutors will set written work according to the nature of the discipline and the demands of the topic. This work may be assessed, but the assessments do not count toward the final marks for the course. All optional papers are formally assessed by unseen written examinations, to be taken in Trinity Term. An Option Fair is held on Tuesday afternoon in 5th Week. The following optional papers will be available for 2015-2016:

- **Culture and Society of West Africa**
Prof David Pratten (St Antony's) & Dr Raufu Mustapha (St Antony's)
- **Democratization and Multi-Party Politics in Africa**
Dr Andrea Purdekova (St Antony's)
- **Violence and Historical Memory in Eastern Africa**
Dr Andrea Purdekova (St Antony's)
- **Violence and Civilisation**
Prof Jonny Steinberg (St Anne's)
- **Education in Africa**
Dr David Johnson
- **History & Politics of the Two Sudans**
Dr Ahmed Al-Shahi (St Antony's)
- **The Cold War in Sub-Saharan Africa**
Prof Miles Larmer (St. Antony's)

- **There are two new options that may be taught this year: 'Mobility in Africa' taught by Gunvor Johanson – and 'Themes in African Literature' taught by Tiziana Morosetti. We will inform you well before the options fare whether these options will be available.**

This course provides an empirical foundation and conceptual framework for the academic study of West Africa and its peoples. The course also aims to introduce students to a critical understanding of ethnographic writing on West Africa. The course is organized around a series of lectures and readings which introduce theoretical issues that have developed in the anthropology of West Africa. These will be presented in weekly classes held in conjunction with a film series that introduces a range of ethnographic and wider issues in West African culture and society.

The writing of ethnography is necessarily grounded in local concerns and debates and the course will examine how the ethnography of West Africa has contributed to the development of the wider anthropological discipline. Four grand themes have animated social anthropology – explorations of modes of organization, modes of thought, modes of production, and modes of transformation. The course will examine ethnographic approaches to each of these themes in the context of West African ethnography.

Themes to be covered will include:

- *Anthropology and Representation* – the ‘crisis’ of ethnographic representation in Africa will be examined through the history of ethnography in West Africa, from the work of administrator-anthropologists of the early colonial period to multi-sited contemporary ethnographies.
- *Personhood and Society* – How do anthropologists locate the person within West African models of social organization? We will look at the issues of ‘becoming’ male, female, adult and ancestor and ask how these identities are enacted and embodied through initiation.
- *Production and Reproduction* – examining the political economy of agricultural production and social reproduction. Social differentiation will be considered in terms of gendered and generational identities, generated by relations of production.
- *The Politics of Belonging* – comparing writings on political ethnicity in west Africa with more recent analyses of the tensions between the flows of globalization and the ‘closures’ of ethnic particularism. Within translocal and transnational perspectives we trace the two main migratory movements of the 20th century; from poorer into richer cash-cropping areas and urban centres, and migration to Europe.
- *Past & Present* – what is the relationship in West Africa between history and anthropology? How do ethnographers incorporate historical data, and how do they examine the role of the past in relation to present narratives, memory and history?
- *West Africa and the World Religions* – how did West Africans imagine the world in which they lived? We will chart Christian mission activity from the nineteenth century to the present. Our main focus will be on syncretism – the interplay of two distinct systems of religious symbolism and belief. Regarding Islam we will consider the historical significance of Islam’s tradition in West Africa, and the universal tensions exposed by reformist movements.
- *Witchcraft and Modernity* – examining the continuing relevance of witchcraft belief as a discourse about wealth, the market and the post-colonial state. This links to the social understandings of legitimacy and illegitimacy in West Africa, and how is elite power defined and challenged?
- *Youth, Culture and Conflict* – are youth currently a ‘lost generation’, economically disempowered and politically disenfranchised? We will look at resource control,

political identity and youth culture through the examples of the civil wars in Sierra Leone and Liberia.

Some examples of the key readings:

- Barnes, S.T., *Patrons and Power: Creating a Political Community in Metropolitan Lagos* (Manchester, 1986)
- Fardon, Richard, *Between God, the Dead and the Wild* (Edinburgh, 1991)
- Ferme, M.C. *The underneath of things: violence, history, and the everyday in Sierra Leone* (University of California Press, 2001)
- Fortes, Meyer, *The Web of Kinship Among the Tallensi* (OUP, 1949)
- Geschiere, Peter, *The Modernity of Witchcraft: Politics and the Occult in Postcolonial Africa* (Charlottesville, 1997)
- Gottlieb, A. & P. Graham *Parallel worlds: an anthropologist and a writer encounter Africa* (University of Chicago Press, 1993)
- Grinker, R.R. & C.B. Steiner (eds) *Perspectives on Africa: a reader in culture, history and representation* (Blackwell, 1997)
- Moore, S.F. *Anthropology and Africa: changing perspectives on a changing scene* (University of Virginia, 1994).
- Peel, J.D.Y., *Religious Encounter and the Making of the Yoruba* (Bloomington, 2000)
- Piot, C. *Remotely Global: Village Modernity in West Africa* (University of Chicago Press, 1999)
- Stoller, P., *Embodying Colonial Memories: Spirit Possession, Power and the Hausa in West Africa* (New York, 1997)
- Richards, Paul, *Fighting for the Rainforest: war, youth and resources in Sierra Leone* (London, 1996)
- Soares, Ben, *Islam and the Prayer Economy: History and Authority in a Malian Town* (Edinburgh, 2005)

Democratization and Multi-Party Politics in Africa

Tutor: Dr Andrea Purdekova (St Antony's)

Elections have consistently been a major focus for political movements, academics, pro-democracy campaigners, and the international community. Since the late 1980s the international community promoted them, African populations have demanded them, and authoritarian leaders have sought to resist them. But despite all the attention heaped upon them, the introduction of multi-party elections across Africa in the last two decades has resulted in remarkably little political and economic change. Indeed, over the same period that elections were being introduced, respect for political rights and civil liberties in many African polities actually declined. We therefore need to re-think the relationship between elections and ethnicity, violence, human rights, economic growth, and democratization. We also need to reconsider how African parties and leaders attempt to mobilise support, and the role of ethnicity, patronage, and political parties, in 'getting the vote out'.

The course is designed to address these themes, and offers historical, theoretical and empirical perspectives on the process of democratic consolidation and the dynamics of electoral politics in Africa. In doing so, it deals directly with some of the most important questions facing Africa today: Why have so many of Africa's democratic experiments failed?

Have democratic governments performed better than their authoritarian counterparts in terms of political stability, civil rights, and the economy? Is democracy antithetical to development? Does democracy increase ethnic conflict? How do African populations understand democracy, and what do they expect democracy to deliver? Do local moral discourses concerning inequality and authority exist, and are they supportive of a democratic 'culture'? Does Africa need 'African democracy', and if so what form might it take? Is democratic consolidation feasible in Africa, and what are the prospects for the current set of multi-party states?

The course draws on classic works on democratization as well as the established literature on transition from authoritarian rule in Africa. The empirical material is culled from a broad range of African cases allowing students to pursue case studies of particular interest through the course.

Course outline:

Part One: Democracy Without Choice?

Elections in Africa are not new phenomena; students begin the course by considering the 'semi-competitive' elections held under colonial rule and the one-party state. What was the role and impact of elections in non-democratic contexts? Africa also has some remarkably successful democratic experiments. How can we explain the consolidation of democracy in Botswana and Mauritius after independence? What lessons do these examples have to teach us?

Part Two: Democratic Transition

Why did one-party states and military regimes collapse? The second part of the course compares the impact of international and domestic factors in the transition from authoritarian rule in the late 1980s. Students will evaluate the relative import of the end of the Cold War, economic decline, Church and Trade Union groups, and elite actors, on the rise of multi-party politics. Have international actors such as the World Bank, the IMF, and the U.S., strengthened or hindered democracy in Africa?

Part Three: Democracy and Violence

The third section explores the institutional, cultural, international, economic, and individual, foundations of democratic consolidation. What is the relationship between multi-party politics and violence? Can democracy be built in poverty? Is democracy unfeasible in Africa? Students are encouraged to draw on theories and examples from Latin America and Eastern Europe.

Part Four: Multi-Party Politics

Finally, students will look at the significance of ethnicity, patronage, and political parties. Are African elections little more than an ethnic census? Why are African parties not more 'ideological'? The fourth section of the course also looks at the prospects for the future. Is Africa getting more or less democratic? Have elections entrenched neo-patrimonial forms of government or undermined them? Will the emergence of China as a regional power change everything?

Key readings include:

- Akwetey, E.O., *Trade unions and democratisation : a comparative study of Zambia and Ghana*. (University of Stockholm Department of Political Science, 1994).
- Barkan, J.D. & J. Okumu, 'Semi-competitive elections', clientelism, and political recruitment in a no-party state: the Kenyan experience. In *Elections without choice*, edited by G. Hermet, R. Rose and A. Rouquiê. (Macmillan, 1978)
- Bratton, M. & N. Van de Walle, *Democratic experiments in Africa: regime transitions in comparative perspective*. (Cambridge University Press, Ch 5, 1997)
- Carter, G., ed., *African one-party states*. (Cornell University Press, 1964)
- Cowen, M. & L. Laakso, eds., *Multiparty elections in Africa*. (James Currey, 2001)
- Diamond, L., *Developing Democracy: Toward Consolidation*. (Johns Hopkins University Press, 1999)
- Huntington, S.P. *The third wave: democratization in the late twentieth century*. (University of Oklahoma Press, 1991)
- Lindberg, Staffan, "'It's Our Time to 'Chop': Do Elections in Africa Feed Neo-Patrimonialism rather than Counter-Act It?' *Democratization* 10 (2) *Democracy and Elections in Africa*. (Johns Hopkins University Press, 2003)
- O'Donnell, G.A., P.C. Schmitter & L. Whitehead, *Transitions from authoritarian rule*. (Johns Hopkins University Press, 1986)
- Schaffer, Frederick, 'Might Cleaning up Elections Keep People Away from the Polls? Historical and Comparative Perspectives' *International Political Science Review* 23 (1) (2002)
- Van de Walle, N. & K.S. Butler, Political parties and party systems in Africa's illiberal democracies. *Cambridge Review of International Studies* 13 (1): 14-28 (1999)
- Widner, J., ed., *Economic change and political liberalization in Sub-Saharan Africa*. (Johns Hopkins University Press, 1994a)

Violence & Historical Memory in Eastern Africa

Dr Andrea Purdekova (St Antony's)

This course offers historical, theoretical and empirical perspectives on the impact of conflict on social and economic development in eastern Africa over the past century. The region will be defined broadly to include Sudan, Ethiopia, Eritrea, Somalia, Kenya, Uganda, Rwanda, Burundi, Tanzania, and eastern CDR (Zaire). The purpose of the course is to give a comprehensive explanation of the historical origins of violence and war, focusing upon a wider theoretical and comparative literature in relation to case studies drawn from the region.

Students will begin the course with a selection of readings on explanations of warfare and violence, including models that apply social, cultural, materialist and instrumental theories of causation. Students will then select case studies from eastern Africa, being encouraged to define themes within each case, and to develop their work beyond the initial readings.

The choice of cases vary from year to year, but are likely to include the Rwandan genocides of 1960, 1973 and 1994; brigandage and predation in eastern Congo, 1994-99 and 2004-2011; Amin's Uganda and the war of liberation; the southern Sudanese wars, since 1958; the origins and causes of the Darfur conflict; Somali irredentism, and the subsequent collapse of the Somali state; civil wars in Ethiopia, including the successful Eritrean

secessionist campaign; conflicts and environmental issues in lowland Ethiopia; banditry in northern Kenya; the Mau Mau conflict; political violence in Kenya; religious cults and violence in northern Uganda; vigilante violence, in Kenya and Tanzania; the Zanzibar revolution and its aftermath; the wars of colonial conquest in Uganda, and of resistance in Tanzania (Maji Maji); and post-colonial forms of state violence.

In each case, students will be encouraged to consider the means of violence employed, the causes and motivations of conflict (including rational choice explanations and political economy factors), the relevance of political systems (including 'imposed' democratization) and political instrumentalism, issues of gender, youth, religion and ethnicity, and questions of culpability, ethics and moralities. The economic aspects of each conflict ('the costs of war') will also be tackled. International dimensions will be treated in relation to relief aid, development aid, reconstruction, and conflict resolution. The course will also include discussion of reparations, reconciliation and atonement.

Some readings that give a flavour of the course content:

- Allen, Tim and Koen Vlassenroot (eds), *The Lord's Resistance Army* (Zed Books, 2010)
- Anderson, David M., *Histories of the Hanged: Britain's Dirty War and the End of Empire in Kenya* (Weidenfeld & Nicolson, 2005)
- Besteman, Catherine, *Unraveling Somalia: Race, Violence and the Legacy of Slavery* (University of Pennsylvania Press, 1999)
- Clapham, Christopher (ed), *African Guerrillas* (James Currey, 1998)
- Cramer, Christopher, 'Homo economicus goes to war: methodological individualism, rational choice and the political economy of war', *World Development*, 30, xi (2002), 1845-64, and *Civil War is Not a Stupid Thing* (Hurst, 2006)
- De Waal, Alex & Julie Flint, *Darfur: A New History of a Long War* (RAS, 2008)
- Finnstrom, Sverker, *Living with Bad Surroundings: War, History and Everyday Moments in Northern Uganda (The Cultures and Practices of Violence)* (Duke University Press, 2008)
- Iyob, Ruth, *The Eritrean Struggle for Independence: Domination, Resistance and Nationalism 1941-93* (Cambridge University Press, 1995)
- Johnson, Douglas H., *The Root Causes of Sudan's Civil Wars* (James Currey, 2003)
- Kalyvas, Stathis, *The Logic of Violence in Civil War* (Cambridge University Press, 2007)
- Mamdani, Mahmoud, *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (Princeton University Press, 2002).
- Mazrui, A.A., *Soldiers and Kinsmen in Uganda: The Making of a Military Ethnocracy* (Sage, 1975)
- Prunier, Gerard, *Rwanda Crisis, 1959-94: History of a Genocide* (Hurst, 1995)
- Straus, Scott, *The Order of Genocide: Race, Power & War in Rwanda* (Cornell University Press, 2006)
- Tronvoll, Kjetil, *War and the Politics of Identity in Ethiopia; the Making of Enemies and Allies in the Horn of Africa* (James Currey, 2009)
- Tronvoll, Kjetil, Girmachew Alemu Anema & Charles Schaefer, *The Ethiopian Red Terror Trials: Transitional Justice Challenged* (James Currey, 2009)

Violence and Civilisation

Tutor: Prof Jonny Steinberg (St Anne's)

The aim of the course is to test how a major argument in European social theory travels to Africa. In his celebrated book, *The Civilizing Process*, the German sociologist Norbert Elias argues that contemporary Western societies are less violent, less cruel and more peaceful than any other in human history. As a result of the formation of large states, he argues, shame, repugnance and self-inhibition have come to shape human relationships in the West, turning what had always been an endemically violent species into a largely peaceable one.

Sub-Saharan Africa has not experienced state formation on the scale that Europe has. A possible corollary of Elias's argument is that where violence remains endemic in Africa today, whether in the form of armed conflict or interpersonal aggression, it is because African societies not been lucky enough to have gone through Elias's civilizing process. It is an incendiary argument that is bound to offend for it is highly evolutionist, suggesting that violence is prevalent among those who inhabit what amounts to a more primitive time.

A critical examination of this particular argument offers a way to ask a set of more general questions about social theory and its transmutability. What does a theory of violence and peace grounded in European history have to say about other parts of the world? If not very much, then how do we think about the bases of violence and peace in Africa? The course will examine these questions by reference to scholarship on violence in modern European and African history. Case studies will include examinations of Liberia's civil war, Rwanda's genocide and urban violence in twentieth-century South Africa.

Schedule of seminars:

1. State Formation and the Civilising Process
2. Modern States and Violence
3. Violence and Civilisation in Sub-Saharan Africa
4. African violence in the world
5. The Liberian Civil War
6. Urban Violence in Twentieth-Century South Africa (I)
7. The Rwandan Genocide
8. Urban Violence in Twentieth-Century South Africa (II)

Indicative Readings:

Norbert Elias, *The Civilizing Process*, trans. (Edmund Jephcott, Blackwell, 2000).

Steven Pinker, *The Better Angels of our Nature: the decline of violence in history and its causes*, London: Allen Lane, 2011.

Bayart, Jean-Francois, *The State in Africa: Politics of the Belly*, second edition (Cambridge University Press, 2009)

Robert Bates, *Prosperity and Violence: The Political Economy of Development*, 2nd ed (Norton, 2009)

John Braithwaite, 'Shame and Modernity,' *British Journal of Criminology*, 33, pp. 1-18.

Egon Bittner, 'Florence Nightingale in Pursuit of Willie Sutton: a theory of the police,' in Idem, *Aspects of Police Work* (Northeastern University Press, 1990)

Stephan Zweig, *The World of Yesterday* trans (Anthea Bell, Pushkin Press, 2009).

Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2005)

David Garland, 'Penal Excess and Surplus Meaning: Public Torture Lynchings in Twentieth-Century America,' *Law and Society Review*, 39(4), 2005, pp. 793-833.

- William J. Stuntz, *The Collapse of American Criminal Justice* (Harvard University Press, 2011)
- Jeffrey Herbst, *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton University Press, 2000)
- John Iliffe, *Honour in African History* (Cambridge University Press, 2004)
- Jean Comaroff and John L. Comaroff, *Theory From the South: How Euro-America is evolving toward Africa* (Paradigm, 2012)
- Stephen Ellis, *The Mask of Anarchy: the destruction of Liberia and the religious dimension of an African civil war*, 2nd edition (New York University Press, 2007)
- Ivan Evans, *Cultures of Violence: Racial Violence and the Origins of Segregation in South Africa and the American South* (Manchester University Press, 2011)
- Gary Kynoch, 'Urban Violence in Colonial Africa: A Case for South African Exceptionalism,' *Journal of Southern African Studies*, 34:3 (2008), pp. 629-645.
- Keith Breckenridge, 'The Allure of Violence: Men, Race and Masculinity on the South African Gold Mines, 1900-1950', *Journal of Southern African Studies*, 24:4 (1998), pp. 669-687.
- Charles van Onselen, *The Small Matter of a Horse* (Protea, 2008)
- William Beinart, 'The Origins of the Ndlavini: Male Associations and Migrant Labour in the Transkei,' *African Studies*, 50:1-2 (1991), pp. 103-128.

History & Politics of the Two Sudans

Tutor: Dr Ahmed Al-Shahi (St Antony's)

The objective of the course is to bring understanding of the complex plurality of the two Sudans' ethnic, religious, cultural, political, tribal and economic diversity. A number of themes will be discussed in the tutorials: ethnic and cultural composition, the influence of Islam on the traditional and modern political process; the role of the periphery and the centre in politics; the educated class and their involvement in politics; the conflict in Darfur; water and oil resources and their impact on the economy and politics of the two countries; and future relations between the North and South.

Method of Teaching: Weekly tutorials and submission of a weekly essay

Examination: A set paper at the end of the second year

Selected References:

- Holt, P.M., *A History of the Sudan: From the Coming of Islam to the Present Day* (Pearson Education, 2000)
- Abdel Salam Sidahmed, *Sudan* (Routledge, 2005)
- Collins, Robert, *Civil Wars and Revolution in Sudan* (Tesehai Publishers, 2005)
- Woodward, Peter, *Sudan 1898-1989: The Unstable Stat*, (Boulder, 1990)
- Deng, Frances, *War of Visions: Conflict of Identities in Sudan* (Brookings Institution, 1995)
- Flint, Julie and Alex De Waal, *A Short History of a Long War* (Zed Books, 2005)
- Warburg, Gabriel, *Islam, Sectarianism and Politics in Sudan* (C. Hurst, 2003)
- Al-Affendi, Abdelwahab, *Turabi's Revolution: Islam and Power in Sudan* (Grey Seal, 1991)
- Johnson, Douglass, *The Roots Causes of Sudan's Civil Wars* (James Curry, 2007)
- Waterbury, John, *Hydropolitics of the Nile Valley* (Syracuse University Press, 1979)

Lesch, Ann Mosley, *Sudan: Contested National Identities* (James Curry, 1998)
Anderson, G. Norman, *Sudan in Crisis: The Failure of Democracy* (Florida University Press, 1999)
Nyaba, Peter, *The Politics of Liberation in South Sudan* (Fountain Publishers, 1997)

The Cold War in Sub-Saharan Africa

Prof Miles Larmer (St. Antony's)

The course explores the interaction between African decolonisation and global superpower rivalries, from the late 1950s until the end of the Cold War. As much of the continent emerged from European colonial rule in the late 1950s and 1960s, the development of African independent nation-states interacted with the unfolding of the Cold War, on both a global and local stage. Both superpowers officially supported decolonisation, but the United States was sometimes persuaded by its European allies that African self-determination might open the door to communist influence on the continent. The Soviet Union's vocal support for African liberation was only occasionally matched by a willingness to provide logistical and military backing to such efforts. Many African political actors sought to remain neutral and 'non-aligned' in the Cold War, but others deliberately portrayed local conflicts in Cold War terms, so as to persuade reluctant superpowers to intervene in African contexts which they barely understood and which were usually not a high priority in Washington or Moscow. The ending of the Cold War brought some African conflicts to a close, but the continuation of others suggested the limited relevance of global ideological affiliations to wars that resulted from a complex interaction of global, national and local factors.

The course will explore the extent to which African states and political movements were the subject of manipulation by the superpowers. It will analyse the motivations underlying the policies of the United States and the Soviet Union (and their respective allies) in sub-Saharan Africa. It will critically examine Westad's ground-breaking approach, emphasising the agency of non-western actors in shaping the form and extent of superpower intervention (or the lack of it) in African contexts and conflicts. It will also explore a range of source including state documents, memoirs and film, to assess what we know (and still don't know) about Africa's Cold War.

The course will be taught in eight weekly two-hour seminars in Hilary Term. Students will utilise both secondary literature and examine primary sources on each topic. Classes will focus on the following events:

1. Decolonisation and the Cold War – themes and debates
2. Ghana and Guinea in the late 1950s: modernisation and development
3. The Congo crisis part I, 1960-61
4. The Congo crisis part II, 1962-1965
5. Southern African liberation part I, 1960-1974
6. The Angolan civil war, 1974-76
7. The Ogaden war, 1977-78
8. Southern African liberation part II, 1975-1990

This option is assessed by a three-hour written examination in Trinity Term. Students will be expected to read for each seminar, to make at least one short presentation, and to write three essays of c. 3,000 words on topics of their choice.

Readings include:

- O.A. Westad, *The Global Cold War: Third World Interventions and the Makings of Our Times* (2005)
- C. Clapham, *Africa and the International System* (1996)
- R Robinson and W. Roger Louis, 'The Imperialism of Decolonisation', *Journal of Imperial and Commonwealth History* 22, 3 (1994), pp. 462-511
- C. Saunders & S. Onslow, 'The Cold War and Southern Africa, 1976-1990', in M.P. Leffler & O.A. Westad (eds.), *The Cambridge History of the Cold War: Volume Three* (2009)
- J. Suri, 'The Cold War, Decolonization, and Global Social Awakenings: Historical Intersections', *Cold War History* 6, 3 (2006), pp. 353-363
- E. Schmidt, *Foreign Intervention in Africa: From the Cold War to the War on Terror* (2013)
- E. Schmidt, 'Africa' in R.H. Immerman & P. Goedde (eds.), *The Oxford Handbook of the Cold War* (2013)
- Peter J. Schraeder, *United States Foreign Policy toward Africa: Incrementalism, crisis and change* (1994)
- J.J. Byrne, 'Africa's Cold War' in R.J. McMahon (ed.), *The Cold War in the Third World* (2013), pp. 101-123
- S. Mazov, *A Distant Front in the Cold War: The USSR in West Africa and the Congo, 1956-1964* (2010)
- V. Shubin, *The Hot 'Cold War: the USSR in Southern Africa* (2008)
- P. Gleijeses, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976* (2002)
- J. Kent, *America, the UN and Decolonisation: Cold War Conflict in the Congo* (2010)
- L. De Witte, *The Assassination of Lumumba* (2001)
- D.N. Gibbs, *The Political Economy of Third World intervention: Mines, money, and U.S. policy in the Congo crisis* (1991)
- M. Kalb, *The Congo Cables: The Cold War in Africa from Eisenhower to Kennedy* (1982)
- L. Devlin, *Chief of Station, Congo: Fighting the Cold War in a Hot Zone* (2007)
- L. Namikas, *Battleground Africa: Cold War in the Congo 1960-1965* (2013)
- G. Wright, *The Destruction of a Nation: United States' policy towards Angola since 1945* (1997)
- J. Ciment, *Angola and Mozambique: Postcolonial Wars in Southern Africa* (1997)
- E. George, *The Cuban Intervention in Angola, 1965-1991: From Che Guevara to Cuito Cuanavale* (2005)
- A. Iandolo, 'The Rise and Fall of the Soviet Model of Development in West Africa, 1957-64' *Cold War History* 12, 4 (2012), pp. 683-704
- E. White, 'Kwame Nkrumah: Cold War Modernity, Pan-African Ideology and the Geopolitics of Development', *Geopolitics* 8, 2 (2003), pp. 99-124
- Kwame Nkrumah, *Challenge in the Congo* (1969)
- D.R. Jackson, 'The Ogaden War and the Demise of Détente', *The Annals of the American Academy of Political and Social Science*, 632, 1 (2010), pp. 26-40
- S. Onslow (ed.), *Cold War in Southern Africa: White Power, Black Liberation* (2009)
- T. Bortelsman, *Apartheid's Reluctant Uncle: The United States and Southern Africa in the Early Cold War* (1993)
- A. De Roche, *Black, White and Chrome: The United States and Zimbabwe, 1953-1998* (2001)

Education in Africa

Tutor: Dr David Mills

This paper examines the political, economic and cultural dimensions of an education ‘prism’ in Africa and argues that the economic and social outcomes of education are subject to, like in optics, the varied ‘angles’ or intersections of people, institutions and rules.

The paper suggests that a good quality of education that is accessible to all is a crucial condition for human development and inclusive growth in Africa. But, despite the fact that a relatively large share of the budgets of African countries is spent on education and that there is a rapid increase of youth with education, the levels of educational attainment in Africa lag far behind other World regions. Many African countries have not yet attained universal primary schooling and significantly, the quality of education is found to differ widely within and between African countries. Cross national data show that some children not only receive fewer years of education but also reach lower achievement levels; and within country comparisons show significant disparities in educational participation and outcomes between boys and girls and between the poorest and wealthiest households. And even where learning takes place, there are questions about the relevance of education to the demands of the new economy or the mismatch between skills and jobs

The paper examines the state of education across a number of African countries and explores a number of pressure points to the provision of a good quality of education, accessible by all, including the physical and institutional conditions that constrain learning and teaching, organisational factors that constrain the formulation of policies aimed at fairness and inclusivity, the wider political, economic and religious questions that impact, sometimes violently, on the organisation of schooling and curriculum, and the role of international aid and bi-lateral and multilateral partnerships in education.

	Theme	Week	Topic
1	Education for all? Cross-national and within country comparisons of education in Africa	1	A comparative analysis of education in Africa
2	The conditions and outcomes of learning and teaching in Africa	2	The learning achievements of African students: comparative analysis
		3	What do African teachers know about learning and teaching?
		4	What can African parents do about poor educational service delivery: community accountability and transparency
3	Educational planning and policy in the context of global shocks	5	Armed Conflict, Forced Migration and Education
		6	Elections, violence and education
4	Donors, Aid and Education	7	Education in Africa: the White Man’s Burden?
		8	Where to from here and with whom?

5

Dissertation

A further element of the MSc programme is a dissertation of a maximum 15,000 words (including footnotes and appendices, but excludes bibliography. Which must include discussion of the comparative reading, historiography, or theory relevant to the dissertation. Preparation and planning of this assignment must commence at the beginning of the programme in October, and progress steadily through to submission of the dissertation in Week 6 of Trinity Term.

5.1 Dissertation Timetable and Supervision

During the first part of Michaelmas term, students will discuss dissertations in groups of three or four along with a member of staff. Each student will begin working with a Supervisor at the midway through Michaelmas term. You will work closely with your Supervisor in defining the focus and approach of your dissertation research.

Timetable

1 st group meeting on dissertations	Week 1 MT
Decide dissertation topic	by middle of MT
Finalise dissertation title	deadline end of MT
Present research design at RDS seminar	Weeks 1-3 HT
Submit research proposal based on RDS work	Monday of Week 4 HT
Deadline for final changes to title	by end of Week 1 TT
Draft chapter submitted to supervisor	by end of Week 2 TT
Full draft submitted to supervisor	by end of Week 4 TT
Submit finished dissertation	deadline end of Week 6 TT

You must work toward having a clearly defined topic by the middle of Michaelmas Term and a title for your dissertation by the end of Michaelmas Term. The title must be approved by your supervisor and submitted to the African Studies office by the final day of Michaelmas Term.

Students are encouraged to select a dissertation topic from any field within the range of African Studies, although it is important that we are able to identify a suitable supervisor for the proposed topic. Supervisors will give students advice on sources and materials relevant to their dissertation topic.

Once a dissertation topic and title has been agreed, each student must prepare an outline of their proposed topic by the beginning of Hilary Term, to be presented at one of the Research Design Seminar days that are usually held over Weeks 1, 2 and 3 of Hilary Term. These seminars assist students in developing their own research design and in refining their methodologies for their chosen topics of research. Students will then write up a research proposal highlighting the theoretical basis of their project and covering the key literature, to be submitted for assessment by Monday of Week 4, Hilary Term. Feedback on this will help students to further refine their research agenda and to better plan for fieldwork.

Students must take great care to plan their work toward the submission of the dissertation. You should expect to consult with your supervisor two or three times during Hilary Term. Your supervisor will expect to see an outline of your dissertation, and will agree a deadline with you for this to be completed. You should aim to submit a draft chapter of the dissertation by Week 2 of Trinity Term and a full draft of your dissertation by Week 4 of Trinity Term.

Supervisors are usually willing to read an early draft of your work, but you must be realistic. Remember that supervisors cannot be expected to read successive drafts which contain minor revisions and that your supervisor will require advance warning of your plans for the completion of any draft so that time can be allocated to reading and commenting upon what you have written.

The dissertation *must* be handed in at the end of Week 6 of Trinity Term. Late submission of these pieces of work renders a failure in the examination. Extensions are not normally given, except in the gravest of circumstances. A copy of the declaration form can be downloaded from weblearn.

Students hoping to progress to a doctoral programme on Africa will be advised as to the most appropriate choice of option and dissertation topic within the MSc. In the Oxford postgraduate system the Masters dissertation can feed directly into a subsequent doctoral thesis.

5.2 Planning and Writing a Dissertation

The exact topic and title of your dissertation require careful thought in consultation with your supervisor. In general, a good dissertation topic should be:

1. One that is of interest to you and addresses interesting questions in African Studies.
2. Practical, in the sense that there is sufficient information on the subject that you can access in the time you have available.
3. On a topic that can be supervised and researched in Oxford.

In particular, students should carefully consider the human, archival and library resources in or near Oxford, or accessible via the internet. It may be possible for students to conduct fieldwork as part of their dissertation, but this should be carefully planned and discussed with your supervisor. Students can access a wide range of interesting and under-studied documents and archives via the African Studies reading room, and are encouraged to use these sources in their own research. Supervisors will be able to offer information on past dissertation topics, and to suggest potentially rewarding areas of research.

Good African Studies MSc dissertation topics vary in character a great deal, but generally have four things in common. Firstly, they are focused on a manageable question (or set of questions). Secondly, they advance a powerful and consistent argument that is supported with ample empirical evidence. Thirdly, they add something to the discipline in that they present original empirical material or original interpretations of an established debate (ideally both). Finally, they are well organised so that the argument develops in a logical manner and the key aims set-out in the introduction are thoroughly answered in the conclusion.

In writing a dissertation it is important to remember to make sure that your goals are realistic – and that you do everything that you say you will do in your introduction. 15,000 words is the equivalent of two short articles, not a book; it is better to provide a thorough and focused account of a more contained topic than to discuss a vast subject area in a superficial manner. Reading successful dissertations that were submitted in previous years is a very helpful way to find out what is manageable.

Examples of previous dissertation titles include:

- Youth, Violence and the Politics of Amnesty in Nigeria's Oil Delta
- The "import doctrine": The SASO leadership and African American thought and writings: 1968-1973
- The Colour of Consciousness: Race Relations and Identity Negotiations in the Western Cape, 1970-1976
- Fighting Talk on the Frontier: Shaping Kenyan and Somali Identities through propaganda during the Shifta Conflict
- The Erudite Experiment: An Institutional History of Unity High School for Girls: 1928-1985
- Island Politics: Land Grabs and Political Change in Madagascar
- Youth marginality and land investment in Liberia: a study of post-conflict agrarian change
- Africa's Media or "Mother of the Nation"? : Winnie Mandela, Militant Motherhood and Female Violence in South Africa's Anti-Apartheid struggle, 1985 – 1991
- "It cannot be dealt with through friendly cups of tea": Dealing with Deviance at Kamiti Women's Detention Camp, 1954-1960
- Political Violence, Memorialisation, and Funeral Practices; MDC youth in post-2008 Harare
- Picturing an epidemic through the lens: considering the changing representation of HIV/AIDS in Africa in the photography of Gideon Mendel
- The role of Muslim civil society associations in Yorubaland – stagnators or midwives for democracy and good governance?
- Micro-finance for women's empowerment in developing countries: analysis of micro start programmes in three African countries
- Let Wanjiku decide: the Constitution Review process in Kenya, 2002-2005
- Aid harmonisation: the experience in East Africa
- The silent revolution: the development of women's football in Kenya since the 1990s
- Nationalism and national identity in Nigeria
- The nature of Malawi's democratic consolidation, 1993 to present
- Reassessing Soviet policy in Africa during the 1960s and 1970s, with special reference to the Horn of Africa
- Employing the Employers: social and economic implications of a company managed irrigation scheme – Tyhefu, Eastern Cape South Africa
- Swazi land issues: from subsistence homesteads to urban squatters
- Social movements as effective civil society: the case of post-apartheid South Africa
- Tracing youth mobilisation in Nairobi's Kibera slum, 1963-2005
- Food as a weapon of war: the right to be free from hunger and the identity crisis of NGOs

It is important to give yourself plenty of time to write the dissertation, and to start getting words down onto paper at an early stage. This will help you to refine your ideas, and will help your supervisor to give you advice. Be careful to leave yourself enough time to edit and proof-read your dissertation. Make sure that you keep careful records of the books, articles, and sources, you are using for your research so that you are able to compile a comprehensive bibliography.

Ensure that your referencing style is consistent and complies with the regulations. The University Computing Service provides courses on bibliographical software such as 'Endnote', which can manage your bibliography and citations automatically. The University also has a site license for Endnote Web software which enables you to access these features for free. When writing your dissertation, use a good and up-to-date word-processing programme suitable for scholarly use, such as Word. Keep a number of back-up copies of your work in safe locations where they cannot be lost, and set your computer to save work automatically every 5 minutes or so.

5.3 Research Methods Discussion

A good dissertation should begin by explaining exactly what question will be answered, and why the topic is of wider interest. As well as interrogating the main research question(s), the final draft of the dissertation *must* include a discussion of some aspect of the methodology, comparative reading, historiography, or theory relevant to the topic of the dissertation. The focus and length of the research methods section will vary depending on the subject matter, but as a guide most research methods sections are between 2,500 and 5,000 words long. Ideally, the methods discussion and literature review should introduce the basic theoretical and methodological framework through which you intend to approach your subject matter.

Methods discussions will usually include an explanation of case selection and a consideration of the pros and cons of your research design, for example you may want to explain how you sought to overcome the potential limitations of a given source that you rely upon, whether it be quantitative, oral, or archival. Literature reviews should not be generic discussions of all of the material published on your topic but should rather focus on the specific literature and theory on which your dissertation research has drawn and intends to contribute. For example, a dissertation of the causes of civil war in Sierra Leone might feature a critique of a selected range of economic models for the analysis of civil wars and discuss the importance of oral testimony to understanding the complexities of conflict. In contrast, a dissertation on colonial attitudes towards African farming practices might focus on evaluating the potentially misleading nature of colonial archives and considering what existing accounts of the topic have overlooked. At all times it is important that you clearly set out what you see as your own contribution to the debate, and the broader theoretical and comparative lessons that can be taken from your own findings.

The material that you prepare for the Research Design Seminars and the Research Proposal in Hilary Term is designed to allow you to get feedback on your research methods and to contribute to this part of the dissertation.

5.4 Fieldwork

Fieldwork is not essential for all dissertations, but many students have found short periods in the field to be both highly informative and enjoyable. Whether a student should undertake fieldwork, and what sort of fieldwork is appropriate, will depend on the topic of the dissertation, and students should be guided by their supervisors.

5.4.1 Fieldwork safety including research ethics

Fieldwork is defined as any research activity contributing to your academic studies which is carried out away from the University premises. This can be overseas or within the UK. When you are conducting fieldwork, you are considered to be on University business, and, as such, the University has a legal responsibility for your safety and welfare. For this reason, fieldwork must be approved by the departments and must comply with University policy.

There are a number of procedures that you must follow when preparing for and carrying out fieldwork.

Discuss your research plans with your supervisor. Please think about the safety implications of where you are going and what you are doing. Safe fieldwork is successful fieldwork and thorough preparation can pre-empt many potential problems.

Complete a travel risk assessment form. This requires you to set out:

- the significant safety risks associated with your research; and
- the arrangements in place to mitigate those risks and the contingency plans in case something goes wrong.

There is an expectation that you will take out University travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities.

Seek authorisation of your completed risk assessment/ University insurance application form by your supervisor and submit to Victoria Hudson (Victoria.hudson@area.ox.ac.uk) for processing. Forms should be submitted at least one month before your proposed travel date.

*Please note that the department cannot support fieldwork in countries which the UK Foreign and Commonwealth office advise “advise against all or all but essential travel to”.

Training

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Departmental course (run annually as part of the SIAS Research Methods course, please refer to your course handbook for more details):

- Short basic **fieldwork safety awareness session** covering personal safety and planning tips. Post-fieldwork students are invited to attend to share their experiences. All students carrying out fieldwork are expected to attend this.

DTC courses (run termly please see their website for dates and booking)

- **Preparation for Safe and Effective Fieldwork in Social Sciences.** A half day course, for those carrying out medium to high risk research in rural and urban contexts.
- **Fieldwork: How do we deal with what we see and hear?** For research on traumatic or distressing topic areas.

Safety Office courses (run termly please contact postmaster@safety.ox.ac.uk)

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.

Useful Links

- More information on fieldwork and a number of useful links can be found on the [Social Sciences divisional website](#) and on the same website under [more information](#).

Central University Research Ethics Committee (CUREC)

You will need to obtain ethics approval if you are planning to carry out research during your fieldwork that requires human subjects to participate directly, for example, by:

- answering questions about themselves
- giving their opinions - whether as members of the public or in elite interviews
- performing tasks
- being observed
- OR if your research involves data (collected by you or others) about identified or identifiable people.

You will need to complete a CUREC 1A form and supporting documentation. Please find more information at this link: <http://www.admin.ox.ac.uk/curec/>. The process for seeking CUREC approval is set out below.

Process

- CUREC 1A is the ethics form used primarily in the Social Sciences and Humanities. CUREC forms should be typewritten and submitted for approval at least 30 days before the research is due to start.
- CUREC forms are updated regularly to reflect current practice so please visit the CUREC website to download the latest version <https://www1.admin.ox.ac.uk/curec/apply/ssh-idrec-process/>
- Appropriate supporting documentation, such as a participant information sheet, consent form or invitation letter is normally required with your application. You will find templates for these on the SIAS Research Methods WebLearn site.
- Please sign the form and also make sure that your supervisor has provided their signature (you can obtain this electronically via email).
- Please send your completed and signed CUREC 1A form and supporting documents to Laura Unwin, Grants and Projects Officer: laura.unwin@area.ox.ac.uk
- Your application will then be passed to the Head of School for review and approval, and Laura will inform you of the outcome.

Useful Links

Informed Consent: <http://www.admin.ox.ac.uk/curec/resources/informed-consent/>

Best Practice: <http://www.admin.ox.ac.uk/curec/resources/bestpractice/>

FAQs and Glossary: <http://www.admin.ox.ac.uk/curec/faqs-glossary/>

5.4.2 Fieldwork funding

Travel bursaries are available for MSc students in connection with research to be undertaken for their dissertation. **Students will not be eligible for travel awards unless they have completed all of the steps outlined above.** These awards are limited to around £600 per student. Fieldwork trips typically cost around £1,500, which means that the African Studies travel bursary covers around one-third of the costs. There are four main ways of meeting the remaining expenses:

- **Scholarship funds.** Some students on scholarships will find that they are given, or can apply for, funding to cover fieldwork. Although this is often not the case, students are advised to check, especially where the scholarship comes from outside of the University.
- **College funds.** Some colleges provide travel funds to their students, but note that this varies considerably throughout Oxford. Information about this can usually be found in the College prospectus.
- **Other funding sources.** Students may find other sources of funding available inside and outside of Oxford, such as the Winihin Jemide Series Research Prize for Women in African Government and Politics which support students working on gender and politics, or the Royal Air Maroc Prize Oxford Africa Awards, which provides free flights to those working in some parts of Africa. However, it is important to note that these prizes and awards tend to be very competitive.
- **Savings.** Students determined to do fieldwork who are unable to access college and other funds should draw up a fieldwork budget as early as possible and calculate whether or not they can save sufficient funds to make their travel feasible (bearing in mind that some costs, such as food, would be incurred whether in Oxford or in the field).

If students conclude that they cannot afford fieldwork, they should discuss this with their supervisor as soon as possible, as a change of topic may be required.

5.4.3 Researching Africa Day

Researches Africa Day (RAD) is one of the largest research conferences on Africa organized by students for students in Europe. Doctors and masters students attend from around the UK. It is specifically designed to provide further guidance and information for MSc students about the opportunities and risks involved with fieldwork. Presentations cover both the practical side of fieldwork and the theoretical and ethical concerns that fieldwork can give rise to. Researching Day is held on Saturday of 7th week in Hilary Term.

6

Submission of dissertation & the examined essay

6.1 Overview

The University Examination Regulations stipulate the style and presentational layout that is required for the submission of your dissertation. You should make *two* copies, typed or printed on one side of A4 size paper only, double spaced, and set in a minimum font of Times New Roman 12 point, with appropriate margins (3 to 3.5 cms left hand margin is recommended). You are also required to ensure that there is clarity and consistency in the presentation of footnotes and bibliography. The dissertation must be securely bound, and not submitted in loose-leaf.

Students must ensure that they follow either the Oxford style of citation format or the Harvard style throughout their writing without mixing them up. i.e. if the student chooses the Oxford style of writing, it must be used throughout the assignment including the footnotes and bibliography. Training with bibliographic database programs, citation formats and online journals is available in the first few weeks of Michaelmas Term.

<http://courses.it.ox.ac.uk/detail/TDBL>

These rules apply to the dissertation, but you should also follow the same guidelines in your presentation of coursework essays for all other components of the degree programme. However, except for the examined Core Course One essay, coursework essays do not need to be bound but should be securely stapled, the pages numbered consecutively and your name clearly stated on the cover sheet or the first page. Remember that footnotes and/or references and a bibliography are crucial scholarly apparatus and should accompany all of your written work.

The examined essay for Core Course One and the dissertation must be handed in to the University Examinations Offices. We will provide you with full details of this process nearer the time. Your coursework essays for the two Core Courses must be submitted to the African Studies Administrator by 5pm on the date stipulated. You are required to submit TWO hard copies ALONG WITH an electronic copy of each essay.

Please note that deadlines for the submission of coursework cannot be negotiated. Only in the most serious circumstances will extensions of any kind even be considered. Coursework essays for your optional papers should be handed in to the relevant tutors, who will instruct you as to the methods for doing this. Once again, please respect the deadlines that are set and do not pester your tutors for extensions.

6.2 How to structure the dissertation

There is not just one way to write a good dissertation. Instead, there are a number of different ways to do this, and you should think about which structure will work best for your argument and empirical material. The following (taken from the guidance that the journal, African Affairs, provides for prospective authors) are some of the main types of essay structure:

The chronological structure:

The essay takes the form of a description of a historical process or period, with analytical insights along the way. The structure unfurls like a series of events in time. A good example is the article by Solofo Randrianja, "'Be not afraid, only believe": Madagascar 2002' *African Affairs* **102** 407 (2003), pp. 309-330.

The comparative case-study structure:

The author identifies a phenomenon of general interest, describes the way in which the phenomenon has been discussed in the academic literature, and then explores it further through presenting a case study or studies. Deborah Brautigam does this for the phenomenon of ethnic business networks, using case studies from Mauritius and Nigeria, in her 'Close encounters: Chinese business networks as industrial catalysts in Sub-Saharan Africa' *African Affairs* **102** 408 (2003), pp. 447-468.

The thematic structure:

The author identifies a phenomenon of general interest or concern, and then explores the phenomenon in a variety of different manifestations. For example, in his article on AIDS and governance in Africa, Alex de Waal examines sequentially, 'demographic', 'economic' and 'governance' implications of the pandemic, before moving on to discuss some current attempts to combat the problem, as well as its increasing political salience. See Alex de Waal, 'How will HIV/AIDS transform African governance?' *African Affairs* **102** 406 (2003), pp. 1-24.

The keyhole structure:

The author looks into a small scale process in order to gain a perspective on a wider social landscape. Tim Kelsall, for example, looks into a local tax revolt in Tanzania in order to shed light on wider processes of governance, liberalization and democratization in that country. See his, 'Governance, local politics and districtization in Tanzania: the 1998 Arumeru tax revolt' *African Affairs* **99** 397 (2000), pp. 533-552.

The funnel structure

The article begins with a wide focus which then narrows to a specific point, event or process. (In some ways this is a reverse of the keyhole structure). To take an example, Ogbu Kalu, in his article 'Safiyya and Adamah: Punishing adultery with sharia stones in twenty-first-century Nigeria' *African Affairs* **102** 408 (2003) pp. 389-408, begins by explaining the emergence of *sharia* law in Northern Nigeria, and then narrows the focus to discuss the adultery case involving Safiyya Husseini, just one of the controversies associated with *sharia*. (The structure is not a perfect funnel, since at various points along the way the focus widens out again, to discuss characteristics of *sharia* in general).

6.3. References and bibliography

Students must ensure that they consistently follow an appropriate citation style throughout their writing, ensuring that their footnotes are consistent with the bibliography. Training with bibliographic database programs, citation formats and online journals is available in the first few weeks of Michaelmas Term. The following guidelines apply for the coursework essays, examined essay and the 15,000 word dissertation.

Political scientists, anthropologists, and other social scientists may wish to follow the style guide of the Journal of Modern African Studies. Full details are available from Weblearn. Citations in the text should take the following form:

The basic format is (Author date: page nos):

Books/articles

(Blundo 1995; Bayart *et al.* 1997: 53) or (see Bayart 1992: 70)

Newspaper articles

(*New Times* 10.4.1997)

Interviews

(Teshome 2001 int.)

Note that where the author's name is referred to in the text, it may be omitted in the reference:

‘... the case of Nye's (1967: 419) now classic definition ...’

A full list of references should then appear in the bibliography. Where a significant number of newspapers, websites or archive references are used, these may be placed in a section of their own, after the main list of references.

Books

Abolafia, M. 1996. *Making Markets: opportunism and restraint on Wall Street*. Cambridge, MA: Harvard University Press.

Articles

Raynaut, C. 1977. ‘Circulation monétaire et évolution des structures socio-économiques chez les Haoussas du Niger’, *Africa* 47, 2: 160-71.

Chapters in Books

Grosh, B. 1988. ‘Comparing parastatal and private manufacturing firms: would privatisation improve performance?’, in P. Coughlin & G.K. Ikiara, eds. *Industrialisation in Kenya: in search of a strategy*. Nairobi: Heinemann Kenya, 251-64.

Interviews

Interview material should be referenced in the text, in the form (Teshome 2001 int.), and the details given in a separate section in the bibliography, with the interviewee's full name, a brief description to indicate the interviewee's standing (i.e. why that person is in a position to provide the information), and the date and place of the interview, e.g.:

Teshome Abdu, zonal agricultural officer, Dembidolo, 27.11.2001.

Historians may prefer to follow these guidelines, which broadly follow the Journal of African History (not that you must still provide a full bibliography):

Notes should be footnotes not endnotes. They should be numbered consecutively throughout the article. Citations of references should be made only in the notes and not in the

text, but a full bibliography should also be provided (which should follow the form of the first reference). First references should be given in the full, thus:

Books

S. Johnson, *The History of the Yorubas* (CMS, Lagos, 1921).

Articles

E. W. Smith, 'Sebetwane and the Makololo', *African Studies*, 15 (1956), pp. 49-74.

Chapters in Books

E. S. Atieno Odhiambo, 'Democracy and the ideology of order in Kenya' in M. Schatzberg (ed.), *The Political Economy of Kenya* (Praeger, New York, 1987), pp. 177-201.

Archive sources

Archival citations should be as brief as is consistent with clarity. The identity and location of each archive must be fully spelled out where it is first cited:

Tanzania National Archives, PMO CD/CD.U.4/8 (18), UWT Seminar, CD/6/23/70, letter 'Re: Mwanza Women's Conference' from M. C. Bulengo to Mrs. Nyerere, Chairman, Mwanza Women's Board c/o Regional Commissioner, 5 June 1965.

Media sources

'Plough and gun your weapons, Mwalimu tells youths', *The Nationalist*, 6 Feb 1968.

Interviews

Interview material should be referenced in footnotes in the form:

Author interviews with S. M. Ali Mkwewe, H. H. Shaba, and I. S. Mfaki, Rwelu village, Jan. 2008.

All interviews should be logged in a separate section in the bibliography, with the interviewee's full name, a brief description to indicate the interviewee's standing (i.e. why that person is in a position to provide the information), and the date and place of the interview, e.g.:

Teshome Abdu, Zonal Agricultural Officer, Dembidolo, 27 November 2001.

Subsequent references should be given in abbreviated form, thus: Johnson, *History*, p. 43; Smith, 'Sebetwane', p. 65, except that *ibid.* should be used to refer to an immediately preceding citation of a title. *Loc. cit.* and *op. cit.* should not be used. Do not abbreviate periodical titles.

6.3 Interviews and anonymity

Respecting the wishes of your informants is very important and you may wish to keep the identity of your informants anonymous, either because they request that their identities be protected or because you are concerned that the information they have provided you with may cause them problems in the future. In such cases it is possible to list interviews under a pseudonym or code (A, B, C, D, E and so on) so that the names of the interviewees are not

published in the dissertation, and be prepared to pass a confidential code book to the assessors so that they are aware of the identities of the people that have informed your work, should the veracity of informants be questioned. You should discuss with your supervisor how you can best use the material you have and reference your interviews appropriately.

6.4 The examined essay for Core Course One

Core Course one is evaluated by an examined essay of no more than 4,500 words, which must be handed in on Monday, Week 1, Hilary Term. Students are required to choose a question from a short selection of questions that will be announced on Friday, Week 7, Michaelmas Term. For this essay students are encouraged to draw on different aspects of the material that they have covered during core course one and to think about how it applies to different research topics and approaches to research. The final core course one classes of the term will discuss the examined essay and prepare students for drafting the essay over the Christmas vacation. The marking scale included below in section 8 shows the criteria that markers follow in assessing the examined essay.

The different ways to structure a dissertation set out in section 6.2 and the general advice for essay writing set out for section 7 are also designed to help students to plan and write their examined essays.

6.5 Word limits

The word count should be included on the first page of all written work you submit. The stipulated word counts represent the MAXIMUM number of words you may use, and MUST NOT be exceeded.

Examined essays and dissertations that exceed the word limit may NOT BE accepted. If markers believe that a piece of work exceeds the stipulated word limit, the electronic version of your essay will be examined.

In all cases, the word count includes footnotes and the appendix, but excludes the bibliography. The examined essay for Core Course 1 **must not exceed 4,500 words** and the dissertation **must not exceed 15,000 words**.

7

Coursework essays

7.1 Overview

Coursework essays are designed to give students an opportunity to express their own ideas and arguments about the core course material and to improve their knowledge and understanding. Coursework essays are marked and graded, but do not count towards a student's final mark. However, students are required to submit and pass all coursework essays in order to complete the course. Students will therefore be asked to resubmit any essays that do not pass.

Please note that there are different word lengths and specifications for core course one and core course two – see section 3 for more details. A summary of all coursework deadlines is provided in section 9.

7.2 Core Course Two coursework essays

Questions

The core course two reading list provides sample essay questions and a reading list for every week of the course. These essay questions form the basis of class discussion, and are also the questions that students may answer for their core course two coursework essays. For each essay, students are free to choose any question from any week that *has already been covered in the class*. If a student wishes to change the question (for example to narrow or broaden it, or to include an additional case study), they must clear the new question with their class tutor.

Reading

The first reading list that students should consult is the one that was set for the question that they have decided to answer. However, students are encouraged to think about how the different parts of the course fit together. For example, readings from week one on pre-colonial states may be relevant for questions on colonial rule (week 2) and the post-colonial state (week 5). Students may therefore want to draw from readings from the readings lists for a number of different classes.

7.3 Essay writing guidance (for both core courses)

Although essays can take many different forms, all essays should have a clear structure that starts with a clear introduction that summarises the argument and sets out the structure of the essay. In general, essays should spend some time setting up the debate and summarising the academic debate.

One of the most important things with an essay is to make sure that all of the main points you wish to make are well backed-up with appropriate empirical information. The different ways to structure a dissertation set out in section 6.2 may also help you to think about different ways to structure your essay. Students may also want to take

Common causes of low marks:

The most common cause of poor essay marks is the lack of a clear structure and of a strategy to answer the question. A symptom of this is the presence in your essay of abrupt transitions between one section and another. You therefore need to pay attention to the flow of your argument and make sure it works smoothly. It is useful to think of your essay as the sum of a number of paragraphs. Each paragraph contains one key idea. You should start each paragraph by outlining that idea, and then proceed to present the evidence to justify it. Each new idea (or paragraph) builds on the previous one.

It might be beneficial to the strength of your essay structure to present, towards the end of the opening section of your essay, a brief outline of how you will answer the essay question, and the sub-arguments in your essay. This will then guide you to structure your argument.

Other common shortcomings include:

- The essay does not fully engage with the essay question and/or digresses on themes of little relevance to it;
- Your statements are not backed up by evidence;
- The essay contains too much description and too little analysis.
- There is poor identification of the essay sources.

Common causes of good marks:

- Coherence of the essay structure, and its relevance to the essay question;
- The capacity to develop *your own position* on complex issues. This requires the capacity to understand, and then critically assess, the position of other scholars and agencies that contribute to the debate you are analysing;
- The capacity to contrast and compare, without caricaturing, differing positions on a given theme;
- The rigorous use of evidence to back up your claims.

7.4 Essay writing feedback and assistance

Students will receive a mark for each essay and a set of written comments. These marks do not count towards the final exam and are designed to help students get a sense of how they are performing and improve over time. Coursework essays are assessed on the basis of the same mark scheme used for dissertations and the examined essay (see section 8). In addition to the mark and feedback, all students can ask to have short tutorials on their essays to discuss their strengths and weaknesses.

Students who would like to improve the quality of their written work, or feel that they would benefit from further assistance in terms of structuring their essays, may want to take advantage of the Language Centre's English for Academic Purposes course:

- <http://www.lang.ox.ac.uk/courses/english-mem.html>

Students should also be aware of the many support services offered by the Oxford University Students Union (OUSU):

- Academic support services: <http://ousu.org/advice/academic/>
- Study skills: <http://ousu.org/advice/academic/studyskills/>
- Exam advice: <http://ousu.org/advice/academic/exams/>

8

Examinations and Marking

This section provides information on the various components that comprise your assessment on the degree programme. You will be provided with a full guide to the examinations in Hilary Term.

8.1 Feedback

Feedback on both formative and summative assessment is an important element of all PGT programmes at Oxford and may be provided informally and/or formally. Feedback on formative assessment e.g. course essays or assignments, should provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment, will indicate areas of strength and weakness in relation to an assessment task, and will provide an indication of the expectations and standards towards which students should be working. Feedback on summative assessment e.g. theses and dissertations, should provide a critical review of the work and provide suggestions for improvements and future development of the topic of research to enable students to develop their work for doctoral study if appropriate.

Students can expect to receive informal feedback on their progress and on their formatively assessed work. In 2011, the University's Education Committee introduced new policies in response to requests from students for enhanced formal mechanisms for the provision of feedback on both formative and summative assessment.

All students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment that is normally submitted during the first term. All students will also receive formal written feedback on any dissertation or thesis of 5,000 words or over, submitted in the final term of the course.

The African Studies MSc far exceeds these minimum requirements. Students receive informal verbal feedback on their presentations during classes, from their dissertation supervisors during regular supervision sessions, and from faculty members during Research Design Seminars.

Although they do not contribute towards the final mark for the course, students receive a grade and written feedback on every course work essay that they write for Core Course One and Core Course Two, including the Research Design Essay and the mock examination. In addition, students can request a short tutorial on their essays in order to receive further oral feedback.

Students do not receive written feedback on the examined essay written over the December vacation for Core Course One because it falls below the 5,000 threshold. However, they do receive written feedback on their dissertation after the examination results have been released in Trinity Term.

8.2 Examinations

The full Examination Regulations for the MSc in African Studies can be found on the main university [website](#).

Candidates will be required to present themselves for examination in the compulsory paper in 'Themes in African History and the Social Sciences' and in one chosen Optional Paper at the end of Trinity Term in the year of registration. In addition, each candidate is required to submit the following written work:

- (i) One 4,500 essay, to be submitted no later than 12 noon on Monday of Week 1 of Hilary

Full Term in the year in which the examination is taken. Two type-written or word processed copies of the essay must be delivered to the Clerk of the Examination Schools, addressed to the Chair of Examiners for the MSc in African Studies, c/o Clerk of the Schools, Examination Schools, High Street, Oxford, by the deadline specified above.

(ii) One 15,000 word dissertation, to be submitted not later than 12 noon on Friday of 6th Week of Trinity Full Term in the year in which the examination is taken. Two type-written or word processed copies and one electronic copy of the dissertation must be delivered to the Clerk of the Examination Schools, addressed to the Chair of Examiners for the MSc in African Studies, c/o Clerk of the Schools, Examination Schools, High Street, Oxford, by the deadline specified above.

Penalties for late or non-submission. The examiners may apply academic penalties for late submission. If penalties are applied, then the following deductions (off the reconciled mark) will be made: two points for the first working day, and five points for each subsequent working day past the deadline. Deductions will stop at pass mark. Work submitted more than four days past the deadline will not be admitted for examination.

8.3 Marking

Your coursework essays, dissertation and all work you write and submit in your final examinations will be marked on a common scale. This scale is set out below, with general descriptions of the character and quality of work required at each level. Note that the pass mark for work on the MSc programme is 50 percent, and that a Distinction in any assignment requires a mark of 70 or above.

80-100	<u>Distinction.</u> Outstanding work with substantial evidence of originality showing fine command of intellectual debates, making a creative contribution to the literature, with innovative use of theoretical frameworks and empirical evidence.
75-79	<u>Distinction.</u> Excellent work, with strong, clear development of arguments, evidence of originality, well supported by empirical evidence, as well as full awareness of the secondary literature and an ability to make a contribution to it.
70-74	<u>Distinction.</u> Fine work showing strong analysis, a clear argument, critical engagement with secondary literature and well supported by empirical material.
65-69	<u>Strong pass:</u> Thorough coverage of the question addressed, strong and well-developed analysis, command of the literature, and well-chosen empirical examples.
60-64	<u>Good Pass.</u> Deployment of appropriate secondary literature or theoretical frameworks, a clear analysis, and appropriate empirical examples. Not all points fully developed.
55-59	<u>Pass:</u> Good coverage of issues raised in the question showing some familiarity with relevant literature and empirical material. Most points developed rather than merely stated. Answer may not be clearly organised around the question.
50-54	<u>Marginal Pass:</u> Basic analytical skill apparent from identification of intellectual problem and relevant literature, some structured discussion of them, but analytical points may not be fully developed, empirical material limited or errors evident.
45-49	<u>Marginal fail:</u> Inadequate development of points made, limited understanding of, and review of, secondary literature materials, errors of fact, and/or inappropriate analysis of materials discussed.
0-44	<u>Outright fail:</u> Inadequate coverage of questions addressed and inadequate analysis of literature. May also include errors.

Students who are considering undertaking further graduate study at Oxford on completion on the MSc will normally be expected to score in the high 60s to be considered for admission. However, *please be aware that the exact criteria for admission to higher graduate degrees varies from one department to another and that precise admission demands may be made for each individual applicant.*

Remember that while your coursework essays on Core Course 1, Core Course 2 and your Optional Paper do not count in your final degree assessment, the completion of all required written work is necessary for your matriculation. Failure to complete written work by the stipulated deadlines can result in your tutor refusing to enter you for the examination, and thus to a fail in that paper. It is therefore extremely important that all coursework assignments are completed on time. Those seeking admission to other graduate courses following completion of the MSc should also be aware that other departments may request information on coursework marks in their evaluation of your application.

8.4 Criteria for degree classification

The degree classification is based upon the four components that are examined – the examined essay, the dissertation, and the written examinations in Core Course 2 and the Optional Paper.

These components are weighted in the following manner:

- The examined essay comprises 20 percent of the overall mark.
- The dissertation comprises 40 percent of the overall mark.
- The two written examinations combine to comprise 40 percent of the final mark, each paper making up 20 percent of the total.

Classification of final marks is determined as follows:

- The Examiners may award a Distinction in the MSc to a candidate who obtains an overall mark of 70 or above. The candidate must have passed all four components of the degree.
- The Examiners may award a Pass in the MSc to a candidate who obtains an overall mark between 50 and 69. The candidate must have passed all four components of the degree.
- A candidate who achieves a mark below 50 for the dissertation may be deemed to have failed this component of the degree.
- A candidate who fails any one of the three written papers (i.e. achieves a mark below 50 in any of these three components) may be deemed to have failed the degree.

A candidate who fails the examination will be permitted to retake it on one further occasion within six terms of his or her initial registration. A candidate who fails one or more of the examinations in Core Course 2 and the Optional Paper will be required to re-sit the paper that they failed. Candidates that fail either the Examined Essay or the Dissertation may resubmit **ONLY** the piece of work that they failed. Candidates may include previously submitted work in any resubmission, although the work needs to be of an appropriate standard.

Occasionally candidates may be required to attend an oral examination in any part of the examination.

8.5 Vivas

Candidates may be required to attend an oral examination on any part of the examination. Vivas are usually held during the final examination board that is held the first week of July. Students **must not** leave Oxford before the exam board is held as they may be required to attend a viva

8.6 Prizes

The Examiners may award prizes to candidates who perform outstandingly well in the final examinations.

- The **Kirk-Greene Prize**, £200 Blackwell's gift card will be awarded for the best overall performance in the MSc in African Studies.

- The **Terence Ranger Prize**, £150 Blackwell's gift card will be awarded for the best dissertation submitted by a candidate for the MSc in African Studies.
- The **African Studies Prize**, £150 Blackwell's gift card, will be awarded for the most innovative dissertation research.

Other prizes may be awarded at the discretion of the Examiners.

9 Important Dates

Date Expected in Oxford

4th October 2015

Term Dates (2015-16)

	<i>Start</i>	<i>End</i>
Michaelmas (autumn)	Sunday, 11 October 2015	Saturday, 5 December 2015
Hilary (spring)	Sunday, 17 January 2016	Saturday, 13 March 2016
Trinity (summer)	Sunday, 25 April 2016	Saturday, 19 June 2016

The term dates shown above correspond to the official 8 week terms set-out by the University. You may have additional responsibilities (induction week/exams) that occur both before and after these dates, and you should make sure that you are aware of these before making travel arrangements. **The induction programme for MSc students begins on Monday, 5 October and it is imperative that you arrive in Oxford in good time to participate.** It is the responsibility of students to ensure that they are present in Oxford during term-time. If a student wishes to come up later, or go down earlier, than the stipulated dates, they must receive permission from the Director of Graduate Studies and their supervisor.

***Please note that African Studies Exams are usually sat during weeks 8 & 9 and we advise students not to leave Oxford until the end of the first week of July. Students may be called for a viva at short notice on the afternoon of the examination board which is normally held up to two weeks after the final examination.**

Induction to the programme	5th - 9th October, 0th Week Michaelmas Term
Option Fair	Tuesday 2-5pm, Week 5 Michaelmas Term
Choice of Optional Courses must be finalised by:	Friday, Week 5 Michaelmas Term
1st meeting with dissertation supervisor	by Week 4 Michaelmas Term
1 st essay for Core Course 1	Friday, Week 4 Michaelmas Term

1 st essay for Core Course 2	Friday Week 5, Michaelmas Term
2 nd essay for Core Course 1	Friday, Week 6 Michaelmas Term
Core course 1 Examined Essay questions distributed	Friday, Week 7, Michaelmas Term
Dissertation titles to be agreed with supervisors and submitted for formal for approval by:	Friday, Week 8 Michaelmas Term
CC2 Mock Exam	Friday, Week 8 Michaelmas Term
‘Examined Essay’ for Core Course 1 to be submitted	Monday, Week 1, Hilary Term
Research Design Seminar Presentations	Wednesdays, Weeks 1-3, Hilary Term
Research Proposal	Monday, Week 4, Hilary Term
2 nd essay Core Course 2	Friday, Week 7, Hilary Term
Researching Africa Day	Saturday, Week 7, Hilary Term
Final date to change dissertation title by	Friday Week 1 Trinity Term
15,000 word dissertation to be submitted	Friday, Week 6, Trinity Term
Finals High Table Dinner, St Antony’s College	Friday, Week 6, Trinity Term

10 General Information

10.1 Seminars and Events

The African Studies Centre runs a weekly research seminar (each Thursday in term) with presentations by visiting speakers, academic staff and postgraduate students. In addition, Departments such as Development Studies, Politics, Modern History and Social Anthropology as well as the School of Geography and the Environment, hold relevant seminar series, notably the weekly African History and Politics seminar held on Mondays.

Students on the MSc programme *are expected to attend the African Studies seminar each Thursday in term*, and they should also try to attend other graduate seminars that are relevant to their interests, most especially the topic of their dissertation. The following lectures and seminars are open to all members of the University.

Mondays: Politics & History of Africa Seminar, Manor Road Building, 5-7 p.m.
Thursdays: African Studies Seminar, Pavilion Room, St Antony's College,
5-7 p.m.

In addition, Prof Jonny Steinberg holds a South African Discussion group Tuesdays 5pm in the Pavilion Room. Film series and literary discussions are also occasionally organised by staff and students. These events usually run in the African Studies Centre. Details will be circulated well in advance of any events, and are posted on the African Studies website: www.africanstudies.ox.ac.uk

There are regular workshops and conferences, including an annual Researching Africa Day (in Hilary Term) convened by postgraduate students who have recently conducted research in African countries. The Centre for the Study of African Economies has a seminar series. Occasional exhibitions are mounted at the Pitt-Rivers Museum and the student Africa Society also organizes events. Some of these are listed on the African Studies Website.

Extremely comprehensive lists of all University lectures and seminar series are available at <http://www.admin.ox.ac.uk/pubs/lectures/>. Relevant seminars include a Commonwealth History seminar, meeting on Friday evenings, and Anthropology seminar, meeting on Friday afternoons, and a seminar series on the History of the Cold War, meeting on Tuesdays.

10.2 Libraries

The African Studies library at 13 Bevington Road, housed in the Terence Ranger Reading Room, provides a growing collection (now over 8,000 volumes) that is especially relevant to the teaching on the MSc, with particular strength in Politics, Literature and History. The Reading Room and the adjacent Journals Room have workspace for student use. Please note the times and terms of use posted in the reading room and on the web site.

Students and researchers in African Studies at Oxford also benefit from the rich resources of the University's libraries and museums. Rhodes House Library (the Bodleian Library for Commonwealth and African Studies) is an excellent resource with one of the best collections of books on Africa in the UK. It also contains a large manuscript collection. Valuable departmental libraries include the Social Sciences, Geography, Modern History and Social Anthropology libraries. The Radcliffe Science Library and the Wellcome Unit for the History of Medicine are useful for medical history. The Pitt Rivers Museum holds a unique collection of material cultural artefacts from around the world and its Balfour Library has a strong African collection. The various college libraries also have collections.

As an MSc student, you will have access to all the main University libraries. The University card, which will be issued on your arrival, will gain your access and will come with information on how to use the Library System most effectively. The University library system has a large amount of online material, including journals, archives etc. You will also have access to your college library. You will receive full details of the college and university library systems when you arrive in Oxford, and your Induction Programme will include library tours and guides.

Library Catalogue Login Information.

The catalogue to the reading room collection is now available online via [EndnoteWeb](#) (Shibboleth authentication required) using the email and password below. Please consider the database as read only. There is a how-to guide on using the library on weblearn.

Email: ASCLibrary@africa.ox.ac.uk

Password: !3Bevington

10.3 Useful Contacts and Websites

We have included a select list of telephone numbers and websites that may be useful to you while you're settling into life in Oxford. Please note that your college office is the primary point of contact for information concerning accommodation and student welfare.

General Information

About Oxford University	http://www.ox.ac.uk/aboutoxford/
University Accommodation Office	http://www.admin.ox.ac.uk/accommodation/
Local Events and Information	http://www.dailyinfo.co.uk
Oxford University Newcomers' Club	http://www.wolf.ox.ac.uk/clubs/newcomers/
Home Office (British)	http://www.homeoffice.gov.uk
Second-hand Goods	http://www.dailyinfo.co.uk/

Travel

Buses to London and airports	http://www.oxfordbus.co.uk/index.php
Buses to London	http://www.stagecoach-oxford.co.uk/oxfordtube/ http://www.megabus.com/uk/
Train timetables	http://www.thetrainline.com
Virgin Trains	http://www.virgintrains.co.uk
National Rail	http://www.nationalrail.co.uk/
Easy Jet	http://easyjet.co.uk
Ryanair (cheap flights)	http://www.ryanair.com

Useful Contact Telephone Numbers:

African Studies Centre
13 Bevington Road
Oxford, OX2 6LH

Tel +44 1865 613900
Email: african.studies@africa.ox.ac.uk

UK Emergency Services (fire, ambulance, police)	999
John Radcliffe Hospital	018656 741 166
Rail information	0845 748 4950
The University Security Office (Emergencies only)	899 999

If you wish to find the contact details of someone within the University by phone or email use the 'contact search' option from the University's Homepage www.ox.ac.uk.

11

Complaints Procedure

The University, the Social Sciences Division and the African Studies Centre all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. Guidance on how to make a complaint is available at the African Studies Centre's weblearn site: <https://weblearn.ox.ac.uk/portal> .

Please note that you can only login to the African Studies weblearn site once your University card has been issued and you have your Oxford University Single Sign-On Login details. You will then be able to browse on the University weblearn portal, login to 'Oxford Account' and you should look for the African Studies site within 'My active sites'. You will find a number of relevant documents under 'Resources'.

Students should also be aware that Oxford University has guidelines regulating the conduct of staff and students, and these can be found on the University's website:

Code of practice on harassment including bullying:

<http://www.admin.ox.ac.uk/eop/har/harcode1.shtml>

Equal opportunities policy for students:

<http://www.admin.ox.ac.uk/eop/statements.shtml>

Nothing in this guidance precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.
