

INSTITUTE OF AFRICAN STUDIES

DOCTOR OF PHILOSOPHY (PH.D)

1). Introduction

In line with the University of Ghana's new policy to improve the training of PhD students, the Institute of African Studies has carefully considered the revision of its graduate programme to meet this new proposal. In our discussions, and designing of our programme, we recognized the need to (1) broaden the knowledge of the students to include a wide body of literature; (2) sharpen their critical thinking abilities and analytical approach to academic work; (3) instil in them the rigor demanded of scholarly work; and (4) build upon the confidence of the students and strengthen their research capabilities.

2). Objectives

The Ph.D programme in African Studies aims to foster critical thinking abilities among students and to equip them with the resources, tools and methods for an enhanced understanding and appreciation of issues pertinent to African cultures and societies and their development, and to be able to initiate and conduct independent research in different domains of African Studies. This Institute of African Studies programme seeks to provide a multi-disciplinary skill to address the chosen field of research.

3). Ph.D Admission Requirements

A good first degree in a relevant field of study or Masters degree.

4). Duration of Programme

The duration of the programme shall be; 8 semesters (4 years) for full time students and 12 semesters (6 years) for part-time students.

5). Proposed Date of Commencement

The Ph.D programme shall commence in August, 2014/2015 academic year.

6). Requirements for Graduation

Ph.D students are required to take and pass all core courses (see 7 below) and earn the following

- Course work **18-24 credits**
- Four (4) seminars **12 credits**
- Thesis **45 credits**
- Total **75 (minimum) credits**
 81 (maximum) credits.

7). Structure of the Programme

First Semester Core Courses

Course Code	Course Title	Credit
ARTS 701*	Philosophical Foundations of the Humanities	3
FSSP 701*	Philosophy of the Social Sciences	3
AFST 727	Topics in Research Methods	4

*Candidates from IAS belonging to the Faculty of Arts or Faculty of Social Sciences would be required to take and pass the following faculty core courses: **ARTS 701** and **FSSP 701** respectively.

First Semester Electives: Students will be required to take 3-6 credits of electives per semester.

Course Code	Course Title	Credit
AFST 613*	Social and Political Systems in Africa	3
AFST 701**	Historiography of African Art	3
SREL 703***	Theories in the Study of Religion,	3
AFST 705****	Critical Perspectives on Performance Theories	3
AFST 707	Political Economy of African Development	3
AFST 709	New Directions in Ethnomusicological Discourses	3
AFST 711	Pan Africanism and African Unity	3
AFST 713	Gender and Sexuality in African History	3
AFST 715	Politics and Culture in African History	3
AFST 717	African Folklore	3
AFST 719	Religion and Politics in Africa	3
AFST 721	Special Topics in African Oral Literature	3
AFST 725	African Women Speak	3

*All students who have not taken **AFST 613** course at IAS or a similar one elsewhere will be required to take and pass it.

****AFST 701** is compulsory for African Art students.

*****SREL 703** for students of Religion and Philosophy

******AFST 705** is compulsory for students in Music, Literature and Drama.

Second Semester Electives: Students will be required to take 3-6 credits per semester

Course Code	Course Title	Credit
AFST 702	Contemporary African Art	3
AFST 704	Political and Social Movements in Africa	3
AFST 706*	State and Politics in Africa	3
AFST 708	Sound, Sense and Identity in Black/African Art Music	3
AFST 712	Water Resources, Livelihoods and Development in Africa	3
AFST 714	Establishment of Colonial Rule in Africa	3
AFST 722	Ethnography of Community Conflicts in Ghana	3
AFST 724	African Theatre: The Classical and the Popular	3
AFST 726	Development Discourses in Africa	3

* **AFST 706*** This is compulsory for students of History and Politics

The Second Semester Core course is in the process of seeking approval.

Seminars

Seminars will earn a total of twelve (12) credits

Year 2 Seminars 1 and 2

Course Code	Course Title	Credit
Seminar 1 AFST 710	Research Proposal	3
Seminar 2 AFST 720	Experiential Research Learning	3

Year 3 Seminar 3

Course Code	Course Title	Credit
AFST 730	Thesis Progress Report	3

Year 4 Seminar 4

Course Code	Course Title	Credit
AFST 740	Provisional Thesis Findings	3

8). Description of Courses

ARTS 701: Philosophical Foundations of the Humanities.

This course addresses the kinds of questions raised in the humanities, the characteristic methodologies used to pursue answers and the range of criteria applied in their assessment. The hermeneutic focus upon interpretation and understanding in the humanities will be contrasted with the objectivity and neutrality of hypothesis-testing in the social and natural sciences. Students will reflect upon the nature of human experience as subject matter for different kinds of qualitative inquiry. Other areas to be covered include oral and written knowledge traditions, post-colonial African critical social theories, historiography, and relativist *versus* universalist modes of assessing human values.

FSSP 701: Philosophy of the Social Sciences

This course aims at exposing and deepening doctoral students understanding of the epistemological underpinnings of the social sciences. It focuses on the differences and similarities between the social and natural sciences, causal relationships, social laws, and the ontological significance of structure and agency. It also seeks to elucidate the nature of scientific inquiry and evaluate the grounds of their validity. Students will be exposed to social science explanatory frameworks, such as humanistic approach, realism, post – modern and post-structuralism. The course should enable students to identify, analyze, and take a stand on the theoretical and methodological issues informing their research work.

AFST 701: Historiography of African Art History

This course explores the origins and development of African art and visual culture as an academic field of study, and the increasing influence of African scholars on the discipline. It examines the politics of 19th-century colonial collecting and exhibition, and the impact of early anthropological theory and European modernist primitivism on early 20th-century Western appreciation of African art as “art.” The course addresses the field’s interdisciplinarity—combining theoretical and methodological approaches from anthropology, art history, and performance studies—and the expansion of the discipline by the study of performance, popular and tourist arts, Diaspora arts, and modern and contemporary art.

AFST 705: Critical Perspectives on Performance Theories

This course focuses on and critically examines the origins and directions in performance-oriented theories. The course will explore the multi- and interdisciplinary origins of performance theories, such as the Second Chicago School of Sociology, Phenomenology,

Oral Literature, Drama and Theatre studies, Sociolinguistics /Speech Communication, Folkloristics, and Anthropology. We will study specific or model applications in order to gain deeper understandings of the significance of performance-oriented approaches in the various related disciplines, including emerging notions of “performance art and “theorizing the body.” Key research and analytical ideas and figures include Richard Bauman, Irvin Goffman, Judith Butler etc.

AFST 707: Political Economy of African Development

The major concern of the course is with the politics of African economic development, to examine processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. Attention is paid to legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; the political economy of industrialization and agrarian transformation, resource mobilization; trade diversification; institutional reforms and state capacity.

AFST 709: New Directions in Ethnomusicological Discourse

This course examines the nature and scope of emergent theoretical and analytical ideas in current ethnomusicological discourse, including new developments in field methods and ethnography. It begins with a survey of sources of motivations for innovative thinking, influences of emergent debates and practices in cognate fields such as neurobiology, ecomusicology, the cognitive sciences, dialectics of music in war/peace/conflict, place/displacement/geographies of music, transnationalism and globalization, music and New Media and the Hypermedial, poststructuralist and postcolonial thoughts. The course also examines select themes from current discourses in critical theory and contemporary perspectives on the confluences of migration/displacement, urbanization, globalization, and diaspora studies.

AFST 711: Pan Africanism and African Unity

This course will interrogate the histories, concepts, cultural, economic, religious and political ideas and movements associated with the phenomenon of Pan African Thought. It will further examine the role of race, class and gender in the development of Pan Africanism. The diversity of Pan African thought within and among different Pan African Communities, and how that diversity continues to affect the process of globalization will also be explored. The focus will be on themes linking people of Africa and African heritage in the United States, and Latin America.

AFST 713: Gender and Sexuality in African History

This reading-centered course raises theoretical and methodological issues involved in the study of gender and sexuality in African history. Recent decades have seen explosion in Africanist literature which focus on questions of gender and sexuality. We will consider works produced within and outside the continent. The bulk of our readings will be drawn from Africanist scholars who work on women's life histories, marriage, masculinities, women and colonialism, and trans-gender. However, we will also look at works that shape the larger field of the study of gender and sexuality, including studies of empire/colonialism and more strictly theoretical.

AFST 715: Politics and Culture in African History

This is a reading-cantered course in which we will interrogate the relationship between politics and culture in various periods and places in Africa. Our primary focus will, however,

be on colonial period and the various ways in which African men and women rethought and re-configured cultural practices and political economy. Our premise is that culture is not epiphenomenal to political and economic processes but rather constitutive of them.

AFST 717: African Folklore

This course is intended to help students identify, collect, classify, analyze and document various forms of African folklore items in their own communities. Consideration would also be given to African folklore in the diaspora. Areas that would be covered in this course include the history of folkloristics, folklore processes and its conditions, folk narratives, social folk customs, folk songs, material culture and modes of folklore documentation.

AFST 719: Religion And Politics In Africa

The proposition that religion would recede to the realm of irrelevance with increased secularisation/modernisation has been challenged as there appears to be a resurgence of religion in the political realm globally and particularly in Africa. This course offers a broad survey on the dynamics of religion and politics focusing on the importance of religion in modern African political processes. Issues covered by the course include religion and politics in pre-colonial, colonial and contemporary times; religion and violence/conflict; religion and human rights; women religion and politics; the impact of international religio-political events such as Islamic Jihads, Christian fundamentalism on African cultures.

AFST 721: Special Topics in African Oral Literature

This course will provide a historical context and theoretical framework for this study of Oral Literature of African and the African Diaspora and examine essential theoretical concepts and techniques, conceived as both text and as performance. It gives a deeper insight into the aesthetics and function of African literature by covering peoples and language groups of Africa and its Diaspora and their cosmology. New forms originating in the Diaspora are finding their way back to Africa, and finding a receptive soil. Also, new traditions of verbal arts are being developed on either side, based on shared values and mutual inspiration.

AFST 725: African Women Speak

This course focuses on issues of feminism and the place of women in literary tradition. It will examine issues such as the emergence of women writers at the fore front of the reconstruction of feminist theory in the context of the experiences of non-European women. The work of women writers will be examined within the context of canon formation. This seminar is designed to engage students in the exploration of the literary works of women of Africa and its Diaspora as well as to interrogate assumptions about women as portrayed in literary works and as creators of literary texts.

AFST 727: Topics in Research Methods

This course on research methods seeks the acquisition of knowledge through identification, analysis and interpretation of phenomena guided by the principles of scientific investigation. Through rigorous interaction and reading assignments, students will search, analyse and present various theories and conceptual frameworks underpinning research methodology. A strong lineage on case studies focusing on the development of effective research which contextualizes rather than theorises in its practice. This course will also examine the current debates surrounding practice-based research and the accompanying methodologies as well as examine the critical under-pining and driving principles behind those discourses.

AFST 702: Contemporary African Art

This course focuses on issues in the development and practice of contemporary African art. It examines modernist art of the independence era inspired by the philosophies of Négritude

in Senegal and Natural Synthesis in Nigeria, and discusses the role of art in negotiating memory within post-apartheid South Africa. It addresses issues facing African artists today: how they fit or do not fit into a wider international art scene; and the phenomenon of artists born in Africa who live and work in Western countries. Issues of identity, gender, politics, post-colonialism, transnationalism, and connections with the African Diaspora artists will be explored.

AFST 704: Political And Social Movements In Africa

Political and social mobilization is a means by which social change is attained. This course offers both empirical case studies of particular movements and theoretical insights into mobilization, and engages with the debates about how, why and when socio-political movements occur. It will be particularly concerned with the social and political context of protest, focusing on the circumstances in which socio-political movements operate; how dissidents choose political tactics and strategies; and how movements affect social and political change.

AFST 706: State and Politics in Africa

This is an in-depth study of the domestic and international politics of Africa since political independence. The main themes have been selected to familiarize students with some of the key issues in contemporary debates about African politics, in both its domestic and international dimensions. Throughout an emphasis is placed on the critical questioning of mainstream orthodoxies in the academic literature. The core issues of the course are the state, governance, governing ideologies, forms of ethnic and political pluralism, purposive depoliticization, political instabilities, monopolization of political and economic power, chronic underdevelopment, human and civil rights, rule of law, globalization, democratization and the emergence of active polities.

AFST 708: Sound, Sense, and Identity In Black /African Art Music

This course will examine a selective corpus of published and unpublished musical works by contemporary African American and African composers, with emphasis on the cultural, social, and biographical details. The course will explore in detail the musical vocabularies, stylistic tendencies, as well as the sociocultural milieu and indigenous resources shaping the musical language(s) of these composers. African American composers include William Grant Still, Olly Wilson, Anthony Davis, Hannibal (Lokumbe), Florence Price, Mary Lou Williams, Leslie Adams, David Baker, Marsalis, and Hailstork. African composers include Euba, Nketia, Labi, Amu, Nayo, Uzoigwe, and Tamusuza.

AFST 712: Water Resources, Livelihoods and Development in Africa

This course will further understanding of water resource challenges and mitigation strategies which will form the base for providing livelihoods for millions of Africans most of whom are still at the margins of meaningful development. The course will further explore relevant state and local institutions in water resource development in Africa, current practices of water resource development and utilisation, and explore capacities and training programmes as critical thresholds for efficient water delivery to enhance sustainable livelihoods and poverty reduction at local levels.

AFST 714: Establishment of Colonial Rule in Africa

This course explores the dynamics of African subjugation under European colonial rule as well as the establishment of colonial administration and organization of the colonial economy in the late-nineteenth century through the early twentieth century, 1870-1940.

The study essentially deals with historiographical issues, involving the interpretations of various scholars on issues in the colonial phenomenon. On undertaking the course, students

will acquire knowledge of colonial organizational structures for critical evaluation and insight into contemporary African economy and society.

AFST 722: Ethnography of Community Conflicts in Ghana

Ghana has experienced serious conflicts since Independence, and especially in recent times. The course will, among other things, examine conflict typologies, causative features, the precipitating incidents, ensuing events as well as efforts at finding lasting solutions. Students will explore various societal level conflicts, especially those concerned with land; chieftaincy and succession; control of local resources and related issues and the role of ethnicity as the genesis of conflicts. How have colonial and post-colonial regimes wittingly or unwittingly contributed to the genesis of current conflicts? It will examine if anthropological theories are still valid in the search for explanation to the current unease in Ghana.

AFST 724: African Theatre: The Classical and The Popular

This course assumes the pervasiveness of African drama and seeks to explore its association with society, religion and politics. Over the last half century, African theatre has come into its own, taking on the colour of evolving sociological debate. African theatre therefore, has a current that runs parallel to the colonial and post-colonial experience of Africa and may be contextualized as much within African cultural renaissance as within the acute debates of policies and developments on the continent. The meeting of Western and indigenous cultures saw the establishment of contemporary popular theatrical forms.

AFST 726 Development Discourses in Africa

This course provides a theoretical framework for critically examining contemporary development policies and understanding the origins and developments of many of the debates on the role of the state, governance, civil society, community and social participation in Africa. It traces early conceptions of development and civil society within Europe and how these became implanted within the African continent and context as a product of colonialism and imperialism. The course examines the political and socio-economic dimensions of the framing of development theory.

Year 2 Seminar 1 AFST 710 Research Proposal

This is the first seminar presentation of the student's thesis proposal to faculty of the Institute. The content should state what the research is about, the problem the student intends to address, a comprehensive review of the literature and situate the students' work within the existing scholarship to justify the research. A critical engagement with a theoretical framework, which will underpin the work is expected to be articulated. A clear and analytical assessment of the methodology to be applied is expected to be presented as well as a plan of work and a structure of the main ideas, intended for the thesis.

Year 2 Seminar 2 AFST 720 Experiential Research Learning

This is based on practical experience in consultation with the student's advisors in an organisation on a specific project to understudy or carry out specifically designed tasks and supervised jointly by a senior member and a staff from where the activity is taking place. The student should be able to draw upon the theoretical knowledge gained from the previous seminars and course work and apply this to the experience or vice versa. The student during this Experiential Learning should be able to demonstrate critical and logical thinking abilities, analytical skills of the resources encountered during this period and demonstrate the ability to organise such materials or information possibly into a chapter in a thesis or for future work life.

Year 3 Seminar 3 AFST 730 Thesis Progress Report

This presentation is to demonstrate how scientific the data collected is by critiquing, analysing the sources, scope, sample size, and a review of the methodological approach to the study. The student should be able to locate the work within a body of literature, theory, issues, debates and the themes and concerns that are beginning to emerge in the research. The student should be able to present the main hypothesis, and the structure of the research.

Year 4 Seminar 2 AFST 740 Provisional Thesis Findings

This is the last of the student's seminars. He or she is expected to present an overview of the completed research particularly the scholarly issues addressed in the chapters, and how they are connected into one body of work culminating in the findings and recommendations. The presentation is expected to build upon all the knowledge and experiences acquired during the student's training.

Appendix I

Experiential Research Learning AFST 270

This Experiential Learning component is for the second year Ph.D programme designed to expose students to the relationship between theory and practice, which will serve to equip them to develop an appropriate and suitable model to conduct research in their future careers. Students will be guided to put theory into practice by engaging in projects that will require them to apply the theories and skills they have acquired through data analysis and paper presentations. Students will also be guided to acquire specific techniques and expertise in research work. These include the development of methodologies to be used in their Ph.D research. In this component concrete arrangements for a programme of work, and a method of evaluation will be made with relevant organisations, and students will be assigned to them with supervision from the organisation as well as the candidate's advisor(s).

Another approach to IAS Experiential Learning may involve the student identifying a problem within a community and making a proposal in conjunction with the community on how to approach and resolve the identified problem. The final report may take the form of a group project, and may involve inviting specialists such as spokespersons, artists, community leaders, traditional and non-traditional health officials, or others that may be determined appropriate to participate in the final presentation on the methodologies and how the approach to the assignment was conducted.

African Art – Curatorial and museum/field research at GMMB/ Nubuke Foundation

- Some specific arrangements for this experience are performing various curatorial assignments on exhibitions, visual analysis of objects in the storeroom of the Ghana National Museum and other art galleries including Nubuke Foundation. Students may also undertake a project to curate and mount an exhibition on their research/theme/interest and provide an appropriate brochure/catalogue to the exhibition or any other visual documentation and presentation.

Arts (Literature, Religion, Drama and Ethnomusicology)

- Students of Religion will be attached to the Musama Disco Christo Church (MDCC), which has integrated traditional modes of worship and Christian modes of worship.
- Students of music will be attached to the National Theatre where they will observe and participate in the performances of the National Theatre Company, Abibigroma and the National Symphony Orchestra, National Commission on Culture and NGOs

on creative arts including MUSIGA, film studios, radio and television houses, Alliance Française, music publishing houses and recording studios. Emphasis will be on assignments and different types of practical engagements to complement candidates' areas of specialization.

- The output for the students would include collaboration with the Ghana Dance Ensemble (GDE) for productions based on their observations; documentation; transcription; translation and analysis of texts. Students will be required to write papers that would theorize on aspects of performance.
- The students' grades will be based on their productions and the written papers. Students may also produce documentaries, DVD or a CD as part of their training.

Politics Unit

• The Politics Unit has identified a number of institutions, both state and non-state, national and international, where our 2nd year candidates will spend a time to gain experiential knowledge, thereby linking theory to praxis. These institutions include, Ghana's Parliament, the Political Parties and other Ghanaian political organizations, the Diplomatic Missions, Civil Society Bodies and Think Tanks, The Foreign Ministry, National House of Chiefs and international development organizations with headquarters in Ghana. Students may, on attachment, conduct personal observations and interviews with "experts" on areas of interest to them. And in the end, the students will be required to submit comprehensive reports on their experiences, engagements, and the (dis)connections between theory and practice.

Furthermore, the students will be required to participate in the Institute's and campus-wide seminars, the Faculty of Arts and Social Studies Colloquium series, as well as the conferences and workshops organized by credible national and regional associations Association of African Political Science and African Research and Resource Forum.

Participation in Research Projects

A) Agrarian and natural resource database project

This is a project that seeks to record all major investments and projects in the Natural resource, lands, forestry and agrarian development sectors in Ghana, by donors, bilateral aid, foreign direct investment, private sector investments, NGOs and other civil society groups and associations. The project aims to collect documentation of the various projects and their conceptual analysis of the agrarian and natural resource sectors and maintain a digital database of documents. This will include archival documents. The long-term objective will be to establish this as an online resource. This will serve as a valuable resource for researchers and policy-makers, and also assist PhD students in gaining a greater awareness of the changing policy environments, and changes within the Ghanaian economy and trends, and help them to gain an awareness of these factors in situating their research within contemporary intellectual developments.

B) Digitization and database Project.

The Institute of African Studies in collaboration with the New York University and its Moving Image and Archiving Programme (MIAP), and its collaborators at Audio Visual Preservation Solution (AVPS), and Audio Visual Preservation Exchange (APEX) all directly linked to MIAP in executing MIAP digital projects is creating an audiovisual repository and archive. The project involves cleaning, digitizing all the Institute's audio and films and providing the necessary metadata to make the collection accessible and useable by students and researchers locally and globally through the Internet. In this project, students will learn how to scientifically follow a methodology to clean research and enter metadata into the required fields, and upload them onto the storage facility to be maintained the

C) Ghana Quality of Life Research (GQOLR)

The Ghana Quality of Life Research (GQOLR) will be a research project undertaken by the Institute of African Studies as a contribution to the Ghana and African development agenda. The research project report will provide information about the general wellbeing of individuals and societies in Ghana through nationwide quality of life studies. It will contribute to the understanding of conditions that account for the general wellbeing of individuals and communities. The GQOLR report, which will be published bi-annually from 2016, is expected to serve as a pilot project that can be replicated for the development of an African Quality of Life Index (AQOLI). The research will employ data from government agencies, particularly the Ghana Statistical Services. It will be principally interdisciplinary and undertaken by the Institute's faculty as well as by others from outside the Institute in specialised fields.

The participation of Ph.D students will give them hands-on and field experience in exploring Africa and Africa's issues from interdisciplinary approaches and from Africa's unique historic, social and cultural experiences. The collaborative approach of the GQOLR is also expected to afford post-graduate students opportunities for networking and career development through meeting and engaging with academics within and outside their fields as well as development practitioners and policy formulators. The research will also offer students the training in the use of government data for research.

D) Biographical Study

This project aims among other things, to research the lives and times of selected prominent Ghanaians (living or dead) whose lives and achievements serve as potential models for today's Ghanaian, particularly the youth. The importance of biographies cannot be gainsaid; they can be sources of information not available from conventional sources. Biographies discuss contemporary events as they impinged on the life of the subject, and are therefore, a treasure-trove of information.

Personalities to be studied include: The late Oyeeman Wereko Ampem II (University Chancellor, International civil servant, businessman, chief, academic and philanthropist; the late Yakubu Tali, educationist, diplomat, politician and chief; Prof. Florence Abena Dolphyne, an academic, first Ghanaian lady professor, first lady Pro-vice Chancellor of the University of Ghana, among others.

Fieldwork, archival research and data analysis and report writing will involve graduate students of the Institute of African Studies, and those of other departments of the university. Furthermore, the opportunity will be created for interested graduate students to base graduate theses on the work being done, or to conduct private research on similar lines for advanced degrees.

E) The Art of Storytelling

Students of Literature and Drama will be involved in the Institute's on-going project on the "Art of Storytelling". Prof. Esi Sutherland-Addy and Dr. Edward Nambigne lead this project.

Collaboration

The institutions we expect to work with in this capacity include the centres for African Studies at UCT and The University of the Free State*, both in South Africa; The Centre for African studies at the University of Edinburgh*; The Centre for African Studies at the

University of Michigan; The Centre for African Studies at the University of Ibadan*; The Centre for African American Studies at the University of North Carolina at Greensboro; Concordia University, Irvine, CA; and Bryn Mawr College (currently only for students in Art History).

They will produce a publishable paper or a report that will form part of their PhD research. *MOUs with University of Ghana in the process.

Teaching and Supervision

Students may serve as TAs or RAs to senior colleagues in a partner institution as apprentices (research and teaching) in preparation for possible work as a full time academics in future, or may audit a course of their choice but relevant to their programme at UG. During this period students will be mentored, guided, supervised and assessed by faculty in these institutions.