

PRELIMINARY Cursusinformatie / Course description

Name of the course *The field of African Studies and Interdisciplinarity*

Part 1. Aims and results of Africanist research

Curriculum:	MA African Studies
Instructor(s):	F. Ameka, T. Dietz, P. Pels, R. Ross, M. de Bruijn, H. van Dijk, R. van Dijk, G. Persoon, G. Frerks, I. Brinkman, D. Merolla, T. Crane, J. Damen
ECTS:	10.0
Level:	400
Year:	
Term:	First semester
Block:	1
Course code:	MAIAS1
Academic year:	2010-2011
Language of instruction:	English

Timetable

Schedule: Mondays: **13.00 - 16.30** ; Thursdays: **11.00 -15.00**

Place: All lectures take place in room 3A06 (Faculty of Social Sciences, Wassenaarseweg 52 Leiden)

Method of Instruction

The course consists of six weekly blocks. A block contains a double lecturer on the Monday (13.00-16.30) after which precise assignments are handed out to students. The assignments are submitted in written form. In workshop meetings (11.00-15.00) on Thursdays the students give presentations on the basis of the assignments.

Literature

A reader will be available for copying at the secretariat of the African Studies Centre. You are required to make your own copy. The reader will contain only compulsory literature.

Description

The course contrasts the intellectual homogenization of Africa created by colonialism and post-colonial politics with the great diversity of the continent. The course addresses the epistemology of African Studies (construction of knowledge in/on Africa) in a series of related themes that all researchers in Africa needs to know: (a) the imagery of Africa in different disciplines and the intertextual relationships with images and discourses in the arts; (b) local forms of knowledge in Africa; (c) the persistence and history of the dichotomy of the “modern” and the “traditional” (d) the *longue durée* of the ecology and economy of the African continent; (e) the study of society and environment in Africa and (f) armed conflicts and the state in Africa. These themes will be illustrated on the basis of ongoing and recently completed research.

Course objectives

The course provides students with insights into the various ways Africa was and is looked at throughout time. It makes them familiar with the nature and controversies of African Studies.

Examination

Weekly assignments

Overview of lectures

Monday 6 September 2010: 10.00 - 12.00 hrs.

Information meeting with time for questions and presentation of the courses. Welcome by the Director of the African Studies Centre (Prof. Ton Dietz). Presentation of the Research Master in African Studies: Overview and some Practical Aspects (Academic coordinator, Programme Coordinator). The Africa Studies Center history and present directions (Mirjam de Bruijn, Director of the Research Master in African Studies). Presentation of the goals and coherence of the first two courses (Academic coordinator and Mirjam de Bruijn); Presentation of the second semester courses (track leaders/Academic coordinator)

Module 1, Week 1. Monday - Thursday, 6 - 9 September, 2010.

Epistemology of African Studies: Social Sciences and the Arts.

Lecturers: Mirjam de Bruijn and Daniela Merolla

The first lecture introduces the field of Africanist studies by discussing the development of African Studies. We will raise questions such as “What does it mean to do research and investigate/ acquire/ construct knowledge in / on Africa?” and “What is the role of interdisciplinarity in Africanist studies?” (Mirjam de Bruijn). The intertextuality of scientific and artistic images of Africa is further engaged by asking how far scientific images critically/uncritically shape the construction of Africa in the arts and vice versa (D.Merolla). Understanding, applying and judging the various ways Africa and African Studies have been constructed throughout time is indeed a necessary element of knowledge to be acquired during this Research Master.

Compulsory reading:

JanMohamed, Abdul R. "The Economy of Manichean Allegory: The Function of Racial Difference in Colonialist Literature." *Critical Inquiry* 1985 (12) 59-87.

Oyewumi, O., Western Hegemony in African Studies, in “Visualizing the body” in Ph. Coetzee and APJ Roux (Eds), *The African Philosophy Reader*, London and New York, Routledge, 1998: 402-415

Onyango-Ouma, W., Practising Anthropology at Home, in *African Anthropologies*, M.Ntaranguwi, D. Mills, and M.Babiker (Eds), Codesria, Dakar, Zed Books, London and New York, 2006: 250-266.

Zezeza, P.T., African Studies from a Global Perspective,

<http://zezeza.com/blogging/african-affairs/african-studies-global-perspective>

Recommended reading (not in reader):

Abbink, J., African Studies in the Netherlands..., African Research & Documentation, 87, 2001: 1-11

Appiah, KA, African Studies and the concept of knowledge, in B. Hamminga (Ed),

Knowledge Cultures (etc), Amsterdam/New York, Rodopi, 2005: 23-56
Coqueroy-Vidrovitch, C., De l'"africanisme" vu de France, Le débat, 118, 2002: 34-48
Fabian, J., Forgetting Africa, in African Anthropologies, in M.Ntaranguwi, D. Mills, and M.Babiker (Eds), Codesria, Dakar, Zed Books, London and New York, 2006: 139-153
Melbert, H., African Studies: why, what for and by whom?, Afrika spectrum 40 (2005) 3: 369- 375
Mudimbe, V.I. (1988) The Invention of Africa. Gnosis, Philosophy and the Order of Knowledge. Oxford/Bloomington: James Currey/Indiana University Press.

Assignment:

The students choose for one of the following options (evenly divided over the group); Written report to be handed in on Thursday and to be presented orally in the workshop:

1. Write a short paper of African studies in a specific country or region
2. Analyse and comment on the work of an Africanist based in an African University or Research institute; discuss his or her 'vision' on African studies and the role he or she played in the development of this field.
3. Analyze the sequences of the collection (copies of the lecturer) of colonial and postcolonial films and documentaries (such as "Siliva the Zulu", Cipriani, Lido/Attilio Gatti, 1927; The Gods must be crazy 1, Uys, Jamie, 1980 and Keita : l'héritage du griot ; Wereldcinema, Dani Koyate, 2008) and compare the images and construction of Africa. What continuities, what changes in these representations? What are the (implied) audiences?

Module 1, week 2. Monday - Thursday, 13 - 16 September 2010

Monday 13 September 2010, 10.00-12.00 hrs.

"African Studies on the Web"

Lecturer: Jos Damen

In this Lecture attention will be given to the methodology of searching scientific information on African Studies and how to use this information in your own texts (citing, bibliographic information).

Special attention will be given to search engines, electronic journals and e-books, the Internet Archive and Scientific Commons, bibliographic databases and trends in availability and Open Access (repositories, etc).

Assignment:

Writing of a new entry for the English, Dutch, German or French version of the online encyclopedia Wikipedia. Special attention must be given to References and External links.

Or:

Writing of a short text about an African country, region, city or person. The text should be for a general audience. Cite references.

Monday 13 September 2010, 13.00-16.30 hrs.

"Africa" and the historical processes that gave it its (appearance of) unity

Lecturers: Ton Dietz and Peter Pels

The second module goes on discussing images and meaning(s) of "Africa" and the construction on knowledge on/of Africa. The first lecture (Ton Dietz) scrutinizes

knowledge and understanding of various images of Africa through an analysis of cartographic maps and map projection. The lecture continues with the practice of projecting Africa, from Ptolemy's map of Africa through maps from the voyagers of discovery and from the period of colonization until cartographic representations in the development era, which tend to follow uncritically previous representations. The second lecture (P. Pels) discusses accounts of slavery and colonial rule in the 19th and 20th century. It starts with analyses of the change in the image of Africa during the abolition of the slave trade, and continues with the ways in which colonial rule and the geopolitics of decolonization have produced the image of Africa that is used in African Studies today.

Compulsory reading:

Appiah, K.A "The Invention of Africa", in *In My Father's House. Africa in the Philosophy of Culture*, London, Methuen, 1992: pp. 1-42
Bassett and Porter, *Journal of Modern African History*, 1999, pp. 367-413
Brantlinger, Patrick *The Genealogy of the Myth of the Dark Continent*, in *Rule of Darkness. British Literature and Imperialism, 1830-1914*, Ithaca, Cornell University Press, 1988 : pp. 173-97
Mbodj, M. (2002), "So geographers in Africa maps with savage pictures fill their gaps: representing Africa on maps. In: G. Bond & N. Gibson, *Contested terrains and Constructed categories*. Cambridge: Westview Press, pp. 37-59

Recommended reading (not in reader):

Curtin, Philip D. (1964) *The Image of Africa. British Ideas and Action, 1780-1850*. 2 vols. Madison: The University of Wisconsin Press.
Gould, P. (1960), *The development of the transportation pattern in Ghana*. Evanston: Northwestern University Studies in Geography 5
Jacobson, W. (2004), *The rediscovery of Africa 1400-1900: antique maps and illustrations*. Stanford: Stanford University Libraries.
Jones, E. (1971), *The Elizabethan Image of Africa*. Charlottesville: University Press of Virginia
Lacroix, W. (1998), *Africa in Antiquity: a linguistic and toponymic analysis of Ptolemy's map of Africa*. NICCOS 28. Saarbrücken: Verlag für Entwicklungspolitik.
Noyes, J. *The natives in their places: Ethnographic cartography and the representation of autonomous spaces in Ovamboland, German South West Africa*, *History and Anthropology*, 8, 1-4, 1994 : 237-264
Stone, J. (1995), *A short history of the cartography of Africa*. African Studies 39. Lewiston: Edwin Mellen Press.

Assignment:

Through the assignment, students apply their knowledge and understanding of these different ways of representing Africa, in a set of selected texts from the era of decolonization. On the basis of this material, they will determine in a report and presentation whether old images of Africa still occur or new images have arisen.

To be executed by students in two or threes. Written report to be handed in on Thursday and to be presented orally in the workshop

1. Compare and analyse different cartographic representations of Africa in international magazines like (1) *The Economist* and *Newsweek*; (2) Magazines on Africa like *Le*

Nouvel Afrique-Asie, Jeune Afrique, Africa Week and African Business (see ASC library) (3) Magazines from Africa (see ASC library); and (4) Dutch development magazines like Vice Versa, Internationale Samenwerking and Onze Wereld (see ASC library).

2. Compare and analyse the representations of Africa that arise from William B. Du Bois's "The Giant Stirs" (1955), from Gwendolyn Carter's speech at the 1960 Africa Symposium at Wellesley College, and from Julius Nyerere's 1960 speech at the same venue. In which ways do the definitions of "Africa" of the foremost African-American historical scholar, of one of the most established US political scientists and one of the founders of the African Studies Association, and of one of the most esteemed African nationalists differ? Why do you think those differences arise?

3. Analyze Sidney Pollack's "Out of Africa", Werner Herzog's "Herdsmen of the Sun", and H.J. Lemieux's "Youth Builds a Nation in Tanzania" (all three films available at the ASC Library), and compare the different representations of "Africa" of the three movies. Whose representations are they (as judged from the films themselves) and what audience do they seem to address?

Thursday 16 September 2010: 11.00 - 15.00 Assignment
15.30-17.00: Extra lecture:

Images of Africa: language and cognition.

Lecturer: Felix Ameka

The lecture on Thursday takes over the discussion on the construction of Africa in relation to forms of knowledge and interpretation located in African languages (F. Ameka) and the relationship between language, worldview, and cognition. Understanding, applying and judging the various ways knowledge of/on Africa has been constructed throughout time is a necessary element of knowledge to be acquired during this Research Master.

Compulsory reading:

Ameka, F.K. (2002). Cultural scripting of body parts for emotions: On "jealousy" and related emotions in Ewe. *Pragmatics and Cognition*, 10(1-2), pp.27-55

Module 2. Week 3. Monday - Thursday, 20 - 23 September 2010

The study of African societies and the dichotomy of the "modern" and the "traditional". Perspectives from historical studies and anthropology of religion.

Lecturers: Inge Brinkman and Rijk van Dijk

Schedule: Mondays: 13.00 - 16.30 ; Thursdays: 11.00 -15.00

The lectures by Rijk van Dijk and Inge Brinkman will deal with various dimensions of the modern production of African traditionality, but will also venture to demonstrate that the modern-tradition divide is in itself a modernity's construction that has its roots in Western academia as well. In addition, the lectures will demonstrate that a concept like 'the African tribe', usually regarded as 'traditional' may have unexpected modern and dynamic dimensions (I. Brinkman) whereas explicit anti-traditionalist institutions, such as modern Pentecostal churches, may demonstrate a continuity of a religious past they proclaim to reject (R. van Dijk).

The assignment for the students in this week on 'tradition' and 'modernity' focuses on the exploration of the modern making of traditional Africa as a tourist experience. Students will be asked to collect and analyze a number of tourist brochures that present enticing and often exoticising images of Africa. They are expected to write a 4/5-page summary of their findings pertaining to the questions how and in what way an image of Africa is being construed and to what extent these images reproduce common notions concerning Africa as a traditional society. What is the modern marketable value of such images, why do they represent a nostalgia of things that never existed, and why do they represent tradition as something time-less, static, time-honoured and out-of-place ?

Compulsory reading:

Ranger, Terence, 'The invention of tradition revisited: the case of colonial Africa', in: Terence Ranger and Olufemi Vaughan (eds.), *Legitimacy and the state in twentieth century Africa*, Oxford, 1993 pp. 62-111.

Meyer, Birgit, "'Make a Complete Break with the Past": Memory and Postcolonial Modernity in Ghanaian Pentecostal Discourse'. In: Richard Werbner (ed.) *Memory and the Postcolony. African Anthropology and the Critique of Power*. London, Zed Books, 1998, pp. 182-209.

Abbink, Jon, 'Tourism and its discontents: Suri-tourist encounters in southern Ethiopia' *Social Anthropology* 8, 1 (2000) pp. 1-17.

Beek, Walter E. A. van, 'African tourist encounters: effects of tourism on two West African societies', *Africa* 73, 2 (2003) pp. 251-289.

Recommended reading (not in reader):

On tourism:

McGregor, JoAnn, 'The Victoria Falls 1900-1940 : landscape, tourism and the geographical imagination', *Journal of Southern African Studies* 29, 3 (2003) pp. 717-737.

On tribalism/ethnicity:

Lonsdale, John, 'Moral Ethnicity and Political Tribalism', in: Preben Kaarsholm and Jan Hultin (eds.), *Inventions and Boundaries: Historical and Anthropological Approaches to the Study of Ethnicity and Nationalism* (Roskilde 1994) pp. 131-150.
Ranger, T., 1992, *The invention of tradition in Colonial Africa*. In: Hobsbawm, E., *The Invention of Tradition*. Cambridge: Cambridge University Press

On religion and the critique of tradition:

Masquelier, Adeline, 'How is a Girl to Marry Without a Bed? Weddings, Wealth and Women's value in an Islamic Town of Niger' In: Wim van Binsbergen & Rijk van Dijk (eds.) *Situating Globality. African Agency in the Appropriation of Global Culture*, Brill African Dynamics Series 3, 2004, pp. 220-256.

Assignment:

Students will be asked to collect and analyse a number of tourist brochures that present enticing and often exoticising images of Africa. They are expected to write a 4/5-page summary of their findings pertaining to the questions how and in what way an image of Africa is being construed.

EXTRA MEETING ON Monday 27 September 2010, 10.30 - 12.00

Research, Development, and Policy. Ministry of Foreign Affairs.

Lecturer: To be announced

Will give a critical analysis of the position of knowledge in the Ministry of Foreign Affairs' policy linked to the analysis on the misunderstandings between scientists and policy makers.

Module 2. Week 4. Monday - Thursday, 27 - 30 September 2010

The *longue durée* in the construction of knowledge on Africa

Lecturers: Robert Ross and Todd Crane

Schedule: Mondays: 13.00 - 16.30 ; Thursdays: 11.00 -15.00

In this module we will be concerned with the degree to which the deep structures of the African past have survived and flourished in the twentieth and twenty-first centuries. After a short introduction of the concept of *durée*, and historical ideas on temporality and causality, two matters will be addressed:

- 1) Ross on the persistence of particular sets of values—with regard to honour and self-esteem, political responsibility, wealth etc—developed pre-colonially and possibly maintained into the present.
- 2) Todd on biological and social co-evolution, mainly concerned with West Africa, and with such matters as malaria, human genetics and farming systems;

Compulsory reading:

Fernand Braudel “Histoire et Sciences sociales: la longue durée”, *Annales E.S.C.*, 4, 1958, 725-753. (also in *Etudes sur l’histoire*, Paris, Flammarion, 1969.

John Lonsdale, “African Pasts in Africa’s future”, in Lonsdale & Berman, *Unhappy Valley: Conflict in Kenya and Africa*, 2 volumes, I, 203-219 (and preferably “The Moral Economy of Mau Mau: Wealth poverty and civic virtue in Kikuyu political thought”, in *ibid* II, 315-503)

John Iliffe, *Honour in African history*, Cambridge, 2005, Chapter I, and really the rest of the book.

McIntosh, R. J., 1993: The pulse model: Genesis and accommodation of specialization in the Middle Niger. *The Journal of African History*, 34, 181-220.

Andah, B., 1993: Identifying early farming traditions of West Africa. *The Archaeology of Africa: Food, Metal and Towns*, T. Shaw, P. Sinclair, B. Andah, and A. Okpoko, Eds., Routledge, 240-254.

McCann, J. C., 1999: Climate and causation in African History. *International Journal of African Historical Studies*, 32, 261-280.

Recommended reading (not in reader):

Adam Ashforth, *Witchcraft, Violence, and Democracy in South Africa*, Chicago, 2005, particularly 111-130.

Durham, William 1991. *Coevolution: genes, culture, and human diversity*. Palo Alto: Stanford University Press

Assignments:

Critical understanding and explanation of the relationship between African biology and the nature of the human past and present, on the basis of works in environmental history and ecological or biological anthropology.

Discussion of the proposition: “Even when they are land-poor, African societies behave as if they are land-rich and people-poor.”

Module 3. Week 5. Monday - Thursday, 11-14 October 2010

Construction of Africa and armed conflicts: causes and possible solutions.

Lecturers: Georg Frerks and Matthijs van Leewen (to be confirmed)

Schedule: Monday: 13.00 - 16.30 ; Thursdays: 11.00 - 15.00

The lectures and class will concern armed conflicts in Africa over the past 15 years. These are sometimes considered prime examples of a new type of war that is both postmodern (in the sense that it is not controlled primarily by armed forces organized by a state) and traditional (in the sense that it contains elements of very old conflicts). These and other points of view will be analysed. The lectures will also consider the ways commonly adopted by the international community for countering such conflicts.

Compulsory reading:

Allen C. (1999) ‘Warfare, Endemic Violence and State Collapse in Africa’. *Review of African Political Economy*. No. 81: 376-384

Boege, V., M. Brown, K. Clements & A. Nolan (2008) ‘On Hybrid Political Orders and Emerging States: State Formation in the Context of ‘Fragility’, in: *Berghof Handbook Dialogue*, No. 8. Berlin: Berghof Research Center for Constructive Conflict Management (21 pp.).

Einsiedel, S. von (2005) ‘Policy responses to state failure’, in: Chesterman, S., Ignatieff, M. and R. Thakur (eds.) *Making states work: State failure and the crisis of governance*. 13-35. Tokyo: United Nations University Press (23 pp.).

Richards, P. (2005) ‘New War: An Ethnographic Approach’ in P. Richards (ed.) *No Peace No War, An Anthropology of Contemporary Armed Conflicts*. 1-21. Athens/Oxford: Ohio University Press/James Currey

Uvin, P. (1998) *Aiding Violence, The Development Enterprise in Rwanda*. West Hartford: Kumarian Press (Ch. 11 Development Aid: Conclusions and paths for reflection, 224-238).

Recommended reading (not in reader):

Collier, Paul, and Anke Hoeffler, *Greed and Grievance in Civil War* (Centre for the Study of African Economies, Oxford, 2002).

Creveld, Martin van, *The Transformation of War* (Free Press, New York, 1991).

Duffield, Mark, *Global Governance and the New Wars: the merging of development and security* (Zed Press, London, 2001).

Reno, William, *Warlord Politics and African States* (Lynne Rienner, Boulder CO, 1998).

Assignments:

1. Take some consecutive numbers of a daily paper - eg the NRC Handelsblad, de Volkskrant, etc., or of a magazine such as Time etc. Locate articles on an African war. Study carefully the factors that are mentioned in the reports, and make a list of any relevant information that in your opinion is missing. Or follow same procedure with a recent TV documentary film.

3. Study the mandate of the African Union mission in Darfur, Sudan. Make a list of elements that you think are controversial or that should be added.

<http://www.un.org/News/Press/docs//2007/sc9089.doc.htm>

Module 4. Week 6. Monday- Thursday, 18 - 21 October 2010

The study of society and environment in Africa (to be confirmed)

Lecturers: Gerard Persoon, Mirjam de Bruijn & Han van Dijk

Schedule: Monday: 13.00 - 16.30; Thursdays: 11.00 - 15.00

There are important debates about the relation between society and natural resources in African Studies. It evolves around two issues: resources as the basis of economy and the intrinsic value of nature. 80% of the African population lives in rural areas and urban economies are dependent on agricultural activities. Important variables are ecology and climate. The intrinsic value of African nature has become part of important policies around management of resources: the installation of parks, Eco-zones and eco-tourism, around which a heated debate developed on the relationship between societies, their economies and nature.

The two lectures focus on different debates on society and environment in Africa. The first addresses the recent debate on 'nature' and nature conservation. The second lecture deals with resources and their 'use' and will discuss social theories on resources and society, in a specific ecological setting: dry areas. Both lectures are based on research traditions within the Dutch academia.

Please note that this is a discussion seminar and lecturers may adapt/modify their topics in a later stage.

I Nature is culture: perceptions of the environment

Gerard Persoon, CML

Biodiversity, nature, natural resources, and wilderness are widely used concepts in the descriptions of various parts of Africa. Their meaning and relevance however are not self evident scientific concepts. The concepts have different meanings for local people, governments in search of potential sources of income, and international conservation agencies. In other words: perceptions of nature are culturally bound, so nature is culture. In this module we shall discuss the history of nature and society in the African context. We shall pay attention to some of the dominant modes of environmental exploitation including processes of domestication of species of plants and animals.

During this lecture we shall discuss some dominant ideas in the history of human-environment interactions in Africa. We shall also discuss trends in environmental management under different political regime. Finally mention needs to be made of external influences in the way nature and natural resources are exploited and managed.

Compulsory reading:

David Hulme and Marshall Murphree (eds.) *African wildlife and livelihoods. The promise and performance of community conservation*. London, Heinemann (some chapters).

Roy Ellen and Katsuyoshi Fukui (eds.) *Redefining nature. Ecology, culture and domestication*. Oxford, Berg. (some chapters).

2. Resources Dynamics:

Mirjam de Bruijn & Han van Dijk

About two-thirds of Africa is located in arid, semi-arid and sub-humid climate zones. Climate variability has a major impact on the economy and society in these areas. In this lecture we sketch briefly the evolution of thinking on resource dynamics in drylands in Africa, and how this has directed debates on the relation between people/society and resources. The case study presented in the lecture is based on long term ecological anthropological research in the Sahel in West and Central Africa.

Compulsory reading:

- De Bruijn, Mirjam & Han Van Dijk 2001. Ecology and Power in the Periphery of Maasina: The Case of the Hayre in the Nineteenth Century, *Journal of African History* 42(2), 217-238. (20 pp)
- Fairhead, J. & M. Leach, 1995, False forest history, complicit social analysis: rethinking some West African environmental narratives, *World development*, vol. 23, no. 6, p. 1023-1035 (13 pp.)
- Scoones, I, 1996, *Hazards and opportunities: Framing livelihoods in dryland Africa, lessons from Zimbabwe*, London: Zed Books (one chapter)

Recommended reading (not in reader):

- Tiffen, M. & M. Mortimore, 1992, Environment, populations growth and productivity in Kenya: a case study of Machakos District, *Development Policy review*, vol. 10, no. 4, p. 359-387.
- Homer-Dixon, Thomas F. 1999. *Environment, Scarcity and Violence*, Princeton, NJ: Princeton University Press. (one chapter)
- Peluso, N.L. and M. Watts (2001), 'Violent Environments' in N.L. Peluso and M. Watts (eds), *Violent Environments*, Ithaca Cornell University Press, pp. 3-38.
- Peluso, N & J. Ribot [2003] A Theory of Access. *Rural Sociology*, 68, 2, 151-181. (30 pp)

This week's assignment is about the art of debating. Next to analytical, writing and fieldwork skills a good researcher needs to have debating skills, in order to convince others that the results of his/her research and theoretical and political position are taken into account.

Therefore we will have two debates on Thursday in order to practice debating skills. You are asked to prepare these debates on the Tuesday and Wednesday, debate on Thursday and write a report on the debates on Friday to be handed in Friday afternoon. Marks will be based on the quality of your contribution to the debate and the quality of the report, in the sense that it adequately reflects the contents of the debate.

Next to literature you need to search to build up your position in the debate you should also consult the literature accounting the position of your adversaries, in order to be able to expose the weaknesses in their arguments. Don't read everything in detail, because then you will also need the nights to finish everything.

People have been assigned roles in the debate and will debate about the problem for about 45 minutes. One of the other students will be given the task to chair the meeting. The others will not sit idle. They have the task to make observations on the way in which the debaters put forward their arguments and their debating skills. After the debate has ended they will be asked to report about their observations.

11.00-11.45 First debate
 11.45-12.30 Evaluation of the first debate
 12.30-13.00 Break
 13.00-13.45 Second debate
 13.45-14.30 Evaluation of the second debate
 14.30-15.00 Break

The first debate concerns the culling of elephants. An introduction to the debate has been handed out.

(Example) The following roles will be assigned:

Conservationist point of view :
 World Wildlife Fund :
 Representative of tourist agencies :
 Local Populations' point of view :
 Park management :
 Government of the Republic of South Africa :
 Chair :

The second debate concerns **the future of nomadic pastoralists and nomadic pastoralism**. This debate concerns different perspectives on nomadic pastoralism as explained during the lecture, and should have more the character of a scientific debate. Major issues in this whether pastoralists are a threat to fragile semi-arid and sub-humid ecosystems (and political stability(look at the political turmoil in these parts of Africa), which has to be brought under control, or whether they are people living close to nature who by virtue of their closeness to nature or the low level of technology they use are very well adapted to their harsh ecological environment and have become the victims of oppressive and greedy states, and skewed market relations, or whether the problems nowadays with nomadic pastoralism can be solved by a combination of development policies, new technologies, and political and economic reform.

One of the evaluation points of this debate is whether this debate is qualitatively different from the first debate by virtue of its being a scientific debate.

(Example) The following roles will be assigned:

Institutional economics :
 Political ecology :
 New ecology :
 Boserupian theory :
 Classic ecology :
 Malthusian theory :
 Romantic Anthropology :
 Chair : to be assigned



Of course, there is also the style of doing both. (1) In many Tibetan traditions, teachers instruct new students to do a ngondro from the start. If newcomers actually agree to do them, it is usually because they had come to the teacher seeking help in overcoming some difficulties they were having in life. The emphasis is on first learning about and developing to some extent the states of mind that will accompany the physical and verbal repetitions, and also on developing a sincere motivation for doing the practices. The Preliminary Exam is a written and oral defense of your dissertation proposal and is taken after successful completion of the Readiness Assessment exam and approval of your Plan of Study. Its primary purpose is review and approval of your thesis research proposal and your admission to candidacy for the PhD. Successful passage of the Preliminary Exam constitutes "Admission to Candidacy" (Ph.C.). After admission to candidacy, you must devote at least two semesters to research before taking the final examination. Here are various activities to practice for the B1 Preliminary Exam Practice (PET) for students working toward an intermediate level on the CEFR scale. Here are various activities to practice for the B1 Preliminary Exam (PET) for students working toward an intermediate level on the CEFR scale. What can students do at B1 Preliminary Level? Reaching this level means that students have mastered the basics in English and now have practical language skills for everyday use. CAN understand routine information and articles