

## **AFRICA STUDIES ACADEMIC PROGRAMMES 2014**

Dear Applicant

Thank you for your interest in our Honours/Masters/Doctoral qualification in Africa Studies.

The academic programmes of the Centre for Africa Studies offer you the opportunity of advanced multi-disciplinary study on relevant problems and burning issues facing Africa in particular with a view to enhance understanding and problem solving.

We trust that you will find all the necessary information in this application pack. Please contact us if you need any further information or assistance.

Yours truly,



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Dr Stephanie Cawood  
Programme Director

# CENTRE FOR AFRICA STUDIES - ACADEMIC PROGRAMMES

## INFORMATION GUIDE

### 2014

## 1. GENERAL INFORMATION

### 1.1 ABOUT THE PROGRAMME

Africa Studies accepts that the future of this continent lies within its own borders and in its own people. This programme has been designed to incorporate the dimensions of knowledge appropriate to an advanced study of Africa, its people and institutions. It also focuses on the development of the student as an expert and subject specialist in one particular field pertaining to Africa Studies. The renaissance (rebirth) of Africa will only be possible through a deep understanding of the complex and multi-faceted dynamics in the continent.

The motto of Africa Studies exudes this philosophy:

***“Link the Past and Present of Africa with its Future”***

### 1.2 WHO SHOULD APPLY?

All individuals who find themselves in a position which requires extensive knowledge of the essential issues surrounding Africa, its people and institutions, as well as those that have a genuine interest in the rebirth of Africa and a passion for its advancement.

### 1.3 MINIMUM ADMISSION REQUIREMENTS

The Postgraduate Programme in Africa Studies comprises Honours, Master's, and Doctoral degrees. The general admission regulations of the University regarding postgraduate study apply conjointly with the following rules:

- A B-degree or four year Diploma with relevant majors grants admission to the Honours Degree which runs over a period of one year.
- An Honours Degree or any other equivalent qualification(s) with relevant course content (minimum of 128 credits) renders admission to a structured Master's with course work, where half the credits are allocated to a mini-dissertation. The taught M.A. runs over a period of at least one year.
- An Honours Degree or any other equivalent qualification(s) with relevant course content of at least 128 credits renders admission to a research M.A. with a dissertation of 192 credits as requirement. The research M.A. runs over a period of at least one year (full-time).
- A Master's degree or an equivalent qualification in accordance with the general admission requirements of the University is the minimum requirement for the Ph.D.

**More details on admission requirements are supplied in a separate document.**

### 1.4 METHOD OF INSTRUCTION FOR STRUCTURED/TAUGHT COURSES

The programme utilises semi-distance education. Students are required to attend contact sessions in Bloemfontein on the main campus four times a year. **These sessions are compulsory and students who do not attend all sessions will lose their place in the programme.** Examinations can be written at external centres in accordance with the university system.

## 2. STRUCTURE OF THE POSTGRADUATE PROGRAMME

The Honours Degree consists of the following compulsory subjects:

### 2.1 HONOURS DEGREE (STUDY CODE: 1528)

#### Who can apply?

Students with a B-degree of equivalent qualification can apply.

#### Modules:

Two compulsory modules of 24 and 32 credits respectively:

- Research methodology
- Mini-dissertation ( $\pm 9\ 000 - 12\ 000$  words)

Students must choose three modules (72 credits) from the following list:

- Post-colonial history of Africa
- Environment and resources of Africa
- Rural and agrarian development in Africa
- Political environment of Africa
- Multidisciplinary and cross-cultural approaches to peace and conflict resolution (Not offered in 2014)

#### Content of modules:

##### ***Research methodology***

The course comprises an introduction to the different research paradigms and approaches including participatory research methodology. The definitions and procedures of the research process are explained and a working model of applied research incorporated. The course also concentrates on all aspects relevant to the design of research projects.

##### ***Post-colonial history of Africa***

After more than 50 years of independence, the vast majority of African countries today find themselves amongst the poorest in the world; injustice, corruption and human rights abuses are rampant; political and economic stability are unrealized dreams; conflict and war continues to wreak havoc, and many governments continue to be unrepresentative, oppressive and unaccountable to their citizens. The key question is why did the post-colonial African state, in general, fail so dismally in political, economic and social terms? Why can't Africans unlock the vast potential of the continent to ensure a viable and safe future for the next generations? These questions are the main focus of this unit, which analyses the political, economic and social history and processes in Africa since independence. Answers to the questions differ from country to country, and a thorough study of independent Africa's past is necessary to identify proper African solutions to the problems of the continent.

##### ***Environment and resources of Africa***

This module focuses on global environmental perspectives with specific reference to Africa: policy responses, outlooks and recommendations and management procedures. The student will have a sound understanding of the state of the environment with specific reference to Africa. The student will obtain practical and theoretical skills to do environmental auditing and develop an understanding of concepts such as sustainability and integrated environmental management.

##### ***Rural and agrarian development in Africa***

This module focuses on a historical overview of development and underdevelopment, development indicators, theories and approaches to development as well as conceptions and dimensions of poverty and food security. The course will also seek to equip the student with a thorough understanding of regional development

initiatives in Southern and South Africa and to develop an ability to apply this knowledge in a variety of settings.

### ***Political environment of Africa***

The module focuses on questions relating to the structural composition and institutional elements of the political environment constitutive of all modern states, with a specific focus on select African states. The course will seek to provide students with the necessary skills and knowledge pertaining to issues such as the origin and development of the modern concept of the state, the distinctiveness of the concept 'state' from that of 'government' differing forms of government, separation of powers (legislative, executive and judicial relations), the interaction between and interdependence of differing environments, the political systems and regime types of the world, political actors (political parties and pressure groups), as well as the application of these issues and dynamics within an Africa-centred context. Whilst the South African context will be highlighted, the module seeks to provide a sense of balance between an *African* as opposed to an exclusively *South African* focus.

### ***Multidisciplinary and cross-cultural approaches to peace and conflict resolution (not offered in 2014)***

This module covers the conceptual and practical aspects of peace and conflict resolution with specific reference to the African context. The course emphasises peace values, issues of identity, culture, conflict mapping and analysis, conflict resolution skills and multi-disciplinary approaches to peace (e.g. political, socio-economic, military, environmental, psychological, and religious).

### ***Mini-dissertation***

On completion of the methodology course, students will be able to write a research proposal which will serve as basis for the research project (mini-dissertation), conducted within a specific specialist area of choice.

## **Assessment**

In the Honours degree, a student's work is assessed by means of required assignments and examination.

Students must submit all assignments. Failure to submit any assignment will render the particular module incomplete. In instances where students receive an unsatisfactory mark for an assignment, they may rework and resubmit that assignment, upon which a mark of no more than 50% will awarded. The marks received for assignments during the year will be computed to provide a single module mark for that academic year. This module mark comprises 50% of the final assessment. The other 50% of the final assessment is derived from a student's exam results. Final assessment is expressed as a single percentage computed from the module mark and exam result.

The modules of the Honours degree are year modules, which mean that examinations will only be scheduled during the year-end examinations in November. Students only qualify for supplementary exams if they meet certain criteria, e.g. in the case of illness, death in the family, re-assessment, etc.

The exam papers and scripts are examined and moderated in accordance with the system and practice of the responsible departments and comply with the general regulations of the University.

## **2.2 STRUCTURED MASTER'S DEGREE (STUDY CODE 1847)**

### **Who can apply?**

Students who have successfully completed the Honours Degree in the Postgraduate Programme for Africa Studies or those who are already in possession of an applicable Honours Degree can choose to enrol for either the structured M.A. or research M.A.

## **Modules:**

Students entering into the structured M.A. are required to complete two compulsory courses, a mini-dissertation of 80 credits, and must choose one theme as specialist field consisting of two modules (electives) of 32 credits each (192 credits in total). This degree is usually offered over the course of one year.

Compulsory modules:

- Advanced research methodology
- Africa studies: theoretical and conceptual underpinnings
- Comprehensive mini-dissertation (±21 000 – 25 000 words)

Specialist fields (electives):

- Global Political Dynamics and Africa
- Indigenous Knowledge Systems
- Dynamics of Development in Africa

## **Content of Core Courses:**

### ***Advanced research methodology***

This module provides students with the necessary basic research skills to conduct research at Master's level. The module will expose students to the fundamentals of conducting research starting with the research process, meta-theory, research paradigms, research design and different techniques of data collection and analysis, the conceptualising and operationalising of research projects, as well as the crucial aspect of reporting on research. Particular attention will be paid on the academic writing skills necessary to produce a viable research proposal of acceptable quality.

### ***Africa studies: Theoretical and conceptual underpinnings***

Africa Studies is a complex field in its disciplinary and interdisciplinary configurations. The module thus seeks to answer the question 'What is Africa Studies?' This module provides in the first place a basis of core theoretical and conceptual understanding from where students then select specific specialist areas within or across more sharply demarcated areas of study (disciplines). Secondly, the module serves to integrate, systematise and clarify the diverse disciplinary influences which make up Africa Studies. In short, the course will focus on the evolution of the intellectual history of Africa by looking at individual disciplinary encounters and how Africa Studies is practiced not only on the continent but also in other regions such as the US, Scandinavian countries, India, and Australia. It will conclude by asking critical questions about the theoretical and empirical make-up and what this implies for the sustainability of this area of study.

### ***Comprehensive mini-dissertation***

This module encompasses independent research on appropriate content culminating in a comprehensive mini-dissertation of 15 000 to 25 000 words, which comprises 50% of the structured M.A. qualification. 16 credits are allocated towards the research proposal and techniques appropriate to the specialist field.

## **Content of Specialist Fields:**

### **Global Political Dynamics and Africa**

#### ***Africa and the global political order***

This module focuses on Africa's place in the context of globalisation. Globalisation has fundamental implications for world politics in general, and African politics and the African state in particular. Although Africa will remain marginalised for the next decade or so, some scholars believe that with the gradual shift in the balance of power from West to the East (China) Africa's importance will steadily increase. The module therefore focuses on the megatrends and shifts that will determine the future place of Africa in the global order. It further examines African International Relations with emerging powers such as India, Brazil and Russia and explores the role of Africa in the reform of global governance through its involvement in the G20. External

and domestic variables in the areas of security, peacekeeping/peacebuilding, governance and the political economy serve as markers of Africa's place in the globalised world order. A view of Africa's role would also not be complete without an examination of the role of South Africa in Africa's development, with special reference to developments in the SADC sub-region.

### ***State, democracy and governance in Africa***

The module addresses the contemporary debates on the 'state of the nation state' in Africa in an era of globalisation. Core themes include democratic theory and the historical evolution of the state to a post-Westphalian configuration amidst state collapse and civil conflict. The need to move beyond Third Wave analyses of democratisation is emphasised. Other pertinent issues include an exploration of the feasibility of a union government and a united states of Africa as a form of suprastate governance. The course also looks at non-traditional political role players such as civil society and the role of ethnopolitics and nationalism. African case studies are included to add 'thick' description of the theoretical issues in the course and to also illustrate the complexity and diversity of experience on the continent.

### ***Theory and practice of peace and conflict in Africa***

The module is aimed at familiarising students with the core concepts/theories and practices of peace and conflict studies, with particular reference to conflict transformation as an approach. This is done against the backdrop of historical and current peace / conflict related interventions in Africa. Key areas addressed include conflict analysis skills, as well as theory and skills related to conflict resolution interventions such as mediation and negotiation. Special attention is given to the role of pertinent issues such as civil society and gender in peace / conflict related interventions and the challenges faced by interveners in planning and implementing effective peace / conflict related interventions.

### ***Political and security architecture (institutions) of Africa***

The module outlines the institutional framework for the governance of security on the African continent. It thus focuses on the tasks and roles of the various institutions such as the AU and its security organs, NEPAD and APRM. This module also critiques the effectiveness of these structures in terms of good governance and explores ways to improve the interaction between such elitist structures and civil society in pursuit of regional security. All the countries of Southern Africa, for example, stand to benefit from the new region-wide economic and security cooperation. However, for this security cooperation to succeed, it is essential that countries overcome their narrowly construed national interests. Furthermore, the importance of economic development in Africa is dependent upon finding answers for the security needs of individual states.

### ***Media and democracy in Africa***

This module will offer the students the opportunity of exploring the African media landscape – past and present – and how this media landscape relates to the political configuration of a particular country. The complex relationship between the media and ideology will also be explored in terms of neutral and critical theories of ideology. The role of the media in the democratic process will receive particular attention and especially the public expectations of the transformative power of the media in the postcolonial state. Students will further be exposed to critical issues including new media and democracy, information and communication technologies, media ownership, press freedom and propaganda in Africa. All pertinent issues will be illustrated by suitable case studies on the African continent.

### ***Gender, citizenship and the governance of security in Africa***

Since the mid-1980s many security and peace scholars have had to come to terms with a global paradigm shift in how security, peace, conflict, war and politics are viewed. Since then a new generation of scholars has focused on feminist perspectives on war, peace and security. However, no serious integration of the feminist perspective in curricula and research has taken place yet. The link between gender and security thus remains an under-explored area. Against this background the focus of this module is to look at issues of gender mainstreaming in the peace and security domain. Students will be exposed to feminist theories of International Relations and will examine the relevance of these critiques of militarized citizenship and the role of the state to the African context. This theoretical gender analysis will enable students to explain why, in practice, women's peace-building contributions at the grassroots level have been repeatedly noted but have not changed the fact that women remain absent at the formal level as peace negotiators and political decision-makers.

## **Indigenous Knowledge Systems**

### ***Indigenous knowledge systems***

This module focuses on indigenous knowledge systems (IKS) as a particular knowledge system by discussing the nature of knowledge and extant knowledge systems. IKS in Africa are imbued with African cosmologies and learners will explore the complexity of this interplay. The legacy of colonialism and Western knowledge imperialism and hegemony provide an ideal opportunity to critically engage with indigenous knowledge systems and its contribution to humanity, science and its significance for development. IKS are further explored by exploring its critical interfaces, i.e. education, health, social services, issues of ownership, development and working with knowledge custodians and local communities. The module strongly promotes the study of IKS as a legitimate field of investigation, as well as its theoretical implications and tracks the evolution of engagement with IKS in South Africa from the *First National Workshop of the Indigenous Knowledge Systems Programme* in 1998.

### ***African thought systems and postcolonial critique***

The legacy of colonialism and Western knowledge imperialism and hegemony provide an ideal opportunity to engage in a critical analysis of indigenous knowledge systems and the theses of African systems of thought that underpin it, their contribution to humanity, science and their significance for development. The module provides a platform for critically engaging with the Western knowledge hegemony and positions African thought systems as alternative and valid mode of thought.

### ***Indigenous knowledge systems, heritage and the Oral Tradition***

According to the National Heritage Resources Act (NHRA) of South Africa, Act No 25 of 1999, heritage refers to a legacy of resources of cultural significance, that may include oral traditions and customs, places to which oral traditions are attached or which are associated with living heritage; historical settlements; landscapes and natural features of cultural significance; archaeological and paleontological sites; graves and burial grounds, including ancestral and royal graves and graves of traditional leaders; graves of victims of conflict; and sites relating to the history of slavery in South Africa, etc. The overlap and connectedness of indigenous knowledge systems, heritage and the Oral Tradition are implied in the NHRA, but the exact dynamics and interplay among these study areas have yet to be fully explored. This course will provide students with the opportunity to critically engage with the complex issues and concepts informing the discourse on heritage, the role of IKS in South Africa's heritage landscape and its encompassing domain, namely the Oral Tradition as contextualized within the South African heritage policy environment.

### ***African spirituality and cosmology***

This module exposes students to African cosmology and spirituality, in other words, science or theory of the universe typical to the African continent. Can one speak of an African cosmology or would the plural African cosmologies be more appropriate and what is meant when using the concept 'African spirituality'? The module acknowledges that African indigenous knowledge systems are closely intertwined with African cosmology and spirituality. African cosmology is of holistic nature where human beings, society and the physical environment form part of one reality with local knowledge acting as the unifying fabric. This module explores this dynamic relationship.

## **Dynamics of Development in Africa**

### ***Rural development in Africa***

This module provides the opportunity for critical analysis of rural development in the complex and diverse environments characteristic of many developing countries, but focusing on Africa. Theoretical and philosophical arguments that underpin rural development are explored including also the context of the rural household as core concept. Special attention is paid to the role of rural institutions in rural development, where the challenges and opportunities faced by local institutions, and the inherent value of research, extension and training are explored and critically analysed. A discourse on gender analyses and the role that women play in rural households are discussed as an underlying factor in broad-based rural development in Africa. Finally, methodologies of rural development, with special reference to a systems approach, assessment and participatory rural appraisal techniques, are addressed. The course concludes with current tools and techniques for facilitating participation. Case studies and individual projects provide a focus for analysis.

### ***Land issues in Africa***

The course provides, first, the historical context of land issues in Africa and proceeds to identify high-level policy issues around the land question in Africa. It examines commonalities and differences based on regional variations related to history and socio-political contexts. The course also highlights theoretical questions and debates emerging in the historiography of land issues in the African continent. Lastly it focuses on land issues in the SADC region and provides detailed comparison of the approaches followed under conditions of negotiated democracies in Zimbabwe, Namibia and South Africa.

### ***Environmental issues in Africa***

The world has a wealth of natural resources, but also some severe environmental problems. Human impacts on the environment become deeper and wider reaching every day, and trends such as increasing average temperature, overpopulation, water scarcity, soil erosion, pollution, and resource depletion become clearer. This module focuses on some of these global environmental issues, their socio-economic and political repercussions, and future prospects with specific reference to Africa.

### ***Development communication in an African context***

The module will expose students to the discipline of development communication and the cardinal role the practice thereof plays in the successful and sustainable implementation of development endeavours. The genesis of development communication as response to modernization and the dominant paradigm and its roots in the Critical Tradition will be explored, as well as the dominant concepts and theses underpinning the discipline. The module will further offer a perspective on the different schools of development communication, especially the African School and its main proponents such as Penina Mlana and Christopher Kamlongera, among others. The module also provides a platform for critical engagement with the views of leading theorists such as Paulo Freire, Nora Quebral and Everett Rodgers. The practical implication of implementing development communication in research projects will be explored as well.

### ***Health and health care in Africa***

Worldwide, there is a growing realization that health is an integral part of sustainable development efforts. The relevance of health is also acknowledged in foreign policy circles, and in relation to socio-cultural issues and matters of economic development. The saliency of these issues is particularly noticeable in the developing world - Africa in particular, where poverty, conflict, poor governance and dysfunctional health systems prevail. The module therefore examines the intersection between health issues and development discourses on the continent, with special reference to the dynamics, challenges and solutions to health-related issues. An attempt is made to reconcile global imperatives (and trends) with the context-specific challenges of the African environment.

## **Assessment**

In the structured M.A., a student's work is assessed through required assignments, examination, conducting a research project and producing an extended mini-dissertation.

Students are required to submit all assignments in the taught courses. Failure to submit any assignment will render the particular module incomplete. In instances where students receive an unsatisfactory mark for an assignment, they may rework and resubmit that assignment, upon which a mark of no more than 50% will awarded. The marks received for assignments during the year will be computed to provide a single module mark for that academic year. This module mark comprises 50% of the final assessment in a particular module. The other 50% of the final assessment is derived from a student's exam results. Final assessment in a certain module is expressed as a single percentage computed from the module mark and exam results.

All modules, with the exclusion of the comprehensive mini-dissertation, are semester-based. Students will be informed during the first contact session of the specific time (first/second semester) of the modules to be presented. In the first semester, students sit for the exam in June and in the second semester in November. Students only qualify for supplementary exams if they meet certain criteria, e.g. in the case of illness, death in the family, re-assessment, etc. Students can apply to write their examinations at external centres.

The exam papers, scripts, and mini-dissertations are examined and moderated in accordance with the system and practice of the responsible departments and comply with the general regulations of the University.



## **2.3 RESEARCH MASTER'S DEGREE (M.A.) (STUDY CODE 1846)**

The research M.A. Africa Studies offers the student the opportunity of Master's level research in the field of Africa Studies in order to master a pertinent issue relating to Africa and the appropriate methodology. The research M.A. runs over a period of at least one year full-time study and is concluded with a scientific dissertation of high quality.

### **Curriculum**

The director of the programme and the lecturers responsible for the field of research in conjunction with the candidate determine the topic of the thesis and the outline of the research. The research must have a multi-disciplinary focus. The dissertation equals 192 credits.

### **Admission Requirements**

An Honours degree or an equivalent qualification in accordance with the general admission requirements of the University for a research M.A. is the minimum requirement.

### **Assessment**

The dissertation is examined internally as well as externally in accordance with the general regulations of the University applicable to the research M.A.

## **2.4 PHILOSOPHIAE DOCTOR (Ph.D.) (STUDY CODE: 1960)**

### **Curriculum**

The Ph.D. in Africa Studies offers students the opportunity of advanced, transdisciplinary research on Africa-related issues and problems to contribute towards a deepened understanding, the production of new knowledge and a strengthening of methodology. The study runs over a period of at least two years (full-time) and is concluded with a scientific thesis of high standard. The thesis must encompass an adequate theoretical framework and must adhere to all criteria required at this advanced level of research.

### **Admission Requirements**

Only students with a proven research background and holding a Master's degree or equivalent qualification will be considered for admission. Evidence of the completion of a full dissertation would be a strong recommendation. A minimum mark of 65% for the Master's dissertation or 70% for the extended mini-dissertation (a copy of either must be provided for perusal) will serve as a guideline for admission. The admission process includes the drafting of a provisional proposal (pre-proposal) for the candidate's doctoral project and may also include an interview if deemed necessary. After admission, suitable promoter(s) will be appointed by Programme Management. The Programme Management and relevant promoters, in conjunction with the candidate, determine the topic of the prospective Ph.D. thesis and the research plan. During the first year of the Ph.D. registration, the admitted student must:

- (1) complete any existing courses/seminars (occasional study for non-degree purposes) identified by the promoter and Programme Management if applicable, as well as;
- (2) produce and orally defend a comprehensive research proposal before a panel of specialists. Should a student fail to do so, the Programme Management may decide to relinquish any further responsibility towards the student and refuse continued registration and;
- (3) after a successful oral defence the student must prepare an abbreviated version of the research proposal for approval by the Faculty Title Registration Committee/Faculty Board and internal and external supervisors/promoters/examiners are appointed.

## **Assessment**

The thesis is examined internally as well as externally in accordance with the general regulations of the University applicable to Ph.D. studies. As part of the assessment process, the thesis must also be defended orally to a panel of experts in a viva voce examination.

## **3. TUITION FEES FOR POSTGRADUATE STUDY**

The fee structure for postgraduate degrees at the University of the Free State is calculated as per the credit values of the modules. For information regarding tuition fees or any other tuition enquiry, please contact a relevant person in the Class Fees division as provided below.

<b>NO.</b>	<b>CONTACT PERSON</b>	<b>CONTACT NUMBER</b>	<b>E-MAIL</b>
1	Mrs L. Potgieter	Tel: +27(0) 51 401 9502	<a href="mailto:PotgieterL@ufs.ac.za">PotgieterL@ufs.ac.za</a>
2	Mrs Gwen Bester	Tel: +27(0) 51 401 9089	<a href="mailto:figb@ufs.ac.za">figb@ufs.ac.za</a>
3	Mrs Olga Odendaal	Tel: +27(0) 51 401 9537	<a href="mailto:OdendaalO@ufs.ac.za">OdendaalO@ufs.ac.za</a>
4	Mr Chris Liebenberg	Tel: +27(0) 51 401 2129	<a href="mailto:ficr@ufs.ac.za">ficr@ufs.ac.za</a>

All correspondence regarding financial matters must be addressed to:

The Director Finance  
University of the Free State  
P.O. Box 339  
Bloemfontein  
9300

Fees are subject to change due to yearly increases. These fees represent the tuition for one year only and not the entire degree. A similar fee, taking into account any yearly increase that could occur, will be charged every year the student is registered. The Centre for Africa Studies does not accept any responsibility for subsequent changes. International students must direct all administrative enquiries (including tuition) through the International Office (contact person: Mrs Louise Steyn, Tel. +27(0)51 401 2501, E-mail: [SteynLC@ufs.ac.za](mailto:SteynLC@ufs.ac.za)).

### **3.1 BURSARIES**

**Bursary holders must make their own arrangements with the University's Administration:**

Mr. A.L. Badenhorst  
Assistant-Director Student Finance  
Tel: +27(0)51-401 2479  
[aaa.rd@ufs.ac.za](mailto:aaa.rd@ufs.ac.za)

### **3.2 STUDY MATERIAL**

The relevant course material will be made available for acquisition during the time of the first contact session. Students are also required to pay a departmental fee per module.

## **4. APPLICATION**

Included in this pack, you will find two application forms i.e. one for the University and one for the Programme for Africa Studies itself. Please complete both.

Please remember to pay the requisite application fee as it appears on the UFS application form. The proof of payment must be included in your application, otherwise your application will be incomplete. Your application pack also includes a checklist. Please consult this checklist to ensure that your application is complete. Incomplete applications cannot be processed.

Do not fax or e-mail applications. We need the original application forms as well as certified copies of certificates, previous study records, ID documents, or passports (in case of international students).

**Deliver your application to:**

**Ms Kamo Dipico**

Programme Officer

Centre for Africa Studies

Pres Steyn Annex Room 142 (Opposite the CR Swart Building)

Senaat Street North

University of the Free State

Bloemfontein Campus

Nelson Mandela avenue 205

Bloemfontein

9301

**Or mail to:**

Ms Kamo Dipico

Centre for Africa Studies (IB 110)

University of the Free State

P.O. Box 339

Bloemfontein

9300

**Other contact details:**

**Dr Stephanie Cawood**

Programme Director

Centre for Africa Studies

Pres Steyn Annex Room 140

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**Ms Kamo Dipico**

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