Makerere Institute of Social Research (MISR)

ANNUAL REPORT 2015

MAKERERE UNIVERSITY

Makerere Institute of Social Research (MISR)

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Makerere Institute of Social Research (MISR)
Annual report 2015

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Prof. Mahmood Mamdani

Message from the Director

With the close of 2015, we come to the close of the third year of the MPhil / PhD program at MISR, with its challenges and prospects clearly marked out. Chief among the challenges is the need to stabilize and expand the teaching faculty in the program. Hitherto, university authorities had limited most MISR faculty to one-year appointments, the exception being a two-year appointment for the Senior Research Fellow and a five-year appointment for the Director. 2015 marks a turning point with the Appointments Board regularizing faculty appointments by signing five-year contracts.

2015 is also notable for the beginning of our post-doc program. Post-docs teach one course a year and must follow a clearly designated writing program. Based on external funding, both post-doc appointments are for two years.

Our biggest achievement in 2015 is the completion of the work of two regular research groups: Beyond Criminal Justice (BCJ) and Land. Both have successfully completed the first two-year cycle of research successfully. The Land group held a workshop with papers based on research in India, China and Africa. These have been issued as a book, The Land Question: Socialism, Capitalism and the Market. We look forward to the publication of BCJ papers in 2016 as the inaugural issue of The MISR Review.

MISR Administration and Library Block

Introduction

1.1 ABOUT MISR

The Makerere Institute of Social Research (MISR) has had a proud existence since its establishment in 1948. It is a teaching and research unit under the college of Humanities and Social Sciences (CHUSS) at Makerere University. MISR combines a 5-year course work-based interdisciplinary MPhil/PhD program, launched in 2012, with a focused and rigorous research agenda. Currently, MISR's research program is differentiated into two types of programs of core research carried out by research teams that collaborate around a single theme, and research carried out individually around separately conceived topics. Our Core Research clusters are based around three themes: The Land Question, Higher Education, Beyond Criminal Justice. We expect to begin new research around two themes: Migration and Elections. Individual Research is currently focuses on The Political Economy of Oil, Human Sexualities and Popular Culture.

1.2 STRATEGIC OBJECTIVES

1. Promote interdisciplinary research to understand the articulation of local and global processes from an African vantage point.

2. Develop an interdisciplinary postgraduate program that produces the next generation of researchers.

3. Develop socially responsible research to broaden parameters of social debate on key issues of societal concern and government policy.

4. Expand and strengthen the information, translation and publication system that can widen and deepen the flow of information of socially critical issues in major languages spoken in Uganda.

5. Broaden MISR's outreach services and thereby develop organic linkages with local communities.

6. Strengthen the organizational and management structures of MISR in line with its expanding physical and human resources.

7. Strengthen the mechanism for monitoring and evaluation.

1.3 RESEARCH/TEACHING COMMUNITY

Permanent in-house research/teaching staff: MISR has 24 established positions in its permanent faculty, which currently includes 1 Professor, 1 Senior Research Fellow, and 3 Research Fellows. Three of the Research Fellows were recruited in December 2015 and an additional 4 shall be recruited in 2016.

Research Associates: There are a number of Lecturers and Professors from other units of Makerere University who teach part-time in the MPhil/PHD Program at MISR, in the areas of Literature, Development Studies, History and Statistics.

Visiting Scholars Program: MISR has an active Visiting Scholars program through which Lecturers and Professors from around the world spend a semester or a year teaching and researching at MISR.

Research Affiliates: MISR has a Research Affiliate program that enables national and international scholars doing research in Uganda to contribute to the Institute's intellectual life and academic production.

1.4 ACCREDITATION OF THE MPhil/PhD PROGRAM

In November 2011, the office of the Director of Quality Assurance and the Makerere University Senate approved the MISR Interdisciplinary PhD program. The Makerere University Council further approved the program in December 2011. The National Council for Higher Education (NCHE) accredited the program in July 2012. Launched in January 2012, the interdisciplinary MPhil/PhD program is currently in its fourth year.

1.5 FACILITIES AND STAFFING

MISR has fully functioning facilities; including a well-stocked graduate research library, three seminar rooms, and living quarters for academic staff and first year students. For efficient and effective delivery of services, MISR provides dedicated in-house Library, Administration and Accounts Offices.

2 | 1 The Misr Mphil/Phd Program: Building a Generation of Researchers

MISR began its interdisciplinary MPhil/PhD program in January 2012. This five-year program includes two years of intensive full-time coursework, during which students are required to take a set of core inter-disciplinary courses, ranging from theory to history and historiography. Four broad thematic clusters define the program's intellectual focus: Political Studies, Political Economy, Historical Studies, and Literary and Cultural Studies. Students specialize in one field, but take classes across all four. This allows students to be grounded theoretically, while giving them a broad foundation in historically informed debates in the Humanities and Social Sciences.

2.1   CURRICULUM

The curriculum of the MISR MPhil/PhD seeks to ensure that each student's course of study is driven forward by academic debates and not by orthodoxy or re-learning default assumptions. To accomplish this, the curriculum has a distinct feature: it combines an inter-disciplinary focus with distinct disciplinary training in four different clusters: (a) Political studies; (b) political economy; (c) historical studies, and; (d) literary and cultural studies.

On the basis of inter-disciplinarity, the MISR MPhil/PhD has several dimensions. First, an inter-disciplinary focus is cultivated through a set of core courses on social and political theory and historiography. Second, students are required to identify a primary cluster as their major field and a secondary cluster as their minor field, thereby assuring they take courses from more than one disciplinary cluster. Third, each cluster will include a study of themes, such as gender, ethnicity, or the environment, that call for a cross-disciplinary focus.

Students are required to attend a Research Colloquium in the first semester of the third year of study, during which they present draft versions of their thematic and place-specific bibliographies. The entire academic faculty in the program participates in the Colloquium as discussants of students' work. In the third year, the students write two bibliographical essays, one thematic and the other place-specific. During that same year, third year students teach two tutorials, one a semester, for large Makerere University undergraduate classes. After successful completion of the three years, the students are awarded an MPhil.

In addition, every student is required to demonstrate research competence in two languages other than English, the language of instruction. For students whose mother tongue is other than English, this is effectively a single language requirement. Year 4 is devoted to dissertation research, and Year 5 to dissertation writing.

Courses are taught by: MISR faculty (Research Fellows), faculty from other Makerere departments (Research Associates), and pre-eminent visiting scholars through the MISR Global Scholars Program (Research Affiliates).

Following the inauguration of the MPhil/PhD program, all MISR-based faculty are required to divide their time equally between teaching and research. This translates into teaching two courses a year. Each course is organized as a seminar. Every seminar meets once a week, three hours at a time.

MISR provides full fellowships to all students, and so funding for the MPhil/PhD program is essential. Every student in the program is on full scholarship for 5 years. Successful completion of the MPhil and the writing of a successful proposal in three years is a prerequisite for PhD funding for the remaining two years. Students are required to be in Good Academic Standing for all five years to retain the fellowship. The scholarship covers the full year, including research during the long vacation. No student is allowed to take gainful employment in the course of the program. The academic year calendar comprises two regular semesters per year, the first from early January to mid-April and the second from mid-May to end-August. A student is awarded an MPhil at the successful completion of comprehensive examinations in the third year. The award of the PhD follows the successful completion of the PhD dissertation in the fifth year.

On Wednesday 21 January 2015 during the 65th graduation ceremony of Makerere University, seven of the ten 2012 pioneer class graduated with an MPhil.

2.2   APPLICATIONS AND ADMISSIONS

MISR admits an average of 10 students each year, eventually bringing the total number of students to approximately 40 in 2015. Each year, the applications have become more numerous and stronger. The success of the program is highlighted by MISR's ability to source for funding for each successive cohort. A total of 83 applications were received in 2014 for the 2015 intake of MPhil/PhD in Social Studies. Of these, 27 were female and 55 were male. Out of these, 10 applicants gained admission into the program.

Gender		Nationality	
Male	Female	Ugandan	Non-Ugandan
4	6	6	4

2.3   ACADEMIC YEAR 2015

The following courses were offered in 2015

SEMESTER 1	
Core courses	SSR 7103: The History of Economic Theory. SSR 7102: Pre-Modern Political Thought. SSR 7101: Major Debates in the Study of Africa.
Cluster courses	SSC 8102: Studies in Contemporary African Popular Arts and Cultures. SSH 7202: Gender in History. SSE 7201: International Political Economy. SSE 8102: Late Industrialization. SSP 8203: Contemporary Western Social and Political Thought
SEMESTER 2	
Core course	SSR 7204: Africa Before Western Hegemony.
Cluster courses	SSR 7102: Modern Political Theory. SSP 7202: Contemporary African Politics. SSR 8101: Race and Decolonization. SSC 8101: Culture and Theory. SSH 8102: Conducting Historical Research and Reading Sources. SSP 8202: The Modern State and the Colonial Subject. SSE 8101: Statistical Method

2.4. COURSE DESCRIPTION AND THE INSTRUCTOR

2.4.1. The History of Economic Theory

Giuliano Martiniello

This seminar introduces students to the key schools of economic thought through an intensive reading of key texts and primary source documents of economic theory. The student will be encouraged to evaluate major economic theories in their own right and understand the key points of difference between schools of thought. It also encourages students to formulate contemporary economic problems from the standpoint of different schools, thereby understanding the contemporary significance of each school of thought. The course covers eight main currents of thought: (1) Classical Political Economy; (2) Marxist Political Economy; (3) Neo-Classical Economics; (4) Keynesian and Welfare Economics; (5) Schumpeterian Economics; (6) Modernization and Rational Choice Theory; (7) Dependency Theory; and (8) World-System Analysis.

2.4.2. Pre-Modern Political Thought

Manuel Schwab

This course studies texts from three traditions in political thought, namely, ancient Greek, classical Islamic, and early modern European, reflecting on the changing historical contexts in which they were written. The course makes primary the deep reading and immanent critique of texts—what each text is saying, whether it is internally consistent, and how it answers challenges by other texts—and then moves to a historicized reading and transcendent critique—what each text leaves out and what work it does in the historical context in which it was written.

2.4.3. Studies in Contemporary African Popular Arts and Cultures

Okello Ogwang

This seminar explores the extensive scholarly interest in contemporary Africa popular arts and cultural forms in terms of artistic, social, and cultural expressions of individuals and their communities, variously defined. A related issue concerns the designation of these forms as African arts and popular cultures and the current intellectual and scholarly interest in African popular arts and cultures that draw from a range of expressive fields and media: literature, art, music, film, theater, architecture, etc.

2.4.4. Gender in History

Florence Ebila

This course entails a study of key texts that outline the debate on universalism and particularism in the study of patriarchy and an understanding of the articulation of gender, class, ethnicity and nation in different historical contexts. The course seeks to introduce the student to the historical context and social significance of patriarchal vs matriarchal societies through a reading of key theoretical/historical texts and through a study of different historical case studies.

2.4.5. Late Industrialization

Lawyer Kafureeka

This course examines the uneven process of industrialization at different historical times and geographical spaces of the world. Using the classic British industrialization and the different ways in which that experience has come to be understood and theorized, as a launch pad, especially after Pomeranz' (2000) influential work of "The Great Divergence", the course deals with varying exogenous and indigenous environments that were responsible for late industrialization in European countries like German, and Asia's Japan, to contemporary giant states like India and China. The course also focuses on the varied experiences of the East Asian 'Tigers', Latin America and Africa. In the case of Africa, the course covers the varied historical industrialization experiences of countries informed by the nature of their economies, principally; mineral revenue, peasant and settler economies. In dealing with the phenomenon of late industrialization around the world, the course addresses the roles played by different variables like markets, property rights regimes, the state, foreign versus local sources of capital, education, agriculture etc. Ultimately, the course gives students a glimpse into the causes of past successes and failures of the industrialization projects, and the possibility of discerning a more environmentally feasible and peaceful industrialization of tomorrow.

2.4.6. Major Debates in the Study of Africa

Mahmood Mamdani

This seminar focuses on key debates that have shaped the study of Africa in the post-colonial African academy. Seven key debates are covered: (1) Historiography; (2) Different kinds of slave

trade; (3) State Formation; (4) Colonialism; (5) Underdevelopment; (6) Nationalism and the anti-colonial struggle; and (7) Political Violence, State and Society in the post-colony. The approach is multi-disciplinary. To the extent possible, readings will be illustrative of different sides in the debate.

2.4.7. Africa Before Western Hegemony

Pamela Khanakwa

This course explores the histories of Africa prior to Western hegemony. First, it situates African history within the study of world history, asking whether studying Africa as a unit is a modern invention or if it should be generalized throughout history. It then takes a regional approach to studying the histories of Africa after the ancient period to the eve of Western hegemony. The focus is on four regions: (1) The Mediterranean, the Maghreb and across the Sahara; (2) The Indian Ocean and Eastern Africa, including the Horn, Swahili Coast and the Great Lakes; (3) Equatorial Africa; and (4) Southern Africa. This regional approach allows students to consider different networks and geographic nodes of interaction within and around the continent and to examine alternatives to traditional land-based interpretations of Africa's past. This course enables students to assess the ways in which Africa's history prior to Western Hegemony contributes to contemporary debates and scholarship on migration and indigeneity; environment and society; civilization, state formation and urbanism; religion and belief systems; as well as gender relations and political economy.

2.4.8. Modern Political Theory

Adam Culver

The purpose of this course is to provide a general introduction to some of the principal thinkers and ideas of western political theory from the late eighteenth century to the present. The texts to be read in this class are all, in some way, concerned with the same question: "In what does the condition of modernity consist?" Each author articulates a distinctive understanding of the foundations, meanings, and implications of the modern condition and presents a corresponding view of what politics is and could or should be, i.e. a theory of politics. In order to grasp the conceptual foundations of these theories, and better understand the disagreements between them, emphasis is put on close reading practices and immanent critique—the critical examination of texts

for internal consistency through careful attention to argumentative coherence, structure, scope, and style. But also careful attention to be paid to the different historical and political contexts that informed and motivated these thinkers and which gave specific meaning to the concepts they deployed. Lastly, these texts are lifted out of the contexts in which they were created to ask how they might speak to the contemporary condition and to explore how they might help to address most pressing problems and imagine new political possibilities.

2.4.9. Race and Decolonization

Adam Culver and

George Bob-Milliar

This seminar course is in two parts. The first section discusses race. Enlightenment philosophers including Kant, Hegel, and Hume have elaborated doctrines of white supremacy and racial hierarchy that served to justify European practices of imperialism, colonialism, and slavery. In the first half of this course students examine not only how modern black political thought emerged in response to systems of racial domination and the racist claims emanating from prominent Enlightenment thinkers, but also how thinkers such as W. E. B. Du Bois, Paul Gilroy, and C. L. R. James critically engaged with and appropriated core Enlightenment concepts as part of an effort to construct emancipatory political projects under conditions of racial domination. The students also examine both how Enlightenment assumptions about reason, universalism, progress, and civilization affected the terms through which black political thought examined race and politics, and how these examinations themselves challenged and reformulated Enlightenment ideals. The second part of the course is on decolonization. This section explores the process of decolonization in the twentieth century. Students discuss cases of decolonization in the different European zones of influence.

2.4.10. Culture and Theory

Anneeth Kaur Hundle

This course explores the relationships among culture, power and theory through a number of different intellectual traditions. It starts by discussing critical debates on culture and theory that will provide a guiding framework through the course. Next it explores ideas of "high culture" that emerged in the era of Enlightenment rationality.

Then it moves on to examine debates on the culture concept among the institutionalized practitioners of the study of culture (anthropologists) and the study of "the social" (sociologists), explore two of the core framings of culture in Americanist and British anthropology ("culture and personality" and "structural-functionalism"), and understand attempts to decolonize anthropology through the study of culture and colonialism and the critique of ethnography. Moving beyond intellectual histories of anthropology, following culture as it is taken up by Marxist revisionists in the tradition of British cultural studies and by critical theorists in the Frankfurt School, by postcolonial theorists, and the ways it is interrogated by scholars working through the postmodern/post-structural turn. The final weeks of the course will be devoted to more recent debates on culture, modernity and tradition in the West and Non-West, including debates on identity, religion, gender and cultural relativism.

2.4.11. Contemporary African Politics
George Bob-Milliar

This course introduces students to ongoing debates in the scholarship of African politics. The period of interest begins from the 1960s to the present times. Drawing on a wide range of scholarly materials, students will engage the ongoing debates in contemporary African politics. The course critically examines themes including political regimes and cultures, political economy and development, democratization, political participation, state collapse, political violence, wars and ethnic conflict, democratic quality and political accountability, institutions, NEPAD, changing geopolitics and terrorism.

2.4.12. Conducting Historical Research and Reading Sources
Elizabeth Laruni

This module introduces the essential tools students need to study history, and examines both the practical and intellectual skills needed to practice history as an academic discipline. It also introduces students to the principal sources of empirical evidence and methodical approaches in history. Students explore the connections between particular historical contexts and the constitution of particular sources and how this informs different trends in

historical production. Each week students focus on a different type of source and the debates around their collection and use, including traditions of oral history, colonial and missionary archives and newer, less conventional, sources. They also explore the political implications of historical work and the struggles over knowledge, power and the production of history. Furthermore, this course highlights the importance of context and contingency in the creation of historical sources, in their use by guild historians and in the politics of power embedded in any given history. By the end of this course students are expected not be passive students absorbing facts and figures, but active historians, developing ideas and carrying out historical research.

2.4.13. The Modern State and the Colonial Subject
Mahmood Mamdani

This seminar is on the development of legal thought on the colonial subject. Students read and discuss texts focusing on three different historical periods: the 16th and 17th century conquest of native peoples in the New World, the subjugation of British India (the Dutch East Indies and the Malay states) before and after the 1857 Uprising, and the conquest of southern and tropical Africa in the 19th and 20th centuries. Part IV focuses on the international system that came out of the colonial order. The concluding section focuses on the response of the colonized to colonial governmentality and modernity.

2.2.14. Statistical Methods
Ronald Wesonga

The course is designed to equip students with requisite skills to design and conduct statistical enquiries. At the end of the course, students are expected to have the capacity to develop appropriate statistical research designs for various types of studies; be able to develop and apply various sampling methods and techniques; have a good understanding of various data collection methods and techniques; be conversant with the construction of various types of data collection tools; and possess basic skills in quantitative data analysis, interpretation and presentation. The student should also be equipped to understand mainstream literature in the quantitatively oriented social sciences, identify its key assumptions and develop a critical understanding of its possibilities.

2.5. ACADEMIC STAFF: Profiles
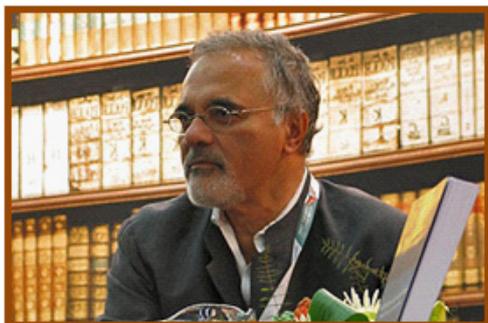
MAHMOOD MAMDANI
Executive Director

Professor Mahmood Mamdani is from Kampala, Uganda and became Director of MISR in 2010. He received his Ph.D. in government from Harvard University. Mamdani is also Herbert Lehman Professor of Government in the Departments of Anthropology, Political Science and Middle Eastern, South Asian and African Studies (MESAAS) at Columbia University, where he was also director of the Institute of African Studies from 1999 to 2004. He has taught at the University of Dar-es-Salaam (1973–79), Makerere University (1980–93), and University of Cape Town (1996–99) and was the founding director of Centre for Basic Research in Kampala. Mamdani was nominated one of the world's ten leading public intellectuals by Foreign Policy (USA) and Prospect (UK) magazines in 2008. He is the author of Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism (Princeton 1996), and editor of Getting the Question Right: Interdisciplinary explorations at Makerere University (MISR, 2013) and The Land Question: Socialism, Capitalism and the Market (MISR 2015).

LYN OSSOME
Senior Research Fellow

Dr. Lyn Ossome holds a PhD in Political Studies from the University of the Witwatersrand (Wits), South Africa. She was previously postdoctoral research fellow at the Unit of Humanities at Rhodes University (UHURU). Her research specializations are in feminist political economy, land and agrarian studies and political theory. Her current work in democratic theory deals with ideas of emancipation through a critical engagement with histories of women's political activism, contemporary politics of representation, popular movements, queer histories, and human rights. In the area of land and agrarian studies, her current research is concerned with the agrarian question of gender, subsistence political economies, women's work and reproductive labour regimes in the process of capitalist accumulation.

SAMSON A. BEZABEH
Research Fellow

Dr. Samson A. Bezabeh is a Research Fellow at MISR and a permanent fellow of the African Studies Center - Leiden, the Netherlands. He was previously a Post-doctoral researcher at the École des Hautes Études en Sciences Sociales in Paris, and has been affiliated with the University of Bergen, the University of Exeter, and Addis Ababa University. His research interests include diaspora studies, state-society interaction, colonialism, religion (Islam and Orthodox Christianity) as well as issues of citizenship, ethnicity, and class in Africa. His article, "Citizenship and the Logic of Sovereignty in Djibouti," published in African Affairs, won the journal's African Author Prize. He has finalized a book-length study that describes the interaction between Yemeni diaspora, states and empires in the Horn of Africa.

STELLA NYANZI
Research Fellow

Dr. Stella Nyanzi is a medical anthropologist with a PhD from the University of London, based on ethnography of youth sexualities, sexual and reproductive health in the Gambia. Her research interests are at the intersections of gendered sexualities, culture, politics and health. Since 1997, she has conducted social science research on the broad themes of heterosexual behaviour in the time of HIV/AIDS, adolescent sexual behaviour, female control of sexuality, transforming masculinities during the AIDS epidemic, sex tourism, sex work, gender differentiation of reproductive health, alternative healing – specifically Balokole Pentecostal healing of HIV/AIDS and Marabout's faith healing, and cultural performances of death, disposal and widowhood. Her fieldwork sites include rural and urban Uganda, The Gambia, and Tanzania.

VIRGINIE TALLIO
Research Fellow

Dr. Virginie Tallio defended her Ph.D in Ethnology and Social Anthropology at the École des Hautes Études en Sciences Sociales (France) in 2007. She worked as a research fellow at the Max Planck Institute for Social Anthropology (Germany) from August 2006 to February 2009 and as a researcher at the Centro de Estudos Internacionais (ex-Africanos) do ISCTE-Instituto Universitário de Lisboa (Portugal) from May 2009 to May 2014. Her research interests revolve around the use of public health policies as biopolitics, refugee camps as a social space, the corporate social responsibility policies and their influence on the development arena, especially in the context of an oil economy and methods in anthropology, especially in sensitive contexts. She pursues research in Africa, especially in Angola. She holds as well a D.E.A. in Economic Demography of Developing Countries from the Institut d'Études Politiques de Paris (France) and is an associate researcher with the LAM - Les Afriques dans le Monde (France).

GIULIANO MARTINIELLO
Research Fellow

Dr. Giuliano Martiniello received his PhD in Politics and International Studies from the University of Leeds in June 2011. He holds an MA in "Africa: Human and Sustainable Development" from the same university and a BA in International Studies.

JAMES OCITA
Research Associate

Dr. James Ocita is a Research Associate at MISR and a Lecturer in the Department of Literature, Makerere University. He is also a Research Associate in the Department of English, Stellenbosch University, South Africa, from where he obtained his PhD. His teaching and research interests include Asian/Indian African diaspora literature, Indian Ocean studies, African and African diaspora and Caribbean literatures, literary theory, migration and postcolonial literatures, contemporary African popular culture and cultural studies. Dr Ocita serves as the secretary of newly formed African Humanities Consortium (AHC) and leads one of AHC's flagship project, titled, "Citizenship, Legitimacy and the Politics of Belonging". He has previously held an All Africa House Fellowship, hosted by the Department of English, University of Cape Town. He has just completed an African Humanities Program (AHP) Postdoctoral Fellowship preparing a book monograph based on his doctoral work titled, Diasporic Imaginaries: Memory and Negotiation of Belonging in East African and South African Indian Narratives. Dr. Ocita has recently published articles on post-apartheid Indian South African fiction and a chapter on post-1990 Asian East African narratives will appear in a forthcoming book, Africa/Asia: Networks, Exchanges, Transversalities. Currently, he is working on a research project exploring the coast and the hinterlands of East Africa as spatial metaphors for the globalisation of the Indian Ocean world.

ERNEST OKELLO OGWANG

Professor Ernest Okello Ogwang is a Research Associate at MISR and the Deputy Vice Chancellor – Academic Affairs, Makerere University. He is also a senior Lecturer in the Department of Literature, Makerere University. He teaches African Oral Literature and conducts research in Cultural studies. His current research area is on popular songs and popular culture.

A. B. K. KASOZI
Research Associate

Professor A. B. K. Kasozi is a Research Associate at MISR. He was the founding Executive Director of Uganda's National Council for Higher Education, 2002 to 2012. He holds a BA in History and PGD from Makerere University, Uganda, a Masters and a PhD from the University of California at Santa Cruz. He has taught at Makerere University, the Islamic University in Uganda, the University of Khartoum and a number of other universities in Canada. In 2007/8, he got a Fulbright New Century award and was, from September to December a visiting scholar/professor at Teachers College, Columbia University, New York. He is the author, the Bitter Bread of Exile: the financial Problems of Sir Edward Mutesa II in his last Exile, 1966-1969. Kampala, Progressive Publishing House; Financing Uganda's Public Universities: An Obstacle to Serving the Public Good, Fountain Publishers, 2009); Islamic Civilization in Eastern Africa, eds. (Istanbul: IRCICA, 2008); University Education in Uganda: Opportunities and Challenges for Reform of Higher Education (Fountain Publishers, Kampala, 2003); The Social Origins of Violence in Uganda, 1964-85 (Montreal/Kingston: McGill-Queens University Press, 1994); The Crisis of Secondary School Education in Uganda, 1960-70, (Kampala: Longman, 1979); The Spread of Islam in Uganda; (Kampala: Oxford University Press, 1979), The Life of Prince Badru Kakungulu,) (Progressive Publishers, Kampala, 1996); and several articles. Currently, he writes a fortnightly New Vision feature column on the social impact of oil in African oil rich countries. His Masters degree involved extensive studies of the Middle East.

LAWYER KAFUREEKA

Research Associate

Dr. Lawyer Kafureeka is a Research Associate at MISR. He also teaches in the department of Development Studies at Makerere University. Lawyer teaches a course on late Industrialization which examines the uneven process of industrialization at different historical times and geographical spaces of the world.

FLORENCE EBILA

Research Associate

Dr. Florence Ebila has Doctoral and Masters' Degrees in African Languages and Literature/ Women and Gender Studies, from the University of Wisconsin-Madison, a Masters' Degree in Women and Gender Studies and a Bachelors Degree in Literature, from Makerere University. She is a lecturer in the School of Women and Gender Studies Makerere University, Kampala. Her Doctoral dissertation focused on how African women's (auto)biographies voiced gender and nationalism in Kenya, Uganda and Liberia. Her research interests are in the areas of gender, culture, feminist research and theory, feminist historiography, gender based violence, postcolonial studies, African literature and languages.

PAMELA KHANAKWA

Research Associate

Dr. Pamela Khanakwa is a Lecturer in the Department of History, Archaeology & Heritage Studies, School of Liberal and Performing Arts, College of Humanities and Social Sciences. She completed her PhD in history from Northwestern University in US.

ANNEETH KAUR HUNDLE

Research Associate

Dr. Anneeth Kaur Hundle received her PhD in Socio-cultural Anthropology at the University of Michigan, Ann Arbor in May 2013. She holds an MA in anthropology from the same university and a BA in anthropology and gender studies.

ADAM CULVER

Visiting Research Associate

Dr. Adam Culver received his PhD in Political Science from Johns Hopkins University in 2015 and a Certificate in Comparative Racial Politics from Johns Hopkins University in 2011. He holds an MA in Political Science from Johns Hopkins University and BA in Political Science (honors) from Grinnell College.

ELIZABETH LARUNI

Post-Doctoral Fellow

Dr. Elizabeth is a Post-doctoral research fellow at MISR. She holds an MA in Kurdish Studies (2010) and a PhD in History (2014) from the University of Exeter. Her research interests focus on ethnopolitics, identity construction, colonial and post-colonial patterns of political engagement, state-society relations, local government and state power. She is currently conducting research on migration and the Acholi diaspora in postwar Gulu, drawing upon extensive archival research. The research will seek to highlight historical patterns of migration during conflict periods, (1971-1979) and (1986-2006) and the impact of the 'returnees' (1980-1985) and (2006-2014) on the communities they left behind during periods of relative stability.

MANUEL SCHWAB

Post-Doctoral Fellow

Dr. Manuel Schwab is Post-doctoral research fellow at MISR. He has worked in both Sudans on the political economy of aid; on the emergence of novel economic subjects within economies of care (from pharmaceuticals factories to aid villages); and on the differences made of violence when colonial legal regimes attempt to make the distinction between crime and ritual aggression. His current project includes a question of when homicide is not a crime, how supernatural motivations are introduced into Sudanese colonial courts, a larger comparative project on transitions from violent regimes, and questions of what it means when we organize a robust international political industry around humanity as the key political figure.

RONALD WESONGA

Tutor

Dr. Ronald Wesonga obtained his PhD in Statistics (2010) Master of Statistics (1999) and a Bachelor of Science in Statistics (1995) from Makerere University. He is a Statistician cum Lecturer with specialization in Statistical Computing, based at the School of Statistics and Planning, Makerere University. He is a visiting Professor at MISR and at the Department of Mathematics and Statistics of the College of Science, Sultan Qaboos University. He has accumulated over fifteen years of experience in teaching statistics, both methods and computing to a wide range of students at different levels of learning; from undergraduate to postgraduate and to more specialized professional fixes with applications. He has extensive experience in developing statistical models, computational algorithms and analysis, data mining, information system development and management, survey design and management with applications in areas such as Health and Governance Assessments. He is a team leader, diligent, result-oriented with a high level of integrity, accountability and timeliness coupled with professionalism.

2.6. STUDENTS AT MISR

Fourth year students

FRANK EMMANUEL MUHEREZA

The transformation of Karamoja: Sedentarization of pastoralists and the adoption of settled crop farming

LAURY OCEN LAWRENCE

Reading Monuments: Politics and Poetics of Memory in Postwar Northern Uganda

NOOSIM NAIMASIAH

Money Subjectivity and Technology: A Study of M-Pesa in Kenya

JOHN SSENKUMBA

Are Consumers Sovereign? Understanding the factors framing food preferences in Buganda 1960 – 2010

SEMENEH AYALEW

The Young and the Urban in Revolution: A History of Social and Cultural Change in Wube Bereha, Addis Ababa,

1941-1974

NETSANET GEBREMICHAEL

Urban histories and memories: Memories of Asmara from Ethiopia 1952-1974

YUSUF SERUNKUMA KAJURA

Making Somaliland: Popular Culture, Identity and Recognition

Third year students

YONAS ASHINE DEMISSE

Developmentalism in postcolonial Africa: The Developmental State of Ethiopia, 1991 to the present

SIMON ESIBO OMAADA

An Examination of The Re-Emergence Of Traditional Institutions in Uganda. A Case of the Iteso Cultural Union

HAYDEE BANGEREZAKO

Lake communities and hinterland relations: History of the Imbo region on Lake Tanganyika in the early 19th Century (1800-1850)

JACOB AKECH AKOKO

Social Movements, Popular Political Actions and Political Change in Kenya: 1945-2015

JOSEPH KASULE

The State and Religion: A Genealogy of the Contemporary conflict in the Muslim Community in Uganda

JACKLINE KIRUNGI

The History of Women and Men Relations and the Practice of Bridewealth in Toro, 1900-2000

PHILIP OKETCHO

Ethnicity, Conflict and Identity Making in Eastern Uganda

Second year students

AYANDA NOMBILA

BARBARA NAKANGU BUGEMBE

JUDITH IKIRING OBORE
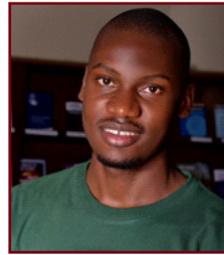
ANDREW MICHAEL MUTYABA

CHARLES PREMPEH

YAHYA SSEREMBA

TEMESGEN TESFAMARIAM BEYAN

SABATHO NYAMSENDA

JONATHAN MUGENYI

MAHIRI BALUNYWA

ALAMIN HAMID ALAMIN

First year students

MIRIAM GHILAI GHEBREAMLAK

EVARIST NGABIRANO

JACQUELINE ADONGO

DAVID NGENDO TSHIMBA

JOSEPH MUKASA

BERNARD PAUL BAHA

LISA DAMON

MOHAMMED NASSER

GEORGE OPIO

MILLIAM KICONCO

3 Improvement of Research Infrastructure

3.1. THE MISR GRADUATE RESEARCH LIBRARY

As one of the branch libraries of the Main University Library, MISR Library provides reference and information services with a special focus on Anthropology, Sociology, Economics, Political Science, Education and Psychology. It has one of the University's largest collections of social science research and development literature including journals, research reports, government documents and archival materials. The library meets the information needs of a broad range of users including students and researchers. It also maintains a collection of research reports carried out under the auspices of MISR and theses of students affiliated to the Institute.
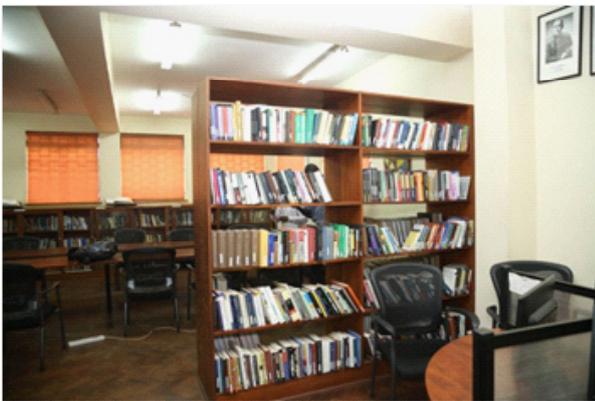
In 2015, the library acquired a total of 1005 new titles of books and continued with the previous year's journal subscription of 35 journal titles.

It also increased its subscription to Uganda's daily's newspapers; New vision, Monitor, East African, Daily Nation, Bukedde, the Observer, the Red Pepper, Etop and Rupiny from one copy to four copies each to serve the Library, administration's office, Directors office and students. All newspapers and journals received are bound for quick and easy access by library users. Over 805 volumes of readers for thirteen course units taught in semester one and two were prepared in 2015 for the MISR PhD program. This practice usually eases student preparation for classes ahead of time.

The Library is furnished with ICT equipment including computers, printers, and scanners to facilitate research and reproduction of necessary study material. Throughout the year, all study spaces at MISR were connected to secure internet access for easier communication with various audiences and targeted online correspondence.

3.2. MISR PUBLICATIONS 2015

MISR published its fifth book in the MISR Book Series. The book is titled: The Land Question: Socialism, Capitalism and the Market, edited by Mahmood Mamdani.

3.2.1. BOOKS

Mamdani, Mahmood, ed. (2015), The Land Question: Socialism, Capitalism and the Market, Kampala: MISR Books.

Mamdani, Mahmood, ed. (2014), Getting the Question Right: Interdisciplinary Explorations at Makerere University, Kampala: MISR Books.

3.2.2. BOOK CHAPTERS

Mamdani, Mahmood (2015), "The South African Moment," In Jon Soske and Sean Jacobs, eds., Apartheid Israel, Chicago, Illinois: Haymarket Books.

----------------- (2015), "The Contemporary Ugandan Discourse on Customary Tenure: Some Historical and Theoretical Considerations", in Mahmood Mamdani (ed), The Land Question: Socialism, Capitalism and the Market Place, Kampala: MISR Books.

Muhereza, Emmanuel Frank (2015), "The December 2010 'Balaalo' Evictions from Buliisa District and the Challenges of Agrarian Transformation in Uganda", in Mahmood Mamdani (ed.), The Land Question: Socialism, Capitalism and the Market Place, Kampala: MISR Books.

3.2.3. MISR WORKING PAPERS

Frank Muhereza. The December 2010 Balaalo Evictions from Buliisa District and the Challenges of Agrarian Transformation in Uganda. January 2015. MISR Working Paper No.17.

Giuliano Martiniello. Re-thinking the food question in Uganda in Uganda: Emerging Debates on Food Sovereignty. January 2015. MISR Working Paper No. 18.

Mahmood Mamdani. The 50th Anniversary of Uganda's State Independence – a View from Society. August 2015. MISR Working Paper No. 19.

Mahmood Mamdani. The East African Federation: Challenges for the Future. August 2015. MISR Working Paper No.20.

Elizabeth Laruni. Re-thinking the Northern Identity: Local Government and Politics in Acholi, 1950 – 1968. August 2015. MISR Working Paper No.21.

A.B.K Kasozi. Political lessons to learn from the 1952 Makerere College Students' Strike. August 2015. MISR Working Paper No. 22.

3.2.4. PAPERS IN PROFESSIONAL JOURNALS

Martiniello, Giuliano (2015), "Food Sovereignty as a Praxis? Rethinking the Food Question in Uganda", Third World Quarterly, 36:3, 508-525. Special Issue on "Food Sovereignty: convergence and contradictions, condition and challenges", with guest editors Eric Holt-Gimenez, Alberto Alonso-Fradejas, Todd Holmes, and Martha Jane Robbins.

-------------(2015), "Social struggles in Uganda's Acholiland: understanding responses and resistance to Amuru sugar works", Journal of Peasant Studies, 42:3-4, 653-669. Special Issue on "Land grabs and politics from below", with guest editors Marc Edelman, Saturnino M. Borras Jr., Ruth Hall, Ian Scoones, Ben White and Wendy Wolford.

--------------(2015), "Don't Stop the Mill: South African Sugar Business, Agrarian Change and Outgrowers Adverse Incorporation in the Kilombero Valley, Tanzania. BRICS Initiative in Critical Agrarian Studies, BICAS Working Paper no.19

Mamdani, Mahmood (2015), "The South African Moment," Journal of Palestinian Studies, vol. 45, no. 1, pp. 63-38, Autumn.

------------(2015), "Settler Colonialism: Then and Now," Critical Inquiry, vol. 41, no. 3, pp. 596-614, Spring.

Laruni, Elizabeth (2015), "Regional and ethnic identities: the Acholi of Northern Uganda, 1950–1968," Journal of Eastern African Studies, vo. 9, no. 2, pp. 212-230.

3.3. ICT EQUIPMENT AND INTERNET

3.3.1. MISR Website

The MISR website under the URL http://misr.mak.ac.ug/ was created in 2011 and upgraded to a better interface in 2012. Since then, the annual hits have grown from 500 in 2011 to over 39,138 annually. In 2015, the website remained a leading source of research information for e-visitors from across the globe, with downloads of our publications and page views reaching 48,934 and a total of 13,678 sessions during the academic year.

The process of re-designing the website was completed in December 2015. The new website is interactive, dynamic and more user-friendly.

3.3.2. SOCIAL MEDIA

The MISR Twitter account and Facebook page are used as a means of updating the public on events that took place during the year. The platforms are complimentary to the website as sources of quick updates from MISR.

The MISR twitter handle is @MISR_Mak

Facebook page: https://www.facebook.com/MakerereInstituteOfSocialResearch

3.3.3. CONTACT

Makerere Institute of Social Research

P.O. Box 16022 Kampala, Uganda

Tel: 256-31-2132100 (Reception)

4.1. MISR'S FIRST BATCH OF PHD FELLOWS EARN THEIR MPHILS

In 2015, the Institute recruited nine applicants from Uganda, Kenya and Ethiopia. Among these, seven successfully completed two years of course work and one year of PhD proposal development. They are currently in their fourth year, having graduated with MPhil degrees in January 2015.

4.2. MISR's first cohort of MPhil graduates

Name	Gender	Nationality
Noosim Naimasiah	Female	Kenyan
Netsanet Gebremichael Woldesenbet	Female	Ethiopian
Laury Lawrence Ocen	Male	Ugandan
Semeneh Ayalew Asfaw	Male	Ethiopian
Frank Muhereza	Male	Ugandan
Joseph Sserunkuma	Male	Ugandan
John Ssenkumba	Male	Ugandan

4.3. GRADUATE STUDENTS' CONFERENCE

MISR's first Graduate Students' Conference themed Locating African Perspectives/Alternatives in the Current Global Conjectures was held on 17 – 18 July 2015. Visiting Professor Mamadou Diouf - Professor of African Studies and the Director of Columbia University's Institute for African Studies, delivered the keynote address. The conference, designed as a learning and sharing avenue - was attended by scholars and students from universities in the Eastern African sub-region. Discussions were on the subjects of History, Arts & Culture, Nationalism & Democracy, Tradition & Modernity, Justice and conflict resolution and the agrarian question.

5.   PARTNERSHIPS AND COLLABORATIONS

In 2015, MISR continued to develop academic collaborations with a number of universities and research institutes and consolidated its links with several advocacy and community-based organizations to develop new links. MISR has also continued to devote a large part of its effort in deepening its research agenda and strengthening its links with research communities both within and outside Makerere University. Below are some of the institutions/organizations with which MISR works at national and local levels:

5.1.   AT THE NATIONAL LEVEL

1.   Uganda Land Alliance (ULA)

2.   Land Equity Movement Union (LEMU)

3.   National Association of Professional Environmentalists (NAPE)

4.   Uganda National NGO Forum

5.   Civil Society on Oil and Gas (CISCO)

6.   Advocates Coalition on Environment and Development (ACODE)

7.   Southern and Eastern African Trade Information and Negotiations Institute (SEATINI)

5.2.   AT LOCAL LEVEL

1.   Action Aid Amuru

2.   Human Rights Watch (Amuru)

3.   Media Association of Northern Uganda

4.   Bagungu Community Association (BACA)

5.   Banyarwanda Culture Development Association of Uganda (Umubano)

6.   Safe Neighborhood – an NGO supporting farmers in Budaka District

7.   LC1 Nyanza Village

8.   LC5 Budaka and Mbale Districts

6. LINKING WITH THE POLICY COMMUNITY

MISR held a number of Seminars, Public lectures and discussions on topical issues, all specific to MISR's research agenda, during the year 2015 as follows:

Wednesday Seminar Series:

1. Rethinking of our education system by Prof. A. B. K. Kasozi held on 28 January 2015.

2. Regional and Ethnic Identities: The Acholi of Northern Uganda, 1950-1968 by Elizabeth Laruni held on 4 February 2015.

3. Don't Stop the Mill: South African Sugar-Business, Agrarian Change and Outgrowers' schemes in the Kilombero Valley, Tanzania by Dr. Giuliano Martiniello held on 11 February 2015.

4. Rethinking Sex in Uganda's Parliament by Dr. Stella Nyanzi, held on 11 March 2015.

5. Gender, Identity Politics and Self-Representation in African Princess; The Story of Elizabeth of Toro by Dr. Florence Ebila held on 18 March 2015

6. Squatting Outside the World; Stories of Rights, Possession, and What Happens When Law Gets Supernatural by Dr. Manuel Schwab held on 25 March 2015

7. Male Circumcision, Teargas and Protest: Fighting over Mbale Town in Late Colonial Uganda by Dr. Pamela Khanakwa held on 1 April 2015.

8. Kasangwawo ne Sserwajj'okwoota: Afirika Ya Leero N'essomo Ly'obukenuzi Obw'oluvannyuma by Joseph Kasule – (a translation of "Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism," by Mahmood Mamdani) held on 3 June 2015.

9. Transnational movements, the unhomely and the politics of belonging in postcolonial Asian East African fiction by James Ocita held on 1 July 2015

10. Politics, the State and Limits of Oil-Led Development in Uganda by Dr. Okuku Juma held on 8 July 2015.

11. History from the Healer's Shrine: Genre, Historical Imagination, and Early Ganda History by Neil Kodesh held on 20 May 2015

12. Lectures on Shari'a by Professor Brink Messick from Columbia University held on 22 July 2015

13. The global political economy of higher education; the public university as a site of struggle: from Aristotle to Marx; Restating Marx for an age of finance; is justice an option? A politics of our time, Lecture Series by Robert Meister - Professor of Political and Social Thought at the History of Consciousness Department, University of California, Santa Cruz, held on 20, 22, 27 and 29 July 2015.

6.1. WORKSHOPS

The workshops specifically sought to address the following sets of relations and experiences:

6.1.1. Higher Education workshop held on 6th February and 25th July, 2015

1. A. B. K. Kasozi (MISR) - A study of research in Uganda's universities: a preliminary investigation.

Prof. Kasozi argued that the dearth of research in Uganda's universities is linked to social attitudes towards the role of higher education in society. Society sees universities only as trainers for the labor force. With the exception of Makerere and one public and two chartered institutions, none of these universities conducts research or produces new knowledge. They have no capacity for research, publication of research outputs, engaging usefully with the communities they are located in, conducting graduate studies, or creating communities of scholars discussing original ideas. These organizations are teaching institutions or glorified high schools using knowledge produced elsewhere, taken especially from the World Wide Web to teach. Higher education recruits students from wealthy segments of society and thus transfers resources from the poor to the rich. To fulfill their responsibilities, university leaders must work hard

to change social attitudes on the roles of higher education in society.

2. Mahmood Mamdani (MISR) - Between the Public intellectual and the scholar: decolonization and some post-independence initiatives in African higher education.

Prof. Mamdani used an example of Chumani Maxwele, a fourth-year political science student who emptied a container of faeces on to the statue of Cecil Rhodes at the University of Cape Town campus in South Africa. Maxwele said he was protesting the "colonial dominance" still palpable at UCT. His actions marked the beginning of a series of events, including the occupation of UCT's Bremner Building by a group of students. In another month, the University Council voted to remove the statue. Chumani Maxwelle told the media: "It has never been just about the statue. It is about transformation." Transformation has surfaced as a rallying cry in the South African academy every time popular disaffection has found organized expression. North of the Limpopo, in the period that followed independence, there was another name for "transformation"; this was "decolonization" – political, economic, cultural and, indeed, epistemological.

3. Tor Halvorsen (Bergen University) - From constitutional democracy to constitutional capitalism: possible consequences for the academic profession

Prof. Halvorsen argued that both democracy and the academic profession of science and science based education (S&SE) have been weakened by the hegemony of global capitalism. This is due to how the neoliberal project now is penetrating most of the world. This neoliberal regime is characterized by what a number of scholars call "new constitutionalism for world order". Most prominent among these scholars, Stephen Gill, about 10 years ago defined this "new constitutionalism" as a combination of processes regulating the world market, creating new kinds of so called public/private partnership, promoting a political subject of individualism, creating a new public economy based on contracts and competition, and finally the coming of new types of legal regulation as "lock in mechanisms" (from privatized "central banks to big firm's right to sue nation states). Also the new informal governance through so called soft

regulations like benchmarking, ratings, rankings, and comparisons as blaming and shaming has gained in importance as types of post- national governance.

4. Ayanda Wiseman Nombila (MISR) – Preliminary questions on the study of the history of African debates at CODESRIA: 1973-1999.

This paper was inspired by a visit Nombila undertook during the vacation period of 2014 at the Council for the Development of Social Sciences in Africa (CODESRIA), in Senegal, Dakar. It is a work towards the student's broader dissertation project at MISR. The paper sought to raise questions which might help to answer the central question, 'how to study debates at CODESRIA'; which concepts might be used to study CODESRIA; and from which disciplinary angles? What is the scope of knowledge which this institution has produced throughout the years? Is it tenable? What is the importance of studying this institution from our vantage point?

6.1.2. Beyond Criminal Justice Evaluation workshop held from 5 – 6 June 2015

1. Laury Ocen (MISR) - Justice and Peace after War: Conceptual Difficulties in the Discourses of Reform and Transitional Justice.

The paper explained conceptual lapses in the discourses of transition and reform in post-war societies. Critical is the fluidity that characterizes notions of survivor and victim in the context of peace and justice. Transitional interventions continuously create victims of war in their attempt to create survivors of war. The paper argued that legal inclusiveness, market inclusivity, and resolved antecedents of conflicts create conditions that facilitate implementation processes of integration, settlement, and reconstruction of post-war societies. Creating "survivability" is a collective work of surviving communities, national, local, and other exogenous entities. The way reform processes play out in transitional period stems from how international agencies, national governments, civil societies, non-governmental organizations, and local actors deploy human and material resources towards recovery. The paper highlighted the significant processes and stages in the structure and span of war, showing how time is an important variable in the broader discourses of transition and reform.

2. Akoko Akech (MISR) - Kitu Chafu Sana: Daniel Moi and the Very Dirty Politics of Dismembering Kenya's Body Politic 1991-1998.

The paper argued that Kenya's return to multi-party politics in 1991 has been defined by campaigns for democracy and human rights, the intensification of politicization of ethnic difference or ethnicization of political differences, intense political competition, state power, cyclical political violence, mass murder, rape, destruction, displacement and land dispossessions. Moreover, Kenya's general elections, except the 2002 and 2013, have been characterized by waves of political violence of varying regional intensity. The Rift Valley, however, more than any other location, including the Coast Province, has experienced the most frequent and intense forms of the elections-related violence. These waves of violence beg several questions: why has the Rift Valley been the epicenter of Kenya's election-related political violence? What distinguishes the Rift Valley land question from the Coastal land question? To what extent does the unresolved question of the land, the land past and present pastoralist communities lost to the European settlement schemes and the contested Kenyatta (independence)-era resettlement schemes, account for the violence in the Rift Valley? To what extent does the British and the Kenyatta government's Mau Mau counter-insurgency strategies and economic policies account for these waves of violence? To what extent does the explicit and implicit colonial and independent governments' sedentary agrarian biases against the pastoralist mode of production explain the silences on the pastoralist communities claims for restorative justice in the wider debate on land, dispossession and displacement in the Rift Valley? What types of justice questions do these conflicts raise?

3. Esibo S. Omaada (MISR) - What is Kenya Becoming? Dealing with Mass Violence in the Rift Valley of Kenya.

The findings of this paper capture on one hand what people do with, in, and after violence, and on the other, the outcome of these in relation to what violence does to people, and as manifested in the people's aspirations, striving, relations, status, and view of each other.

4. Haydee Bangerezako (MISR) - Politics of indigeneity: Land disputes in post- conflict Burundi

Activities of the land commission were brought to a halt in March 2015, after communities living in the southern province of Makamba bordering Tanzania in Burundi, barricaded roads using stones and tree trunks to prevent the land commission's agents from implementing their decisions in favour of claimants. For over two weeks, both residents abasangwa, and repatriates abahungutse, stood together to oppose the land commission: the Commission Nationale Terres et autres Biens (CNTB, National Commission of Land and other Assets), a body revisiting land restitution cases it had previously settled. The land commission had previously favoured the sharing of property between returnees and the residents. Abasangwa and abahungutse in Makamba together now accused the commission of corruption, with former claimants now owning several properties as a result of bribing the land commission's officials. Residents of Nyanza-lac, Kibago, Vugizo and Mabanda communes in the Makamba province, viewed the recent move by the land commission as a form of 'spoliation', in their eyes the commission had enabled corrupt practices with people acquiring several plots of land through the bribing of CNTB officials, overturning resolved land restitution cases. In March 2015, the president's office supported the governor's decision to suspend temporarily activities of the CNTB till after the 2015 elections. Political reform in Burundi has sought to resolve the land question using the law, a product of the political violence, as a way to render justice to victims of the past. The presented paper showed how land ownership becomes central to belonging in the nation-state and how indigeneity and ethnicity are reasserted through land after violence.

5. Mahmood Mamdani (MISR) - Beyond Nuremberg: The Historical Significance of the Post-Apartheid Transition in South Africa.

The contemporary human rights movement holds up Nuremberg as a template with which to define responsibility for mass violence. The "lesson of Nuremberg" is that state orders cannot absolve officials of individual responsibility. The paper argued that the negotiations that ended apartheid— known as the Convention for a Democratic South

Africa (CODESA)—provide us with the raw material for a critique of these all-embracing claims. It also distinguishes CODESA from the Truth and Reconciliation Commission (TRC), whose significance has been exaggerated in the same proportion as that of CODESA has been belittled. The TRC, Mamdani argues, shared with Nuremberg a focus on political violence as crime. Whereas Nuremberg shaped a notion of justice as criminal justice, CODESA calls on us to think of justice as primarily political. Whereas Nuremberg has become the basis of a notion of victims' justice—as a complement rather than an alternative to victors' justice—CODESA provides the basis for an alternative notion of justice, which he calls survivors' justice. CODESA shed the zero-sum logic of criminal justice for the inclusive nature of political justice. If Nuremberg has been ideologized as a paradigm, the end of apartheid has been exceptionalized as an improbable outcome produced by the exceptional personality of Nelson Mandela. It is thus said that Africa's problems — the violence of civil wars—is a result of a culture of impunity among African leaders, one that calls for punishment rather than political reform. This essay argues for the core relevance of the South African transition for ending civil wars in the rest of Africa.

6.1.3. Trans-African slaveries workshop, in collaboration with Columbia University held on 26 June 2015

MISR in collaboration with Columbia University held a workshop on Trans-African Slaveries. The following papers were presented at the workshop:

1. Ann McDougall (University of Alberta) - Visions of the Sahara: Negotiating the History and Historiography of Pre-Modern Saharan Slavery

    The paper taped into two historiographical issues identified by the Trans-African Slavery Network: "the ways in which the tendency to normalize trans-Atlantic Slavery as historically the standard mode of slavery has conceptually influenced the study of pre-modern slaveries"; and the need "to engage critically the notion of 'Arab slavery' as non-African", in the context of what should be thought of as 'Saharan Slavery'.

2. Dahlia Gubara - Tales of Bondage, Bonded Tales: Some Thoughts on the Historiography of Arab-Islamic Slavery

The article examined the historiographical and conceptual postulates animating the burgeoning scholarship in the Euro-American academy on what may be termed Arab-Islamic slavery (or AIS). It weaved together various threads of analysis on the constitution of the Arab, the African, and Islam as organizing categories in the production of historical narratives. Inherent to these is the racialized philological production of civilizations as subjects of history that begins in late eighteenth-century European thought and morphs into an enduring universal epistemic paradigm. The article explored iterations of that paradigm in AIS historiography, and its recurrent effectuality through the unstated association of ideas (such as race, slavery, history, geography) as they are enacted in the generic plots, protagonists and polemics that such narratives evoke and propagate. Highlighting the types of cognitive violence and 'real-world' provocations which ensue from such accounts, it foregrounds the constitutive interplay between what scholars do, and the political contingencies of the globalized world we presently inhabit and have the task to interpret and inscribe. It contributes to the Kampala meeting of the 'Trans-African Slaveries' research network by affirming the necessity of formulating of an alternative grammar of concepts to the development of a critical research agenda that seeks to apprehend histories of bondage before and outside of Europe.

3. Indrani Chatterjee (University of Texas at Austin) - How to Break Out of Orientalism when studying Africans in South Asian Pasts

The paper surveyed two distinct historiographical traditions on African slaves and freedmen living and working in premodern South Asia. One tradition was represented by Mughal historians such as Khafi Khan (Muntakhab-ul-lubab) and Saqi Musta'ad Khan (Maasir-i-Alamgiri), who were especially attuned to the valor of male African-derived ('Siddi') slave-soldiers and commanders in the Mughal empire in the late seventeenth century. Yet, this historiographic tradition paid less attention to the African 'origins' of these slaves and far greater attention to the deeds of valor that earned these men a reputation and badges of distinction in the Mughal bureaucratic corps. This tradition combined attention to calendric event with judgments based on philosophical (akhlaqi) traditions that assessed both masters and slaves in

the same way. In contrast, the Anglophone and British historiographic representation of the same slaves from the late eighteenth to the twentieth century insisted on the 'Africanness' of the slaves, while blurring their contributions to the emergent states, armies and navies that they peopled. Furthermore, Anglophone historiography since the late 19th century has discussed 'African' slaves both in trans-African and in transatlantic networks as though these persons had neither Islamic, Zoroastrian nor Christian religious histories, nor legal or moral expectations rooted in those histories. The latter tradition of historiography has permitted Anglophone historians to remain focused on the economic, ideological and political motivations of a British abolitionist public and Parliament while saying nothing at all of religiously-based legal expectations of Africa-born slaves. The paper combed through some of the Mughal historiography of the seventeenth and eighteenth century to highlight the potentialities of pluralism in the history of African slavery, both in Africa and elsewhere.

4. Abdul Sheriff (former Director, ZIORI) - Transition from Domestic to Plantation Slavery in the Early Islamic Period

In an earlier essay on slavery at the rise of Islam the presenter had pointed out that it was primarily domestic and the slaves were predominantly tribal war captives. In this context what the Qur'an and the Prophet's Traditions had provided were ethical propositions rather than legal formulations. When Muslim armies conquered Syria and Iraq, they inherited more advanced forms of slavery and had to develop appropriate legal systems to manage them. There was a noticeable shift from the more humanistic sentiments to a more commercial and punitive approach to slavery in the major Sheria schools. It opened the door to large-scale plantation slavery in Mesopotamia and the Zanj Rebellion. The paper discussed the sources of slaves as well as the character of the rebellion about which there have been some debates. However, almost simultaneously, military slavery begins to makes its appearance which played a role in suppressing the rebellion, but it had arisen from the increasing insecurity of the different factions of the Abbasid dynasty which could no longer rely on tribal levies to carry on their dynastic wars. While the horrific rebellion ended the first experiment in plantation slavery, it was the dawn of military slavery in Islamic slavery which began to

establish its sway over several dynasties, in some cases even establishing slave dynasties.

5. Yonas Ashine (MISR) - Bringing the Slaves Back In: Slaves and State Formations in the Horn of Africa

The paper was about slaves and states in the Horn of Africa in pre-modern Ethiopia, circa 1270 to 1855. Owing to high diversity of pre-modern states in the region, a focus is given to Northern Highland Christian state, its internal social stratification as well as its interactions with other different pre-modern states such as sultanates and non-Christian southern kingdoms. Representing slaves only as objects in long distance trade Feudalism, as a heuristic device for example, silences the social and political places of slaves and slavery in the intra and inter-state relation in the Horn of Africa. Moreover those scholars who attempt to design a local heuristic device, tend to cut slaves and slavery out of the public history. Teshale Tibebu's work can be an exception to this both in the utilization of local terms as a heuristic device and also in an elaboration of slaves as social groups in Ethiopian history. Teshale treated slavery in a binary: as "Household slavery in Ethiopia and the slave trade out of Ethiopia" mainly to the Arab countries.

6. Ismael M. Montana (Northern Illinois University, USA) - The State and Assimilation of Enslaved West Africans in Husaynid Tunisia

In 1705, local Tunisian elites and Ottoman militia comprised mostly of Kulughlus (offspring of mixed marriage between local Tunisian and members of the Ottoman military-administrative elites) established a dynasty rule with a large degree of de-facto autonomy from the Ottoman Empire. Rulers of this newly Husaynid Dynasty reorganized the state's administrative structure along the line of a policy that Tunisian historian Mohamad Hédi Chérif, termed "déturquisation," and which cemented their ties with indigenous notables, both in the political and religious spheres. In order to consolidate their rule and control of the local populace, the Husaynid rulers, among several measures, laid a foundation for plural Islam which fused the West African Stambali-Bori cult practiced by enslaved Africans into the Husaynid religio-political platform of societal integration. The Husaynids inducted Sidi Saad al-Abid (an ex-slave from Borno) into a sainthood to serve as a rallying figure for the enslaved West African communities (who settled in Tunis as a result of the trans-Saharan

slave trade). Additionally, the Husaynids promoted a judicio-administrative apparatus designed towards their control as well as administration. Hence, an effort to integrate them into the formal structure of the state's religio-political scheme. As a unit for analysis, the paper argued that the Husaynids' attitudes towards the Stambali-Bori practice has, from the early eighteenth century onwards, been marked by their desire to integrate and regulate these self-consciously class of enslaved Blacks of Tunis by means of spatial control.

7. Mahmood Mamdani (MISR and Columbia University) - The Sidis of Gujarat: Indians of African Descent

Sidi immigration to India occurred in successive historical periods. The basic division was the 16th century, distinguishing two eras, Portuguese and pre-Portuguese, modern and pre-modern. The Greek Periplus of the Erythrean Sea, now dated to between 40 and 70 ce, focuses on the trading network that linked the East African, Arabian and West Indian coasts. Besides being traders, armed African sailors from the Somali and Swahili coast were among those who guaranteed freedom of movement for ships on the Indian Ocean in the pre-Portuguese era. Africans had also been a prominent presence among pearl divers in various communities along the Indian Ocean. None of these were slaves; they were all free persons. African slave-soldiers first came to India in the 9th century as part of Arab-led armies that occupied Sindh, and then in the more successful Central Asian invasions from the 13th to 16th centuries. By the 16th century, the Sidi had become prominent in the cavalry and the artillery of many an Indian principality.

The most prominent in the history books is Malik (King) Amber (1548-1626), credited with having stopped the Moghul expansion in the Deccan. He is said to have imported as many as 10,000 Ethiopian slaves, appointing many to take charge of strategic forts along the Deccan plateau and the Konkan seaboard. Besides the ruling families of Jafarabad in Janjira, royal Sidi include ruling families of Hyderabad, Aurangabad, the former Sidi principalities of Radhanpur in Kathiawar, northern Gujarat, and Sachin, near the port of Surat. They are said to marry only among themselves or with upper caste Indian Muslims. At the other end of this social scale are ordinary Sidi, most of whom are descendants of slaves brought by the Portuguese from further down the East African coast, mainly from their possession

of Mozambique. Unsure of the loyalty of Indian recruits after 1857, the Portuguese even brought slave soldiers from Brazil to Goa (Walker, 2006). The big difference with Atlantic slavery was that hardly any slaves were brought to India to provide cheap labour. After all, the caste system and related feudal-type practices provided the upper caste with an almost unlimited pool of cheap labour. Compared to these, slaves were an expensive affair. Their main attraction was not their cheapness, but their loyalty. In this context, slaves are best thought of as lifelong servants of ruling or upper caste families. This essay, crafted from interviews with Sidi families across Gujarat, focused on the past and the present of this diverse group.

8. Fatima Harrak (University Mohammed V, Morocco) - Some Scholars-State Disputes for the definition of slavery in North West Africa

Slavery in North West Africa dates back to Roman times at least. Prisoners from the incessant wars around the Mediterranean were enslaved and used as workers and domestics. Few among these enslaved captives were black but, as trans-Saharan commerce with sub-Saharan Africa grew in the post-Roman era, North Africa became an important source of both black and white (Berber) slaves, first supplying Christian Constantinople, and after the eighth-century, the expanding Islamicate. Founded during the 8th century on the northern shores of the Sahara by the Kharijites (dissident Muslim sect) as a trade entrepôt Sijilmassa quickly became the northern terminus of the western trans-Saharan trade routes and a source of sub-Saharan gold and labor. The Berber Almoravid dynasty (eleventh century) capitalized on this trans-Saharan trade to build an empire, which extended from Spain to the confines of the Sahara. One of their strategic arms in this expansion was the 'horse cavalry' made up of black and white (European) slaves which they developed. This institution was replicated by their successors, the 12th C Almohads, under the name of 'abid al-Makhzen (slaves of the state). But it was under the centralizing Saadien (16th C.) and Alawi sharifian dynasties (from the 17th C) -- which rivaled with the Ottoman Caliphate-- that slaves became a central piece in the power equation in the gharb al-Islami (Islamic West). A veritable Court slave culture -- which extended later to local centers of power, including the Sufi tariqa-s (zawaya)--was developed: concubines, wet nurses, mothers of princes, queen mothers, eunuch harem-keepers, male soldiers (including European captives/

slaves), State administrators. The Saadian conquest of Songhai (1591) was led by a Spanish 'emancipated-slave' and his "Andalusian squadron" and the Alawi sultan Mawlay Ismail (1672-1727), himself born of a slave mother, created a veritable black slave army, the 'Abid Sidi al-Bukhari.

6.2. PANEL DISCUSSION

On 18 July 2015, a panel on The Citizenship Provisions in the Uganda Constitution, 1995 (amended 2005) was held at MISR. The panelists were: Prof. Mahmood Mamdani, Prof. Joe Oloka-Onyango and Dr. Sara Ssali. The questions addressed were:

1. Should the constitution distinguish between two types of citizens: those indigenous and immigrants?

2. When should a refugee become a citizen?

3. Who should have the right to a national ID (as opposed to a passport)?

Prior to the citizenship panel, a memorandum was submitted to the Parliament of Uganda by Asian Ugandans, members of the Asian African Association of Uganda, as a contribution to the debate on citizenship provisions in the Constitution.

6.3. PUBLIC POLICY FORUMS

6.3.1. Land Policy Forum held on 7 August 2015

The intent of this public forum was to create a dialogue between the research done on land at the

Makerere Institute of Social Research between 2012 and 2014 and the social constituencies interested in land issues. This is meant to create a convergence between academics, civil society organizations and state institutions to rethink the trajectory of land and agricultural policies in Uganda and generate debates on the ways in which the social, political, economic, ecological and cultural challenges can be addressed through more participatory and inclusive policies.

6.3.2, Beyond Criminal Justice Policy Forum held on 7 August 2015

This forum featured discussions on topical issues around criminal justice. As a result, Policy briefs on these issues are in the process of being published as follows:

1. Akoko Akech, Kenya's constitution and institutional reforms after political violence 1991 – 2010.

2. Esibo S. Omaada, What is Kenya becoming? Dealing with mass violence in the rift valley.

3. Laury Ocen, Justice and Peace after War: Conceptual difficulties in the discourses of transition and reform in post-war societies.

4. Haydee Bangerezako, Politics of indigeneity: Land restitution in Burundi.

5. Mahmood Mamdani, Beyond Nuremberg: The Historical Significance of the Post-Apartheid Transition in South Africa.

6.3.3. Higher Education Policy Forum held on 28 September 2015

This forum attracted participants from research institutions, development agencies and Embassies in Kampala. Also in attendance were representatives from the National Planning Authority, Civil Society, Swedish Embassy staff, the National Council of Higher Education, Vice Chancellors and Deputy Vice Chancellors from fellow universities like Uganda Christian University, Ndejje University and Busitema University, Academics from Makerere University and the general wider public.

Prof. Mukadasi Buyinza – Director of Research Graduate Training at Makerere presents his paper

The Higher Education policy was designed to contribute to the transformation of higher education, particularly graduate education at Makerere University, in Uganda and more broadly. Its extensive objectives include increasing representation of underrepresented groups in higher education, particularly, women and students from historically marginalized parts of Uganda; and working towards transforming the curricula content of the program with a view of understanding the world from an African perspective.

6.4. SOME REGIONAL AND INTERNATIONAL ENGAGEMENTS

1. Prof. Mahmood Mamdani delivered a keynote address at Harvard Law School: "Responding to Political Violence in Africa: Criminal Justice or Political Justice" on 8 May 2015.

2. Esiibo Omaada, (3rd year MISR student) participated in the African Union Continental Early Warning System (CEWS) on Peace and Security meeting in Addis Ababa held on 30-31 March, 2015.

3. Prof. A.B.K. Kasozi on behalf of MISR presented a paper titled "North and South cooperation by academics and academic institutions: The case of Uganda", at the University of Bergen in Norway.

4. Prof. Mahmood Mamdani represented MISR at CODESRIA's 14th General Assembly in Dakar, Senegal from June 8 to 12, 2015. He also chaired a plenary on Africa in the New Century and participated in a panel on Transitional Justice.

7 Research projects under Implementation

7. RESEARCH PROJECTS UNDER IMPLEMENTATION

MISR continued to implement its research projects as follows:

7.1 GROUP PROJECTS

1. Beyond Criminal Justice – (IDRC /TTI Grant)

2. Land Access, Conflict & Governance (Ford Foundation Grant)

3. Building and Reflecting on Interdisciplinary PhD-Studies for Higher Education Transformation (NORHED)

7.2. INDIVIDUAL PROJECTS

1. Human Sexualities

2. The Political Economy of Oil

3. Popular Culture

8 MISR'S Administrative Staff

Lydia Khaweka,
Administrator
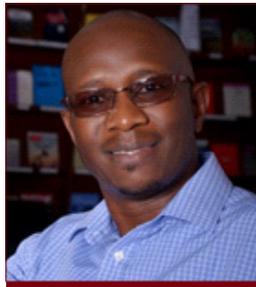
Simon Peter Musoke,
PhD Administrator

Lillian Nabitosi,
Accountant

George Owor,
Property Manager

Irene Mbawaki,
Librarian

Suzan Penelop Kemanzi ,
Library Assistant

Safina Nangobi,
Library Assistant

Halimah Nabuuma,
Library Assistant

Julius Kiggundu,
Library Assistant

Kenneth Yawe,
Stores Manager

Kabiri Fred,
Accountant

Emily Miti,
Personal Assistant

Olivia Nganda,
Secretary

Kathleen Nakiganda,
Front Desk Officer

Charles Musana,
Groundsman

Damiano Oundo,
Groundsman

Joseph Kambugu,
Photocopier Machine Operator

Robert Osega,
Security Officer
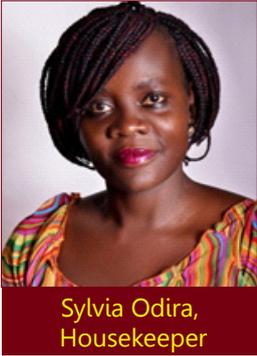
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Housekeeper

Faith Nandawula,
Housekeeper
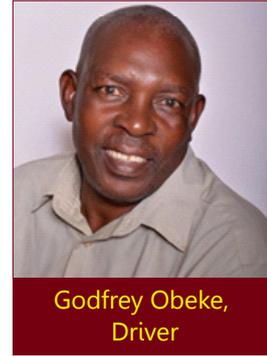
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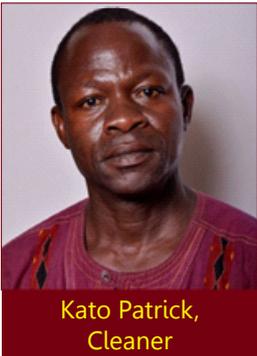
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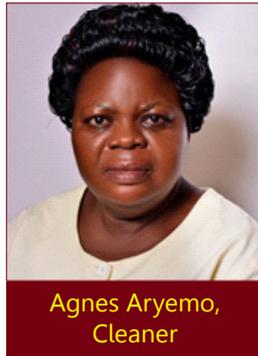
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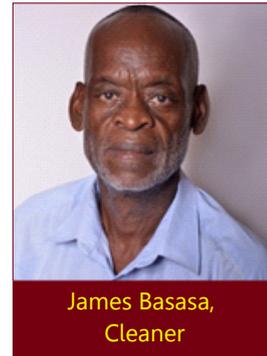
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Cleaner

Jane Twinobusingye,
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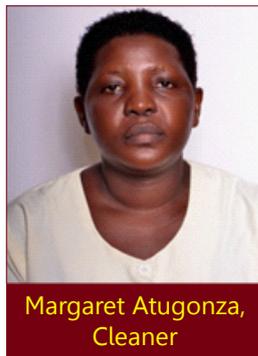
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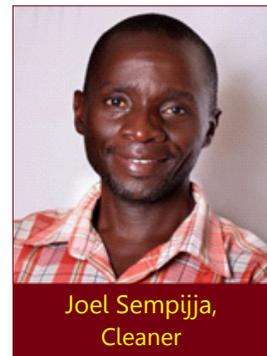
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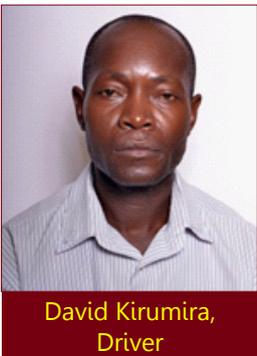
David Kirumira,
Driver

Semwogerere Mukiibi,
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Annet Nababi,
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