Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF AFRICAN STUDIES

UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)

SYLLABUS OF COURSES TO BE OFFERED
Elective Course

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Undergraduate Programme Secretariat
Elective Papers on African Studies under Choice based Credit system for Undergraduate students

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<th>Theory</th>
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<td>Discovery of Africa: Contested Terrains</td>
<td>75</td>
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<td>AS-CBCS-702</td>
<td>Understanding Africa</td>
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<td>AS-CBCS-703</td>
<td>Introducing African Civilization And Culture</td>
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Background

The primary objective of the courses is to expose Africa to the undergraduate students of the University. Best effort has been put to make the course simple, factual and interesting. Imparting this knowledge to the students would enhance their understanding of the International issues and of Africa in particular. It would ultimately broaden their understanding of the human world. This would change their view of life and outlook on humanity which is the need of the present age.

It is believed that after completion of the course, students would be able to say that they know Africa and will be able to interact while discussing issues pertaining to Africa. Besides, it would also motivate them to look for the different opportunities of life in the continent like Africa.

Availability of Resource Persons

Different colleges such as Miranda House, Ramjas College, I P College, Desh Bandhu College and others had experiences of teaching African papers as an optional subject in the earlier three years Honours program. The Department has produced 372 M.Phil Scholars and 90 Ph.D. scholars in the social sciences subjects such as History, Political Science, Economics, Sociology, Commerce and Geography so far and most of them are teaching in various colleges of Delhi University and are enable to teach the proposed course. Hence, there will be no problem in regard to resource persons to teach the paper.
Objectives: Contemporary Africa is an offshoot of distilled historical forces of Western radicalism and African activism. Africa has neither a substantive nor a genuine cultural commonality instead of a given construction, as echoed in the writings of different scholars. The notion of Africa evolves out of several historical distortions. Concerning the historians, we must distinguish among them to the effect that many have composed works on both Egypt and Ethiopia, of whom some have given credence to false reports and others have invented many tales out of their own minds for the delectation of their readers, and so may justly be disturbed. However, teachers must understand the beginning of human life and has firmly established Africa as the birthplace not only of humankind but also of modern humans of 60,000 years ago to populate the rest of the world. This course deals with the historical facts in a scientific and systematic way, raises the Western debate on White Supremacy, role of different eminent scholars from different units of history and target the young scholars and raises the curiosity among them to work more in this area.

1. Debates on Human Evolution

2. Spread of Christianity and Islam in North & North-East Africa (1st Century CE to 1550)

3. Rise of Aksum, Kingdom of Ancient Ghana, Mali Empire and Ottoman Rule

4. Slavery in Africa: From Trans-Saharan to Atlantic Trade

5. Scramble, Colonial Conquest and African Resistance
6. **Post Colonial Displacements**


**Project Work:** The various representative movies made on various themes of history will be introduced to the students.
Objective: This course will help students to understand the historical processes, which have shaped Africa’s current position in the world. It follows the development question across time, seeing how first colonial regimes and then African governments sought to transform African societies in their own ways. African governments have not been able to devise any strategy of their own for solving (solution of their own for) the multitudes of their problems. Special attention will be paid to ultimate solution to Africa’s deep-seated but not insurmountable problems lies in the development of the continent’s natural and human resources by its own people. African leaders must wake up and work for regional integration, good governance and economic integration of Africa. The leaders should realize that only an African initiative with genuine commitment and ready to police themselves can ensure stability, good governance, accountability and authentic development. Gandhian non-violence solution to the conflict resolutions in Africa (Ghana, Kenya, Morocco, Rwanda, South Africa and Uganda) will strengthen creative thinking among students to understand the society.

1. Pan-Africanism and its Resurgence

3. Post Independence and Forty Years of Development Illusion

4. Emergence of Multi Party System and Decentralization

5. **Designing Democracy and Good Governance**

6. **Africa towards Multiethnic State**

7. **African Union: Issues and Challenges**
Objective: This course is an introduction to the basic elements of African societies. It provides students with an interdisciplinary understanding of African people, their civilizations, and diverse cultures from the earliest time to the present. It will focus on the ancient civilization of Nile Valley to near modern civilization of Africa, South of the Sahara. The course also deals with socio-political organization of African societies, their kinships system, rites of passage, gender relations, emerging social cultural identities and inequalities.

Besides, this course addresses structural responses and strategies developed by African communities upon their insertion into the global political and economic world. Themes to be investigated include political, social and religious structures; global economic interaction; and women in society. The courses will be discussing under the following sub topics:

1. Changing Trend of Marriage, Family and Society
   Yaw Oheneba-Sakyi, y. and Baffour K. Takyi, 2010, *African Families at the turn of the twenty first century*. Green wood publishing group,

2. Tribe, Ethnicity, Class and Social Conflict.

3. Gender and Social Inequalities.

4. Race, Culture, Economy, and Land Issues
   West. W. Henry, *The transformation of Land Tenure in Buganda Since 1896*. Afrika Studiescentrum,

1991, Introduction to African Religion,

Chinua Achebe, 2010, Things Fall Apart, Shmoop University, Inc.
Abebe Zegeye and Maurice Vambe, 2011, Close to the Sources: Essays on Contemporary African Culture, Politics and Academy, Unisa Press, University of South Africa,

Project: Students can take up the project of meeting African students of Delhi University and have interaction in the form of performing African dance and cultural program and write their experience and report on it.

Additional Readings: