

Master of Arts in African Studies

Syllabus
and
PG Curricular Framework based on NEP 2020
(Effective from Academic Year 2025-26)



Revised Syllabus as approved by Academic Council on XXXXXXXX, 2025 and Executive Council on XXXXXXXX, 2025

Department of African Studies
Faculty of Social Sciences
University of Delhi, Delhi, India- 110007

Master of Arts in African Studies

Programme Objectives

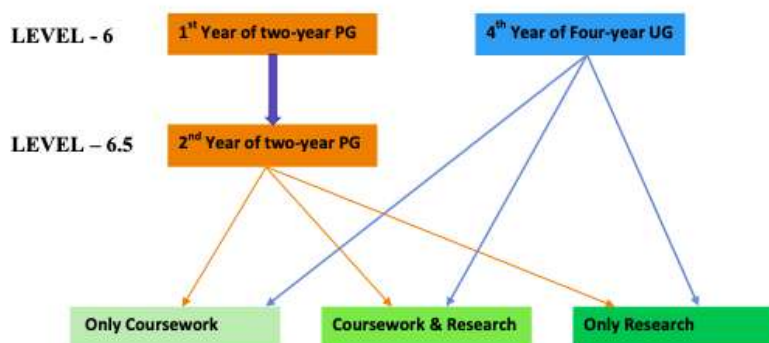
- To create area studies experts in the field of African Affairs
- To obtain a holistic perspective of the area through multidisciplinary social science training
- To promote studies of ideas and experiences of African geography, historicity, polity, economy and society.
- To generate expertise in Diplomacy, Trade and Tourism domains of Africa.

Programme Structure

According to NEP 2020, MA (African Studies) is offered in two formats: a one-year programme (two semesters) and a two-year programme (four semesters). Currently department of African Studies is offering *Only Coursework* and *Coursework & Research* MA programmes. The two-year MA consists of four semesters (total 88 credits), with each semester carrying 22 credits. Students are required to complete six courses in each semester— five papers of four credits each and one skill-based course of two credits. The one-year MA consists of two semesters (total 44 credits), with each semester carrying 22 credits.

The first two semesters (Year 1) include core and elective papers that lay the foundation in African and international studies. In the second year (Semester III and IV), students may opt for either a coursework-only structure or a coursework-plus-research structure. In the coursework-only structure, students take six papers per semester, similar to the first year. In the coursework-plus-research structure, students complete four taught courses and a compulsory project/field research component carrying six credits in each semester. The one-year MA, offered after completion of a four-year undergraduate degree, follows the same second-year curriculum as the two-year MA and also allows students to choose between coursework-only or coursework-plus-research options.

Postgraduate Curricular Framework 2024 (based on NEP 2020)



Programme of Study and the corresponding qualification levels

- Third Year UG Programme – Level 5.5
- Fourth Year UG Programme – Level 6
- First year of Two Year PG Programme – Level 6
- Second Year of Two Year PG Programme – Level 6.5
- One year of PG Programme after 4 Year UG – Level 6.5

Programme Outcome

- To generate scholars and teachers on African Studies
- To encourage enlightened interest in building academic linkages between India and Africa
- To create experts on Africa for research projects in think tanks, NGOs, government agencies, international organizations, media houses, etc.

Programme Structure:

1st Year of PG Curricular Structure for 2-Year PG Programme (Level 6)

and

PG 2nd Year

Curricular Structure of the 2nd Year of PG for Two-Year PG Programme (3+2) (Level 6.5)

Or

One Year PG Programme after Completion of Four-Year UG Programme (4+1) (Level 6.5)

Credits:

Total credits of the course = Semester I + II + III + IV = 22+22+22+22 = 88 credits

Semester Wise Details of M.A. in African Studies Course

First Semester Course Details

Semester I		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 01	Introduction to African Geography	4
AS-DSC 02	Overview of African History	4
AS-DSC 03	State and Society in Africa	4
AS-DSE 01	Political Economy of Africa	4
AS-DSE 02/ AS-GE 01	Introduction to African Studies	4
AS-SBC 01	Travel and Tourism in Africa	2
Total Credits in the first semester		22

Second Semester Course Details

Semester 2		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 04	Theories and Approaches to International Relations	4
AS-DSC 05	Thinkers in International Relations	4
AS-DSC 06	Foreign Policy, Diplomacy and Development	4
AS-DSE 03	Comparative Government and Politics	4
AS-DSE 04/ AS-GE 02	Decoloniality and Africa	4
AS-SBC 02	Food Nutrition and Technology in Africa	2
Total Credits in the second semester		22

PG 2nd Year

Curricular Structure of the 2nd Year of PG for Two-Year PG Programme (3+2)

Or

One Year PG Programme after Completion of Four-Year UG Programme (4+1)

Structure 1 (Level 6.5): PG Curricular Structure with only Coursework

Third Semester Course Details

Semester 3		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 07	Diaspora and International Relations	4
AS-DSC 08	Research Methods in Social Sciences and Area Studies	4
AS-DSE 05	Swahili Language	4
AS-DSE 06	Africa and Global Affairs	4
AS-DSE 07/ AS-GE 03	Social and Political Thoughts in Africa	4
AS-SBC 03	African Handicrafts and Textiles	2
Total Credits in the third semester		22

Fourth Semester Course Details

Semester 4		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 09	Study of African Heritage	4
AS-DSC 10	Study of African Development	4
AS-DSE 08	India Africa Relations	4

AS-DSE 09	African Resource Diplomacy	4
AS-DSE 10/ AS-GE 04	Africa Through Cinema and Literature	4
AS-SBC 04	Business Consultancy in Africa	2
Total Credits in the fourth semester		22

Or

Structure 2, (Level 6.5): PG Curricular Structure with Coursework + Research

Third Semester Course Details

Semester 3		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 07	Diaspora and International Relations	4
AS-DSC 08	Research Methods in Social Sciences and Area Studies	4
AS-DSE 05	Swahili Language	4
AS-DSE 06	Africa and Global Affairs	4
	Project/ Field Research (Compulsory)	6
Total Credits in third semester		22

Fourth Semester Course Details

Semester 4		
<i>Courses</i>	<i>Paper (Theory)</i>	<i>Credits</i>
AS-DSC 09	Study of African Heritage	4
AS-DSC 10	Study of African Development	4
AS-DSE 08	India Africa Relations	4

AS-DSE 09	African Resource Diplomacy	4
	Project/ Field Research (Compulsory)	6
Total Credits in fourth semester		22

Courses offered in M.A. by Department of African Studies, University of Delhi, India.

List of DSC Courses (4 credits each)

- AS-DSC 01 Introduction to African Geography
- AS-DSC 02 Overview of African History
- AS-DSC 03 State and Society in Africa
- AS-DSC 04 Theories and Approaches to International Relations
- AS-DSC 05 Thinkers in International Relations
- AS-DSC 06 Foreign Policy, Diplomacy and Development
- AS-DSC 07 Diaspora and International Relations
- AS-DSC 08 Research Methods in Social Sciences and Area Studies
- AS-DSC 09 Study of African Heritage
- AS-DSC 10 Study of African Development

List of DSE Courses (4 credits each)

- AS-DSE 01 Political Economy of Africa
- AS-DSE 02 Introduction to African Studies
- AS-DSE 03 Comparative Government and Politics
- AS-DSE 04 Decoloniality and Africa
- AS-DSE 05 Swahili Language
- AS-DSE 06 Africa in Global Affairs
- AS-DSE 07 Social and Political Thoughts in Africa
- AS-DSE 08 India-Africa Relations
- AS-DSE 09 African Resource Diplomacy
- AS-DSE 10 Africa through Cinema and Literature

List of GE Courses(4 credits each)

AS-GE 01 Introduction to African Studies

AS-GE 02 Decoloniality and Africa

AS-GE 03 Social and Political Thoughts in Africa

AS-GE 04 Africa through Cinema and Literature

List of SBC (Skill Based courses)(2 credits each)

AS-SBC 01 Travel and Tourism in Africa

AS-SBC 02 Food Nutrition and Technology in Africa

AS-SBC 03 African Handicrafts and Textiles

AS-SBC 04 Business Consultancy in Africa

Teaching:

The faculty of the Department shall be primarily responsible for organizing lecture work for the M.A. African Studies programme. The instructions related to tutorials shall be provided by the Department. There shall be 90 instructional days, excluding examination in a semester.

Eligibility for Admission:

Refer to the Bulletin of Information as published by the University of Delhi.

Reservations/ Concessions:

The reservation policy related to admissions will be followed as per the applicable law. Refer to the Bulletin of Information as published by the University of Delhi.

Reservation of Seats for Schedule Caste (SC)/Tribe (ST) Applicants

22½ % of the total numbers of seats is reserved for applicants belonging to Scheduled Caste and Scheduled Tribes (15% for Scheduled Caste and 7½% for Scheduled Tribes, interchangeable, if necessary). For detailed information candidates may refer to the Bulletin of Information of the University.

Reservation of Seats for Other Backward Classes (Non-Creamy layer, Central List)

27% seats will be reserved for the applicants belonging to Other Backward Classes (OBC) (non-creamy layer, central list). For detailed information candidates may refer to the Bulletin of Information of the University.

Reservation of Seats for Economically Weaker Section (EWS)

The department has increased the intake of the students as per the rules of the University and required changes in all other categories of reservation has been made accordingly. For detailed information candidates may refer to the Bulletin of Information of the University.

Supernumerary seats**Reservation of Seats for Persons with Disabilities (PwD)**

As per the provisions of Rights of Persons with Disabilities Act, 2017, not less than five percent (5%) seats are reserved for Persons with Benchmark Disabilities, where "Person with benchmark disability" means a person with not less than forty percent (40%) of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, ascertified by the certifying authority. It may be noted that the erstwhile Persons with Disability Act, 1995, under which reservation for Persons with Disabilities in admissions was provided earlier has now been repealed. The PwD applicants shall be given a relaxation in the

minimum eligibility in the qualifying examination and in the minimum eligibility (if any) in the admission entrance test to the extent of 5%. For detailed information candidates may refer to the Bulletin of Information of the University.

Sports Quota:

The admission to the Sports Quota (Supernumerary) will be only based on Entrance Examination and shall be finalized by the concerned Department i.e. Marks obtained in Merit/ Participation Sports Certificate and Sports Trials be added to the Marks obtained in Entrance Examination of the concerned Department. The Department shall then prepare a Merit List for admission based on Sports and make admissions accordingly. The intake of candidates seeking admission under sports quota would be five percent of the total intake. Candidates seeking admission under this category are advised to follow the procedure/ guidelines/ rules laid down in the bulletin of information of the University.

Registration /Admission of Foreign Nationals:

The foreign nationals seeking admission in the Department shall have to get themselves registered with the Foreign Students Registry (FSR) in compliance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The intake of foreign nationals would be three percent of the total intake. The website link is: <http://fsr.du.ac.in>

Table of Courses

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Thinkers in International Relations	29
Foreign Policy, Diplomacy and Development.....	33
Diaspora and International Relations.....	36
Research Methods in Social Sciences and Area Studies.....	41
Study of African Heritage.....	45
Study of African Development	47
Political Economy of Africa	49
Introduction to African Studies.....	51
Comparative Government and Politics.....	55
Decoloniality and Africa.....	58
Swahili Language	62
Africa in Global Affairs	65
Social and Political Thoughts in Africa	68
India-Africa Relations	70
African Resource Diplomacy	74
Africa through Cinema and Literature.....	79
<i>Skill Based Course</i>	84
Travel and Tourism in Africa.....	84
Food Nutrition and Technology in Africa.....	88
African Handicrafts and Textiles	91
Business Consultancy in Africa	93

DSC, DSE and GE

Introduction to African Geography

Course Code: AS-DSC 01

Course Credit – 04

Course Objectives

- To identify and acquire understanding of different landforms, climates, natural resources and geographical processes of Africa
- To promote critical thinking related to the socio-economic and political issues of African countries with the focus on development, urbanization, migration, ethnicity and political instability
- To familiarize with the interrelationship and interaction between the physical environment and human activity
- To understand the role of geography in shaping the economic activities of different regions of Africa.
- To explore the impact of regionalism and globalization on African countries.

Learning outcomes

Students will be able to

1. Develop understanding of the physical features and natural environment
2. Develop critical thinking related to the socio-economic and political issues of African countries
3. Evaluate the role of Africa's challenges related to migration, urbanization and climate change
4. Foster Africa's deepening role in global issues at global platforms
5. Develop understanding the relationship between geography and economy
6. Assess the impact of regionalism and globalization on Africa
7. Critically analyze the impact of human activity on environment

Course Structure

1. Physical Geography
 - Basic landforms, vegetation, climate zones
 - Human and environment interaction
 - Food security and agriculture development

2. Economic Geography

African economies and their development

- Pre-colonial times

- Post-Colonial period
- In the 21st century
- Africa's role and relevance in the global economy

3. Demography & Political Geography

- Socio-cultural diversity of Africa
- Socio-economic development and political geography
- Colonialism
- Conflict, migrations and refugee crisis
- Urbanization

4. Regional Geography

- Globalization
- Regional and international organizations
- Geography of health and well-being

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Reading List:

Arnold G and R. 1977. Strategic Highways in Africa. London.

Best A.C.G. & de Bus. H.J. 1977. African Survey. New York. Wiley.

Binns J.A. 1984. The Resources of Rural Africa: A Geographical Perspective. *African Affairs*. Vol.83. No.330: 3340.

Boating E.A. 1979. A Political Geography of Africa. Cambridge University Press. Cambridge.

Christopher A.J. 1984. Colonial Africa. Croom Helm. London.

Christopher A.J. 1985. Continuity and Change in African Capitals. *Geographical Review*. Vol.75:44-57.

- Clarke J.E. ed. 1975. An Advanced Geography of Africa. Hutton.
- Clarke J.J. and Kosinski L. eds. 1982. Redistribution of Population in Africa. Heinemann.
- Curtis Donald. et al. eds. 1988. Preventing-Famine: Politics and Prospects for Africa. Routledge: London.
- Fair T.J.D. 1982. South Africa: Spatial Frameworks for Development. Cape Town.
- Falloux Francois and MurkundiAlekin. eds. Desertification Control and Renewable Resource Management in the Sahelian and Sudanian Zones of West Africa. Washington D.C.
- Furon R 1963. Geology of Africa. Oliver and Boyd. London.
- Griffiths I. 1986. The Scramble for Africa: Inherited Political Boundaries. *Geographical Journal*. 156: 204-21.
- Gritzner. Jeffry. Allman. 1988. The West African Sahel: Human Agency and Environmental Change. Geography Research Paper No.226. University of Chicago. Chicago. ~
- Grove AT. 1986. The States of Africa in the 1980s. *Geographical Journal*. 152: 193-203 . .
- Hart D. 1980. The Volta River Project: A Case Study in Politics and Technology. Edinburgh University Press. Edinburgh.
- Hilling D. 1969. The Evolution of the Major Ports of West Africa. *Geographical Journal*. 135(3): 365-378.
- Hilling D. 1976. Alternative Energy Sources for Africa: Potential and Prospects. *African Affairs*. 75 (300): 359.
- King B.C. 1958. The Geomorphology of Africa. *Science Progress*. 18: 672-181 .
- Mather T.H. 1989. The Planning and Management of African River and Lake Basin Development Conservation. *National Resources Forum*. 13(i): 59-70.

- McShane. T.O. 1990. Wild Lands and Human Needs: Resource Use in African Protected Area. *Landscape and Urban Planning*. 19 (2): 145-58.
- Mountjoy A.B. and Hilling D. 1988. *Africa: Geography and Development*. Hutchinson. London.
- O'Connor A. 1978. *The Geography of Tropical African Development*. Pergamon.
- Ominde S.H. ed. *Studies in East African Geography and Development*. University of California. Los Angeles.
- Perrit Richard. 1989. African River Basin Development'; The Role of Institution and Strategies for the Future National Resources'; *Forum*. 13(3): 204-8.
- Pritchard J.M. 1979. *Landform and Landscape in Africa*. Arnold.
- Prothero R. Mansell. ed. 1972. *People and Land in, Africa South of the Sahara: Readings in Social Geography*. Oxford University Press. London.
- Thompson B. W. 1965. *Climate of Africa*. Oxford University Press. London.
- Wad A. 1984. Science Technology and Industrialisation in Africa. *Third World Quarterly*: 237-50.
- Waterbwy John. 1980. *The Hydropolitics of the Nile*. Syracuse University Press. New York.
- White H.B. and Gleave M.B. 1971. *An Economic Geography of West Africa*. G Bell & Sons Ltd. London.
- Winters C. 1982. Urban Morhpogenesis in Franco-phone Black Africa. *Geographical Review*. 72: 139-54.

Overview of African History

Course Code: AS-DSC 02

Course Credit – 04

Course Description:

The paper aims at introducing students to sources of African history. It is designed to inform them ancient empires, slave trade, colonialism and nationalism in Africa.

Learning Outcomes:

1. Knowing various sources of African history, including oral traditions, and indigenous knowledge systems, to understand African historical narratives.
2. Examine the political, economic, and cultural complexities of African empires and their contributions to global history.
3. Analyze the key events in African related to broader systems of global capitalism, racial ideologies, and African resistance.
4. Evaluate the impact of colonial rule on African societies and the intellectual and political foundations of anti-colonial nationalism and liberation movements.

Course Description

Unit 1: Sources and approaches of African History

Unit 2: African civilisations and Empires

Unit 3: The Slave Trade

Unit 4: Colonialism, African Nationalism, and Decolonisation

Unit 5: Africa after Independence

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Readings:

Alagoa, E. J. (2006). *The practice of history in Africa*. Onyoma research publ..

Arnold, G. (2017). *Africa: A modern history*. Atlantic Books.

Badawi, Z. (2024). *An African History of Africa: Instant Sunday Times Bestseller and Shortlisted for the Nero Book Awards*. United Kingdom: Ebury Publishing.

Baker, R. W. (2009). *Islam without fear: Egypt and the new Islamists*. Harvard University Press.

Bankie, B. F., & Mchombu, K. J. (2008). *Pan-Africanism/African nationalism: Strengthening the Unity of Africa and Its Diaspora*. Red Sea Press(NJ).

Bennett, G. (1962). *The concept of empire: Burke to Attlee, 1774-1947*.

Birmingham, D. (2008). *The decolonization of Africa*. Routledge.

Blyden, E. W. (1887). *Christianity, Islam and the Negro race*. WB Whittingham.

Booth, N. S. (1977). *African religions: A symposium*.

Boxer, C. R. (1969). *The Portuguese Seaborne Empire: 1415 – 1825*. Hutchinson & Co.

Brunschwig, H. (1966). *French colonialism: 1871-1914: myths and realities*. Praeger.

Buell, R. L. (1928). *The native problem in Africa (Vol. 2)*. Macmillan.

Bums, A.C. (1979). *In Defence of Colonies: British Colonial Territories in International Affairs*. London.

Cartey, W. & Kilson, M. eds. (1970). *The African Reader: Colonial Africa*. Vintage Books.

Chinweizu. (1975). *The West and the Rest of Us: White predators, Black slavers, and the African elite*. Vintage.

Clark, J. D. (1959). *The prehistory of southern Africa*. Harmondsworth.

Coleman, J. S., & Rosberg, C. G. (Eds.). (1966). *Political parties and national integration in tropical Africa*. Univ of California Press.

Cooper, F. (2019). *Africa since 1940: the past of the present*. Cambridge University Press.

Curtin, P. D., Feierman, S., Thompson, L., & Vansina, J. (1978). *African history*. London: Longman.

Daget, S. (1989). *The abolition of the slave trade*. In J. F. A. Ajayi (Ed.), *General History of Africa: Africa in the Nineteenth Century Until the 1880s (Vol. 7)*. United Nations Educational, Scientific and Cultural Organization.

Davidson, B. (1978). *Africa in modern history: the search for a new society*. Penguin.

- Davidson, B. (1991). *African Civilization Revisited: From Antiquity to Modern Times*. Africa World Press.
- Davidson, B. (1993). *The black man's burden: Africa and the curse of the nation-state*. Times Press.
- Davidson, B. (1995). *Africa in history*. Simon and Schuster.
- Davidson, B. (2014). *Modern Africa: A social and political history*. Routledge.
- De Kiewiet, C. W. (1975). *A history of South Africa: social & economic*.
- Debenham, F. (1960). *Discovery and Exploration: An Atlas-history of Man's Wanderings*. Doubleday.
- Dharampal. (1986). *British Colonial Policy of Indirect Rule in Africa*.
- Diop, C. A., & Cook, M. (2012). *The African origin of civilization: Myth or reality*. Chicago Review Press.
- Duignan, P. (1969). *Colonialism in Africa, 1870-1960*. L. H. Gann, & V. Turner (Eds.). Cambridge University Press.
- Duignan, P., & Gann, L. H. (2013). *Burden of empire: An appraisal of western colonialism in Africa south of the Sahara*. Hoover Press.
- Easton, S. C. (1965). *The Rise and Fall of Western Colonialism*. Praeger.
- Fage, J. D., & Verity, M. (1978). *An atlas of African history*. Arnold.
- Falola, T., & Jennings, C. (Eds.). (2003). *Sources and methods in African history: Spoken, written, unearthed*. University Rochester Press.
- Fieldhouse, D. K. (1981). *Colonialism, 1870-1945: an introduction*. Weidenfeld and Nicolson.
- Fortes, M., & Evans-Pritchard, E. E. (2015). *African political systems*. Routledge.
- Frankel, S. H. (1938). *Capital investment in Africa: its course and effects*. Cambridge University Press.
- Furnivall, J. S. (2014). *Colonial policy and practice*. Cambridge University Press.
- Grinker, R. R., Lubkemann, S. C., & Steiner, C. B. (2010). *Perspectives on Africa: A Reader in Culture, History and Representation*. John Wiley & Sons.

- Gupta, A. (1975). *Government and politics in Africa: a comparative survey of political processes and institutions*. Vikas Publication.
- Hertslet, E. (2013). *The map of Africa by treaty*. Routledge.
- Hinsley, F. H. (Ed.). (1962). *The New Cambridge Modern History*. Cambridge University Press.
- Jackson, J. G. (2015). *Introduction to African civilizations*. Ravenio Books.
- July, R. W. (1975). *Precolonial Africa: an economic and social history*. Scribner.
- Kastfelt, N. (2005). *Religion and African civil wars*. Hurst.
- Keltie, J. S. (1893). *The partition of Africa*. Edward Stanford.
- Lee, A. A., & Alpers, E. A. (2017). *Changing Horizons of African History*. Africa World Press.
- Legum, C. (1999). *Africa since independence*. Indiana University Press.
- Lowe, K., Davis, N. Z., Vinson, B. I., & Spicer, J. (2012). *Revealing the African presence in Renaissance Europe (J. Spicer, Ed.)*. The Walters Art Museum. <https://thewalters.org/wp-content/uploads/revealing-the-african-presence-in-renaissance-europe.pdf>
- Malick, H., & Hunter, S. T. (2005). *Modernization, democracy, and Islam*. Westport Praeger Publishers.
- Manning, P. (1982). *Slavery, Colonialism and economic growth in Dahomey, 1640-1960*. Cambridge University Press.
- Mazrui, A. A., & Wondji, C. (Eds.). (1999). *Africa since 1935* (Vol. 8). Univ of California Press.
- Mboya, T. (1986). *Freedom and after*. East African Publishers.
- Meredith, M. (2011). *The fate of Africa: A history of the continent since independence*. Hachette UK.
- Meredith, M. (2011). *The State of Africa: A history of the continent since independence*. Simon and Schuster.
- Miller, J. C. (1999). History and Africa/Africa and history. *The American Historical Review*, 104(1), 1-32.
- Mwakikagile, G. (2006). *Africa After Independence: Realities of Nationhood with Photos*. New Africa Press.

- Neale, C. (1985). *Writing' independent' history: African historiography, 1960-1980*.
- Nugent, P. (2012). *Africa since independence*. Bloomsbury Publishing.
- Obadina, T. (2014). *The making of modern Africa*. Simon and Schuster.
- Ogot, B. A. (1993). AFRICAN HISTORIOGRAPHY: From colonial historiography to UNESCO's general history of Africa. *Groniek*, (122).
- Ogutu, M. A., & Kenyanchui, S. S. (1997). *An introduction to African history*.
- Oliver, R. A., Gray, R., Clark, J. D., Flint, J. E., Fage, J. D., Crowder, M., ... & Roberts, A. D. (1975). *The Cambridge History of Africa (All 7 Volumes)*. Cambridge University Press.
- Parker, J., & Rathbone, R. (2007). *African history: A very short introduction* (Vol. 160). Oxford University Press.
- Patterson, O. (1982). *Slavery and social death: A comparative study*. <https://archive.org/details/slaverysocialdea0000patt/page/n7/mode/2up>
- Philips, J. E. (Ed.). (2005). *Writing African History*. Boydell & Brewer.
- Shillington, K. (2018). *History of Africa*. Bloomsbury Publishing.
- Spear, T. T. (2019). *The Oxford encyclopedia of African historiography: methods and sources*. OUP.
- Tough, A. G. (2009). Archives in sub-Saharan Africa half a century after independence. *Archival Science*, 9, 187-201.
- Unesco. International Scientific Committee for the Drafting of a General History of Africa. (1981). *General History of Africa (All 7 Volumes)*. Heinemann.
- Wallerstein, I. M. (2005). *Africa: The politics of independence and unity*. U of Nebraska Press.
- White, L., Miescher, S., & Cohen, D. W. (2001). *African Words, African Voices: critical practices in oral history*. Indiana University Press.
- Williams, C. (1987). *The destruction of Black civilization: Great issues of a race from 4500 BC to 2000 AD*. Third World Press.
- Williams, E. (1994). *Capitalism and Slavery*. 1944. Chapel Hill: U of North Carolina P.
- Young, C. (2012). *The postcolonial state in Africa: Fifty years of independence, 1960–2010*. University of Wisconsin Pres.

*For additional readings of African history, kindly refer AS-DSC 07, and AS-DSE 08 papers.

State and Society in Africa

Course Code: AS-DSC 03

Course Credit- 04

Course Description:

The paper aims at introducing students to traditional social structures in Africa. It is designed to develop a comprehensive understanding of social stratification, ascriptive identities of Africa. The paper will further look at tradition-modernity interface in Africa.

Learning Outcomes:

By the end of this course, students will be able to:

1. Analyze the traditional structures and institutions of African Societies.
2. Explain the emergence and evolution of Social Classes and elite groups in Africa
3. Assess the processes and impacts of restructuring social relationships within African contexts
4. Evaluate the effects of globalization on African Tribes and social identities

Course Description:

Unit 1: Traditional Structures of African Societies

Unit 2: Emergence Social Class & Elite Groups

Unit 3: Restructuring of Social Relationship

Unit 4: African Tribes- Impact of Globalization

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Essential/recommended readings:

Banton M. 1957. *West African City. A Study of Tribal Life in Freetown*. OUP, London.

Bascom W.R. Herskovits M.S. 1959. *Continuity and Change in African Cultures*. University of Chicago Press.

- Blanner R. 1969. *Alienation and Freedom*. Chicago University Press. Chicago.
- Cohen A. *Customs and Politics in Urban Africa*. London.
- Edmind Hugu. 1974. *Christianity and Ibo Culture*. E.J. Brill. Leiden.
- Elias T.O. 1959. *Nature of African Customary Law*. Manchester University Press. Manchester.
- Fortes D. 1955. *African World*. OUP. London.
- Fortes D. and Evans-Pritchard. 1950. *E.C. African Political System*. OUP. London.
- Gluckman M. *Judicial Process among Barotse of Nyasaland*.
- Gordon April A. & Donald L., Gordon, Ed. 1972. *Understanding of Africa*. Lynne Rienner Publishers.
- Hunter Gay, 1962. *The New Societies of Tropical Africa*. OUP. London.
- Ismagilova R.N. *Ethnic Problems of Tropical Africa*. Can They be Solved?
- Jutes R.B. ed. 1979. *New Religions of Africa*. Abler Publication. N.J.
- Kerslions T. 1 966. *The New Elite in Asia and Africa*. Prager. New York.
- Kinlock GC. 1972. *Sociological Study of South Africa*. MacMillan. London.
- Kuper L. 1971. *Race Class and Power ideology and revolutionary Change in Plural Society*. Duckworth. London.
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Theories and Approaches to International Relations

Code: AS-DSC 04

Credit- 04

Course Description:

The paper aims at introducing students to various theories of International Relations. It is designed to explain a wide range of approaches being used for understanding the subject. It will discuss variants of Realism and facets of Idealism/Liberalism. The paper will further investigate alternative approaches and Non-Western ideas in International Relations.

Learning Outcomes:

With this course, we expect that students will be able to:

1. Identify and explain the principal theories and approaches in international relations.
2. Critically evaluate the strengths and limitations of major theoretical frameworks in analyzing international events.
3. Apply theoretical concepts to interpret contemporary and historical issues in world politics.

Course Structure:

Unit 1: Realism and its Variants: Classical Realism, Structural Realism. Neoclassical Realism, Subaltern Realism

Unit 2: Idealism/Liberalism: Liberal Internationalism, Neoliberalism, International Society/English School

Unit 3: Alternative Approaches in IR: Marxism, Neo Marxism, Constructivism, Feminism, Critical Theory, Postmodernism, Post Colonialism

Unit 4: Non-Western IR: Non-Alignment, Islamic Theory, Hindu Theory, Chinese IR, African Liberalism, African Socialism

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Readings:

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Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of World Politics", *International Organization*, vol. 46, no. 2, 1992, pp. 391-425.

Amitav Acharya, "Global International Relations (IR) and Regional Worlds," *International Studies Quarterly*, 58, 2014, pp. 647-659.

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Andrew Linklater, "Achievements of Critical Theory," Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism and Beyond* (Cambridge: Cambridge University Press, 1996), pp. 279-298.

Barry Buzan, "From International System to the International Society: Structural Realism and Regime Theory Meet the English School", *International Organisation* 47(3), 1993, pp: 327-352.

Benno Teschke, *The Myth of 1648: Class, Geopolitics and the Making of Modern International Relations*, London: Bath Press, 2003, pp.1-12 and 42-46.

Benoy Kumar Sarkar, "Hindu Theory of International Relations", *The American Political Science Review*, vol. 13, no. 3, August 1919, pp. 400-414.

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David A. Baldwin, "Neoliberalism, Neo-Realism and World Politics", in David A. Baldwin, ed., *Neo-Realism and Neo-liberalism: The Contemporary Debate*, New York: Columbia University Press, 1993, pp. 3-28.

Fareed Zakaria, "Realism and Domestic Politics," *International Security*, 17 (1) Summer 1992, pp. 177-98.

Fred, Halliday, "A Necessary Encounter: Historical Materialism and International Gideon Rose, "Neoclassical Realism and Theories of Foreign Policy," *World Politics*, 51 (1), 1998, pp. 144-72,

Hedley Bull, "The Emergence of a Universal International Society" & "The Revolt Against the West," Hedley Bull and Adam Watson, eds., *The Expansion of International Society*, (Oxford: Clarendon Press, 1989), pp. 117-126 & 217-228.

Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, third edition, (Hampshire: Palgrave, 2002), pp. 3-21.

Ian Hurd, "Constructivism," Christian Reus-Smit and Duncan Snidal, eds., *Oxford Handbook of International Relations*, (Oxford: Oxford University Press, 2008), *International Relations* (London: Macmillan Press, 1996), pp. 145-178.

J. Ann Tickner, "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation," *Millennium: Journal of International Studies*, 17 (3), 1988, pp. 429-440.

J. David Singer, "The Level Of-Analysis Problem in International Relations" *World Politics*, 14 (1), October 1961, pp. 77-92.

Jacqui True, "Feminism", in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, London: Macmillan Press, 1996, pp. 210-251.

John J. Mearsheimer, *The Tragedy of Great Power Politics*, chapters 1 & 2.

Martin Hollis and Steve Smith, "The Growth of a Discipline", in Martin Hollis and Steve Smith, *Explaining and Understanding International Relations*, Oxford: Clarendon Press, 1991, pp. 16-44.

Marvyn Frost, "A Turn Not Taken: Ethics in IR at the Millennium," *Review of International Studies*, 24 (5), 1998, pp. 119-132.

Michael W. Doyle, "Liberalism and World Politics," *The American Political Science Review* 80:4 (December 1986), pp. 1151-69.

Mohammed Ayoob, "Subaltern Realism: International Relations Theory Meets the Third World," Stephanie Neuman, ed., *International Relations Theory and the Third World* (London: Macmillan, 1998), pp. 31-54

Morgenthau, H. J. (1948). *Politics among nations: The struggle for power and peace*. New York: A.A. Knopf.

Rangaraja, L. N. (ed.), *Kautilya: The Arthashastra*, Kolkata: Penguin Books, 1992. *Realist Thought and Neorealist Theory*," *Journal of International Affairs* 44 (1) (Spring-Summer 1990), pp. 21-37.

Richard Ashley, "Untying the Sovereign State: A Double Reading of the Anarchy Problematique," *Millennium - Journal of International Studies*, 17 (2), 1988, pp.227-262.

Richard Devetak, "Critical Theory", Scott Burchill and Andrew Linklater, eds., *Theories of "Postmodernism"*, in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, New York: St Martin Press, 1996, pp. 179-209.

Robert Gilpin, "The Theory of Hegemonic War," *Journal of Interdisciplinary History* 18:4 (Spring 1988), pp. 591-613.

Robert O. Keohane and Joseph S. Nye, *Power and Interdependence*, pp. 3-31; Dale C. Copeland, *Economic Interdependence and War* (Princeton: Princeton University Press, 2015), pp. 17-23.

Robert W Cox, "Social Forces, States and World Orders: Beyond International Relations Theory," *Millennium Journal of International Studies*, 10 (2), June 1981, pp. 126-155.

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Roland Bleiker, "The Aesthetic Turn in International Political Theory," *Millennium: Journal of International Studies*, 30 (3), Dec., 2001, pp. 509-533.

Sankaran Krishna, "Race, Amnesia, and the Education of International Relations," *Alternatives: Global, Local, Political*, 26 (4), 2001, pp. 40-424.

Scott Burchill, "Liberal Internationalism", in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, New York: St Martin Press, 1996, pp. 28-66.

Seth, Sanjay. "Postcolonial Theory and the Critique of International Relations." *Millennium: Journal of International Studies* 40, no.1 (2011): pp 167-183.

Shahrbano Tadjbakhsh, "International Relations Theory and the Islamic Worldview," Amitav Acharya and Barry Buzan, eds., *Non-Western International Relations Theory: Perspectives on and Beyond Asia*, (Abingdon: Routledge, 2010), pp.174-196.

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Stephen M. Walt, 'International Relations: One World Many Theories', *Foreign Policy*, No. 110, Spring, 1998, pp. 29-32 and 34-46.

Ted Hopf, "The Promise of Constructivism in IR Theory", in Andrew Linklater ed., *Critical Concepts in Political Science*, Vol. 4, New York: Routledge 2000, pp. 1756-1783.

Yan Xuetong, "A Comparative Study of Pre-Qin Interstate Political Philosophy." Yan Xuetong

Thinkers in International Relations

Course Code:AS-DSC 05

Course Credit – 04

Course Description:

The paper aims at introducing students to various thinkers of International Relations. It is designed to inform about profound thought leaders whose ideas are relevant for understanding the subject from a globally inclusive point of view. It will discuss select thinkers of the West on International Relations. The paper will further look at representative thinkers of Asia, Africa and Latin America.

Learning Outcomes:

1. Critically analyse the contributions of key Western thinkers to the field of International Relations.
2. Understand how Asian, African, and Latin American thinkers offer alternative perspectives to dominant IR theories.
3. Compare global intellectual traditions in shaping international political thought.
4. Contextualize thinkers' ideas within historical processes like colonialism, nationalism, and global power shifts.

Course Description:

Unit1: Thinkers in the West: Woodrow Wilson, Hans J. Morgenthau, E. H. Carr, Eric Hobsbawm,

Unit 2: Thinkers in Asia: Dadabhai Naoroji, Gandhi, Mao Zedong, Ayatollah Khomeini, Jawahar Lal Nehru

Unit 3: Thinkers in Africa: Kwame Nkrumah, Julius Nyerere, Amilcar Cabral, Frantz Fanon, Thomas Shankara, Leopold Senghor, Nelson Mandela

Unit 4: Thinkers in Latin America: Simon Bolivar, Leopoldo Zea, Paulo Freire, Gabriel Garcia Marquez

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Readings:

Alden, C., & le Pere, G. (2003). Chapter 1: Mandela and the foreign policy of transition. *Adelphi series*, 43(362), 11-26.

- Alpher, J. (1980). The Khomeini International. *Washington Quarterly*, 3(4), 54-74.
- Bischoff, P. H., Aning, K., & Acharya, A. (Eds.). (2015). *Africa in Global International Relations: Emerging approaches to theory and practice*. Routledge.
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- Cabral, A. (2016). *Resistance and decolonization*. Rowman & Littlefield.
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- Fisher, J. J. (2018). *An Intellectual History of Thomas Sankara*(Master's thesis, Ohio University).
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- Grovogui, S. N. (2006). *Beyond Eurocentrism and anarchy: Memories of international order and institutions*. Palgrave Macmillan.
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Lamola, M. J. (2016). Senghor, globalism and Africanity. *Phronimon*, 17(2), 51-67.

Mabana, K. C. (2012). Leopold Sedar Senghor and the civilization of the universal. *Diogenes*, 59(3-4), 4-12.

Mama, A. (2007). Is it ethical to study Africa? Preliminary thoughts on scholarship and freedom. *African Studies Review*, 50(1),

Mandela, N. (1998). Renewal and renaissance: towards a new world order. *Islamic Studies*, 37(1), 125-135.

Mandela, N. (2018). *The prison letters of Nelson Mandela*. Liveright Publishing.

Mao, Z. (1977). *Selected works of Mao Tse-tung (Vol. 5)*. Franklin Book Company.

Márquez, G. G. (2006). *One Hundred Years of Solitude*. Harper Perennial.

Márquez, G. G. (2014). *Living to tell the tale*. Penguin UK.

Mazrui, A. A. (2017). Africa between Gandhi and Nehru: An Afro-Asian Interaction. *African and Asian Studies*, 16(1-2), 14-30.

Mole, S. (2017). Mandela and the Commonwealth. *The Round Table*, 106(6), 611-617.

Morgenthau, H. J. (1973). *Politics among nations*.

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https://www.juliusnyerere.org/about/mwalimu_nyerere_foundation

Naoroji, D. (1993). *Poverty and Un-British Rule in India*. Dadabhai Naoroji, 12, 1.

Nayudu, S. K. (2022). We were once colonized: Nehru, India, and Afro-Asianism at the United Nations. In *How Democracy Survives* (pp. 29-42). Routledge.

Ndlovu-Gatsheni, S. J. (2016). *The decolonial Mandela: Peace, justice and the politics of life*. Berghahn Books.

Nehru, J. (2004). *Glimpses of world history*. Penguin UK.

Nilsen, L. (2006). Communist or Anti-Imperialist? The Personal Politics of Gabriel García Márquez. *Agora*, 15(2006), 10.

Nkrumah, K. (1965). *Neo-colonialism: The last stage of imperialism*. Thomas Nelson & Sons.

Nyerere, J. K. (1968). *Ujamaa: Essays on socialism*. Oxford University Press.

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Pérez de Arcos, M., Jagtiani, S. L., Khaitan, U., & Chirniciuc, A. (2025). Rethinking Thinkers in International Relations: The Case for Global Thinkers of the International. *Global Studies Quarterly*, 5(2), ksaf019.

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Peterson, B. J. (2021). *Thomas Sankara: A revolutionary in cold war Africa*. Indiana University Press.

Rwafa, U. (2017). Theorising Mandela. *Journal of Literary Studies*, 33(4), 90-105.

Sáenz, M. (1999). *The identity of liberation in Latin American thought: Latin American historicism and the phenomenology of Leopoldo Zea*. Lexington Books.

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Serequeberhan, T. (1994). *The hermeneutics of African philosophy: Horizon and discourse*. Routledge.

Sternlight, J. R., Schneider, A., Menkel-Meadow, C., Mnookin, R., Goldstone, R., & Andrews, P. (2015). Making peace with your enemy: Nelson Mandela and his contributions to conflict resolution. *Nev. LJ*, 16, 281.

Tabi, S. A. (2016). Pan-Africanism, Neo-colonialism and Non-alignment: similarities and differences in the political thoughts of Kwame Nkrumah and Thomas Sankara.

Wilson, W. (1918). *President Woodrow Wilson's fourteen points*. The Avalon Project.

Wiredu, K. (1996). *Cultural universals and particulars: An African perspective*. Indiana University Press.

Foreign Policy, Diplomacy and Development

Course Code:AS-DSC 06

Course Credit – 04

Course Objective:

This paper aims at introducing students to interrelationship among foreign policy, diplomacy and development. It is designed to inform about historical and theoretical perspectives of foreign policy. It will analyse major facets of foreign policy. This paper will further look at foreign policy case studies.

Learning Outcome:

After completion, the students will be informed with interrelationship among foreign policy, diplomacy and development. They will become familiar with historical and theoretical perspectives of foreign policy. They will be exposed to major facets and case studies of foreign policy.

Course Description

Unit 1: Understanding Foreign Policy: Historical and Theoretical Perspectives

Unit 2: Foreign Policy Analysis: Actors, Context, Goals

Unit 3: Foreign Policy and Diplomacy: Development Narrative

Unit 4: Foreign Policy Case Studies

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Reading List

Steve Smith, Amelia Hadfield, and Tim Dunne, (2008), (Eds), *Foreign Policy: Theories, Actors, Cases*, New York: OUP

Richard C. Snyder, H. W. Bruck, and Burton Sapin, (1954), *Decision Making as an Approach to the Study of International Politics*, Princeton: Princeton University

James N. Rosenau (1966), “Pre-theories and Theories of Foreign Policy” in Barry R. Farrel, (ed.), *Approaches to Comparative and International Politics*, Evanston: Northwestern University Press 9

James N. Rosenau (1961), (ed.), *International Politics and Foreign Policy: A Reader in Research and Theory*, New York: Free Press

- James N. Rosenau (1980), *The Scientific Study of Foreign Policy*, London and New York: Frances Pinter and Nicholas Publishing 02103
- Harold and Margaret Sprout, (1956) *Man–Milieu Relationship Hypotheses in the Context of International Politics*, Princeton: Center of International Studies
- Kenneth A. Schultz (2001), *Democracy and Coercive Diplomacy*, New Jersey: Cambridge University Press
- G. R. Berridge (2005), *Diplomacy: Theory and Practice*, New York: Palgrave Macmillan
- Alison Holmes, J Simon Rofo (2016), *Global Diplomacy: Theories, Types, and Models*, Boulder, Colorado: Westview Press
- Amitav Acharya, Barry Buzan (2019), *The Making of Global International Relations: Origins and Evolution of IR at its Centenary*, Cambridge: Cambridge University Press
- Robert Hutchings, Jeremi Suri (2019), *Modern Diplomacy in Practice*, Springer Nature Switzerland AG
- Alanna O'Malley (2018), *The Diplomacy of Decolonisation: America, Britain and the United Nations during the Congo crisis 1960-1964*, Manchester: Manchester University Press
- Henry Kissinger (1994), *Diplomacy*, New York: Simon & Schuster
- Maurice A. East and Justin Robertson (Eds), (2003), *Diplomacy and Developing Nations: Post-Cold War Foreign Policy-Making Structures and Processes*, Abingdon: Routledge
- Christopher Clapham (Ed), 1977, *Foreign Policy Making in Developing States: A Comparative Approach*, Farnborough: Saxon House
- Ali A Mazrui (1977), *Africa's International Relations: The Diplomacy of Dependency and Change*, London: Heinemann
- Olajide Aluko (1977) (Ed), *The Foreign Policies of African States*, London: Hodder and Stoughton
- Paul Nwala, (2024), "Foreign Policies and Diplomacy of African States in an Era of Globalization: Challenges and Prospects," *Wukari International Studies Journal*, 8(2), 279–290
- Korwa Gombe Adar and Rok Ajulu (Ed), (2002), *Globalization and Emerging Trends in African States' Foreign Policy-Making Process: A Comparative Perspective of Southern Africa*, London: Routledge
- Jacqueline Anne Braveboy-Wagner (2003), *The Foreign Policies of the Global South: Rethinking Conceptual Frameworks*, Boulder, Colo.: Lynne Rienner
- Suresh Kumar, Federalism and Minorities in Nigeria: A Geopolitical Analysis. Ensemble. Vol. 3. No. 1 (March) . 31 March 2021. West Bengal

Suresh Kumar, "Cultural Diversity in India and Africa: A Strength Not A Problem." *Indian Journal of African Studies*, Vol. XXIII. April & October 2018.

Jacqueline Anne Braveboy-Wagner (2024), *Diplomatic Strategies of Rising Nations in the Global South: The Search for Leadership and Influence*, Palgrave Macmillan

Jacqueline Anne Braveboy-wagner (1919), J Braveboy-Wagner, *The Caribbean in World Affairs: The Foreign Policies of the Englishspeaking States*, New York: Routledge

A. Appadorai (1982), *The Domestic Roots of India's Foreign Policy, 1947-72*, OUP India

Basil Davidson (1961), *Black Mother: Africa: The Years of Trial*, Boston: Little, Brown

Diaspora and International Relations

Course Code: AS-DSC 07

Course Credit – 04

Course Description:

The paper aims at introducing students to the concepts of diaspora. It is designed to understand diaspora through multidisciplinary perspective. It will provide a broader overview and insight into the various issues and aspects of major diaspora of the world. The paper will further look into the diasporic linkages between India and Africa.

Learning Outcomes:

- Develop a critical understanding of diaspora as a dynamic and contested concept across disciplines including history, sociology, and international relations.
- Analyze the strategic role of diasporic communities in shaping state policies, transnational networks, and global power relations.
- Examine major global diasporas to understand patterns of migration, identity formation, political engagement, and economic influence.
- Explore historical and contemporary India-Africa diasporic linkages to assess their impact on diplomacy, cultural exchange, and South-South cooperation.

Course Description:

Unit 1: Conceptualising Diaspora and Migration

Unit 2: Diaspora Engagement: Issues and Challenges

Unit 3: Major Global Diaspora

Unit 4: India-Africa Diasporic Linkages

Unit 5: Global African Diaspora

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Readings:

African Union. (2018). African Union Continental Symposium on the Implementation of the International Decade for People of African Descent. *In African Union Continental Symposium*. https://www.un.org/sites/un2.un.org/files/2020/02/au_symposium_sept_2018.pdf

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- Amjad, R. (1989). *To the Gulf and back. Studies on the economic impact of Asian labour migration*. United Nations Development Programme.
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- Évora, L. (2020). Afrodescendência em Portugal e a construção de um campo de conhecimento. *Mundo Crítico. Revista De Desenvolvimento E Cooperação*, 5, 117–125.
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- Florvil, T. N. (2020). *Mobilizing Black Germany: Afro-German Women and the Making of a Transnational Movement*. University of Illinois Press.
- García Peña, L. (2022). *Translating Blackness: Latinx Colonialities in Global Perspective*. Duke University Press.
- Gopinath, G. (2018). *Unruly visions: The aesthetic practices of queer diaspora*. Duke University Press.
- Jain, P. C. (1990). *Racial discrimination against overseas Indians: A class analysis*. Concept Publication Company.
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- Jain, R. K. (1993). *Indian communities abroad: Themes and literature*. Manohar Publishers.
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- Kapur, D. (2010). *Diaspora, development, and democracy: the domestic impact of international migration from India*. OUP.
- Karmwar, M. (2025). Tracing the Coastal Settlements from the Eighth to Fourteenth Centuries: Africans in India. In: Kadam, U.A. (eds) *Memory, History, and Culture in Medieval South Asia*. Springer, Singapore. https://doi.org/10.1007/978-981-97-9320-4_11
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International Organization for Migration <https://www.iom.int>

Internal Displacement Monitoring Centre (IDMC) <https://www.internal-displacement.org>

Research Methods in Social Sciences and Area Studies

Course Code: AS-DSC 08

Course Credit – 04

Course Objectives:

1. To understand the nature of Social Science Research with a focus on Area/African Studies
2. To acquire knowledge of various approaches of research in Social Sciences/African Studies
3. To understand various methods and techniques of research in Social Sciences/African Studies
4. To develop skill for undertaking ethical research and ethical research practices
5. To be able to use statistics and different software packages like SPSS, STATA, NVivo.

Learning Outcomes:

After the completion of course, the students will be able

1. To understand comprehensively the meaning of research, types of research, various research designs and different tools of research used in Social Sciences/African Studies
2. To identify research problems, develop tools and techniques for data collection and data analysis including statistical techniques.
3. To develop critical thinking to critically evaluate available literature
4. To foster ethical research practices in conducting of research and delivering of research finding
5. To develop sound research temperament and will be able to write dissertation/thesis/research report.

Course Structure:

Unit 1: Nature, Sources and Problems of Social Science & Area Studies Research

Unit 2: Research Approaches & Research Design

Unit 3: Ethics in Research

Unit 4: Data Collection methods, Analysis and presentation

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Reading List:

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- Lazarsfeld and K. Katz. 1965. *Language of Social Research: A Reader in the Methodology of Social Research*. Free Press. New York.
- Levin, Jack, and James Alan Fox (1997), *Elementary Statistics in Social Research*, Boston: Allyn and Bacon.
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Study of African Heritage

Course Code: AS-DSC 09

Course Credit – 04

Course Overview:

The paper aims at introducing students to heritage of Africa. It is designed to inform them about African heritage structures, museums, oral traditions and literary sources in Africa.

Course Objectives:

- To understand African heritage through interdisciplinary approach gaining insights from sociology, social anthropology, anthropology, history and political science.
- To gain knowledge of different sources of African heritage
- To familiarize with the classification of African heritage
- To promote critical thinking related to the importance of museums, their conservation and their role as social institutions
- To critically analyze the role of oral traditions and literary sources in the economic, social and political life of Africans

Learning Outcomes:

Students will be able to

1. Develop understanding of the definition and classification of African heritage from interdisciplinary approach
2. Develop critical thinking related to history, diversity of African cultures and cultural practices of African societies
3. Evaluate the role and importance of museums in Africa and the conservation of museums
4. Foster Africa's deepening role in global issues at global platforms
5. Develop understanding the role of oral traditions and literary sources in the economic, social and political life of Africans
6. Assess the characteristic features of African architecture, construction material and settlement patterns
7. Critically analyze the role of museums as social institutions

Course Structure:

Unit 1: African Heritage: An Overview

Unit 2: Museums as Social Institutions

Unit 3: Heritage Structures and Archaeological Sites

Unit 4: Oral Traditions and Literary Sources

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Reading List:

Sibanda, Misheck.1999. *The African Heritage*. Harare : Zimbabwe Publishing House.

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African Cultural Heritage and World Heritage Convention. Harare.11-13, October 1995.

Henry Chiwaura, Thomas Panganayi Thondhlana and Munyaradzi Mawere (Eds) 2015, *African Museums in the Making: Reflections on the Politics of Material and Public Culture in Zimbabwe*, Bamenda, Cameroon: Langaa Research & Publishing CIG.

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Study of African Development

Course Code: AS-DSC 10

Course Credit – 04

Course Objectives:

This paper aims at introducing students to issues of development in Africa. It is designed to provide an historical insight to African state of development. This paper will also look at development cases in sub-regions of Africa.

Learning Outcome:

After completion, the students will be informed with issues of development in Africa. They will become familiar with an historical insight to African state of development. They will be exposed to development cases in sub-regions of Africa.

Course Description

Unit 1: Colonial Legacy, Underdevelopment, Dependency

Unit 2: Development Planning and Strategies in Post-Independence Period

Unit 3: Regional Institutions and Groupings

Unit 4: Case Studies: Egypt, South Africa, Kenya, Nigeria, DRC

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Reading List

OAU. 1981. *Lagos Plan of Action for Economic Development of Africa*, (1980-2000). Addis Ababa.

World Bank, Berg Report (1981) *Towards Accelerated Development in Sub-Saharan Africa*, Washington, D.C.

K.Y. Amoako (2005), *Transforming Africa: An Agenda for Action*, Addis Ababa: Economic Commission for Africa

African Union Commission 2014, Key Documents of Agenda 2063, Addis Ababa, <https://au.int/en/documents/20141012/key-documents-agenda2063>

Casazza, Alessandra. (2015). *The Sustainable Development Goals and the African Union's Agenda 2063: A Comparative Analysis*, UNDP, New York.

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Claude Ake, “Explanatory Notes on the Political Economy of Africa”, *The Journal of Modern African Studies*, Vol. 14, No. 1 (Mar., 1976), pp. 1-23

Musibau Adetunji Babatunde, “Africa’s Growth and Development Strategies: A Critical Review”, *Africa Development*, 37 (4), 2012, pp. 141 – 178

Samir Amin, “Understanding the Political Economy of Contemporary Africa’, *Africa Development*, 39 (1), 2014, pp. 15-36.

Thandika Mkandawire, “The Spread of Economic Doctrines and Policymaking in Postcolonial Africa”, *African Studies Review*, 57 (1), 2014, pp. 171-198.

Lindsay Whitfield (Ed), *The Politics of Aid: African Strategies for Dealing with Donors*, Oxford: Oxford University Press. 2008

Kobena T. Hanson, Cristina D’Alessandro and Francis Owusu (Eds), *Managing Africa’s Natural Resources: Capacities for Development*, Hampshire and New York: Palgrave Macmillan

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Suresh Kumar & Paramjit, March 2011. Global Warning and Solution through Yoga for Environment Sustainability: 61-84. in Subhash Anand (ed) . *Eco- Development: Global Perspective*. New Delhi: Research India Press.

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Political Economy of Africa

Course Code: AS-DSE 01

Course Credit – 04

Course Objectives:

This paper aims at introducing students to political economy of contemporary Africa. It is designed to inform about development trajectory of Africa. It will look at the macro drivers of the African economy. This paper will further analyse transformation process in Africa under globalisation.

Learning Outcome:

After completion, the students will be able to understand the political economy of contemporary Africa. It will help them analyse the macro drivers of the African economy. They will be able to look at development trajectory of Africa and will be able to comprehend its transformation under globalisation.

Course Description:

Unit 1: Economic Crisis in Africa: Causes and Consequences

Unit 2: Dependency and Underdevelopment

Unit 3: Foreign Aid, Debt Crisis, Food Security, MNCs

Unit 4: Role of IFIs

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Reading List

OAU. 1981. *Lagos Plan of Action for Economic Development of Africa*, (1980-2000). Addis Ababa.

World Bank, Berg Report (1981) *Towards Accelerated Development in Sub-Saharan Africa*, Washington, D.C.

K.Y. Amoako (2005), *Transforming Africa: An Agenda for Action*, Addis Ababa: Economic Commission for Africa

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Vijay Mahajan (2008), *Africa Rising: How 900 Million African Consumers Offer More Than You Think*, New Jersey: Pearson Prentice Hall

Dambisa Moyo (2009), *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*, New York: Farrar, Straus and Giroux

Christopher M. White (2013), *A Global History of the Developing World*, London and New York: Routledge

Introduction to African Studies

Course Code: AS-DSE 02/ AS-GE 01

Course Credit – 04

Course Description:

This course provides students with a critical foundation for understanding Africa as a complex intellectual, cultural, and political space. The course examines the historical development of African Studies, interrogates dominant Eurocentric paradigms, and highlights the emergence of African-centered knowledge systems. It engages with the decolonisation of thought, the role of African philosophies, and the ongoing struggles over voice, authorship, and representation. The course also addresses the Indian engagement with Africa, offering a South-South perspective on solidarity, collaboration, and academic exchange.

Learning Outcomes:

1. To trace the historical evolution of African Studies as an academic discipline.
2. To critically examine dominant and alternative epistemologies, enabling students to understand the limitations of Eurocentric frameworks and value of indigenous knowledge systems, oral traditions, and interdisciplinary approaches.
3. To explore the processes and politics of decolonising knowledge, with a focus on African intellectual resistance, language politics, African philosophy, and postcolonial critiques of universalism.
4. To engage with key debates and emerging directions in contemporary African Studies.
5. To foster an understanding of India–Africa academic and cultural linkages.
6. To cultivate a reflexive and critical scholarly orientation, encouraging students to interrogate the ethics of knowledge production and the role of African Studies in shaping a more inclusive and engaged global academia.

Course Structure:

Unit 1: African Studies as a Discipline

- Historical emergence of African Studies: Area Studies, colonialism, and the Cold War
- Institutionalization in African and Western universities
- From ‘studying Africa’ to ‘studying from Africa’
- African schools of thought: Dakar and Ibadan Schools
- Role of Pan-Africanism and Afrocentrism in shaping the discipline

Unit 2: Methodologies and Epistemologies in African Studies

- Eurocentrism, Orientalism, Afrocentrism, and the idea of Africa
- Indigenous knowledge systems and oral traditions
- Interdisciplinary approaches: history, anthropology, linguistics, geography, sociology, economics, and political science etc.

Unit 3: Decolonisation of Knowledge and Intellectual Resistance

- Epistemic violence and epistemicide
- African philosophy and the critique of universalism
- The politics of translation and interpretation
- African Marxism, nationalism, and postcolonial theory

Unit 4: Key Debates and Contemporary Directions in African Studies

- Voice, representation, and authorship
- The political orientation of African Studies
- Emergence of new subfields: diaspora studies, environmental humanities, Afro-futurism
- Digital archives, open knowledge, and academic imperialism

Unit 5: African Studies in India

- Historical context: Indian engagement with Africa (colonial and postcolonial)
- African Studies in India: DU, JNU, Mumbai etc.
- India–Africa academic collaborations and cultural diplomacy
- Need for decolonised syllabi and Afro-Asian institutions.
- ICWA, ICCR, MEA, etc.

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Reading List:

Abrahamsen, R. (2003). African studies and the postcolonial challenge. *African affairs*, 102(407), 189-210.

Alpers, E. A., & Roberts, A. F. (2002). What is African studies? Some reflections. *African Issues*, 30(2), 11-18.

Aniche, E. (2020). Pan-Africanism and regionalism in Africa: The journey so far. In *Pan Africanism, Regional Integration and Development in Africa* (pp. 17-38). Palgrave Macmillan, Cham.

Appadorai, A. (1987). African Studies in India. *International Studies*, 24(3), 249-257.

Asante, M. K. (2003). *African Studies: History, Politics, Economics, Culture*. Routledge.

- Bankie, B. F., & Mchombu, K. J. (2008). *Pan-Africanism/African nationalism: Strengthening the Unity of Africa and Its Diaspora*. Red Sea Press (NJ).
- Benedict, A. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. (With critical comparative relevance).
- Chinweizu. (1975). *The West and the Rest of Us*. Nok Publishers.
- Comaroff, J., & Comaroff, J. L. (2015). *Theory from the South: Or, how Euro-America is evolving toward Africa*. Routledge.
- Davidson, B. (1993). *The black man's burden: Africa and the curse of the nation-state*. Times Press.
- Diop, C. A., & Cook, M. (2012). *The African origin of civilization: Myth or reality*. Chicago Review Press.
- Falola, T. (2004). *Nationalism and African intellectuals*. University Rochester Press.
- Hountondji, P. J. (1996). *African philosophy: Myth and reality*. Indiana University Press.
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- Kessi, S., Marks, Z., & Ramugondo, E. (2020). Decolonizing African Studies. *Critical African Studies*, 12(3), 271-282.
- Mamdani, M. (2015). Africa and African studies. In *Modern World-System in the Longue Duree* (pp. 147-155). Routledge.
- Mazrui, A. A. (2002). The African renaissance: A triple legacy of skills, values, and gender. *Black Renaissance*, 4(1), 97.
- Mbembe, A. (2001). *On the post colony*. Berkeley CA.
- Mudimbe, V.Y. (1988). *The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge*. Indiana University Press.
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Okafor, V. O. (2014). Africology, Black studies, African American studies, Africana studies, or African world studies? What's so important about a given name?. *The Journal of Pan African Studies*, 6(7), 209-224.

Olukoshi, A. (2006). African scholars and African studies. *Development in practice*, 16(6), 533-544.

Oyebade, B. (1990). African studies and the Afrocentric paradigm: A critique. *Journal of black studies*, 21(2), 233-238.

Oy w m , O. (1997). *The invention of women: Making an African sense of western gender discourses*. U of Minnesota Press.

Prah, K. K. (2008). The language of instruction in Africa. *Language and Power: The Implications of Language for Peace and Development: The Implications of Language for Peace and Development*, 143.

Staniland, M. (1983). Who Needs African Studies?. *African Studies Review*, 26(3-4), 77-97.

wa Thiong'o, N. (2018). *Decolonizing the mind*.

Zezeza, P. T. (1997). *Manufacturing African Studies and Crises*. Codesria.

Zezeza, P. T. (2006). The disciplinary, interdisciplinary and global dimensions of African Studies. *International Journal of African Renaissance Studies*, 1(2), 195-220.

Zezeza, P. T. (2009). African studies and universities since independence. *Transition: An International Review*, 110-135.

Comparative Government and Politics

Course Code: AS-DSE 03

Course Credit – 04

Course Objective:

This paper aims at introducing students to government and politics in a comparative perspective of time and space. It is designed to inform about concepts in comparative political analysis. It will look at state formations, constitution making traditions and types of governments from a globally inclusive point of view. This paper will further analyse political party systems, media and civil society organisations.

Learning Outcome:

After completion, the students will be informed with government and politics in a comparative perspective of time and space. They will become familiar with concepts in comparative political analysis. They will be exposed to major state formations, constitution making traditions and types of governments from a globally inclusive point of view. They will attain a holistic understanding of political party systems, media and civil society organisations.

Course Description

Unit 1: Concepts in Comparative Political Analysis

Unit 2: State Formations, Constitution Making Traditions, and Types of Governments

Unit 3: Political Party Systems

Unit 4: Media and Civil Society Organisations

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Reading List

John McCormick, Rod Hague, Martin Harrop (2019), *Comparative Government and Politics: An Introduction*, London: Red Globe Press

Samuel Ojo Oloruntoba, Toyin Falola (Eds), (2017), *The Palgrave Handbook of African Politics, Governance and Development*

Todd Landman, Edzia Carvalho (2017), *Issues and Methods in Comparative Politics: An Introduction*, Abingdon: Routledge

- Alex Thomson (2004), *An Introduction to African Politics*, New York: Routledge.
- Ali A. Mazrui, "Eclecticism as an Ideological Alternative: An African Perspective," *Alternatives*, 1975, 1 (4), pp: 465-486
- Ali A. Mazrui, "Africa, My Conscience and I", *Transition*, No. 46 (1974), pp: 67-71
- Anirudha Gupta (1975), *Government and Politics of Africa: A Comparative Survey of Political Processes and Institutions*, New Delhi: Vikas. Publishing
- Anirudha Gupta (1988), *Politics in Africa: Personalities, Issues and Ideologies*, Delhi: Vikas Pub
- Dennis Austin (1978), *Politics in Africa*, Hanover, N.H.: University Press of New England
- B. Guy Peters (1998), *Comparative Politics: Theory and Method*, Houndmills, Basingstoke: Palgrave Macmillan
- Gabriel A. Almond & Sidney Verba (1963), *The Civic Culture: Political Attitudes and Democracy in Five Nations*, New Jersey: Princeton University Press
- Andrew Heywood (2007), *Politics*, Basingstoke: Palgrave Macmillan
- Goran Hyden (2005), *African Politics in Comparative Perspective*, Cambridge: Cambridge University Press
- Walter C. Dillip & Stephen J. Rosow (2004), *The Nation-State and Global Order: A Historical Introduction to Contemporary Politics*, Boulder, CO and London: Lynne Rienner
- Robert H. Jackson (1993), *Quasi-States: Sovereignty, International Relations and the Third World*, Cambridge: Cambridge University Press
- Richard S. Katz and William J. Crotty (Eds), (2006), *Handbook of Party Politics*, London and Thousand Oaks, CA: Sage
- Pippa Norris (2000), *A Virtuous Circle: Political Communications in Post-Industrial Societies* Cambridge and New York: Cambridge University Press
- Robert A. Dahl, Ian Shapiro, José Antonio Cheibub (Eds), (2003), *The Democracy Sourcebook*, Cambridge, MA: MIT Press
- Michael Edwards (Ed.) (2011), *The Oxford Handbook of Civil Society*, Oxford: OUP
- Anthony F. Lang, Jr., and Antje Wiener (Eds) (2017), *Handbook on Global Constitutionalism*, Cheltenham: Edward Elgar Publishing
- Dennis Austin (1986), *Africa Repartitioned?*, London : Centre for Security and Conflict Studies,
- Basil Davidson (1992), *The Black Man's Burden: Africa and the Curse of the Nation-State*, New York: Times Books/Random House

Stephen Ellis (1996) (Ed.), *Africa Now: People, Policies, Institutions*, The Hague: DGIS and London: James Currey Ltd.

Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton, N.J.: Princeton University Press, 1996

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Kamlesh Kumar Bajaj (2024), *Discovering India through the Bharatiya Lens: Breaking the Colonial and Marxist Myth*, Delhi: Prakhar Goonj Publications

Angadipuram Appadorai (1968), *The Substance of Politics*, London: Oxford University Press

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Betty Heimann (1937), *Indian and Western Philosophy: A Study in Contrasts*, London: Allen and Unwin

Sandipani Dash and HysaintEiguedo-Okoeeguale (2022), "Ideational Imperatives of Political Development in Africa: Lessons for India and Other Post-Colonial Societies", *International Journal of African Studies*, 2(2), pp. 27-33

Suresh Kumar, "Post 1990s Democratic Winds of Change: Blowing from South to North." *Africa Quarterly*. May 2011.

Decoloniality and Africa

Course Code: AS-DSE 04/ AS-GE 02

Course Credit – 04

Course Description:

This paper explores the decolonial movements in Africa, focusing on the historical, cultural, and intellectual processes of decolonisation. This paper examine how African societies resisted colonial rule and reasserted their agency by engaging with decolonial thoughts. The paper looks into contemporary debates around the lasting impacts of colonialism, the politics of knowledge production, and Africa's ongoing struggles for intellectual and political sovereignty in the postcolonial world.

Learning Outcomes:

1. To introduce students to the key concepts and theoretical foundations of decoloniality in relation to broader global south historical and intellectual contexts.
2. To critically analyse the enduring impacts of colonialism and the ways global south and African societies have resisted, adapted to, and challenged colonial and neo-colonial structures.
3. To explore the role of African intellectuals and movements in decolonising knowledge systems and asserting epistemic sovereignty.
4. To examine colonial legacies in contemporary Africa in education, governance, culture, and global relations.
5. To engage with contemporary decolonial activism and assess its strategies, challenges, and significance in the Global South.

Course Structure:

Unit 1: Theories of Decoloniality and African Thought

- Understanding the key differences between decolonial and postcolonial theory.
- Coloniality of Power and African experience of colonialism and its aftermath.
- African intellectuals' role in reshaping global epistemologies and challenging Western dominance in knowledge systems.

Unit 2: Colonial Legacies in Africa: Historical Contexts and Contemporary Struggles

- Methods and modalities of colonial rule in Africa
- African resistance to colonial rule, such as the Mau Mau Uprising, the Algerian War of Independence, and others.
- Decolonization and Independence

Unit 3: The Politics of Knowledge: Decolonizing African Education and Intellectual Traditions

- Pan-Africanism and Intellectual Solidarity
- Decolonizing Education and reclaiming indigenous knowledge, and languages.
- African Indigenous Knowledge Systems
- Decolonisation of minds

Unit 4: Contemporary Debates on Decoloniality in Africa

- Neo-Colonialism and Globalisation, relationships with former colonial powers and multinational corporations.
- Intersection of decolonial thoughts with contemporary issues
- The Cultural Decolonisation for reclamation of traditional arts, languages, and practices that colonialism sought to erase.

Unit 5: Decolonial Activism and Social Movements in Contemporary Africa

- Decolonial Movements and Resistance such as the #RhodesMustFall movement, struggles against French CFA, and resistance to Western cultural and economic hegemony.
- Youth and Social Media in Decolonial Struggles
- The role of African leadership in shaping global decolonial movements and forging alliances within the Global South.

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Readings:

Quijano, A. (2024). *Aníbal Quijano: Foundational Essays on the Coloniality of Power*. Duke University Press.

Mignolo, W. D. (2013). Introduction: Coloniality of power and de-colonial thinking. *Globalization and the decolonial option*, 1-21.

Quijano, A. (2007). Coloniality and modernity/rationality. *Cultural studies*, 21(2-3), 168-178.

Mignolo, W. D., & Walsh, C. E. (2018). *On decoloniality: Concepts, analytics, praxis*. Duke University Press.

Mignolo, W. D. (2013). Introduction: Coloniality of power and de-colonial thinking. *Globalization and the decolonial option*, 1-21.

Mignolo, W. D. (2009). Epistemic disobedience, independent thought and decolonial freedom. *Theory, culture & society*, 26(7-8), 159-181.

Mignolo, W. D. (2021). *The politics of decolonial investigations*. Duke University Press.

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De Jong, F. (2022). *Decolonizing Heritage: Time to Repair in Senegal* (Vol. 65). Cambridge University Press.

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Afolabi, O. S. (2020). Globalisation, decoloniality and the question of knowledge production in Africa. *Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique*, 18(1), 93-110.

Auriacombe, C., & Cloete, F. (2019). Revisiting decoloniality for more effective research and evaluation. *African Evaluation Journal*, 7(1), 1-10.

Manthalu, C. H., & Waghid, Y. (Eds.). (2019). *Education for decoloniality and decolonisation in Africa* (pp. 25-46). Cham: Springer International Publishing.

Ndlovu-Gatsheni, S. (2018). *Epistemic freedom in Africa: Deprovincialization and decolonization*. Routledge.

Ndlovu-Gatsheni, S. (2018). The dynamics of epistemological decolonisation in the 21st century: Towards epistemic freedom. *The Strategic Review for Southern Africa*, 40(1).

Ndlovu-Gatsheni, S. J. (2022). *Empire, global coloniality and African subjectivity*. Berghahn Books.

Swahili Language

Course Code: AS-DSE 05

Course Credit – 04

Course Overview:

Swahili language is extensively spoken in the East African countries that include Tanzania, Kenya, Uganda, Rwanda, Burundi, Democratic Republic of Congo and South Sudan. The course provides spoken, written and conversational practice of the Swahili language through lectures, videos, power point presentations and practice exercises.

Objectives:

The intensive course is designed to develop ability to:

- Broadly understand Swahili culture
- Understand and speak basic Swahili Language
- Read and write in Swahili Language
- Acquire knowledge of Pronunciation system of Swahili Language

Learning Outcomes:

To be able to

- Initiate a conversation
- Exchange greetings
- Introduce themselves
- Ask questions and answer in Swahili Language
- Increase communication and comprehension skills in Swahili Language

Course Structure:

1. Origin and evolution of Swahili Language
 - i. Basic understanding of the culture and society of East African countries
2. Basic grammar 1:
 - i. Classification of Noun, verbs, primary tenses, adjectives.
 - ii. Verb moods; consecutive and simultaneous tenses
 - iii. Demonstratives
 - iv. Possessive pronouns
 - v. Counting
 - vi. Reckoning of time, days of the week
3. Basic Grammar 2:
 - i. Conditional tenses
 - ii. Interrogatives
 - iii. Compound tenses
 - iv. Relative particles

- v. Verb derivatives
- vi. Conjunctions
- vii. Negative sentences
- 4. Swahili Greetings, Self-introduction, conversation

Mode of instructions:

- Lectures
- You Tube videos
- Power Point Presentations
- Core material and practice exercises to be provided by the teacher
- Flip learning method

Evaluation Method:

- 1. Internal Assessment: 30 Marks
 - 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Readings:

Ashton, E.O. (1982), *Swahili Grammar* (including Intonation). London: Longman, Green and Co. Ltd. Hollingsworth and Alawi., *Advanced Swahili Exercises*.

Johnson, F.(1953), *Standard English-Swahili and Swahili-English Dictionaries* Oxford: Oxford University Press.

Mohammed, M.A. (2001), *Modern Swahili Grammar*, Nairobi: East African Educational Publishers

Steere, E: (1976). *Handbook of the Swahili*. London: Society for Promoting Christian Knowledge.

Virmani, K.K.(1989), *Swahili: Learn and Speak in Forty Days*. Delhi: Kalinga Publications.

Whiteley, W.H. (1969), *Swahili: The Rise of a National Language*. London: Methuen & Co. Ltd.

Nurse, D. and T. Spear. (1985): *The Swahili: Reconstructing the History and Language of an African Society*. Philadelphia: University of Pennsylvania Press.

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Horton, M. and Middleton, J. (2000). *The Swahili*. U.K.: Blackwell Publishers Ltd.

Africa in Global Affairs

Course Code: AS-DSE 06

Course Credit – 04

Course Objectives

This paper aims at introducing students to Africa's engagements with traditional and emerging powers in historical and contemporary context. It is designed to inform about Africa's interface with global institutions. This paper will look at relations between Africa and India.

Learning Outcome

After completion, the students will be able to achieve a comprehensive understanding of Africa's engagements with traditional and emerging powers. It will help them analyse the historical basis and the contemporary priority of such engagements. They will be able to comprehend Africa's interface with global institutions in a holistic perspective.

Course Description

Unit 1: Africa and the Global North

Unit 2: Africa and the Global South

Unit 3: Africa and Global Institutions

Unit 4: Africa and India

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Reading List

Ali Mazrui, *Africa's International Relations: The Diplomacy of Dependency and Change*, London: Heinemann, 1977

Sola Akinrinade and Amadu Sesay. (Eds.) *Africa in the post-Cold War international system*, London; Washington: Pinter, 1998.

Frederick Cooper, *Africa since 1945: The Past of the Present*, Cambridge, 2002

Jack Mangala, *Africa and the New World Era: From Humanitarianism to a Strategic View* Ed., 2010, Palgrave Macmillan

Kofi Annan, Nader Mousavizadeh (2013), *Interventions: A Life in War and Peace*, New York: Penguin Books

Paul-Henri Bischoff, Kwesi Aning, Amitav Acharya (Eds), *Africa in Global International Relations: Emerging Approaches to Theory and Practice*, New York: Routledge, 2016

Arndt Michael, "Advent of a 'Game Changer'?: India's Economic, Political and Strategic Engagement in Sub-Saharan Africa from 1991 until 2014," *India Quarterly: A Journal of International Affairs*, 2014, 70 (4), pp. 341-357

Patrick Low, Chiedu Osakwe and Maika Oshikawa (eds), *African Perspectives on Trade and the WTO: Domestic Reforms, Structural Transformation and Global Economic Integration*, Cambridge, Cambridge University Press, 2016

Jack Mangala, *Africa and the New World Era: From Humanitarianism to a Strategic View* Ed., 2010, Palgrave Macmillan US, Pages XIII, 289

Rajen Harshe, "Recasting Indo-African Development Cooperation," *Economic and Political Weekly*, Vol. 37, No. 40 (Oct. 5-11, 2002), pp. 4116-4120

Rajen Harshe, 'India and Africa in the Post-Cold War Period: An Overview', *International Studies*, 2010, 47 (2-4), 347-361

Issue in *Alternatives*, 4(4), March 1979, pp. 429-578

Vidhan Pathak, "China and Francophone Western Indian Ocean Region: Implications for Indian Interests", *Journal of Defence Studies*, Vol 3. No 4. 2009, pp. 79-102

_____, "Indo-Francophone Africa Relations: Past Experiences and New Initiatives", *Africa Quarterly*, vol. 48, no. 1, 2008.

Sandipani Dash, "India-Africa Relations: Issues and Priorities", in Sangit K. Ragi, Sunil Sondhi, Vidhan Pathak (2018), eds. *Imagining India as a Global Power: Prospects and Challenges*, London & New York: Routledge

Pádraig Carmody (2013), *The Rise of the BRICS in Africa: The Geopolitics of South-South Relations*, London and New York: Zed Books

Anil Nauriya, *The African Element in Gandhi*, First Edition: 2006, <https://www.mkgandhi.org/ebks/The-African-Element-in-Gandhi.pdf>

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Sandipani Dash (2020), "Liberal-Idealist Tradition in Non-Western World: Study of Vasudaiva Kutumbakum and Ubuntu," *Indian Studies Review*, 1(1), pp. 23-46

Suresh Kumar. August 2008. SAARC-Africa Partnership in Global Economy and Socio-Economic Transformation: 155-76, in Iqbal A Saradgi & others (ed.), *SAARC: Socio-Economic Transformation*. Delhi: Foundation for Peace and Sustainable Development

Suresh Kumar, August 2022. "Bharat-Africa Relations: Changing Horizons." *FPRC Journal*. J-52. No. 4. 23-39. Foreign Policy Research Centre. New Delhi.

Social and Political Thoughts in Africa

Course Code: AS-DSE 07/ AS-GE 03

Course Credit – 04

Course Objectives:

The paper aims at introducing students to Afrocentric ideas in an actionable perspective. It is designed to inform about African thoughts on social reality. The paper will also look at thoughts in Africa through political prism.

Learning Outcomes:

1. To familiarise them with the emerging Afrocentric approach to study Africa and African issues.
2. To generate ability in student to recognize and understand different approaches to study Africa.

Course Description:

Unit 1: Afrocentric Paradigm: An Introduction

Unit 2: Pan Africanism and Negritude

Unit 3: African Liberalism and Ubuntu

Unit 4: African Socialism and Ujamaa

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Reading List:

Ama Mazama (2003) (Ed), *The Afrocentric Paradigm*, Trenton, N.J.: Africa World Press

Aniche, E. (2020). Pan-Africanism and regionalism in Africa: The journey so far. In *Pan Africanism, Regional Integration and Development in Africa* (pp. 17-38). Palgrave Macmillan, Cham.

Kessi, S., Marks, Z., & Ramugondo, E. (2020). Decolonizing African Studies. *Critical African Studies*, 12(3), 271-282.

Asante, M. (1987), *The Afrocentric Idea*, Philadelphia: Temple University Press.

Clapham, Christopher (1970). "The Context of African Political Thought" *The Journal of Modern African Studies*, 8 (1), 1970, pp. 1-13.

Guy Martin (2012), *African Political Thought*, New York: Palgrave Macmillan

Mazrui, Ali A. (1967), *Towards a Pax Africana: A Study of Ideology and Ambition*, London: Weidenfeld and Nicolson

Sylvia Washington Ba, *The Concept of Negritude in the Poetry of Leopold Sedar Senghor*, Princeton, NJ: Princeton University Press, 2015

Horace G. Campbell (2018), "The Pan-African Experience: From the Organization of African Unity to the African Union," in Martin Shanguhya & Toyin Falola (Eds.) *The Palgrave Handbook of African Colonial and Postcolonial History*, Vol. I & II

Ali A. Mazrui, "Eclecticism as an Ideological Alternative: An African Perspective," *Alternatives*, 1975, 1 (4), pp: 465-486

Ali A. Mazrui, "Africa, My Conscience and I", *Transition*, No. 46 (1974), pp: 67-71

Kwame Nkrumah (1965), *Neo-Colonialism: The Last Stage of Imperialism*, London: Thomas Nelson & Sons

Julius Nyerere (1968), *Ujamaa: Essays on Socialism*, Oxford: Oxford University Press

Kenneth David Kaunda (1973), *The Humanist Outlook*, UK: Longman Group Ltd

Nelson Mandela (1995), *Long Walk to Freedom: Conversations with Myself*, London: Abacus

Sandipani Dash, Liberal-Idealist Tradition in Non-Western World: Study of Vasudhaiva Kutumbakum and Ubuntu, *Indian Studies Review*, Vol 1, No1, 2020, pg-23-46

wa Thiong'o, N. (2018). *Decolonizing the mind*.

India-Africa Relations

Course Code: AS-DSE 08

Course Credit – 04

Course Description:

The paper aims at introducing students to continuity and changes in relationship between India and Africa. It is designed to inform political and economic relations in a holistic perspective. The paper will look at security relations and cultural linkages between two regions.

Learning Outcomes:

1. Develop a comprehensive understanding of the historical, political, and economic contours shaping India-Africa relations across different periods.
2. Knowing about global transformations, such as decolonization, the Cold War, neoliberalism, and multipolarity that have influenced India-Africa engagements.
3. Analyze the role of India-Africa relations within the frameworks of South-South cooperation, development diplomacy, and strategic partnerships.
4. Continuities and challenges in India's approach toward Africa

CourseDescription:

Unit1: India-AfricaRelations:AHistoricalInsight

Unit 2: India-Africa Relations under Globalisation

Unit3: India-Africa Security Relations

Unit4: India-AfricaCulturalLinkages

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Readings:

Beri, R. (2024). *India-Africa: Building Synergies in Peace, Security and Development*.

Bhatia, R. (2021). *India–Africa Relations: Changing Horizons (1st ed.)*. Routledge India.
<https://doi.org/10.4324/9781003044550>

Biswas, A. (Ed.). (2024). *India–Africa enduring partnership: Emerging areas of cooperation*. Gyan Publishing House.

Carmody, P. (2013). *The rise of the BRICS in Africa: The geopolitics of South-South relations*. Bloomsbury Publishing.

Dash, S. (2017). India-Africa relations: Issues and priorities. In *Imagining India as a Global Power* (pp. 198-212). Routledge India.

Dubey, A. (2010). *Trends in Indo-African relations*. Manas.

Dubey, A.K., Biswas, A. (2016). Introduction: A Long-Standing Relationship. In: Dubey, A., Biswas, A. (eds) *India and Africa's Partnership. India Studies in Business and Economics*. Springer, New Delhi. https://springer.duelibrary.in/rpa/doi_org/10.1007/978-81-322-2619-2_1

Gieg, P. (2023). *India's Africa policy: Challenges of a millennia-old relationship*. Springer.

Gupta, A. (1978). India and Africa south of the Sahara. *International Studies*, 17(3-4), 639-653.

Harshe, R. (2010). India and Africa in the post-Cold War period: An overview. *International Studies*, 47(2-4), 347-361.

Hassen, F. (2024). *30 after 40: The India–South Africa relationship*. Fakir Hassen.

Jaishankar, S. (2020). *The India way: Strategies for an uncertain world*. HarperCollins India.

Karmwar, M. (2025). Tracing the Coastal Settlements from the Eighth to Fourteenth Centuries: Africans in India. In: Kadam, U.A. (eds) *Memory, History, and Culture in Medieval South Asia*. Springer, Singapore. https://doi.org/10.1007/978-981-97-9320-4_11

Manohar Parrikar Institute for Defence Studies and Analyses (Ed.). (2022). *India–Africa: Building synergies in peace, security and development*. Pentagon Press.

Modi, R., & Venkatachalam, M. (2021). *India–Africa partnerships for food security and capacity building: South–South Cooperation*. Springer Nature.

Mpande, S.-M.N. (2021). *The Diaspora's Role in Africa: Transculturalism, Challenges, and Development (1st ed.)*. Routledge. <https://doi.org/10.4324/9781351031660>

Naidu, S. (2008). India's African Relations: Playing Catch-Up with the Dragon. In K. Ampiah & S. Naidu (Eds.), *Crouching Tiger, Hidden Dragon? Africa and China* (pp. 131–148). University of KwaZulu-Natal Press.

Nair, P. N. (1962). Nationalism as a Factor in India's Foreign Policy. *Indian Yearbook of International Affairs*, XI, 433-459.

Nauriya, A. (2006). *The African Element in Gandhi*. National Gandhi Museum.

Pathak, V. (2008). Indo-Francophone Africa Relations: Past Experiences and New Initiatives. *Africa Quarterly*, 48 (1).

Pathak, V. (2009). China and francophone western Indian Ocean region: implications for indian interests. *Focus*, 3(4).

Pathak, V. (2017). *India's Relations with Francophone West Africa*. Batra Book Service in collaboration with Kalinga Publications, New Delhi.

Pathak, V., & Kumar, R. (2025). *Oceanic Strategy: India and Other Powers in the Indian Ocean*. Routledge India.

Raman, N. M. (2023). *Synergising India-Africa relations: Contemporary Realities and Emerging Prospects*.

Ramchandani, R.R. (1990). *India-Africa Economic Relations, Vol.I and II*. Delhi. Kalinga Publications.

Raposo, P.A., Arase, D., & Cornelissen, S. (Eds.). (2017). *Routledge Handbook of Africa-Asia Relations (1st ed.)*. Routledge. <https://doi.org/10.4324/9781315689067>

Rowden, R. (2024). *India–Africa economic relations in the new global economy*. Palgrave Macmillan.

Shanker, D. (2020). Indian Entrepreneurs in Africa: Exploring the Dark Continent. *Journal of African Union Studies*, 9 (2), 25–42. <https://www.jstor.org/stable/26973750>

Shankar, S. (2024). Gambling on Africa India and the Moral Dilemmas Facing the Global South. *Economic and Political Weekly*, 59(28), 13–16. <https://epw.duelibrary.in/journal/2024/28/commentary/gambling-africa.html>

Singh, G. (2022). *The Harambee factor: India–Africa economic and development partnership*. Macmillan Education India.

Solomon, H., Solomon, S., & Gupta, B. (2024). *BRICS and climate change: Balancing National Interests, National Development Goals and Global Environmental Sustainability*. Springer Nature.

Van Wy, J.-A. (2015). Africa in international relations: Agent, bystander or victim? In *Africa in global international relations: Emerging approaches to theory and practice* (1st ed., pp. 108–120). Routledge. <https://tnfebooks.duelibrary.in/chapters/edit/10.4324/9781315693781->

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Venkatachalam, M., Modi, R., & Salazar, J. (2020). *Common threads: Fabrics made-in-India for Africa*. African Studies Centre Leiden.

UCAD, 2024. *Export Diversification and Women's Empowerment in Africa*, UCAD: Cheikh Anta Diop University. Senegal. Retrieved from <https://coillink.org/20.500.12592/4dsm215> on 22 May 2025. COI: 20.500.12592/4dsm215.

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African Resource Diplomacy

Course Code: AS-DSE 09

Course Credit – 04

Course Objective:

This paper aims at introducing students to resource diplomacy in Africa. It is designed to inform about transformation trajectory of resource negotiation in Africa. This paper will undertake sectoral analysis of African resources.

Learning Outcome:

After completion, the students will be informed with resource diplomacy in Africa. They will become familiar with transformation trajectory of resource negotiation in Africa. They will be exposed to sectoral analysis of African resources.

Course Description

Unit 1: Colonial Scramble for Resources in Africa

Unit 2: Resource Exchange under Post Colonial Period

Unit 3: Resource Negotiation under Globalisation

Unit 4: Sectoral Analysis: Land, Water, Agricultural Commodity, Sub-Soil/Energy/Marine Resources

Evaluation Method:

1. Internal Assessment: 30 Marks
2. End Semester Exam: 70 Marks

Total 100 Marks

Reading List

Kobena T. Hanson (2017), “Managing Africa’s Natural Resource Endowments: New Dispensations and Good-Fit Approaches”, *Journal of Sustainable Development Law and Policy*, 8 (1), pp.121-144.

Pedersen, Rasmus Hundsbaek. *The Politics of Oil, Gas Contract Negotiations in Sub-Saharan Africa*. Danish Institute for International Studies, 2014, www.jstor.org/stable/resrep15998.

Ayangafac C., Bulcha D., Bekele S. (2016) Why Do Some African Countries Negotiate Unfair Natural Resource Contracts?. In: Nyeck S. (eds) *Public Procurement Reform and Governance in Africa. Contemporary African Political Economy*. Palgrave Macmillan, New York. https://doi.org/10.1057/978-1-137-52137-8_3

Action for Southern Africa; Christian Aid and Scotland's Aid Agency. 2007. Undermining development? Copper mining in Zambia. <http://www.actsa.org/Pictures/UpImages/pdf/Undermining%20development%20report.pdf>

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Auty, R.M. (ed.). 2001. Resource abundance and economic development. Oxford: Oxford University Press.

Bannon, Ian, and Paul Collier (eds.). 2003. Natural resources and violent conflict: Options and actions. Washington: World Bank.

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Chaudhry, Kiren Aziz. 1989. The price of wealth: Business and state in labor remittance and oil economies. *International Organization* 43: 101–145.

Cossé, Stéphane. 2006. Strengthening transparency in the oil sector in Cameroon: Why does it matter? IMF policy discussion paper, PDP/06/2. Washington, DC: IMF.

Englebert, Pierre, and James Ron. 2004. Primary commodities and war: Congo-Brazzaville's ambivalent resource curse. *Comparative Politics* 37(1): 61

Gajigo, Ousman, Emelly Mutambatsere, and Guirane Ndiaye. 2012. Gold mining in Africa: Maximizing economic returns for countries. AFDB working paper, no. 147. March 2012.

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Gillies, Alexandra, and Antoine, Heuty. 2011. Does transparency work? The challenges of measurement and effectiveness in resource rich countries. *Yale Journal of International Affairs* (Spring/Summer 2011): 25–42.

Guriev, S. et al. 2009. Determinants of nationalization in the oil sector: A theory and evidence from panel data. SSRN Paper, 2009. <http://www.dsg.ae/portals/Pdfs/Kolotilin.pdf>. Accessed 17 Apr 2013.

Hlatshwayo, Zanele. 2012. Africa: Time to improve state participation in Africa's extractive industries. Available at: <http://allafrica.com/stories/201210121284.html>

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International Peace Information Service (IPIS). 2008. Report of the Ministerial Commission on the Review of Mining Contracts in the Democratic Republic of Congo.

Jones Luong, P., and E. Weinthal. 2006. Rethinking the resource curse: Ownership structure, institutional capacity, and domestic constraints. *Annual Reviews of Political Science* 9: 241–263.

McMahon, G. 1997. The natural resource curse: Myth or reality. Mimeo: The World Bank. Google Scholar

Moore, M. 2004. Revenues, state formation, and the quality of governance in developing countries. *International Political Science Review* 25(3): 297–319. CrossRef Google Scholar

Mthembu-Salter, Gregory. 2013. Ghana—South Africa: Gold shines on. *The African Report*. 19 May 2013.

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Ross, M.L. 2001. Does oil hinder democracy? *World Politics* 53(3): 325–361.

Ross, M. 1999. The political economy of the resource curse. *World Politics* 51(2): 297–322.

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Smith, B. 2004. Oil wealth and regime survival in the developing world, 1960–1999. *American Journal of Political Science* 48(2): 232–246.

Stiglitz, Joseph E. 2007. Escaping the resource curse. New York: Columbia University Press.

Stürmer, Martin. 2010. Let the good times roll? Raising tax revenues from the extractive sector in Sub-Saharan Africa during the commodity price boom, Discussion paper 7. Bonn: Development Institute.

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Tull, Denis M. 2011. Weak states and successful elites: Extraversion strategies in Africa, SWP research paper No. 9, 2011. http://www.swpberlin.org/fileadmin/contents/products/research_papers/2011_RP09_tll_ks.pdf.

United Nations Economic Commission for Africa: UNECA Africa Union Commission. 2012. Unleashing Africa's potential as a pole of global growth. Addis Ababa: Issues Paper E/ECA/COE/31/3 and AU/CAMEF/EXP/3(VII).

Vale Columbia Center for Sustainable Development and Humboldt-Viadrina School of Governance. 2012. 'Background Paper', Second Workshop on Contract Negotiation Support for Developing Host Countries, 18–19 July 2012. Columbia University, New York. http://www.vcc.columbia.edu/files/vale/content/Background_Paper_for_July_1819_Negotiation_Assistance_Workshop.pdf

Yates, D.A. 1996. The rentier state in Africa—Oil rents dependency and neo-colonialism in the Republic of Gabon. Asmara: Africa World Press.

Abdelhak Bassou, "Africa's natural resources and geopolitical realities", May 2017, PB-17/19, Policy Brief, <https://www.policycenter.ma/sites/default/files/OCPPC-PB1719vEn.pdf>

Bram Büscher (2012), "The political economy of Africa's natural resources and the 'great financial crisis'", *TijdschriftvoorEconomische en SocialeGeografie*, 103(2):136 - 149

Timothy M. Shaw and Malcolm J. Grieve, "The Political Economy of Resources: Africa's Future in the Global Environment", *The Journal of Modern African Studies*, Vol. 16, No. 1 (Mar., 1978), pp. 1-32

Matthias Basedau, "Context Matters – Rethinking the Resource Curse in Sub-Saharan Africa", Working Paper N° 1, May 2005, http://www.giga-hamburg.de/dl/download.php?d=/content/publikationen/pdf/wp01_basedau.pdf (Accessed on July 23, 2011)

Sandipani Dash, *Dynamics of Extractive Resource in Africa: Prospects for India*, New Delhi: G. B. Books, 2015,p.1.

AfDB, Base Metal Production in Africa and the Global Market Situation, Commodity Market Brief, 1(3), 23 July 2010.

Paradai Carmody, *The New Scramble for Africa*, Cambridge: Polity Press, 2011.

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AfDB, Base Metal Production in Africa and the Global Market Situation, Commodity Market Brief, 1(3), 23 July 2010.

Sandipani Dash, "India-Southern Africa Extractive-Resource Production Linkage: A Symmetrical Perspective" in Paramjit Singh Sahai (2015), ed., *India and Southern Africa: Forging Ahead through Partnership*, New Delhi: Pentagon, p.153.

Sandipani Dash, “India-Southern Africa Extractive-Resource Production Linkage: A Symmetrical Perspective” in Paramjit Singh Sahai (2015), ed., *India and Southern Africa: Forging Ahead through Partnership*, New Delhi: Pentagon, p.153.

Alice N. Sindzingre, “The Ambivalent Impact of Commodities: Structural Change or Status Quo in Sub-Saharan Africa?,” *South African Journal of International Affairs*, 2013, 20 (1), pp. 23-55

Andrew M. Kamarck, “The Resources of Tropical Africa” *Daedalus*, 111, (2), (Spring, 1982), p.154

Isabelle Ramdoo and San Bilal, Discussion Paper, Extractive Resources for Development: Trade, Fiscal and Industrial Considerations, No. 156 January 2014, www.ecdpm.org/dp156

17th Africa Oil Gas Mine: Extractive Industries and Sustainable Job Creation, November 2015,
http://unctad.org/meetings/en/SessionalDocuments/suc_OilGasMine2015_bgNote_en.pdf

Africa through Cinema and Literature

Course Code: AS-DSE 10/AS-GE 04

Course Credit – 04

Course Description:

This course explores the representation and self-representation of Africa through cinema and literature as key forms of intellectual production. The course examines how literary and cinematic narratives have shaped perceptions of Africa, both globally and from within the continent. The course treats cinema and literature not simply as cultural forms, but as sites of resistance, memory, political critique, and knowledge-making in Africa.

Learning Outcomes:

1. To examine how Africa has been portrayed in global literary and cinematic discourses.
2. To analyse African literature and cinema as decolonial intellectual interventions.
3. To understand how race, gender, class, and power shape cultural representations.
4. To explore the intellectual and political functions of storytelling and filmmaking in African contexts.

Course Structure:

Unit 1: Historical Foundations and Debates

- Africa in the Western imagination
- Invention of race, power, and spectacle: Ethnographic and missionary films
- The critique of colonial discourse by African thinkers and writers

Unit 2: Postcolonial Literary Interventions

- African literature as counter-narrative, rewriting history and recovering voice
- Language, memory, and identity in literature

Unit 3: African Cinema and Visual Narratives

- Cinema as decolonial pedagogy
- Cinema as orality, memory, and archive
- Aesthetics and politics of African film traditions

Unit 4: Gender, Identity, and Representation

- Gendered narratives in African literature and film
- African feminist voices and aesthetic strategies
- Rewriting womanhood, sexuality, and patriarchy

- Representation, silences, and resistance

Evaluation Method:

1. Internal Assessment: 30 Marks
 2. End Semester Exam: 70 Marks
- Total 100 Marks**

Readings:

Zacks, S. A. (1995). The theoretical construction of African cinema. *Research in African literatures*, 26(3), 6-17.

Ukadike, N. F., & Ugboamah, E. (1994). Toward an African cinema. *Transition*, (63), 150-163.

Escher, A. (2006). The geography of cinema—A cinematic world. *Erdkunde*, (H. 4), 307-314.

Sanogo, A. (2015). In focus: studying African cinema and media today. *Cinema Journal*, 54(2), 114-120.

Sawadogo, B. (2018). *African film studies: An introduction*. Routledge.

Tcheuyap, A. (2011). African Cinema (s) Definitions, Identity and Theoretical Considerations. *Critical Interventions*, 5(1), 10-26.

Ellerson, B. (2012). Towards an African women in cinema studies. *Journal of African Cinemas*, 4(2), 221-228.

Zacks, S. A. (1995). The theoretical construction of African cinema. *Research in African literatures*, 26(3), 6-17.

Ponzanesi, S., & Waller, M. (Eds.). (2012). *Postcolonial cinema studies*. Routledge.

Murphy, D. (2000). Africans filming Africa: Questioning theories of an authentic African cinema. *Journal of African Cultural Studies*, 13(2), 239-249.

Harrow, K. W. (2013). *Trash: African cinema from below*. Indiana University Press.

Barlet, O. (2016). *Contemporary African Cinema*. MSU Press.

Haynes, J. (2011). African cinema and Nollywood: contradictions. *Situations: Project of the Radical Imagination*, 4(1).

Akudinobi, J. G., Armes, R., Botha, M. P., Irobi, E., MacRae, S. H., Mhando, M., ... & Sanogo, A. S. (2014). *Critical approaches to African cinema discourse* (p. xii). N. F. Ukadike (Ed.). Lanham and Plymouth: Lexington Books.

Saul, M., & Austen, R. A. (Eds.). (2010). *Viewing African cinema in the twenty-first century: art films and the Nollywood video revolution*. Ohio University Press.

Ukadike, N. F. (2002). *Questioning African cinema: Conversations with filmmakers*. U of Minnesota Press.

Tomaselli, K. G., Shepperson, A., & Eke, M. (1995). Towards a theory of orality in African cinema. *Research in African literatures*, 26(3), 18-35.

Tomaselli, K., & Eke, M. (1995). Perspectives on orality in African cinema. *Oral Tradition*, 10(1), 111-128.

Andrade-Watkins, C. (1995). Portuguese African Cinema: Historical and Contemporary Perspectives: 1969 to 1993. *Research in African literatures*, 26(3), 134-150.

Akudinobi, J. G. (2001). Nationalism, African cinema, and frames of scrutiny. *Research in African Literatures*, 32(3), 123-142.

Mhando, M. (2009). Globalization and African cinema: distribution and reception in the anglophone region. *Journal of African Cinemas*, 1(1), 19-34.

Harrow, K. W. (2011). Toward a new paradigm of African cinema. *Critical Interventions*, 5(1), 218-236.

Moyo, L. (2020). *The decolonial turn in media studies in Africa and the Global South*. Springer Nature.

Barlet, O., & Turner, C. (2000). *African cinemas: Decolonizing the gaze* (p. 232). London: Zed Books.

Prabhu, A. (2014). *Contemporary cinema of Africa and the diaspora*. John Wiley & Sons.

Gugler, J. (2003). *African film: re-imagining a continent*. Indiana University Press.

Bertz, N. (2019). Bollywood in Africa. In *Oxford Research Encyclopedia of Asian History*.

Hansen, T. B. (2005). In search of the diasporic self: Bollywood in South Africa. *Bollyworld: popular Indian cinema through a transnational lens*. New Delhi: Sage.

Amrohi's, K. (2008). African Indians in Bollywood. *India in Africa, Africa in India: Indian Ocean Cosmopolitanisms*, 273.

Swaminathan, R. (2017). *Bollywood Boom: India's rise as a soft power*. Penguin Random House India.

Thussu, D. (2016). The scramble for Asian soft power in Africa. *Les Enjeux de l'information et de la communication*, 172(2), 225-237.

Larkin, B. (2007). African Videos, Bollywood, and Global Media. *The Anthropology of Globalization: A Reader*, 6, 334.

Kumar, S. (2008). Hollywood, Bollywood, Tollywood. *Global Bollywood*, 79.

Amadiume, I. (2015). *Male daughters, female husbands: Gender and sex in an African society*. Zed Books Ltd..

Mama, A. (2013). Sheroes and Villains: Conceptualizing Colonial and Contemporary Violence against Women in Africa 1. In *Feminist genealogies, colonial legacies, democratic futures* (pp. 46-62). Routledge.

Okorafor, N. (2018). *Who Fears Death*. HarperCollins.

Eshun, K. (2003). Further considerations of Afrofuturism. *CR: The New Centennial Review*, 3(2), 287-302.

Mbembe, A. (2001). *On the postcolony*. University of California Press.

Diawara, M. (1992). *African cinema: Politics and culture* (Vol. 707). Indiana University Press.

Gabriel, T. H. (2015). Towards a Critical Theory of Third World Films. In *Colonial discourse and post-colonial theory* (pp. 340-358). Routledge.

Wainaina, B. (2024). *How to write about Africa*. Penguin Books.

Chinua, A. (1958). *Things fall apart*. Heinemann.

Wa Thiong'o, N. (2005). *Petals of blood*. Penguin.

Bâ, M. (2023). *So Long a Letter*. Bloomsbury.

Adichie, C. N. (2014). *We should all be feminists*. Vintage.

Adichie, C. N. (2006). *Half of a yellow sun*. Knopf.

Emecheta, B. (1994). *Second-class Citizen*. Heinemann.

Soyinka, W. (2023). *The Interpreters*. Bloomsbury.

wa Thiong'o, N. (2012). *A grain of wheat*. Penguin.

Armah, A. K. (1989). *The beautiful ones are not yet born*. Heinemann.

Mudimbe, V. Y. (1988). *The Invention of Africa: Gnosis Philosophy, and the Order of Knowledge*. Indiana University Press.

Said, E. (2016). *Orientalism: Western Conceptions of the Orient*. Penguin.

Achebe, C. (1978). An image of Africa. *Research in African literatures*, 9(1), 1-15.

Skill Based Course

Travel and Tourism in Africa

Course Code: AS-SBC 01

Course Credit – 02

Course Description:

This interdisciplinary course provides a critical and in-depth examination of the multifaceted dimensions of travel and tourism in Africa. It explores the historical evolution, socio-cultural impacts, economic significance, environmental considerations, and future trends shaping the tourism landscape across the diverse regions of the continent. Through theoretical frameworks, case studies, and critical analysis, students will gain a nuanced understanding of the challenges and opportunities inherent in developing sustainable and responsible tourism practices in Africa.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Critically analyse the historical development and contemporary state of travel and tourism in various African contexts.
2. Evaluate the socio-cultural, economic, and environmental impacts of tourism on African communities and ecosystems.
3. Understand the complex interplay of globalization, development, and tourism in Africa.
4. Assess the role of different stakeholders (governments, private sector, local communities, NGOs) in shaping the tourism industry.
5. Analyse issues related to sustainability, ethics, and responsible tourism practices in the African context.
6. Evaluate the impact of political and economic factors, including conflict and governance, on tourism development.
7. Explore emerging trends and future directions in African tourism, including ecotourism, cultural tourism, and digital tourism.
8. Develop research skills and apply theoretical frameworks to analyse specific tourism-related issues in Africa.

Course Structure:

1: Foundations and Historical Perspectives

2: Socio-Cultural Impacts of Tourism

3: Economic Dimensions of Tourism

4: Environmental Considerations and Sustainable Tourism

Readings:

Timothy, D. J., & Nyaupane, G. P. (2009). *Cultural heritage and tourism: An introduction*. Channel View Publications. (Chapters 1 & 2)

Walmsley, D. J. (2011). *Globalisation and tourism: Global change and local transformations*. Sage. (Chapter 1)

Burns, P. M. (1999). *An introduction to tourism and anthropology*. Routledge. (Chapter 2)

Optional: Specific historical accounts of travel in pre-colonial and colonial Africa

Readings:

Smith, V. L. (Ed.). (1989). *Hosts and guests: The anthropology of tourism* (2nd ed.). University of Pennsylvania Press. (Selected Chapters)

Bruner, E. M. (2005). *Culture on tour: Ethnographies of travel*. University of Chicago Press. (Selected Chapters)

Scheyvens, R. (2002). *Tourism for development: Empowering communities*. Pearson Education. (Chapter 3)

Case studies: Articles focusing on specific socio-cultural impacts of tourism in different African regions.

Sinclair, M. T. (1998). Tourism and economic development: A survey. *The Journal of Development Studies*, 34(5), 1-51.

Telfer, D. J., & Sharpley, R. (2008). *Tourism and development in the developing world*. Routledge. (Chapters 4 & 5)

Dieke, P. U. C. (2003). The political economy of tourism development in Africa. *Current Issues in Tourism*, 6(6), 503-527.

Case studies: Economic impact assessments of tourism in specific African nations.

Honey, M. (2008). *Ecotourism and sustainable development: Who owns paradise?* (2nd ed.). Island Press. (Selected Chapters)

Spenceley, A. (Ed.). (2008). *Responsible tourism: Global perspectives*. Goodfellow Publishers. (Selected Chapters focusing on Africa)

Buckley, R. (2010). *Sustainable tourism: Research and issues*. Routledge. (Relevant Chapters)

Case studies: Examples of successful and unsuccessful ecotourism initiatives in Africa.

Hall, C. M. (2010). *Tourism planning: Policies, processes and relationships*. Pearson Education. (Relevant Chapters)

Goodwin, H. (2011). *Responsible tourism: Principles and practice*. CABI. (Chapter on Governance and Policy)

Rogerson, C. M., & Visser, G. (Eds.). (2007). *Urban tourism in the developing world: The South African experience*. Transaction Publishers. (Relevant Chapters on policy and planning)

Policy documents: Examples of national tourism policies from African countries.

Robinson, M., Picard, D., & Long, P. (Eds.). (2004). *Cultural tourism in a changing world: Politics, participation and (re)presentation*. Channel View Publications. (Selected Chapters on Africa)

Higham, J. E. S., & Beeton, S. (Eds.). (2018). *Wildlife tourism: Impacts, management and planning* (2nd ed.). Routledge. (Case studies from Africa)

Buhalis, D., & Law, R. (2008). Progress in information technology and tourism management: 20 years on and 10 years ahead the state of eTourism research. *Tourism Management*, 29(4), 609-623.

Ritchie, B. W. (2009). Crisis and disaster management for tourism. Channel View Publications. (Relevant Chapters)

Morgan, N., Pritchard, A., & Pride, R. (2011). *Destination branding: Creating the unique destination proposition* (3rd ed.). Butterworth-Heinemann. (Case studies from Africa)

World Tourism Organization (UNWTO) publications on African tourism trends and forecasts.

Contemporary articles and reports: Discussing current challenges and future prospects for tourism in Africa.

Akama, J. S. (Ed.). (2012). *Tourism in Africa: The essence of the continent*. Routledge.

Binns, T., & Nel, E. (2002). *Tourism, development and local benefit*. Channel View Publications.

Campbell, C. (2003). *The end of tourism: The cataclysmic final decades of the industry*. Earthscan. (Consider its relevance to African contexts)

Dieke, P. U. C. (2000). *The political economy of African tourism*. Cognizant Communication Corporation.

Ghimire, K. B. (Ed.). (2001). *The social life of tourism*. Earthscan. (Relevant case studies from Africa)

Harrison, D., & Husbands, W. (Eds.). (2005). *Practicing responsible tourism: International case studies in tourism planning, policy, and development*. John Wiley & Sons. (African examples)

Hughes, G. (2018). *Understanding tourism mobilities: Places, networks, and flows*. Routledge. (Apply to African contexts)

Mowforth, M., & Munt, I. (2016). *Tourism and sustainability: Development, globalisation and new tourism in the Third World* (4th ed.). Routledge.1 (Significant focus on developing countries, including Africa)

Nkemnkeng, A. N. (2014). *Tourism and economic development in Africa*. Springer.

Okello, M. M. (2011). *Wildlife tourism in Africa: Impacts and management*. CABI.

Pritchard, A., & Morgan, N. J. (2001). *Hospitality and tourism: A global industry perspective*. Butterworth-Heinemann. (General overview with African relevance)

Sharpley, R., & Telfer, D. J. (Eds.). (2015). *Tourism and development: Concepts and issues* (2nd ed.). Channel View Publications. (Strong developing world focus)

Stone, M. T., & Stone, S. S. (2019). *Dark tourism and place identity: Managing and marketing difficult heritage*. Routledge. (Relevant for understanding sites of conflict and memory in Africa)

Tribe, J. (2011). *The economics of tourism*. Butterworth-Heinemann. (Apply economic principles to the African context)

Urry, J., & Larsen, J. (2011). *The tourist gaze 3.0*. Sage. (Critical lens for analysing tourism in Africa)

Visser, G., & Rogerson, C. M. (Eds.). (2004). *Tourism and transformation in the developing world*. Elsevier. (Significant South African and broader African content)

Food Nutrition and Technology in Africa

Course Code: AS-SBC 02

Course Credit – 02

Course Description:

This course explores the dynamics of food nutrition and technology in Africa through the perspectives of public health, sustainability, reducing hunger and technology. Major emphasis is placed on understanding regional strategies and institutional responses to food insecurity.

Course Objective:

- This course examines the historical and contemporary causes of malnutrition and nutrition transition in diverse African contexts.
- Course investigates how ecological farming, post-harvest technologies, and food systems impact agricultural sustainability.
- This course explores the role of national institutions, policy frameworks, and technological hubs in enhancing food and nutrition security.

Learning Outcomes:

By the end of the course, students will be able to analyse structural patterns in African nutrition and agriculture. They will be familiarised with both grassroots and high-tech solutions to food system challenges. They will be equipped to engage critically with country-specific programs and innovations shaping the future of food security in Africa.

Course Structure:

Unit 1: Nutrition in Africa (malnutrition, nutrition transition & food security)

Unit 2: Food system and agriculture (subsistence farming, agroecology & post harvesting losses)

Unit 3: Role of technology (mobile agriculture, bio fortification, food processing technology & GIS and AI)

Unit 4: Country specific (Nutrition program, technology hubs & research institute)

Evaluation Method:

Internal Assessment/ End Semester Exam

Readings:

Ajl, M. (2021). Food sovereignty, the national question, and post-colonial development in Africa. In M. B. Gadha, F. Kaboub, K. Koddenbrock, I. Mahmoud, & N. S. Sylla (Eds.), *Economic and monetary sovereignty in 21st century Africa* (pp. 238–258).

Aworh, O. C., & Owusu-Darko, P. G. (Eds.). (2024). *Nutritional and health aspects of food in Western Africa*. Academic Press.

Aworh, O. C., & Owusu-Darko, P. G. (Eds.). (2024). *Nutritional and health aspects of food in Western Africa*. Academic Press.

Bartel, C. (2010). Enhancing food security in Africa through science, technology and innovation. *UNCTAD Technology and Innovation Report 2010*. <http://www.atdforum.org/journal/htm/2009-34/11>

Dixon, J., Garrity, D. P., Boffa, J., Williams, T. O., Amede, T., Auricht, C., ... & Mburathi, G. (2020). Farming systems and food security in Africa. *J. Dixon, DP Garrity, J.-M. Boffa, TO Williams, & T. v (Eds.), Priorities for science and policy under global change*.

Hassanally, S., Naicker, A., & Singh, E. (2020). Snack development for school feeding programs in Africa. *International Journal of Environmental Research and Public Health*, 17(14), 4967.

Lachat, C., Nago, E., Roberfroid, D., et al. (2014). Developing a sustainable nutrition research agenda in sub-Saharan Africa – Findings from the SUNRAY project. *PLoS Medicine*, 11(1), e1001593.

Lartey, A., Guthiga, P., Tefara, W., Badiane, O., Thiam, A., Fawzi, W., & Madzorera, I. (2024). Transforming Africa's food systems: Building resilience to deliver healthy diets. *Proceedings of the Nutrition Society*. Cambridge University Press & Assessment.

Mohajan, H. K. (2022). Food insecurity and malnutrition of Africa: A combined attempt can reduce them. *Journal of Economic Development, Environment and People*, 11(1), 24–34.

Musa, M. K., Abdulsalam, A., Haruna, U. A., Zakariya, F., Okon, I. I., Musa, S. S., & Lucero-Prisno, D. E. (2023). Exploring the potential of artificial intelligence to boost Africa's food security. *In Advances in Food Security and Sustainability (Vol. 8, pp. 267–286)*.

Ogunlade, C. A. (Ed.). (2020). *Food, technology and culture in Africa*. Reamsworth Publishing.

Oniang'o, R., Maingi, Z., Jaika, S., & Konyole, S. (2025). Africa's contribution to global sustainable and healthy diets: A scoping review. *Frontiers in Nutrition*, 12, Article 1519248. <https://doi.org/10.3389/fnut.2025.1519248>

Platteau, J.P. (1988). The food crisis in Africa: A comparative structural analysis (WIDER Working Paper No. 44). *World Institute for Development Economics Research* (UNU-WIDER).

Pretorius, B., Muka, J. M., Hulshof, P. J. M., & Schönfeldt, H. C. (2023). Current practices, challenges and new advances in the collection and use of food composition data for Africa. *Frontiers in Sustainable Food Systems*, 7, Article 1240734.

Teklu, T. (2001). Agricultural technology, health and nutrition linkages: Sub-Saharan Africa. *Eastern Africa Social Science Research Review*, 17(1), 1–20. <https://www.ajol.info/index.php/eassrr/article/view/22713>

Wojtusiak, J., Gewa, C. A., & Pawloski, L. R. (2011). Dietary assessment in Africa: Integration with innovative technology. *African Journal of Food, Agriculture, Nutrition and Development*, 11(7), Article 9930.

African Handicrafts and Textiles

Course Code: AS-SBC 03

Course Credit –02

Course Overview:

The African handicraft and textiles course is intended to explore different aspects of African art and African textiles. It focusses on artworks and artmaking of various craft traditions in order to understand its historical evolution, cultural significance and day-to-day importance. The course will explore handicraft traditions and textiles varieties. Various techniques and materials involved in different handicrafts and textiles will be explored. Students will get knowledge of few well-known traditions of African handicrafts and African textiles.

Course Objectives:

1. To explore the evolution of different African handicrafts and African textiles
2. To understand the development of contemporary African handicrafts and African textiles
3. To gain knowledge of basic elements of African handicrafts and African textiles
4. To understand the techniques, materials used different traditions of different handicrafts and African textiles
5. To analyze the role of handicraft in the local economy and tourism.

Course Structure:

1. African handicrafts:
 - 1.1. Types of handicrafts
 - 1.1.1. Pottery
 - 1.1.2. Basket Weaving
 - 1.1.3. Bead work
 - 1.1.4. Metalwork
 - 1.1.5. cultural significance and philosophical underpinnings
 - 1.2. Different traditions
 - 1.2.1. Specific techniques
 - 1.2.2. Materials used and sustainability
 - 1.2.3. Regional variations
 - 1.2.4. Regional and international Influences
 - 1.2.5. Handicrafts, local economy and tourism
2. African textiles:
 - 2.1. Types of African textiles
 - 2.1.1. Introduction to well-known examples of African textiles
 - 2.1.2. History, production methods, patterns and weaves
 - 2.1.3. Cultural and spiritual significance, symbolic meaning and philosophical underpinnings
 - 2.2. Different traditions
 - 2.2.1. Specific techniques
 - 2.2.2. Materials used and sustainability
 - 2.2.3. Regional traditions
 - 2.2.4. Regional and international Influences

2.2.5. Handicrafts, local economy and tourism

Mode of instructions:

- Lectures
- You Tube videos
- Power Point Presentations
- Core material and practice exercises to be provided by the teacher
- Flip learning method

Evaluation Method:

Internal Assessment/ End Semester Exam

Reading List

- Kasfir, Sidney Littlefield. () contemporary African art
- Rene Gardi African crafts and craftsmen
- Marc Ginsberg. African forms
- African arts, journal published by university of California press
- Gill, Miccchael. (1992). Sacred textiles of West Africa. British Museum Press.
- Kente cloth: History, meaning, symbolism, and applications. Stoles.com
- Laure Meyer. Art and craft in Africa: Everyday life ritual court art
- Esther Warner Dendel. African fabric crafts: sources of African design and technique
- African textiles: The Karun Thakar Collection
- Peter Pobst. (2022). What is African Art. University of Chicago Press
- Awogbade Mabel & Ibenero Ikechukwu. (). The use of African traditional art symbols and motifs. Lambert Academic Publishing
- Ann Stalcup. (1999). Ndebele beadwork: African artistry (crafts of the world). Powerkids Pr.
- Spring Chistopher. (1996). North African Textiles. Smithsonian.
- Diane Victoria Horn. (1994). African Nomad Designs. Stemmer House Publishers Inc.
- Sam Hilu. (2005). Bogolanfini Mud Cloth. Schiffer Publishing Ltd.

Business Consultancy in Africa

Course Code: AS-SBC 04

Course Credit – 02

Course Description:

Business consultancy in Africa is a rapidly expanding sector that provides specialized guidance and professional expertise to enterprises seeking to navigate the continent's diverse and evolving markets. As African economies grow, accompanied by a rising middle class and increasing levels of foreign investment, the demand for consultancy services has significantly increased. These services support businesses in addressing regulatory challenges, formulating effective market entry strategies, and enhancing operational efficiency. Consultants play a pivotal role by offering support in strategic planning, risk management, financial analysis, and market expansion, enabling firms to seize emerging opportunities and foster sustainable development. This industry is particularly vital as Africa's commercial environment continues to transform, driven by technological innovation, infrastructure development, and regional trade agreements.

Course Objective:

1. This course examines the role of business consultancy in promoting economic and social development across Africa.
2. It examines how consultants support businesses, governments, and international organizations in addressing development challenges, promoting entrepreneurship, and enhancing governance.
3. The course also examines the impact of consultancy on sectors crucial to African development, including infrastructure, agriculture, healthcare, and finance.

Learning Outcomes:

By the end of the course, students will: Understand the relationship between business consultancy and African development; Learn consultancy frameworks for addressing development challenges; Analyze the role of consultants in entrepreneurship, public policy, and economic transformation; Assess consultancy strategies in key development sectors; Develop skills to design and implement effective consultancy projects that promote sustainable development.

Course Structure:

Unit 1: Introduction to Business Consultancy and African Development

- Role of business consultancy in economic growth
- The role of consultants in policy-making and business transformation
- Key development challenges in Africa

Unit 2: African Development Models and Theories

- Economic growth models in Africa
- The role of private sector-led development
- Sustainable development and the UN SDGs in Africa
- Political and economic risks in African markets

Unit 3: Consulting for SMEs and African Development

- How consultants support SME growth and job creation
- The role of consultancy in infrastructure projects
- Fintech, e-commerce, and smart solutions in African development
- The role of African consultants in global markets

Evaluation Method:

Internal Assessment/ End Semester Exam

Reading List:

Acemoglu, D., & Robinson, J. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Business.

African Business Forum (2020). *Building Stronger Governance Frameworks in Africa*.

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Armstrong, S. M. L. (2015). *Doing Business in Africa: A Practical Guide for Consultants and Entrepreneurs*.

Collier, P. (2007). *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press.

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- Leke, A., Chironga, M., & Desvaux, G. (2018). *Africa's Business Revolution: How to Succeed in the World's Next Big Growth Market*.
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- McKinsey Global Institute (2019). *The Rise of Digital Economy in Africa*.
- Pendergast, A. (2015). *Ethics in Business Consulting in Africa*.
- Porter, M. E., & Kramer, M. R. (2011). "Creating Shared Value." *Harvard Business Review*.
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- Ramamurti, R. (2009). *Emerging Multinationals in Emerging Markets*.
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- UNDP (2020). *Consulting for Governance and Development in Africa*.
- World Bank (2021). *Infrastructure for Development in Africa: Challenges and Solutions*.
- World Bank. (2020). *Doing Business in Africa: Insights on Regulatory Practices*.
- Yunus, M. (2010). *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*.