

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

Harmonization
Master's Degree Training Offer
Academic / Professional

Institution Faculty / Institute Department

Field: Human and Social Sciences
Branch: Human Sciences – History
Specialty: History of Sub-Saharan Africa
Academic Year: 2017–2018

Master's Program Identification Sheet

This section provides a comprehensive presentation of the Master's program, including:

1. **Training Location:** Specifies the university or institute offering the program.
2. **Supervising Staff:** Names and qualifications of the professors and researchers involved.
3. **Framework and Objectives of the Program:**
 - **Admission Requirements:** Academic or training criteria required for enrollment.
 - **Program Objectives:** The knowledge and skills the program aims to develop.
 - **Targeted Qualifications and Competencies:** Skills expected from graduates.
 - **Regional and National Employability:** Employment opportunities after graduation.
 - **Bridges to Other Specializations:** Possibilities for further study or specialization.
 - **Program Monitoring Indicators:** Tools to evaluate the effectiveness of the program.
 - **Supervision Capacities:** Readiness of the academic and administrative staff to support students.
4. **Available Human Resources:**
 - **Institution's Professors:** Internal teaching staff.
 - **External Supervision:** Contributions from outside the institution (researchers, field partners, etc.).
5. **Available Material Resources:**
 - **Pedagogical Laboratories and Equipment**
 - **Internship Fields and Training in Institutions**
 - **Research Laboratories Supporting the Master's Program**
 - **Research Projects Supporting the Program**
 - **Personal Workspaces and Information and Communication Technologies**

III. Detailed Program for Each Subject

IV. Contracts / Agreements

Master Program Identification Sheet

(All fields must be filled out)

1. Training Location:

- Faculty or Institute:
 - Department:
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2. Participants in the Training (*):

- **Other University Institutions:**
(To be completed)
- **Other Economic and Social Partners:**
(To be completed)
- **International Foreign Partners:**
(To be completed)

Include the training-specific agreements in the annexes.

3. Framework and Objectives of the Training:

A. Admission Requirements

(Specify the standard bachelor's specializations that allow access to the concerned Master's program)

- Hold a Bachelor's degree (LMD system) or a Classical Bachelor's degree in the field of: General History or History of International Relations.
 - The student's academic record.
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B. Training Objectives

(Targeted competencies, knowledge to be acquired by the end of the program – maximum 20 lines)

- Implement the guidelines of the Ministry of Higher Education and Scientific Research
- Reform the university education system
- Adapt the training to research requirements
- Meet the needs of various educational and cultural institutions at the local and regional levels
- Meet the demands of the job market
- Align the Algerian university system with the global system, particularly the European system
- Respond to the requirements of globalization in university education
- Embrace scientific and technological advancements
- Facilitate the integration of Algerian students into foreign universities

By the end of the program, the student should be able to:

- Identify the features and characteristics of African history across different periods
 - Understand the driving factors of that history
 - Deduce the stages of strength and weakness
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2. Expected Learning Outcomes of the Program:

A – Knowledge and Understanding:

1. Recognize the general features of Sub-Saharan African history
 2. Understand the influencing factors in Sub-Saharan African history
 3. Deduce the periods of strength and weakness throughout history
 4. Explain the importance of internal and external factors in shaping African history
 5. Identify the colonial goals behind the occupation of Sub-Saharan Africa
 6. Understand the negative effects of colonization
 7. Determine the impact of external powers on post-independence issues in Sub-Saharan Africa
 8. Recognize the evolution of Arab-African relations throughout history
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B – Intellectual Skills:

By the end of the program, the student should be able to:

1. Analyze the strengths and weaknesses of African civilizations
 2. Differentiate between Arab and European influences on Sub-Saharan Africa
 3. Propose solutions to African continental issues
 4. Contribute to solving Africa's socio-economic problems
 5. Critically assess progress and regression in Sub-Saharan Africa in relation to colonization
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C – Professional and Practical Skills:

By the end of the program, the student should be able to:

1. Acquire historical analysis skills
 2. Acquire statistical analysis skills
 3. Master the search for sources related to Sub-Saharan African history
 4. Apply acquired knowledge in practical settings
 5. Design statistical tables on economic activity during the colonial period
 6. Draw maps showing colonial presence in Sub-Saharan Africa
 7. Use the Internet to access historical references and data
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D – General Skills:

By the end of the program, the student should be able to:

1. Acquire information through various means
2. Develop personal vision and individual style
3. Learn how to write research papers or reports in a scientifically correct manner

4. Learn how to access electronic references using search engines
5. Learn verbal and written communication skills
6. Use modern technological tool

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The training aims to equip students with in-depth knowledge and advanced methodological and practical skills in the field of specialization, enabling them to integrate effectively into the job market. Among the targeted competencies: the ability to analyze issues related to the field, prepare academic studies and reports, master modern research tools, work within multidisciplinary teams, and demonstrate excellent communication and presentation skills. Graduates are also expected to show initiative and innovation in addressing professional challenges and to adapt to technological and social transformations within their field.

D- Regional and National Employment Opportunities for University Graduates:

This training aligns with the needs of public and private institutions at both regional and national levels, especially in sectors such as education, scientific research, culture, consultancy, and government bodies. Additionally, the existence of regional development projects and capacity-building programs offers promising prospects for graduates to access positions that require analytical and managerial skills.

E- Bridges to Other Specializations:

This program facilitates mobility toward related specializations in the fields of social sciences and humanities, such as education sciences, sociology, philosophy, anthropology, and political science. It also allows access to interdisciplinary doctoral programs or applied specializations in areas like public policy, development studies, or cultural studies.

F- Training Follow-up Indicators:

- Annual success rate
 - Reorientation or dropout rate
 - Graduation rate within the expected timeframe
 - Employment or professional integration rate within one year after graduation
 - Student evaluations of instructors and course content
 - Number of supervised dissertations and resulting academic publications
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G- Supervision Capacity (Number of Students That Can Be Accommodated):

Based on the number of available full-time instructors and their supervision capacities, it is possible to accommodate an average of 20 to 30 students per cohort. This number ensures quality supervision and individual and group monitoring of student projects and theses.

4- Available Human Resources:

A- Faculty Members Involved in the Specialization:

Name and Surname	Undergraduate Degree + Specialization	Postgraduate Degree + Specialization	Academic Rank	Nature of Involvement*	Signature
Dr. Ahmed Ben Salem	Bachelor's in General History	PhD in Contemporary History	Associate Professor "A"	Lectures, Thesis Supervision	
Prof. Fatima Zerouki	Bachelor's in History	Master's in Maghreb Islamic History	Assistant Professor "B"	Tutorials, Practical Work	
Dr. Youssef Ayad	Bachelor's in Human Sciences	PhD in Anthropology	Associate Professor "B"	Lectures, Internship Supervision	

Affiliated Institution:

Full Name	Undergraduate Degree + Specialization	Postgraduate Degree + Specialization	Academic Rank	Type of Involvement*	Signature
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Affiliated Institution:

Full Name	Undergraduate Degree + Specialization	Postgraduate Degree + Specialization	Academic Rank	Type of Involvement*	Signature
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Affiliated Institution:

Full Name	Undergraduate Degree + Specialization	Postgraduate Degree + Specialization	Academic Rank	Type of Involvement*	Signature
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* Lecture, Practical Work, Directed Work, Internship Supervision, Thesis Supervision, Other (please specify)

5- Available Material Resources

A- Pedagogical Laboratories and Equipment:

Provide a detailed form listing the pedagog

Laboratory Title:

Notes Quantity Equipment Name Number

B- Internship and Training Fields in Institutions:

Internship Location Number of Students Duration of Internship

C. Research Laboratories Supporting the Proposed Program:

Laboratory Director

Laboratory Accreditation Number

Date:

Opinion of the Laboratory Director:

Laboratory Director

Laboratory Accreditation Number

Date:

Opinion of the Laboratory Director:

D. Research Projects Supporting the Proposed Program:

Research Project Title Project Code Project Start Date Project End Date

E. Spaces for Independent Work and Information & Communication Technologie

1 - Semester One:

Teaching Unit	Semester Hours (14–16 weeks)	Weekly Hours	Coeff.	Credits	Assessment Type
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Teaching Unit	Semester Hours (14–16 weeks)	Weekly Hours	Coeff.	Credits	Assessment Type
	Lecture	Tutorials	Practicals	Other	
Core Teaching Units	180 hrs	06 hrs	06 hrs		180 hrs
C.T.U 1 (Group)					
History of East Africa before the 7th century AD	45	1.5	1.5		45
History of Central and West Africa before the 7th century AD	45	1.5	1.5		45
C.T.U 2 (Group)					
Sources of the History of Sub-Saharan Africa in Ancient Times	45	1.5	1.5		45
Introduction to Late Prehistory in Sub-Saharan Africa	45	1.5	1.5		45
Methodological Teaching Units 90 hrs 03 hrs 03 hrs 90 hrs 04 09					
M.T.U (Group)					
Research Methodology in History 45 1.5 1.5 45 02 05 * *					
Critical Study of Sources on the History of Sub-Saharan Africa in Ancient Times 45 1.5 1.5 45 02 04 * *					
Exploratory Teaching Units 45 hrs 03 hrs 45 hrs 02 02					
E.T.U (Group/External)					
Physical Geography of Africa 22.30 1.5 22.30 01 01 *					
Research Seminars 22.30 1.5 22.30 01 01 *					
Cross-disciplinary Unit 22.30 hrs 01.5 hrs 22.30 hrs 01 01					
C.D.T.U (Group)					
Foreign Language (determined by training team) 22.30 1.5 22.30 01 01 *					

Total for Semester 1:

- **Weekly Hours:** 12 hrs lectures, 10.5 hrs tutorials
- **Semester Hours:** 337.30 hrs
- **Total Volume:** 450 hrs
- **Credits:** 30
- **Units Evaluated by:** Continuous Assessment + Exam

Semester 2

Teaching Unit	Semester Hours	Weekly Hours	Coefficient	Credits	Assessment Type
	14–16 weeks	Lecture	Directed Work	Practical Work	Other
Core Teaching Units	180 hrs	6 hrs	09	18	
C.T.U. 1 (Compulsory)					
- History of the Monomotapa Empire and the Kingdoms of Kongo	45 hrs	1:30	1:30	—	—
- History of the Ashanti and Buganda Empires	45 hrs	1:30	1:30	—	—
C.T.U. 2 (Compulsory)					
- Scientific and Cultural Life in West Africa	45 hrs	1:30	1:30	—	—
- Spread of Islam in Sub-Saharan Africa	45 hrs	1:30	1:30	—	—
Methodological Teaching Units 90 hrs 3 hrs 04 09					
M.T.U. (Compulsory)					
- Research Methodology in History 45 hrs 1:30 1:30 — — * *					
- Sources of Sub-Saharan African History in the Medieval and Modern Periods 45 hrs 1:30 1:30 — — * *					
Exploratory Teaching Units 45 hrs 1:30 hrs 02 02					
E.T.U. (Comp./Elective)					
- Compulsory Subject: Communication Media 22.30 hrs — 1:30 — — * —					
- Elective (Choose one): 22.30 hrs — 1:30 — — * —					
• African Figures in the Middle Ages					
• Human Geography of Africa					
Horizontal Teaching Unit 22.30 hrs 1:30 hrs 01 01					
H.T.U. (Compulsory)					
- Foreign Language (Defined by the teaching team) 22.30 hrs — 1:30 — — * —					

Semester 2 Total:

- **Total Weekly Hours:** 337.30 hrs
- **Total Semester Hours:** 450 hrs
- **Total Coefficients:** 16
- **Total Credits (ECTS):** 30

3 – Semester Three:

Teaching Unit	Semester Hours	Weekly Hours	Coefficient	Credits	Type of Evaluation
	14–16 weeks	Lecture	Tutorials	Practical Work	Other Work

Core Teaching Units

Total: 180 hrs – 6 hrs/week – Coefficient: 09 – Credits: 18

C.T.U. 1 (Mandatory):

- *The Role of the Mali Empire in Spreading Arab-Islamic Culture in West Africa*
Semester hours: 45 – Weekly hours: 1.30 (Lecture) + 1.30 (Tutorials) – Coefficient: 03 – Credits: 05 – Continuous Assessment: * – Exam: *
- *The Role of Algerian Diplomacy in the Liberation of Africa*
Semester hours: 45 – Weekly hours: 1.30 (Lecture) + 1.30 (Tutorials) – Coefficient: 02 – Credits: 05 – Continuous Assessment: * – Exam: *

C.T.U. 2 (Mandatory):

- *European Colonization in Africa and African Resistance*
Semester hours: 45 – Weekly hours: 1.30 (Lecture) + 1.30 (Tutorials) – Coefficient: 02 – Credits: 04 – Continuous Assessment: * – Exam: *
- *Sources of Contemporary Sub-Saharan African History*
Semester hours: 45 – Weekly hours: 1.30 (Lecture) + 1.30 (Tutorials) – Coefficient: 02 – Credits: 04 – Continuous Assessment: * – Exam: *

Methodological Teaching Units

Total: 67.30 hrs – 3 hrs/week (Lecture) + 1.30 hrs/week (Tutorials) – Coefficient: 04 – Credits: 09

M.T.U. (Mandatory):

- *Course 1: Methodology of Thesis Preparation*
Semester hours: 45 – Weekly hours: 1.30 (Lecture) + 1.30 (Tutorials) – Coefficient: 02 – Credits: 05 – Continuous Assessment: * – Exam: *
- *Course 2: Research Seminars*
Semester hours: 22.30 – Weekly hours: 1.30 (Lecture) – Coefficient: 02 – Credits: 04 – Continuous Assessment: * – Exam: *

Exploratory Teaching Units

Total: 45 hrs – 3 hrs/week – Coefficient: 02 – Credits: 02

E.T.U. (Elective):

- *Course 1: Mandatory – Entrepreneurship*
Semester hours: 22.30 – Weekly hours: 1.30 – Coefficient: 01 – Credits: 01 –
Continuous Assessment: *
 - *Course 2: Optional (Choose one):*
 - *Study of African Figures in the Modern Era*
 - *African Issues in International Forums*Semester hours: 22.30 – Weekly hours: 1.30 – Coefficient: 01 – Credits: 01 –
Continuous Assessment: *
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Horizontal Teaching Unit

Total: 22.30 hrs – 1.30 hrs/week (Tutorials) – Coefficient: 01 – Credits: 01

H.T.U. (Mandatory)

Subject 1: Foreign Language (The language is determined by the teaching team)

Semester workload: 22.30 hours

Weekly hours: 01.30 hours

Total semester hours: 22.30

Coefficient: 01

Credits: 01

Type of assessment: *

Total for Semester 3:

Total semester workload: 315.00 hours

Weekly hours (Lectures + Directed Work): 12 + 09

Total semester hours: 315 hours

Total Coefficients: 16

Total Credits: 30

4 - Fourth Semester:

Field:

Branch:

Specialty:

Internship in an institution culminating in a thesis defense

Teaching Unit	Weekly Hours	Coefficient	Credits
Personal work (Thesis preparation and defense)	13.30	09	18
Internship in an institution or field training	07	05	09
Seminars	04.30	02	03
Other activities (Specify)			
Total for Semester 4	180	16	30

5 - Comprehensive Summary of the Training:

(Please indicate the total hourly volume distributed between lectures and practical work for all four semesters according to the table below):

Total	Horizontal	Exploratory	Methodological	Core	Lecture (L) / Tutorial (T)
648	00	90	210.30	347.30	Lectures (L)
624.30	67.30	45	164.30	347.30	Tutorials (T)
-	-	-	-	-	Practical Work
1507.30	67.30	112.30	427.30	900	Personal Work
-	-	-	-	-	Other Work (Specify)
2780	135	247.30	802.30	1595	Total
120	04	08	36	72	Credits
100%	03%	07%	30%	60%	% of Credits per Unit

II – Detailed Program for Each Course

(A detailed card must be provided for each course)

Master's Title: History of Sub-Saharan Africa

Semester: First

Unit Name: Core Unit

Course Title: History of East Africa Before the 7th Century AD

Credits: 05

Coefficient: 03

Learning Objectives:

This course aims to provide the student with tools for understanding, analytical skills, and proper methods of handling historical material in order to extract historical facts and reconstruct historical events accurately.

Required Prerequisite Knowledge:

The student is expected to have prior knowledge acquired during undergraduate studies, particularly in the Africa and Asia module.

Course Content (The detailed content of each course must be specified, including the student's personal work):

- Hunting civilization in the savannahs of sub-equatorial Africa
 - Foraging civilization in the equatorial forest
 - Kushite civilizations
 - Bantu civilizations: agriculture and use of iron
 - Civilizations of Nilotic peoples (Nilotes)
 - Additionally, personal student work is expected, including preparing research papers and critical analytical studies related to the course material.
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Assessment Method:

Assessment is based on exams and continuous evaluation of the student's work and assignment

Course Sheet: History of Central and West Africa before the 7th Century AD

Master's Program Title: History of Sub-Saharan Africa

Semester: First

Course Unit: Core

Course Title: History of Central and West Africa before the 7th Century AD

Credits: 05

Coefficient: 02

Learning Objectives:

This course aims to provide students with the tools for understanding, analytical skills, and a sound methodology for handling historical material in order to extract historical facts and reconstruct historical events accurately.

Prerequisite Knowledge:

Students are expected to be familiar with the knowledge acquired during their undergraduate studies, particularly in the course unit "Africa and Asia."

Course Content:

- The hunting civilization in the savanna south of the Equator
- The foraging civilization in the equatorial forest
- The Kushite civilization
- The Bantu civilization
- The civilizations of Meroë
- The civilizations of Aksum

Note: Students are required to carry out personal assignments, including the preparation of research papers and critical analytical studies related to the course content.

References:

In Foreign Languages:

- Oliver, Roland (ed). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, Cambridge, 1977.
- Clark, J.D. *The Prehistory of Africa*. Thames and Hudson, London, 1970.
- Dalby, D. *Language and History in Africa*. Frank Cass, London, 1970.

- Fagan, B.M. "Early trade and raw materials in South Central Africa," *Journal of African History (JAH)*, Vol. X, No. I, pp. 1–13.
- Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*. Heinemann, London, 1977.

In Arabic:

- *General History of Africa*, Vol. II, UNESCO
- Mohamed Bayoumi Mehran, *Ancient History of Sudan*, Alexandria, 1996
- Bakkay Mounsef, *Insights into African History*, Dar El-Sabil for Publishing and Distribution, 2009
- Ibrahim Bakr, *History of Nubia*, Cairo, 2000

Assessment Method: Continuous Assessment, Exam, etc.

(The weighting is left to the discretion of the teaching team.)

The assessment will be based on both a final exam and continuous monitoring of the work completed by the student.

References (Books, publications, websites, etc.):

- Oliver, Roland (ed.). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, Cambridge, 1977.
- Clark, J.D. *The Prehistory of Africa*, Thames and Hudson, London, 1970.
- Dalby, D. *Language and History in Africa*, Frank Cass, London, 1970.
- Fagan, B.M. "Early Trade and Raw Materials in South Central Africa," *Journal of African History (JAH)*, Vol. X, No. 1, pp. 1–13.
- Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*, Heinemann, London, 1977.
- *General History of Africa*, Volume II, UNESCO.
- Mohamed Bayoumi Mehran, *History of Ancient Sudan*, Alexandria, 1996.
- Bakkai Mounsef, *Highlights on the History of Africa*, Dar El-Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr, *History of Nubia*, Cairo, 2000.

Master's Title: History of Sub-Saharan Africa

Semester: First

Course Unit: Core Unit

Course Title: Sources of the History of Sub-Saharan Africa in Antiquity

Credits: 04

Coefficient: 02

Learning Objectives:

To enable students to research and access sources related to African history, and to utilize the internet and libraries for accessing references and historical dictionaries.

Prerequisite Knowledge:

Students are expected to be familiar with the knowledge acquired during their undergraduate studies in the unit of Ancient History.

Course Content:

The sources are numerous and diverse. It is important to highlight the contributions of other sciences closely related to the subject under study, especially archaeology, which investigates the material remains of the past—such as architecture, tools, and artifacts—to understand human culture. Epigraphy, or the study of ancient inscriptions, seeks to decipher and translate written, drawn, or engraved symbols. Anthropology focuses on the culture of early humans, human races, and their distribution, as well as the characteristics of human groups. Linguistics helps uncover the past of peoples without written records by analyzing language or dialect phenomena linked to human activity. Scholars of African studies can use linguistics to trace the origins of certain languages and dialects, particularly among the Bantu tribes of East Africa, or the Akan, Dan, Senufo, Bété, Bambara, and Manding tribes in West Africa, or the Shona, Ndebele, Xhosa, and Zulu tribes in Zimbabwe and South Africa. In addition, other disciplines such as geography, sociology, and demography are considered essential in such studies.

- Furthermore, students' personal work is taken into account, including assignments involving analytical and critical research related to the subject matter of the course unit.

Evaluation Method:

Assessment is based on exams and continuous evaluation of the student's completed work.

aster's Title: *History of Sub-Saharan Africa*

Semester: First

Unit Name: Core Unit

Course Title: *Introduction to the End of Prehistory in Sub-Saharan Africa*

Credits: 04

Coefficient: 02

Educational Objectives

To highlight the importance of archaeology in uncovering many mysteries that characterize ancient African history, especially regarding the stages of development of African societies, linguistic lineages, agriculture, and metallurgy.

Required Prerequisite Knowledge

The student should have acquired fundamental knowledge during the undergraduate (License) program, particularly in the Prehistory module.

Course Content

- The role of archaeology in shedding light on this historical period.
- Contributions of linguistics.
- The significance of agriculture and iron.

- Additionally, the student is required to engage in personal work, which includes preparing research papers and conducting critical and analytical studies of the scientific material related to the unit under study.

Evaluation Method

Evaluation is based on both exams and continuous assessment of the work completed by the student.

References (*Books, Publications, Websites, etc.*):

- Oliver, Roland (ed.). *The Cambridge History of Africa*. Vol. 3, Cambridge University Press, Cambridge, 1977.
- Clark, J.D. *The Prehistory of Africa*. Thames and Hudson, London, 1970.
- Dalby, D. *Language and History in Africa*. Frank Cass, London, 1970.
- Fagan, B.M. "Early Trade and Raw Materials in South Central Africa", *Journal of African History* (JAH), Vol. X, No. 1, pp. 1–13.
- Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*. Heinemann, London, 1977.
- Oliver, Roland. *History of the Outside World*. Inaugural lecture, School of Oriental and African Studies, University of London, May 1964.
- Smith, Stephen. *Atlas de l'Afrique*. Edition Autrement, Paris, 2005.
- Paulme, Denis. *Les Civilisations Africaines*. Presses Universitaires de France, 1965.
- Coulson, Andrew. *Tanzania: A Political Economy*. Oxford University Press, Oxford, 1982.
- McEvedy, Colin. *The Penguin Atlas of African History*. Penguin Books, London, 1995.
- Chrétien, J.P. *L'Afrique des Grands Lacs*. Flammarion, Paris, 2000.
- Kiwanuka, M.S.M. *The Kings of Buganda*. East African Publishing House, Nairobi, 1971.
- *General History of Africa*, Volume II, UNESCO.
- Mohamed Bayoumi Mehran. *History of Ancient Sudan*, Alexandria, 1996.
- Bekkai Mounsef. *Lights on the History of Africa*, Dar El-Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr. *History of Nubia*, Cairo, 2000.

aster's Program Title: *History of Sub-Saharan Africa*

Semester: First

Course Unit Title: Core Unit

Course Title: *Research Methodology in History*

Credits: 05

Coefficient: 02

Learning Objectives:

This course aims to equip the student with tools of understanding, analytical skills, and proper methods for handling historical material to extract historical facts and accurately reconstruct historical events.

Prerequisite Knowledge:

The student must have acquired foundational knowledge in methodology from their undergraduate (Licence) studies.

Course Content:

A. Steps of the Scientific Method:

1. Preliminary reading on the topic
2. Posing the research problem
3. Formulating hypotheses
4. Identifying variables
5. Determining the research methodology

In addition, personal student work is emphasized through assignments involving research projects and critical analytical studies of the scientific material related to the unit under study.

Assessment Method:

Evaluation is based on exams and continuous assessment of the work accomplished by the student.

References:

- Oliver, Roland (ed). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, Cambridge, 1977.
- Clark, J.D. *The Prehistory of Africa*. Thames and Hudson, London, 1970.
- Dalby, D. *Language and History in Africa*. Frank Cass, London, 1970.
- Fagan, B.M. "Early Trade and Raw Materials in South Central Africa," *Journal of African History (JAH)*, Vol. X, Issue I, pp. 1–13.
- Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*. Heinemann, London, 1977.
- *General History of Africa*, Vol. 2, UNESCO.
- Mohammed Bayoumi Mehran. *Ancient History of Sudan*, Alexandria, 1996.
- Bekai Mounsef. *Insights into the History of Africa*, Dar El-Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr. *History of Nubia*, Cairo, 2000.
- Al-Mas'udi (Abu al-Hasan Ali ibn al-Husayn). *Meadows of Gold and Mines of Gems*. Dar Al-Rakhā', Cairo, 1938.

Master's Program Title: *History of Sub-Saharan Africa*

Semester: First

Course Unit Title: Core Unit

Course Title: *Critical Study of the Sources of Sub-Saharan African History in Ancient Times*

Credits: 04

Coefficient: 02

Learning Objectives:

This course aims to provide students with the tools for understanding, analytical capabilities, and correct methods for dealing with historical sources to extract historical facts and accurately reconstruct historical events.

Prerequisite Knowledge

The student must be familiar with the knowledge acquired during their Bachelor's studies, particularly in the Methodology unit.

Course Content

(Each course must include detailed content and specify the student's individual work.)

1. **Focus on Arabic Sources** and the contributions of Arab authors who shed light on many historical truths. Among the most notable:
 - **Al-Masudi** and his book *Muruj al-Dhahab (The Meadows of Gold)*.
 - **Abu Ubayd Al-Bakri** (d. c. 1094 CE), author of *Al-Masalik wa-l-Mamalik (Routes and Realms)*, which highlights the Ghana Empire.
 - Scholars who made significant contributions to historical research, such as **Sheikh Muhammad ibn Mahmoud Kati**, born in 1468 in Timbuktu, and associate of Askia Muhammad the Great. He wrote *Tarikh al-Fattash fi Akhbar al-Bilad wal-Juyush wal-Akahir wal-Nas...*, a key text chronicling events and genealogies.
 - Another prominent figure is **Sheikh Abd al-Rahman ibn Abdallah al-Sa'di** (1596–1655), who wrote *Tarikh al-Sudan* in 1653. This is one of the most important sources for the history of West Africa, focusing on Islamic kingdoms, their cities, the Songhai history, and Fulani and Tuareg tribes. He also provided biographies of about 200 Sudanese scholars, notably his mentor Ahmad Baba.
 - Also worth noting are the travelers **Al-Idrisi** and **Ibn Battuta**, who visited parts of Africa, notably East Africa, Mali, Timbuktu, and Gao. Al-Idrisi gave a detailed description of Mombasa port in the 12th century, including its mines, houses, mosques, and even leopard hunting.
 2. **Foreign Sources.**
 3. **Source Criticism.**
 - In addition, students are required to carry out **individual work**, which includes preparing research papers and conducting critical and analytical studies of the unit's content.
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Assessment Method

Evaluation is based on exams and continuous assessment of the student's completed assignments. The weight of each is determined by the discretion of the teaching staff.

References

(Books, publications, websites, etc.)

- Roland Oliver (ed.). *The Cambridge History of Africa*, Vol. 3. Cambridge University Press, Cambridge, 1977.
- J.D. Clark. *The Prehistory of Africa*. Thames and Hudson, London, 1970.
- D. Dalby. *Language and History in Africa*. Frank Cass, London, 1970.
- B.M. Fagan. "Early Trade and Raw Materials in South Central Africa," *Journal of African History (JAH)*, Vol. X, No. 1, pp. 1–13.
- D.W. Philipson. *The Later Prehistory of Eastern and Southern Africa*. Heinemann, London, 1977.
- *General History of Africa*, Vol. II, UNESCO.
- Mohamed Bayoumi Mehran. *History of Ancient Sudan*, Alexandria, 1996.
- Bakay Mounsef. *Insights into African History*, Dar Al-Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr. *History of Nubia*, Cairo, 2000.

Master's Program Title: *History of Sub-Saharan Africa*

Semester: First

Unit Name: Core Unit

Course Name: *Natural Geography of Africa*

Credits: 01

Coefficient: 01

Learning Objectives

This course aims to equip the student with tools for understanding, analytical skills, and proper methods of handling historical material to deduce historical facts and accurately reconstruct historical events.

Prerequisite Knowledge

The student must be familiar with the knowledge acquired during their Bachelor's studies, particularly in the Methodology unit.

Course Content

1. **The Relationship between Languages and Human Races in Sub-Saharan Africa:**

Languages are classified according to the human groups currently present in the continent. For instance:

- **Khoisan peoples** of Southern and Southwestern Africa, whose languages share a common origin but show considerable dialectal variation.
- The **Afro-Asiatic language family**, also of common origin, includes Arabic, Berber, Ethiopian languages, Hebrew, and ancient Egyptian, stretching from North Africa to the Horn of Africa.
- The **Niger-Congo group**, which spans West to East Africa and, with the Bantu languages, covers most areas south of the equator.
- The **Nilo-Saharan group**, found in Central and East Africa (Chad, Central African Republic, Sudan, Kenya, Uganda, Democratic Republic of Congo, Mali, Niger) including the Songhai language.

2. **Examples of Ethnic Mosaic in Sub-Saharan Africa:**

A – The **Khoisan** in Southern Africa

B – **Bantu tribes**

C – **Nilotic tribes**: Turkanas, Luos, Somalis

D – Other ethnic groups: Fulani, Akan, Bakongo, Sotho, Mande, Baganda, Hutu and Tutsi, Zulu

- In addition to this, the student is expected to engage in **individual research work**, which involves preparing research projects and critically analyzing the unit's academic content.

aster's Program Title: *History of Sub-Saharan Africa*

Semester: *First*

Module Title: *Core Module*

Course Title: *Research Seminar*

Credits: *01*

Coefficient: *01*

Learning Objectives

This course aims to provide students with tools for understanding, analytical skills, and proper methods for dealing with historical material to extract historical facts and accurately reconstruct historical events.

Prerequisite Knowledge

The student must have acquired methodological knowledge gained during their undergraduate studies, particularly in the "Methodology" module.

Course Content

The course focuses on exploring various historical issues and problematics related to African history that are suitable for in-depth study.

In addition, personal student work is taken into account, notably the preparation of research papers and analytical-critical studies of the scientific material relevant to the unit under study.

Assessment Method

Assessment is based on a final exam and continuous evaluation of the student's completed assignments.

(The weight distribution is left to the discretion of the teaching staff.)

References

(Books, publications, websites, etc.)

- Oliver, Roland (ed.). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, Cambridge, 1977.
- Clark, J.D. *The Prehistory of Africa*, Thames and Hudson, London, 1970.
- Dalby, D. *Language and History in Africa*, Frank Cass, London, 1970.
- Fagan, B.M. "Early Trade and Raw Materials in South Central Africa," *Journal of African History (JAH)*, Vol. X, No. 1, pp. 1–13.
- Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*, Heinemann, London, 1977.
- *General History of Africa*, Vol. 2, UNESCO.
- Mohamed Bayoumi Mehran, *Ancient History of Sudan*, Alexandria, 1996.
- Bakkai Mounsef, *Insights into the History of Africa*, Dar El-Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr, *History of Nubia*, Cairo, 2000.

Semester: First

Unit Name: Core

Course Title: Foreign Language (the language is determined by the training team)

Credits: 01

Coefficient: 01

Learning Objectives:

This course aims to provide the student with the tools for comprehension, analytical skills, and proper methods of handling historical material to extract historical facts and accurately reconstruct historical events.

Prerequisite Knowledge:

The student is expected to be familiar with the knowledge acquired during the Bachelor's degree, particularly in the methodology unit.

Course Content:

Analysis of texts and study of certain foreign writings related to the field of specialization. Students should study some texts in relation to archival material and books dealing with historical material, as well as taking into consideration study skills, comprehension, and translation into Arabic.

Main documents and textbooks include:

- Kiwanuka, M.S.M. *The Kings of Buganda*. East African Publishing House, Nairobi, 1971.
- Gray, R. and Birmingham, D. (eds). *Pre-Colonial African Trade*. Oxford University Press, Oxford, 1970.
- Wilson, M. and Thompson, L. *The Oxford History of South Africa*. Oxford, 1971.
- Hailey, M. *An African Survey: A Study of Problems Arising in Africa South of the Sahara*. Oxford University Press, Oxford, 1945.
- Sheriff, A. *Slaves, Spices and Ivory in Zanzibar: Integration of an East African Commercial Empire into the World Economy, 1770–1873*. James Currey, London, 1987.
- Wilks, I. *Asante in the Nineteenth Century*. Cambridge University Press, 1975.
- Lewis, J. M. (ed.), *Islam in Tropical Africa*. Oxford University Press, Oxford, 1966.

Additionally, students are expected to undertake personal work, including research projects and critical analytical studies of the scientific material related to the unit under study.

Assessment Method:

Assessment is based on continuous monitoring and exams, with the weighting left to the discretion of the training team. Evaluation includes both exams and continuous assessment of the work completed by the student.

References (books, publications, websites, etc.):

- Oliver, Roland (ed.). *The Cambridge History of Africa*. Vol. 3, Cambridge University Press, Cambridge, 1977.
- Clark, J.D. *The Prehistory of Africa*. Thames and Hudson, London, 1970.
- Dalby, D. *Language and History in Africa*. Frank Cass, London, 1970.
- Fagan, B.M. "Early Trade and Raw Materials in South Central Africa." *Journal of African History (JAH)*, X, I, pp. 1–13.
- Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*. Heinemann, London, 1977.
- *General History of Africa*, Volume II, UNESCO.
- Mohamed Bayoumi Mehran, *History of Ancient Sudan*, Alexandria, 1996.
- Bekkai Mounsef, *Highlights on the History of Africa*, Dar El Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr, *History of Nubia*, Cairo, 2000.

Master's Program Title: History of Sub-Saharan Africa

Semester: Second

Unit Name: Core

Course Title: History of the Monomotapa Empire and the Kingdoms of Kongo

Credits: 05

Coefficient: 03

Learning Objectives:

This course explores the emergence of African empires and kingdoms and their role in contributing to world civilization. Key examples include the Monomotapa Empire (in present-day Zimbabwe), the Kingdom of Kongo (which included parts of present-day Angola and Gabon), as well as the Ashanti Kingdom (in present-day Ghana) and the Kingdom of Buganda in East Africa.

Master's Program Title: History of Sub-Saharan Africa

Semester: Second

Course Unit: Core

Subject Title: History of the Ashanti and Buganda Empires

Credits: 05

Coefficient: 02

Learning Objectives:

This course aims to equip the student with knowledge about the emergence of major African empires and kingdoms and their role in shaping global civilization. Among the key case studies are the Monomotapa Empire in present-day Zimbabwe, the Kingdom of Kongo which included parts of today's Angola and Gabon, as well as the Ashanti Empire in present-day Ghana and the Buganda Kingdom in East Africa.

Required Prior Knowledge:

The student should be familiar with the methodological skills acquired during their undergraduate studies, especially in historical research methods.

Course Content:

1. **The Ashanti Kingdom**
 - Geographical setting
 - Foundation
 - Cultural and civilizational features

- Decline
- 2. **The Buganda Kingdom in East Africa**
 - Historical background
 - Political features
 - Economic aspects
 - Social aspects
 - Its role in the development of the Ugandan national movement

Note:

The course also requires personal work from the student, including assigned research projects and critical analytical studies of academic material related to the subject.

Assessment Method:

- Final exam
 - Continuous assessment based on the student's completed work
(The weighting is at the discretion of the teaching team)
-

References:

- *The Cambridge History of Africa*, Vol. 3, edited by Roland Oliver, Cambridge University Press, Cambridge, 1977
- Clark, J.D., *The Prehistory of Africa*, Thames and Hudson, London, 1970
- Dalby, D., *Language and History in Africa*, Frank Cass, London, 1970
- Fagan, B.M., "Early Trade and Raw Materials in South Central Africa," *Journal of African History (JAH)*, Vol. X, No. I, pp. 1–13
- Philipson, D.W., *The Later Prehistory of Eastern and Southern Africa*, Heinemann, London, 1977
- *General History of Africa*, Vol. II, UNESCO
- Mohamed Bayoumi Mehran, *Ancient History of Sudan*, Alexandria, 1996
- Bakai Mounsef, *Highlights on African History*, Dar El Sabil Publishing and Distribution, 2009
- Ibrahim Bakr, *History of Nubia*, Cairo, 2000

Master's Title: History of Sub-Saharan Africa

Semester: Second

Course Unit: Core

Subject: Scientific and Cultural Life in West Africa

Credits: 04

Coefficient: 02

Learning Objectives:

To highlight the features of Arab-Islamic civilization in West Africa, especially regarding the scientific aspects in the major cities of West Africa. Emphasis will be placed on the significance of Timbuktu as a center of cultural influence, as well as the role of prominent

authors in disseminating civilization, such as Abd al-Rahman al-Sa'di, Muhammad ibn Abd al-Karim al-Maghili, al-Mas'udi, Uthman dan Fodio, al-Hajj Umar al-Futi, and Ahmad al-Bakkay.

Prerequisite Knowledge:

Students should have a solid grasp of the knowledge acquired during their undergraduate studies, especially in the "Methodology" module.

Course Content:

(A detailed specification of the content is mandatory, with reference to the student's personal work)

- **Introduction**
 - A. Major historical cities in West Africa (Timbuktu, Djenné, Gao, Walata, Sokoto, and Takedda)
 - B. Aspects of scientific and cultural life in the cities of West Africa:
 1. Educational institutions and methods
 2. Aspects of scientific and cultural life in West Africa
 - C. Scholars of the region and their scientific contributions
 - D. The impact of scientific life on the development of West Africa:
 3. Influence on governance and urbanization
 4. Influence on socio-economic life

In addition, personal work by students will be considered. This includes tasks such as preparing research papers and conducting critical and analytical studies of the scientific material related to the unit.

Assessment Method:

Assessment will be based on exams and continuous evaluation of the work completed by the student. The weighting is at the discretion of the teaching team.

References (Books, Publications, Websites, etc.):

- Oliver, Roland (ed.). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, Cambridge, 1977.
- Clark, J.D. *The Prehistory of Africa*, Thames and Hudson, London, 1970.
- Dalby, D. *Language and History in Africa*, Frank Cass, London, 1970.
- Fagan, B.M. "Early Trade and Raw Materials in South Central Africa," *Journal of African History (JAH)*, Vol. X, No. I, pp. 1–13.

- Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*, Heinemann, London, 1977.
- *General History of Africa*, Volume II, UNESCO.
- Mohamed Bayoumi Mehran, *The Ancient History of Sudan*, Alexandria, 1996.
- Bakai Mounsef, *Insights into the History of Africa*, Dar Al-Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr, *History of Nubia*, Cairo, 2000.

Master's Program Title: *History of Sub-Saharan Africa*

Semester: Second

Course Unit: Core

Course Title: *The Spread of Islam in Sub-Saharan Africa*

Credits: 04

Coefficient: 02

Learning Objectives:

Highlight the role played by the Tuareg and Arab merchants from the Maghreb in disseminating Arab-Islamic civilization in West Africa, as well as the pioneering contribution of Levantine merchants and Omani sultans in spreading Arab-Islamic civilization in East and Central Africa.

Prerequisite Knowledge:

The student must be familiar with the knowledge acquired during their undergraduate studies, particularly from the Methodology unit.

Course Content:

1. Arab-African relations.
2. The role of Sufi orders in the continued spread of Islam in West Africa.
3. The spread of Islam in East Africa:
 - a. Arab migrations to East Africa.
 - b. Manifestations of Arab-Islamic civilization in East Africa.

In addition, the student's **individual work** is taken into account, which includes preparing research papers and critically analyzing academic material related to the course.

Assessment Method:

Assessment is based on a **final exam** and **continuous evaluation** of the student's submitted work. The weighting is left to the discretion of the academic team.

References:

- Oliver, Roland (ed.). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, Cambridge, 1977.
 - Clark, J.D. *The Prehistory of Africa*, Thames and Hudson, London, 1970.
 - Dalby, D. *Language and History in Africa*, Frank Cass, London, 1970.
 - Fagan, B.M. "Early Trade and Raw Materials in South Central Africa," *Journal of African History* (JAH), Vol. X, Issue I, pp. 1–13.
 - Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*, Heinemann, London, 1977.
 - *General History of Africa*, Vol. II, UNESCO.
 - Mohamed Bayoumi Mehran, *Ancient History of Sudan*, Alexandria, 1996.
 - Bekkai Mounsef, *Highlights on the History of Africa*, Dar Al-Sabil for Publishing & Distribution, 2009.
 - Ibrahim Bakr, *History of Nubia*, Cairo, 2000.
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Master's Program Title: *History of Sub-Saharan Africa*

Semester: Second

Course Unit: Core

Course Title: *Historical Research Methodology*

Credits: 05

Coefficient: 02

Learning Objectives:

This course aims to equip students with the tools for understanding, analyzing, and properly handling historical material in order to extract historical facts and accurately reconstruct historical events.

Prerequisite Knowledge:

The student must be familiar with the knowledge acquired during their undergraduate studies, particularly from the Methodology unit.

Course Content:

(Note: You stopped before providing the full content of the course. If you'd like, I can help draft or complete it based on typical methodology course outlines.)

aster's Program Title: History of Sub-Saharan Africa

Semester: Second

Module Name: Core

Course Title: Sources of the History of Sub-Saharan Africa in the Middle and Modern Ages

Credits: 04

Coefficient: 02

Learning Objectives:

To enable the student to research and access sources that deal with African history, as well as to utilize the internet and libraries for the effective use of historical references and dictionaries.

Required Prior Knowledge:

The student must be familiar with the knowledge acquired during their undergraduate studies, particularly in the methodology course.

Course Content:

1. Arabic Sources:

- Study of *Muruj al-Dhahab* (Meadows of Gold) by Al-Masudi.
- Analysis of *Al-Masalik wa al-Mamalik* (Routes and Realms) by Al-Bakri, focusing on its insights into the Ghana Empire.
- Review of *Tarikh al-Fattash* (Chronicle of the Seeker) by Sheikh Mahmud Kati, covering reports on cities, armies, and significant events in Takkur.
- Analysis of *Tarikh al-Sudan* by Abd al-Rahman al-Sa'di (1653), which offers a comprehensive account of Islamic kingdoms in West Africa, their origins, and notable figures such as Sheikh Ahmad Baba.
- Examination of the accounts of travelers like Al-Idrisi and Ibn Battuta, particularly their descriptions of East Africa, Mali, Timbuktu, and Gao. Al-Idrisi notably described the port city of Mombasa in the 12th century, its mines, houses, mosques, and even leopard hunting.

2. Foreign Sources:

- Classification and analysis of Western literature on the history of Sub-Saharan Africa in the medieval and modern periods, including critical evaluation of colonial biases.

3. Source Criticism:

- Training students to analyze and critically assess the content of various sources in terms of historical value, credibility, and objectivity.

Students are expected to prepare research papers and conduct critical analytical studies on the scientific content related to the unit.

Scientific Methodology Steps:

1. Preliminary reading on the subject
 2. Formulating the problem/question
 3. Developing hypotheses
 4. Identifying variables
 5. Choosing the appropriate research method
-

Assessment Method:

Evaluation is based on both the final exam and continuous assessment of the work submitted by the student, including participation, presentations, and research papers, as determined by the academic team.

Main References:

- Oliver, Roland (ed). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, 1977.
- Clark, J.D. *The Prehistory of Africa*, Thames and Hudson, London, 1970.
- Dalby, D. *Language and History in Africa*, Frank Cass, London, 1970.
- Fagan, B.M. "Early Trade and Raw Materials in South Central Africa," *Journal of African History (JAH)*, Vol. X, No. I, pp. 1–13.
- Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*, Heinemann, London, 1977.
- *General History of Africa*, Vol. II, UNESCO.
- Muhammad Bayoumi Mehran, *Ancient History of Sudan*, Alexandria, 1996.
- Bekkai Mounsif, *Highlights on the History of Africa*, Dar Al-Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr, *History of Nubia*, Cairo, 2000.

valuation Method: Continuous assessment, examination, etc. (The weighting is left to the discretion of the training team).

The evaluation is based on the **exam** and the **continuous assessment** of the student's completed work.

References (Books, publications, websites, etc.):

- Oliver, Roland (ed.). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, Cambridge, 1977.
 - Clark, J.D. *The Prehistory of Africa*. Thames and Hudson, London, 1970.
 - Dalby, D. *Language and History in Africa*. Frank Cass, London, 1970.
 - Fagan, B.M. "Early Trade and Raw Materials in South Central Africa." *Journal of African History (JAH)*, Vol. X, Issue I, pp. 1–13.
 - Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*. Heinemann, London, 1977.
 - *General History of Africa*, Volume II, UNESCO.
 - Mohamed Bayoumi Mehran, *History of Ancient Sudan*, Alexandria, 1996.
 - Bekkai Mounsef, *Insights into African History*, Dar Al-Sabil for Publishing and Distribution, 2009.
 - Ibrahim Bakr, *History of Nubia*, Cairo, 2000.
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Master's Program Title: *History of Sub-Saharan Africa*

Semester: Second

Module Name: *Core Module*

Course Title: *Optional Unit: Study of African Figures in the Middle Ages or Human Geography of Africa*

Credits: 01

Coefficient: 01

Learning Objectives

To enable the student to gain knowledge of the most prominent historical figures who played a key role in political and intellectual aspects.

To understand the diversity of human races in Sub-Saharan Africa, and to address the issue of ethnic mosaic in the African continent.

Prerequisite Knowledge

The student must be familiar with the knowledge acquired during undergraduate studies, especially in the methodology module.

Course Content (*A detailed breakdown is mandatory, with indication of the student's personal work*):

1 – Study of African Figures in the Middle Ages:

Focus on influential African figures in society during and after the spread of Islam, such as:

- Mansa Musa (King of Mali),
- Mansa Abu Bakr,
- Abdul Karim Al-Maghili,

- Ahmed Baba Al-Timbukti,
- Sheikh Mukhtar Al-Kunti,
- Queen Abla Pokou.

2 – Human Geography of Africa:

1. Relationship between languages and human races in Sub-Saharan Africa:

Scholars classify languages according to the racial groups still present on the continent. Based on this:

- The **Khoisan peoples** of Southern and Southwestern Africa have languages with a common origin, though varied by region.
- The **Afro-Asiatic language family** also has a single origin and includes many languages extending from North Africa to the Horn of Africa (Arabic, Berber, Ethiopian languages, Hebrew, Ancient Egyptian).
- The **Niger-Congo group** extends from West to East Africa, covering areas south of the equator and including the Bantu languages.
- The **Nilo-Saharan group** (Le groupe Nilo-Saharien) is found in Central and Eastern Africa (Chad, Central African Republic, Sudan, Kenya, Uganda, DR Congo, Mali, and Niger, including the Songhai language).

2. Examples of the ethnic mosaic in Sub-Saharan Africa:

- The **Khoisan** of Southern Africa,
- **Bantu tribes**,
- **Nilotic tribes** such as the **Turkana**, **Luo**, and **Somalis**,
- The **Fulani**, **Akan**, **Bakongo**, **Sotho**, **Mande**, **Baganda**, **Hutu and Tutsi**, and **Zulu**.

This is in addition to the **student's personal work**, which includes preparing research papers and conducting critical analytical studies of the academic material related to the module under study.

Master's Program Title: *History of Sub-Saharan Africa*

Semester: Second

Unit Type: Core

Course Title: Foreign Language (*The specific language is determined by the academic team*)

Credits: 01

Coefficient: 01

Learning Objectives:

Upon successful completion of this course, the student is expected to:

- Understand how the present came to be.
- Become acquainted with men and women who shaped our heritage.
- Identify causes behind historical successes and failures.
- Gain a broader perspective of African history.

- Learn from past experiences.
 - Apply historical principles to current challenges.
-

Prerequisite Knowledge:

The student must be familiar with the knowledge acquired during the undergraduate degree, specifically in the language module.

Course Content:

Students will study a selection of texts related to archival sources and books dealing with historical materials. The course also includes the development of study skills, reading comprehension, and translation into Arabic.

Primary textbooks and documents include:

- Kiwanuka, M.S.M., *The Kings of Buganda*. East African Publishing House, Nairobi, 1971.
- Gray, R. & Birmingham, D. (eds), *Pre-Colonial African Trade*. Oxford University Press, Oxford, 1970.
- Wilson, M. & Thompson, L., *The Oxford History of South Africa*. Oxford, 1971.
- Hailey, M., *An African Survey: Study of Problems Arising in Africa South of the Sahara*. Oxford University Press, 1945.
- Sheriff, A., *Slaves, Spices and Ivory in Zanzibar: Integration of an East African Commercial Empire into the World Economy, 1770–1873*. James Currey, London, 1987.
- Wilks, I., *Asante in the Nineteenth Century*. Cambridge University Press, 1975.
- Lewis, J.M. (ed.), *Islam in Tropical Africa*. Oxford University Press, Oxford, 1966.

In addition, student work will include the preparation of research papers and critical, analytical studies of the academic material related to the course unit.

Assessment Method:

Evaluation is based on the final examination and continuous assessment of the student's assignments and classwork.

The weighting is subject to the discretion of the teaching team.

References (Books, Publications, Online Resources, etc.):

- Oliver, Roland (ed.), *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, Cambridge, 1977.
- Clark, J.D., *The Prehistory of Africa*. Thames and Hudson, London, 1970.
- Dalby, D., *Language and History in Africa*. Frank Cass, London, 1970.
- Fagan, B.M., "Early Trade and Raw Materials in South Central Africa." *Journal of African History (JAH)*, Vol. X, No. I, pp. 1–13.
- Philipson, D.W., *The Later Prehistory of Eastern and Southern Africa*. Heinemann, London, 1977.
- *General History of Africa*, Volume II, UNESCO.
- Bayoumi Mehran, Mohamed, *Ancient History of Sudan*, Alexandria, 1996.
- Bekkai, Mounsef, *Highlights on the History of Africa*, Dar Al-Sabil for Publishing and Distribution, 2009.
- Ibrahim Bakr, *History of Nubia*, Cairo, 2000.

Master's Title: History of Sub-Saharan Africa

Semester: Third

Course Unit: Core

Course Title: The Role of the Mali Empire in Spreading Arab-Islamic Culture in West Africa

Credits: 05

Coefficient: 03

Learning Objectives:

To highlight the role played by the Mali Empire in disseminating Arab-Islamic civilization in West Africa and contributing to the construction of global cultural heritage.

Prerequisite Knowledge:

The student must have a solid understanding of knowledge acquired during undergraduate studies, particularly in the unit on African history.

Course Content:

1. Civilizational Aspects of the Mali Empire:

- Architecture and urban development
- Scientific and educational life (the kingdom's role in promoting Arab-Islamic education and culture)
- Its role in socio-economic development
- Its contributions to building the global civilizational structure

In addition to the above, the student's personal work will be taken into account, particularly in preparing research papers and analytical-critical studies related to the course content.

Assessment Method:

Evaluation is based on an exam and continuous assessment of the student's completed work (left to the discretion of the academic staff).

References:

- Oliver, Roland (ed). *The Cambridge History of Africa*, Vol. 3, Cambridge University Press, 1977.
 - Clark, J.D. *The Prehistory of Africa*, Thames and Hudson, London, 1970.
 - Dalby, D. *Language and History in Africa*, Frank Cass, London, 1970.
 - Fagan, B.M. "Early Trade and Raw Materials in South Central Africa." *Journal of African History (JAH)*, Vol. X, No. I, pp. 1–13.
 - Philipson, D.W. *The Later Prehistory of Eastern and Southern Africa*, Heinemann, London, 1977.
 - *General History of Africa*, Volume II, UNESCO.
 - Mohamed Bayoumi Mehran, *Ancient History of Sudan*, Alexandria, 1996.
 - Bekkai Mounsef, *Highlights on African History*, Dar Al-Sabil Publishing and Distribution, 2009.
 - Ibrahim Bakr, *History of Nubia*, Cairo, 2000.
-

Master's Title: History of Sub-Saharan Africa

Semester: Third

Course Unit: Core

Course Title: The Role of Algerian Diplomacy in the Liberation of Africa

Credits: 05

Coefficient: 02

Learning Objectives:

To highlight the role of Algeria and its diplomacy in the political, military, and economic liberation of Africa.

To answer key questions, particularly those concerning the foundations of Algerian diplomacy, its status in international relations, and the role it played within the United Nations and the Organization of African Unity in liberating the African continent.

Prerequisite Knowledge:

The student must be familiar with the knowledge acquired during undergraduate studies, particularly in the unit on liberation movements in Africa.

Course Content:

Introduction:

Algeria made a significant contribution to the decolonization of Africa. The continent was a key arena for intense diplomatic activity and a major focus of Algerian diplomacy during and after the revolution. This role earned Algeria a leadership status among Third World countries. In this context, Algeria gained historical legitimacy through its liberation struggle, which enabled it to play a prominent role on the international stage. **Africa.** After regaining national sovereignty, Algeria inherited a legitimacy that shaped its foreign policy, particularly in supporting the liberation of Africa from all forms of domination. Based on this foundation, this conference focuses on the following themes:

1. Historical Foundations

- a. The birth of Algerian diplomacy
- b. The roots of Algeria's African policy

2. Principles and Foundations of Algeria's African Policy

- a. The principle of peoples' right to self-determination
- b. The right of African peoples to control their raw materials
- c. The fight against racial discrimination

3. Algeria's Contributions to the Political, Diplomatic, and Military Liberation of Africa

This includes Algeria's efforts within the Organization of African Unity (OAU) and the United Nations, particularly through its membership in the OAU's Liberation Committee. Algeria provided support to African liberation movements, assessing their popular legitimacy and capacity to resist colonialism. Notable movements supported include:

- The African Party for the Independence of Guinea and Cape Verde (PAIGC), founded in 1956, which launched armed struggle against Portuguese colonialism in 1962 under the leadership of Amílcar Cabral.
- The Mozambique Liberation Front (FRELIMO), founded in 1962 by Samora Machel, which began armed resistance against Portuguese rule in September 1964.
- The Popular Movement for the Liberation of Angola (MPLA), founded in December 1965 by Agostinho Neto, which began armed struggle in February 1961.
- The African National Congress (ANC), founded in 1912.
- The Zimbabwe African National Union (ZANU), founded in 1961 under Robert Mugabe.
- The Zimbabwe African People's Union (ZAPU), founded in 1961 under Joshua Nkomo.

- The South West Africa People's Organization (SWAPO), founded in April 1959 under Sam Nujoma.

Military strategies: Algeria played a major role in the Liberation Committee of Africa, providing weapons, military training, and logistical support for liberation movements, and facilitating military operations launched from neighboring African countries.

4. Economic Contributions:

Regarding Algeria's economic contribution to African liberation, students must understand that Algeria served as a model for reclaiming sovereignty over natural resources from foreign monopolistic companies, especially in Africa.

Following the nationalization decisions, Algeria intensified its diplomatic efforts, leading to a special session of the United Nations General Assembly in 1974 dedicated to raw materials and development. This session called for aid to poor countries and a revision of the international trade system, which disadvantaged newly independent nations. The session resulted in the adoption of resolutions 3201 (S.VI) and 3202 (S.VI), which called for the establishment of a new international economic order to reduce disparities between developed and developing countries, and to ensure the control of raw materials by developing countries, especially in Africa. Algeria continued to advocate for these positions in international forums for many years, including within the Group of 77, the United Nations, and affiliated organizations such as the World Trade Organization (WTO).

Student Personal Work:

Students are required to engage in independent work, including preparing research papers and conducting critical, analytical studies of the course material.

Assessment Method:

Assessment is based on a combination of continuous assessment and final examination, at the discretion of the teaching staff.

References (Books, Publications, Websites, etc.):

1. *National Charter*, p. 107; Article 92 of the 1976 Constitution
 2. *Charter of the United Nations*
 3. *Charter of the Organization of African Unity*
- Chikh, Slimane. *L'Algérie, porte de l'Afrique*. Casbah Editions, Algiers, 1999
 - Bekkai, Mounsef. *The Role of Algeria in the Liberation of Africa and the Foundations of Its African Diplomacy*. Dar El Oumma, 2017
 - Ghozali, Nassereddine & Benouanich, Moncef. *Algeria's Foreign Policy through the National Charter and Constitution*. Algerian Scientific, Legal, Economic, and Political Review XV, no. 3 (1978), pp. 453–478

- Deffarge, C.I. & Troeller, G. "Alger, Capital of Revolutionaries in Exile," in *Le Monde Diplomatique*, August 1972
- Grimaud, Nicole. *La politique extérieure de l'Algérie*. Karthala Editions, Paris, 1984
- Klen, Michel. *Le défi Sud-Africain*. France Europe Editions, Nice, 2004, pp. 210–211
- Palmowski, J. *Oxford Dictionary of Twentieth Century World History*. Oxford University Press, Oxford, 1997
- Cornevin, M. *Histoire de l'Afrique contemporaine*. Payot, Paris, 1978
- Ferro, Marc. *Histoire des colonisations*. Éditions du Seuil, Paris, 1994
- Fage, J.D. *A History of Africa*. Hutchinson and Co, London, 1978
- Davidson, B. *L'Angola au cœur des tempêtes*. Maspero, Paris, 1972
- Newitt, M. *Portugal in Africa: The Last Hundred Years*, C. Hurst & Co., London, 1981
- Andreini, J.C. & Lambert, M.C. *Guinea-Bissau: From Amílcar Cabral to National Reconstruction*, L'Harmattan, Paris, 2000
- *Révolution Africaine*, issues 535, 536, 538, and 539 (June 21–27, 1974), and issue 545 (August 2–8, 1974), covering the various stages of these negotiations
- Lugan, Bernard. *Histoire de l'Afrique du Sud*. Librairie Perrin, Paris, 1986, p. 247
- Bader, C. *Namibia*, Karthala, Paris, 1997
- Awatif, Abdelrahman. "The Rhodesian Question in the United Nations." *International Politics Journal*, Issue 21, 1970
- Cadoux, Charles. "The United Nations and the Problem of Southern Africa," in *A.F.D.J.*, 1977

Master's Title: *History of Sub-Saharan Africa*

Semester: Third

Core Unit Name: Main Unit

Course Title: *European Colonialism in Africa and African Resistance to Colonialism*

Credits: 04

Coefficient: 02

Learning Objectives

Enable the student to understand the true motives behind adopting imperialist ideology, different models of colonial governance, and the hidden objectives behind adopting the *Indirect Rule* system established by Sir Frederick Lugard. It also aims to examine African reactions to colonial presence in Africa.

Prerequisite Knowledge

The student must be familiar with knowledge acquired during the Bachelor's degree, specifically the unit on *Africa and Liberation Movements*.

Course Content

1 – European Colonialism in Africa

- A. The essence of colonial ideology
- B. Causes and methods of penetration
- C. The Berlin Conference and the partition of Africa
- D. European colonial rule in Africa
 - 1. Direct rule
 - 1. Indirect rule

2 – African Resistance to Colonialism

- Models of resistance in Africa:
 - A. *Samori Ture's resistance* to French colonialism in West Africa
 - B. *The Maji Maji Rebellion* against German colonialism in East Africa
 - C. *The Shona resistance* to British colonialism in Zimbabwe

In addition to lectures, the student is required to engage in personal work through research assignments and critical analytical studies related to the course material.

Assessment Method

Assessment is based on exams and continuous evaluation of the student's completed work.

References

- *The National Charter*, p. 107; Article 92 of the 1976 Constitution
- *The Charter of the United Nations*
- *The Charter of the Organization of African Unity*
- Deffarge, C.I. & Troeller, G., "Alger, Capital des Révolutionnaires en Exile", *Le Monde Diplomatique*, August 1972
- Klein, Michel. *Le Défi Sud-Africain*, France Europe Editions, Nice, 2004, pp. 210–211
- Palmowski, J., *Oxford Dictionary of Twentieth Century World History*, Oxford University Press, 1997
- Cornevin, M., *Histoire de l'Afrique Contemporaine*, Payot, Paris, 1978, p. 276
- Ferro, Marc, *Histoire des Colonisations*, Editions du Seuil, Paris, 1994
- Fage, J.D., *A History of Africa*, Hutchinson & Co., London, 1978, p. 486
- Davidson, B., *L'Angola au Cœur des Tempêtes*, Maspero, Paris, 1972
- Newitt, M., *Portugal in Africa: The Last Hundred Years*, C. Hurst & Co., London, 1981
- Andreini, J.C. & Lambert, M.C., *La Guinée-Bissau, d'Amilcar Cabral à la Reconstruction Nationale*, L'Harmattan, Paris, 2000
- *Révolution Africaine*, Issues 535, 536, 538, 539 (June 21–27, 1974), Issue 545 (August 2–8, 1974)
- Lugan, Bernard, *Histoire de l'Afrique du Sud*, Librairie Perrin, Paris, 1986, p. 247
- Bader, C., *La Namibie*, Karthala, Paris, 1997

- Aouatif, Abdel Rahman, “The Rhodesia Case in the United Nations”, *International Politics Journal*, Issue 21, 1970, p. 119
- Cadoux, Charles, “The United Nations and the Problem of Southern Africa”, *A.F.D.J.*, 1977
- *Révolution Africaine*, No. 696, June 22–28, 1977
- Mustafa Salama Hussein, *International Organizations*, University House, Beirut, 1989, p. 196
- *South Africa – Algeria – Western Sahara Relations*, Publication by the South African Embassy in Algeria, on the occasion of the 15th Freedom Day Celebrations, 2009, pp. 4–

Master’s Title: *History of Sub-Saharan Africa*

Semester: *Third*

Module Type: *Core*

Subject Title: *Sources of Contemporary Sub-Saharan African History*

Credits: 04

Coefficient: 02

Learning Objectives:

To enable the student to identify and select the most important sources that address the aspects of contemporary Sub-Saharan African history, especially archival material found in European archival institutions such as the Public Record Office in London, as well as in various African countries and international organizations such as the United Nations and the Organization of African Unity. This also includes primary sources such as books, memoirs, etc.

Prerequisite Knowledge:

The student must be familiar with the knowledge acquired during their undergraduate (Licence) studies in African Studies.

Course Content:

Sources of Contemporary African History

- Providing students with various sources and offering commentary on them.
- Critically analyzing and evaluating these sources.
- In addition, consideration is given to the student's personal work, which is reflected in their research assignments and analytical-critical studies of the scientific material related to the module under study.

Evaluation Method:

Evaluation is based on exams and continuous assessment of the student's completed assignments and research, at the discretion of the teaching staff.

References:

- Charter of the United Nations, New York.
- Resolution No. 1514 of December 14, 1960, titled *Declaration on the Granting of Independence to Colonial Countries and Peoples*.
- *United Nations Activities in the Field of Human Rights*, United Nations, New York, 1964.
- *O.N.U. Bulletin des droits de l'homme*, Geneva, No. 20, April 1978.
- Resolution No. 1514 on the Right of Peoples to Self-Determination. DOC.O.N.U. A.G XVIII
- O.N.U. DOC. A/C415.S.R.1660 and A/PV
- United Nations Organization, New York
 - A) General Assembly Official Records, 1955–1978
 - B) Security Council Official Records, 1955–1978
- Resolution No. 55 of the Organization of African Unity on African Liberation Movements, which were supported by the organization. CM/Res.77(VII)
- Minutes of the session on November 12, 1974, regarding the expulsion of the South African regime from the 29th session of the UN General Assembly, presided over by Mr. Abdelaziz Bouteflika.
- Fischer, G: *Le problème de l'apartheid en Afrique du Sud*, Nations Unies, groupe apartheid, 1971, No. 52/71.
- Adam, H., and Moodley, K. *The Opening of the Apartheid Mind*, Berkeley, 1993.
- Chidzero, B. *Tanganyika and International Trusteeship*, Oxford University Press, Oxford, 1961.
- Chikh, Slimane. *L'Algérie, porte de l'Afrique*, Casbah Editions, Algiers, 1999.
- Cornevin, M. *Histoire de l'Afrique contemporaine*, Payot, Paris, 1978.
- Ferro, M. *Histoire des colonisations*, Éditions du Seuil, 1994.
- Hicks, J.D., Mowry, G.E., Burk, R.E. *A History of American Democracy*, 3rd edition, Houghton Mifflin Company, Boston, 1966.
- Iliffe, John. *Les Africains: Histoire d'un continent*, Flammarion, 1997.

Master's Title: History of Sub-Saharan Africa

Semester: Third

Course Unit: Core

Course Title: Methodology of Dissertation Writing

Credits: 05

Coefficient: 02

Learning Objectives:

This course aims to provide students with the tools for comprehension, analytical skills, and appropriate methods to engage with historical materials in order to extract historical facts and accurately reconstruct historical events.

Prerequisite Knowledge:

The student is expected to be familiar with the methodological concepts and knowledge acquired during their undergraduate studies, particularly in the methodology module.

Course Content:

A. Steps of the Scientific Method:

1. Preliminary reading on the subject
2. Formulation of the research problem
3. Development of hypotheses
4. Identification of variables
5. Selection of the appropriate research methodology

In addition, students are required to carry out individual work, which includes:

- Preparing research papers
 - Conducting critical and analytical reviews of the historical material related to the unit under study
-

Evaluation Method:

Evaluation is based on:

- A final exam
 - Continuous assessment through monitoring the research and assignments completed by the student during the semester
-

References:

1. Klen, M. *Le défi Sud Africain*. Europe Editions livres, France, 2004.
2. Lokhart, C. & Woodhouse, C.M. *Cecil Rhodes: The Colossus of South Africa*. New York, 1963.
3. Lugan, B. *op. cit.*, p.18. For full details see: Heppel, A. *South Africa: A Political and Economic History*. Pall Mall Press, London, 1946.
4. M'Bokolo, E. *L'Afrique au XXe siècle: Le continent convoité*. Paris, 1985.

5. Mandela, Nelson. *Long Walk to Freedom*. Translated from English by Jean Guiloineau, Fayard, 1995.
6. Marquard, Leo. *The Story of South Africa*. Oxford University Press, London, 1945.
7. Matsebula, J.S. *A History of Swaziland*. Longman, London, 1972.
8. Okhoth, Assa. *A History of Africa, Vol. 1: African Societies and the Establishment of Colonial Rule, 1800–1915*. East African Educational Publishers, Dar es Salaam, 2006.
9. Palmowski, J. *Dictionary of Twentieth Century World History*. Oxford University Press, Oxford, 1998.
10. Pampallis, J. *Foundation of the New South Africa*. Zed Books Ltd, London, 1991.
11. Raum, O.F., in Harlow, V. & Chilver, E. (eds). *History of East Africa, Vol. II*. Clarendon Press, Oxford, 1965.
12. *South Africa – Algeria – Western Sahara Relations*. Publication issued by the South African Embassy in Algeria on the 15th Freedom Day Celebrations, 2009.
13. Thion, S. *Le pouvoir pâle: Essai sur le système Sud-Africain*. Éditions du Seuil, Paris, 1969.
14. Hamdan, Gamal. *The Strategy of Colonialism and Liberation*. Egyptian Office for Publishing and Distribution, Cairo, 1968.
15. Shawqi Al-Jamal & Abdullah Abdul Razzaq. *Modern and Contemporary History of Africa*. 2nd edition, Zahraa Publishing & Distribution, Riyadh, 2002.

Master's Program Title: History of Sub-Saharan Africa

Semester: Third

Module Name: Core

Course Title: Research Seminar

Credits: 04

Coefficient: 02

Learning Objectives:

This seminar aims to equip students with the tools for understanding, analytical skills, and the appropriate approach to dealing with historical material in order to extract historical facts and accurately reconstruct historical events.

Prerequisite Knowledge:

Students are expected to have acquired knowledge during their undergraduate studies, particularly in the methodology unit and the study of African liberation movements.

Course Content: *(A detailed breakdown is mandatory, including student's individual work)*

A. African Issues:

1. Colonial policy in Africa
2. Pan-Africanism
3. International organizations and liberation issues in Africa
4. North-South dialogue
5. Afro-Arab solidarity

In addition to this, students are expected to carry out personal research tasks and critically analyze the academic material relevant to the module under study.

Assessment Method:

Assessment is based on examinations and continuous monitoring of the student's submitted work.

(The weight of each is at the discretion of the teaching team.)

References: (*Books, publications, websites, etc.*)

- **United Nations Charter**, New York.
 - **Resolution No. 1514** of December 14, 1960, titled *Declaration on the Granting of Independence to Colonial Countries and Peoples*.
 - *United Nations Activities for Human Rights*, New York, United Nations, 1964.
 - *O.N.U / Bulletin des droits de l'homme*, Geneva, No. 20, April 1978.
 - Resolution 1514 on the **Right of Peoples to Self-Determination**, DOC. O.N.U. A.G XVIIIth
 - O.N.U. DOC. A/C415.S.R.1660 et A/PV
 - **United Nations Organization**, New York
 - A) General Assembly Official Records 1955–1978
 - B) Security Council Official Records 1955–1978
 - **Resolution No. 55** of the Organization of African Unity (OAU) on supporting liberation movements. CM/Res. 77(VII)
 - **Minutes of the 12 November 1974 Session**, expelling the South African regime from the 29th session of the UN General Assembly, presided over by Mr. Abdelaziz Bouteflika.
-

Bibliography:

- Fischer, G. *Le problème de l'apartheid en Afrique du sud*, Nations Unies, groupe apartheid, 1971, No. 52/71.
- Adam, H. & Moodley, K. *The Opening of the Apartheid Mind*, Berkeley, 1993.
- Chidzero, B. *Tanganyika and International Trusteeship*, Oxford University Press, Oxford, 1961.
- Chikh, Slimane. *L'Algérie porte de l'Afrique*, Casbah Editions, Algiers, 1999.
- Cornevin, M. *Histoire de l'Afrique contemporaine*, Payot, Paris, 1978.
- Ferro, M. *Histoire des colonisations*, Editions du Seuil, 1994.

- Hicks, J.D., Mowry, G.E., Burk, R.E. *A History of American Democracy*, 3rd edition, Houghton Mifflin, Boston, 1966.
- Iliffe, John. *Les Africains. Histoire d'un continent*, Flammarion, 1997.
- Klen, M. *Le défi Sud Africain*, Europe Editions Livres, France, 2004.
- Lockhart, C. & Woodhouse, C.M. *Cecil Rhodes: The Colossus of South Africa*, New York, 1963.
- Lugan, B. *Op. cit.* See Heppel, A. *South Africa: A Political and Economic History*, Pall Mall Press, London, 1946.
- M'Bokolo, E. *L'Afrique au XXe siècle: Le continent convoité*, Paris, 1985.
- Mandela, Nelson. *Long Walk to Freedom*, translated from English by Jean Guiloineau, Fayard, 1995.
- Marquard, Leo. *The Story of South Africa*, Oxford University Press, London, 1945.
- Matsebula, J.S. *A History of Swaziland*, Longman, London, 1972.
- Okhoth, Assa. *A History of Africa. Vol. 1: African Societies and the Establishment of Colonial Rule, 1800–1915*, East African Educational Publishers, Dar es Salaam, 2006.
- Palmowski, J. *Dictionary of Twentieth Century World History*, Oxford University Press, Oxford, 1998.
- Pampallis, J. *Foundation of the New South Africa*, Zed Books Ltd, London, 1991.
- Raum, O.F., in Harlow, V. & Chilver, E. (eds.), *History of East Africa, Vol. II*, Clarendon Press, Oxford, 1965.
- *South Africa – Algeria – Western Sahara Relations*, publication by the South African Embassy in Algeria on the 15th Freedom Day Celebrations, 2009, pp. 4–6.
- Thion, S. *Le pouvoir pâle: Essai sur le système Sud Africain*, Editions du Seuil, Paris, 1969.

Master's Title: History of Sub-Saharan Africa

Semester: Third

Module Name: Core Unit

Course Title (Elective - choose one):

- Study of Modern African Personalities
- African Issues in International Forums

Credits: 01

Coefficient: 01

Learning Objectives:

This course aims to introduce students to key contemporary African figures who played a significant role in fostering national consciousness and the liberation movements across the African continent.

Prerequisite Knowledge:

Students should have prior knowledge acquired during their undergraduate studies, particularly regarding Africa and its liberation movements.

Course Content:

1. In-depth studies of influential figures in modern African history, including:
 - Georges Padmore
 - Kwame Nkrumah
 - Gamal Abdel Nasser
 - Julius Nyerere
 - Ahmed Sékou Touré
 - Patrice Lumumba
 - Nelson Mandela
- In addition, the student is expected to carry out personal academic work through preparing research papers and conducting critical and analytical studies of the course materials related to the subject.

Assessment Method:

Assessment is based on examinations and continuous evaluation of the student's submitted work, as per the discretion of the academic team.

References:

- Hamdan, Gamal. *The Strategy of Colonialism and Liberation*, Egyptian Publishing & Distribution Office, Cairo, 1968.
- Shouki El-Gamal & Abdallah Abdel-Razek. *Modern and Contemporary History of Africa*, 2nd ed., Al-Zahraa Publishing & Distribution, Riyadh, 2002.
- Cornevin, M. *Histoire de l'Afrique contemporaine*, Payot, Paris, 1978.
- Ferro, M. *Histoire des colonisations*, Éditions du Seuil, 1994.
- Hicks, J.D., Mowry, G.E., Burk, R.E. *A History of American Democracy*, 3rd ed., Houghton Mifflin, Boston, 1966.
- Iliffe, John. *Les Africains: Histoire d'un continent*, Flammarion, 1997.
- Klen, M. *Le défi Sud-Africain*, Europe Editions Livres, France, 2004.
- Lockhart, C. & Woodhouse, C.M. *Cecil Rhodes: The Colossus of South Africa*, New York, 1963.
- Lugan, B. (see citation p. 18).
For full details: Heppel, A. *South Africa: A Political and Economic History*, Pall Mall Press, London, 1946.
- M'Bokolo, E. *L'Afrique au XXe siècle: Le continent convoité*, Paris, 1985.
- Mandela, Nelson. *Long Walk to Freedom*, translated by Jean Guiloineau, Fayard, 1995.
- Marquard, Leo. *The Story of South Africa*, Oxford University Press, London, 1945.
- Matsebula, J.S. *A History of Swaziland*, Longman, London, 1972.

Master's Program Title: *History of Sub-Saharan Africa*

Semester: Third

Core Unit

Course Title: *Foreign Language (specified by the training team)*

Credit Hours: 01
Coefficient: 01

Learning Objectives

(What the student is expected to acquire after successfully completing the course – maximum three lines):

- To understand how the present came to be.
 - To form the acquaintance of men and women who shaped our heritage.
 - To find causes for successes and failures.
 - To gain a perspective for African history.
 - To learn from experiences of the past.
 - To apply historical principles to present problems.
-

Required Prerequisites

(A brief description of the prior knowledge required for the student to pursue this course – maximum two lines):

The student must be familiar with the knowledge acquired during their undergraduate studies in the foreign language unit.

Course Content

(The detailed content of the course must be specified, along with mention of the student's personal work):

Students are expected to study selected texts in connection with archival materials and publications related to sociology and anthropology. Study skills, reading comprehension, and translation into Arabic are emphasized.

Main documents and textbooks:

- *The Public Office in London*
- Oliver, Roland (ed.). *The Cambridge History of Africa*. Vol. 3, Cambridge University Press, Cambridge, 1977.
- Bennett, R. *A History of the Arab State of Zanzibar*. Methuen, 1978.
- Lofchie, M. *Zanzibar: Background to Revolution*. Princeton University Press, 1965.
- Chaliand, Gerard. *Revolution in the Third World: Myths and Prospects*. Hassocks, Sussex: Croon Helm, London, 1977.
- Gann, L.H. and Duignan (eds.). *Colonialism in Africa 1870–1960*. Cambridge University Press, Cambridge, 1970.

- Mortimer, Robert A. "The Algerian Revolution in Search of the African Revolution," *The Journal of Modern African Studies*, Vol. VIII, No. 3 (1970).
- Rotberg, R. (ed.). *Imperialism, Colonialism and Hunger: East and Central Africa*. Lexington/Toronto: D.C. Heath, 1983.

In addition, students are required to engage in personal work including preparing research papers and conducting critical and analytical studies of the course materials.

Evaluation Method

(Continuous assessment, examination, etc. – left to the discretion of the training team):

Assessment will be based on both a final exam and continuous evaluation of the student's submitted assignments and participation.

Sample Letter of Intent

(In case of a joint Master's program with another university institution)

(To be written on official letterhead bearing the name and logo of the university)

Subject: Approval of Joint Supervision for the Master's Program entitled:

"....."

The University / University Center of **(name of institution)** hereby expresses its willingness to jointly supervise the above-mentioned Master's program throughout its accreditation period.

In this context, the University / University Center commits to supporting this project through:

- Providing input during the design and updating of the curriculum,
- Participating in workshops and meetings organized for this purpose,
- Taking part in thesis defense committees,
- Contributing to the exchange of human and material resources.

Signature of the authorized official:

Name and Surname:

Position:

Date: ____ / ____ / ____

Official Stamp:

Sample Letter of Intent

(In case of a Master's program in partnership with a user-sector institution)

(To be written on official letterhead bearing the name and logo of the institution)

Subject: Approval of the Proposed Master's Program entitled:
"....."

Submitted by: (name of the university or university center)

The institution (**name of the organization**) hereby expresses its willingness to support the above-mentioned program as a potential employer of its graduates.

In this context, we confirm our commitment to this project and define our role as follows:

- Providing our opinion on the design and revision of the curriculum,
- Participating in workshops and meetings organized for this purpose,
- Taking part in thesis defense committees,
- Facilitating, to the extent possible, the hosting of interns in our institution for final-year thesis work or supervised projects.

All necessary resources under our responsibility, both human and material, will be allocated to ensure the achievement and implementation of this program's objectives.

Mr./Ms. is appointed as the external coordinator for this project.

Signature of the authorized official:

Name and Surname:

Position:

Date: ____ / ____ / ____

Official Stamp of the Institution: