



# E-learning

## Head of the faculty

Dean : Laurence Buzenot

Deputy-dean : Inès Raimundo

To do the registration :  
<https://iosfaculty.org/>

Condition to validate your  
registration bachelor degree :

- Diploma of secondary High school
- Diplôme du baccalauréat
- A Level
- Bachillerato
- Diploma de Ensino Secundário
- professional experience (write to us)

[iofaculty@thestateofafricandiaspora.com](mailto:iofaculty@thestateofafricandiaspora.com)



Courses in  
english and  
french



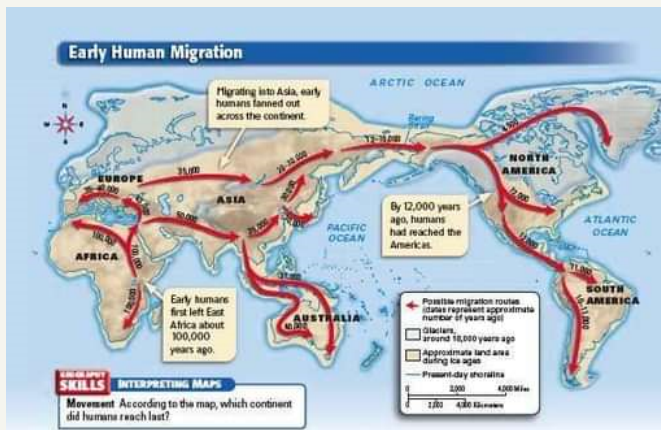
## The faculty

The Indian Ocean Sciences faculty of the African Diaspora State offers innovative courses focused on cognitive, geospatial and temporal knowledge of the different areas and territories of the Indian Ocean.

Contrary to popular belief, the Indian Ocean has been a space of vast exchanges since prehistoric times. The colonization of the 16th century, the slave trade and the second colonization of the 19th century profoundly modified the “Afro-Asian” space by transforming it into the “Indian Ocean”, revealing “gaps” in historical and geographic continuities.

<https://iosfaculty.org/>





This incomplete worldview has become obsolete. It gives way to the new world of the 21st century.

In this Indo-oceanic space, new socio-economic and political forces are taking place. Two large countries have their maritime borders there: India and South Africa. France, the United States, the United Kingdom and China are also deploying strategies there. The complex political scene offers the possibility of understanding the contemporary issues of global and regional geopolitics.

*Expand your horizons and pave the way for the future!*

The Indian Ocean is surrounded by 4 large continents, with countries with considerable demographic weight such as India with 1.4 billion inhabitants (and a little further, China). No less than 80% of humanity is concentrated around this vast ocean.

It is time for members of the African diaspora or of African descent, the Africans of the continent to reclaim their space-time. The opportunity offered by the Faculty of Sciences of the Indian Ocean is to participate in this new development of the Indian Ocean space.

In addition to the African diaspora present in India, Sri Lanka, the countries of the Middle East and the islands of Southeast Asia, the countries of East and Southern Africa have a coastal strip of more than 10,000 km on this ocean, with varying degrees of accessibility.

The Faculty of Sciences of the Indian Ocean is based on a global geopolitical vision. The Indian Ocean concentrates 80% of the world population. It is necessary to create Alliances with countries of billions of inhabitants. This construction involves the study of this common past through the teaching of history lessons while describing the current political forces in political science and in economic and regional geography. The Pan-African philosophy will give this Afro-centered vision while highlighting the struggles for emancipation.

The slightly more naturalistic approach will highlight the relationships between man and his environment. With climate change and the heritage enhancement of “natural spaces” in protected areas, lessons focus on environmental education, geology and mining economics.

## FACILITIES

Integration into working life / Finding a job

- Within The State of African Diaspora (SOAD)
- Diaspora companies
- Teaching in pan african SOAD schools network



Contact us (request the educational brochure and to registration)

Administration central of the faculty :  
iofaculty@thestateofafricandiaspora.com



# The departement of political science

The Department of Political Science of the Indian ocean sciences Faculty offers multidisciplinary training about the specific geographical area : the Indian Ocean and neighboring countries.

The multidisciplinary, the spirit of synthesis, the intersection of views with a solid general Afro-Asian culture allows students to have the keys for action, to promote the development of the african continent and of the african diaspora toward the new center of the world that are the Indian Ocean and the Asia-Pacific axis.

The different approaches used in the teaching units allow an innovative opening on knowledge and the reappropriation of Afro-Asian space-time. The diachronic approach as well as the current descriptions of the countries of the Indian Ocean are approached in the different disciplines of this teaching.

The duration of the training is three years (equivalent of a bachelor). It is validated by a diploma of the State of African Diaspora (SOAD). Our training is broken down into 6 semesters with a total value of 180 credits, or 30 credits per semester. The full opening of our training is done step by step, year after year.

Each teaching unit per semester offers at least 30 hours of lessons. These hours are organized by each teacher according to the terms set by him. At the end of each semester, exams are organized according to the methods chosen by the Teacher or the Professor responsible for the teaching unit. Resit exams are scheduled for the second half of June.

## Contact us (request the educational brochure and to registration)

Administration central of the faculty :  
[iofaculty@thestateofafricandiaspora.com](mailto:iofaculty@thestateofafricandiaspora.com)



*University of the State of African Diaspora*

## INDIAN OCEAN SCIENCES FACULTY DEPARTMENT OF POLITICAL SCIENCE



**Ikechi Agbugba**  
Agribusiness, agricultural economics and agriculture



**Laurence Marie Buzenot**  
Economic geography, geopolitic, political science, cartography



**Olivier Dehoorne**  
Tourism, geography, geopolitic, Asia



**Fausto Lichucha**  
Administration central of the faculty



**Mussa Raja**  
Pre-history and archeology



**Michael Onyebuchi Eze**  
Pan african philosophy and politic, pan african history, political science



**José Raimundo**  
Pre- colonial history



**Inès Raimundo**  
Human geography, economic geography



**Aida Saide**  
Colonial, post colonial history

## First year : 2021/2022

### Semester 1

- Concept on environmental education
- Introduction to Political Science
- Geography of Africa
- Introduction to African prehistory
- Pre-colonial Africa, from the seventh to the fifteenth centuries. Arab Trade in the Indian Ocean
- Principles of Agriculture or General Agriculture

### Semester 2

- Basic Environmental Education
- Introduction to Political Science II
- Geography of Africa (II)
- African prehistory : Identity and source
- Pre-colonial Africa, from the fifteenth century to 1873. Commerce of gold, ivory and slaves and other products
- Introduction to Organic Agriculture
- Introduction to pan African philosophy

## Second year : 2022/2023

### Semester 3

- Introduction to Geology
- Globalization and regionalization. Indian Ocean in world system
- Economic integration of Africa
- African Paleoenvironment
- Pre-colonial Africa, from the fifteenth to 1873: Trade in gold, ivory, slaves and other products
- Slavery and slavery trade road in Indian ocean
- Agricultural Marketing Analysis
- Pan african philosophy and the Politics of history

### Semester 4

- Introduction to Geology
- Globalization and regionalization. Indian Ocean in World System (II)
- Economic integration of Africa
- Space, cultures, resources and afromobilities from 3 to 1 Millenium
- Colonial Africa: First resistances against the establishment of the colonial administration (1850/80 -1935)
- Colonial History of Africa
- Abolition of slavery and indentured labor in the Indian Ocean
- Agricultural Marketing Analysis
- Contemporary pan african philosophy

## Third year : 2023/2024

### Semester 5

- Mining Economy
- Southeast Asia
- Contemporary Middle East
- Post-colonial history of Africa
- Tourism. Analysis of development issues
- Urbanization in Asia
- Agribusiness Management
- Pan african philosophy and the politics of development
- Professional training course: discovery of a profession, an institution and professional memory

### Semester 6

- Mining Economy
- General history of Asia
- Economic and political cooperation in Indian ocean
- Geopolitics of Antarctica
- Geopolitical issues of regional construction
- Agribusiness Management
- Pan African philosophy and State Formation
- Professional training course: discovery of a profession, an institution and professional memory

Contact us (request the educational brochure and to registration)

Administration central of the faculty :  
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## Course description

This course on Environmental Education and Sustainable Development (EESD) is an essential component of a comprehensive and lifelong education. The objective of the course is to raise awareness of the links between people and their natural, social and cultural environments. The student develops the links between environmental issues, the economic and social dimensions of sustainable development. The aim is to understand the complexity of the environment, both natural and man-made.

## Bibliography :

Fressoz Jean-Baptiste, Graber Frédéric, Locher Fabien et al., « Introduction », dans : Jean-Baptiste Fressoz éd., Introduction à l'histoire environnementale. Paris, La Découverte, « Repères », 2014, p. 3-10. URL : <https://www.cairn.info/introduction-a-l-histoire-environnementale--9782707165756-page-3.htm>

Kelbessa Workineh, « La réhabilitation de l'éthique environnementale traditionnelle en Afrique », Diogène, 2004/3 (n° 207), p. 20-42. DOI : 10.3917/dio.207.0020. URL : <https://www.cairn.info/revue-diogene-2004-3-page-20.htm>

« L'émergence de partis verts en Afrique », Écologie & politique, 2011/2 (N° 42), p. 59-63. DOI : 10.3917/ecopo.042.0059. URL : <https://www.cairn.info/revue-ecologie-et-politique1-2011-2-page-59.htm>

## Lecturer or Professor

Laurence Buzenot while waiting for the recruitment of the lecturer

## Education langage

English and french

## Competencies

- Understand and explain the concept of sustainable development
- Acquisition of a complex thought
- Able to describe the values of environmental education: respect for nature and people: for a better understanding of the functioning of ecosystems, to facilitate listening and promote debate;
- individual and collective responsibility: acting to meet our needs without compromising those of future generations;
- critical thinking: to be able to question our choices and accept different points of view

## Teaching method / Educational format

Courses on ligne

## Semester 1

22 décembre à 22 may 2022

## Exam

- Short writing
- Oral (alternatively)

**Course description**

This course deals with political science through the fundamental concepts of power. He takes a diachronic approach by situating the discipline both in its ancient and recent history as well as in its epistemological foundations. It allows you to deepen the essential notions of power, politics, the state. It presents the main political regimes like democracy, totalitarianism and authoritarianism. At each of its stages, in an educational perspective, the reflection articulates elements from history, sociology, philosophy, law and anthropology. The course thus makes it possible to initiate to certain great works of the social sciences (Durkheim, Weber ...) and to the handling of basic concepts (legitimacy, charisma ...).

**Bibliography :**

- Robert Garner, Peter Ferdinand et Stephanie Lawson, Introduction to Politics, Oxford University Press, 2016 (third edition), 524 pages.
- Felix Heidenreich et Gary S. Schaal, Introduction à la philosophie politique, 2012 (pour la traduction de l'allemand), CNRS éditions, 387 pages.
- Évelyne Heyer, Une belle histoire de l'Homme, Paris, Champs/Musée de l'Homme, 2017, préface de Yves Coppens, 316 pages.

**Lecturer or Professor**

Laurence Buzenot

**Education langage**

English and french

**Type**

Semestre 1 : 30 h

**Semester 1**

22 décembre à 22 may 2022

**Teaching method / Educational format**

Courses on ligne

**Exam**

- Short writing
- Oral (alternatively)

**Competencies**

- Différencier les concepts sciences politiques et pouvoir politique, régimes politiques
- Histoire des sciences politiques occidentales
- Capable de structurer des idées dans un débat argumenté
- Acquisition du vocabulaire spécifique aux sciences politiques
- Connaissance des auteurs et ouvrages de base de la science politique occidentale
- Maitrise des notions clés : Etat, démocratie, vote, autoritarisme

## Course description

The African continent is not solely a continent that the Indian Ocean borders in the east and the Atlantic Ocean in the west, and the Mediterranean and the Red Sea on the north or a continent where poverty is the main feature and the lowest development indexes. On the contrary, it is a continent of exuberant forests (the second largest forest in the world), filled with natural resources ranging from diamonds, gold, rubies, coal, gas and petrol, while the sea is filled with several aquatic resources and growth of its population. In addition, the continent has the second largest river basin in the world, the Congo and the Nile River. Also, it has the Great Lake of Africa, which is part of the more giant lakes of the world.

Geography is known as the science of space. A space is where is established the interaction between human beings and nature. There is a set of interactions between humans and humans in geographic space and human and nature. In her studies, Geography interprets local, regional and global spatial issues. The focus of this module is on Indian Ocean Rim is the main focus of module, and we intend to discuss contemporary geographic issues that characterize the countries that form the Region. We will interpret what is happening along the Indian Ocean, an ocean responsible for transporting goods, namely petrol, from the Middle East region to western countries. Migration and population mobility has happened in this Region and created linkages among people and the continent of Africa and Asia. So issues such as physical and environmental features of the area bordered by the Indian Ocean, population dynamic of the Region, migration and displacement, economy and regional organizations form the basis for this module.

## Bibliography

### 1- Africa in the context of the Indian Ocean

- Internal Displacement Monitoring Group 2019. Africa Report On Internal Displacement. <https://www.internal-displacement.org/publications/africa-report-on-internal-displacement>
- Tevera D., Raimundo I.M. (2021) Struggles of Cyclone Idai Floods Survivors Inhabiting Spaces of Vulnerability and Reconstructing Their Fractured Livelihoods. In: Nhamo G., Chikodzi D. (eds) Cyclones in Southern Africa. Sustainable Development Goals Series. Springer, Cham. [https://doi.org/10.1007/978-3-030-74303-1\\_9](https://doi.org/10.1007/978-3-030-74303-1_9)
- Climate Change, Assets and Food Security in Southern African Cities. Edited by Bruce Frayne, Caroline Moser and Gina Ziervogel. Earthscan Climate. (Book) <https://www.routledge.com/Climate-Change-Assets-and-Food-Security-in-Southern-African-Cities/Frayne-Moser-Ziervogel/p/book/9780815357445>

2- Africa: Geographic landscape Natural resources ( Climate conditions (Climate issues and natural disasters), Forests, Hydrology, Mineralogy, Wild animals, Natural reserves and parks

- <https://jrsbiodiversity.org/grants/african-parks-2020/>

- Shahim, M. 2002. Hydrology and Water Resources of Africa.

DOI<https://doi.org/10.1007/0-306-48065-4>

- Ali, S. H., Sturman, K. & Collins, N. 2019. Africa's Mineral Fortune

The Science and Politics of Mining and Sustainable Development.

<https://www.routledge.com/Africas-Mineral-Fortune-The-Science-and-Politics-of-Mining-and-Sustainable/Ali-Sturman-Collins/p/book/9780367587581>

- INGC, UEM, FEWS-NET 2003. Atlas for Disaster Preparedness and Response in the Limpopo Basin. Maputo.

<https://agris.fao.org/agris-search/search.do?recordID=SO2007100033>

- INGC, UEM, FEWS-NET 2011. Atlas for Disaster Preparedness and Response in the Zambeze Basin. Maputo. Maputo.

**Lecturer or Professor**

Inès Raimundo

**Exam**

Seminar

Essays

Exam

**Type**

Lecture - 30 hours in total -

Semester 1: 30 h

**Competencies**

- To interpret the geographic characteristic of the eastern part of Africa, including Island along the Indian Ocean and the South-western area of Asia that comprises the Indian ocean;

- To characterize the Indian Ocean Region by its natural landscape and resources;

- To discuss contemporary problems of the Region and the leading political and regional economic organizations of the Region

**Education langage**

Anglais

**Semester 1**

22 décembre à 22 may 2022

**Teaching method / Educational format**

Courses en ligne

On zoom meeting



**Course description**

The process of human evolution has always raised debate in social and academic circles, this Discipline is merely important to allude to the Political Science course at the level of the deep debates about human evolution that Prehistory certainly seeks to bring credible results about this matter, looking for the path of the evolution of human culture, of the homo genus and testing the theories about the evolution of this being with archaeological tools.

Also, from this Discipline, it is intended to open a multidisciplinary horizon to the students of the course. This is a vast scientific field that integrates objective tools from the social sciences as well as from the so-called exact or natural sciences. Therefore, Prehistory has always been a discipline that sought to seek the dynamics of culture in a diachronic perspective to better understand contemporary societies. It is in this incessant search for culture that the relationship between Anthropology and Archeology is judged as a direct arm of Social and Cultural Anthropology.

From an interdisciplinary perspective, the Introduction to Prehistory in this course offers the epistemological course of archeological science, but introducing its foundations and their relative areas, from methodologies, human evolution in Africa, dynamics during the Paleolithic to Communities agricultural and pastoralists in Africa.

**Thematic contents**

Topic	Hours	
	Theoretical	Practical
1 Methodology and Sources of African History	2	1
2 African Cradle of Human Kind – Human Evolution	2	2
4 African Paleolithic	4	2
5 Hunter and Gatherers	4	2
6 African Neolithic	4	2
7 Iron Age and Farms Communities	4	1
<b>TOTAL</b>	<b>20</b>	<b>10</b>

**Bibliography :**

CONSTABLE, G. 1975. The Emergence of Man: The Neanderthals. London: Time-Life

DEACON, H. J. & DEACON, J. 1999. Human beginning in South Africa. Uncovering the secrets

DOBZHANSKY, T. 1970. Genetics of the evolutionary process. New York: Columbia University Press.

GAMBLE, C. 1994. Time walkers: the prehistory of global colonization. Cambridge: Harvard

GOWLETT, J. A. J. 1983. Ascent to civilization. London: Knopf.

HOWELL, F. C. 1978. Early Man. London: Time-Life International.

INSKEEP, R. R. 1978. The Peopling of Southern Africa. Cape Town: David Philip International.

KLEIN, R. 1989a. The Human Career: Human biological and cultural origins. Chicago: The University of Chicago Press.

MARSHACK, A. 1991. The Roots of Civilization: the cognitive beginnings of man's first art, symbol and notation. New York: Moyer Bell.

MICHAEL, H. N. & ELIZABETH RALPH 1973. Dating Techniques for the Archaeologist. Ed. American Book Stratford Press.

PHILLIPSON, D.W. 1985. African Archaeology. Cambridge: Cambridge University Press, 235pp. Raposo & Silva (orgs.).

STRINGER, C. & McKIE, R. 1996. Africa Exodus: The origins of Modern Humanity. London: J. Cape.

UCKO, P. J. 1995 Theory in Archaeology, world perspective. London & New York: Routledge. University Press.

WALLACE, R. 1984. Those Who Have Vanished: An Introduction to Prehistory. Illinois: Dorsey Press.

Lecturer or Professor

Mussa Raja

Type

Lecture - 30 hours

Education language

English

Semester 1

22 décembre à 22 may 2022

Teaching method / Educational format

The classes are based on theoretical and practical aspects to allow the student to have an active attitude in the teaching and learning process. The practical classes are in the form of seminars, supported by several audiovisual elements used in the lecturing. The form of seminars can be brainstorming; debates, case study, forum and panel. In the seminars, the students have to present some of their assignments, thus developing their oral skills and scientific synthesis.

The classes will be based on the high-tech approach to learning. In this system the lecturer utilize many different types of technology to aid students in their classroom learning. It also can be used the other social network : WhatsApp ; Facebook ; Twitter ; Google meet ; etc. In an online course, with instant access to vast resources of data and information, students are no longer dependent on the faculty for knowledge. Learning is becoming more collaborative, contextual and active.

Instructional content (e.g., classroom video weekly, audio tutorials, interactive lessons) visibly created by the lecturer. The students will regularly receive from lecturer feedback on assignments.

**Exam**

- Short writing
- Oral (alternatively)

**Competencies**

It is expected that with this Discipline, students will be able to :

- Have an integrative and interdisciplinary teaching and learning approaches that can foster the basic notion of methodologies and sources for the study of African prehistory
- Identify the importance of material sources for the study of the human past and the limits between Archeology and History and their interdisciplinarity;
- Being able to understand and trace the line of human origin and evolution on the African continent. The student must be able to deconstruct existing paradigms of knowing and understanding, to critically reflect on the values, beliefs and worldviews that underpin them and to co-construct new shared meanings that can contribute to african knowledge abot human evoltion
- Knowledge and critical understanding of the ancient world: origin of agricultural and pastoral communities in Africa ; politics, cultures, religions, and migration (African diaspora).

**Course description**

The eastern coast of the African continent bathed by the Indian Ocean has long been an area of important trade with the Arab world. Islamized peoples have been concentrated in places where commercial establishments have been founded or developed as far south as present-day Tanzania. The Bantu and Arab cultural mixtures have created a new amalgam which is Swahili civilization and the integration of this part of the continent into the international economic system, with the consequences which follow from it until today.

The presence of Arabs on this part of the continent, according to A.M.H. SHERIFF (1987), dates back to the second century BCE when the Arabian merchants exercised a virtual monopoly on all East African coastal trade. This trade was favored by the regime of monsoon winds which alternate from November to March, in a northeast / southwest direction, and from June to October in the opposite direction. However, the settlement on the eastern coast of Africa of immigrants of Arab origin from the 7th century onwards for reasons of religious dissension intensified trade in this part of the continent. As a result of these arrivals: the foundation of a succession of cities stretching from Mogadishu, Somalia, to Sofala, the region of the Zambezi Valley, the extreme point of the action of the monsoon winds. This is how it can be said that before the arrival of the Portuguese, the Indian Ocean was an Arab Ocean.

**Lecturer or Professor**

Josué Raimundo

**Type**

Lecture - 30 hours

**Educational language**

English and french

**Semester 1**

22 décembre à 22 may 2022

**Teaching method / Educational format**

On line. More informations will be provided during the online courses

**Exam**

Dissertation



## **Bibliography**

BATTÛTA, 1949 (1er ed. 1853), Voyages d'Ibn Battuta [1331], trad. Defremery C. et Sanguinetti B., Imprimerie Nationale, Paris, vol. 2 : 465 p.

DUCATEZ G., 2003, « Aden et l'océan Indien au XIIIe siècle : navigation et commerce d'après Ibn al-Mugâwir », Annales Islamologiques 37, IFAO, Le Caire, p. 137-156.

GUILLAIN C., 1856, Documents sur l'histoire, la géographie et le commerce de l'Afrique Orientale, Paris, Arthus Bertrand, 3 vols. : 628 p., 556 p. et 527 p.

KESWANI D. G., 1980, « Influences culturelles et commerciales indiennes dans l'océan Indien, de l'Afrique et Madagascar à l'Asie du sud-est », Relations historiques à travers l'océan Indien, UNESCO, p. 37-50.

## **Competies**

- Know the historical course of relations between Arabs and the peoples of the Eastern coast of Africa
- Know the motivations of the Arab presence in East Africa
- Identify the main centers of trade in the Indian Ocean
- Understand the consequences of relations between Arabs and East African communities in the development of trade

**Course description**

This course is designed to explain the Scope and History of Agriculture, its branches and importance, as well as career opportunities in agriculture. Students will be made to understand the dimensions of agricultural farming systems ranging from diversified farming, specialized farming, mixed farming, and subsistence farming. The course will clearly describe the components of the agriculture sector (looking at crops, livestock, forestry and fisheries subsectors).

Moreover, from a regional basis, the course content will specifically encompass subjects/aspects on Crops (definition, crop types, their pests and diseases); Soil (definition of soil, soil types, soil profile, soil components, soil living organisms, soil fertility and infertility issues and plant nutrient types); Livestock Management (classes of farm animals, distribution of farm animals in Africa and livestock management systems in sub-Saharan Africa; Forestry (definition, importance of forest, tree types, economic uses of trees, sustainable forest management-deforestation, afforestation and re-forestation); Wildlife and wildlife management (concepts and ecotourism); Fisheries and Fish Production in Africa (aquaculture and economic importance of fish to man); and Land issues, land use systems and reform policies tenure. More so, students will inculcate the knowledge of agencies and institutions whose policies and laws affect the agriculture sector transformation such as the African Continental Free Trade Area (AfCFTA) agreements will be conceptualized.

**Bibliography :**

Agriculture – Definition – Importance and scope - Branches of agriculture - Evolution of man and agriculture – Development of scientific agriculture - National and International Agricultural Research Institutes; (Available online: <https://wizardsolution.yolasite.com/resources/AGRON-4111.pdf>), pp 1-64.

Farming Types: 12 Major Types of Farming | Agriculture (Available online: <https://www.yourarticlelibrary.com/farming/farming-types-12-major-types-of-farming-agriculture/77394>)

Plant pests and diseases (Available online: <https://www.fao.org/emergencies/emergency-types/plant-pests-and-diseases/en/>)

Chapter 10 – Pests and Diseases Management by Gavin Ash; (Available online: [https://cdn.csu.edu.au/\\_\\_\\_data/assets/pdf\\_file/0010/2805562/Chapter10\\_Ash.pdf](https://cdn.csu.edu.au/___data/assets/pdf_file/0010/2805562/Chapter10_Ash.pdf))

Soil (Available online: <https://en.wikipedia.org/wiki/Soil>)

Soil Fertility (Available online - [https://en.wikipedia.org/wiki/Soil\\_fertility](https://en.wikipedia.org/wiki/Soil_fertility))

Animal Feeding Operations (Available online: <https://www.nap.edu/read/10586/chapter/4>)

2016 State of the World's Forests (Available online: <https://www.fao.org/3/i5588e/i5588e.pdf>)

Manual on Deforestation, Degradation, and Fragmentation using Remote Sensing and GIS (Available online: <https://www.fao.org/forestry/18222-045c26b711a976bb9d0d17386ee8f0e37.pdf>)

Source book for the inland fishery resources of Africa Vol. 1;

(Available: <https://www.fao.org/3/t0473e/T0473E00.htm>)

The State of World Fisheries and Aquaculture.

(Available online: <https://www.fao.org/3/i9540en/I9540EN.pdf>)

FAO Land Tenure Studies (Available online: <https://www.fao.org/3/y4307e/y4307e.pdf>)

Land Use and Land Tenure in Africa: Towards an evolutionary conceptual framework (by Gear M. Kajoba). (Available online: <https://codesria.org/IMG/pdf/Kajoba.pdf>)

## **Professor**

Ikechi Agbugba

(PhD, Agricultural Economics)

## **Type**

Lecture - 30 hours in total –

Semester 1: 30 h

Education language

Anglais

Semester 1

22 décembre à 22 may 2022

Teaching method / Educational format

Courses on line

Exam

Short answer and short essay

## **Competencies**

- Acquire the knowledge of scope and history of agriculture, branches and importance of agriculture, as well as career opportunities in agriculture. Students will be made to understand the dimensions of agricultural farming systems ranging from diversified farming, specialized farming, mixed farming, and subsistence farming. The course will clearly describe the components of the agriculture sector (looking at crops, livestock, forestry and fisheries subsectors).
- Understand the clear meanings of agriculture, and its sectors/components/divisions, as well as the concepts surrounding it.
- Critically analyse the agriculture sector ranging from crops, livestock, forestry and fisheries sub-sector with reference to Africa's agriculture sector economy.
- Essentially understand the relevance/importance agriculture sector plays in economic growth and development, looking at food security pillars & how the agriculture sector can contribute in driving economic transformation among African nations. For instance, Cooperative agriculture; AU's African Continental Free Trade Area (AfCFTA) agreements intending to enforce friendly policies and agriculture/agribusiness activities across Africa (intra Africa trade).
- Critically analyse the bottlenecks/factors militating against development of the agriculture sector, as well as fundamental issues touching on food policies and guidelines.

**Course description**

The aim of this course is to introduce students to African Philosophy. It explores the major philosophical traditions emerging from Africa, focusing especially on set of important questions with historical and contemporary relevance. What concepts or ideas are ignificantly meaningful within the context of African philosophy ? Are these questions unique or would there be unifying features with other intellectual traditions ? How has these conversations shape (and continued to shape) Africa? We will explore themes such as development (history) of African philosophy, Justice and Morality in African Thought, epistemologies of development, belief systems, justification of moral norms and questions of identity. Most critically, since philosophy is a living tradition, we will embark on a journey of self discovery in dialogue with culture and society within the African intellectual domain. What this means is that the course invites us through class activities to critically analyze primary texts and reflect on cultural (or theological) assumptions/presuppositions of philosophical questions.

**Course Objectives :**

Although an introductory course in African Philosophy, students on completion of the course are expected to demonstrate:

1. In-depth knowledge of key conversations and debates
2. Understanding of different philosophical traditions emerging from Africa
3. Understanding of the role of philosophical discourses in shaping of modern African politics, identity, migration, culture, governance, development and religion.
4. A good knowledge of African philosophy not only in terms of history or origins but its relationship to other philosophical traditions in Europe, Middle East and North America

**Essential Readings:**

Course Packet will be provided. Full syllabus available on request. All textbook and reading material for the class will be provided.



**Assessment scheme**

Assessment form	Weight (%)
Participation	20%
Final Essay	50%
Presentation	30%

**Lecturer or professor :**

Michael Onyebuchi Eze

**Type**

Lecture - 30 hours in total –

Semester 1: 30 h

**Education langage**

Anglais

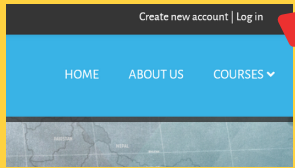
**Semester 1**

22 décembre à 22 may 2022

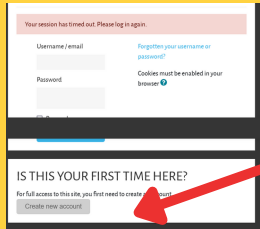
**Teaching method / Educational format**

Courses on line

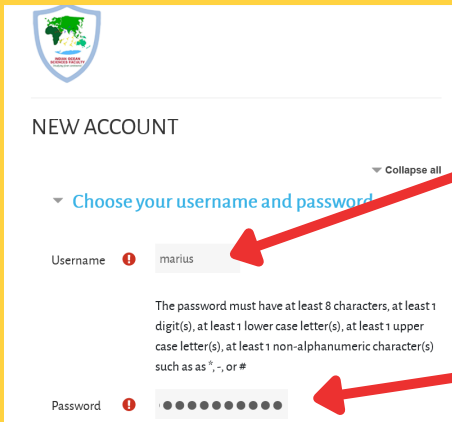
# TO DO YOUR REGISTRATION : <https://iosfaculty.org/>



1- Log in

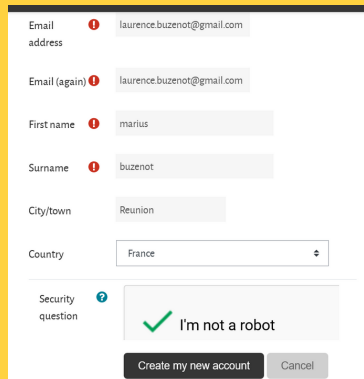


2- Create a new account

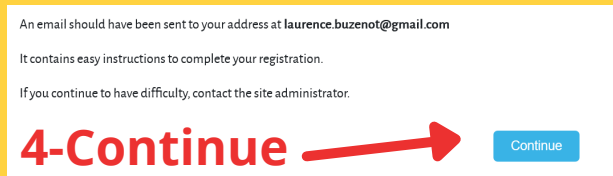


3- Choose your username and password

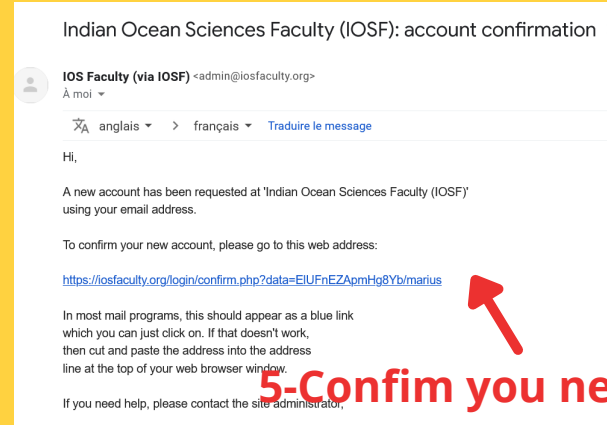
Passwords must have at least 1 digit(s).  
Passwords must have at least 1 upper case letter(s).  
Passwords must have at least 1 non-alphanumeric character(s) such as \*, -, or #.



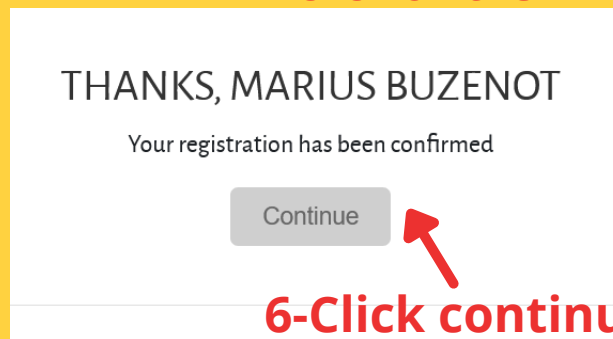
4-Create my new account



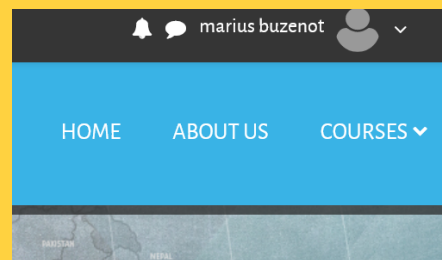
4-Continue



5-Confirm you new account - click on the link

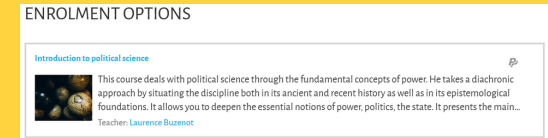


6-Click continue



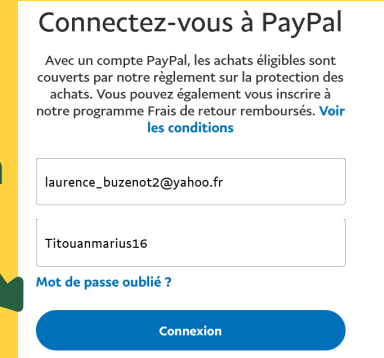
7-You are registered  
You can choose your course

# TO DO YOUR PAIEMENT

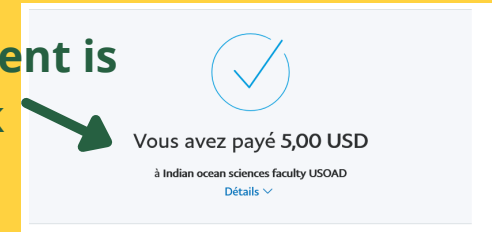


1-Choose your course  
Click on paiement

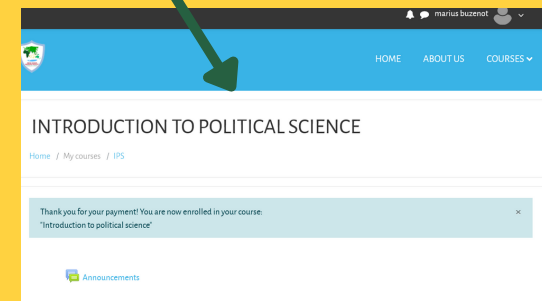
2- Connexion Paypal



3 -Paiement is ok



4- You can start the course



# **To validate your bachelor degree in the Indian ocean science Faculty in political science**

**After your registration on the <https://iosfaculty.org>**

**Send at the email address : [iofaculty@thestateofafricandiaspora.com](mailto:iofaculty@thestateofafricandiaspora.com)**

**taking care to specify your name, your first name, your date of birth and your country of origin :**

- a photocopy of your identity card**
- a photocopy of your diploma of successful studies of the second degree. with your name**

**Condition to validate your registration bachelor degree :**

- Diploma of secondary High school**
- Diplôme du baccalauréat**
- A Level**
- Bachillerato**
- Diploma de Ensino Secundário**
- professional experience (write to us)**