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联合国教育、
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REVIEW OF THE CONTENTS OF *THE GENERAL HISTORY OF AFRICA*

(Recommendations)

Pedagogical use of the *General History of Africa*

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Volume I: Methodology and Prehistory of Africa

Pedagogical recommendations

The themes to be retained should take account of general issues which concern Africa as a whole. Accordingly, textbooks should integrate the contribution made by archaeology to understanding Africa's past.

1) A presentation of human fossils (Chapter 18) will indicate the palaeontological origins of man up to the advent of modern man;

2) Data should be taken from Chapter 13 and updated for an introduction to the physical geography of the continent and from Chapter 16 on the palaeoclimatology of Africa;

3) The regional syntheses should be adapted via a coherent chronological approach. Chapters could be dedicated to the following themes:

- Cultural origins: Manufacturing tradition of all early tools.

- Chronological dating techniques could be explained in coloured headings with diagrams.

- Early modern man and regional traditions: hunters specializing in gathering.

- Early farmers and livestock breeders in ancient Africa: updated information should be presented on the appearance of agriculture and stock breeding.

- Early artists and artisans in ancient Africa: updated information should be presented on rupestrian art in Africa and the appearance of metallurgy.

- Archaeology as a cultural heritage and its links with the identity of peoples.

Volume II: Ancient Africa

Recommendations for pedagogical use

In general terms

With a view to the use of Volume II for teaching, it is necessary to recall that, during the period of antiquity, the history of Africa is dominated by that of the Nile Valley, where early socio-political organizations were established and subsequently left numerous traces.

Attempts must be made to avoid singling out African history by establishing comparisons with the ancient period of European history dominated by that of the northern shores of the Mediterranean basin.

Under the heading Prehistory, it is suggested that only the palaeolithic period be taught. For the subsequent period, reference can be made to the ancient cultures and civilizations of Africa. As regards teaching the Egypto-Kushite civilizations belonging to that period, the following division is proposed:

- Aspects of civilization and pharaonic Egypt:

Chapter 3 of the 1980 edition (GHA) can serve as a basis. The three aspects to be retained here would be the foundations of economic development in Egypt, Egyptian administration and the study of science, arts and techniques. A fourth aspect could focus on "everyday life in Egypt".

- Egypt in the world:

Under this heading, the focus will be on the legacy of ancient Egypt. This could also include an aspect entitled "Relations between the kingdom of Egypt and certain parts of the Nile region of Africa and beyond the Valley" (cf. Chapter 13).

In connection with the various chapters:

On the basis of Chapter 1, the history of political bodies created by the Blacks began with the ancient Egyptian kingdom (Ghana is still presented in African schools as being the earliest known black State) established at the end of the fourth millennium BC. On the basis of arguments developed by C. A. Diop, it can be asserted according to Babacar Sall, that the founders of African civilizations and the kingdom of Egypt were black.

Chapter 2 would need to include an analysis of the process which brought about the advent of the kingdom of Egypt.

The role of violence as described in the protohistorical documents should be highlighted in this process.

Chapter 3 should be combined with chapters 4 and 5 under the title: "Ancient Egypt in time and space" which would deal with the following aspects:

- Egypt: economy, society and everyday life;
- Relations between ancient Egypt and certain African regions;
- The impact of ancient Egypt on the post-pharaonic civilizations in black Africa.

A description of the techniques used in Egypt is one of the most attractive aspects for the general public. A study of this theme would show how black Africa was a focal point in the development of the sciences and their dissemination (Chapter 3).

Chapter 5 which deals with Egypt during the "Hellenist" period should be used to advantage. Emphasis should be placed on the fact that this period experienced a genuine dialogue between Egyptians and Greeks. Greek written documents show the image the Greeks had of the Africans, particularly the Ethiopians

Chapter 7 (Egypt under Roman domination) should be combined with Chapter 19 (the Roman and post-Roman period in North Africa) under the heading "The first cultural aggression". The cultural dialogue of the Hellenist period gave way in the Roman period to a veritable culture shock.

Chapters 8 to 11 provide an opportunity to study:

a) The pre-Kushite era, the hallmark of which was a multitude of political entities: Wawai, Irthet, Setou and Yam. The so-called Kerma kingdom (in present-day Sudan) appears to be the jewel of pre-Kushite Nubia;

b) The Kush kingdom which lasted 24 centuries.

The major innovations which took place during the Meroitic period deserve to be taught. They include the drafting of an alphabetical writing system, Meroitic, the accession of women to supreme power and the famous queens of Kush.

Chapter 12 (on the evangelization of Nubia) could, for pedagogical purposes, describe the role that Africa played in asserting the Christian faith. A study of the conversion of Nubia to Christianity could also serve as a transition for studying the Axum kingdom which espoused Christianity in the 4th and 5th centuries AD.

Chapters 13 to 16, on the history of Axum, could provide brief pedagogical reference sheets provided the rather confusing analysis were simplified.

Chapter 17 (which deals with the Berbers) should be approached with caution on account of the complexity of the identity problems in the countries in which there is a Berber component in the population.

As regards the history of Carthage (**Chapter 18**), Babacar Sall believes that it should not be given as much space in the teaching of African history in antiquity.

The text of **Chapter 20** on the Sahara, should only serve for pedagogical purposes as a mere introduction to the historical study of the Sahara.

After having reread the chapters on regional studies (**Chapters 21 to 29**), Félix Chami recommends that most of them be rewritten in the light of new (particularly archaeological) discoveries. He emphasises the need to explain to African students the changes that have occurred in the paradigms and are still ongoing in the way the history of Africa is approached together with the reasons for such changes. In the past, African history was written on the basis of very sparse data and via paradigms influenced by "racial prejudice" which was not perceived by most African historians. Scholars such as C. A. Diop have questioned these erroneous paradigms and have called for them to be replaced when writing African history. History teaching must stimulate the critical faculties of young people in the face of the presentations made of African history in the past and those which prevail today.

Volume III: Africa in the 7th to 11th centuries

Proposed themes and subjects for the teaching curriculum in primary and secondary education: The list of subjects proposed for teaching is long, in relation to the volume's interest. They can be grouped together in several themes.

- L'Islamisation in Africa: Stages in the development of Islam and its dissemination.. Chapter 3. Texts by Arab authors could be useful as support material: e.g. the account of Oqba Ibn Nafi's expedition in southern Morocco. The texts by Ibn Kaldun or Ibn Batuta on Mali relating to the way court Islam functioned.

- Resistance on the part of the Berber populations **Chapter 9.**

- The focus will first be on Berber origins and social structures. **Chapters 9**, **11** and **13**.

- The actions of the Fatimid and Almoravid Empires.

- The role of the Sahara in relations between North and South. **Chapter 11**. In the collective imagination, the Sahara is perceived as an obstacle between north Africa and the Sudan.It would be useful to conduct a study on trans-Saharan trade by presenting the principle axes, the role of trade in the consolidation of governmental power and what was at stake in controlling the various land routes.

- The origins of agriculture and the domestication of plants in various regions.

- African art, e.g. Ife, Iybo Ukwu.

- Introduction to African religion. **Chapter 28.**

- The Axum kingdom particularly under the reign of Ezana.

- The culture of Zimbabwe.

- The settling of populations in Madagascar.

- Africans in the land of Islam.

Volume IV   Africa from the XIIth to XVIth centuries

Recommendations for a pedagogical use

A preliminary remark from the evaluators of this volume calls for an understanding of today's youth which is very different from that which the authors of the *General History of Africa* had in mind in 1986. The needs of youth have changed and so have the tools for access to knowledge. But at the same time the evaluators insist on the necessity to respect the International Scientific Committee's choice which privileged "a holistic and federalist vision for the African people rather than local particularities and segmentation of facts."

Volume IV according to them must be considered as a "resource book" in which each chapter conceals some important facts. However, some would need to be seriously "cleaned" while others would only need to be updated.

More precisely, certain chapters have been indicated as those carrying important pedagogic orientations and having a proven didactic value. These are the **chapters VI, VII and VIII,** respectively written by D.T. Niane, Mrs.Ly Tall and S. M. Cissoko.

Chapter XII by Y. Person and **chapter XXVII** by D.T. Niane and J. Dévisse are essential and could according to the evaluators, serve as a basis for the drafting of text books and didactic material.

Other chapters have been recommended due to the fact that they delve into themes that are of educational interest. For example, **Chapter XV** by J.C. Garcin on Egypt in the Islamic world. (for the sake of the geo-political and geo-strategic questions considered in them).

Chapter XVI by L. Kopracek on Nubie from the XIIth au XIVth centuries (aspects relating to the management of conflict), **Chapter XX** by Ogot on the Great lakes region (interesting with regards to the theme of ethnicity).

They also recommend the consideration of themes that constitute forceful ideas such as: Formation of State and Centralisation, the art of war and conquest, governance, peace and resolution of conflict, "leadership", religious development in the continent, the expansion of Islam in Africa, religious tolerance, Africa and the external world.

As for the overall approach, the evaluators recommend:

- Taking into consideration the world heritage sites in education programmes for youth (with maps and pedagogic dossiers).

- Linking the current project for the drafting of text books with initiatives of different African museums that are aiming to use their own collections for pedagogic purposes.

- Facilitating the articulation of the products of this project with the education of « National Histories ».

Volume V: Africa from the XVIth to XVIIIth centuries

Several themes of varying interest to African societies emerge from this particularly dense and comprehensive volume on the period under consideration. This is true of the slave trade, slavery and the resistance which they generated; production conditions and methods; health; and the impact of Christianity and Islam on the development of political and social structures. These themes should be taken into account in education curricula in a pan-African perspective, with the intention of highlighting the unifying factors in the diversity of African cultures. Pedagogical tools to pursue this aim should include modern audiovisual material.

The Atlantic slave trade, typical of this period of African history, is no innovation. It merely prolongs a long-standing tradition of exporting slaves towards the Arab countries but with a new destination and a dimension which each of the contributors has highlighted individually. For pedagogical purposes and with the prospect of a simplified edition, it might be possible to envisage presenting the theme of the slave trade and slavery in a way that would highlight the essential details which students

ought to retain. In this regard, a comparative approach to the consequences of traditional and natural migrations and those induced by the quest for slaves for the markets on the American continent could be developed further.

It is worth recalling, at this juncture, that UNESCO, at the dawn of the third millennium, had devised an educational project on this theme known as "Breaking the silence", the aim of which was to teach a sort of minimum common curriculum in the secondary schools of the three continents involved in the trans-Atlantic slave trade. The proceedings of the Ouidah conference, published by UNESCO under the title "The chain and the link", together with the documents produced in the contexts of the "Breaking the silence" educational project, could perhaps serve to devise a global synthesis on the subject of the slave trade and slavery. This focus has been encouraged by various UNESCO initiatives which currently contribute to many exhibitions and research networks in various countries in Africa, Europe and the Americas. The results of this endeavour, in the form of specialized periodicals, individual or collective publications and audiovisual documents, provide suitable pedagogical tools for truly relevant teaching of the history of the slave trade and slavery.

The emphasis on slavery and the slave trade due to abundant documentation and to current circumstances in the research world should not make us overlook other very important and innovative themes.

What of the diseases affecting men and livestock, sometimes concomitant with these disastrous episodes? The link between ecology and demographic history is clearly a transversal factor in African historiography; what of disease as a factor that modifies social and political structures, as a source of demographic change? In fact, what were the major diseases in those times? Correlatively, how did the Africans care for themselves just before the introduction of western medicine? These are incontestably relevant questions which should feature in research and education curricula.

Volume VI: Africa in the XIXth century

Proposed subjects to be retained for African primary and secondary schools

For Volume VI and in accordance with the thrust of the commentaries, the following subjects can be retained:

1)   The general chapters: *Abolition of the Slave trade*

The slave trade is an important matter of which students should know the beginning and the end. Greater understanding must be acquired of the behaviour of the whites and the blacks who took part in this painful chapter of our history

2)   **Southern Africa:** *The culture of the Ngunis and the Zulus*

Emphasis needs to be placed on initiation according to age groups as an apprenticeship of life which in the 19th century became an instrument of national integration and a military academy. The new combating techniques proved that Africa had its Caesars and Alexanders.

3) **Southern Africa:** *The Boer republics in the 19th century*

The minority Boer community, which distinguished itself through its policy of separate development (Apartheid), forged all its weapons in this period. The complex of racial and technological superiority, the natural defence instinct together with the cupidity which made the Boers rob the Africans of everything, are all factors which account for their behaviour. These fundamental factors for their existence appear to be stronger than the moral and religious principles of which they claimed to be the bearers from Europe.

4) **The coastline and the hinterland of east Africa:** *The Swahili culture*

This culture is a mix of Asian and African elements which shows the dynamism of African cultures in the face of foreign intrusion and their capacity to borrow and to innovate. This new culture subsequently integrated the African cultures from the interior. It would seem today to be an instructive model in terms of regional integration.

5) **Central Africa (the Congo basin and Angola)**:*The Congo basin, a trading hub*

By its very position, the Congo appeared as early as the mid 19th century as a veritable commercial hub and the subject of conflicts between the European powers. The foundations of the future international status of the Congo basin date back to this period of economic conquest.

6) **The Nile Valley**: *the Egyptian renaissance under Mohammad Ali and Ismail.*

The first African power in modern 19th century history deserves specific treatment in order to show the difficulties encountered in a policy of modernization in the context of imperialist expansion.

7) **The Horn of Africa**: *the restoration of the empire of Ethiopia under Tewodros II and Joannes IV*

This Christian kingdom in east Africa had experienced a troubled existence since the advent of Islam. When it was on the point of falling, two of its valiant sons revived it in the mid 19th century. It is the symbol of African independence.

8) **The Maghreb**: *Attempts at modernizing the Maghreb in the 19th century*

As a vast cradle of Islamic civilizations, the Maghreb constitutes an example of the ravages of expanding capitalism and the arduous struggle of African societies to preserve their independence.

9) **West Africa**: *The Islamic revolutions in West Africa*

Faced with the challenges of adjusting to a world context undergoing great change, the West African societies succeeded in mobilizing their Islamic heritage to meet the challenges of conquering imperialism.

8) **Major personalities:** *The major historical figures of Africa in the 19th century*

Reference could be made to the founders of the States and to those who resisted the early attempts at colonization.

9) **External agents in cultural development**: *The Christian missions in Africa in the 19th century*

10) **The position of Africa in the world:** *Africa's international relations in the 19th century.* African leaders tried to establish bilateral relations with the major powers, often in order to obtain military or technical assistance. It was in that framework that the consuls took up residence in their States

11) **Imports and exports**: *Africa's international trade in the 19th century*

12) **The state of our societies:** *African societies in the 19th century*

13) **The island of Madagascar** : *Madagascar in the 19th century, diplomacy and social organization*

14) **The fate of Africans living outside the continent:** *The African Diaspora in the 19th century*

Volume VII   Africa under colonial domination, 1880-1935

Recommendations for the content of primary and secondary textbooks

The report highlights in each chapter what seems the most important.

The report draws our attention to the importance of the work of Nigerian colleagues through their publication « Tarikh ». With regards to this period, one can refer to Tarikh vol 4, n. 3 « European Conquest and African Resistance », vol 3, n 3 « Indirect Rule in British Africa », vol 5, n 3 « Protest against Colonial Rule in West Africa », vol 3, n 4 « Independence Movements in Africa 1», vol 4, n1 « Independence Movements in Africa 2 », vol 5, n 4 « The African Diaspora ».

A chapter wise review leads to the identification of the following themes:

Chapter 2: European sharing and conquest of Africa

Reference to the Berlin conference; simplify the theories of imperialism; insist on European nationalisms and divisions, the difficulties in Africa; there is need for a chronological table of conquests.

Chapter 3: General introduction initiatives and resistance

This should be rendered less complexe although respecting the different points of view; Recapture the citation of the Chief nama Hendrik Wittboi on the united vision of Africa.

Chapter 4: Initiatives and resistance in North-East Africa

Retain the following themes: Urabist revolution Mahdism, the partition of Somalia; insist on the stakes around the Suez Canal.

Chapter 5: Initiatives and resistance in North Africa and Sahara

The military confrontations and diplomatic exchanges before 1880; resistance to colonialism from 1880 to 1930; internal and external factors having contributed to the failure of these resistance movements; study of the role of leaders and religious groups.

Chapter 6: Initiatives and resistance in West Africa

Resistance to the European invasion, resistance to colonial domination and failure of resistance movements. Students should understand the unity as well as the diversity of experiences of the African communities; biographies of resistance leaders; chronology of the main events.

Chapter 7: Initiatives and resistance in East Africa

Reference to the Maji-Maji, the revolt of the Abushiri; Insist on the question of land in the High plateaus of Kenya; resistance in the Great lake regions; There is a need for a map of the colonial territories.

Chapter 8: Initiatives and resistance in Central Africa

The struggle of the States to maintain their sovereignty; the first local resistance movements; the anti-colonial insurrections before 1918. There must be a chronology to guide the students; emphasize the diversity of the African reactions to invasions and give biographies of the resistance leaders.

Chapter 9: Initiatives and resistance in Southern Africa

Add something about the Bambatha revolt; retain the chimurenga ; Speak of the constitution of the two Rhodesias and of the mineral wealth; the dismantling of the Zulu empire; Boers Republic, the origins of enclaves of Swaziland and Lesotho.

Chapter 10: Initiatives and resistance in Madagascar (1880-1939)

Distinguish the kingdom of Madagascar from the other kingdoms; simplify the issue of the Menalamba ; have the same chronology as for the other regional groups, therefore two chapters but at least include the other island members of the AU.

Chapter 11: Ethiopia and Liberia (1880-1914) : The survival of two African States

Liberia and the appropriations of Europeans; Adowa's victory and its impact in Africa.

Chapter 12: The First World War and its consequences

Africa's contribution to Africa (in terms of human and material resources); The consequences of the war in economic and social terms; socio-political impact, particularly the role of the demobilised soldiers. A chronological table of events.

Chapter 13: Methods and institutions of the European domination

Diversity of indigenous policies with due consideration for the specificities of the African societies; Colonial governments and the means of control deployed by administrations.

Chapter 14 : Colonial economy

The conquest and loss of autonomy in the economic field; the development of a culture of revenues, land policies; the impact of the Great Depression on the societies. Avoid too many statistical tables.

Chapter 15: The colonial economy in the old French, Belgian and Portuguese colonies

Distinguish between the agricultural and the mining colonies; land, labour, fiscal and commercial policies; foreign and African enterprises; limit the statistical tables for students.

Chapter 16: Colonial economy: the old British colonies

As for preceding chapter

Chapter 17 : Colonial economy : North Africa

As for the preceding chapters but mention the regional diversity depending on the presence of the colonists, minerals and on the impact of the irrigation programmes.

Chapter 18: The social repercussions of the colonial domination: demographic aspects

Discussion on the impact of slave trade in Africa, in the Americas, in the Middle East demographic tendencies before and after the abolition of the trade ; imapct of colonial policies on health.

Chapter 19: The social repercussions of colonial domination: the new social structures

Emergence of the new economic and intellectual elite; the consequences of urbanisation on local associations and on identity. Formation of unions; ensure a view of the regional specificities within larger African framework.

Chapter 20: Religion in Africa during the colonial period

The religious framework of Africans; importance of dissident churches; complete the regional approaches.

Chapter 21: Arts in Africa during colonial domination

The text privileges West Africa except for the shona music; think of the other regions; develop plastic art with the help of illustrations; add poems and songs that contested the colonial power.

Chapter 22: African politics and nationalism

Synthesis of the different facts elaborated in the following chapters

Chapter 23: Politics and Nationalism in North-East Africa

Maintain the plan that distinguishes the various regions ; the Wafd and the 1919 revolution ; Great Britain's colonisation of Egypt and Soudan ; The league of the Flag of Sudan ; the idea of the unity of the Nile valley ; renaissance of Mahdism in Soudan; the role of the young intellectuals.

Chapter 24: Politics and nationalism in the Maghreb and the Sahara

War and passive resistance in the Maghreb ; Muslim reformism ; Union action ; the elite and the nationalist press ; impact of the Great war and of the crisis on the anti-colonial movements.

Chapter 25: Politics and nationalism in West Africa

Include the Portuguese colonies; impact of the Great War and of the crisi on the development of nationalism; development of unions, parties, student associations, and of the press; movements that spread across West Africa

Chapter 26: Politics and nationalism in East Africa

Insist on the role of youth associations; speak of millenarism briefly to go over to the new churches that are better represented in South Africa.

Chapter 27: Politics and nationalism in Central and Southern Africa

For South Africa: ANC and the African churches; For the Belgian Congo: the strikes in the mining regions; in the Portuguese colonies : resistance against forced labour and the role of the intellectuals ; simplify the maps.

Chapter 28: Ethiopia and Liberia : Two independant African States in the colonial era

For Liberia: the intervention of western powers and of the SDN, modernisation and conservatism, Establishment of Firestone; For Ethiopia: intervention of the SDN, modernisation and conservatism, Italian aggression.

Chapter 29: Africa and the New World

Movements of return to Africa (Marcus Garvey) ; Pan African movements ; all kinds of organisations which link Africa to America ; African Diaspora ; It is important to have illustrations on the Pan African assemblies and the leaders of the Diaspora in Europe and in the Americas.

Volume VIII   Africa since 1935

Critical analysis and suggestions

This volume, the last of the series, suffers partly from editing problems and partly from the methodology used in certain chapters. Its revision should cover more events but also the emerging themes and methods. For example gender issues i.e. the history of gender rather than that of women and minorities alone.

Most of the chapters lack illustration material, particularly photos and maps that can be so useful for teaching.

The evaluators have provided an elaborate critical analysis of this volume. Suggestions have been made for the updating of several chapters.

The pedagogical adaptation of several chapters is challenging due to the controversial character or tendencies for current historiography.

Suggestions of a pedagogical nature have been provided by the evaluators for each chapter of the volume.

Observations of the Scientific Coordinator

The general synthesis of the reports after the review of the *GHA* calls for some comments on the work itself and on the perspective of its pedagogical use. It is important to note some of the main characteristics of the *General History of Africa*

identified through all the reports. The approach adopted for the drafting of the *General History of Africa* is first of all regional. The dynamics of the formation of the regional entities (most of which falls under the current sub-regions) are highlighted in the perspective of a continental History. The History of the continent itself resides in the History of the world since its origin and then through the Diaspora following slave trade, particularly across the Atlantic.

This global approach should be taken into consideration in the pedagogical use of the work. An optimal utilisation of all sources, particularly African, calls for interdisciplinarity, the only way to the restitution and understanding of a global History.

A certain number of powerful ideas go right through the entire work:

- The centrality of Africa: as the cradle of humanity and due to its situation and its continuous exchanges with the rest of the world.

- The cultural unity of the African civilisations beyond the diversity of situations (illustrating local developments) expressions of the creativity of Africans.

- The continuity of African History beyond the ruptures created by the Atlantic slave trade and colonisation. This continuity is especially due to the capacity of Africans to resist, produce and regenerate even in extreme situations.

- Among the transversal themes that were studied and which support these theses, questions such as those relating to techniques (invention and distribution), to the spread of knowledge, the history of settlements, the continuous formation of ethno-cultural communities and the formation of States have been taken up in each of the regions. The theme of the "State" is so rock-hard that the spaces that have not known "centralised" States are sometimes forgotten or less well covered in any case.

- One of the problems brought out through the reports is that of the chrolnology or more precisely the "**periodisation of African History**". It is a recurrent problem when it comes to research on African history. The question of the relevance of chronological landmarks used with regards to the African internal dynamics remains unanswered.

In the framework of the Pedagogical use of the *General History of Africa,* the discussion should revolve around the periods or historical sequences to be retained and the type of chronology that would be taught. Another question, which one thought was resolved - that relating to "race" would, according to some evaluators, deserve elaborating upon as regards the concept itself and its relations with cultures and languages.

Finally there is the question of the reception of the concerned content by the young people targeted by the current project. In order to respond to this question, it would be useful to start from the preface by A.M. M'Bow who fixed the objectives of the *General History of Africa*. One could then reflect on the adaptation of these objectives to the education needs of youth today taking into consideration the state of the world today and the major trends that can be observed.