COURSE SYLLABUS

INR 3250
THE POLITICS OF PAN-AFRICANISM

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University of Central Florida

Term:	Spring 2012
Course Location:	CL1 0308
Course Time:	Tu & Th 1:30pm- 2:45pm
Credit:	3 Credit Hours
Office Location:	311-D Phillips Hall
Office Hours:	Tu & Th 10:00am – 11:30am
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COURSE DESCRIPTION

This course is an analysis of the intellectual and political dynamics of Pan-Africanism, its organizational formations and practical linkages throughout the world. The central aim of the course is to use the Pan-African experience as an instrument for understanding the international dimensions of Black cultural and political expressions in various parts of the African Diaspora.

The course approaches Pan-Africanism from four (4) basic assumptions. First is the understanding that Pan-Africanism represents one of the oldest political expressions of African/African Diaspora liberation and self-determination. Second, Pan-Africanism has always served as a "global instrument" for African interaction with the major global forces of the modern era including slavery, imperialism, colonialism and contemporary globalization. Third, Pan-Africanism has become an arena where the major theoretical perspectives of the last two centuries, such as Marxism, liberalism and nationalism, have been played out. Finally, the basic tenets of Pan-Africanism offer a great deal to the contemporary discourse on the local, regional, and international complexities confronting communities throughout the African Diaspora.

From this perspective, the course will examine the theoretical/organizational nexus as seen in thinkers and movements associated with themes such as maroon societies, the Pan-African Congress movement, The Garvey Movement, African Nationalism, modern Black Power, and contemporary globalization. Additionally, a central concern of the course is with the global political linkages that have been borne out of Pan-Africanism.

GENERAL OBJECTIVES

Relying on lectures by the professor, critical dialog, and student presentations, the course objective is that at the end of the semester students will have been provided with the ability to:

1. Understand the historical and global forces that produce the unique yet similar geo-political expressions of Pan-Africanism.
2. Critically assess practical manifestations emerging from the "politics of unity" throughout the African Diaspora.

3. Grasp the vast primary and secondary literature on Pan-Africanism, Pan-African movements and organizations in various regions of the world.

REQUIRED TEXTS

1. P. Olisanwuche Esedebe, Pan-Africanism: the Idea and Movement, 1776-1991.
2. Horace Campbell, Rasta and Resistance.
3. Tajudeen Abdul Raheem, Pan Africanism.
4. Additional Course Readings.

RECOMMENDED READINGS

1. Tony Martin, Race First: The Ideological and Organizational Struggle of Marcus Garvey and the Universal Negro Improvement Association, Greenwood Press, 1976.

2. Sid Lemelle, Pan Africansism For Beginners, Writers and Readers, New York, 1992.

3. V. B. Thomson, Africa and Unity: The Evolution of Pan Africanism, Longmans, London 1984.

4. Robert Chrisman and Nathan Hare, Pan-Africanism, New York: Bobbs-Merrill, 1974.

5. Mavis C. Campbell, The Maroons of Jamaica 1655-1796, Trenton, NJ: African World Press, 1990.

6. W. Ofuatey-Kodjoe, Pan-Africanism: New Directions in Strategy, New York: University Press of America, 1986.

7. Cheikh Anta Diop, Black Africa: The Economic and Cultural Basis for a Federated State, Chicago: Lawrence Hill Books, 1987.

8. Immanuel Geiss, The Pan-African Movement: A History of Pan-Africanism in America, Europe and Africa, New York: Africana Publishing Co., 1974.

9. Elenga M'buyinga, Pan-Africanism or Neo-colonialism?: The Bankruptcy of the O.A.U., London: Zed Press, 1982.

10. Richard Price, Maroon Societies, Baltimore, Maryland: Johns Hopkins University Press, 1996.

GRADING SCALE

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 or lower	F

ASSIGNMENT GRADE DISTRIBUTION

1. Class Participation/Online Debates:	20 percent.
2. Research Prospectus Presentations:	20 percent.
3. Research Paper:	20 percent.
4. Mid-Term Examination:	20 percent
5. Final Essay Examination:	20 percent.
Total:	100 percent

CLASS ASSIGNMENTS

Class Participation:

Students are expected to consistently participate in class discussions. In order to do so, it is critical that all readings be completed before attending class. Please respect the views and opinions of other students.

Research Prospectus Presentations:

Students will be assigned to one of the research themes listed below and will conduct two (2) PowerPoint presentations on the proposed topic. The specifics of the presentations will be left to students' creativity. However, they must last 15 minutes, include a 5-minute Q&A, and adhere to the guidelines below. Please also note that presentations will be graded on preparation, creativity and clarity of the research project.

Presentation I	
Content	**Format**
Working Title	1st slide. Slide must include a cover image and student information
Introduction of research & statement of the significance	2nd slide. Images optional. Slide text fonts should be either size 14 or 16.
Research question(s)	3rd Slide. Images optional. Slide text fonts should be either size 14 or 16.
Preliminary findings	2-4 slides. 1-2 images per slide.
Presentation II	
Content	**Format**
Description of research method	1-2 slides. Images optional.
Key research findings	2-4 slides. 1-2 images per slide.
Conclusions and personal observations	1-2 slides. 1 image per slide. Slides for personal observations optional
Annotative bibliography of scholarly sources	Final 4 slides. 1 source per slide. Slides must be size 12 font.

Research Proposal:

Specific research projects must fall within the scope of one of the assigned research themes listed below. The general focus of the research proposal (including that of the presentation) will be a well-written document based on the content from the presentation (particularly number 2). Details will be discussed in class. However, research proposal must adhere to these guidelines:

1. Be 7-10 double-spaced pages (including title page and bibliography page) with 1" margins.
2. Size 12, Times New Roman font.
3. Be written in MS Word, WordPerfect or Rich Text format.
4. Include short quotations, proper citations and a bibliography (Chicago/Turabian style only).
5. Use at least 4 scholarly sources, no online encyclopedias or websites. Scholarly articles from online library databases or online journals and newspapers are acceptable but must be approved.

There are no exceptions to these procedures and failure to follow them will result in an "F" for the assignment. **Please note that serious emphasis will be placed on sound writing. Therefore, along with content, all assignments will be evaluated on the basis of proper organization, correct documenting, grammar, punctuation, spelling and neatness. It is critical that you Proofread your work!!!** For assistance, students should refer to the writing format presented in:

1. Kate L. Turabian, A Manual For Writers of Term Papers, Theses, and Dissertations. Latest Edition.
2. http://www.lib.usm.edu/research/guides/turabian.html
3. http://www.wisc.edu/writing/Handbook/DocChicago.html

COURSE EXPECTATIONS & POLICIES

Regarding attendance:

1. Students are expected to punctually attend each and every class session unless otherwise directed or excused. Each student must initial a class roster sheet at the beginning of each session. Tardy students must initial the sheet after class. No initials will be accepted retroactively.
2. Students are allowed three (3) unexcused absences. Any additional unexcused absence will automatically result in a drop in letter grade from the final averaged. Three unexcused tardies will be counted as an additional unexcused absence.
3. Excuses for medical reasons must be accompanied by a doctor's (or health professional's) signed statement on their business letterhead.
4. If you are not in class 15 minutes after the session has started, then you will be considered officially absent and prevented from attending class.

Regarding missed/late assignments and make-up examinations:

1. Students who miss an assignment as a result of an excused absence must submit the assignment upon return.
2. Students who miss an exam as a result of an excused absence must consult the professor **upon return** in order to schedule a make-up exam (within one week).
3. Students who miss an assignment for any unexcused reason will have three (3) days after the due date to submit it. Please note that the assignment grade will be dropped one letter for each day. No assignments will be accepted after the third day.
4. Students who miss the mid-term or the final examination for any unexcused reason will not be allowed a make-up.

Regarding class conduct:

1. Students caught cheating or found guilty of plagiarism will be automatically issued a grade of "F" for the course and pursued under any applicable university-level sanctions. Please note the following definitions of plagiarism:
   - Using another student's work, meaning anything from borrowing one phrase to copying an entire paper.
   - Submitting a paper or report (or any portion of such a paper) purchased from a commercial source.
   - Borrowing the exact words of another writer without acknowledging the debt by quotation mark and either a citation or an overt, explicit reference to the source in the body of your essay.
   - Borrowing the ideas of another writer by paraphrasing or rewording without acknowledging the source.
2. **Sleeping in class and cellphone ringers are absolutely prohibited!!!**
3. **Emailing, web surfing, text messaging and all non-course related activity during classtime are all prohibited!!!** Otherwise, use of laptops and other similar devices for coursework is encouraged.
4. Please avoid all non-class related discussion.
5. Students violating these policies will be dismissed from class and given an unexcused absence for that day.
6. Please consult the University of Central Florida's "Golden Rule" policy. http://www.goldenrule.sdes.ucf.edu/

Additional Policies:

1. Students with disabilities and requiring alternative arrangements must register with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116. Students should then inform the instructor and provide any relevant documents.
2. Copyright notice: I have taken steps to ensure that all course material, including this syllabus and the lectures associated with this class, are protected by copyright law as my own original expression. Students are authorized to take notes in class and thus create their own "derivative work" from my lecture, but this authorization extends only to your personal use. Reproduction, distribution, or publication (on-line or otherwise) of transcribed or taped versions of my lecture are not permitted without my express written consent.
3. The professor reserves the right to alter the syllabus as needed. Students will be notified accordingly.

4. All students opting to remain in this class demonstrate an agreement with the policies outlined above.

RESEARCH THEMES

1. The "Color Line" Revisited I: W.E.B. DuBois, Race & the Early Pan-African Congress Movement
2. The "Color Line" Revisited II: Malcolm X & the Organization of Afro-American Unity
3. The Race v. Class Debate I: Marcus Garvey & Cyril Briggs
4. The Race v. Class Debate II: The 6th & 7th Pan-African Congresses
5. "At Home & Abroad" I: Paul Robeson & the Congress on African Affairs Revisited
6. "At Home & Abroad" II: The African Liberation Support Committee
7. A "United States of Africa"? I: Kwame Nkrumah & the 5th Pan-African Congress
8. A "United States of Africa"? II: From the Organization of African Unity to the African Union
9. Pan-African Experience in Jamaica: The Rastafari Movement
10. Pan-African Experience in Trinidad: The Pan-African Leadership Connection
11. Pan-African Experience in Cuba: "From the Escambray to the Congo"
12. Pan-African Experience in Brazil: The Quilombo Movement
13. Pan-Africanism in the 21st Century I: Globalization the Pan-Africanist Response
14. Pan-Africanism in the 21st Century II: African Women & Development in the Pan-African Tradition
15. Pan-Africanism in the 21st Century II: The Contemporary Reparations Movement