Course Description

With the 50th anniversary of the Organization of African Unity, the African Union has declared 2013 the year of Pan-Africanism and African Renaissance. Over the decades, African peoples around the world have struggled for political, economic, and cultural independence under the banner of Pan-Africanism. P. Olisanwuche Esedebe defines Pan-Africanism as “a political and cultural phenomenon that regards Africa, Africans, and African descendants abroad as a unit. It seeks to regenerate and unify Africa and promote a feeling of oneness among the people of the African world.” Adding to Esedebe’s definition this course will expound upon Pan-Africanism as a political and cultural movement as well as an ideology, tracing its development from the late 19th century thought of Henry Sylvester Williams and W.E.B. Dubois into the 21st century. The course is outlined chronologically and divided into several themes as delineated in the Course Outline.

Geographically this course will focus heavily on Pan-Africanism in the United States and the U.K. as well as Africa and the Caribbean. The course will also touch briefly on Pan-Africanism in Latin America and Asia. In addition to the concept of Pan-Africanism, we will explore related themes such as Black Nationalism, Ethiopianism, and Negritude while situating key figures of the African diaspora within the intellectual genealogy of Pan-African thought. Lectures will be supplemented with documentary films and other multimedia sources.

Course Objectives

By the end of the course, students should be able to:

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• Provide a working definition of Pan-Africanism.
• Discuss the historical origins and development of Pan-Africanism.
• Identify major Pan-African figures and key historical events.
• Discuss the similarities and differences among Pan-Africanism, Black Nationalism, Ethiopianism, and Negritude.
• Discuss commonalities and linkages between liberation movements in Africa and the wider African Diaspora.
• Differentiate between Pan-Africanism as an ideology, political movement, and cultural movement.
• Discuss how Pan-African ideology and action have changed overtime.

Course Expectations

Student will be expected to come prepared for each class, having completed the readings for the week and formulated thought-provoking questions. On average the readings will vary between 50-75 pages/week.

Mid-term Take Home Exam (20%):
The mid-term will be distributed week 7 as a take-home exam in essay format. Students will be given four (4) questions of which they choose two (2) to answer. Each answer should be at least three (3) pages in length. Students will have one week to complete the exam and are expected to use class notes, course discussions and outside sources.

Abstract/Annotated Bibliography (10%) and Final Paper (30%):
Students are expected to write a final (10 page) paper that engages some aspect of Pan-Africanism. Research questions may relate to current undergraduate research or derive from class discussion. To ensure everyone stays on track, students will be expected to submit an abstract (200-300 words) and annotated bibliography with 5 sources (week 5) [5%], a draft (week 12), and a final paper (last day of class). To ensure a quality paper – although not mandatory – students are should visit the UF Reading and Writing Center (http://www.registrar.ufl.edu/catalog/archive/03-04-catalog/student-information/reading.html) prior to their final submission. For the final paper students will be encouraged to use primary source materials from the Samuel Proctor Oral History Program as well as the George Smathers Library, particularly the collection from Colin Legum’s personal library.3

Presentation (20%):
At the end of the semester, each student will deliver a 15-minute presentation based on his or her final paper.

**Grading:**
Student performance will be graded according to the following criteria and final letter grades will be assigned according to UF’s grading regulations ([https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)).

- Attendance/Class Participation: 20%
- Abstract/Bibliography: 10%
- Mid-term Take Home Exam: 20%
- Final Paper: 30%
- Presentation: 20%

**Required Text:**

Required readings will consist mainly of book chapters and journal articles and will be provided to students either through email or Sakai E-Learning.

**Recommended Reading List:**

Abdul Raheem, Tajudeen

Esedebe, P. Olisanwuche

Geiss, Imanuel

Legum, Colin

Martin, Tony.

Nascimento, Elisa Larkin

Padmore, George
Course Outline

Intro week
August 22: Introductions, Syllabus Review

Week 1: What is Pan-Africanism?
Aug 27 & 29

Shepperson, George

Drake, St. Clair

Walters, Ronald

Week 2: The Origins of Pan-Africanism
Sept 3 & 5

Esedebe, P.

A Memorial from the Free People of Colour to the Citizens of Baltimore

Smyth, John

Turner, H.M.

Week 3: Black Nationalism: Marcus Garvey and World War I
Sept 10 & 12
James, Winston

UNIA

*Week 4: No Class Research Week*
Sept 17 & 19 No class: Mississippi Trip

*Week 5: Pan Africanism between Two Wars: The Pan African Congresses*
*Abstract and Bibliography Due!*
Sept 24 & 26

Du Bois, W.E.B.

Esedebe, P.

*Week 6: Negritude*
Oct 1 & 3

Drake, St. Clair

Soyinka, Wole

*Week 7: Pan Africanism and African Liberation*
*Mid-term distributed!*
Oct 8 & 10
Esedebe, P.  

Nkrumah, Kwame  

Toure, Sekou  

Biko, Steve  

**Week 8: Black Power**  
*Mid-term Due!*  
Oct 15 & 17

Ture, Kwame  

Foner, Philip, ed.  

Foner, Philip, ed.  

Harrison, Linda  

Rodney, Walter  

Rodney, Walter  
Week 9: Pan-African Organization in Africa
Oct 22 & 24

Esedebe, P.  

Esedebe, P.  

Week 10: From Black Power to Pan-Africanism: American Africans return Home
Oct 29 & 31

Ture, Kwame  

Ture, Kwame  

Deburg, William L. Van, ed.  

Week 11: African Revolution in America: Diasporic Dialogues
Nov 5 & 7

Cabral, Amílcar  

Sankara, Thomas  

Robeson, Paul  
Week 12: Pan Africanism in Latin America and Asia

*Paper Draft Due!*

Nov 12 & 14

Walters, Ronald

Slate, Nico

Week 13: Pan Africanism in the 21st Century

Nov 19 & 21

Clarke, John Henrik

Campbell, Horace

Esedebe, P.

Week 14: Presentations

Nov 26: Presentations

Nov 28: No class (Thanksgiving)

Week 15: Presentations

*Final Draft Due!*

Dec 3: Presentations
Appendix

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

**Class Attendance and Make-up Work**

The expectation is that you will attend class and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office ([http://www.dso.ufl.edu/](http://www.dso.ufl.edu/)). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Final Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).

**Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for
more information: http://www.counsel.ufl.edu/ or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

***This syllabus is subject to change at the discretion of the instructor.***