

AFS 4935: Section: 2618-The African Experience

Mondays, Wednesdays & Fridays 7th period

1:55 to 2: 45 PM

Classes start August 24th , 2022

Classes end December 7th , 2022

Dates for written Assignments

Week 9-Due October 14th

*Assignment number two is due
November 11th and more*

Instructor: **Kole Odutola, PhD**

Email: kodutola@ufl.edu

Venue: Leigh Hall 104

Thanksgiving: November 23-26, 2022

Course Description

This course presents an opportunity to discover the richness and diversity of a continent once called the Dark Continent. We will explore the places, politics, economies and cultures. The course approach will be highly interdisciplinary. We will discuss issues about the past, present and make projections into the future in such a way as to allow us understand better the socio-economic situation of the continent. An important theme of the course will be the diversity of Africa: with 55 recognized independent Nation-states, with close to about 2000 distinct languages (about 1/3 of all the languages spoken by humans today), and a wide variety of belief systems and religions, there will be a lot to learn. It will thus become obvious that generalization about Africa is tenuous. Yet at the same time, there are important commonalities in “the African experience” (the title of this course). These are rooted in some shared cultural norms, a largely shared history of European colonization, and similar positions in the global political and economic order since independence in the 1960s. This course will examine both the commonalities of the African experience, and its variations. What can we learn from the various challenges Africa as a continent faces. As we move from the general, we will also highlight the language and cultural practices of Yoruba people (one of the ethnic groups found in Nigeria, West Africa and in the diaspora)

Please note that some aspects of this syllabus may change.

Course Objectives

By the end of this course, you should have:

- ☉ Acquired an increased knowledge of the African realities,
- ☉ Become aware of the diversity of the African experiences,
- ☉ Acquired some basic knowledge of African geography, history, politics, religions, business and cultural practices,
- ☉ Grasped some of the complexity of African contemporary challenges (socio-economic development, uneven patterns of trade and globalization,).

By the end of the course

Thematic content

By the end of the course, it is expected that you would have increased your knowledge of:

- The diversity and history of African societies
- The role of myths and stereotypes in shaping perceptions of Africa
- The role Africans have played in global historical processes
- African history from an African perspective

Academic skills

- Evaluate, organize and analyze a range of source material from diverse perspectives
- Develop original ideas about 'solving' (or articulating) one of the challenges Africa is facing presently using evidence gathered from articles or guest presenters.
- Debate and discuss contemporary issues with your peers
- Write effectively

Course Requirements

Your final evaluation is based on the following components (with correspondent points):

- ⊗ Presence and participation.....(100points)
- ⊗ Assignments.....(200points)
- ⊗ Unannounced Quizzes(100 points)
- ⊗ Reaction Paper from readings.....(300 points)
- ⊗ Country Reports (*based on countries of your choice*) (100 points)
- ⊗ Final Test..... (200 points)

Total points will be calculated, and the final grade will be assigned according to the table:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Total	93-	90-	87-	83-	80-	77-	73-	70-	67-	63-	60-	<60
Pts	100	92	89	86	82	79	76	72	69	66	62	

Information on current UF grading policies for assigning grade points can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

⊗ PRESENCE AND PARTICIPATION: Attendance is mandatory and will be taken at the start of each class—it is therefore important you arrive in class on time. I will take points off for each class absence, unless appropriate written justification is provided, or the absence is due to one of the “acceptable reasons” as per UF policies (see link below). Participation in class discussions is crucial, and you are expected to actively contribute to debates if you want to obtain full score in this component. Un-respectful class demeanor is not tolerated. (e.g. during the presence of Guest presenters, please accord them utmost respect).

You can visit this link for concerns about privacy during exams

<https://honorlock.com/studentprivacy/> please, ensure that you have the Honorlock extension added to your Chrome browser prior to taking your exam(s). An error will likely come up if you use a non-supported browser (Firefox, Internet Explorer, etc.).

Campus Helping Resources

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

University Counseling Center, 301 Peabody Hall, 392-1575; www.counsel.ufl.edu
(Links to an external site.) (Links to an external site.)

Student Mental Health, Student Health Care Center, 392-1171, www.hsc.ufl.edu
(Links to an external site.) (Links to an external site.)

Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161

Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Students with Disabilities Act

The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing

interpretation services, and mediating faulty-student disability related issues. Dean of Students Office, 202 Peabody Hall, 392-7066, www.dso.ufl.edu.

Do you like courses with African content and you want to know more? Then learn about the many opportunities UF offers to increase your knowledge of Africa:

The Center for African Studies offers many courses with an African content. You can pick up a free booklet with details from 427 Grinter, and ask for more information.

Many stimulating opportunities exist, such as Semester and Summer Study Abroad Programs (including the prestigious Lumbardi Program). For more info contact the CAS deputy director Todd Leedy (427 Grinter; email tleedy@africa.ufl.edu).

Do you want to meet your foreign language requirement in a different and exciting way? Learn one of several African languages taught by department of Languages, Literatures, & Cultures. For more information contact Dr C. Bwenge at cbwenge@africa.ufl.edu

Are you taking, or planning to take, other courses in African Studies? If so, you may qualify for a Minor in African Studies. Make sure you declare it: in the past, some students who qualified failed to declare it! Dr Leedy will be happy to help you make the process even easier: he will send the form for you!

ZOOM ETIQUETTE

Do not share your Zoom classroom link or password with others.

When attending a Zoom class or meeting:

- Arrive/Zoom in on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.
- Set up and mount the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of your webcam. *For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357).* <https://elearning.ufl.edu/media/elearningufl.edu/zoom/How-to-Join-a-Meeting.pdf>
- During class session, set yourself on mute unless you want to speak or you are called upon.

- If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.
- Your webcam must remain on throughout the class hour.
- When you are assigned to a breakout room, enable your webcam and microphone so that your partners may hear and see who they are working with.
- Dress appropriately for class. Even though you may be alone at home your professor and classmates can see you.
- Find a quiet indoor space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for school work in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature. Be sure to avoid using backgrounds that may contain offensive images and language.
- Refrain from eating during the class hour, as you would in a face-to-face course.
- Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.
- Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly.
- Relax and enjoy class! Remote learning presents some challenges but many rewards as well.

African Experience: More details & weekly breakdown of sessions.

This course will explore the continent from the perspective of time; we will look at the past, present and future of Africa. This will be done according to themes such as geography of the continent, politics, culture (especially the creative industry) and economics. If time permits, we shall explore selected aspects of African spiritualities.

Most of the readings and audiovisual materials will be found online. Where not found, they will be sent to your email address.

Introduction: Discussion: What is Africa to you? Which sources do you rely for information about the African continent? What does Africa mean to others?

Week 1(Wednesday-08/24). Setting the tone: Media representation of Africa Vs Scholarly representation of Africa

(1). Carol Lancaster. 2005. Development in Africa: The Good, the Bad and the Ugly. (2) Alex Perry. 2015. Myths about Africa. Prospect November 2015

<https://theconversation.com/how-class-and-social-capital-affect-university-students-92602>

Class discussion: “There’s a great deal of comfort to be had in the idea that success at university is primarily or exclusively the result of a student’s hard work. All that’s needed is for students to do their best and fairness will prevail. Students who don’t apply themselves will fail. End of story.”

Friday-08/24: <https://www.nationsonline.org/oneworld/map/africa-political-map.htm>

(Friday-08/26). **Topic:** Understanding the geographical layout of the continent of Africa. Commonalities and differences. We will look at the map of the countries on the continent with this background in mind “*The knowledge that someone reading a map derives from the physical map takes shape in his head as a ‘mental map’.* Functionally, the process of encoding and decoding information through a map may be little different from that of encoding and decoding information through a newspaper.”

East Africa

West Africa

North Africa

Central Africa & South Africa

Reading: Myths and Stereotypes Read the article carefully and come with questions Binyavanga Wainana’s- “How to Write About Africa” — www.granta.com/Magazine/92/How-to-Write-about-Africa/Page-1

https://www.afdb.org/en/knowledge/statistics/africa-information-highway-aii?fbclid=IwAR2oXcPGD973GAfdV5gl7I_v13XPkqrlARlb80VBWuFsJx439q96sY6_DQI

Reading 2: Why change the way we write about Africa (pdf will be supplied)

There is also an alternative site for data: *Afrobarometer* is a pan-African, non-partisan research network that conducts public attitude surveys on democracy, governance, economic conditions, and related issues across more than 30 countries in Africa. Six rounds of surveys were conducted between 1999 and 2015, and findings from Round 7 surveys (2016-2018) are currently being released.

<https://www.afrobarometer.org/>

Week 2 (Monday-08/29) : Selected students present findings from their Internet research about the various countries they chose at the beginning of the course.

Setting the tone II: <https://prezi.com/n4bzt2ksofzc/the-historical-context-by-thomas-otoole/>

Topic: What are the challenges facing Africa as a continent and what challenges did Africa face in the past (see the link above)

Audio visual: (1). Basil Davidson (1984), Different but Equal.

<https://www.youtube.com/watch?v=X75COneJ4w8>

Reading: Introduction. *Understanding Contemporary Africa*. Edited by A. A. Gordon and D. L. Gordon. London, Lynne Rienner Publishers (pp. 1-7). **What are the main points in this reading?**

(Wednesday-08/31). **Topic:** Understanding how an African analyses the continent.

Audiovisual: The Africans: A Triple Heritage by Ali Mazurai (1986).

Week 3 (Friday-09/02: Topic: Exploring colonialism

Monday 09/05 Labor Day-No classes

Sharing your findings from Internet research about the various countries of your interest

Optional audiovisual : <https://www.prm.ox.ac.uk/maasai-living-cultures>

Decolonizing cultural spaces: The case of the Maasai

Introductory audiovisual: <https://www.youtube.com/watch?v=ueoDL9JOQNY> (Special edition: How the legacy of European colonialism is shaping Africa's future, 16 minutes)

Questions for discussion: What was Africa like before colonialism? What is colonialism? What is neo-colonialism? Why are students calling for de-colonialism? What is African Traditional religion? **(Students to work in groups)**

Reading: Kumsa, A. (2013) The conflict between the Ethiopian state and the Oromo people. https://repositorio.iscte-iul.pt/bitstream/10071/7579/1/Kumsa_Alemayehu_ECAS_2013.pdf

Audio visual: <https://www.youtube.com/watch?v=K-FG2oWl-2k> Black before Columbus Came: The African Discovery of America | Odd Salon DISCOVERY 5/7

Reading: *Review of African Political Economy* Vol. 22, No. 65, ROAPE Review of Books (Sep., 1995), pp. 301-320 (20 pages)

Week 4: **Monday 09/05-** Labor Day-No classes

Wednesday, September 7th. Pre/post Independent Africa-what was the nature of Africa's political independence (especially those who had to wage wars for their freedom.) **Class assignment:** Which are these countries?

Friday-September 9th -What is the debate on African Languages. [Language and education in Africa: a fresh approach to the debates on language, education, and cultural identity]

Week 5 (Monday September 12). **Topic:** The languages spoken on the continent: The language map- Audiovisual: <https://www.youtube.com/watch?v=qJuVWpT6CU> (10 mins)---*The Amazing Languages of Africa - sounds, grammar and writing systems of African languages (Case study of Yoruba Language)*

Audiovisual 2: https://www.youtube.com/watch?v=39Wlq_DF-20 (19 minutes).

Discussion Why do we need to understand the languages spoken on the African continent?

Reading: Dimmendaal, G. J. (2008). Language Ecology and Linguistic Diversity on the African Continent (the pdf file will be sent to you by email or you can download it yourself)

In-Class assignment: The language game-We will look for names of celebrities and try to find out the language they speak.

Wednesday September 14th : <https://www.youtube.com/watch?v=NimJsEGGbDk> Top 10 languages spoken on the African continent. Why do some Japanese words sound familiar?- making up a new language: <http://www.guosa-language-tv.com/>

<https://www.youtube.com/watch?v=wPJkv9qoIIw&feature=youtu.be&fbclid=IwAR1Unveo0FakGOl1xjjEJBWVxR9Uwu8FyKhroCewfnoUwcd7sx0tygTDPHw>

Friday September 16th **Review of the sessions thus far**

Week 6 (Monday-**September 19th**). **Topic:** Case study of Yoruba culture. Understanding the cultures of Africa (3 periods). What is culture?

<https://www.fieldmuseum.org/science/research/area/cultures-africa/cultures-africa-research>. (see attached document)

Wednesday-September 21 (see attached document)

Friday-September 23 (see attached document)

(**Week 7**-Monday **September 26th**). **Topic:** Pan Africanism: The concept and proponents (page 22-The origin of Africa for Africans, traced to Nyasaland and South Africa)

Reading: Legum, Colin (1965) Pan-Africanism: A short Political Guide; Frederick A. Praeger Publishers

Copies will be provided

Wednesday-September 28th [The Roots of Pan-Africanism (African personality & Negritude)]

Discussion: What does Pan-Africanism mean to the scholars and what does it mean to you?

Friday 09/30- Reading (17 pages): Okonkwo, Rina Mojola Agbebi : Apostle of The African Personality, Nouvelle série, No. 114 (2e TRIMESTRE 1980), pp. 144-159 (16 pages) Présence Africaine Editions

Class assignment for Friday: Mojola Agbebi Day (October 11 of every year). What do you like about this Bishop and how can he fit the world of *Black Lives Matter* of today.

Week 8 (October 3rd). Selected students present findings from their Internet research about the various countries they chose at the beginning of the course.

Learning about Africa through business: Starting Businesses in Africa: SWOT analysis

Reading: Khavul, S; Bruton, G. D.; Wood, E. (2009). Informal Family Business in Africa. *Entrepreneurship Theory and Practice*, 33 (6) (2009), pp. 1219-1238.

Wednesday **October 5**--Exploring the business climate in Africa

Guest presenter: TBA

Reading: John Luiz & Nceku Nyathi (June 2016). Tired of 'Emerging': It's Time for Africapitalism

<https://globalnetwork.io/perspectives/2016/06/tired-emerging-its-time-africapitalism>

Friday October 7th Homecoming

Week 9 (Monday October 10th Simplice A. Asongu and Odhiambo, N. M. (2019). Doing business on the African continent, *Journal of African Business*, Vol 20, Nos 1-4 (pp 259-268).

"As a business model, utu-ubuntu acknowledges that all economic transactions are embedded in social relations. From this perspective, the main purpose of doing business is to build and sustain the autonomous and self-regulating networks that one belongs to. For example, traders and artisans in Nairobi share operational costs related to transport, security and space. They also share their knowledge through exchanging stories about their experiences." (Mary Njeri Kinyanjui, 2019)

Guest presenter: Dr. Mary Njeri Kinyanjui (Pre-recorded)

Selected students present findings from their Internet research about the various countries they chose at the beginning of the course

Wednesday October 12---Topic: Traveling in Africa: Practical tourism

Assignment: Choose a country in Africa you will like to visit, come up with a plan of places you will like to visit for a ten-day stay. Write at least five paragraphs about each of the tourist sites you will like to visit in your ten days. Come up with real cost for your entire trip. (**Due October 14th**)

Friday October 14-Reading : Tourism in Africa (217 pages) <

<http://www.worldbank.org/afr/tourism>.>

(2). WTO papers on Tourism/ (3). Abuja Treaty of the OAU (pdf page 67-68)

Website: <https://sustainabletourism.net/case-studies/austrailianz/africa/>

Week 10 (Monday, October 17th) Guest presenter: Fiona Ngesa, Development Manager, Kenya Board of Tourism

- **First written assignment is due Friday, October 28th (100points)**

Selected students present findings from their Internet research about the various countries they chose at the beginning of the course.

Wednesday, October 19--Topic: African creative expressions: Writers, filmmakers, musicians across the continent

Guest presenter: (pre-recorded material)

Friday, October 21 -Reading: A survey of African literature in institutions: African Literature is a country

https://africasacountry.com/2020/08/african-literature-is-a-country?fbclid=IwAR0iGMwxgpMYAk7v0cJ8KDz6jRboR_GNf6OTSn0prjOi38wfeINltqZ0AUQ

Week 11 Monday, October 24: Notable musicians/writers & performers on the continent: Slide on music & geography

Wednesday October 26--Selected students present findings from their Internet research about the various countries they chose at the beginning of the course.

Topic: The future of Africa: Agenda 2063: What is it?

Wednesday October 26-Reading: Towards a People-Driven African Union: Current Obstacles and New Opportunities (2012) & AU Agenda 2063

-Ndizera, V. & Muzee, H. (2018). A critical review of Agenda 2063: Business as usual? *African Journal of Political Science and International Relations* 12(8):142-154

Friday, October 28th : Guest Presenter from AU

Assignment: (Using all you have read and heard about the African continent write at least two pages of what you envisage the future of Africa will be when you are 50 years old! **Assignment number two is due November 11th**

Week 12 (Monday-October 31st). Selected students present findings from their Internet research about the various countries they chose at the beginning of the course.

Topic: Exploring the media in Africa: Print, TV, & Blogs

Wednesday, November 2nd : Reviewing major news portals on the African continent.

Report on African Transformation... <http://africantransformation.org/2014/02/13/2014-african-transformation-index/>

Friday, November 4: Discussion of the reading below

Reading: Admire Mare, Hayes Mawindi Mabweazara & Dumusani Moyo (2019) "Fake News" and Cyber-Propaganda in Sub-Saharan Africa: Recentering the Research Agenda, *African Journalism Studies*, 40:4, 1-12, DOI: 10.1080/23743670.2020.1788295

Week 13 (Monday, **November 7th**). Selected students present findings from their Internet research about the various countries they chose at the beginning of the course.

Monday Topic: Women in Africa: Social Position, Policy and Change

Wednesday, November 9th *Ester Boserup* (1910-1999) was born in Denmark. A respected economist, she worked for many years as a researcher and consultant with the United Nations and other international organizations. Her other works include *The Conditions of Agricultural Growth*. Discussion of the reading below

Reading: Boserup, E. (1985). Economic and demographic relationships in Sub-Saharan Africa." *Population and Development Review* 11 (3): 383-97

Veterans Day Friday, November 11-

Week 14 (Monday, **November 14th**) Topic: Doing research about Africa: Topics, tensions & triumphs

Monday-Guest Presenter: Dr. Daniel Reboussin- UF African Studies Librarian

(Sharing your findings from Internet research about the various countries of your interest

Introduction: Experiences in doing research on the continent. What are the challenges of doing research in a country you do not understand her language & culture? Why will you want to carry out research on the African continent? What are the differences between extractive research and participatory action research techniques? Are all research activities apolitical?

Wednesday- November 16th

<https://www.youtube.com/watch?v=Fc4577JsB9M>

Topic: Review of doing research on the African continent/ participatory use of video in Kenya. Participatory Video model

Reading: Tomaselli, K. (2016). Research ethics in the Kalahari: issues, contradictions and concerns. *Critical Arts*, 30(6), 804-822.

Friday, November 18

Guest presenter: Dr. Irina Turner (pre-recorded)

Ploughing the field of "fieldwork" - a critical reflection on research with examples from South Africa

In this class, we will – based on the text by Tomaselli (2016) – have a critical look on what it means to do "fieldwork in Africa" . We will unsettle both notions of "fieldwork" and "Africa" and explore how in this newly gained disarrayed stage of self-understanding as a researcher and the research object, we can still continue to study cultural phenomena in meaningful ways that contribute to some extent to knowledge production. Based on my own examples from South Africa, I will take students through challenges and possibilities of research encounters and give a glimpse into practical hurdles such as research clearances.

Week 15 (November 21). Topic: **Ubuntu** (How does this concept relate to what we have learned)

Reading: Nussbaum, B. (2003). Ubuntu: Reflections of a South African on Our Common Humanity. *Reflections*. 4(4):21–26... Guest Presenter

Thanksgiving-----Wednesday, November 23 to November 28

Friday November 25:

Week 16th (Monday, November 28th)-- Presentations

Wednesday, November 30- Presentations

Friday, December 2- Presentations concluded

Monday, December 6- Last day of Class. General Review of what has changed in your perception of the African continent.

Appendix:

Institutions in Africa

- (1). Council for the Development of Social Science Research in Africa (CODESRIA) in Dakar, Senegal,
- (2). Organization for Social Science Research in Eastern and Southern Africa (OSSREA)
- (3). African Union, Addis Ababa
- (4) African Development Bank
- (5). ACALAN

Week 4: Conflicts in Africa- https://en.wikipedia.org/wiki/List_of_conflicts_in_Africa

Friday-September 9th -What is the debate on African Languages. [Language and education in Africa: a fresh approach to the debates on language, education, and cultural identity]. There is a link to this book. Pinxteren, L. M. C. van. (2022). *Language and education in Africa: a fresh approach to the debates on language, education, and cultural identity*. Leiden: African Studies Centre Leiden (ASCL). Retrieved from <https://hdl.handle.net/1887/3446986>

Notes & References

https://lib.ugent.be/en/catalog?q=Africa+Politics+and+government+1960-&search_field=subject

Books about Africa.

- (2). <https://www.youtube.com/watch?v=K-FG2oWl-2k>

From rhinoplasty to cataract replacement, the Hindu vedic text Sushruta Samhita documents the discovery of advanced surgical techniques centuries before they found their way into the operating theaters of western Europe.

Dan Von Hoyel ~ Black Before Columbus Came: The African Discovery of America

Odd Salon DISCOVERY: Six stories of rigorous inquiry and accidental revelations, seeking the unfamiliar and encountering the unknown, and uncovering the uncharted.

Recorded Tuesday, April 9th 2019 at Public Works, San Francisco, CA

Curated by Seth Rosenblatt

Edit, Camera, Post-production: John Adams

Sound: Steen

(3).

<https://web.archive.org/web/20070819204943/http://dickinsg.intrasun.tcnj.edu/films/basil/videos.html>

About Basil Davison's video

The Africans: A Triple Heritage

<https://whc.unesco.org/en/list/1295/> about Fort Jesus mentioned in the video clip

<https://www.youtube.com/watch?v=wPJkv9qoIIw&feature=youtu.be&fbclid=IwAR1Unveo0FakGOl1xjjEJBWVxR9Uwu8FyKhroCewfnoUwcd7sx0tygTDPHw>

Guosa Language

October 11, Mojola Agbebi Day

<https://www.blackpast.org/global-african-history/1902-rev-mojola-agbebi-inaugural-sermon/>

The inaugural sermon that led to the day

Week 6-Friday 09/30: virtual visit to Harn Museum (Yoruba collection)--(1) Jules-Rosette, Bennetta. 2020. Curatorial Networks and Museum Culture: Objects and Evidence in Museum of Africa Art". *Museum Anthropology* 43(1), 14-28

(2). Simpson, Veronica. 2019. Ibrahim Mahama: Parliament of Ghost.;

<https://www.studiointernational.com/index.php/ibrahim-mahama-parliament-of-ghosts-review-whitworth-manchester>

Notes on research

Maori anthropologist, Linda Tuhiwai Smith, in her seminal work, "Decolonising Methodologies", argues that research is a dirty word. Hyphenating "research" into "research" is very useful, because it reveals what is involved, what it really means and goes beyond the naive view of "research" as an innocent pursuit of knowledge. It underscores the fact that "researching" involves the activity of undressing other people so as to see them naked. It is also a process of reducing some people to the level of microorganism: putting them under a magnifying glass to peep into their private lives, secrets, taboos, thinking and their sacred worlds.

<https://journals.co.za/content/journal/10520/EJC-b1cd74dfa>

Topic: Pan Africanism: The concept and proponents (page 22-The origin of Africa for Africans, traced to Nyasaland and South Africa)

Reading: Legum, Colin (1965) Pan-Africanism: A short Political Guide; Frederick A. Praeger Publishers

The Roots of Pan-Africanism (African personality & Negritude)

Discussion: What does Pan-Africanism mean to the scholars and what does it mean to you?

Thursday: Supplemental reading (17 pages): Okonkwo, Rina Mojola Agbebi : Apostle of The African Personality, Nouvelle série, No. 114 (2e TRIMESTRE 1980), pp. 144-159 (16 pages) Présence Africaine Editions

Class assignment: Mojola Agbebi Day (October 11 of every year). What do you like about this Bishop and how can he fit the world of *Black Lives Matter* of today.

: Differences in processes & procedures of getting married, burials, naming ceremonies. (Today is Nigeria's 60th Independent Anniversary)