TWO CONTINENTS OF CONTEMPORARY AFRICAN REVOLUTION

(Course Outline)

Prepared By:

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Spellman College
Atlanta University Center
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Two Continents of Contemporary African Revolution

This course is being offered by the Department of History and Sociology at Spelman College. It is open to Juniors and Seniors of the entire Atlanta University Center for course credit in either History or Sociology.

The major purposes of the course are:

1. To probe the nature of revolution as waged or anticipated by African peoples on the Continents of African and North America.

2. To facilitate the seminar participants having an intellectual-emotional confrontation with struggle as experience by Africans oppressed by systems of Racism, Colonialism and Capitalistic Imperialism.

3. To raise the Black Revolutionary Consciousness in the Atlanta University Center and the Black Community by reason and emotion.

The requirements for the course are as follows:

1. Each student will be expected to spend three hours weekly in seminar and prepare by reading (a) required text(s). The student will be expected to participate actively in the discussion. Forms will be provided to make notes on and to use in the students weekly tutorial session.

2. Each student will be expected to spend one hour each week in consultation with a faculty member of her choice (including the possibility of this being someone not in the department or on the Spelman faculty) for (a) a review of the weekly seminar discussion (using the forms mentioned above), and (b) consultation on the individual research projects.

3. Each student will be expected to prepare a research paper on a topic relevant to the content of the course, and have an abstract of this paper duplicated for seminar session.

4. Each student will be encouraged to attend a series of public Sunday forums organized by members of the seminar around topics relevant to the content of the seminar. These forums will involved the entire Atlanta University Center and the Black community of Atlanta.

Grades: Each student will get a final evaluation based on

1. 50% on research paper
2. 50% on seminar participation
the Seminar leaders (Wangara and Ibn Alkacimat) and the tutor will evaluate the students work.

GUIDELINES FOR RESEARCH TOPICS

1. The major questions for the research papers will focus on Black people in struggle:
   a. Who are we?
   b. Why are we the way we are. In the fix we're in?
   c. Where are we going?
   d. How are we going to get there?

2. Dealing with one of the above questions, the student will select one of the following kinds of approaches to her research paper:
   a. educational
   b. personality (psychological)
   c. social structure-institutions
   d. ideology
   e. economic
   f. political
   g. military
   h. cultural
   i. technological
   j. legal
   k. morals, ethics, values

3. Each paper will contain the following sections:
   a. conceptual clarification
   b. historical development of revolutionary alternatives
   c. evaluative analysis of present and future revolutionary alternatives

4. Resource People in the AU Center & Atlanta (partial list)
   a. A B Spellman (Morehouse) culture and the arts
   b. Stephen Henderson (Morehouse) culture and the arts
   c. Council Taylor (Morehouse) west African social structure, institutions, cultural systems
   d. Richard Long (AU) art literature, philosophy west Africa
   e. Horace Mann Bond (AU) pan-Africanism, DuBois, Nkrumah, African students in the US
   f. Gladstone Nlabati, liberation struggle in southern Africa and the role of religion and theology
   g. Julian Bond, students on the struggle (historical)
   h. John Lewis, students in the struggle (historical)
   i. Harambee Sisters - women in the struggle
   j. ARMED STRUGGLE: SNCC, Liberators Black Panther Party
   k. Minister Shabazz, nationalism in North America

SUNDAY SERIES OF PUBLIC FORUMS:

REVOLUTIONARY PAN-AFRICAN NATIONALISM
The planning of a series of public forums has several purposes:

a. to get the most out of the available resources of the A.U. Center in pursuing our topics;

b. to involve people throughout the Center and the community;

c. to add to the course a context more appropriate than the classroom for the immediacy and relevance of the topics for our students;

d. to fill the void of no-football-game-watchin-nuthin-to-do-but-sleep-not-looked-forward-to Sunday afternoons for Black people concerned with the Liberation struggle.

Forum 1: WORLD CRISIS IN BLACK UNITY
Forum 2: WORLD CRISIS OF BLACK CULTURE
Forum 3: FRANZ FANON AND THE WORLD BLACK LIBERATION STRUGGLE
Forum 4: ROLE OF WOMEN IN OUR STRUGGLE
Forum 5: ROLE OF STUDENTS IN OUR STRUGGLE
Forum 6: ARMED STRUGGLE FOR BLACK LIBERATION

SEMINAR: REQUIRED READINGS

Session 1: The Enemy: Racism and Colonialism


Session 2: Pan-African Nationalism


Session 3: Contemporary Comparative Black Cultural Philosophy


c. Leroi Jones and Larry Neal, *Black Fire: An Anthology of Afro-American Writing* (New York: William Morrow and Company, Inc., 1968) Read all of the Essays (pp. 3-188) selectively read the poetry, Fiction, and Drama, then blow your mind on the afterword by Larry Neal, "And Shine Swam On"

Session 4: Kwame Nkrumah


Session 5: El-Hajji Malik Shabazz
The Autobiography of Malcolm X

Session 6: FRANZ FANON
The Wretched of the Earth

Session 7: ROLE OF WOMEN IN THE REVOLUTIONARY STRUGGLE
a. Franz Fanon, A Dying Colonialism, chapters entitled "Algeria Unveiled" and The Algerian Family."


Session 8: ROLE OF STUDENTS IN THE REVOLUTIONARY STRUGGLE
a. James Forman, Sammy Younge, Jr.: The First Black College Student to Die in the Black Liberation Struggle.

b. Jack C. Walker, Sit-Ins in Atlanta (Eagleton Institute of Politics, University of Rutgers, 1964).

Session 9: ROLE OF ARMED STRUGGLE FOR BLACK LIBERATION
a. Robert Williams, Negroes With Guns.


PERIODICALS

1. Freedomways (Quarterly)
2. Integrated Education (Bi-Monthly)
3. Jet (weekly)
4. Journal of Negro Education (Quarterly)
5. Journal of Negro History (Quarterly)
6. Black World (Monthly)
7. Negro History Bulletin (Monthly)
8. Phylon (Quarterly)
9. Crisis (Monthly)
10. Journal of Black Poetry ( )
11. Muhammad Speaks (Weekly)
12. Liberator (Monthly)
Session 1: RACISM AND COLONIALISM


10. ____________, An ABC of Color.


15. R. Ginsberg, *100 Years of Lynchings*.

16. Mark Twain (Sam Clemens) *Kug Heopolds Soliloguy on the Congo*.


19. Ashley Montagu, *Statement on Race*.


24. Kenneth Clark, *Prejudice and Your Child*.

25. Eric Williams, *Capitalism and Slavery*.


31. William Jenkens, *Pro-Slavery Thought in the Old South*.


Session 2: **PAN AFRICANISM**


5. Amy Jacques Garvey, Garvey and Garveyism (Kingston Jamaica, 1963).


18. Elyah Muhammad, Message to the Blackman (Chicago: Muhammad's Mosque No. 2, 1965)


21. Paul Robeson, Here I Stand.

Session 3: CONTEMPORARY COMPARATIVE BLACK CULTURAL PHILOSOPHY


a. Blyden Jackson, "The Negro's Image of the Universe as Reflected in His Fiction"
b. John Henry Clarke, "The Origin and Growth of Afro-American Literature"


Session 4: KWAME NKRUMAH


2. ______, Towards Colonial Freedom.

3. ______, What I Mean by Positive Action.

4. ______, Consciencism.


Session 5: EL-HAJJI MALIK SHABAZZ

A. Works By Malcolm:


6. "We are All Blood Brothers," Liberator July 1964.


8. At least 4 records, and several tapes if we can get copies.
B. Secondary Analysis:

1. George Breitman, *The Last Year of Malcolm X: The Evolution of Revolutionary*

2. __________, *Malcolm X: The Man and His Ideas.*


10. Lawrence Neal, "Malcolm and the Conscience of Black America," *Liberator*

11. Dudley Randall and Margaret Burroughs, ed., *For Malcolm X: Poems on the Life and Death of Malcolm X*


Session 6: **FRANTZ FANON**


Session 7: ROLE OF WOMEN


19. Ethel Waters, My Eye is on the Sparrow.

20. Eartha Kitt,


22. Emma G. Sterve, Mary Mcleod Bethune.


Session 8: ROLE OF STUDENTS


4. Negro Digest, special issue on "The Black University" March 1968, Articles by Gerald A. McWorter, Vincent Harding, Stephen Henderson, J. Herman Blacke, Darvin Turners.

5. Negro Digest, second special issue on "The Black University" March, 1969, Articles by Gerald A. McWorter, Vincent Harding, Edgar Beckham, Nathan Hare, and others.

Session 9: ROLE OF ARMED STRUGGLE


