UNIVESITY OF CAPE TOWN
African Studies

Name: Pan-Africanism and Regional Integration in Africa

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<th>COURSE CODE:</th>
<th>AXL4208S (SECOND SEMESTER: 2018)</th>
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<td>Convenor:</td>
<td>A/Prof. Horman Chitonge (<a href="mailto:horman.chitonge@uct.ac.za">horman.chitonge@uct.ac.za</a>)</td>
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Lecture Venue: CAS Seminar Room 3. 01 Time: WEDNESDAY 10:00 -12:00hrs

Course Outline

This course examines the historical and contemporary theory and practice of Pan-Africanism and regional integration in Africa. Focus in the course is on understanding the origins of Pan-Africanism, the current initiatives and arrangements towards regional integration, and the link between the two. Although less seen today as the basis for asserting regional integration, the Pan-African movement has had a long history of seeking to unify not just the African continent but all peoples of African origin in the fight against the brutality of slave trade, imperialism, colonialism and various forms of oppression and injustice in the world. Efforts to unify the African continent and Diaspora were galvanised around the common experience of suffering injustice, discrimination, oppression and domination of the African peoples and African Diaspora. As a movement, Pan-Africanism, though not without controversy, provided the theoretical and organisational foundation on which liberation struggles, nationalism and African unity, in Africa, were built. Most liberation struggles in Africa found strength and meaning in the Pan-African movement’s call for a united front against imperialism and any other forms of injustices and discrimination against African peoples and Diaspora. The Pan African movement provided an ideological justification for promoting unity among all the African peoples and Diaspora in the fight against the dehumanisation, injustice, racial discrimination, slavery, imperialism and colonialism.

While the philosophy of Pan-Africanism is still cited in some quarters as the basis for regional integration today, economic, and to a lesser extent, political rationale has dominated the motive behind regional integration. There is more emphasis now on the economic gains that can come from integrating the African continent than on any other factors. Given this context the course examines whether Pan-Africanism plays any role in the current drive towards regional integration. By looking at the various arrangements aimed at unifying the continent and the accompanying challenges, the course reflects on whether the current motives for regional integration are strong enough to overcome the tendency toward national sovereignty and individualism in the continent.
The course focuses on the trends and efforts aimed at integrating the African continent in the past and at present. In this regard, several crucial questions regarding regional integration arise: What is the nature of regional integration pursued by Africa governments? How are African governments implementing regional integration? What are the overriding objectives of regional integration in Africa? What progress has been made so far and what are the persisting challenges? Is regional integration necessary in the context of globalisation? What benefits and challenges does regional integration bring to ordinary Africans? How can the challenges of regional integration in Africa be overcome? Is regional integration possible in Africa? Are the economic motives sufficient to provide a rallying point for African politicians? What is the future of regional integration in Africa? Above all, the course reflects on the reasons why African governments have been advocating for regional integration through institutions such as the African Union (AU) and the New Partnership for African Development (NEPAD), and whether individual African leaders are actually committed to this agenda.

To stimulate reflection and discussion on these issues, the course draws from a diverse and rich pool of literature on the topic, providing both readings that take a macro-view as well as readings that focus on each of the sub-regions. The macro-readings provide a general overview of regional integration dynamics in Africa, while the sub-regional readings focus on the specific issues in the respective sub-region. While there are common issues among all the sub-regions, there are certain issues unique to specific sub-regions. Similarly, although many countries belong to more than one sub-regional grouping, readings on regional integration dynamics for each of the five sub-regions in Africa (Central Africa, East Africa, North Africa, Southern Africa and West Africa) are provided to highlight the key integration prospects and challenges in each sub-regional grouping.

**The Course Format**

This course will follow the seminar model which encourages reflection and debate through seminars. The course is spread over 12 weeks, with a Two-to-three hour seminar each week. Each seminar has a theme with a set of prescribed relevant readings for the week. For each seminar, there is a set of **Required Readings** as well as a list of readings which are not compulsory (**Further Readings**) but useful. In order to draw maximum benefit from the course, students should read, in advance, all the prescribed readings (required reading) assigned for each seminar. **It is important for students to note that this is a seminar-based course.** This means that students are expected to engage actively in the discussions during the seminar and this is only possible if one has read the materials assigned for the seminar. The success of the course will largely depend on the level of participation from students.

Students are encouraged to read material beyond what is assigned for the seminar. In view of this, students are encouraged to search for additional material and share with the rest of the class. The readings in this course outline are meant to introduce students to some of the major issues of regional integration in Africa. Additional readings may be prescribed as the course progresses.

However, although students are encourage to read beyond the material assigned in the seminars, it is important to note that in the presentations and essays, students are expected to demonstrate that they are familiar with the **“prescribed”** material. **Additional readings are not meant to substitute those prescribed in the course.**
Occasionally, guest speakers may be invited to give a talk on issues relevant to the course, depending on availability.

Course Requirements and evaluation

1. Class participation and Presentation – 15 per cent of the course

Regular attendance at seminars is a required. However, attendance on its own is not enough. To ensure maximum participation, each student will be expected to prepare a written presentation based on the theme and the readings assigned for the seminar. Each student will be required to write and present a paper at least once or twice, depending on the number of students in the class. A discussion of the key issues raised in the readings will follow the presentation. For this system to work, the student presenting must circulate the paper to be presented at least two days before the seminar, to give others sufficient time to read the paper and prepare for the discussion during the seminar.

2. Short essay: 35 per cent of the course

Students will write a short essay of not more than 3500 words, including title and references on the topic of their own choice or on the topic assigned to the class. This essay should be submitted on September 5. It is advisable (not required) for students to consult the course convenor to discuss the topic for the essay.

3. Research Project: 50 per cent of the course

Each student will be required to conduct research and write a research report/paper. Students are free to choose one of the five regions as a case study on which to conduct a research. The research project should focus on the key issues of regional integration in the sub-region chosen. The choice of the region should be discussed with the course convenor before embarking on the research. It is expected that students will rely on existing information to complete their project (no fieldwork is required for this research project). The project report/paper should be not more than 6000 words. Each student will be given 10 – 15 minutes to present the findings of the research. The Project research Paper should be submitted on October 31.

Submission of Assignments

A cover page and plagiarism form (downloadable from the VULA site under ‘Resources’) needs to be filled, signed and attached to all written assignments. Please note the African Studies Late Submission Policy: 5% of mark for the paper will be deducted for every day the paper is overdue.

Week 1 (July 25): Pan-Africanism & Regional Integration in Africa: The Background

Required Readings:


**Further Readings:**


**Weeks 2( August 1): Origins and Meaning of Pan-Africanism**

**Required Readings:**

- Azikwe, Namdi (1962). Future of Pan-Africanism

**Further Readings**

Week 3 (August 8): The Theoretical Framework for Regional Integration

Required Readings:


Further Reading:


Week 4 (August 15): Regional Integration in Africa: A Historical Perspective

Required Readings:


Further Readings:

Week 5 (August 22): Regional Integration in Central Africa

Required Readings:


Further Readings:


Week 6 (August 29): Regional Integration in Eastern Africa

Required Readings:


Further Readings:

Week 7 (September 5): Regional Integration in North Africa

Required Readings:


Further Readings:


**MID-SEMESTRE BREAK: 07–16 SEPTEMBER**

Week 8 (September 19): Regional Integration in Southern Africa

Required Readings:


Further Readings:


**Week 9 (September 26): Regional Integration in West Africa**

**Required Readings:**


**Further Readings:**

- ECOWAS (1975), *Treaty of the Economic Community of West African States*, Lagos

**Week 10 (October 3): Regional Integration in Africa in the New Millennium**

**Required Readings**

**Further readings:**


**Week 11 (October 10): Challenges of Regional Integration in Africa**

**Required Readings:**


**Further Readings:**


**Week 12 (October 17): Prospects for Regional Integration in Africa**

**Required Readings:**

Further Readings: