

Student's Guide, The African Nation

Sixth Congress Political Report: Chapter IV

SUBJECT	TEACHER	PAGES	DATE
African Nation Political Report Ch. IV	[Teacher Name]		[Select Date]

SUMMATION: THE AFRICAN NATION, CH. IV, 6TH CONGRESS POLITICAL REPORT

Read Chapter IV of the 6th Congress Political Report, The African Nation by Chairman Omali Yeshitela.

Summation of the chapter with the seven most important features of the African Nation and the 15 important points of the chapter

“To win our liberation we must know who we are and who our enemies are”—Chairman Omali Yeshitela.

In this chapter the Chairman exposes and defeats all previous “careless, offhanded and vague” attempts to define the African nationality, and formulates a scientific, irrefutable rationale for the African nation that forms the basis for African people everywhere to fulfill the mission of total liberation and unification of Africa under the leadership of the African working class.

The Chairman proves and concludes these seven most important features making up and defining the African Nation.

1. The African Nation is a community of people whose core identity is based on historical ties to the equatorial continent of black Africa, contributing to a common culture, history and physiognomy (the physical features indicative of an ethnic group).
2. All Africans on the continent of Africa are part of the African Nation.
3. All African people everywhere who have been forcibly dispersed through slavery and colonialism are part of the African Nation.

4. Those who experience a sense of sameness with Africa, who because of skin color face poverty and oppression—such as the Dalit in India, the Indigenous people of Australia and the people of the Asia-Pacific—are members of the African Nation.
5. The African nation can include others—including Europeans, Arabs and Indians—living in Africa who commit national suicide, become part of the African working class and abandon all allegiance to a predatory, colonial relationship to African people.
6. We are Africans because we say we are Africans and we feel like we are Africans.
7. Africa is the national homeland of all black people worldwide. It is the land to which the identity of the African nation is firmly and irreversibly affixed.

The Chairman also makes these critical points regarding the African Nation:

1. The European or white nation was built in the process of the assault on Africa, the kidnapping and enslavement of African people and the colonial attack on the majority of the world.
2. The consolidation of the white nation is tied to the birth of parasitic capitalism born at the expense of the brutal suffering of African people.
3. The white nation was born as a bourgeois and imperialist nation.
4. The whole white nation, including workers, the middle class and the ruling class sit on the pedestal of the oppression of African and other colonized peoples.
5. White workers have general unity with their ruling class on the imperial colonial domination and occupation of African people inside the U.S. and around the world.
6. European imperialism imposed colonial borders to divide Africa and facilitate the theft of our resources to enrich Europe and North America and to repress African people.
7. African people throughout the world exist under some form of colonial domination or indirect neocolonial rule by the European-U.S. imperialist state in disguise.
8. African people have produced and reproduced real life for white people and others for centuries, creating immeasurable wealth for the white nation and others while we live in poverty.

9. The success of the Garvey Movement with its 11 million members around the world, and its program of "Africa for the Africans, those at home and those abroad," is the best organizational evidence of the sense of sameness experienced by Africans worldwide.
10. The Garvey Movement was attacked by the U.S. government, the African Petty bourgeoisie and the white left.
11. In the wake of the popularity of Garvey Movement, the white-led Communist Party created a resolution wrongly stating that black people in the U.S. constitute a nation only in the "Black Belt South."
12. In order for African people everywhere to survive and prosper it is historical necessity to consolidate the African nation and destroy all of the imperialist-imposed borders.
13. The African Nation will be consolidated through the defeat of the white bourgeois, imperialist nation.
14. It is the responsibility of every African throughout the world to join the African People's Socialist Party, build the African socialist International and liberate and unify Africa and African people everywhere.
15. The liberation of the African nation will make possible the withering away of the bourgeois state and usher in socialism led by formerly oppressed and colonized workers and poor peasants. The system of parasitic capitalism will be destroyed.

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22 MAIN POINTS TO BE LEARNED IN THIS CLASS	See above Summation and 22 most important points of this chapter.	
OBJECTIVES OF THE CLASS	<ol style="list-style-type: none"> 1. The students must thoroughly know, understand and be able to articulate the seven defining qualities of the African Nation. 2. Students must know and understand how the white nation was built at the expense of the assault and occupation of African people and the African nation and why all white people sit on the pedestal of oppressed Africans. They must know what it means that the white nation was born as a bourgeois nation and an imperialist nation. 3. The students must understand why the Garvey movement is the best organizational evidence of the sense of 	

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	<p>sameness experienced by Africans worldwide. They must know who attacked the Garvey Movement, why and how.</p> <ol style="list-style-type: none"> 4. Students must understand why will the consolidation of the African nation through the liberation and unification of Africa and African people worldwide will come with the destruction of the European/white nation. 5. Students must understand why everyone who understands and unites with the African Internationalist position on the African Nation join the African People's Socialist Party and be part of the movement to liberate Africa and African people? Students must know, understand and articulate the 7 of the African Nation and the remaining 15 important points. 	
<p>DISCUSSION/QUIZ QUESTIONS</p>	<p>Students should discuss and answer the following questions:</p> <ol style="list-style-type: none"> 1. The African Nation is a community of people whose core identity is based on what? <ol style="list-style-type: none"> a. What do members of the African nation share in common? b. Are black people in Jamaica part of the African nation? What about in London, England? Why is this important? c. Can Arabs or white people living in Africa be part of the African nation? Why is this important? d. Are black people in India part of the African nation? Why? 2. List all seven of the most important features of the African nation. Say something about each feature. <ol style="list-style-type: none"> a. Why is it so important to identify the qualities of the African nation? b. What are the consequences of not knowing what makes up the African nation? 3. How was the European or white nation built? Describe this process in detail. <ol style="list-style-type: none"> a. What does the Chairman mean when he says the white nation was born as a bourgeois and imperialist nation? b. What conclusions do you come to about the European/white nation? Can it be reformed? c. Can the African nation and the European nation live 	

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side by side?

4. What does it mean to say that all white people sit on the pedestal of the oppression of African and other peoples?
 - a. Explain the benefits of sitting on this pedestal?
 - b. All white people aren't rich and some are workers—do they also sit on the pedestal on the backs of Africans?
 - c. Do all white people generally agree with their ruling class about everything? What is the main thing they agree with them about?
 - d. What does this pedestal say about what white people have to do to unite with African people and join humanity to create a better world?
5. Where did the borders in Africa come from?
 - a. Were there borders in Africa prior to the European assault on Africa?
 - b. Why did the European colonizers do this? How did they benefit from the borders? Is this still going on today?
 - c. How do the borders in Africa affect African people today?
 - d. What does the Chairman say about the many languages in Africa and what is the relationship to the borders?
6. Is there anyplace in the world that African people are free and independent?
 - a. What material conditions do Africans share all over the world?
 - b. What is neo-colonialism? Name some neo-colonialists.
 - c. As a colonized people we have been forced to produce an incredible amount of wealth for the white nation and not for ourselves—we live in poverty and oppression. What do you think about that?
7. What did the Chairman say was the "best, organizational evidence of the sense of sameness experienced by Africans worldwide"?
 - a. The U.S. government and what other groups joined together to attack the Garvey Movement?
 - b. How many members did the Garvey Movement have? Were they all in Harlem? Where were the members?
 - c. In response to the Garvey Movement, the Communist Party created a resolution saying that African people constituted a nation only in the "Black Belt South." Why is this wrong?
8. When the African Nation is consolidated what will happen to the white nation?
 - a. Why is it historical necessity for African people to consolidate the African Nation?
 - b. What does the consolidation of the African Nation involve?

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	<p>c. Whose responsibility is it to build the African nation? Why will the liberation of the African nation usher in the withering away of the bourgeois state?</p>	
<p>EVALUATION</p>	<p>Each student must fill out the Class Evaluation Form and please email to july-intensive@apspuhuru.org</p> <p>Material studied</p> <p>Date</p> <p>Teacher</p> <p>Location</p> <p>Size of class</p> <p>Was your teacher well-prepared?</p> <p>Did he or she put forward the material in a clear and understandable way?</p> <p>Do you feel that you are more confident in your understanding of this subject?</p> <p>Do you feel that you can use the understandings of this class in your daily Party work?</p> <p>What suggestions do you have for improving how this class could be taught.</p> <p>Did this class deepen your commitment to be a cadre in the African People's Socialist Party?</p> <p>From 1 to 10 rate the following questions:</p> <p>Enthusiasm of this teacher</p> <p>Understanding of the material expressed by the teacher</p> <p>I understand this subject better now</p>	