



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE August 31, 2009

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFS 301 Race and Racism in the African Diaspora 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Amanda Smith Phone: 5.9862
Mail Code: 4902 E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Stanlie James
Chair/Director (Print or Type)

Stanlie M James
Chair/Director (Signature)

Date: Sept 1, 2009

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus: Course description
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus: Course description, examples of text provided
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus: Course description, schedule of readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus: schedule of readings and examples of text provided
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily fine arts, humanities, literary, or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	Designation
AFS	301	Race and Racism in the African Disapora	

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interaction.	This course explores the concepts of race and racism and how they manifest themselves in the USA, Caribbean and Africa. The objective of the course is to provide students with a better understanding of the persistent impact of race and racism on the everyday lives of peoples across the world.	Syllabus: Course description
Course content emphasizes the study of social behavior such as that found in anthropology and history.	The course will cover several main topics: the orgins and history of racism, race and racism through the eyes of Black and White Americans, how race and racism are constructed in the Caribbean and, finally, race and apartheid in South African. The course text that best suits this criteria are both Racism: A Short History as well as No Guilty Race.	Syllabus: Course description and examples of text provided.

<p>Course emphasizes the distinct knowledge base of the social behavioral sciences.</p>	<p>The objective of the course is to provide students with a better understanding of the persistent impact of race and racism on the everyday lives of peoples across the world. The course text that best suits this criteria is: Rothenberg's White Privilege.</p>	<p>Syllabus: Course description and examples of text provided.</p>
<p>Course illustrates use of social and behavioral science perspectives and data.</p>	<p>This criteria is demonstrated in the course text and assigned readings such as Race and Racism in the US and Whiteness: Invisibility, the Past, Privilege and Resistace.</p>	<p>Course Description: Schedule of readings and examples of text provided.</p>

African and American Studies
Spring 2007
Race and Racism in the African Diaspora
AFS 301 & SOC 498

Instructor: David Hinds
Office: Wilson 155
Email: David.Hinds@asu.edu

Class Time: Tue/Th 3:15-4:30
Phone: 965-1597
Office Hours: Mon/Wed 11:00 am -1:00 pm
Or by Appointment

Course Description

This course is an introduction to the concepts of Race and Racism and how they manifest themselves in the USA, the Caribbean and Africa. The first part of the course looks at the origins and history of race and racism; the second and third parts part look at race and racism through the eyes of Black and White Americans respectively; the fourth part looks at how race and racism are constructed in the Caribbean; and the final part looks at race and apartheid in South Africa. The objective of the course is to provide students with a better understanding of the persistent impact of race and racism on the everyday lives of peoples across the world.

Course Format/Structure

The format of this course will be Hybrid —part online and part classroom. In keeping with the hybrid format students will engage in online discussions of the week's readings on Tuesdays and attend classroom lectures on Thursdays. The Professor, however, reserves the right to hold a classroom lecture on a Tuesday if the need arises.

Reading Materials and Videos

George M. Fredrickson: Racism: A Short History

Paula S. Rothenberg: White Privilege

Eusi Kwayana: No Guilty Race

David Hinds: Race and Political Discourse in Guyana.

Other readings will be posted online—on the class blackboard.

Videos of Interviews and other audio-visual materials will be posted on the blackboard

Grading Scale

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F Below 60

Course Requirements

Critique of Readings and Videos

Students will do four (5-7 page) essays during the course of the semester critiquing the readings and/or videos.

The essays will be a response to question(s) posed by the Professor.

In addition the essays must summarize and critique the readings by:

- a) Identifying the main argument(s) and/or theme(s) in each chapter—What is the writer trying to say? Who is he/she speaking to?
- b) Linking the chapters to the central theme of the class;
- c) Discussing your agreements or disagreements with points raised by the authors;
- d) Discussing whether you have acquired new information and how the chapters have enhanced your understanding of the subject of the class.

Essays are due before class begins on the Tuesday of Weeks 5, 10, 14 and 16.
(Hard copies only! No email submissions!)

Absolutely no late essays! This part of the course accounts for 60% of the final grade (15% for each essay).

Term Project

Students will do a term project which is worth 30% of the final grade. Each student will interview an expert on Race and Racism and do a paper based on the interview. The Professor will provide a list of experts and their contact information and each student will choose the expert he or she would like to interview—only one student will be assigned to an expert. Students must come up with a theme for the interview and a list of questions and clear them with the professor by Week 6. The interviews can be via telephone, email or, if possible, face-to-face and must be at least 30 minutes long. The finished paper is due by the end of Week 14.

Online Discussion

Students will engage in online discussion on topical issues and debates pertaining to the Caribbean. The professor will introduce a topic and students will, at their leisure, debate the topic on the Discussion Board. A new topic will be introduced every three weeks. This part of the course accounts for 10% of the final grade.

Attendance and Participation

Students are expected to attend classes regularly and participate in the discussions. While students will not be penalized for missing classes, those who attend classes regularly will

stand to benefit as classroom lectures will be pivotal to doing well in the class. Students are urged to keep the Professor updated on illness and other emergencies

Extra Credit Assignments

The Professor will give Extra Credit Assignments from time to time during the semester. These assignments are optional, but students are encouraged to take advantage of the opportunities to do them. Students who are absent on the days the assignments are given will not be allowed to do them.

Note: Students should strive for quality work regardless of the number of pages it takes.

Schedule of Readings and Videos

Race and Racism in the US: History and Meaning

Week 1: Race in the 21st Century

Fredrickson: Epilogue and Appendix

Week 2: Religion and Race

Fredrickson: Chapter 1

Week 3: Race in the 18th and 19th centuries

Fredrickson: Chapter 2

Week 4: Race in the 20th Century

Fredrickson: Chapter 3

Video on Race in the USA

The Other side of Racism

Week 5: Whiteness and Invisibility

Rothenberg: Part 1

Week 6: Whiteness and the Past (1)

Rothenberg: Part 2

Week 7: Whiteness and Privilege

Rothenberg: Part 3

Week 8: Whiteness and Resistance

Rothenberg: Part 4

Video on Race in the USA

Week 9: SPRING BREAK

Race and Racism in the Caribbean

Week 10: Racial Insecurity in Guyana

Hinds: "Race and Political Culture in Guyana" (posted online)

Hinds: Part 1

Week 11: The Guilty Race Syndrome

Hinds: Part 2

Video on Race in Guyana

Week 12: No Guilty Race

Kwayana: Part 1

Week 13: No Guilty Race

Kwayana: Part 2

Hinds: Part 3

Race and Racism in South Africa

Week 14: Apartheid and White Supremacy

McDonald "The logic of White Supremacy" (posted on-line)

Video on Race in South Africa

Week 15: Race and Identity

McDonald "The Mother of Identity Politics" (posted on-line)

McDonald "The White Man's Burden" (posted on-line)

WHEN PRIVATE

Paula S. Rothenberg

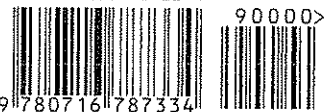
Second Edition

Paula Rothenberg has collected the classic core writings on white privilege and created a highly accessible, interdisciplinary resource meant to encourage deep discussions about race and prejudice in today's world and to spark new thinking. Instead of focusing exclusively on the human cost of racism, this volume encourages us to explore the ways in which some people or groups actually benefit, deliberately or inadvertently, from racial bias. The new second edition of *White Privilege* once again challenges readers to explore ideas for using the power and the concept of white privilege to help combat racism in their own lives, and includes key essays and articles by writers like Peggy McIntosh, Richard Dyer, bell hooks, Robert Jensen, Allan G. Johnson, and others. Two additional essays add new levels of complexity to our understanding of the paradoxical nature of white privilege and the politics and economics that lie behind the social construction of whiteness, making *White Privilege*, Second Edition, an even better choice for educators.

About the author

Paula Rothenberg is Director of the New Jersey Project on Inclusive Scholarship and a professor at the William Paterson University of New Jersey. She is the author of several books including the autobiographical *Invisible Privilege: A Memoir About Race, Class, and Gender* and the best-selling anthology *Race, Class, and Gender in the United States: An Integrated Study*. She is also co-editor of *Creating an Inclusive College Curriculum: A Teaching Sourcebook* from the New Jersey Project and *Feminist Frameworks*.

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www.worthpublishers.com

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3 Representations of Whiteness in the Black Imagination
—*bell hooks* 19
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for Part One 25

part two

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1 The Roots of Racial Classification—*Philip C. Wander, Judith N. Martin, and Thomas K. Nakayama* 29
2 How White People Became White—*James E. Barrett and David Roediger* 35
3 How Jews Became White Folks—*Karen Brodtkin* 41
4 Becoming Hispanic: Mexican Americans and Whiteness
—*Neil Foley* 55
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RACISM

A SHORT HISTORY GEORGE M. FRIEDRICKSON



RACISM A SHORT HISTORY

GEORGE M. FREDRICKSON

With a rare blend of learning, economy, and cutting insight, George Fredrickson surveys the history of Western racism from its emergence in the late Middle Ages to the present. This illuminating work is the first to treat racism across such a sweep of history and geography. It is distinguished not only by its original comparison of modern racism's two most significant varieties—white supremacy and antisemitism—but also by its eminent readability.

George M. Fredrickson is Edgar E. Robinson Professor of United States History at Stanford University and codirector of the Research Institute for the Comparative Study of Race and Ethnicity. He is the author of many books on the history of racial ideologies, including *The Black Image in the White Mind*.

"Written in . . . characteristically crisp, clear prose, [Fredrickson] draws both on a wide range of recent work by others and on nearly half a century of his own writings on immigration, race, and nationalism, in the United States and elsewhere, to provide us with a masterly—though not uncontroversial—synthesis."

—Kwame Anthony Appiah, *New York Times Book Review*

"Fredrickson deftly combines intellectual with social and political history to explain the emergence of racism and its recent decline. . . . [A] learned and elegant essay."

—William H. McNeill, *New York Review of Books*

"Brisk, intense, incisive. . . . The best, most erudite introduction to racism available."

—Carlin Romano, *Philadelphia Inquirer*

"[A] amazingly concise . . . compelling and accessible narrative."

—*Publishers Weekly*

"This is comparative history at its best."

—Eric D. Weitz, author of *For Race and Nation*

Cover photo: *Love and Hate Tattooed on fists* (detail). © FPG International.

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out the Author

a native of Guyana, teaches African in the African and African American nt at Arizona State University. He e, Ethnicity and Governance; Black nd Political Protest. Dr Hinds is active in -he is a regular contributor to the public the press in Guyana; does op ed pieces an Diasporan publications; co-hosts the ated Caribbean TV program in North ion; and is a Political Analyst for the nge radio program on WEEA, Morgan r Hinds is also a political activist and s Working People's Alliance (WPA) party.



Guyana-Caribbean Politics Publications

-3 (pbk)
ce and Political Discourse in Guyana:
th African Guyanese in the Presence and
Guyanese.
Co-operative Republic of Guyana

Can't be wrong and str Race and Political Discourse in Guyana. A conversation with African Guyanese in the presence and hearing of Indian Guyanese

Two Guyanese have... friends, cooking are all... In the joint statement, they... marked as people supporting... they are whether friend or foe... they were also pinking the... whole village says guilty... (That...)

David Hinds

Where is the Indian... argumer... the PNC... organizations such as... competitors, it... undermined... African... Guyana... have... of the sky, let... on where I... how I see... them. I be... Hinds said. "They... bring anything for you... they are interested in running... for government. We should... deal with our communities and... self reliance: organise in little... parts of the village. Talk about... your problems and when we... begin to talk bring in our fine... sons and daughters to give of... their expertise. Make... demands of them, because... they went to university on your... backs. Begin to plan"

No government including that of the PNC has fau the is with an introduction by

Dear Editor,
I have come under some fir... ly and unfriendly... for spending... against the violence perpetrated by some... African Guyanese against Indian... Guyanese. Some Africans feel that I have... condemned African Guyanese behavior... political orders have... as a reader of pol... African... all gov... ernments have pursued policies with the... aim of keeping Africans economically... dependent. This practice, despite some... attempts at correction during the early... post-independence years, persisted dur...

Eusi Kwayana

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Guyana-Caribbean Politics Publications

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1-1-3 (pbk)

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View from the Presence and
Absence of African Guyanese.

David Hinds

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