ARIZONA STATE UNIVERSITY

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: 5,9882
   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
- Literacy and Critical Inquiry—L
- Mathematical Studies—MA
- Humanities, Fine Arts and Design—HU
- Social and Behavioral Sciences—SB
- Natural Sciences—SQ

Awareness Areas
- 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: ☒ No ☐ Yes; Please identify courses: __________________________

Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? __________

Stanley James
Chair/Director

Date: Sept. 1, 2009

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

New Course
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
ASU--[G] CRITERIA
GLOBAL AWARENESS [G]

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
</tbody>
</table>

2. Course must be one or more of following types (check all which may apply):

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>🔴</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>🔴</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>🔴</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>🔴</td>
</tr>
</tbody>
</table>

- a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.

- b. Contemporary non-English language courses that have a significant cultural component.

- c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

- d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>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 topics in weeks 10-15 include Race and Racism in the Caribbean as well as Race and Racism in South Africa.</td>
<td>Syllabus: course description and schedule of readings (weeks 10-15).</td>
</tr>
<tr>
<td>In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studies must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
<td>The rationale for this criteria is the same as the rational for the first criteria. In addition to the rational above this criteria is demonstrated by two specific course text: No Guilty Race as well as Race and Political Discourse in Guyana.</td>
<td>Syllabus: course description, schedule of readings (weeks 10-15) and examples of text provided.</td>
</tr>
</tbody>
</table>
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 21\textsuperscript{st} Century
Fredrickson: Epilogue and Appendix

Week 2: Religion and Race
Fredrickson: Chapter 1

Week 3: Race in the 18\textsuperscript{th} and 19\textsuperscript{th} centuries
Fredrickson: Chapter 2

Week 4: Race in the 20\textsuperscript{th} 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)
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.
Contents

Preface ix
About the Author xiii
Introduction 1

part one
whiteness: the power of invisibility
1 The Matter of Whiteness—Richard Dyer 9
2 Failing to See—Harlon Dalton 15
3 Representations of Whiteness in the Black Imagination—bell hooks 19
Questions for Thinking, Writing, and Discussion for Part One 25

part two
whiteness: the power of the past
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 Brodkin 41
4 Becoming Hispanic: Mexican Americans and Whiteness—Neil Foley 55
5 The Possessive Investment in Whiteness—George Lipsitz 67
Questions for Thinking, Writing, and Discussion for Part Two  91

part three
whiteness: the power of privilege
1 Making Systems of Privilege Visible—Stephanie M. Wildman with Adrienne D. Davis  95
2 Privilege as Paradox—Allan G. Johnson  103
3 White Privilege: Unpacking the Invisible Knapsack—Peggy McIntosh  109
4 White Privilege Shapes the U.S.—Robert Jensen  115
5 Membership Has Its Privileges: Thoughts on Acknowledging and Challenging Whiteness—Tim Wise  119

Questions for Thinking, Writing, and Discussion for Part Three  123

part four
whiteness: the power of resistance
1 Breaking the Silence—Beverly Tatum  127
2 Confronting One’s Own Racism—Joe Feagin and Hernan Vera  133
3 How White People Can Serve as Allies to People of Color in the Struggle to End Racism—Paul Kivel  139

Questions for Thinking, Writing, and Discussion for Part Four  149

Suggestions for Further Reading  151
Acknowledgments  153
Index  155
RACISM
A SHORT HISTORY
George M. Fredrickson
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."

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

"Brisk, intense, incisive. . . . The best, most erudite introduction to racism available."
—Carlin Romano, Philadelphia Inquirer

"(A)n 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.

PRINCETON PAPERBACKS
www.pupress.princeton.edu

ISBN 0-691-11652-0
CONTENTS

ACKNOWLEDGMENTS ix

INTRODUCTION 1

ONE Religion and the Invention of Racism 15

TWO The Rise of Modern Racism(s):
White Supremacy and Antisemitism in
the Eighteenth and Nineteenth Centuries 49

THREE Climax and Retreat:
Racism in the Twentieth Century 97

EPILOGUE
Racism at the Dawn
of the Twenty-First Century 139

APPENDIX
The Concept of Racism
in Historical Discourse 151

NOTES 171

INDEX 193
CONTENTS

ACKNOWLEDGMENTS ix
INTRODUCTION 1

ONE  Religion and the Invention of Racism  15

TWO  The Rise of Modern Racism(s):
      White Supremacy and Antisemitism in
      the Eighteenth and Nineteenth Centuries  49

THREE  Climax and Retreat:
       Racism in the Twentieth Century  97

EPILOGUE
Racism at the Dawn
of the Twenty-First Century  139

APPENDIX
The Concept of Racism
in Historical Discourse  151

NOTES 171

INDEX 193
Race and Political Discourse in Guyana:
A conversation with African-Guyanese in the presence and hearing of Indian-Guyanese

David Hinds

"I want to say that as people, a people, a dignity. I want to say that as people, a dignity. I want to say that as people, a dignity. I want to say that as people, a dignity. I want to say that as people, a dignity. I want to say that as people, a dignity. I want to say that as people, a dignity. I want to say that as people, a dignity. I want to say that as people, a dignity."

Delivered in South America

with an introduction by
Eusi Kwayana

Co-operative Republic of Guyana
Contents

Prologue ........................................................................iv
Preface ..........................................................................vii
Foreword .........................................................................xii
Introduction .......................................................................xiii

Part 1: Racial Insecurity ................................................. 1
Racial defensiveness and the political discourse .......... 2
Racial insecurity is the problem ............................... 7
Racial problems are not exaggerated .................. 10

Part 2: Looking for a Guilty Race ................................. 17
An open letter to African Guyanese ..................... 18
House to rent: No blacks ........................................ 25
African Guyanese are marginalized, but must confront it with dignity ........................................ 29
Marginalization is built into the system .............. 34
African Guyanese marginalization is real ............. 38
Pro-African is not necessarily anti-Indian ........... 44
Indians must speak out against Indian wrongs ...... 49
The highest form of revolution is fighting wrongs in your own house .................................... 55
The cycle of racial oppression in a broader political context ..................................................... 60

Part 3: Racial Militarism ................................................ 65
Buxton is under military occupation .................. 66
Buxton: Why I will not shut up ............................... 70
Set up truth commission on Buxton .................. 74
Racial extremism breeds more racial extremism .... 77
The Gajraj Affair cannot be divorced from the Buxton Affair .... 80