



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

### **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.

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

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus: Course Description, Schedule of readings - weeks 10-15
		<b>2.</b> Course must be <b>one or more</b> of following types (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	Syllabus: Schedule of readings - weeks 10-15 and assigned readings (examples provided)
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> Contemporary non-English language courses that have a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> 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. <b>Most, i.e., more than half, of the material must be devoted to non-U.S.</b>	

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)
Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	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.	Syllabus: course description and schedule of readings (weeks 10-15).
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.	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.	Syllabus: course description, schedule of readings (weeks 10-15) and examples of text provided.

**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](mailto: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<sup>st</sup> Century**

Fredrickson: Epilogue and Appendix

#### **Week 2: Religion and Race**

Fredrickson: Chapter 1

#### **Week 3: Race in the 18<sup>th</sup> and 19<sup>th</sup> centuries**

Fredrickson: Chapter 2

#### **Week 4: Race in the 20<sup>th</sup> 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)



# WHITNEY BRIVITT COLLECT

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*.

[www.worthpublishers.com](http://www.worthpublishers.com)

ISBN 0-7167-8733-4



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# 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 Brodtkin* 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

P1

Thi  
nes  
tion  
wel  
Ric  
por  
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# 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."

—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*

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

—*Publishers Weekly*

"This is comparative history at its best."

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

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ISBN 0-691-11652-0



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## CONTENTS

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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

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Racism in the Twentieth Century* 97

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of the Twenty-First Century* 139

APPENDIX

*The Concept of Racism  
in Historical Discourse* 151

NOTES 171

INDEX 193



# out the Author

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



Guyana-Caribbean Politics Publications

-3 (pbk)  
e and Political Discourse in Guyana:  
h African Guyanese in the Presence and  
Guyanese.

Co-operative Republic of Guyana

Mindus, Kwayana Say.

## Race and Political Discourse in Guyana

### A conversation with African Guyanese in the presence and hearing of Indian Guyanese

### David Hinds

Two Guyanese have con-  
demned all violence and those  
who are currently  
California, USA, was in  
June 30 they were involved in  
making an appeal on tape to  
end the violence but before it  
could get here the situation

people's homes, beating them  
up and robbery carried out  
the village. Some people  
shrink back in fear of the  
people's homes, beating them  
up and robbery carried out  
the village. Some people  
shrink back in fear of the  
people's homes, beating them  
up and robbery carried out  
the village. Some people  
shrink back in fear of the

the killing  
served to  
deprive  
the village  
of its  
cultural  
identity

Is the idea of  
water-sharing  
Utopian?

#### Where is the Indian David Hinds?

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and cultural  
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measure. I am not  
in the person of  
Africans or any  
group indignant

of the way, let  
light on where I  
have I see, if  
you. I be

id

the PNC  
organizations such as  
competitions, it  
undermines  
African  
Guyana  
have  
se-

You are faithfully,  
David Hinds

Editor's note:

Dear Editor,  
I have come under some fire  
ly and unfriendly -- for speaking out  
against the violence perpetrated by some  
African Guyanese against Indian  
Guyanese. Some Africans feel that I have  
condemned African Guyanese behavior  
which draws attention to the racist con-

#### Argumer

the PNC  
organizations such as  
competitions, it  
undermines  
African  
Guyana  
have  
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ities are not fight-

"s," Hinds said. "They

at bring anything for you.

ey are interested in running

or 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."

#### David Hinds

electoral  
responsibility  
served to  
deprive  
the village  
of its  
cultural  
identity

ities are not fight-

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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 failed the is with an introduction by

### Eusi Kwayana

"I want  
that as  
people,  
a people  
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by a c  
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mitment



Guyana-Caribbean Politics Publications

The problem is  
shown that it does not  
thus justifying the ef  
responds to force. We  
responded since 1992  
to the threat of force.

political orders have  
they are not the  
Guyana's... African  
governments 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-

legal and economic em-  
power. This is what Af-  
ing to.

# Contents

Prologue .....	iv
Preface .....	vii
Foreword .....	xi
Introduction .....	xiii
<b>Part 1: Racial Insecurity</b> .....	1
Racial defensiveness and the political discourse .....	2
Racial insecurity is the problem .....	7
Racial problems are not exaggerated .....	10
<b>Part 2: Looking for a Guilty Race</b> .....	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
<b>Part 3: Racial Militarism</b> .....	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

-1-3 (pbk)

ce and Political Discourse in Guyana: A  
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