



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 18, 2009

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFS 345 The Making of Caribbean Society 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 CS
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)

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.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus: Course Description and course topic week 13-16
		2. Course must be one or more of following types (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	Syllabus: Course Description and course topic week 13-16.
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. 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"/>	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.	

Course Prefix	Number	Title	Designation
AFS	345	The Making of Caribbean Society	

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)
1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	The main objective of the course is to give students a broad understanding of the origins and building blocks of Caribbean society as well as a grasp of the linkages between the region and the rest of the African Diaspora. While the course is grounded in history it is simultaneously an introduction to the evolution of Caribbean Culture, Sociology and Political Economy. Also, one of the course readings specifically addresses "Understanding the Contemporary Caribbean".	Course description and course reading (example attached)
2a. 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.	Same explanation applies in 2a as used in 1.	Course description and course reading (example attached)

African & African American Studies
The Making of the Caribbean Society
AFS 345

Instructor: David Hinds
Office: Cowden 224K
Email: David.Hinds@asu.edu

Class Time: T Th 1:40-2:55 pm
Phone: 965-1597
Office Hours: T Th 3:00- 4:30 pm

Course Description

This course traces the socio-political history of the wider Caribbean from the fifteenth century to the present. It walks students through the journey "From Columbus to Castro," (Dr Eric Williams) and addresses the following broad areas: the early years of European settlement and colonization, the construction of slavery and Plantation society and the transition from Colonization to Political Independence. It also gives students a glimpse into contemporary Caribbean Society and introduces them to some of the personalities that have contributed to the evolution of the Caribbean. The main objective of the course is to give students a broad understanding of the origins and building blocs of Caribbean society as well as a grasp of the linkages between the region and the rest of the African Diaspora. While the course is grounded in history it is simultaneously an introduction to the evolution of Caribbean Culture, Sociology and Political Economy.

Required Readings

James Ferguson, *The Story of the Caribbean People*, Kingston: Ian Randle Publishers (Latest Edition)

James Ferguson, *Makers of the Caribbean*, Kingston: Ian Randle Publishers (Latest edition)

Richard S. Hillman & Thomas J. Agostino, *Understanding the Contemporary Caribbean* (eds), Boulder Colorado: Lynne Rienner Publishers, Inc, 2003.

Eusi Kwayana and Tchaiko Kwayana, *Scars of Bondage*, Georgetown, Guyana: Free Press, 2002.

Supplementary Materials

Videos: As a supplement to the readings students will look at several videos during the course of the semester.

For further resources on the Caribbean students are urged to utilize the following website:
www.guyanacaribbeanpolitics.com

Course Requirements

Exams

Students will do four exams during the course of the semester—each exam covers work done in the preceding four weeks. The exams, which will take the form of short answers and essays, will be part take-home and part in-class and are worth 80% of the final grade (20% each).

There will be no make-up exam unless students provide a doctor's proof of illness or satisfactory proof of an emergency.

Book Review

Students will choose and read a book from a list to be provided by the Professor and do a 5-7 page Book Review. This assignment is worth 20% of the final grade and is due on Week 12. The review should include the following:

A brief summary

Main points/arguments/themes

How the book is linked to the course

Points you agree/disagree with

Readability of the text/Documentation

New Information

Strength/Weaknesses

Author's knowledge of Subject

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.

Grading Scale

A: 90-100 points

B: 80-89 points

C: 70-79 points

D: 60-69 points

F: Below 60 points

Schedule of Readings and Exams

Part 1: Conquest, Slavery and Colonization

Week 1: Introduction to Course and Caribbean Geography

Hillman and Agostino: Chapter 1

Week 2—Columbus and Conquest

Ferguson (SOCP): Chapter 1

Video

Week 3--European Colonization

Ferguson (SOCP): Chapters 2 and 3
Video

Week 4--Slavery

Ferguson (SOCP): Chapter 4
Kwayana and Kwayana: Chapters 1& 2

Week 5—Emancipation

Ferguson (SOCP): Chapter 5
Kwayana & Kwayana: Chapter 3

EXAM 1

Week 6—Post Emancipation

Ferguson ((SOCP): Chapter 6
Kwayana and Kwayana Chapters 4-6

Week 7—New Colonization- The Americans

Ferguson (SOCP): Chapter 7
Ferguson (MOC): Part 1

Part 2: From Colonization to Independence

Week 8—The Independence Struggle

Ferguson (SOCP): Chapter 8
Ferguson (MOC): Part 2

Week 9—Independence

Ferguson (SOCP): Chapter 9
Ferguson (MOC): Part 3

EXAM 2

Pat 3: Contemporary Caribbean Society

Week 10—Caribbean Politics

Hillman and Agostino: Chapter 4
Ferguson (MOC): Part 4
Video

Week 11—Caribbean Economies

Hillman and Agostino: Chapter 5
Ferguson (MOC): Part 5
Video

Week 12—Caribbean International Relations

Hillman and Agostino: Chapter 6

Ferguson (MOC): Part 7

Video

Week 13—Race and Ethnicity

Hillman and Agostino: Chapter 8

Ferguson (MOC): Part 8

EXAM 3

Week 14—Women and Development

Hillman and Agostino: Chapter 4

Ferguson (MOC): Part 9 and 10

Video

Week 15—Religion, Literature and Popular Culture

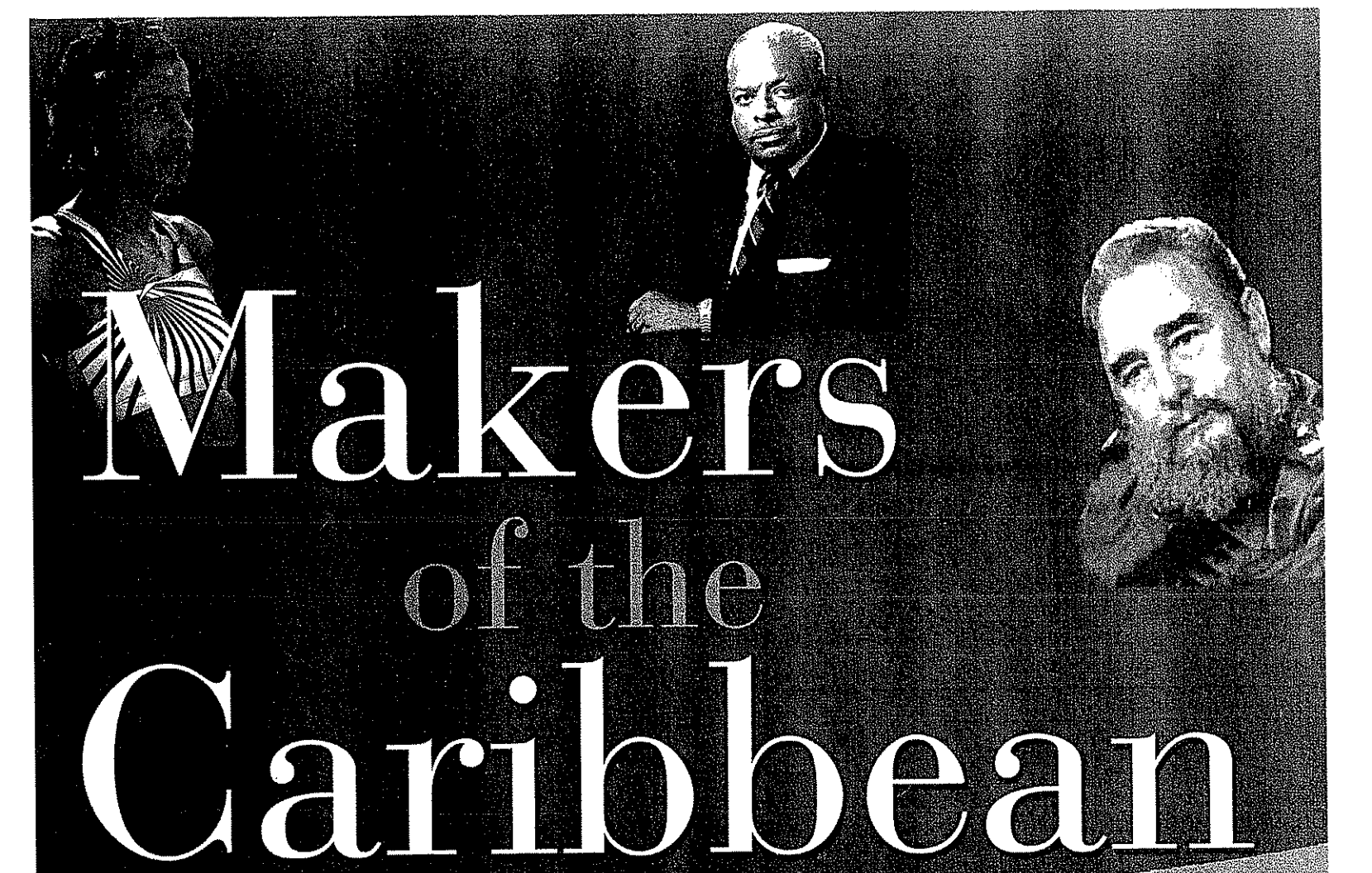
Hillman and Agostino: Chapters 10 and 11

Ferguson (MOC): Part 6

Video

Week 16—Literature and Popular Culture

EXAM 4



Makers of the Caribbean



James Ferguson



Makers of the Caribbean

Makers of the Caribbean introduces young readers to the lives, ideas, exploits and achievements of a selection of personalities who in their individual styles have helped to 'make' the Caribbean we know today. Organized around ten selected themes, the book recognizes the contributions of Freedom Fighters, Politicians, Visionaries and Intellectuals, Writers and Performers, Artists, Musicians and Sportspeople from the English, French and Spanish-speaking islands of the Caribbean.

The book is written in a clear and accessible style and the text is enhanced by the inclusion of portraits and other photographs that will help put faces to what were previously only names for many readers. A select bibliography is also included to guide readers who will undoubtedly wish to learn more about their respective heroes.

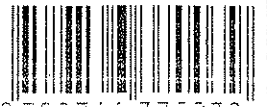
This introductory biography is intended not only to inform and educate, but to inspire the young people of the region with positive role models seen through the lives, achievements, brilliance, and resilience of these 'Makers of the Caribbean'.

James Ferguson is a former researcher of the Latin American Bureau London and is the author of several books on the Caribbean.



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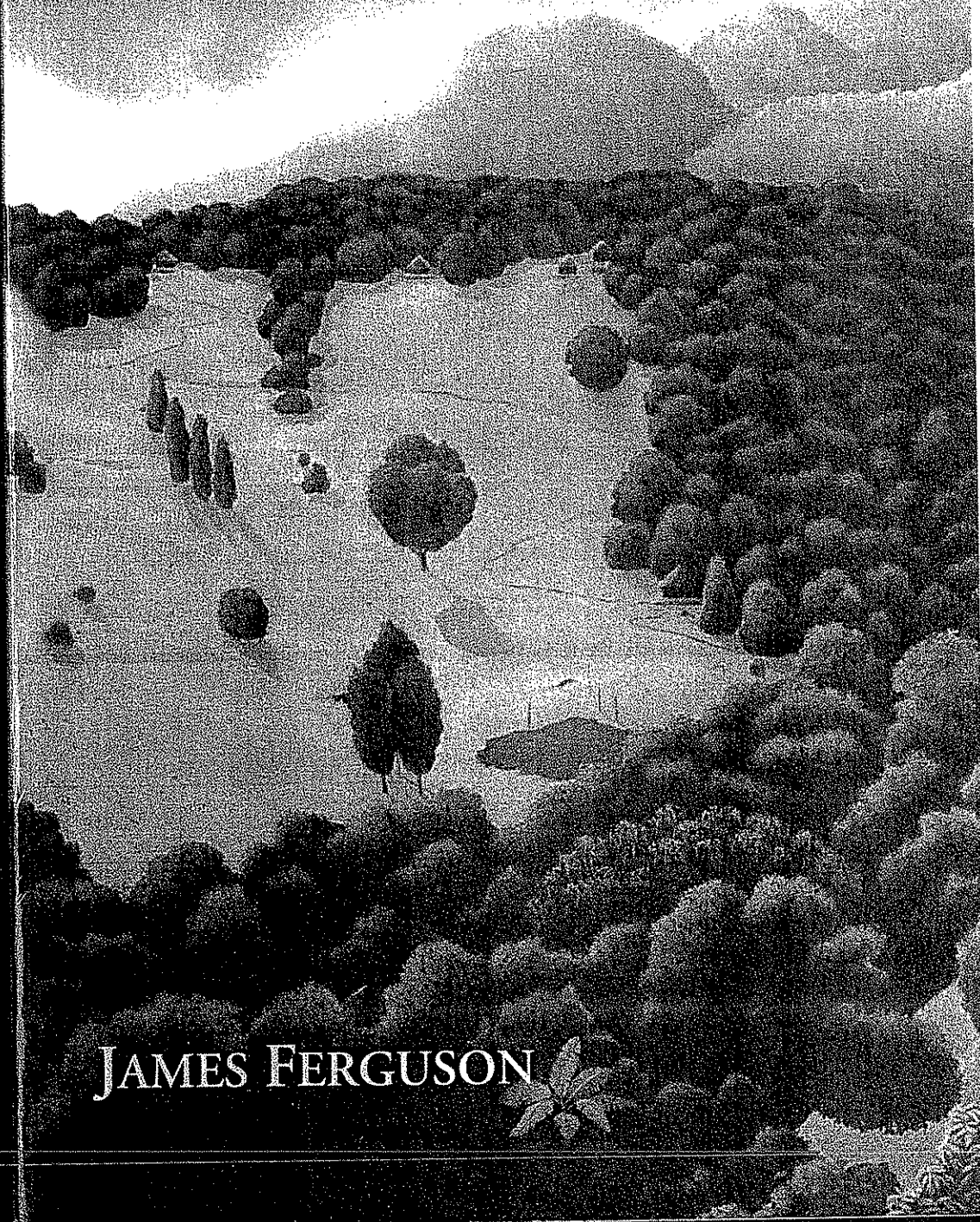
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*The Story of the
Caribbean People*



JAMES FERGUSON

The Story of the Caribbean People

The concept of the Caribbean is an extremely difficult one to delineate, because to some extent, the area is merely 'a geographic expression'. It is, therefore, one of the triumphs of this full and fascinating book that James Ferguson has managed to produce a clear and vivid portrayal of the history and progress of the people who inhabit the region.

The book explores the historical processes that have contributed to the moulding of the Caribbean into its present-day form. It follows the development of the Caribbean from its pre-Columbian period, and the impact of American foreign policy on these small and vulnerable countries. It, finally, assesses the contemporary Caribbean in an age of globalization and trading blocs in which concerns over communist subversion have been replaced by anxieties related to drugs and illegal immigration.

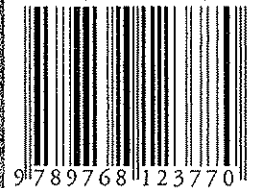
Perceptions of the Caribbean have long been determined by European concepts and prejudices and the region's history has traditionally been dominated by a Eurocentric perspective which tends to emphasize the importance of external agents at the expense of the Caribbean people themselves. *The Story of the Caribbean People* tries to redress this imbalance by writing the Caribbean people themselves into their own history.

This history has all too often been divided up along the old colonial lines. French historians have tended to write about Martinique and Guadeloupe, Cuba, Puerto Rico and the Dominican Republic have attracted Spanish-speaking researchers, the Netherlands Antilles have been largely ignored outside Holland. Among generations of scholars studying the English-speaking West Indies, there was a tendency to view the rest of the region as somehow separate or 'foreign'. In this book, James Ferguson treats the region as a whole, looking not so much at what has separated the different island groupings, but at what they have in common, historically and culturally.

A concise and authoritative history of the Caribbean complete with historical maps, unusual line illustrations, an A-Z historical gazetteer and a chronology of major events.

James Ferguson is a researcher at the Latin American Bureau, London and a former Research Fellow at St. Edmund Hall, Oxford. He is the author of books on Haiti, the Dominican Republic, Grenada and Venezuela.

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Scars of Bondage

A First Study of the Slave Colonial Experience of Africans in Guyana

Ensi Kwayana and Tehaiko Kwayana



Scars of Bondage

A First Study of the Slave Colonial Experience of Africans in Guyana
Eusi Kwayana and Tchaiko Kwayana

Nowhere in the Western Hemisphere do the children of the Africans own the means of production on which they were exploited during slavery. Why? After centuries of exacted labour, all the large African populations in the Western Hemisphere find themselves victims, or at best, mere agents of the owners of the means of production, distribution and credit. Often, the grandchildren of the enslaved Africans are themselves blamed for this condition and, perhaps, they are to blame for the absence of effective liberation in the present century. However, only careful study can explain the economic status, and the personality of Africans.

In Guyana, African descendants in any walk of life are sitting ducks for value judgements since there are other mass communities to which they can be compared. It is very fashionable, for example, to compare them with the Indian (or East Indian), in psyche or personality, and in economic achievement and in social organisation.

This book tries to warn that such judgements are absurd in that they do not fully consider the social fires which moulded the African's destiny in Guyana. The point is stressed that although others were oppressed, for example, Amerindians had been also enslaved and dispossessed, no other community was made to endure over three centuries of enslavement. No other has had its social foundations set adrift by a denial of family life for almost the entire period of enslavement and after.

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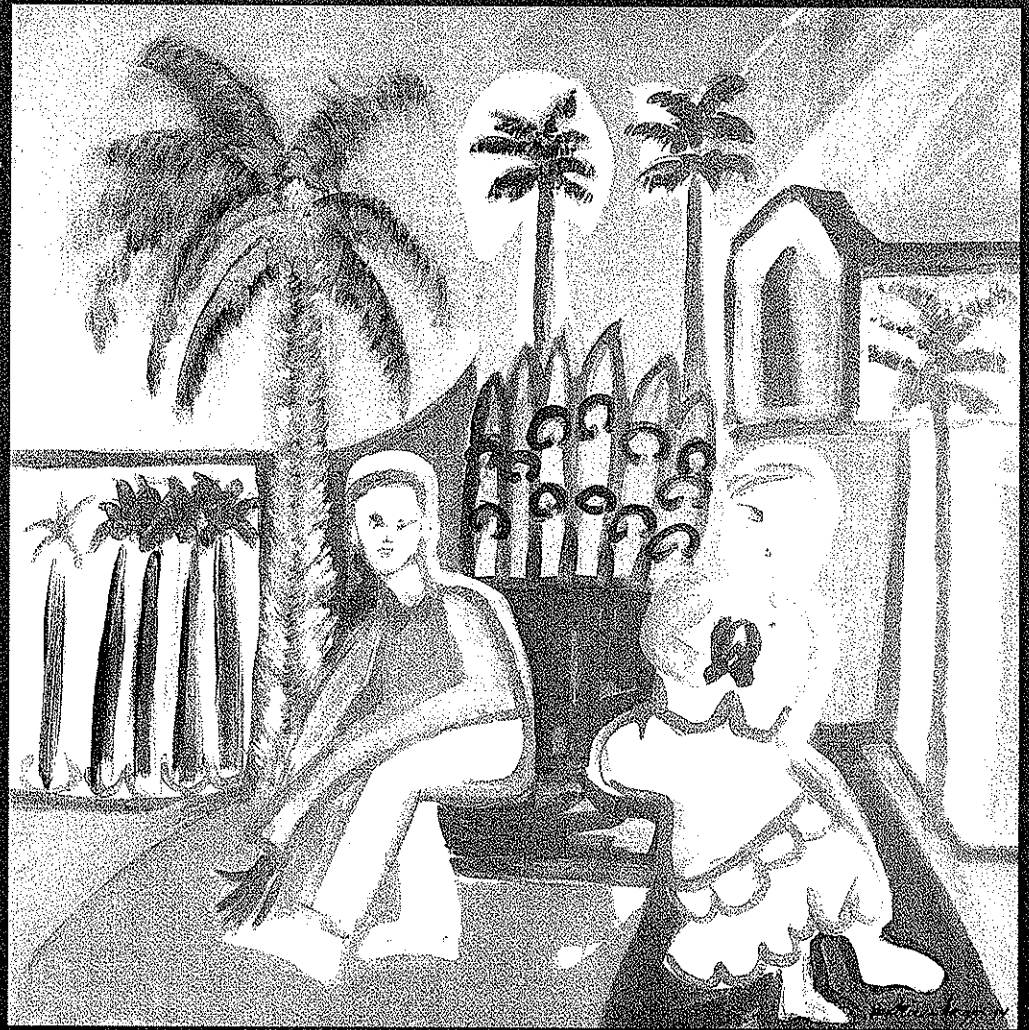
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UNDERSTANDING THE CONTEMPORARY

CARIBBEAN



edited by

Richard S. Hillman & Thomas J. D'Agostino

"A worthwhile, indeed important contribution to the field of Caribbean studies. . . striking in both its interdisciplinary reach and its successful attempt to do justice to the entire region."

—BRIAN MEEKS, University of the West Indies



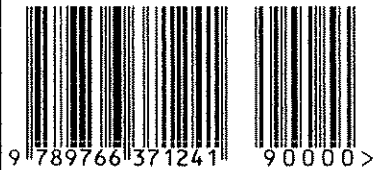
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Introductions to the States and Regions of the Contemporary World

Donald L. Gordon, series editor

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