



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 the Caribbean Society 3
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.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

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 multisection 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

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus: Course Description
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Syllabus: Course schedule
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus: course readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus: Course Description
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	Designation
AFS	345	The Making of the 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. History is a major focus of the course.	This course traces the socio-political history of the wider Caribbean from the fifteenth century to the present.	Syllabus: Course Description
2. The course examines and explains human development as a sequence of events. 3. There is a disciplined systematic examination of human institutions as they change over time.	The course topics/schedule and the assigned readings demonstrate how the course explains the human development as sequence of events as well as the change of the human institution over time. For example the course begins with the topics of slavery and colonization, move to independence, then to contemporary society, then finally popular culture.	Syllabus: Course topics and course readings
4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context	Course will give students a broad understanding of the origins and building blocks of Caribbean society as well as grasp of the linkages between the region and the rest of the Africa Diaspora. While the course is grounded in history it is simultaneously an introduction to the evolution of Caribbean Culture, Sociological	Syllabus: Course Description

4. Cont.	and Political economy.	
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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

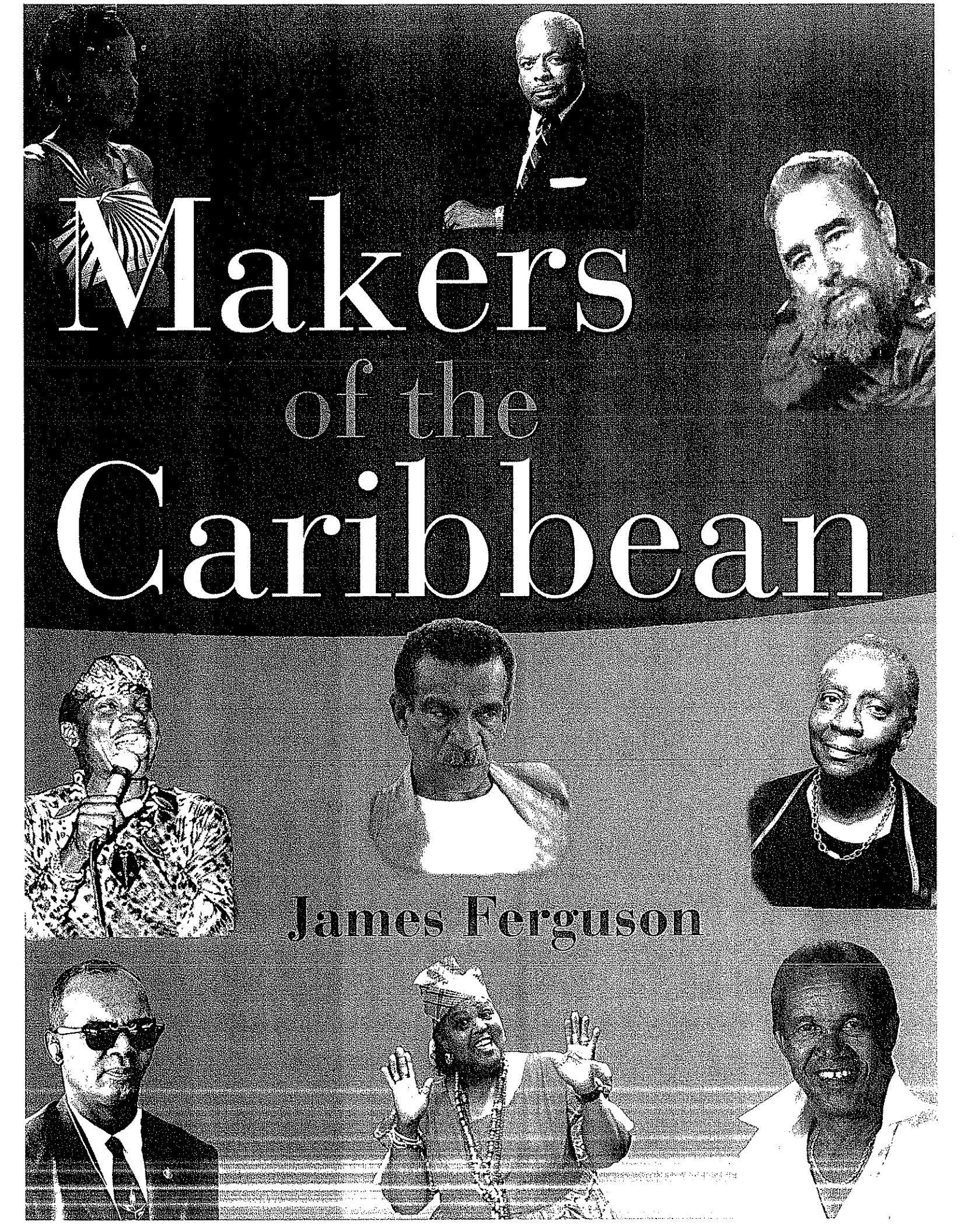
Hillman and Agostino: Chapters 10 and 11

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.

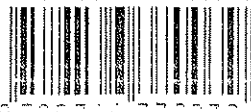
This introductory biography is intended not only to inform and educate, but to inspire the young people of the region with positive role models seen through the lives, achievements, brilliance, and resilience of these 'Makers of the Caribbean'.

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



Ian Randle Publishers

ISBN 976-637-003-6



9 769700 370039

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Published 2005, by
Ian Randle Publishers
11 Cunningham Avenue
Box 686
Kingston 6, Jamaica
www.ianrandlepublishers.com

and the

Institut de Coopération Franco Caraïbe
Cite des Métiers - av. Du Général de Gaulle
Raizet - 97139 ABYMES
Guadeloupe, French West Indies

© James Ferguson

National Library of Jamaica Cataloguing in Publication Data

Ferguson, James
Makers of the Caribbean / James Ferguson.

P. cm

Bibliography : p.

ISBN 976-637-003-6

1. Caribbean Area - History
2. Caribbean Area - Culture
3. Caribbean Area - Intellectual life

972.9 dc21

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Cover and book design by Robert Harris
Set in Veracity 10.5/14.5 x 35

Printed in the United States of America

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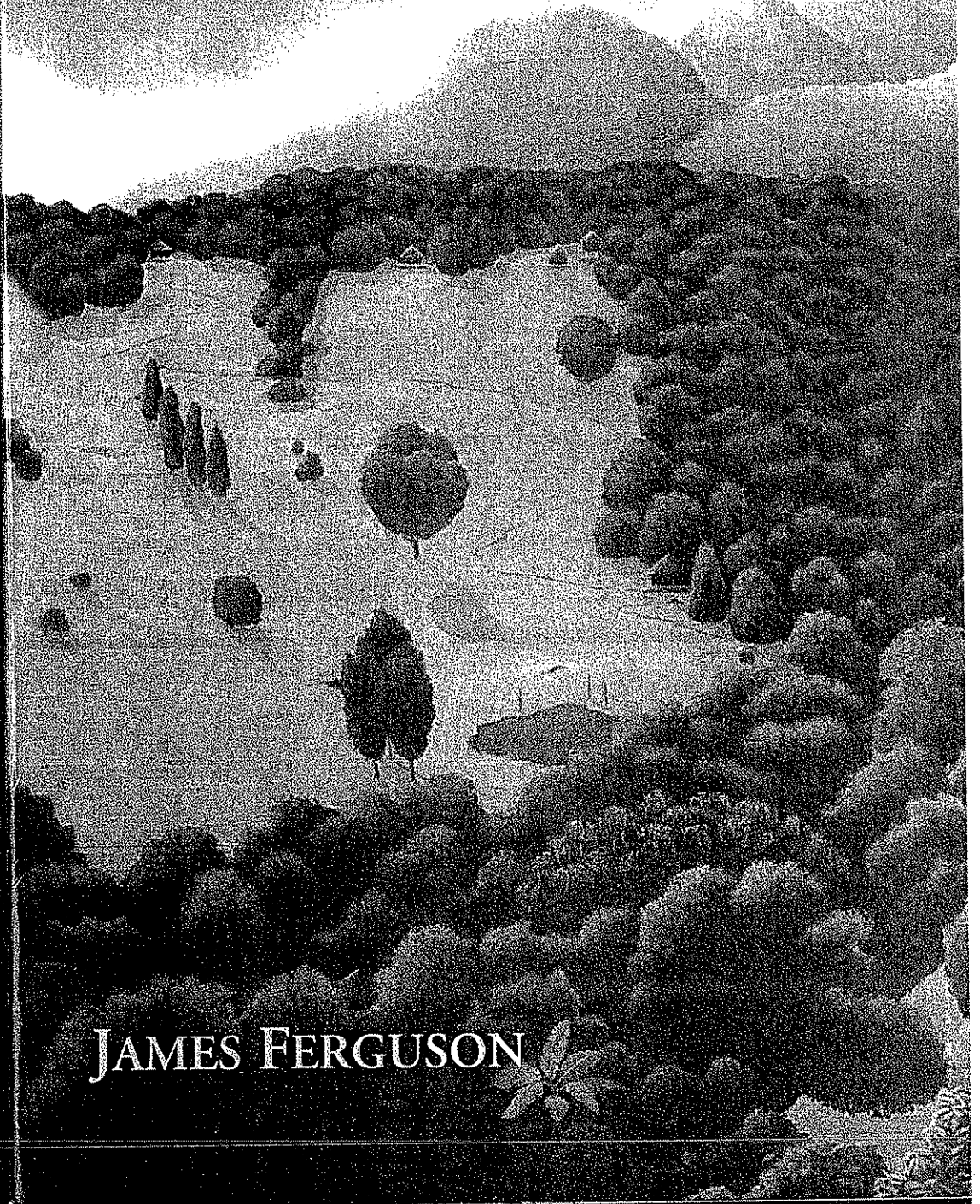
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*The Story of the
Caribbean People*



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.

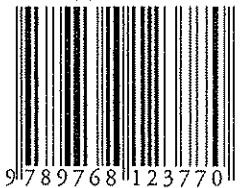
Perceptions of the Caribbean have long been determined by European concepts and prejudices and the region's history has traditionally been dominated by a Eurocentric perspective which tends to emphasize the importance of external agents at the expense of the Caribbean people themselves. *The Story of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

ISBN 976-8123-77-X



9789768123770



Ian Randle Publishers, Kingston, Jamaica

First published in Jamaica 1999 by

Ian Randle Publishers Limited
206 Old Hope Road Box 686
Kingston 6 Jamaica

Text © James Ferguson 1998

This paperback *The Story of the Caribbean People* was originally published in Great Britain and the United States of America under the title of *A Traveller's History of the Caribbean* in 1998 and is published by arrangement with The Windrush Press Limited Moreton-in-Marsh Great Britain.

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ISBN 976-8123-77-X paper

A catalogue record for this book is available from the National Library of Jamaica.

Typeset by The Midlands Book Typesetting Company Loughborough UK
Cover design by ProDesign Ltd Red Gal Ring Kingston
Printed in the USA

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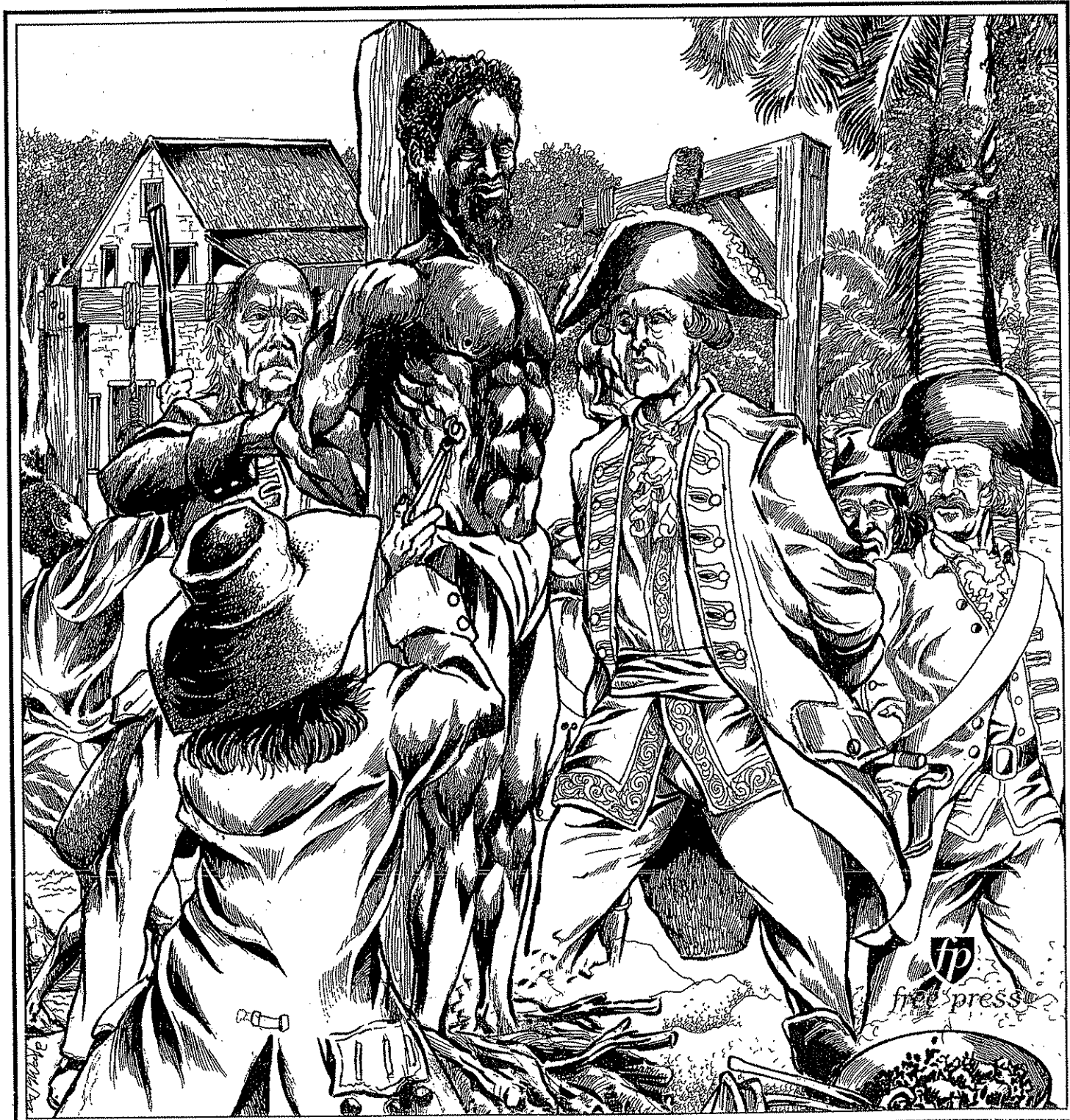
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Scars of Bondage

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

Ensi Kwayana and Tchariko 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.

ISBN: 976-8178-01-9 (pbk)

TITLE: SCARS OF BONDAGE: A First Study of the Slave Colonial Experience of Africans in Guyana



free press

Printed in the Co-operative Republic of Guyana

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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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UNDERSTANDING:

Introductions to the States and Regions of the Contemporary World

Donald L. Gordon, series editor

ISBN 978-637-124-5



Jan Randle Publishers

ISBN 1-55587-959-4



Lynne Rienner Publishers

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