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 18, 2009

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED:
   AFS 415 Black Political Thought 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
   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? __________

   Stanlie James
   Chair/Director (Print or Type)

   Stanlie M. James
   Chair/Director (Signature)

Rev. 1/04, 4/95, 7/98, 4/00, 1/02, 10/08

New Course
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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Checkmark]</td>
<td>![Blank]</td>
<td>![Checkmark]</td>
</tr>
</tbody>
</table>

**1.** Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

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

- **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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS</td>
<td>415</td>
<td>Black Political Thought</td>
<td></td>
</tr>
</tbody>
</table>

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>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the U. S.</td>
<td>Course explores the ideas that have shaped politics in the Black World from the mid-nineteenth century onwards. These include ideas of resistance, liberation, nation and governance, emanating from Africa, the USA, the Caribbean and Latin America. Topics toward the end of the course address contemporary issues. These topics include: Black Feminism, Black Power and Race and Ethnicity.</td>
<td>Syllabus: Course description and course topics. Examples of text included.</td>
</tr>
<tr>
<td>4d. 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.</td>
<td>The course deals with political thought in Africa, the USA, the Caribbean and Latin America. It is evident in the course topic and reading schedule that more than half of the course is committed to non-U.S. studies.</td>
<td>Syllabus: course topics and reading schedule. Examples of text content included.</td>
</tr>
</tbody>
</table>
African and African American Studies
Black Political Thought

AFS 415

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

Class Time: N/A
Phone: 965-1597
Office Hours: N/A

Course Description
This course explores the ideas that have shaped politics in the Black World from the mid-nineteenth century onwards. These include ideas of resistance, liberation, nation and governance, emanating from Africa, the USA, the Caribbean and Latin America. The course seeks to give students an understanding of these ideas within the context of the historical development of the Black World and the larger global community. Hence, the intersection of politics, race and history. Ideas to be explored include Black Nationalism, Black Feminism, Race and Ethnicity, Black Liberalism, Black Power, Black Marxism and Pan Africanism. In the process students will be exposed to seminal Black thinkers such as CLR James, WEB Dubois, CLR James, Marcus Garvey, Stokely Carmichael, Ida B Wells, Walter Rodney, Kwame Nkrumah, Eusi Kwayana and Angela Davis. This course is particularly useful for students with an interest in Political Philosophy, Political History, Black Liberation, Race and Global History and Politics.

Required Textbooks


Course Packet: Black Political Thought in the African Diaspora

Course Requirements
Exams
Students will do four (4) exams during the course of the semester. Each exam is worth 20% of the total grade.

Book Review
Students will choose and read a book from a list to be provided by the Professor and do a 7-10 page Book Review. The list of books will be distributed to students. Please okay your book with me no later than the end of Week 6. This assignment is worth 20% of the final grade and is due by the end of Week 12. The review should include the following:

Discussion of Main points/arguments/themes
How the book is linked to two themes of the course
Points you agree/disagree with
New Information
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 and the more you are present, the more you are likely to participate. **If you miss more than four classes you are beginning to lose ground.**

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.

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

The Contours of Black Political Thought

Week 1: Origins and Scope
Dawson, Chapter 1
Henry, Chapter 1

Week 2: Early Black Thought in the USA
Henry, Chapters 2 & 3

Week 3: Radical Black Thought in the Caribbean
Anthony Bogues: “Walter Rodney: Groundings, Revolution and the Politics of Coloniality

Pan Africanism

Week 4: Definition
Johnson: “The Spiritual Roots of Pan Africanism”
Geiss: “What is Pan Africanism?”
Henry: Chapter 8
Week 5: Classical Pan African Thought
Manning Marable, “The Pan African of WEB DuBois”
Tony Martin, “George Padmore as a Prototype of the Black Historian in the age of Militancy”
CLR James “Notes on George Padmore”
Kwame Nkrumah “Address to the Conference of Independent African States in 1963”

Week 6: Radical Pan African Thought
Walter Rodney: “Aspects of the International Class Struggle in Africa”
Robert Hill “Walter Rodney and the Restatement of Pan Africanism in Theory and Practice”
Kwame Ture, “Pan Africanism”
Malcolm X, “Our People Identify with Africa”

Black Nationalism

Week 7: Foundations of Black Nationalism
Dawson, Chapter 3
Edward Blyden: "The African Problem and the Method of its Solution”
Fredrick Douglass “An Address to the Colored People of the United States”

Week 8: WEB DuBois and Marcus Garvey
WEB DuBois, “The Conservation of Races”
WEB DuBois, “The Talented Tenth”
John Henrik Clarke, “Marcus Garvey and the Concept of African Nation-Formation in the 20th Century”
Marcus Garvey, “The True Solution of the Negro Problem”

Black Liberalism and Black Marxism

Week 9: The Origins and Scope of Black Marxism
Dawson, Chapter 5

Week 10: Black Marxism in Africa and the Caribbean
Henry, Chapter 9

Week 11: Black Liberalism in the USA
Dawson, Chapter 6

Black Feminism

Week 12: The Contours of Black Feminist Thought
Dawson, Chapter 4

Week 13: Black Feminist Thought in the USA and the Caribbean
Patricia Hill Harris: “The social Construction of Black Feminist Thought
Black Power

Week 14:
Stokely Carmichael “Toward Black Liberation”

Week 15: Caribbean Black Power
Walter Rodney “Black Power: A Basic Understanding”
CLR James, “Black Power”

Race and Ethnicity

Week 16:
David Hinds: “Eusi Kwayana’s Political Thought”
Walter Rodney “Race and Politics in Guyana”
Caliban's Reason

Introducing Afro-Caribbean Philosophy

Paget Henry
“Paget Henry refines the intellectual life of the Caribbean like an alchemist, transmuting implicit ontologies, existential psychologies, and epistemologies into an explicit philosophy at a high level of sophistication and reflexivity. He pours into the mixture European intellectual tools, African ethnophilosophy, and postcolonial insurgencies, and from their clashes and meldings issues a stream of creativity. The result—Caliban's Reason—is both a revealing work of intellectual history, and a new impetus in philosophy.”


“A signal contribution to an important if long-neglected aspect of West Indian cultural and intellectual life. Caliban's Reason critically restores several key figures of international influence—C. L. R. James, Frantz Fanon, Wilson Harris—to their Antillean context and particularity, urging us to recognize the existence of a distinctively regional tradition of 'Caribbean' philosophical discourse. Henry's examination of that tradition reveals both its debt to African philosophy and our need to reassess the ways we conventionally represent Caribbean thought. Caliban's Reason should provoke lively discussion about the process of Caribbean creolization and the creole caribbeanization of philosophy.”

—Roberto Marquez, founding editor of Caliban: A Journal of New World Thought and Writing

Paget Henry is an associate professor of sociology and Afro-American studies at Brown University. He is the author of Peripheral Capitalism and Underdevelopment in Antigua and the co-editor of C. L. R. James's Caribbean. Henry is also the editor of The C. L. R. James Journal, and has published numerous articles on the political economy of the Caribbean, as well as on African and Afro-Caribbean philosophy.
Contents

Acknowledgments ix
Preface xi

Introduction 1

PART I: SAMPLING THE FOUNDING TEXTS
1 The African Philosophical Heritage 21
2 C. L. R. James, African, and Afro-Caribbean Philosophy 47
3 Frantz Fanon, African, and Afro-Caribbean Philosophy 68
4 Wilson Harris and Caribbean Poeticism 90

PART II: UNITY, RATIONALITY, AND AFRICANA THOUGHT
5 Sylvia Wynter: Poststructuralism and Postcolonial Thought 117
6 Afro-American Philosophy: A Caribbean Perspective 144
7 Habermas, Phenomenology, and Rationality: An Africana Contribution 167

PART III: RECONSTRUCTING CARIBBEAN HISTORICISM
8 Pan-Africanism and Philosophy: Race, Class, and Development 197
9 Caribbean Marxism: After the Neoliberal and Linguistic Turns 221
10 Caribbean Historicism: Toward Reconstruction 247

Conclusion 273
Notes 283
Index 295
"Black Visions is the most comprehensive and definitive study of African-American political thought ever published. Michael C. Dawson uses his keen analytic insights to superbly integrate and interpret original empirical findings and materials from secondary sources. The result is a book that will become a standard reference for students of black political thought."

—WILLIAM JULIUS WILSON

"Michael Dawson's Black Visions is a must read for all students of black political thought. Dawson combines an historically situated methodology with complex quantitative analysis of contemporary national public opinion polls. His scholarly range gives momentum to his analysis and simultaneously provides an impressive evidentiary basis for his conclusions. Dawson convincingly argues that black political thought, though often noisy and impolite, is both more complex than most of us realize and yet key to appreciating the intertwined phenomena of race and American democracy. He details, in some of the most interesting chapters in the volume, the multiple ways in which black political thought, from black feminism to disillusioned liberalism, has developed autonomously while interacting with political debate generally. Dawson documents how black ideologies provide their own sustaining narrative of resistance and triumph while often embracing a larger than life version of the American creed. He effectually contrasts the robust vision that animates many ideologies within the black community with the thin view of both democracy and equality that anchors opinion within the larger elite spectrum of our society. Dawson's study of black political thought offers a trenchant understanding—as well as a deeply grounded critique—of the theory and practice of American democracy."

—LANI GUIRNER

"Michael Dawson exhibits a rare capacity to weave together African-American history, scholarship, and cultural ethos with a cutting-edge methodological sophistication and behaviorist commitment to hypothesis-testing and modeling. Black Visions is a signal achievement that will command attention across the social sciences and most likely blaze a trail for the next generation of political scientists interested in understanding African-American political behavior."

—LAWRENCE BOBO
2.5 Negro Digest/Black World frequencies: Black ideology by five-year intervals, 1942–1976 75
2.6 Black Scholar frequencies: Black ideology by five-year intervals, 1969–1994 75
2.7 Distribution of exposure to and support for rap music according to selected structural factors 81
2.8 Black ideological true believers and true haters 83
3.1 Program of the Black Panther Party for self-defense 114
A1.1 Frequencies of Black Visions categorical variables 327
A2.1 Structure, racial identification, and black ideologies 333
A2.2 Determinants of support for conceptions of a black nation 335
A2.3 The effects of structure and racial identification on support for economic nationalism 337
A2.4 The effects of ideology on economic nationalism 338
A2.5 The effects of ideology on selected gender questions 339
A2.6 The effects of ideology on indicators of black nationalism 340
A2.7 The effects of ideology on indicators of orientations toward American society 342
A2.8 The effects of ideology on attitudes toward selected groups and individuals 344
A2.9 Shifts in public opinion sample means induced by shifts in black autonomy 345
A2.10 Shifts in public opinion sample means induced by shifts in black feminism 346
A2.11 Determinants of support for black feminist ideology 347
A2.12 Determinants of feelings toward gays and lesbians 348
A2.13 The effects of black feminist ideology on support for more female clergy in black churches 349
A2.14 The predictive power of linked fate on black feminist ideology and feminist identity among black women 350
A2.15 Determinants of disillusioned liberalism and likelihood of achieving racial equality 351
A2.16 Shifts in public opinion sample means induced by shifts in black conservatism 353
A2.17 Determinants of belief that one has been affected by the movement for black rights 353
A2.18 Determinants of exposure to rap music 355
A2.19 The effects of rap on issues of gender, black nationalism, and social orientation 356
A2.20 Determinants for black...
2.5 *Negro Digest/Black World* frequencies: Black ideology by five-year intervals, 1942–1976

2.6 *Black Scholar* frequencies: Black ideology by five-year intervals, 1969–1994

2.7 Distribution of exposure to and support for rap music according to selected structural factors

2.8 Black ideological true believers and true haters

3.1 Program of the Black Panther Party for self-defense

A1.1 Frequencies of Black Visions categorical variables

A2.1 Structure, racial identification, and black ideologies

A2.2 Determinants of support for conceptions of a black nation

A2.3 The effects of structure and racial identification on support for economic nationalism

A2.4 The effects of ideology on economic nationalism

A2.5 The effects of ideology on selected gender questions

A2.6 The effects of ideology on indicators of black nationalism

A2.7 The effects of ideology on indicators of orientations toward American society

A2.8 The effects of ideology on attitudes toward selected groups and individuals

A2.9 Shifts in public opinion sample means induced by shifts in black autonomy

A2.10 Shifts in public opinion sample means induced by shifts in black feminism

A2.11 Determinants of support for black feminist ideology

A2.12 Determinants of feelings toward gays and lesbians

A2.13 The effects of black feminist ideology on support for more female clergy in black churches

A2.14 The predictive power of linked fate on black feminist ideology and feminist identity among black women

A2.15 Determinants of disillusioned liberalism and likelihood of achieving racial equality

A2.16 Shifts in public opinion sample means induced by shifts in black conservatism

A2.17 Determinants of belief that one has been affected by the movement for black rights

A2.18 Determinants of exposure to rap music

A2.19 The effects of rap on issues of gender, black nationalism, and social orientation

A2.20 Determinants for black

A2.21 The effect

A3.1 Measures

A3.2 Scale reliability

A4.1 Social anxiety

A4.2 Correl
Figures

1.1 Intersections between black and white discourse and activist communities 36
3.1 Smoothed Black Nationalism distribution using normal and Epanechnikov estimators 123
4.1 Smoothed Black Feminism distribution using normal and Epanechnikov estimators 156
4.2 Historical median income for individuals by race and gender: 1953–1997 167
5.1 Smoothed Black Marxism distribution using normal and Epanechnikov estimators 232
6.1 Smoothed Radical Egalitarianism/Black Conservatism distribution using normal and Epanechnikov estimators 304
6.2 Smoothed Black Disillusionment distribution using normal and Epanechnikov estimators 305
6.3 Smoothed Disillusioned Liberalism distribution using normal and Epanechnikov estimators 306
7.1 Ties between black ideologies, 2000 317

Tables

2.1 Distributions of selected social location variables 67
2.2 Distribution of concentrated poverty 69
2.3 Indicators of exposure to black information networks 72
2.4 The determinants of exposure to black information sources 73
A2.20 Determinants of belief that rap is destructive and support for black nationalism 358
A2.21 The effects of ideology on political participation 359
A3.1 Measurement coefficients for black ideologies 361
A3.2 Scale reliability index of selected constructs 363
A4.1 Social and economic distributions among African-Americans 365
A4.2 Correlations between Black Visions variables and type 366