



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 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)

Date: Sept 1, 2009

Arizona State University Criteria Checklist for

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

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

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	Syllabus: Course descriptions and schedule of readings
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus: Course description and schedule of readings (weeks 1-10). Also, examples of text provided

Course Prefix	Number	Title	Designation
AFS	301	Race and Racism in the African Diaspora	<b>CULTURAL</b>

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)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
The course must contribute to an understanding of cultural diversity in contemporary US society.	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. Regional concentration is placed on the US, Caribbean and South Africa.	Syllabus: Course description and schedule of readings.
The course is primarily a study of the social, economic, political and psychological dimensions of relations between and among gender, racial, ethnic and/or linguistic minority groups within the United States.	The course will cover several main topics including the origins and history of racism, and race and racism through the eyes of Black and White Americans respectively.	Syllabus: Course description, and the schedule of readings (weeks 1-10)

**African and American Studies**  
**Spring 2007**  
**Race and Racism in the African Diaspora**  
**AFS 301 & SOC 498**

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

**Class Time: Tue/Th 3:15-4:30**  
**Phone: 965-1597**  
**Office Hours: Mon/Wed 11:00 am -1:00 pm**  
**Or by Appointment**

**Course Description**

This course is an introduction to the concepts of Race and Racism and how they manifest themselves in the USA, the Caribbean and Africa. The first part of the course looks at the origins and history of race and racism; the second and third parts part look at race and racism through the eyes of Black and White Americans respectively; the fourth part looks at how race and racism are constructed in the Caribbean; and the final part looks at race and apartheid in South Africa. The objective of the course is to provide students with a better understanding of the persistent impact of race and racism on the everyday lives of peoples across the world.

**Course Format/Structure**

The format of this course will be Hybrid —part online and part classroom. In keeping with the hybrid format students will engage in online discussions of the week's readings on Tuesdays and attend classroom lectures on Thursdays. The Professor, however, reserves the right to hold a classroom lecture on a Tuesday if the need arises.

**Reading Materials and Videos**

George M. Fredrickson: Racism: A Short History

Paula S. Rothenberg: White Privilege

Eusi Kwayana: No Guilty Race

David Hinds: Race and Political Discourse in Guyana.

Other readings will be posted online—on the class blackboard.

Videos of Interviews and other audio-visual materials will be posted on the blackboard

**Grading Scale**

A 90-100%  
B 80-89%  
C 70-79%  
D 60-69%  
F Below 60

## Course Requirements

### **Critique of Readings and Videos**

Students will do four (5-7 page) essays during the course of the semester critiquing the readings and/or videos.

The essays will be a response to question(s) posed by the Professor.

In addition the essays must summarize and critique the readings by:

- a) Identifying the main argument(s) and/or theme(s) in each chapter—What is the writer trying to say? Who is he/she speaking to?
- b) Linking the chapters to the central theme of the class;
- c) Discussing your agreements or disagreements with points raised by the authors;
- d) Discussing whether you have acquired new information and how the chapters have enhanced your understanding of the subject of the class.

Essays are due before class begins on the Tuesday of Weeks 5, 10, 14 and 16.  
(Hard copies only! No email submissions!)

Absolutely no late essays! This part of the course accounts for 60% of the final grade (15% for each essay).

### **Term Project**

Students will do a term project which is worth 30% of the final grade. Each student will interview an expert on Race and Racism and do a paper based on the interview. The Professor will provide a list of experts and their contact information and each student will choose the expert he or she would like to interview—only one student will be assigned to an expert. Students must come up with a theme for the interview and a list of questions and clear them with the professor by Week 6. The interviews can be via telephone, email or, if possible, face-to-face and must be at least 30 minutes long. The finished paper is due by the end of Week 14.

### **Online Discussion**

Students will engage in online discussion on topical issues and debates pertaining to the Caribbean. The professor will introduce a topic and students will, at their leisure, debate the topic on the Discussion Board. A new topic will be introduced every three weeks. This part of the course accounts for 10% of the final grade.

### **Attendance and Participation**

Students are expected to attend classes regularly and participate in the discussions. While students will not be penalized for missing classes, those who attend classes regularly will

stand to benefit as classroom lectures will be pivotal to doing well in the class. Students are urged to keep the Professor updated on illness and other emergencies

### **Extra Credit Assignments**

The Professor will give Extra Credit Assignments from time to time during the semester. These assignments are optional, but students are encouraged to take advantage of the opportunities to do them. Students who are absent on the days the assignments are given will not be allowed to do them.

**Note: Students should strive for quality work regardless of the number of pages it takes.**

## **Schedule of Readings and Videos**

### **Race and Racism in the US: History and Meaning**

#### **Week 1: Race in the 21<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)



# WHITE PAPER

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)



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# RACISM

A SHORT HISTORY GEORGE M. FREDRICKSON



UNIVERSITY

# 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."

—Carl In 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*

Cover photo: *Love and Hate Tattooed on fists* (detail) © FPG International.

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**out the Author**

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



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ce and Political Discourse in Guyana:  
h African Guyanese in the Presence and  
Guyanese.

Co-operative Republic of Guyana

**Race and Political Discourse in Guyana**  
**A conversation with African Guyanese in the presence and hearing of Indian Guyanese**

Two Buxtonians have com- denounced all violence and these friends, coming were all marked as people support- ing that for one

In the joint statement, they marked as people support- ing that for one

people's homes, beating them up and robbery carried still served to

the killing

**David Hinds**

in today's letter to the editor... who are currently... 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 still served to

the killing

David Hinds? Argumer

Where is the Indian David Hinds?

the PNC

organizations such as

competitors, it

undetermined

African

Guyanese

have

at the way, let

shut un where I

how I see."

tion. I've

idi

parties are not fight-

," Hinds said. "They

at bring anything for you.

they are interested in running

for 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 line

sons and daughters to give of

their expertise. Make

demands of them, because

they went to university on your

backs. Begin to plan"

Yours faithfully,  
David Hinds

Editorial note:

Is the idea of  
power-sharing  
Diasporian?

No government including that of the PNC has fau  
the is with an African economic marginalisation

**Eusi Kwayana**

Dear Editor,  
I have come under some fire... against the violence perpetrated by some African Guyanese against Indian Guyanese. Some Africans feel that I have condemned African Guyanese behavior

political orders have... as a matter of pol- icy, they have... and African Guyanese... all govern- ments 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-

social and economic ill- health. This is what Af- rican people

The problem is shown that it does not thus justifying the al- responds to force. For responded since 1922



Guyana Caribbean Politics Publications

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