



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 28, 2009

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFS 304 Islands of Globalization 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

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: Schedule of readings and course topics
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus: schedule of readings and course topics
<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:	
		<ul style="list-style-type: none"> • Courses in which there is only chronological organization. 	
		<ul style="list-style-type: none"> • Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. 	
		<ul style="list-style-type: none"> • Courses whose subject areas merely occurred in the past. 	

Course Prefix	Number	Title	Designation
AFS	304	Islands of Globalization	

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.	The course focuses on the natural and historical evolution of the Caribbean political and economic systems and how globalization impacts these.	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.	Criteria numbers 2 and 3 are addressed through the sequential lay out of the course topics and readings. Starting with an overview of politics, economics and society. Moving to development in the Caribbean Political Economy and finishing with study of Globalization and contemporary Caribbean Society.	2. Syllabus: Course topics and schedule of readings. Examples of readings provided. 3. Syllabus: Course topics and schedule of readings. Examples of readings provided.
4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	The aim of the course is to provide students with a historical and political grounding in the impact of colonialism, post-colonialism and globalization on small states in general and the Caribbean in particular.	4. Syllabus: Course description

African and African American Studies
Islands of Globalization: Caribbean Politics and Political Economy
AFS 304

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

Class Time:
Phone: 965-1597
Office Hours: Mon/Wed 1-3 pm

Course Description

This course is an introduction to the complexities of contemporary Caribbean Politics and Political Economy. The material covers the countries that constitute the Caribbean Community and Common Market (CARICOM) and the Caribbean Latin American countries such as Cuba and the Dominican Republic. The course focuses on the nature and historical evolution of the region's political and economic systems and how Globalization impacts on these. The first part of the course traces the development of the region's political economy from the colonial period to the present while the second part looks at the impact of Globalization on contemporary politics, economics and culture and the region's response to these.

The aim of the course is to provide the students with a historical and political grounding in the impact of colonialism, post-colonialism and globalization on small states in general and the Caribbean in particular. Globalization will be interrogated as a historical phenomenon beginning with Slavery through Colonialism and Post-Colonialism. In this regard the course locates the Caribbean within both the larger African Diaspora and the Third 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.

Required Readings and other Materials

Books

Anthony Payne and Paul Sutton (2001) **Charting Caribbean Development**, University Press of Florida

Ramesh Ramsaran (2002) **Caribbean Survival and the Global Challenge**, Ian Randle Press

Course Packet

Further readings can be found in a course packet consisting of several articles, book chapters and interviews. This packet is available at **The Alternative Copy Shop—715 S Forest Ave, Tempe. Ph 480) 829-7992**

Videos

Students will look at several videos during the course of the semester to supplement the readings.

Supplementary Material

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

Course Requirements

Critique and Analysis

Students will do four (5) essays critiquing and analyzing the readings. The first essay will be on the readings

in Part 1; the second and third essays cover the readings in Part 2; the fourth and fifth essays cover the readings in Part 3. Essays should address the following points:

- a) Identification of the main messages(s)/argument(s)/ theme(s) of each reading.
- b) Comments on the readability of the texts.
- c) Based on prior knowledge of the subject or on the other readings, say whether you agree or disagree with points raised.
- d) Say if you have acquired new information from the readings and discuss and how has enhanced your understanding of the subject of the course and your general understanding the Caribbean and Globalization.
- e) Then take one of the readings and show how the author develops his or her arguments/themes and the link with the other readings --does the reading supplement the other readings and the videos?

The essays are due on **Weeks 4, 8, 11, 13 and 16**. Absolutely no late essays! This part of the course accounts for 75% of the final grade (15 % for each essay).

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 14**.

The review should include the following:

A brief summary

Main points/arguments/themes

How is book linked to the course

Author's/biographer's theoretical framework and methodology

Relevance to the course

Points you agree/disagree with

Readability of text/Documentation

New Information

Which body of work the book contributes to

What new research can the book ignite

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

Part 1—Overview of Caribbean Politics and Economics and Society and Defining Globalization

Week 1: Overview of Caribbean Political Economy (1)

Payne and Sutton: Introduction

Video: Interview with George Odlum, former Foreign Minister of St Lucia

Week 2: Overview of Caribbean Economy (2)

Lloyd Best: "How the Caribbean Economy Works"

William Demas: "The Political Economy of the English Speaking Economy"
Video: Interview with Antigua's Political Activist, Tim Hector

Week 3: Defining Globalization from the Caribbean Perspective

Ramsaran: Chapters 1&2

Video: Interviews with Dr Rex Nettleford, Former Vice Chancellor University of the West Indies and Barbara Gloudon, journalist and political commentator.

Part 2: Caribbean Political Economy: Profile and History

Week 4: Development strategies in Trinidad and Tobago

Payne and Sutton: Chapters 1 and 6

Week 5: Development strategies in Jamaica

Payne and Sutton: Chapters 2 and 4

Video: Interview with Omar Davies, Jamaica's Finance Minister.

Week 6: Development strategies in Grenada

Payne and Sutton: Chapter 3

Video: Interview with Grenadian Prime Minister

Week 7: Eastern Caribbean: Open Dependency

Payne and Sutton: Chapter 5

Video: Interview with St Kitts Foreign Minister

Part 3—Globalization and Contemporary Caribbean Society

Week 8: Sovereignty, Foreign Relations and Globalization Part 1

Ramsaran: Chapters 3 and 4

Week 9: Small Size and Globalization

Ramsaran: Chapters 6&7

Week 10: Caribbean-North American Relations in the Global Era

Ramsaran: Chapters 10&11

Week 11: Regional Integration and Globalization Part 1

Ramsaran: Chapters 13 &14

Video: Interview with Sir Shridath Ramphal, Former Head of the Caribbean Regional Machinery (RNM)

Week 12: Regional Integration and Globalization Part 2

Video: Interview with Dr Carla Barnett, Former Deputy Secretary General of CARICOM

Week 13: Caribbean Trade in the Global Era—Structural Adjustment

Ramsaran: Chapter 18

Week 14: Caribbean Trade in the Global Era—After EU Preferences

Ramsaran: Chapters 19& 20

Week 15: Globalization and the Caribbean Financial Sector

Ramsaran: Chapter 21



Charting
Caribbean
Development



Anthony Payne and Paul Sutton

University Press of Florida

ISBN 0-8130-2092-1

Payne/Sutton

ISBN 0-8130-2092-1



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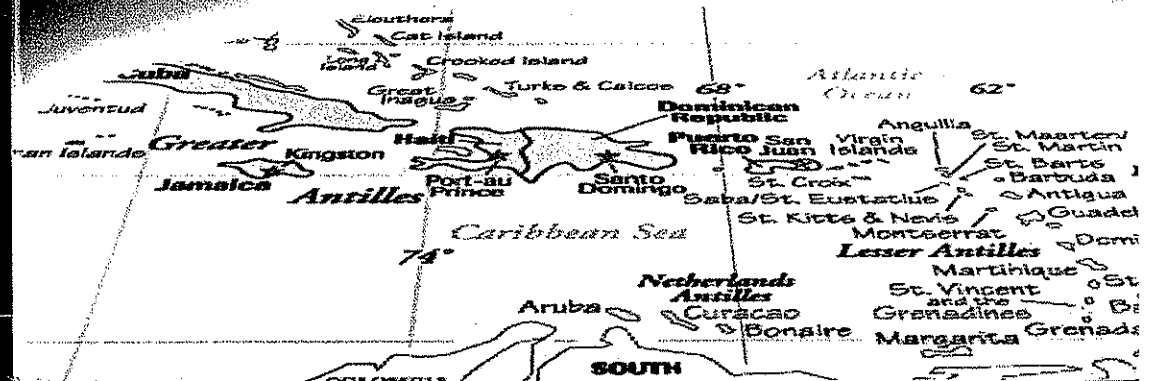
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CARIBBEAN SURVIVAL AND THE GLOBAL CHALLENGE

Edited by
RAMESH RAMSARAN



Caribbean Survival and the Global Challenge

The global system has become increasingly complex, and notwithstanding the end of the Cold War and the liberalising of the world economy, there are new threats and new problems that require carefully thought-out responses, rather than *ad hoc* solutions and approaches.

Caribbean Survival and the Global Challenge is such a collection of carefully thought-out responses by some of the region's leading voices on the broad range of implications created by globalisation for Caribbean states, and the development options emerging from the changes in the regional and international environment.

Contributors include: Kelvin Singh, Vaughan Lewis, Ralph Premdass, Anthony T. Bryan, Paul Sutton, Swinburne Lestrade, Natasha Ward, Anselm Francis, Ken Boodhoo, Sahadeo Basdeo, Norman Girvan, Andrés Serbin, Selwyn Ryan, Sidya Ould el Hadj, Anthony Gonzales, Meera Ramesar, Lucy Eugene, Ranjit Singh, Keith Nurse, Kusha Haraksingh, Winston Dookeran, Marion Williams, Ronald Ramkissoon and Keith Worrell.

Ramesh Ramsaran is Professor of International Economic Relations at The Institute of International Relations, University of the West Indies (UWI), St Augustine, Trinidad.

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