



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 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

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.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus: Course description, course part 5, 6, 7.
		<b>2.</b> Course must be <b>one or more</b> of following types (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> Contemporary non-English language courses that have a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> 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. <b>Most, i.e., more than half, of the material must be devoted to non-U.S.</b>	Syllabus: Course topics and course readings.

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Course Prefix	Number	Title	Designation
AFS	415	Black Political Thought	

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 of the U. S.	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.	Syllabus: Course description and course topics. Examples of text included.
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.	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.	Syllabus: course topics and reading schedule. Examples of text content included.

# **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**

Michael Dawson: Black Visions: The Roots of Contemporary African American Ideologies, The University of Chicago Press (2001)

Paget Henry: Caliban's Reason: Afro-Caribbean Philosophy, Rutledge (2000)

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 20<sup>th</sup> 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:**

Kwame Ture and Charles Hamilton: "Black Power: Its need and substance"  
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"



AFRICANA THOUGHT

THE WORLD OF BLACK PHILOSOPHY

# 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."

—Randall Collins, author of *The Sociology of Philosophies: A Global Theory of Intellectual Change*

"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.

Cover designed by Mark Abrams.

Engraving of Caliban from *The Columbian Magazine*, an eighteenth-century American literary publication. Courtesy of the New York Public Library Picture Collection.

Printed in the U.S.A.



29 West 35th Street  
New York, NY 10001  
www.routledge-ny.com  
11 New Fetter Lane  
London EC4P 4EE  
www.routledge.com

ISBN 0-415-92646-7



# Contents

Published in 2000 by  
Routledge  
29 West 35th Street  
New York, NY 10001

Published in Great Britain by  
Routledge  
11 New Fetter Lane  
London EC4P 4EE

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Printed in the United States of America on acid-free paper.

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## Library of Congress Cataloging-in-Publication Data

Henry, Paget.

Caliban's reason : introducing Afro-Caribbean philosophy / Paget Henry.

p. cm — (Africana thought)

Includes bibliographical references and index.

ISBN 0-415-92645-9 (hb) — ISBN 0-415-92646-7 (pbk.)

1. Philosophy, Black—West Indies. I. Title. II. Series.

BI028 .P34 2000

199:72908996—dc21

99-047426

Book design by Cynthia Dunne

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Published in 2000 by  
Routledge  
29 West 35th Street  
New York, NY 10001

Published in Great Britain by  
Routledge  
11 New Fetter Lane  
London EC4P 4EE

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Printed in the United States of America on acid-free paper.

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Library of Congress Cataloging-in-Publication Data  
Henry, Paget.

Caliban's reason : introducing Afro-Caribbean philosophy / Paget Henry.

p. cm — (Africana thought)

Includes bibliographical references and index.

ISBN 0-415-92645-9 (hbk) — ISBN 0-415-92646-7 (pbk.)

I. Philosophy, Black—West Indies. I. Title. II. Series.

B1028. P34 2000

19972908996—dc21

99-047426

Book design by Cynthia Dunne

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*Michael C. Dawson*

Michael C.  
Dawson  
BLACK VISIONS



# BLACK VISIONS

The Roots of Contemporary  
African-American Political Ideologies



"*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 effectively 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 GUINIER

"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

THE UNIVERSITY OF CHICAGO PRESS

ISBN 978-0-226-13861-5  
ISBN 0-226-13861-5



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