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 March 17, 2011

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFR 330 Survey of African American Politics 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Amanda Smith Phone: 5-3897
   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 ☐ CS ☐
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☐
   Natural Sciences—SQ ☐ SG ☐

   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? ___________________________

Chair/Director (Print or Type) ___________________________ Chair/Director (Signature) ___________________________

Date: 3/17/11

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
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.

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<td>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</td>
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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.
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<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>
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<td>1. History is a major focus of the course.</td>
<td>1. The course traces African American participation and critique in the American political process from the birth of the nation to the present. It shows the role of African Americans in the shaping of key moments in American political history such as the war of independence, the civil war and the civil rights era.</td>
<td>Page 1 of the syllabus includes specific language in the course description as well as outlined learning objectives which help demonstrate how this course meets this criteria. Both sections are highlighted and marked H1.</td>
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<td>2. The course examines and explains human development as a sequence of events.</td>
<td>The course traces the evolution of African American political behavior and culture from slavery through segregation to the present. It shows the distinct contribution of African Americans to the American political culture.</td>
<td>Page 1 of the syllabus includes specific language in the course description as well as outlined learning objectives which help demonstrate how this course meets this criteria. Both sections are highlighted and marked H2.</td>
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<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
<td>The course shows how American political institutions have been historically effected by the intervention of African American political behavior and movements. In particular is shows how the legislative, executive and judicial branches</td>
<td>Page 1 of the syllabus includes specific language in the course description as well as outlined learning objectives which help demonstrate how this course meets this criteria. Both sections are highlighted and marked H3.</td>
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<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
<td>of governments have both resisted and accommodated the African American intervention.</td>
<td>marked H3. The highlighted course topics and assigned course readings on page 4 help to demonstrate this criteria. Each section is marked H3.</td>
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<td>4. The course examines the contours of African American political thought and movements in the quest for empowerment and freedom.</td>
<td>Page 1 of the syllabus includes specific language in the course description which help demonstrate how this course meets this criteria. This section is highlighted and marked H4. Page 1 of the syllabus lists required readings that demonstrate this criteria and examples of text are provided. The highlighted course topic and assigned course readings on page 3 help to demonstrate this criteria. The section is marked H4.</td>
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Survey of African American Politics  
AFR 330  
Phone: (480) 965-1597  
Office: Cowden 224K  
Email: david.hinds@asu.edu

Course Description
This course is an in depth study of the dynamics of the African American political experience. It offers students an examination of the historical development of African American politics from the anti-slavery era through the Civil Rights breakthrough of the 1960's to the present. This includes an interrogation of the different approaches utilized in the quest for political empowerment, the issues faced by African Americans in the political arena, and the relationship between African American politics and the wider American political environment. The first part of the course examines the ideas and thoughts that have informed the African American political evolution while the second part looks at the experience in the political-electoral arena since the Civil Rights breakthrough of the 1960s.

Some of the topics covered in the first part include Pan-Africanism, Black Nationalism, Marxism, Black Power, Garveyism, Race and Class, Governance, Political Economy, Democracy, Feminism, and Civil Rights. In the process students will be exposed to the philosophies of major African American thinkers and political leaders such as Edward Blyden, Frederick Douglass, WEB Dubois, Booker T Washington, Marcus Garvey, Malcolm X, Martin Luther King Jr., CLR James, A Phillip Randolph, Huey Newton, Kwame Ture (Stokely Carmichael), Angela Davis.

Topics covered in the second part include the Black Electoral Politics, Black Leadership, Affirmative Action, Black Protest, and Blacks in Congress, the Executive Branch, the Economy and the Justice System.

Learning Objectives:
1) Student will be able to discuss the different approaches utilized in the quest for African American political empowerment.
2) Students will understand the historical development of African American politics from the anti-slavery era to the present political climate.
3) Students will be able to discuss organizations, leaderships and campaigns of the various political movements and analyze their strengths, weaknesses and successes.

Required Readings and other Materials

Books

Articles
In addition to the books, students will read a few articles from other authors. These will be posted online in the “Course Documents” section.

Videos
Students will look at several videos during the course of the semester to supplement the readings. These will be posted on the blackboard.

Course Requirements
Exams
Students will do two exams (one at mid-term and the other at the end of the semester), which will be a combination of essays and short answers. The first exam will cover work done in the first half of the semester and the second exam covers work done in the second half. The essay part of the exam will be a “take-home” while the short answers will be done in class. The exams are worth 30% of the final grade (15% each). There will be no make-up exam unless students provide a doctor’s proof of illness or satisfactory proof of an emergency.

Critique of Readings
Students will do a short (2-3 pages) summary and critique of the readings and videos for each week. Essays must summarize and critique the readings and videos by a) identifying the main argument(s) and/or theme(s); b) commenting on the readability of the text and whether the writer adequately documents his or her sources; c) saying whether you agree or disagree with points raised; d) whether you have acquired new information; and e) how the readings/video have enhanced your understanding of African American politics and society. Essays are due at the beginning of class on Thursdays. Absolutely no late essays! This part of the course accounts for 30% of the final grade (2% for each essay).

Online Discussion
Students will engage in online discussion on topical issues and debates pertaining to African Americans. The professor will introduce a topic and students will, at their leisure, debate the topic for three weeks 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.

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. The list of books and format for the review can be found in the “Course Information” section of the Blackboard. This assignment is worth 10% of the final grade and is due on November 10.

Collaborative Term Project
Students will do a Newsletter or a short Video or organize a symposium/panel discussion on a topic or theme related to the course. The Professor will divide the class into small groups at the beginning of the semester, and each group will be responsible for the production of its own Newsletter or Video. The topic or theme should be cleared with the Professor no later than the sixth week of the semester. Guidelines for this project will be discussed in class and placed on the Blackboard. This assignment, due by Week 14, is worth 20% of the final grade and is geared towards getting students to work together in applying the material they learned in class in a creative and practical manner.
Grading Scale
A: 90-100 %
B: 80-89 %
C: 70-79 %
D: 60-69 %
E: Below 60 %

ACADEMIC DISHONESTY!

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” as using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at:
http://provost.asu.edu/academicintegrity

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Schedule of Readings/Course Itinerary

Introduction to course
Week 1: Background and Context
McCartney: Chapter 1
Walton & Smith Chapters 1 & 2
No Essays

African American Political Thought
Week 2: Early Black Political Thought: Nationalism and Abolitionism
McCartney: Chapters 2&3

Week 3: Accommodationism and Garveyism
McCartney: Chapters 4&5
Video on Marcus Garvey

**Week 4: WEB Dubois**
Manning Marable “The Black Faith of WEB Dubois” (Article will be posted on the Blackboard)
Video on Dubois

**Week 5: Civil Rights and Black Power**
McCartney: Chapters 6&7
Video on the Civil Rights Movement

**Week 6: Kwame Ture**
Kwame Ture “Ready for the Revolution” (Article will be posted on the Blackboard)
Video on Kwame Ture

**Week 7: Black Marxism, Black Pluralism and Black Separatism**
McCartney: Chapters 8, 9& 10

**Week 8: Black Power in Perspective: Malcolm X**
McCartney: Chapter 11
Video on Malcolm X

**African American Political Behavior**

**Week 9: Political Culture and Political Socialization**
Walton& Smith: Chapters 3&4

**Week 10: Public Opinion and the Media**
Walton and Smith: Chapters 5&6

**African American Movements, Interest Groups and Electoral Politics**

**Week 11: Social Movements and Interest Groups**
Walton & Smith: Chapters 7&8

**Week 12: Parties and Elections**
Walton and Smith: Chapters 9&10

**African Americans and the Government Institutions**

**Week 13: Congress and the Presidency**
Walton and Smith: Chapters 11&12

**Week 14: The Courts and the Bureucracy**
Walton and Smith: Chapters 12&13
African Americans and Public Policy

Week 15: Domestic and Foreign Policy
Walton & Smith: Chapters 15&16

Summary of Course

Week 16: Summary and Conclusions
Open Discussion.
No Essays
In a systematic survey of the manifestations and meanings of Black Power in America, John T. McCartney analyzes the ideology of the Black Power Movement in the 1960s and places it in the context of both African-American and Western political thought. He demonstrates, through an exploration of historic antecedents, that the Black Power versus black mainstream competition of the sixties was not unique in American history. Tracing the evolution of black social and political movements from the eighteenth century to the present, the author focuses on the ideas and actions of the leaders of each major approach.

"John McCartney has written an important study of the history of Black Power ideologies and has provided an excellent framework that explains and situates these ideologies. This thoughtful, provocative, and well-argued work is clearly written and will make a contribution to black and American intellectual history." —Darlene Clark Hine, John A. Hannah Professor of History, Michigan State University

"Black Power Ideologies is a significant contribution to scholarship, for while there are hundreds of books on Black Power, this work takes the concept from the colonial era to the 1960s, and provides an accompanying political analysis to its historical development. McCartney's treatment of Black Power thought in the eighteenth century is at once illuminating and path-breaking; no author has as yet extended the concept of Black Power beyond the nineteenth century. This is must reading for those who wish to observe black abolitionists and colonizers in a new and fascinating perspective." —John C. Walter, Director, Afro-American Studies, University of Washington-Seattle

"Deeply enrich[es] American historiography and take[s its] place as a part of what can be called a renaissance of interest in the study of African-American history."

—In These Times

John T. McCartney is Assistant Professor of Government at Lafayette College in Easton, Pennsylvania.

Temple University Press
Philadelphia 19122
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American Politics and the African American Quest for Universal Freedom

HANES WALTON, JR. • ROBERT C. SMITH

This new text from nationally renowned scholars Hanes Walton, Jr., and Robert C. Smith provides readers with a dynamic, comprehensive examination of the African American experience in American politics. Looking at the standard American government topics from the African American perspective, the text uses the theme of "universal freedom" to demonstrate the profound influence African Americans have had on our political system. Case studies of current issues and vignettes profiling important personalities appear throughout the book, bringing the events and people that shape African American politics to life.

"This is quite a remarkable book. It has a fascinating theme and that theme is maintained in an impressive fashion throughout the book."

—Mary Lou Kendrigan, Lansing Community College

"Professors Walton and Smith should be congratulated for preparing such a comprehensive text in black politics."

—Lorn S. Foster, Pomona College

"This is definitely a unique approach to American politics. It is written in a lively style that keeps the reader engaged. The writing is concise and cogent."

—Wilbur C. Rich, Wellesley College

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LONGMAN

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