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 414 Black Political Movements 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
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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

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

- [ ] Yes
- [ ] No

**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.

  - [ ] Yes
  - [ ] No

- b. Contemporary non-English language courses that have a significant cultural component.

  - [ ] Yes
  - [ ] No

- c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

  - [ ] Yes
  - [ ] No

- 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.

  - [ ] Yes
  - [ ] No

Identify Documentation Submitted:

- Course Syllabus provided. Examples on page 1 with highlighted sections in the course description and learning objectives. Examples of text provided.
<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>The course looks at the Pan Africanist and Black Power movements in Africa, Brazil and the Caribbean to give students a global understanding of the global nature and reach of Black politics.</td>
<td>Page 1 of the syllabus includes specific language in the course description which helps demonstrate how this course meets this criteria. Both sections are highlighted and marked G1. Examples of text by Esedebe provided.</td>
</tr>
<tr>
<td>2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group.</td>
<td>This course aims to give the students an in-depth understanding of politics, governance, democracy and the political culture of the Caribbean, Brazil and Africa in particular as they relate to people of African descent.</td>
<td>Page 1 of the syllabus includes specific language in the course description which helps demonstrate how this course meets this criteria. Both sections are highlighted and marked G2a. Examples of text by Esedebe provided.</td>
</tr>
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</table>
African and African American Studies  
Black Political Movements  
AFR 414

Instructor: David Hinds  
Office: Wilson Hall 155  
Email: David.Hinds@asu.edu  
Class Time: M/W 3:30-4:45  
Phone: 965-1597  
Office Hours: T/Th 2:00-3:00  
Wed 2:00-3:15

Course Description
This course is an in-depth examination of the three defining 20th century political movements in Africa and the African Diaspora (USA, Europe, Latin America and the Caribbean)—the Pan Africanist, the Civil Rights and the Black Power movements. A primary course objective is to synthesizes a comprehensive understanding of Black/African politics and society from a diasporan perspective. The course material will critically examine the organizations, leaderships and campaigns of the movements and analyze their strengths, weaknesses and successes. It also provides a comparative examination of the movements in both their local and global contexts. The objective is to give the students a comprehensive understanding of African Diasporan politics and society from a global perspective and in the process expose them to concepts such as race, ethnicity, nationalism, civil rights and political power.

Learning Objectives:
1) Student will be able to discuss the nature of the three defining 20th century political movements in Africa and the African Diaspora
2) Students will be able to synthesize a comprehensive understanding of Black/African politics and society from a diasporan perspective.
3) Students will be able to discuss organizations, leaderships and campaigns of the movements and analyze their strengths, weaknesses and successes
4) Students will be able to discuss African Diasporan politics and society from a global perspective

Required Readings and other Materials
Books
Olisanwuche Esedebe, Pan Africanism: The Idea and Movement 1776-1991
Bruce Dierenfield, The Civil Rights Movement

Course Packet
Some readings for this course can be found in a small course packet, which is available at The Alternative Copy Shop—1004 S Mill Ave, Tempe. Ph 480) 829-7992

Blackboard
Other readings will be posted in the Course Documents Section of Blackboard

Video
Eyes on the Prize: Episodes 1-9
Course Requirements

Exams
Students will do three exams during the course of the semester—each exam covers work done in the preceding four weeks. The exams, which will take the form of short answers, are worth 75% of the final grade-- (25% each). **There will be no make-up exam unless students provide a doctor’s proof of illness or satisfactory proof of an emergency.**

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 25% of the final grade and is due on Week 13. The review should include the following:
- A brief summary
- Main points/arguments/themes
- How the book is linked to the course
- Points you agree/disagree with
- Readability of the text/documentation
- New Information
- Strength/Weaknesses
- Author’s knowledge of the 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. 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.

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](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 and Videos

Part 1—The Pan Africanist Movement

Week 1—Introduction and Definition
Esedebe Chapter 1

Week 2—Early Pan Africanism: Manchester to London
Esedebe Chapter 2

Week 3— Pan Africanism in Britain
Esedebe Chapter 3

Week 4— Pan Africanism: From Britain to Africa
Esedebe Chapters 4 & 5

Week 5— Pan Africanism in Africa
Esedebe Chapters 6 & 7

Part 2: The Civil Rights Movement in the USA

Week 6—From Brown to Little Rock
Dierenfield Chapters 1-4
Eyes on the Prize Episodes 1
Exam 1

Week 7— Montgomery to Birmingham
Eyes on the Prize Episodes 2 & 3
Dierenfield Chapters 5-8
Week 8-- March on Washington
Eyes on the Prize Episodes 4 & 5
Dierenfield Chapters 9-12

Week 9—Bloody Sunday
Eyes on the Prize Episodes 6
Exam 2

Part 3: The Black Power Movement

Week 10- Black Power in the USA Part 2
Fredrickson “Black Man You are on Your own”
Eyes on the Prize Episode 7

Week 11 Week 10- Black Power in the USA Part 2
Peniel Joseph “What we Gonna Start Saying now is Black Power”
Eyes on the Prize Episode 8

Week 12-- Black Power in the USA Part 3
Peniel Joseph “Storm Warnings”
Eyes on the Prize Episode 9

Week 13-- Black Power in the Caribbean Part 1
Ron Walters “Afro Caribbean Pan Africanism”
Book Review due

Week 14 Black Power in the Caribbean Part 2
Campbell “Rasta, Reggae and Cultural Resistance”

Week 15 –Black Power in South Africa
George Fredrickson “Black Man You are on Your own”

Week 16-- Black Power in Brazil
Ron Walters “Pan Africanism in Brazil”
Exam 3
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Declaration of the Assembly of Heads of State and Government of the Organization of African Unity on the Political and Socio-economic Situation in Africa and the Fundamental Changes Taking Place in the World 249

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Pan-Africanism: The Idea and Movement traces the development of Pan-Africanism, giving voice to the many people and institutions instrumental to its growth. The first edition of Pan-Africanism presented the beginnings of the Pan-African movement, manifested in activities throughout the diaspora, particularly in the United States and Europe. With the thrust of the movement shifted to Africa itself in the post-colonial period, this second edition makes available recent documents such as the OAU's 1990 declaration on the political and socioeconomic situation in Africa, and extends discussion of Pan-Africanism into the 1990s.

Esedebe carefully discusses the ideological and organizational developments within Africa such as the evolution of the OAU and power skirmishes within it; the emergence of front-line states organizations in the struggle for the liberation of southern Africa; the rise of regional organizations such as the Economic Community of West African States (ECOWAS), the Southern African Development Coordinating Conference (SADCC), and the Preferential Trade Area for Eastern, Central, and Southern African States (PTA) in the quest for economic development; and the current democracy movement sweeping the continent.

ABOUT THE AUTHOR

P. Olisanwuche Esedebe, a former Senior Fulbright Fellow, is associate professor of history at the University of Nigeria, Nsukka, and author of A Modern History of North America, 1607–1828 and numerous journal articles.

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The Civil Rights Movement

Bruce J. Dierenfield
The civil rights movement was arguably the most important reform in American history. This book recounts the extraordinary and often bloody story of how tens of thousands of blacks, ultimately blacks, and black liberals and radicals, together with white reformers, labored for years to get the movement on the ground. Central to the book is a detailed discussion of the actions of white reformers, black activists, and black leaders in America and thereafter. It provides a lively and accessible style that accompanied the text and chronicles a who's who of key figures and events in the civil rights movement.

This book is about the world of the civil rights movement and the personal stories of those who were there. It is a book about the people who made it happen, and the events that changed the course of history. It is a book about the struggle for justice, equality, and freedom. It is a book about the men and women who never gave up, who never gave in, who never gave up on their梦想.