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
   - Humanities, Fine Arts and Design—HU
   - Social and Behavioral Sciences—SB
   - Natural Sciences—SQ

   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 an unsection 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, 4/02, 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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Criteria</th>
<th>Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td></td>
<td>1. History is a major focus of the course.</td>
<td>Course Syllabus provided. Examples on page 1 with highlighted sections in the course description and learning outcomes. Examples of text provided</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>2. The course examines and explains human development as a sequence of events.</td>
<td>Course Syllabus provided. Examples on page 1 with highlighted sections in the course description and learning outcomes. Examples of text provided</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
<td>Course Syllabus provided. Examples on page 1 with highlighted sections in the course description and learning outcomes. Examples of text provided</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
<td>Course Syllabus provided. Examples on page 1 with highlighted sections in the course description and learning outcomes. Examples of text provided</td>
</tr>
</tbody>
</table>

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.
### Course Information

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
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<tbody>
<tr>
<td>AFR</td>
<td>414</td>
<td>Black Political Movements</td>
<td>Historical Awareness</td>
</tr>
</tbody>
</table>

### Criteria Details

<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. History is a major focus of the course.</td>
<td>This course is an examination of the historical evolution of black politics and the political action in the 20\textsuperscript{th} century in Africa, Brazil, the Caribbean and the US and how this shaped an understanding of political developments in the U.S. and other parts of the African Diaspora.</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. Examples of text provided</td>
</tr>
</tbody>
</table>

| 2. The course examines and explains human development as a sequence of events.                                                                 | This course looks at black political actions in the African Diaspora beginning with the Pan Africanist movements at the turn of the 20\textsuperscript{th} century through the civil rights movements and the black power movements at the end of the century. In the process it traces the evolution of what has come to be called black politics. | 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. Examples of text provided |

| 3. There is a disciplined, systematic examination of human institutions as they change over time. | This course looks at political institutions in the U.S., the Caribbean, Brazil and Africa to see how they have been transformed by black political protest and resistance in the | Page 1 of the syllabus includes specific language in the course description as well as outlined learning objectives which help demonstrate how this course |
4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

<table>
<thead>
<tr>
<th>20th century.</th>
<th>20th century.</th>
<th>meets this criteria. Both sections are highlighted and marked H3. Examples of text provided.</th>
</tr>
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<tbody>
<tr>
<td>The course examines how the Pan Africanist, Civil Rights and Black Power movements converged to influence the nature and evolution of politics in the United States, the Caribbean, Africa and Brazil in the 20th century and in the process helped to shape political discourse, public policy and constitutional change.</td>
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<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 H4. Examples of text provided.</td>
</tr>
</tbody>
</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 synthesize 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
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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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.

Eseube 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 Eseube, 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, 1807–1828 and numerous journal articles.
The Civil Rights Movement

Bruce J. Dierenfield
General Editors: Clive Emsley & Gordon Martel

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 ordinary blacks overcame long odds to dethrone segregation, to exercise the right to vote and to improve their economic standing. Their civil rights movement required unfathomable courage and persistent agitation, during which many activists sacrificed their homes, jobs, and lives.

Written in a lively and accessible style, the book:
- Provides a detailed discussion of the racism that accompanied slavery in America and thereafter consigned blacks to an inferior position.
- Addresses the actions of white racists, liberal reformers and radicals.
- Discusses local reformers who laboured for years to get the movement off the ground.
- Provides documents covering the most important aspects of the modern civil rights movement.
- Contains maps and photographs, as well as a Glossary, a Chronology, a Who’s Who of key figures, and a Bibliography.

Organized in a clear chronological fashion, the book shows how concerted black pressure in a variety of forms ultimately carried the day in realizing a more just society for African Americans. It will provide students of American history with an invaluable and comprehensive introduction to the civil rights movement.

BRUCE J. DIERENFIELD is Peter Canisius Distinguished Teaching Professor of American History at Canisius College in Buffalo, New York.

Cover: Martin Luther King Jr. at march on Washington, 1963 © Corbis.
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