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 420 Race, Ethnicity and 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 an interdepartmental course? □ Yes □ No □ Yes; Is it governed by a common syllabus? __________

Ama Contempes

Chair/Director

Date: 3/17/11

Chair/Director (Signature)

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.

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<td>2. Course must be one or more of following types (check all which may apply):</td>
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<td>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.</td>
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<td>b. Contemporary non-English language courses that have a significant cultural component.</td>
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<td>c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>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.</td>
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<td>Criteria (from checksheet)</td>
<td>How course meets spirit (contextualize specific examples in next column)</td>
<td>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</td>
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<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>This course looks at the implications of competition for political power between African descended peoples and other ethnic groups in Africa and the Caribbean.</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 G1.</td>
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<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 looks at political competition and conflict between African descended peoples and East Indians in the Caribbean, particularly Guyana and Trinidad, and between different ethnic/tribal groups in Africa. The objective is to give students an understanding of ethnic and racial relations in formerly colonized spaces in the Americas.</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 G2a.</td>
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African and African American Studies
Race Ethnicity and Politics in Africa, the US and the Caribbean
AFR 420

Instructor: David Hinds Class Time: T & Th 12:15-1:30 pm
Office: Wilson 155 Phone: 965-1597
Email: David.Hinds@asu.edu Office Hours: M 1:00-3:00 pm
TH 1:30-3:00 pm

Course Description
This is a reading and writing intensive course that employs critical thought to look at the competition for political power among different ethnic groups in Africa, the Caribbean and the USA and the implications for political stability, economic development, democratic governance, democratization, nationhood and the empowerment of African and African Diasporan populations.

Learning Objectives:
1) Student will learn the nature of politics in racially and ethnically segmented (plural) societies;
2) Students will understand the nature of relations between Blacks and other ethnic groups;
3) Students will be able to discuss the limitations of the Majoritarian/ Winner-Take-All model of democracy in furthering political stability and racial and ethnic peace in plural societies;
4) Students will be able to analyze problems of Black Nationalism and Black Empowerment in multi-racial societies;
5) Students will be able to compare alternative forms of democracy for plural societies

Required Readings and other Materials

Books


Ronald Walters: Freedom is not Enough, Rowman and Littlefield (2005)

Course Packet
Other readings for this course can be found in a small course packet, which is available at The Alternative Copy Shop—715 S Forest Ave, Tempe. Ph 480) 829-7992

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
E: Below 60 points

Academic Dishonesty
Students are required to know and adhere to the policy established by the university on plagiarism, academic honesty and academic integrity. This policy is available on ASU’s website: (http://provost.asu.edu/academicintegrity). Remember to cite your sources.

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

Part 1—Race, Ethnicity and Pluralism

Week 1—Introduction of Course and Defining Race, Ethnicity and Pluralism
Thomas Eriksen, Ethnicity, Race and Nation”
Arend Lijphart “Plural Societies and Democratic Regimes”

Week 2: Race Ethnicity and Conflict
Robert Milne, “Politics in Ethnically Bi-polar States: Introduction”

Part 2—Race, Ethnicity and Political Competition in the Caribbean

Week 3—David Hinds, “Ethno-racial Insecurity and the Shaping of Political Culture in Guyana”
Hinds, Part 1

Week 4—Hinds, Part 2
Week 5—Hinds, Part 3
Video on Guyana
Exam 1

Week 6 -- Ralph Prendas, “Ethnic Conflict in Trinidad and Tobago: Domination and Reconciliation”
Video on Trinidad

Part 3—Race, Ethnicity and Political Competition in Africa

Week 7: Berman et al Chapter 18

Week 8: Berman et al Chapters 10 & 11
Video on South Africa
Exam 2
Week 9: Berman et al Chapters 12 & 13
Video on Rwanda

Week 10: Berman et al Chapters 14&15

Part 4: Race Ethnicity and Politics in the USA

Week 11: Walters Chapter 1

Week 12: Walters Chapter 2
Video on Civil Rights
Exam 3

Week 13: Walters Chapter 3

Week 14: Walters Chapter 4
Video on Civil Rights
Book Review Due

Week 15: Walters Chapters 6&7

Week 16: Exam 4
Race and Political Discourse in Guyana
A conversation with African Guyanese in the presence and hearing of Indian Guyanese

David Hinds

"I want that as people, a people's identity, a people's dignity. Let's draw on this by a commitment, a commitment to yoke the yoke."

Towards self-emancipation

with an Introduction by Eusi Kwayana

Dear Editor,
I have come under some criticism recently for speaking out against their own government's policies, but I believe that we need to speak out, that we need to be heard, that we need to be understood. The people of Guyana have a right to speak out, to express their concerns, their frustrations, their anger. This is what I am doing here today, in this conversation with you."

Editor's note:

No government including that of the PNC has taken the issue of economic marginalisation, social and economic elite power. This is what I am referring to. This is what I am calling for. The problem is not that we do not have the right to speak out, it is about who speaks out, and who speaks with authority.

Eusi Kwayana
About the Author

Dr David Hinds, a native of Guyana, teaches African Diasporan Studies in the African and African American Studies Department at Arizona State University. He specializes in Race, Ethnicity and Governance; Black Political Thought; and Political Protest. Dr Hinds is active in the popular media—he is a regular contributor to the public political debates in the press in Guyana; does op ed pieces for several Caribbean Diasporan publications; co-hosts the most widely circulated Caribbean TV program in North America, CaribNation; and is a Political Analyst for the Caribbean Exchange radio program on WEEA, Morgan State University. Dr Hinds is also a political activist and member of Guyana's Working People's Alliance (WPA) party.
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The politics of identity and ethnicity are resurgent. Civil society, whose revival was much vaunted, was riven by communal tensions particularly of ethnicity and religion. The contributors address questions such as: Why is ethnicity a political problem? How is the problem manifested? Which institutional models offer ways of ameliorating the challenges that ethnicity poses to democratic nation-building?

The contributors build up discussion from the premise that ethnic pluralism is and will remain a fundamental characteristic of African modernity. For this reason historians and anthropologists have joined political scientists in the discussion about the ways in which democracy can develop in multi-cultural societies.

Bruce Berman is Professor of Political Studies, Queen’s University, Ontario; Dickson Eyoh is Associate Professor of Political Science and African Studies at the University of Toronto, and Will Kymlicka is Professor of Philosophy, Queen’s University, Ontario.
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