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
- 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) __________

Date: 3/17/11

Chair/Director (Signature) __________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
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<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<td></td>
<td></td>
<td>Course Syllabus provided. Examples on page 1 with highlighted sections in the course description and learning objectives. Examples of text provided.</td>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   -anthropology
   -economics
   -cultural geography
   -history
   -political science

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological, anthropological).
   OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

   Course Syllabus provided. Examples on page 1 with highlighted sections in the course description and learning objectives. Examples of text provided.
4. Course illustrates use of social and behavioral science perspectives and data.

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
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<td>AFR</td>
<td>420</td>
<td>Race, Ethnicity and Politics in Africa, the U.S. and the Caribbean</td>
<td>Social and Behavioral Sciences</td>
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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.

<table>
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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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<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>This course looks at how individuals construct political behavior within the context of race and ethnicity.</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 SB1. Examples of text provided.</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in political science.</td>
<td>This course examines the relationship between ethnic identity and the political behavior in 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 SB2. Examples of text provided.</td>
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<td>3b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
<td>This course looks at how race and ethnicity intersects with politics to determine political action in the areas of resource allocation and governance</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</td>
</tr>
<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>This course analyses electoral behavior, political protests and conflict to determine how they effect economic and political stability and development in ethnically divided societies.</td>
<td>Sections are highlighted and marked SB3. Examples of text provided. 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 SB4. Examples of text provided.</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; ~ s1 2
2) Students will understand the nature of relations between Blacks and other ethnic groups; ~ s1 1
3) Students will be able to discuss the limitations of the Majoritarian/ Winner-Take-All model of ~ s4 4
democracy in furthering political stability and racial and ethnic peace in plural societies; ~ s1 3b
4) Students will be able to analyze problems of Black Nationalism and Black Empowerment in multi-
racial societies; ~ s4 4
5) Students will be able to compare alternative forms of democracy for plural societies ~ s4 1, s1 3b

Required Readings and other Materials

Books

David Hinds: Race and Political Discourse in Guyana, Guyana-Caribbean Politics Publications (2004) ~ s1 1, s1 3b

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](http://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 Premdas, “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
Racism and Political Discourse in Guyana

A conversation with African-Guyanese in the presence of Indian Guyanese

Two African-Guyanese have commented on the presence of Indian Guyanese in the government's recent decisions. They argue that the Indian influence is too strong and that it is time for change.

David Hinds

Is the idea of a power-sharing society a utopian vision?

Where is the Indian David Hinds?

The PNC, which is the current government, has a majority of Indian Guyanese. This group has been in power for many years, and they argue that they have brought stability and progress to the country.

Hinds, who formerly held the post of Finance Minister, said that the Indian Guyanese are not fighting for anything and they are interested in running the country. He added that the PNC has been in power for many years and they have shown that they can deliver.

Hinds said, "They are not bringing anything to your government. We should deal with our communities and self-reliance: organise in little parts of the village. Talk about your problems and when we begin to talk in our firsts and daughters to give of their expertise. Make demands of them because they went to university on your backs. Begin to plan."

No government including that of the PNC has taken the issue of political marginalisation into account. This is what is happening in the country.

The problem is that it does not

with an introduction by

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.

ISBN 976-95147-1-3 (pbk)
Original Title: Race and Political Discourse in Guyana:
A Conversation with African Guyanese in the Presence and Hearing of Indian Guyanese.

Printed in the Co-operative Republic of Guyana
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ETHNICITY & DEMOCRACY IN AFRICA
Edited by Bruce Berman, Dickson Eyoh & Will Kymlicka

Jacqueline S. Solway . Toyin Falola . E.S. Atieno Odhiambo
Githu Muigai . A. Raufu Mustapha . Bogumil Jewsiewicki
Christina Murray . John Boye Ejibowah
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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Hinds, D.

Race, Ethnicity and Politics

FALL 2005

ARIZONA STATE UNIVERSITY

The Alternative Copy Shop
715 S. Forest Avenue Tempe, AZ 85281
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