

## GE Cluster Proposal

1. **What is the theme you propose for your group of courses? In what ways do you think this theme speaks to issues important to our freshman population?**

The theme for this cluster is contemporary human cultural and social diversity. We approach this theme by examining, in a 3-quarter sequence of courses, the ways that European colonialism and colonial encounters in Africa, Asia, and Latin America have affected the human experience and have shaped both the actual diversity of human conditions and the ways we perceive that variation. In the Fall quarter we look at the 500-plus year history of global exploration, conquest, trade, and exploitation inaugurated by European colonialism, starting with a tour of world cultures in 1400 A.D. In the Winter quarter we look more closely at the responses of colonialism, focusing particularly on indigenous forms of resistance to oppression. In the Spring quarter we look at post-coloniality, including issues of identity and personal freedoms. Throughout the year we direct students' attention to the ways that the experience of colonialism continues to shape ideas, opportunities, ideologies, and politics today. Students who take this course should come away with improved writing skills, enhanced research skills, a broader understanding of the ways that critical discourse regarding diversity is reshaping individual, social, and political agendas around the world, and with heightened sensitivity regarding the overt and covert ways in which arbitrarily constructed concepts of "normal" society perpetuate social inequity. These are critical issues to everyone, but in particular for the freshman population at California State University East Bay which is largely composed of students from an incredibly broad range of cultural backgrounds; learning about their own and others' histories and positions within American and global society is eye-opening and important as each student shapes his or her approach to the world.

2. **List the three courses (prefix, number, title, units)**

ES 1005	Viewing Diversity 4 units
MLL 1005	Viewing Diversity 4 units (a new course to be submitted Spring 2011)
PHIL 1005	Viewing Diversity 4 units (a new course to be submitted Spring 2011)

2. **Explain how the theme will be used to integrate course content in each course. (Describe the contribution of each discipline's perspective on the theme that will help create a coherent learning experience for the students.)**

Viewing Diversity is structured to integrate Ethnic Studies, Modern Languages & Literatures, and Philosophy throughout the academic year. The Ethnic Studies material provides commentary on the creation and representation of ideas of difference and on narratives of indigenous community. The Modern Languages and Literatures material provides a broad base of understanding of the interrelationship of the world community with specific emphasis on colonialism in the Francophone world and Latin America. The Philosophy material explores enduring human philosophical concerns and raises issues of ethics and truth in relation to the exercise of power in colonial encounters.

The course addresses the theme of diversity in the Fall Quarter by examining the experience of European and North American colonization (roughly 1500-1965) and its

effects on both ideas and material conditions in the “core” and “periphery.” In the Winter Quarter the course focuses on the diversity of forms of resistance to colonization and oppression. In the Spring the course looks at contemporary and future issues in diversity.

The class meets two days each week and professors teach all three quarters. On the first day of each week all three classes (ES 1005, MLL 1005, and PHIL 1005) meet together in a large lecture hall. All three professors are present. One of the three professors presents a lectures (approximately 45 minutes in length) on the topic of the day, for which he/she has chosen the assigned readings. A second professor is the designated respondent: he/she speaks for 15-20 minutes and offers commentary or augments the material in the lecture and readings. The third professor may speak but is not required to do so. If the third professor speaks they have 5 to 10 minutes for a brief response. The first professor is then allowed a moment to respond to commentary of the other two professors and he/she opens up the floor for questions and commentary from students. It is in this fashion that the three professors model disciplinary difference and reasonable academic discourse.

On the second session of the week, each class meets with the professor of the course the students is registered for in the “section” format. The class discusses the lecture and readings and occasionally other topics as well.

Students enroll in one of ES 1005, MLL 1005, or PHIL 1005 in the Fall quarter, and during that quarter the professor in charge of that course is their primary instructor. That professor grades the student for that quarter. Students then enroll in a different course during the Winter, and the remaining course in the Spring. For example, a student may enroll in ES 1005 for Fall, MLL 1005 for Winter, and PHIL 1005 for Spring. In this way, all 90 registered students will cycle through all three courses during the year, providing an enrollment of 30 in each section for each quarter.

**4. Explain how each course in the proposed learning community will support student learning of each of the lower division general education area learning outcomes and General Education requirements.**

Two essays 3-5 pages in length are required each quarter and students take a midterm and final examination. Students are also required to participate in oral argumentation in class for both the large lecture and section meetings. A portion of the grade is determined by oral presentation.

**4(a) Recognition of the application of disciplinary concepts: standard or basic theories and models, key disciplinary terms, and professional applications of disciplinary concepts;**

In the Ethnic Studies segment we examine theories of critical race studies and racial formation theory, cultural representation, queer of color theory, attendant theories of disidentification, and critical white studies. Critical Race Theory in particular helps our students understanding the legal basis of racially-based forms of exploitation while Racial Formation Theory assists with understanding the mechanics of the manipulation of race in order to create social policy. Students become familiar with basic terms and ideas such as the racial project, representation, disidentification, heteronormativity, and heteropatriarchy.

In the Philosophy segment we deal with enduring human concerns that undergird contestations for colonial power. We discuss the philosophical origins of race including the influence of Cartesian ocular metaphysics, and the influence of pseudo-scientific race thinking in the Enlightenment. We explore the ethical positions of cultural relativism as well as the ethical demands of violent v. nonviolent resistance to colonial exploitation.

In the Modern Languages and Literatures segment we explore the mechanics of the earliest colonial encounters in terms of language and discourse. For example, the discursive differentiation between capitalism and American Indian concepts of usufruct provide a compelling explanation for the exploitation of the treaty system. The Modern Languages and Literatures segment further provides the student with a more sophisticated understanding of colonized cultures including indigenous cultural expressions throughout the New World.

4(b) Recognition of the inquiry methods used by at least one of the social or behavioral science disciplines: key research issues, hypothesis and research question formulation, data, data analysis.

We frequently apply our theoretical and historical materials to real world contexts and ask that students apply the inquiries to the readings. For example, our historical studies of the role of gender in Algerian (1950s) or Central American (1980s) revolutionary practice and the transformation of women's roles during revolution can be re-located to insurgent practice in contemporary Iraq. Students become familiar with the forms of research by reading a wide range of academic articles in our three disciplines. In the lecture portion of the course, professors challenge each other to explain how they are approaching a particular topic: what data they have used, and how they have framed their inquiry and perspectives. Much of our data is historical, but given the three-discipline approach of our class our data are, properly speaking, linguistic, ethnographic, historical, scientific, and statistical. Students are exposed to data in various forms, from literature, artwork, photographs, monographs, government documents, documentary film, speeches, laws, personal accounts, etc. all of which are components of the economic, cultural and political infrastructure of the colonial project. Students are encouraged to compare the ways different scholars structure their examination of issues such as race, identity, or economic exploitation. We describe materialist theories, approaches inspired by the school of cultural studies, contrasts between statistical and ethnographic studies of societies, etc. Key issues include the role of race, gender, and sexual identity in the construction of and resistance to contemporary geopolitical social orders. Data are analyzed within specific theoretical constructs. For example, data on gender/sexual identity and revolutionary practice may be analyzed within Fanon's analyses of gender, sexuality, veiling, and revolutionary practice in the Algerian revolution.

4(c) Appreciation of human diversity and the diversity of human societies' influence on our understanding of human behavior, individually and in societies, both local and global. The entire class is dedicated to the study of human diversity. This is covered in large measure in our response to question 1.

4(d) Knowledge of the political, social, and/or economic institutions of a country other than the United States.

The material of the course includes information on the United States as well as a wide range of other nations and cultural groups. Some of the places, histories and cultures we look at in some depth are Latin America, Mexico, China, India, the Congo, Spanish and English colonization of North America, Japanese colonial expansion, and the French colonization of North Africa. We

look at contemporary political and economic formations and trace connections to historical experiences of colonization as well as other influences.

4 (e) Describe major positions and contrasting arguments made on one or more significant contemporary issues area confronting US society as applied to human behavior. The class models academic investigation and argument. Not only do the professors engage in friendly disputes, but the readings themselves offer diverse, and occasionally divergent perspectives on issues. Students are supported in their efforts to come to their own positions, given the range of information and stances they see in the class. Some of the issues we address are: 9/11 and terrorism, the Iraq war, the imprisonment of a large percentage of the ethnic male population, affirmative action, religious fundamentalism and democracy, and human sexuality as a personal and political issue.

**5. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses.**

Viewing Diversity has been taught for several years and has consistently been a valued example of a successful freshman cluster course. It began with courses offered by Anthropology, Ethnic Studies, and Communication. In 2009-10 Viewing Diversity was suspended in light of the unavailability of professors who had long served the cluster. The present proposal marks an attempt to revive the cluster with a new collaboration of Ethnic Studies, Philosophy, and Modern Languages and Literatures, all of whom have committed professors to the course. We are attaching syllabi/course outlines for the Viewing Diversity cluster for Fall and Spring Quarters as it had been taught up until 2009-10. Each course outline is for the quarter and covers all three courses. In other words, the reading is identical and shared across all three classes within any quarter. In each quarter, students are required to complete two short papers (3-5 pages in length) and two multiple-choice exams. The paper topics and exam questions are framed by all three professors together in each of the three quarters. The critical papers are exercises in developing argumentative writing, applying theory and historical data, making connections across disciplinary boundaries and historical contexts, and substantiating arguments. Exams assess the ability of students to comprehend and apply key disciplinary terms. We are also attaching examples of essay questions and examinations that have been assigned in previous quarters.

**Approved by Department Chairs:**

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Signature Department Date

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Signature Department Date

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Signature Department Date

**Approved by College Dean/Associate Dean**

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Signature Date

**Signatures of three faculty members:** Ideally, the person who will teach the courses will participate in the cluster planning. We acknowledge, however, the difficulties of staffing departments face and understand that the person who plans the new cluster may not be the person who teaches the cluster course. In these cases, we expect the faculty member who plans the cluster will provide a thorough orientation to the expectations and methods developed for the learning community to the actual instructor.

**We each agree, if selected, to meet on the following three days for an end-of-Spring or Summer Seminar on interdisciplinary curriculum and pedagogy and course integration**

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Signature Date

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Signature Date

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Signature Date

<b>VIEWING DIVERSITY</b> <b>Fall Syllabus</b>
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**COURSE DESCRIPTION**

Viewing Diversity is a full-year course (intended for first-year college students), focusing on the importance of contemporary human cultural diversity. We ground our inquiry into diversity by looking first, during the Fall Quarter, at the more-than-500-year history of exploration, conquest, trade, exploitation, and resistance inaugurated with European colonization of much the rest of the world. In subsequent quarters we will look more closely at how that experience of colonialism continues to shape ideas, opportunities, ideologies, and politics today.

The readings in this quarter include important literature at the heart of the global discourse regarding colonialism from the perspective of three academic disciplines: Anthropology, Communications, and Ethnic Studies. While there is significant overlap among these fields, this course will draw out some of the differences in disciplinary perspective as well. Similarly, the three professors articulate areas of agreement and disagreement about the history and impact of aspects of colonialism itself.

Students who take this course should come away with improved writing skills, enhanced research skills, a broader understanding of the ways that critical discourse regarding diversity is reshaping individual, social, and political agendas around the world, and with heightened sensitivity regarding the overt and covert ways in which arbitrarily constructed concepts of “normal” society perpetuate social inequity.

**REQUIRED TEXT:**

This reader is the required text for this course. In addition, any handouts distributed in class will be considered required readings. No other books are required.

(If you need a copy of this reader, it can be purchased at Copy Mat, 22470 Foothill Boulevard at the corner of A street, in downtown Hayward. Phone: 510- 886-4603.)

**EXPECTATIONS**

**Attendance:** Students are expected to attend every lecture and every section meeting. The materials for this course include the readings, films, and the lectures and discussions carried out during class meetings. If you are prevented from attending any class session (due to illness or some other emergency situation), we expect you to get notes from one or more fellow students. Keep in mind that borrowing notes is a poor substitute for attendance, and that ultimately you are responsible for any material you have missed. Professors will take attendance at occasional classes, and absences may result in a lower grade.

**Reading:** We assign a significant amount of challenging reading in this class. It is imperative that you keep up with the assigned reading and not fall behind. We expect that you will have completed the assigned reading before the Tuesday lecture in the week the reading is assigned, and that you are prepared to discuss the reading and to ask questions to learn more. All readings are required readings, unless specified as “recommended.” Recommended readings are offered for students interested in learning more, and are suggested if you are writing a paper on a topic related to that lecture.

**Short papers:** We assign two short papers during this quarter. Expectations for these essays will be clarified when the first paper is assigned.

**Examinations:** There will be two examinations: a midterm and a final exam. All material (lectures, discussions, films, and course readings) may be covered on the exam.

**Grades:** All papers, exams, and cumulative performance will be evaluated by the professor to whom you have been assigned this quarter. Each section has different grading criteria, and different styles of discussion. During the year, you will rotate through the various professors' sections and over time all students will be exposed to the grading approach and philosophy of each professor. Consult your specific instructor for his or her grading policy.

## **SCHEDULE OF READINGS, TOPICS AND ASSIGNMENTS**

Note: On Tuesdays, the entire class meets in the Lecture Hall. One professor will provide the principle lecture. A second professor will offer another perspective, and occasionally a critique, of the lecture and readings. The third professor may comment briefly as well, followed by a full-class discussion led by the lecturing professor. (These roles rotate among the three professors, as you will see, below.) On most Thursdays, the class breaks up into sections for more in-depth discussion covering the material of the previous class: you will meet with your section and section professor in the classroom to which you have been assigned. Occasionally, however, the class will meet together on Thursday for films or special events. We will announce these events ahead of time in the Tuesday lecture the previous week. The schedule of readings, below, lists the Tuesday dates only.

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### **September 24th      FIRST CLASS – Introductions and expectations**

No assigned readings. Begin reading for next week.

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### **September 29th      The World Before European Expansion**

*Required Readings:*

Kent G. Lightfoot. "Visions of Pre-Colonial Native California." In *Indians, Missionaries, and Merchants: The Legacy of Colonial Encounters on the California Frontiers*. Berkeley: University of California Press, 2005. Accessed via E-Books through the CSUEB library. Read online.

"The Mongolian Empire: The Yuan." Part of an online course on World Civilizations. At: <http://www.wsu.edu:8080/~dee/CHEMPIRE/CHEMPIRE.HTM>

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### **October 6th      Invasion, Conquest, and Mass Death**

*Required Readings:*

Russell Thornton, "Three Hundred Years of Decline: 1500-1800." In *American Indian Holocaust and Survival*, University of Oklahoma Press, Norman, 1987.

Bruce Vandervort, "Masters of the Water: The European Invaders." In *Wars of Imperial Conquest in Africa, 1830-1914*, Indiana University Press, Bloomington, 1998.

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**October 13th    The Philosophical Origins of Racism and Race Thinking**

*Required Readings:*

Cornel West , "Race and Modernity." In *The Cornel West Reader*, Basic Civitas Books, New York, 1999.

⇒ **FIRST PAPER ASSIGNED TUESDAY OCT 13<sup>TH</sup>**

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**October 20th                    The Economics of Empire**

*Required Readings:*

Sidney Mintz, "Production," from *Sweetness and Power: The Place of Sugar in Modern History*. Penguin, New York, 1986.

⇒ **FIRST PAPER DUE TUESDAY OCT 20<sup>TH</sup>**

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**October 27th                    Colonial Exploitation of Africa: The Belgian Congo**

*Required Readings:*

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (selections). Mariner Books/Houghton Mifflin, New York, 1998.

⇒ **MIDTERM EXAM THURSDAY NOV 2<sup>nd</sup> IN SECTION ROOMS**

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**November 3rd                    The United States and the Early Imperial Mentality**

*Required Readings:*

Lars Schoultz, "Beginning a new Era: The Imperial Mentality," "Establishing an Empire: Cuba and the War with Spain," and "Creating a Country, Building a Canal." In *Beneath the United States*, Harvard University Press, Cambridge, 1998.

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**November 10th                    Red and Brown and the Racialization of Savagery in the Americas**

*Required Readings:*

Ronald A. Takaki, *A Different Mirror: A History of Multicultural America* (selections). Little Brown and Co., New York, 1993.



Juan Gonzalez, *Harvest of Empire: A History of Latinos in America* (selections). Penguin Books NY 2000

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**November 17th                      China's Quest for Modernity**

*Required Readings:*

Robert L. Terrell, "Introduction," "The Origin and Development of China's Quest to Modernize," and "Jiangsu Province During the Early Colonial Era." In *The Jiangsu Miracle*, New World Press, Beijing, 2002.

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**November 24th                      Japanese Colonialism**

*Required Readings:*

Iris Chang, "The Path to Nanking" and "Six Weeks of Terror." In *The Rape of Nanking*. New York: Penguin Books, 1997, pp. 19-59.

⇒ **SECOND PAPER ASSIGNED TUESDAY NOV 24<sup>th</sup>**

⇒ **Note: No class Thanksgiving, November 26th.**

⇒ **SECOND PAPER DUE THURSDAY DECEMBER 3RD IN CLASS**

⇒ **FINAL EXAM TUESDAY DECEMBER 8<sup>th</sup>, 12 – 1:50**

**IN SECTION ROOMS**

## Viewing Diversity Schedule of Readings Spring Quarter

### Course Description

Viewing Diversity is a three-quarter freshman cluster course that investigates the role of 500 years of European colonialism on contemporary cultural diversity. In the Fall quarter we begin with the early histories of European colonialism in Africa, Asia, and the New World. In the Winter quarter we investigate the post-WWII histories of indigenous resistance to European colonialism. In the culminating Spring quarter we look at how the experience of colonialism continues to shape ideas, opportunities, ideologies, and politics today.

The readings include primary source material central to the contemporary global discourse of colonialism, neo-colonialism, and post-colonialism from the sometimes disparate perspectives of three academic disciplines: Anthropology, Communication, and Ethnic Studies. While there is significant overlap among these fields, the lectures and lively debates that foreground this course will elaborate key theoretical differences in disciplinary perspectives.

Students who take this course should expect to come away with improved skills in critical thinking, writing, oral argumentation, and research. Additionally, students should come away with a broader understanding of the ways that critical discourse regarding diversity is reshaping individual, social, and political agendas around the world, and a heightened sensitivity regarding the overt and covert ways in which arbitrarily constructed concepts of “normal” society perpetuate social inequity.

### Required Text

This reader is the required text for this course. In addition, any handouts distributed in class will be considered required readings. No other books are required. The reader can be purchased at CopyMat 22470 Foothill Blvd. at the corner of A St. in downtown Hayward. 510-886-4603\

### Expectations

Attendance: Students are expected to attend every lecture and every section meeting.

Reading: We assign a significant amount of challenging reading in this course. It is imperative that you keep up with the assigned reading. We expect that you will have completed the assigned reading before the Tuesday lecture in the week the reading is assigned and that you are prepared to discuss the reading and to ask questions to learn more. All readings are required readings.

Short Papers: We assign 2 short papers each quarter. Expectations will be clarified when the first paper is assigned.

Examinations: There will be a midterm and final examination. Both will be in a multiple-choice format and you will need to bring a brown scantron and a #2 pencil to class on the day of the exam. All material (lectures, discussions, films, readings, etc.) may be covered on the exams.

Grades: You will be evaluated by the professor to whom you have been assigned this quarter. During the year students rotate through each of the three professors who teamteach Viewing Diversity.

## Week One

### **Digital Dialectics: Race and Gender in Cyberspace**

#### Readings

Mitchell, William J. "Replacing Place" from *The Digital Dialectic: New Essays on New Media* ed. Peter Lunenfeld  
The MIT Press Cambridge, Massachusetts 1999

Joyce, Cynthia "Race Matters in Cyberspace, Too" *Salon Magazine* June 1997

Gaiter, Leonce "Is the Web Too Cool for Blacks?" *Salon Magazine* 1997

Kibby, Marj "Babes on the Web: Sex, Identity and the Home Page" from *Media International Australia* No. 84  
May 1997

## Week Two

### **Globalization of Labor**

#### Readings

Pink, Daniel H. "The New Face of the Silicon Age: How India Became the Capital of the Computing Revolution" *Wired* 12(02) 2002

Gills, Dong-Sook S. "Globalization of Production and Women in Asia" *Annals of the Academy of Political and Social Science*, v. 581 2002

## **Week Three**

### **Continuing and Persistent Problems**

#### Readings

Muwakkil, Salim "The End of Third World Solidarity?" from *In These Times* March 29, 2004

Lauren, Paul Gordon *Power and Prejudice* Westview Press, Boulder 1988

First Paper Assigned – Due Thursday of Week Four – April 22

## **Week Four**

### **Against Race: Beyond the Color Line in the New Millennium and Beyond**

#### Readings

Singh, Nikhil Pal "Toward an Effective Antiracism" from *Dispatches from the Ebony Tower: Intellectuals Confront the African American Experience* ed. Manning Marable Columbia University Press, New York 2000

Gilroy, Paul *Against Race: Imagining Political Culture Beyond the Color Line*  
Harvard University Press Cambridge, Massachusetts 2000

**Week Five**  
**Ethnic Identities – Portable and Mutable**

Readings

Asad, Talal “Multiculturalism and British Identity in the Wake of the Rushdie Affair” *Politics and Society* 18(4) 1990

Rushdie, Salman “Salman Rushdie: The Salon Interview: When Life Becomes a Bad Novel” *Salon Magazine* (<http://www.salon.com/06/features/interview.html>)

Somer, Murat “Cascades of Ethnic Polarization: Lessons from Yugoslavia” *Annals of the Academy of Political and Social Science* v.573 2001

\* Midterm Exam \* - Held Thursday, April 29

**Week Six**  
**Status and Stigma : The Cultural Territories of Race**

Readings

Hunt, Albert R. “A Courageous Profile” *The Wall Street Journal* May 8, 2003

Newman, Katherine S. and Catherine Ellis “There’s No Shame in My Game:’ Status and Stigma Among Harlem’s Working Poor” from *The Cultural Territories of Race* ed. Michele Lamont University of Chicago Press, London 1999

**Week Seven**  
**A Multicultural Millennium**

Readings

McKnight, Reginald “Confessions of a Wannabe Negro” from *Identity Matters: Rhetorics of Difference* ed. Lillian Bridwell-Bowles Prentice Hall, New Joersey, 1998

McBride, James “The Color of Water: A Black Man’s Tribute to His White Mother” from *Identity Matters: Rhetorics of Difference* ed. Lillian Bridwell-Bowles Prentice Hall, New Joersey, 1998

Njeri, Itabari “Sushi and Grits: Ethnic Identity and Conflict in a Newly Multicultural America” from *Identity Matters: Rhetorics of Difference* ed. Lillian Bridwell-Bowles Prentice Hall, New Jersey, 1998

Second Paper Assigned – Due Week Eight Thursday May 20

**Week Eight**  
**Critical White Studies**

Readings

“What We Believe” excerpt from *Race Traitor* from Delgado, Richard and Jean Stefancic eds. *Critical White Studies* Temple University Press, Philadelphia 1997

Kroeger, Brooke “When a Dissertation Makes a Difference” *The New York Times* March 20, 2004

Ansley, Frances Lee “A Civil Rights Agenda for the Year 2000: Confessions of an Identity Politician from *Critical White Studies* eds. Richard Delgado and Jean Stefancic, Temple University Press, Philadelphia 1997

**Week Nine**  
**Before 9-11's Clash of Civilizations: Edward Said and Samuel Huntington**

Readings

Said, Edward W. "Orientalism Reconsidered" *Race and Class* 27(2) 1985

Huntington, Samuel P. "The Clash of Civilizations" *Foreign Affairs* 72(3) 1993

**Week Ten**  
**Final Exam Review**

Final Exam to be held Tuesday June 8 from 12 noon to 1:50 p.m.

**Viewing Diversity**

Spring

Midterm Paper Questions

Please choose one of the following three questions/topics and write a 3 to 5 page critical, argumentative paper in response. Effective papers have a coherent thesis and solid supporting data drawn either from the readings, films, lectures, or credible outside sources. Internet sources are acceptable. All sources should be cited and a bibliography or works cited page should be provided at the end of your essay. Your paper should be written in 12-point type in a standard and legible font (e.g. Times New Roman, Garamond, etc.), double-spaced with 1- inch margins top/bottom/left/right. Papers are due in one week and should be submitted to the professor in charge of the section in which you are registered.

1. Paul Gilroy and Edward Said both write about "humanism." What are the similarities and differences between the way these two men use the word "humanism"? Do you think either form of "humanism" is a useful approach to the real world (local and global issues)? Why or why not?
2. Paul Gilroy discusses futurist thinking in popular art (novels, music, etc.) in order to highlight the yearning for a post-racial society in African American communities. His analysis contrasts a fascist and racially entrenched futurism in the Nation of Islam (Yakub and the creation of white people) with the post-racial planetary humanist funk of George Clinton and Parliament/Funkadelic ("One Nation Under A Groove"). Locate a popular cultural expression (novels, film, music, etc.) of planetary humanist futurism and another cultural expression of racially entrenched futurism and create an argument contrasting them. What interests are served by both futurist visions? Which futurist vision best serves your interests and yearnings for the future?
3. Samuel Huntington and John Bellamy present radically different perspectives of the process historically known as "The Grand Game." Which of the two possesses the most balanced and reasonable perspective? Why? Feel free to use other authors to support your opinion.

## **Viewing Diversity – Spring Quarter**

### **Midterm Paper Questions**

Please select one of the following three questions and craft a response that consists of a coherent thesis or argumentative statement well-supported by evidence from our readings this quarter or independent research from books, articles, and/or internet sources. At least one of the questions demands that you consider sources outside of the reader. Your essay response is to be no longer than 3-5 pages in length, double-spaced, composed in 12 point type, with no more than 1 inch margins. Your pages should be clearly numbered, your paper should be titled, and your name, the name of your section's professor, and the date of submission should be clearly typed in the upper right hand corner of the first page. You do not need to include a cover or title page. Please provide citations for all evidence used throughout the paper and include a Works Cited page as the final page of your paper. All papers are due next Tuesday, April 27 in the lecture hall without exception.

#### **Question 1**

To what extent might mainstream U.S. press coverage of the wars in Iraq and Afghanistan be unduly influenced by the racially oriented perspectives of the nation's white majority, and how might high profile support for those policies by highly noticeable colored members of the Bush administration be exerting negative influences on the manner in which people of color from the U.S. are viewed by their counterparts around the world?

#### **Question 2**

Although the world's economy has been interconnected for centuries (as you certainly know, having looked at colonialism), the last 30 years have seen increasing and accelerating trends toward global economic connections and globalized production. In this question, select one industry (for example, computer software development, telephone customer service, textile production, automobile manufacturing, data processing, etc.) and do a little research. (BE SURE TO CITE YOUR SOURCES OF INFORMATION, and do not depend only on the articles in your course reader.) Try to find out whether the US has lost jobs in that industry in recent decades. If so, where are the jobs going? How has this affected communities (or individuals) in the US? How has it affected the places around the world that are now doing that work?

#### **Question 3**

Marj Kibby writes, "It is possible that the information superhighway will lead us to a place where race, class, and gender may become irrelevant, but we are not there yet. The Web is not a new world, but an electronic reflection of the world we currently inhabit." Investigate a particular MUD website community and assess the limitations and/or promise for the web as a space for confronting racism, sexism, heterosexism, etc. Is the web a bold new frontier for antiracist activity or merely an extension of well-trodden colonized ground?

Viewing Diversity  
Winter Quarter  
Midterm Questions

1. Which of the following terms refers to the situation of oppressed groups in industrialized countries?
  - a) Neo-colonial
  - b) Post-colonial
  - c) Quasi-colonial
  - d) Internal colonies\*
  - e) Extra-colonial
2. The United Nations, the World Bank, and the Cold War all began around the same time. When was that?
  - a) at the end of the Korean war
  - b) at the end of the cold war
  - c) at the beginning of the second world war
  - d) at the end of the second world war\*
  - e) at the end of the depression
3. What was the significance of the Cold War to anti-colonial struggles?
  - a) The Soviet Union fought against the guerrillas
  - b) The United States and Western Europe fought against many liberation activists saying that they threatened democracy\*
  - c) Liberation fighters were all communists
  - d) The Soviet Union occupied Afghanistan saying that it was a threat to capitalism
  - e) none of the above
- 4) According to standard theories of economic development, which of the following is/are true?
  - a) traditional culture is static and unchanging
  - b) technology and money are the two engines for progress
  - c) traditional culture is an obstacle to progress
  - d) a and c but not b
  - e) a, b and c\*
- 5) Who is the Rational Economic Man discussed in the reading on development's intellectual heritage?
  - a) Professionals working to generate economic development in post-colonial countries
  - b) Chief executives of international corporations using low-cost labor to make products cheaply
  - c) A consumer who has access to information about his choices, and who weighs costs and benefits so that he can maximize his happiness, regardless of the happiness of others\*
  - d) Women who are closer to nature than men
  - e) None of the above
- 6) Which of the following is a critique of the idea of the Rational Economic Man?
  - a) People don't always make decisions that will make themselves happier directly
  - b) Women are not closer to nature than men
  - c) Information about choices is often unavailable
  - d) It's not rational to exploit cheap labor in foreign countries
  - e) a and b\*
- 7) According to Bodley in "Economic Globalization," the fact that local populations were self-sufficient and able to find satisfaction at low levels of consumption posed what kind of problem to economic development professionals?
  - a) Insufficient demand for consumer goods meant that there was little motivation to work for money \*
  - b) Local populations rejected modern medicine
  - c) Cash crops made farmers vulnerable to crop failure or falling world-market prices
  - d) People often were happy to subsist on a starvation diet
  - e) All of the above

- 8) The United States used the Peace Corps, Head Start, the Small Business Administration, and Santa Clause, among other institutions, to get the people in Micronesia to become American-style consumers.
- True \*
  - False
- 9) Fanon wrote that violent resistance to colonial rule is simply turning the violence that exists under colonial domination against the oppressors.
- True \*
  - False
- 10) Fanon believed that local intellectuals were as much to be struggled against as the colonizers themselves.
- True \*
  - False
- 11) In what ways is the “New Slavery” worse than traditional forms of slave ownership?
- Slaveowners used to think of the slave as a lifelong investment, whereas new slaveholders don’t care about the long-term health of the slaves\*
  - Slaveowners used to beat slaves with whips, whereas new slaveholders use electric torture equipment
  - Slaveowners used to seek slaves from other countries, whereas new slaveholders often take slaves from among the people in their own country.
  - Slaveowners used to be civilized people, whereas new slaveholders are uncivilized.
  - All of the above
12. Which is the most common form of slavery today?
- Chattel slavery (a person who is born, captured, or sold into permanent servitude)
  - Debt bondage (a person becomes a slave when he/she pledges him- or herself against a loan of money)
  - Contract slavery (a person is tricked into slavery when he/she signs a contract for work)
  - War slavery (a person is captured by a government or army and made a slave)
  - Ritual slavery (a person is enslaved to a priest or holy person to atone for sins of their family)
13. The high number of people in prison in the United States keeps the official unemployment rate down.
- True \*
  - False
14. How does Annette Fuentes, the author of the article “Discipline and Punish,” think George Bush’s No Child Left Behind Act of 2001 damages the educational opportunities of children?
- It outlaws guns in school so students who need to protect themselves cannot come to school
  - Students must compete for vouchers so they can go to private schools instead of public schools
  - Teachers and schools depend on good test scores, so they are more likely to try to get rid of students who don’t do well on standardized tests\*
  - Students in special education get more attention than other students, but not everyone can get into special ed
  - c and d
15. Which of the following crimes would result in a lifetime exclusion from eligibility for cash welfare payments for a woman’s family?
- If the woman was convicted of murder
  - If the woman was convicted of drug possession \*
  - If the woman was convicted of embezzling
  - If the woman was convicted of burglary
  - All of the above
16. Angela Davis’s article shows how U.S. prisons can be seen as a part of the New Slavery.
- True\*
  - False



17. Frantz Fanon writes, “In decolonization, there is therefore the need of a complete calling in question of the colonial situation. If we wish to describe it precisely, we might find it in the well-known words: “The last shall be first and the first last.” He comments further, “For if the last shall be first, this will only come to pass after a murderous and decisive struggle between the two protagonists.” In light of those statements, which one of the following scenarios might not constitute a complete project of decolonization in Fanon’s terms?

- a) when peasant guerrillas engage in successful military strikes against a colonial army
- b) when ordinary men, women, and children engage in successful terrorist attacks designed to compromise strategic targets and weaken the resources of the colonial government
- c) when peace marchers journey through the heart of a racist landscape and incur the wrath of angry citizens and police forces
- d) When a colonial government, faced with rising deficits and political troubles at home voluntarily abandons the colony, leaving behind systems of political and economic administration that maintain close ties and mutual interests with native elites\*
- e) When subversive urban intellectuals initiate unrest through an underground press and solicit funds for peasant guerrillas in the mountains

18. True or False. According to Frantz Fanon, is decolonization an inherently violent process?

- a) True\*
- b) false

19. According to Ché Guevara, the ideal revolutionary meets which of the following criteria:

- a) is between the ages of 25 and 35
- b) is a peasant
- c) is male
- d) is capable of enduring hardship and privation
- e) all of the above\*

20. According to Ché, what was the most favorable ground for a guerrilla fighting?

- a) urban landscapes and inner city neighborhoods
- b) by air with the use of stolen warplanes
- c) rural landscapes featuring low-lying plains and wide open spaces
- d) rural landscapes featuring mountains and dense vegetation\*
- e) there is no ground more favorable to the guerrilla fighter

21. Ché writes, “It is necessary to distinguish clearly between sabotage, a revolutionary and highly effective method of warfare, and terrorism, a measure that is generally ineffective and indiscriminate in its results, since it often makes victims of innocent people and destroys a large number of lives that would be valuable to the revolution.” In light of this statement, do you think that Ché would have considered the September 11 terrorist attacks acts of sabotage or of terrorism?

- a) sabotage\*
- b) terrorism\*

(this question could in fairness be answered either way and truly sparks debate)

22. What was one of Ché’s most important contributions to theories about guerrilla warfare?

- a) that a stand-alone guerrilla force could defeat a colonial army\*
- b) that the guerrilla fighter always required support from the outside
- c) that the guerrilla fighter had to be armed with the ideals of communism
- d) that women should be enlisted as guerrilla fighters
- e) that in the end, guerrilla forces could never be successful against a well-trained and well-paid colonial army

23. True or False. According to Ché, could a guerrilla force cultivate a revolutionary consciousness among people who previously may have lived in such overwhelming fear that they never truly considered revolting against their colonial oppressors?

- a) true\*
- b) false

24. What was Ché's concept of the "New Man?"
- it suggested that all men should remain fiercely anti-communist
  - that all men should foster a sense of community and brotherhood by donating time and energy to assist with public works projects\*
  - the "new man" actually referred to women involved in anti-colonial struggle
  - this concept embraced the notion that anti-colonial struggle could be achieved through peaceful negotiation
  - an aspect of Ché's esoteric spiritual meditations
25. True or False. The biographies of Fanon and Guevara in particular suggest that many revolutionaries were at one time members of a privileged elite class who arrived at new modes of theorizing the structure of our world.
- true\*
  - false
26. True or False. "The Battle of Algiers" suggests that women and children participated in the struggle of the Algerian people against colonialism in roles ranging from revolutionary, terrorist, to propagandist and courier.
- True\*
  - false
27. How does Angela Davis characterize the relationship between the prison industrial complex and racism?
- the prison system is race-neutral or race-blind
  - while the prison system appears to incarcerate ethnic minorities at a greater rate, it is simply a fact that ethnic minorities commit more crimes per capita than European American citizens
  - race is used to mobilize fears about crime which leads ultimately to the growth of the prison system\*
  - the harshness of prison life often prompts prisoners to develop racist perceptions
  - Davis emphatically argues that there is little relationship between racism and the American prison system
28. Current estimates from the Department of Justice suggest that some 6 million persons in the United States are either incarcerated, on parole or probation. America spends over 40 billion dollars annually on the prison system, a figure that rivals the defense budget. Which of the following conclusions does Angela Davis draw from the use of these statistics and others?
- the United States clearly does not spend enough on the prison system
  - greater spending on the prison system should reduce crime
  - spending on the criminal justice and prison system accounts for only a minor portion of federal and state deficits
  - the prison system is, in effect, an industry that generates tremendous profits for its corporate partners and is fully legitimated by politicians and generally accepted by a public under the sway of pervasive ideologies regarding crime\*
  - these numbers specifically address the Three Strikes legislation, which, once removed, will result in structural reforms of the prison system
29. Angela Davis cites a 278% increase in the number of African American women incarcerated in the United States by the mid-1990s. The majority of so-called crimes for which African American women are being incarcerated are ...
- crimes of passion
  - murder and manslaughter
  - drug possession\*
  - crimes involving cheating the welfare system
  - terrorism
30. Which of the following items and/or services are the "new workers" in American industry, the prison workers, NOT currently producing in prison, according to Angela Davis?
- dental apparatus
  - telephone messaging
  - income tax preparation\*
  - computer data entry
  - plastic parts fabrication

31. Whether or not you maintain doubts about the evidence or court procedures that sent Mumia Abu-Jamal to death row in Pennsylvania, his case illustrates one important point regarding the criminal justice system:
- a) criminal trials are generally fair
  - b) the criminal justice system often errs on the side of the defendant
  - c) the courts tend to be very lenient on defendants in alleged capital murder crimes
  - d) until the courts get tougher on crime, homicide rates will continue to rise
  - e) it is a system fraught with inherent bias that often prohibits access to a fair trial for ethnic minority defendants\*
32. In light of her article, how do you think Angela Davis would interpret the on-going murders of Black men and women at the hands of other Black men and women in Oakland?
- a) she would claim that there truly are no murders and most of the evidence is fabricated in order to imprison people
  - b) she would address racism, joblessness, the lack of educational opportunities, and hopelessness for African Americans and point to these as root causes for rising homicide rates in Oakland\*
  - c) she would claim that most of the murders are actually being committed by whites and blamed on Blacks
  - d) she would claim that Oakland is actually an example of the fact that Blacks do commit more crimes than whites in America
  - e) she would claim that there should be treatment facilities to address the needs of the criminally insane of Oakland
33. If Frantz Fanon and Ché Guevara were to return to our world, what facet of post-colonial existence might disturb them most in light of their ideas about decolonization, violence, and guerrilla tactics?
- a) that they are far less admired than peaceful protesters like Gandhi and the Rev. Dr. Martin Luther King, Jr.
  - b) that exploited peasant workers of the world have failed to rise up against their oppressors
  - c) that many formerly colonized nations that threw off their colonial oppressors after violent and bloody struggles, have now turned violence upon their own citizens\*
  - d) all of the above
  - e) both (b) and (c)
34. Dr. Martin Luther King, Jr., was the leader of the Student Nonviolent Coordinating Committee
- A) True
  - B) False\*
35. Che Guevara helped win the Haitian Revolution
- A) True
  - B) False\*
36. Kevin Bales charged in his article on “Disposable People” that the United States is one of the few nations in the world that does not have slaves
- A) True
  - B) False\*
37. Which of the following has had the most impact on the rise of “new slavery”?
- A) women's liberation
  - B) the arms race
  - C) colonialism
  - D) the population explosion\*
  - E) none of the above
38. Experts agree that there is only one valid route that nations can and should pursue in order to modernize
- A) True
  - B) False\*

39. The film "The Battle of Algiers" features the struggle between France and Viet Nam, which is a former French colony
- A) True
  - B) False\*
40. The economic process typically referred to as "globalization" contributes significantly to conditions responsible for the "new slavery" according to Kevin Bales
- A) True\*
  - B) False
41. President John F. Kennedy was one of the most important participants in the historic 1963 march on Washington, during which Dr. Martin Luther King, Jr. delivered his famous "I Have a Dream" speech
- A) True
  - B) False\*
42. Frantz Fanon's approach to revolutionary struggle was essentially the same as Dr. Martin Luther King, Jr.'s
- A) True
  - B) False\*
43. According to Kevin Bales, "modernization" is one of the most important factors contributing to conditions that are pushing poor people around the world into the ranks of the "new slaves"
- A) True\*
  - B) False
44. Which of the following persons owned the shotgun used in a courtroom shootout that left several people dead, including a Marin County judge
- A) Joan Baez
  - B) Patty Hearst
  - C) Coretta Scott King
  - D) Angela Davis\*
  - E) none of the above
45. They played an extremely important role in the Algerian Revolution
- A) women
  - B) terrorists
  - C) children
  - D) all of the above\*
  - E) none of the above
46. He was one of the leaders of the Cuban Revolution
- A) Osama bin Laden
  - B) Che Guevara\*
  - C) Mullah Omar
  - D) Martin Luther King
  - E) none of the above
47. They played an important role in the struggle Dr. Martin Luther King, Jr., led to desegregate public accommodations in Birmingham, Alabama
- A) children\*
  - B) terrorists
  - C) anarchists
  - D) none of the above
  - E) all of the above

48. Nonviolence was one of the most important tools used to produce the success experienced by those who fought for the Algerian Revolution

- A) True
- B) False\*

49. The Cuban Revolution was fought in accordance with classic theories of urban warfare

- A) True
- B) False\*

50. Kevin Bales alleges that modern slaveholders do not own their slaves

- A) True\*
- B) False