

AFRICANA STUDIES (Div II)

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- Rashida K. Braggs, Associate Professor of Africana Studies and Faculty Affiliate in Comparative Literature
- VaNatta S. Ford, Assistant Professor of Africana Studies
- Allison Guess, Assistant Professor of Africana Studies
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Rhon S. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Religion
- AnneMarie McClain, Visiting Assistant Professor of Education and Africana Studies
- Christopher O. Ndubuizu, Mellon Postdoctoral Fellow in Africana Studies
- Keston K. Perry, Assistant Professor of Africana Studies
- Neil Roberts, Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Africana Studies, Religion, Political Science

GENERAL DEPARTMENT DESCRIPTION

Africana Studies is an interdisciplinary field of study that emerged from the freedom movements of the 1960s. At its core, Africana Studies seeks to expand knowledge of Black experiences in the broadest sense. It also intervenes in discourses that omit Black experiences or seek to ignore, suppress, and de-center the long history of global, anti-Black oppression. Our introductory course is open to non-majors including first-year students, who are especially encouraged to enroll. Our elective courses are open to students who meet the requirements or prerequisites specified in the course description. The senior level seminar may be open to nonmajors with permission of the instructor.

The Africana Studies Department builds knowledge about communities throughout the African Diaspora by way of interdisciplinary analyses of Black experience—which may take the form of cultural expressions in theater, literature, music, and religion; political strivings and imaginations; displacement and annihilation under environmental distress; and representations in, and creations of, new technologies. Several learning objectives unify our teaching in Africana Studies:

to introduce students to the content and contours of Africana Studies as a long-standing and vibrant field of knowledge;

to disrupt the peripheral placement of peoples of African descent in traditional disciplines by using interdisciplinary methods to center their histories, experiences, and perspectives;

to illuminate the vast range, power, and influence of Black cultural productions;

to parse out the deep roots of grassroots activism that dismantles innumerable manifestations of anti-Black racism both within and beyond communities of African descent;

to understand rich intersections of race, gender, class, and sexuality, both historically and in contemporary societies.

THE CONCENTRATION IN AFRICANA STUDIES

*****NOTE: only eligible for students who matriculated prior to fall 2023**

Candidates for a concentration in Africana Studies must complete at least five courses listed as Africana courses [note: many Africana courses are cross-listed with departmental offerings; all these are considered Africana Studies courses and can be used to count both for the concentration and for the departmental major of which they are a part]. Two of these five courses are required courses that every concentrator takes. They are the introductory course, AFR 200, normally taken in the first and second years, but open to all students; and an Africana capstone Senior seminar, normally taken in the senior year, but also open to others at the Professor's discretion. Additional courses may be taken either with faculty in Africana Studies or with faculty and visiting professors affiliated with the department. However, at least one of these three additional courses must be listed as a "Core Elective;" all "Core Electives" are designated below. We also encourage students to take at least one course in an academic unit other than Africana Studies and consider an experiential learning winter study session. Concentrators are expected to meet with the Chair and/or an Africana Studies faculty member to plan their concentration.

REQUIREMENTS

Africana Studies courses required for the concentration:

AFR 200 Introduction to Africana Studies

and one of the following two AFR 400-level Senior Seminar capstone courses (not all 400-level courses meet the requirement for the concentration):

AFR 440(F) CAPSTONE: Performing Blackness

AFR 405(S) CAPSTONE: Africana Studies and the Disciplines

One core elective: Listed as “Core Elective” below

[AFR 110 / WGSS 111\(F\) SEM Television, Social Media, and Black Women 'Unscripted'](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 128 / COMP 129 / MUS 179 TUT James Baldwin's Song](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 132 / AMST 132 / PSCI 171 SEM Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 133 / COMP 133 / ECON 133 / GBST 133 SEM Plantation and the Plot: the Poetics of Caribbean Economic Thought and Struggle](#)

Taught by: [Keston Perry](#)

[Catalog details](#)

[AFR 135 / AMST 135\(F\) SEM Queen Sugar and Black Study](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Keston Perry](#), [VaNatta Ford](#)

[Catalog details](#)

[AFR 202 / WGSS 206 / COMP 236 TUT Narrating Color: Black Women Sing and rite About Complexion](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 205 / WGSS 207\(F\) TUT She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 208 / AMST 208 / REL 262 TUT Time and Blackness](#)

Taught by: TBA

[Catalog details](#)

[AFR 211 / AMST 211 / ENVI 211 / SOC 211 LEC Race, Environment, and the Body](#)

Taught by: TBA

[Catalog details](#)

[AFR 213 / STS 213 / WGSS 213 TUT Race, Gender, and the Alien Body: Octavia Butler's Science Fiction](#)

Taught by: TBA

[Catalog details](#)

[AFR 216 / AMST 212 / COMP 212 / DANC 217 SEM Moving While Black](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 221 / REL 263\(S\) SEM Giving God a Backbeat: Rap Music, Religion & Spirituality](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 233 / ENVI 204 / GBST 233\(F\) LEC Colonialism, Capitalism and Climate Crisis](#)

Taught by: [Keston Perry](#)

[Catalog details](#)

[AFR 302 SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA

[Catalog details](#)

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319\(F\) SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 320 / AMST 320 / WGSS 320 SEM Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture](#)

Taught by: TBA

[Catalog details](#)

[AFR 321 SEM Trending Black: Race & Social Media in the 21st Century](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356 SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 358 / PSYC 377 SEM Mapping Anti-Bias Education](#)

Taught by: [AnneMarie McClain](#)

[Catalog details](#)

[AFR 384 / PSYC 363 SEM Media, Race, and U.S. Black Families](#)

Taught by: [AnneMarie McClain](#)

[Catalog details](#)

[AFR 395 / ENVI 395 / GBST 395 / WGSS 395 SEM Black Reparations Within/Beyond Borders](#)

Taught by: [Keston Perry](#)

[Catalog details](#)

[AFR 405\(S\) SEM CAPSTONE: Africana Studies and the Disciplines](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[AFR 440\(F\) SEM CAPSTONE: Performing Blackness](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 450 / PSCI 372 SEM CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 460 SEM Capstone: Documenting Black](#)

Taught by: TBA

[Catalog details](#)

[AFR 497\(F\) IND Independent Study: Africana Studies](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[AFR 498\(S\) IND Independent Study: Africana Studies](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[HIST 104 / AFR 104 / GBST 104 SEM Race and a Global War: Africa during World War II](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[HIST 205 / AFR 203 LEC The Making of Modern Africa](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[HIST 305 / AFR 304 / GBST 305 SEM A History of Health and Healing in Africa](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[INTR 320 / AMST 308 / LEAD 319 / PSCI 376 SEM The Impact of Black Panther Party Intellectuals on Political Theory](#)

Taught by: [Joy James](#)

[Catalog details](#)

[PSCI 361 / AFR 364\(S\) SEM Black Political Thought](#)

Taught by: [Da'Von Boyd](#)

[Catalog details](#)

[RLFR 229 Black Outside the U.S.](#)

Taught by: TBA

[Catalog details](#)

Two additional electives (a total of three required for the concentration):

Most electives are included below as Electives. However, students should check with the department chair to see if other courses not listed here might count as electives toward the concentration.

THE MAJOR IN AFRICANA STUDIES

The major in Africana Studies is designed to accommodate breadth and depth of study. The breadth of one's journey is achieved by way of a shared general study through three "routes" that every major travels through—1) theories, methods, and poetics; 2) culture, performance, and popular technologies; and 3) Black landscapes. The depth of one's journey is accomplished by way of self-initiated learning within or among any of the routes. Candidates for a major in Africana Studies must complete a minimum of nine course as outlined below:

(1) Core Courses. Majors are expected to take a preferred sequence of **three (3) courses**:

- a. AFR 200: Introduction to Africana Studies, usually taken no later than the fall of the sophomore year;
- b. One 300-level seminar or tutorial designated as a "Core Elective," usually taken during the junior year;
- c. One 400-level seminar designated as the "Capstone" and usually taken during the senior year.

(2) Electives: Majors are expected to take **six (6) additional electives** to support their grounding in Africana Studies.

a. Three (3) of the six electives must be “Core Electives” and must be equally distributed among the three routes so that all majors will take a minimum of one course in each area. No more than two of these three Core Electives can be at the same course level.

b. The remaining three electives can be “Core Electives” and/or “Electives” in any combination, ideally driven by the student’s area(s) of interest.

The three routes are as follows:

1. **Theories, Methods, and Poetics:** courses within this route will engage theoretical and philosophical concerns within the field, the methodologies that inform our understanding of Africana experiences, and the discourses that have shaped them. Core Elective Courses include:

[AFR 145 / STS 145\(S\) SEM Black Mathematics: The Power of Revolutionary Numbers](#)

Taught by: [Keston Perry](#)

[Catalog details](#)

[AFR 205 / WGSS 207\(F\) TUT She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 405\(S\) SEM CAPSTONE: Africana Studies and the Disciplines](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(F\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[HIST 305 / AFR 304 / GBST 305 SEM A History of Health and Healing in Africa](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[PSCI 361 / AFR 364\(S\) SEM Black Political Thought](#)

Taught by: [Da'Von Boyd](#)

[Catalog details](#)

2. **Culture, Performance, and Popular Technologies:** courses within this route explore music, the arts, and performance, and many will examine future directions of the field and the technologies that inform those directions. Core Elective Courses include:

[AFR 110 / WGSS 111\(F\) SEM Television, Social Media, and Black Women 'Unscripted'](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 135 / AMST 135\(F\) SEM Queen Sugar and Black Study](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[AFR 221 / REL 263\(S\) SEM Giving God a Backbeat: Rap Music, Religion & Spirituality](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 302 SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA

[Catalog details](#)

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319\(F\) SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AMST 222 / MUS 217 / ENGL 221 / AFR 222\(F\) SEM Hip Hop Culture](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[DANC 111 / AFR 111\(F\) SEM Afro-Modern Dance I: Theory & Practice \(Dunham Technique\)](#)

Taught by: [Saroya Corbett](#)

[Catalog details](#)

[DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[DANC 211 / AFR 219\(S\) SEM Afro-Modern Dance II: Theory & Practice \(Dunham Technique\)](#)

Taught by: [Saroya Corbett](#)

[Catalog details](#)

[DANC 220 / AFR 245\(S\) SEM Dancing with the Hips, Butt, and Pelvis: Dangerous Bodies and Community Traditions](#)

Taught by: [Saroya Corbett](#)
[Catalog details](#)

3. **Black Landscapes:** these courses critically examine the ways that race, belief, identity, subjectivity, power, and/or embodiment are informed by conceptualizations of space, geography, literature, and/or/ history. Core Elective Courses include:

[AFR 233 / ENVI 204 / GBST 233\(F\) LEC Colonialism, Capitalism and Climate Crisis](#)

Taught by: [Keston Perry](#)
[Catalog details](#)

[AFR 234 / AMST 234 / ENVI 247 / HIST 274 STU Race, Land and Settler \(Racial\) Capitalism: Ongoing Topics in \(Dis\)/\(Re\)possession](#)

Taught by: [Allison Guess](#)
[Catalog details](#)

[AFR 235 / AMST 235 / GBST 235 / ENVI 253 / HIST 275 SEM Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies](#)

Taught by: [Allison Guess](#)
[Catalog details](#)

[AFR 345 / GBST 346\(S\) SEM Dark Debts: Race, Money and Finance in the Modern World Economy](#)

Taught by: [Keston Perry](#)
[Catalog details](#)

[AFR 440\(F\) SEM CAPSTONE: Performing Blackness](#)

Taught by: [Rashida Braggs](#)
[Catalog details](#)

[AMST 412 / AFR 394 / STS 412\(S\) SEM Cold War Archaeology](#)

Taught by: [Brian Murphy](#)
[Catalog details](#)

[ENVI 231 / AFR 231 / STS 231\(S\) SEM Africa and the Anthropocene](#)

Taught by: [Brittany Meché](#)
[Catalog details](#)

ADVISING

All majors will be assigned a faculty advisor, typically the department chair. Majors must meet with their advisor during the first week of classes during the fall semester and at the time of the spring semester registration period in order to plan their journey through the major. Concentrators are expected to meet with the chair and/or an Africana Studies faculty member to plan their concentration. Students are encouraged to talk at any time with the department chair or other Africana Studies faculty about the major/concentration.

THE DEGREE WITH HONORS IN AFRICANA STUDIES

The Honors trajectory is reserved for students who wish to conduct advanced research and study. A student wishing to earn honors must complete an "Honors Dossier" during the Winter Study term and Spring semester of their Senior Year. This Dossier is comprised of three linked essays. Students may begin the project with two essays written for Africana Studies courses and, under their advisor's guidance complete additional research, incorporate instructor feedback, and substantially re-write and expand these two papers. The third essay must be a new work, written specifically for the Honors project. Students must also write a substantive introduction that explains the theme (theoretical, geographic, chronological etc.) that connects the three essays. The introduction should address the significance of the theme to the interdisciplinary study of the peoples and cultures of the African diaspora. It should also explain the logic of the three papers and how they work together. Dossiers will be due in mid-April (after Spring Break). Under some circumstances, a student may want to include a record of a performance or piece of visual art in the Dossier. In this case, a written analysis and explanation should accompany that piece. The total Honors Dossier should consist of no less than 45 pages of written work.

Students should submit a proposal for an Honors Dossier in the fall semester of their Senior year, no later than mid-October. They may draw on papers written in Africana courses during any semester including the fall semester of their Senior Year. Students may petition to include a paper written for a course outside of the Africana curriculum. Africana faculty will meet late in the fall semester to approve or decline Honors Dossier proposals. Students whose proposals are approved will be assigned an advisor and should register for W31-AFR 494 in the winter study/spring of the Senior Year.

At the Honors presentation night in the spring, each Honors student will prepare and give an oral defense of their dossier. During the defense, students will present the key points their overarching project and field questions from select faculty and student critics, all of whom will have read the dossier.

Study Away from Williams

We encourage students to pursue cross-cultural comparative studies. A major/concentration in Africana Studies can be combined with study away

from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for college credit may also count toward the major/concentration if their subject matter is explicitly connected to Africana culture. Students planning to be away in the junior year should ideally have taken AFR 200: Introduction to Africana Studies before they leave. Students should consult as early as possible with the chair or their advisor about their plans for fulfilling the requirements of the major.

Electives

AFR 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)

Cross-listings: HIST 104 GBST 104 AFR 104

Secondary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 104(D2) GBST 104(D2) AFR 104(D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Not offered current academic year

AFR 110 (F) Television, Social Media, and Black Women 'Unscripted'

Cross-listings: AFR 110 WGSS 111

Primary Cross-listing

Nene Leaks, Issa Rae, Zendaya, Oprah Winfrey, Lavern Cox and Joy Reid have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and

shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Requirements/Evaluation: class participation, podcast, vlogs, 10-page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: First year Students

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 110(D2) WGSS 111(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies FMST Core Courses

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am VaNatta S. Ford

AFR 111 (F) Afro-Modern Dance I: Theory & Practice (Dunham Technique)

Cross-listings: AFR 111 DANC 111

Secondary Cross-listing

Modern African diasporic dance creates a conversation between the past and the present; it brings forth memories of the African "homeland" and of the dispersal of African bodies around the world, while simultaneously engaging the current joys, pains, challenges, and cultural growth of Black people. Through movement and rhythm, dancers experience the embodied knowledge of previous generations, while connecting to contemporary cultural, political, and economic realities. Katherine Dunham devoted her life to exploring and exposing the multiple layers and complexities of the African diasporic experience through her ethnographic dance choreographies, her dance technique, her schools, her music, and her writing. Dunham's work as a dance anthropologist, artist, educator, and humanitarian is manifested in Dunham Technique; the technique is a fusion of African diasporic dance, ballet and modern dance, and functions as an embodied medium for cultural communication. The technique is considered "a way of life" as it uses theory and philosophy to engage participants in a holistic experience that is not only physical, but also intellectual, emotional, and spiritual. Through this combination of physicality, history, theory, and philosophy, Dunham Technique is a tool to understand one's inner self and place oneself within a historical and cultural framework. In this course, students will explore the history, theory, and philosophies of Dunham Technique and Katherine Dunham, while actively participating with the technique's movement concepts and vocabulary. Students will engage in the fundamentals of a Dunham Technique movement class through center floor work, barre exercises, progressions, and choreography. The course will combine the studio experience of the physical technique with lectures and discussions. Students will learn about the three theories of Dunham Technique (Form and Function, Intercultural Communication, and Socialization through the Arts) and its three philosophies (Self-Examination, Detachment, and Discrimination) while also learning the history and historical context of the technique and its creator.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: physical dance training and lecture/discussion.

Requirements/Evaluation: Students will be evaluated on the completion of journals, the quality of the final movement assignment, the completion of weekly reading assignments, and their participation during class activities/discussions.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance and Dunham Technique.

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 111(D2) DANC 111(D1)

Attributes: AFR Culture, Performance, and Popular Technologies

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Saroya Y. Corbett

AFR 113 (F) Musics of Africa

Cross-listings: AFR 113 MUS 120

Secondary Cross-listing

This course introduces musical traditions spanning the geographical breadth of continental Africa. We will prioritize hands-on experience and musical practice, critical listening, and deep social and political contextualization as strategies of musical engagement. Following an introductory exploration of overarching aesthetic and social trends in African musical practice, the course will then focus on 3-4 geographically rooted case studies, allowing us to discuss how different musical practices and subcultures (featuring traditional, contemporary, and popular forms) interrelate in a musical soundscape. The geographical focus of the case studies may vary but previous case studies have included: Ghana, Zimbabwe, Ethiopia, Egypt, Mali and the Democratic Republic of Congo.

Class Format: discussion

Requirements/Evaluation: grade based on attendance and participation, one synthesizing assignment at the end of each unit (for instance a 5-7 pg. paper, a podcast or performance-oriented assignment, an album review or curated listening list) and an 8-10pg final paper.

Prerequisites: no prerequisites: prior musical background is not essential for this class

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Music and Africana Studies, seniors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 113(D2) MUS 120(D1)

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

AFR 115 (F) The Literature of Sports (DPE) (WS)

Cross-listings: AFR 115 ENGL 115

Secondary Cross-listing

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others.

Requirements/Evaluation: Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

Prerequisites: None.

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 115(D1) ENGL 115(D1)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Not offered current academic year

AFR 128 (F) James Baldwin's Song

Cross-listings: COMP 129 MUS 179 AFR 128

Primary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 129(D2) MUS 179(D2) AFR 128(D2)

Attributes: AFR Core Electives

Not offered current academic year

AFR 132 (S) Contemporary Africana Social and Political Philosophy

Cross-listings: AFR 132 AMST 132 PSCI 171

Primary Cross-listing

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy: the African, Afro-North American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Dionne Brand, Aimé Césaire, Angela Davis, Édouard Glissant, Kwame Gyekye, Paget Henry, bell hooks, Katherine McKittrick, Charles Mills, Nkiru Nzegwu, Oyèrónke Oyewùmí, Ngugi wa Thiong'o, Cornel West, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual

resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

Requirements/Evaluation: attendance and participation, two 5- to 7-page essays, and one 10-page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: first- and second-year students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 132(D2) AMST 132(D2) PSCI 171(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

AFR 133 (S) Plantation and the Plot: the Poetics of Caribbean Economic Thought and Struggle

Cross-listings: AFR 133 COMP 133 ECON 133 GBST 133

Primary Cross-listing

This introductory course to Caribbean Economic Thought contextualizes the poetics of economic ideas, struggle and knowledge alongside popular literary works connected to contemporary challenges of Caribbean Economic Development. Using the 'plantation' and the 'plot' as sites of continuing exploitation and struggle, this course delves into Caribbean postcolonial development thinking. We will explore the present-day relevance of these sites to racial justice and environmental crises and their historical roots in colonial surplus extraction. By examining literary and economic writings of Caribbeanists and Caribbean connected contributors side by side, we seek to uncover these links to how the Caribbean economy, its seascape and society are framed, conceptualized and traversed as transplanted spaces, economic zones, and extractive geographies today. Unorthodox perspectives on economic and social thought that emerged to explain the region's integral role in merchant and industrial capitalism, New World social formations and contemporary globalization will also be discussed. We will closely analyze critical texts of contributors to the New World Group that centers the Caribbean within global economic transformations. Some events this course covers are indigenous genocide, labor regimes, agrarian change, structural adjustment, economic and ecological crises, postcolonial debt, technology, current fragmentation of global neoliberalism. These events will help shape an appreciation for the material and socio-cultural understandings of economic phenomena starting from the plantation to the plot within cultural and literary works in pluralistic, productive, and powerful ways.

Requirements/Evaluation: Oral or poster presentation analyzing a literary and Caribbean economist's work side-by-side (15 minutes or full-length/multi-page poster); critical analysis of a Caribbean economic sector or major regional report--choice made after discussion with instructor (10 pages); final project: review of a specific Caribbean community defined by group, geography or economic status drawing upon class, race, gendered axes of analysis (15 pages); participation (creative presentation of a reading drawing upon Caribbean cultural traditions that raise questions for class discussion)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference also for 1st and 2nd year students. If over-enrolled preference to AFR and Political Economy students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 133(D2) COMP 133(D2) ECON 133(D2) GBST 133(D2)

Attributes: AFR Core Electives

Not offered current academic year

AFR 135 (F) Queen Sugar and Black Study

Cross-listings: AFR 135 AMST 135

Primary Cross-listing

The critically acclaimed and award winning television series, *Queen Sugar*, follows the Bordelon family through its struggles to sustain hold of its ancestral land. An adaptation of the eponymously named 2014 novel by Natalie Baszile, the series will soon enter its seventh and final season. This gateway course to Africana Studies will explore the historical, political, and economic contexts of the making of the series before considering its representations and dramatizations of key topics of Black study: the afterlives of enslavement, plantation regimes, global sugar production, land dispossession, the carceral state, gender and sexualities, kinship, activism, and African-diasporic spiritualities.

Class Format: Over the course of the semester, students will be required to watch the entirety of the television series.

Requirements/Evaluation: weekly journal entries on episodes (300-500 words); in-class writing reflections; class presentation; final project that expands on a course topic

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: This seminar is designed for first-year students. Should the course be overenrolled, students will be selected after an interview with the instructor.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 135(D2) AMST 135(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm James A. Manigault-Bryant

AFR 145 (S) Black Mathematics: The Power of Revolutionary Numbers (DPE)

Cross-listings: STS 145 AFR 145

Primary Cross-listing

The power of numbers is undeniable. Numbers can be used to illuminate, obscure or oppress. Numbers are not only symbols in the strictest sense, but are powerful representations that have considerable impact on institutions, policy, the real world and our lives. Data are said to be the "Black gold" of the 21st century. By use of human, economic, political and social indicators and metrics Western scientists, statisticians, governments and powerful actors have promoted liberalism, militarism and capitalism, which often dehumanized the racialized 'Other'. Various techniques in social sciences like forecasting, statistics, quantification, predicting, modeling all rely heavily on numbers or their manipulation/interpretation. But what social and economic goals and who do statistics serve? What ideologies underpin these numbers about Black people/communities? What is the significance of numbers to Black life? To what purpose have numbers been put in the furtherance of Black liberation? This course addresses these questions and the different uses to which numbers have been put by Black revolutionaries and communities. Black activists, scholars and communities have questioned how statistics are formulated, used and their Eurocentric basis as well as their limited ability to accurately reflect the Black world. We delve an alternative Black philosophy, specifically how Black people have historically used/defied/circumvented the numbers game. We will study and historically trace the invention of statistics, and how Black people, organizations and communities have utilized numbers to resist oppression, shape movements and direct emancipatory efforts. From Ida B Wells, to W. E. B. du Bois, Claudia Jones and Eric Williams, using numbers differently, has pushed back against oppression, reinterpreted history and spurred social and political change.

Requirements/Evaluation: Attendance and Participation (20%); Themed visual infographic/design (25%); Critical numbers/data analysis paper (30%); Case study/peer review exercise (25%)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If over-enrolled, preference to AFR majors/concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 145(D2) AFR 145(D2)

Difference, Power, and Equity Notes: Students will be guided through the history and alternative use of numbers to understand how they came to constitute powerful tools that have brought about systemic inequality and liberation. They will gain an appreciation of how these tools have been used and manipulated both by powerful historical actors, and oppressed groups and emerging figures acting towards emancipatory purposes.

Attributes: AFR Theories, Methods, and Poetics

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Keston K. Perry

AFR 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)

Cross-listings: AFR 158 HIST 158

Secondary Cross-listing

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 158(D2) HIST 158(D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: HIST 159 AFR 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had

been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

AFR 167 (S) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AMST 167 AFR 167 HIST 167

Secondary Cross-listing

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 167(D2) AFR 167(D2) HIST 167(D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

AFR 200 (F)(S) Introduction to Africana Studies

This course introduces students to the content and contours of Africana Studies as a vibrant field of knowledge. Through exploration of the genealogy, disciplinary diversity, and evolution of the field, we will examine the depth and range of experiences of African-descended peoples throughout the Americas, the Caribbean, Europe, and Africa. We will also give some attention to how members of the Diaspora remember and encounter Africa, as well as their diverse responses to the history of enslavement, colonialism, apartheid, racism, and globalization. Through materials that embrace both historical and contemporary perspectives, we seek to help students develop critical frameworks for understanding African diasporic experience while simultaneously illuminating disjunctures and challenges for the field. This course features two pedagogical strategies: 1) a rotational, interdisciplinary approach that includes the expertise, methods, and specializations of Africana faculty; and 2) the incorporation of aesthetic materials--film, photography, music, dance, performance, and artwork--to enhance student ability to draw ongoing connections between visual and textual sources covered in the course. Close textual analysis, vibrant debate, and engaging discourse are expected.

Requirements/Evaluation: class participation, weekly e-reading response papers, two short essays, and a final research project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST African Studies Electives LATS Comparative Race + Ethnic Studies Electives

Fall 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Keston K. Perry

Spring 2024

LEC Section: 01 TR 11:20 am - 12:35 pm VaNatta S. Ford

AFR 201 (F) African Dance and Percussion

Cross-listings: AFR 201 MUS 220 DANC 201

Secondary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of societal, political or economic change. Lamban was created by the Djeli, popularly called Griots served many roles in the kingdoms of Ghana and Old Mali from the 12th century to current times. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it is practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. While these forms are enduring cultural practices, Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth and their aspirations for independence at the end of the 1950s. We will also consider the introduction of these forms outside of their origin. This course can be taken for academic and/or PE credit

Class Format: Class hours will be used to learn and use the dance and music of at least two forms including historical context, and individual or group performance project. When possible, our process will include guest artists and field trips to see live performances. As well as use of the archives at Jacob's Pillow Dance Festival, Sawyer Library and the art collection at Williams College Museum of Art.

Requirements/Evaluation: Discussion of assignments, semester long group performance project rooted in the materials taught. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Students who have taken a 100 level dance course or DANC 202; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 201(D2) MUS 220(D1) DANC 201(D1)

Attributes: AFR Culture, Performance, and Popular Technologies GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2023

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

AFR 202 (S) Narrating Color: Black Women Sing and Write About Complexion

Cross-listings: WGSS 206 COMP 236 AFR 202

Primary Cross-listing

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

Requirements/Evaluation: Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: This class is specifically designed for first year students. Sophomores can register only with advanced permission.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 206(D2) COMP 236(D2) AFR 202(D2)

Attributes: AFR Core Electives

Not offered current academic year

AFR 203 (F) The Making of Modern Africa (DPE)

Cross-listings: AFR 203 HIST 205

Secondary Cross-listing

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa's post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and a case study paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 203(D2) HIST 205(D2)

Difference, Power, and Equity Notes: This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into histories fraught with misrepresentations.

Attributes: AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Not offered current academic year

AFR 205 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings

Cross-listings: AFR 205 WGSS 207

Primary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, *The Bluest Eye* (1970), *Sula* (1973), *Song of Solomon* (1977), *Love* (2003) and *God Help the Child* (2015), and some of her non-fiction writings. In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 205(D2) WGSS 207(D2)

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics AMST Arts in Context Electives

Fall 2023

TUT Section: T1 TBA VaNatta S. Ford

AFR 206 (S) African Dance and Percussion

Cross-listings: AFR 206 DANC 202 MUS 221

Secondary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

Class Format: Class hours will be used to learn and use the dance and music of at least two forms including historical context, and individual or group performance project. When possible, our process will include guest artists and field trips to see live performances. As well as use of the archives at Jacob's Pillow Dance Festival, Sawyer Library and the art collection at Williams College Museum of Art.

Requirements/Evaluation: Discussion of assignments, semester long group performance project rooted in the materials taught. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: students who have taken DANC 107 ,108 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 206(D2) DANC 202(D1) MUS 221(D1)

Attributes: AFR Culture, Performance, and Popular Technologies GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2024

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207(D1) ARTH 207(D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: ARTH post-1800 Courses GBST African Studies Electives

Not offered current academic year

AFR 208 (S) Time and Blackness

Cross-listings: REL 262 AFR 208 AMST 208

Primary Cross-listing

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 262(D2) AFR 208(D2) AMST 208(D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AFR 209 (S) Introduction to Racial Capitalism (DPE) (WS)

Cross-listings: AFR 209 AMST 202

Secondary Cross-listing

The historical relationship between race and capitalism is one of the most enduring debates in U.S. historiography, shaping modes of inquiry and analysis across history, law, economics, sociology, anthropology, and other fields. This course seeks to introduce students to the concept of "racial capitalism"--which rejects treatments of race (and racism) as external to the so-called real workings of capitalism--as a way to understand this relationship and as an activist hermeneutic through which to identify and respond to the conditions that American Studies must reckon with. Students will gain familiarity with the global history of racial capitalism and the power of the concept itself through secondary sources and a wide range of primary sources, and through engaged discussion and short essays. Throughout the course, we will pay special attention to the cultural politics, political geographies, and historical development of racial capitalism, thus attending to how the social relations of racial capitalism have been known, lived, and resisted across time and space. The course is organized around three key themes: the land question; race, capitalism, and nation; and the banalities of racial capitalism. Across these themes, the course will address such issues and topics as North American settler colonialism, circum-Caribbean plantation slave and "Coolie" labor, mass incarceration, the subprime mortgage crisis, and the War on Terror. The course will do so through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

Requirements/Evaluation: Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 209(D2) AMST 202(D2)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Economic Development Studies Electives

Not offered current academic year

AFR 211 (S) Race, Environment, and the Body

Cross-listings: SOC 211 AFR 211 ENVI 211 AMST 211

Primary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 211(D2) AFR 211(D2) ENVI 211(D2) AMST 211(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition,Food Security+Environmental Health PHLH Social Determinants of Health

Not offered current academic year

AFR 212 (S) Jazz Theory and Improvisation I

Cross-listings: MUS 104 AFR 212

Secondary Cross-listing

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition etc. Appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. This is a performance practice course and instrumental competence is essential. Vocalists and drummers will be encouraged to study the piano; pianists guitarists and bassists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 104(D1) AFR 212(D2)

Attributes: EXPE Experiential Education Courses

Spring 2024

SEM Section: B1 TR 11:20 am - 12:35 pm Kris Allen

LAB Section: B2 MWF 9:00 am - 9:50 am Zachary Wadsworth, Daniel E. Prindle, Tim Pyper, Kris Allen

LAB Section: B3 MWF 10:00 am - 10:50 am Zachary Wadsworth, Daniel E. Prindle, Tim Pyper, Kris Allen

LAB Section: B4 MWF 11:00 am - 11:50 am Zachary Wadsworth, Daniel E. Prindle, Tim Pyper, Kris Allen

AFR 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction

Cross-listings: WGSS 213 AFR 213 STS 213

Primary Cross-listing

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 213(D2) AFR 213(D2) STS 213(D2)

Attributes: AFR Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AFR 214 (F) Jazz Theory and Improvisation II

Cross-listings: MUS 204 AFR 214

Secondary Cross-listing

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 204(D1) AFR 214(D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AFR 216 (S) Moving While Black

Cross-listings: AFR 216 AMST 212 COMP 212 DANC 217

Primary Cross-listing

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

Class Format: classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

Requirements/Evaluation: multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 216(D2) AMST 212(D2) COMP 212(D2) DANC 217(D2)

Attributes: AFR Core Electives

Not offered current academic year

AFR 217 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 AMST 217 LEAD 219 INTR 219 WGSS 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 217(D2) AMST 217(D2) LEAD 219(D2) INTR 219(D2) WGSS 219(D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Not offered current academic year

AFR 218 (F) ReReading/Righting Ballet's History: Celebrating BIPOC Figures in Ballet (w/ Ballet Technique)

Cross-listings: DANC 207 AFR 218

Secondary Cross-listing

"What does dance give you?" asked the great African American dancer, teacher, and director Arthur Mitchell: "The freedom to be who you are and do what you want to do." In the ballet world, however, Black, Indigenous, and People of Color have struggled to achieve that "freedom" their white counterparts have enjoyed. In this course students continue their technical/artistic training in ballet while also exploring different topics in past and current ballet history; in Fall 2022, our main focus will be on some of the notable BIPOC figures in the world of ballet, with the history of ballet providing both a timeline and a sociopolitical backdrop against which we can trace and discover the intersectionality that has helped shape the aesthetics of ballet as well as other genres we know today. Though this is primarily a studio course (with twice-weekly ballet technique classes) readings and viewings relevant to our coursework will be assigned; a third weekly meeting will be held for group discussions on those assignments. Alongside broader ballet history texts, the essays and articles by authors such as Brenda Dixon Gottschild and Theresa Ruth Howard will offer keen insights into some of the more specific issues and topics regarding race and diversity in the field of ballet. In addition to informal, written responses to the readings and viewings, Howard's website "Memoirs of Blacks in Ballet" will be an important anchor/springboard for course projects. Howard will be a guest collaborator in this course for Fall '22; in addition to joining us (remotely) for discussions, she will guide us in those projects.

Class Format: Students will be placed in either Beginning Ballet, or Intermediate/Advanced Ballet (see prerequisites for more information): ALL students will meet together for a third class meeting/seminar.

Requirements/Evaluation: Robust engagement in technique classes and meeting sessions; timely and thoughtful written (informal) responses to assigned readings and viewings; development and presentation of course projects.

Prerequisites: Technique for the two levels will be separate. For the beginner level NO prior experience is required. For the int/adv level, students must have at least three yrs of prior ballet training, and instructor's permission.

Enrollment Limit: 12

Enrollment Preferences: Students who are invested in learning both the physical aspect of ballet technique, as well as its broader history and the specific areas this course is investigating.

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: Ballet class attire (i.e., leotards, tights/leggings, slippers)--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-150.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 207(D1) AFR 218(D1)

Not offered current academic year

AFR 219 (S) Afro-Modern Dance II: Theory & Practice (Dunham Technique)

Cross-listings: AFR 219 DANC 211

Secondary Cross-listing

Modern African diasporic dance creates a conversation between the past and the present; it brings forth memories of the African "homeland" and of the dispersal of African bodies around the world, while simultaneously engaging the current joys, pains, challenges, and cultural growth of Black

people. Through movement and rhythm, dancers experience the embodied knowledge of previous generations, while connecting to contemporary cultural, political, and economic realities. Katherine Dunham devoted her life to exploring and exposing the multiple layers and complexities of the African diasporic experience through her ethnographic dance choreographies, her dance technique, her schools, her music, and her writing. Dunham's work as a dance anthropologist, artist, educator, and humanitarian is manifested in Dunham Technique; the technique is a fusion of African diasporic dance, ballet and modern dance, and functions as an embodied medium for cultural communication. The technique is considered "a way of life" as it uses theory and philosophy to engage participants in a holistic experience that is not only physical, but also intellectual, emotional, and spiritual. Through this combination of physicality, history, theory, and philosophy, Dunham Technique is a tool to understand one's inner self and place oneself within a historical and cultural framework. In this course, students will explore the history, theory, and philosophies of Dunham Technique and Katherine Dunham, while actively participating with the technique's movement concepts and vocabulary. Students will engage in the fundamentals of a Dunham Technique movement class through center floor work, barre exercises, progressions, and choreography. The course will combine the studio experience of the physical technique with lectures and discussions. Students will learn about the three theories of Dunham Technique (Form and Function, Intercultural Communication, and Socialization through the Arts) and its three philosophies (Self-Examination, Detachment, and Discrimination) while also learning the history and historical context of the technique and its creator. Students are expected to have taken DANC 111, DANC 204, DANC 206, or had some prior significant training in Dunham Technique.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: physical dance training and lecture/discussion. Students will experience guest artists certified in Dunham Technique.

Requirements/Evaluation: Students will be evaluated on the completion of (3) journals, the quality of the final movement assignment, the completion of weekly reading assignments, and their participation during class activities/discussions.

Prerequisites: Students are expected to have taken DANC 111, DANC 204, DANC 206, or had some prior significant training in Dunham Technique.

Enrollment Limit: 10

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance and Dunham Technique.

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 219(D2) DANC 211(D1)

Attributes: AFR Culture, Performance, and Popular Technologies

Spring 2024

SEM Section: 01 TR 12:00 pm - 2:00 pm Saroya Y. Corbett

AFR 220 (S) Introduction to African American Literature

Cross-listings: AFR 220 ENGL 220 AMST 220

Secondary Cross-listing

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness. Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over three papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 220(D1) ENGL 220(D1) AMST 220(D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL Literary Histories C

Not offered current academic year

AFR 221 (S) Giving God a Backbeat: Rap Music, Religion & Spirituality

Cross-listings: AFR 221 REL 263

Primary Cross-listing

On the surface, religion and rap music may seem as if they have little in common. Yet, like other Black musical traditions such as spirituals and the blues, rap is rooted in African American religious traditions. In this course, we will explore the ways in which rap music intersects with the sacred and secular worlds. Through an examination of black religious traditions, lyrics, music videos, and digital media, we will unearth what Anthony Pinn calls the "spiritual and religious sensibilities" of rap music. Grounded in culture-centered criticism, we will investigate the rhetoric of rap and religion through the theoretical ideas of Black Liberation Theology and hip-hop feminism.

Requirements/Evaluation: students will be evaluated on their class participation, Twitter threads, response papers, quizzes, and a final class group project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: First year, sophomore, and juniors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 221(D2) REL 263(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am VaNatta S. Ford

AFR 222 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: ENGL 221 AFR 222 MUS 217 AMST 222

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 221(D1) AFR 222(D2) MUS 217(D1) AMST 222(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AFR 224 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: PSCI 221 AFR 224 LEAD 220 AMST 201 INTR 220

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 221(D2) AFR 224(D2) LEAD 220(D2) AMST 201(D2) INTR 220(D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Not offered current academic year

AFR 227 (F) Colonial Rule and Its Aftermaths in Africa (DPE)

Cross-listings: GBST 203 AFR 227 HIST 204

Secondary Cross-listing

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 203(D2) AFR 227(D2) HIST 204(D2)

Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

AFR 229 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

Class Format: seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

Requirements/Evaluation: evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students who have taken other AFR courses, Francophone speakers and students

Expected Class Size: 8

Grading:

Distributions: (D2)

Attributes: AFR Core Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

AFR 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: AFR 231 STS 231 ENVI 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content.

Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231(D2) STS 231(D2) ENVI 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

AFR 232 (S) Islam in Africa (DPE)

Cross-listings: REL 232 GBST 232 AFR 232 ARAB 232 HIST 202

Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 232(D2) GBST 232(D2) AFR 232(D2) ARAB 232(D2) HIST 202(D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

AFR 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)

Cross-listings: ENVI 204 GBST 233 AFR 233

Primary Cross-listing

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

Requirements/Evaluation: 'Colonialism and my community' writing/ poster assignment (5 pages) 20%; Either a video essay on a 'green' technology (10 minutes), recorded interview with an environmental justice movement/activist/practitioner (20 minutes) or critical in-class presentation on an emerging 'green' technology (10 minutes) 25%; Creative activist project that reflects on histories and axes of power - gender, race, class, species (6-8 pages); Participation and attendance (leading a discussion/presentation) 20%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over enrolled preference goes to Africana Studies and then Environmental Studies students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 204(D2) GBST 233(D2) AFR 233(D2)

Difference, Power, and Equity Notes: The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

Attributes: AFR Black Landscapes AFR Core Electives ENVI Humanities, Arts + Social Science Electives

Fall 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Keston K. Perry

AFR 234 (F) Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/(Re)possession

Cross-listings: AMST 234 AFR 234 ENVI 247 HIST 274

Primary Cross-listing

This sequential studio course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global, Caribbean, and local studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, Indigenous theorists, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate in the transnational and local contexts. Those who take this studio course can expect to be actively engaged in directing their learning experience through research/final

creative projects of their own selection. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 234(D2) AFR 234(D2) ENVI 247(D2) HIST 274(D2)

Attributes: AFR Black Landscapes HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

AFR 235 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies

Cross-listings: AFR 235 ENVI 253 HIST 275 AMST 235 GBST 235

Primary Cross-listing

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism," which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)/(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 235(D2) ENVI 253(D2) HIST 275(D2) AMST 235(D2) GBST 235(D2)

Attributes: AFR Black Landscapes HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

AFR 236 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: GERM 234 COMP 238 AFR 236

Secondary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 234(D1) COMP 238(D1) AFR 236(D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

AFR 237 (F) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: AMST 237 REL 237 AFR 237 AAS 237

Secondary Cross-listing

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from

religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 237(D2) REL 237(D2) AFR 237(D2) AAS 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Zaid Adhami

AFR 242 (F) Introduction to the Music of John Coltrane

Cross-listings: MUS 252 AFR 242

Secondary Cross-listing

This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial listening and reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.

Requirements/Evaluation: in-class participation including small quizzes, midterm, class presentation, and final paper

Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: musically literate students and Music majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 252(D1) AFR 242(D2)

Attributes: AMST Arts in Context Electives

Fall 2023

LEC Section: 01 TR 9:55 am - 11:10 am Kris Allen

AFR 244 (S) Dislocating the Harlem Renaissance (WS)

Cross-listings: AFR 244 ENGL 265

Secondary Cross-listing

Beginning with Alain Locke's *The New Negro: An Interpretation*, this course introduces students to the black literary and cultural production of the 1920s and 30s that we have come to regard as the Harlem Renaissance. While canonical figures will be covered, significant attention will also be paid

to artists that have garnered less attention as well as those that sit outside the geographic boundaries of Harlem. Figures to be considered throughout the term include Sterling Brown, Miguel Covarrubias, Jessie Redmon Fauset, Angelina Weld Grimké, Langston Hughes, Zora Neal Hurston, Nella Larsen, Claude McKay, Richard Bruce Nugent, Anne Spencer, Jean Toomer, Eric Walrond, and Walter White.

Requirements/Evaluation: weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: majors and prospective majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 244(D1) ENGL 265(D1)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Not offered current academic year

AFR 245 (S) Dancing with the Hips, Butt, and Pelvis: Dangerous Bodies and Community Traditions

Cross-listings: DANC 220 AFR 245

Secondary Cross-listing

Within the historical context of the U.S., dance that emphasizes hip, butt, and pelvic movement has been racialized and associated with the Black body. While the popularity of these dance styles has expanded and now different groups of people now embrace these movement vocabularies, the practices remain deeply connected to the history and culture of Black folk. Despite the increased popularity of these dances, within Eurocentric aesthetics, the Black dancing body carries the mark of vulgarity and should either be controlled, exploited, and/or exoticized. These dangerous bodies are considered sexually deviant and in need of influence and control through colonialism, imperialism, and religion. Yet, the dancing pelvis, hips, and butt write and document the Black experience. The dancing Black body carries the memories of the diaspora and provides space for the body to experience autonomy. This embodied knowledge, carried by Black bodies, is intertwined with the everyday lives of Black folk. Furthermore, through these practices, Black communities commune, resist dominant narratives, and embrace their humanity. Nevertheless, the pelvis/hips/butt dancing body is not embraced equally among Black people. In the practice of these movement genres, Black communities negotiate matters of respectability, pleasure, and self-actualization. This course is an exploration into the use of the hips, butt, and pelvis in three movement genres: bounce, a genre of hip-hop from New Orleans and origin culture of the term "twerking" Black majorette/dance team performance, a jazz and Black social dance infused form that originated from the marching band culture at Historically Black Colleges and Universities; and Caribbean wining, a hip rolling movement performed throughout the Caribbean. Students will engage with scholarship and participate in discussions focused on the individual and communal practice of these traditions. The class community will investigate themes such as respectability politics, the politics of pleasure, and communal organizing to gain a better understanding of these practices. Additionally, students will physically explore these dance traditions and work with guest artists who specialize in these practices. The course will culminate in a public dance party that will be curated and facilitated by the class community.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: lecture/discussion and physical movement exploration.

Requirements/Evaluation: Students will be evaluated on the completion of assignments, participation during class activities/discussions, and their contribution towards the dance party event.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance, particularly social dance.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 220(D1) AFR 245(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Saroya Y. Corbett

AFR 254 (S) Bebop: The (R)evolution of Modern Jazz

Cross-listings: MUS 254 AFR 254

Secondary Cross-listing

In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This class will survey the lives, music and continuing impact of bebop's most pivotal figures: Charlie Parker, Thelonious Monk, Dizzy Gillespie, Bud Powell and Kenny Clarke among many others. Through score study, guided listening and performance, the class will examine the melodic, harmonic and rhythmic innovations associated with this pivotal era in jazz history. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning this musical vocabulary and its evolution. Intersections between the music and parallel artistic, social and political movements will also be addressed.

Requirements/Evaluation: weekly reading, listening, musical memorization and performance. Short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam

Prerequisites: MUS 104b or permission of instructor, instrumental or vocal proficiency.

Enrollment Limit: 12

Enrollment Preferences: Music majors, Jazz Ensemble members, Africana Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 254(D1) AFR 254(D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

AFR 264 (F) The Bible and Slavery (DPE)

Cross-listings: AFR 264 REL 264

Secondary Cross-listing

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

Requirements/Evaluation: class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

Prerequisites: none, although a previous course on religion is recommended

Enrollment Limit: 15

Enrollment Preferences: Religion majors or at least one course in Religion

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 264(D2) REL 264(D2)

Difference, Power, and Equity Notes: This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Not offered current academic year

AFR 270 (F) Sport and the Global Color Line (DPE)

Cross-listings: AFR 270 LEAD 270 HIST 270

Secondary Cross-listing

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas--like movie theaters, railroads, schools, and other public sites--shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

Class Format: Lecture and discussion.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

Prerequisites: None.

Enrollment Limit: 40

Enrollment Preferences: Open to all students with completion of course admission survey if overenrolled.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 270(D2) LEAD 270(D2) HIST 270(D2)

Difference, Power, and Equity Notes: This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

AFR 279 African American History Since 1865

This course provides an introduction to the history of African Americans from the post-emancipation era to the present day. Focusing on the collective and individual life experiences of African Americans, it will highlight the actors, organizations, and ideas that have been central to the African American experience. We will examine struggles for equality, justice, citizenship, and self-determination and the various ways African Americans have sought to achieve these ends. By the end of the semester students will have a basic understanding of core topics in African American history such as Reconstruction and Redemption; the rise of Jim Crow segregation; urban migrations and the "New Negro"; the Civil Rights Movement, in its Northern and Southern manifestations; the movement for Black Power and its antecedents; the rise of mass incarceration in the post-Civil Rights Era. The course will conclude with a discussion of the Presidency of Barack Obama and the Black Lives Matter Movement.

Requirements/Evaluation: Students will be graded on class participation, a midterm and a final exam, and two formal papers (5-7 pages each)

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History or Africana Studies majors

Expected Class Size: 18-20

Grading:**Distributions:** (D2)**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

AFR 280 (S) Emancipation to BlackLivesMatter**Cross-listings:** AFR 280 HIST 280 LEAD 280**Secondary Cross-listing**

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shape the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

Class Format: Class will be a mix of lecture/seminar**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.**Prerequisites:** none**Enrollment Limit:** 25**Enrollment Preferences:** Students with demonstrated interest in material. If the course is overenrolled, students will be asked to complete a questionnaire.**Expected Class Size:** 25**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 280(D2) HIST 280(D2) LEAD 280(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

AFR 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**Cross-listings:** AMST 283 AFR 283 WGSS 283 ENGL 286**Secondary Cross-listing**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film**Prerequisites:** none**Enrollment Limit:** 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 283(D2) AFR 283(D2) WGSS 283(D2) ENGL 286(D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AFR 300 (S) "'Rebel Ecologies': Black and Indigenous Struggles for Land and Life"

Cross-listings: ENVI 300 WGSS 362 AFR 300 AMST 362

Primary Cross-listing

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 300(D2) WGSS 362(D2) AFR 300(D2) AMST 362(D2)

Not offered current academic year

AFR 302 (S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life

Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although it is not a new issue, its impact is far reaching and continues to have damaging effects on people of color-especially members within the African Diaspora. From skin bleaching creams like "Whitenicious" to rap music's fetishization of light-skinned women, colorism is a very real and present issue affecting Black life. From the literary works of Wallace Thurman and Toni Morrison, to the lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the many ways that the politics of color influence standards of beauty and attractiveness, perceptions of behavior and criminality, and economic attainment and stability.

Requirements/Evaluation: class participation, response papers, one 6- to 8-page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AFR 303 (F) The 19th Century and Its Shadow

Cross-listings: AFR 303 ENGL 417

Secondary Cross-listing

This course explores canonical American literature from the nineteenth century alongside a selection of contemporary literary and cinematic texts that call on and intervene with this body of work. Following Toni Morrison's charge that the contemplation of a black presence "is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination," this course focuses on how ideas of race are explored throughout the canon and how they have been carried forward. Works considered throughout the term come from, among others, Julie Dash, Frederick Douglass, Saidiya Hartman, Harriet Jacobs, Mat Johnson, Herman Melville, Toni Morrison, Nate Parker, Edgar Allan Poe, Quentin Tarantino, Mark Twain, and Colson Whitehead.

Requirements/Evaluation: weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 15

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 303(D1) ENGL 417(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A ENGL Literary Histories B

Not offered current academic year

AFR 304 (S) A History of Health and Healing in Africa (DPE)

Cross-listings: AFR 304 HIST 305 GBST 305

Secondary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 304(D2) HIST 305(D2) GBST 305(D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and inequalities.

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics GBST African Studies Electives HIST Group A Electives - Africa PHLH Social Determinants of Health

Not offered current academic year

AFR 305 (S) Race and the Zombie Apocalypse

Cross-listings: ENGL 308 AFR 305

Secondary Cross-listing

This course takes a critical approach to our contemporary understanding of the figure of the zombie and its inextricable link to discourses on race and blackness in the Americas. An introductory grounding in theories of social death allows an opportunity to explore the racial anxiety that gave birth to the genre and trace its development throughout the hemisphere. The course considers the novels, films, and critical texts that frame the genre in order to pose the following questions: What can the figure of the zombie teach us about our evolving relationship to race? What roles do gender and sexuality play in the construction of the genre? And, finally, how does the recent proliferation of zombie-related television shows, movies, books, and video games reflect our present-day concerns?

Requirements/Evaluation: weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 16

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 308(D1) AFR 305(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

AFR 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

Cross-listings: GBST 306 RLFR 320 COMP 310 AFR 306

Secondary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 306(D2) RLFR 320(D1) COMP 310(D1) AFR 306(D2)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Preea Leelah

AFR 308 Four Poets: Gwendolyn Brooks, Frank O'Hara, Sylvia Plath, and Amiri Baraka

The study of literature often relies on seemingly "objective" labels to sort and group writers. These four major American poets from the last century were often segregated into different categories: Gwendolyn Brooks (1917-2000) and Amiri Baraka (1934-2014) clumped together as black poets; Sylvia Plath (1932-1963) labelled a "Confessional Poet" and/or taught as a female poet but not a "white poet"; Frank O'Hara (1926-1966), designated a "New York School" poet but not a "white poet" or "male poet." In looking closely at the poetry of these four writers, whose work is usually not taught side by side, we will ask questions about the assumptions implicit in the concepts and categories of American (and English-language) poetics and how literary history usually gets written. For example, who is the presumed "universal" poetic speaker? Who is the assumed reader? Do our attitudes about raced and gendered bodies influence how we read raced and gendered poets? Is a queer poet read with the same particularity as a black poet?

Requirements/Evaluation: Two short papers (4-5 pp.) = 25%; One final paper (8-10 pp.) = 50%; Two short response papers = 15%; Participation = 10%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 15

Grading:

Distributions: (D2)

Not offered current academic year

AFR 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History (DPE)

Soldiering is one of the oldest professions in African history. Throughout the continent's long history, ordinary soldiers have risen to become kings, queens, presidents, and held other positions of significance. Soldiers in African history have hailed from diverse backgrounds, ranging from the enslaved to those from the nobility. Notable soldiers in African history have been both men and women. Certainly, in Africa as in other world regions there is a tendency to associate the military profession with men. Yet, there have been famous female military warriors in African history, some of the most famous ones being Queen Nzinga in the seventeenth century; the all-female military units in the kingdom of Dahomey, known for their rigor and being effective fighters; and, more recently, Alice Lakwena who commanded a rebellion that nearly brought down the Ugandan government in the late twentieth century. Some of the other themes which we will explore include how warfare was organized from the precolonial era to more recent times; the impact of changing technologies on warfare and the everyday life of armed soldiers; colonial conquest and the soldiers who fought for Europeans and those who resisted; recruitment criteria during the colonial period, and colonial military identities; service in the military as labor and rebellions and mutinies over pay and work conditions; the army and nationalism. Throughout the course we will challenge the enduring Western image and stereotype of Africa as a violent place by focusing on a) the changing conditions that have pushed individuals and communities to go to war, and b) by examining how Africans have initiated and resolved conflict. Students will analyze a variety of resources including soldiers' biographies, films, oral traditions, and archival sources that will help them to come up with their own arguments about the role of the soldiers and the military in Africa.

Requirements/Evaluation: active participation in discussion, map quiz, response papers, a short analytic paper (3-5 pages), presentation, and one

research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 20

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the critical questions of how and why Africans have waged military campaigns, and how they have inspired others to join them. From the pre-colonial era to the present, all forms of military action in Africa were in many respects expressions of societal imbalances based on ethnicity, race, gender, generation, and class.

Attributes: GBST African Studies Electives

Not offered current academic year

AFR 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: THEA 317 COMP 319 AMST 317 DANC 317 ENGL 317 AFR 317

Primary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators; Dance and Theatre majors; American Studies, Comparative Literature, and English majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 317(D1) COMP 319(D1) AMST 317(D2) DANC 317(D1) ENGL 317(D1) AFR 317(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies Electives

Fall 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Rashida K. Braggs

AFR 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

Cross-listings: WGSS 320 AFR 320 AMST 320

Primary Cross-listing

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

Requirements/Evaluation: evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's Gender & Sexuality Studies majors and Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 320(D2) AFR 320(D2) AMST 320(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AFR 321 (F) Trending Black: Race & Social Media in the 21st Century

The 21st Century ushered in new and exciting ways for people to communicate digitally. With the creation of social media outlets like Facebook, Twitter, Instagram, and more recently TikTok, connecting with the world is literally one click, or selfie away. Though much of the attention around social media is focused on people with race and educational privilege, people of color have created their own spaces to curate, articulate, and produce culture. Through the methods of rhetorical criticism, critical discourse analysis, cultural criticism and ethnography, we will investigate the ways Africana cultures, specifically in the United States, utilize social media to shape community and influence popular culture. This course will give students hands-on experience analyzing various texts, and a deeper understanding of rhetorical methodologies.

Requirements/Evaluation: class participation, response papers, and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

AFR 323 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: COMP 322 ENGL 356 AFR 323 AMST 323 ARTH 223

Primary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for

marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 322(D2) ENGL 356(D2) AFR 323(D2) AMST 323(D2) ARTH 223(D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

AFR 326 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: AFR 326 AAS 313 WGSS 313 AMST 313 LATS 313

Secondary Cross-listing

This course focuses on the politics of personal style among women of color in the digital era. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, neoliberal capitalism and class inform standards of beauty and ideas about the body, we will examine a variety of materials including commercial websites, podcasts, histories, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American and Asian American female aesthetics reflect the specific circumstances of their creation? What role do transnational media and popular culture play in the development and circulation of gendered and raced aesthetic forms? How might the belief in personal style as activist strategy complicate traditional understandings of feminist political activity?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final written reflection.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 326(D2) AAS 313(D2) WGSS 313(D2) AMST 313(D2) LATS 313(D2)

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Maria Elena Cepeda

AFR 327 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)

Cross-listings: AFR 327 PHIL 319

Secondary Cross-listing

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

Requirements/Evaluation: Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

Prerequisites: One prior 100 level philosophy course or permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: Preference given to philosophy majors and Africana studies concentrators.

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 327(D2) PHIL 319(D2)

Difference, Power, and Equity Notes: Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

Attributes: PHIL History Courses

Not offered current academic year

AFR 329 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)

Cross-listings: AMST 402 THEA 402 AFR 329 WGSS 402

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and particularly at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimagined.

Requirements/Evaluation: in-class discussion, short weekly posts, class presentation, final project

Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 12

Enrollment Preferences: senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 402(D2) THEA 402(D2) AFR 329(D2) WGSS 402(D2)

Writing Skills Notes: Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Not offered current academic year

AFR 331 (F) Black Masculinities (DPE)

Cross-listings: AFR 331 ENGL 375 WGSS 318 AMST 350

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 331(D2) ENGL 375(D2) WGSS 318(D2) AMST 350(D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

AFR 332 (Anti-)Imperialism, Race, and the Archive (DPE) (WS)

What is U.S. imperialism? How are the social relations of racial capitalism important to U.S. imperialism? How have anti-imperial, anti-racist, and anti-capitalist struggles taken shape within, against, and beyond the U.S. nation-state, and how have these struggles shaped the U.S. nation-state itself? Finally, what kind of anti-imperial activist hermeneutics does American Studies offer and how can they be strengthened to reckon with the specific conditions of the U.S. imperial present? Anchored in these questions, this course seeks to introduce students to the history of U.S. imperialism. It does so beyond the traditional understanding of empire as a one-way agglomerating imposition of power in distant areas, and instead accounts for the co-constitution of reigning state-capitalist orders and global processes of spatial and social differentiation. Following such an approach to the history of U.S. imperialism, this course is organized around four time periods: 1770s to 1890s; 1890s to 1930s; 1930s to 1980s; and 1980s to the present. Across each period, we will attend to processes of U.S. imperial expansion, capital accumulation, and racial domination, and resistance to these processes. We will do so using secondary sources and a wide range of primary sources, including published fiction, legal

documents, newspaper articles, speeches, films, and photos. By the end of this course, students should be able to detail a genealogy of the U.S. imperial present that accounts for: the significance of imperial and inter-imperial relations in the formation of U.S. national culture, institutions, and public areas such as law and public policy; how U.S. territorial colonialization has underpinned the development of U.S. imperial infrastructure, the imperial state form, and imperial culture; and how U.S. territorial and extraterritorial sovereignty exist in perpetual reaction to the primary claims of Indigenous peoples and other threats to reigning state-capitalist orders.

Requirements/Evaluation: Evaluation will be based on the following assessments: Class Participation: 25%; Weekly Response (350-500 words): 25%; Essay 1--First submission (5 pgs.): 10%; Essay 1--Revision (5 pgs.): 10%; Essay 2 (5 pgs.): 15%; Essay 3 (5 pgs.): 15%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors,

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: GBST 304 HIST 304 ENVI 304 AFR 335

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 304(D2) HIST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power

dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Not offered current academic year

AFR 339 (S) The *Banlieue* in Literature, Music, and Film (DPE) (WS)

Cross-listings: COMP 336 AFR 339 RLFR 300

Secondary Cross-listing

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term *banlieue* at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the *banlieue* in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film *La haine*, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the *banlieue* reimagining and reframing the *banlieue*? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do "*banlieue* films" and "*banlieue* lit" tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Requirements/Evaluation: 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the *banlieue* (class final project).

Prerequisites: RLFR 105 and above

Enrollment Limit: 14

Enrollment Preferences: French majors and certificate students , Africana and Comparative literature students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 336(D1) AFR 339(D1) RLFR 300(D1)

Writing Skills Notes: To hone their research and writing skills (and prepare for their conference on the *banlieue*), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

Difference, Power, and Equity Notes: This course, *Banlieue in Lit, Music, Film* fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in *banlieue* film, literature and French hip hop music.

Attributes: FMST Core Courses

Not offered current academic year

AFR 340 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

Cross-listings: PSCI 373 AFR 340 INTR 341 PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

Requirements/Evaluation: Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 373(D2) AFR 340(D2) INTR 341(D2) PHIL 341(D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Not offered current academic year

AFR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AMST 343 WGSS 343 INTR 343 AFR 343

Secondary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 343(D2) WGSS 343(D2) INTR 343(D2) AFR 343(D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AFR 344 (F) Asian/African American Cultural and Political Theory

Cross-listings: PSCI 333 AMST 325 AFR 344

Secondary Cross-listing

Contrasted as "model minorities" or "incorrigible minorities" Asian Americans and African Americans have been pitted against one another in social standing and political objectives. However, throughout the twentieth century, African/Asian solidarity and alliances existed in political movements and literary and cultural productions. From Ho Chi Minh's anti-lynching writing, the founding conference of the WIDF (Women's International Democratic Federation) in China in 1945, through the Bandung Conference, coalitions against U.S. wars in Southeast Asia, and alignments with Chinese anti-imperialist endeavors, black and Asian peoples have joined in international political formations. Contributions to theory include the writings and activism of Langston Hughes, W.E.B. Du Bois, Richard Wright, Robert Williams, Yuri Kochiyama, Grace Lee and Jimmy Boggs, Ishmael Reed, and Amiri Baraka; films of Bruce Lee; music of Fred Ho; revolutionary praxis of Mao Tse Tung's *Little Red Book* and his writings on art and society; the Marxism of the Black Panther Party; the Afro-futurism of Sun Ra and Samuel Delany; and contemporary "Afro-pessimism." Such cultural works depict futurities and possibilities for Black and Asian diasporas. This seminar examines theory, politics, literature, film, and music produced from and linked to twentieth-century movements against capitalism, racism, colonialism, and imperial wars to think through how Black and Yellow Power have shaped solidarity to challenge white supremacy and racial capitalism. **Requirements:** One midterm paper (5-6 pp.) = 30%; final paper/project (10-12 pp.) with a creative option = 50%; short response paper and GLOW posts = 10%; participation (attendance and class discussion) = 10% Course cap: 19 Priority

given to AMST majors, Africana concentrators

Requirements/Evaluation: One midterm paper (5-6 pp.) = 30%; Final paper/project (10-12 pp.) with a creative option = 50%; Short response paper and GLOW posts = 10%; Participation (attendance and class discussion) = 10%

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors, Africana concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 333(D2) AMST 325(D2) AFR 344(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

AFR 345 (S) Dark Debts: Race, Money and Finance in the Modern World Economy

Cross-listings: AFR 345 GBST 346

Primary Cross-listing

What does the history of capitalism tell us about the interrelationships of people reduced to 'commodities', the accumulation/dispossession of wealth and financial crises? In this course, students engage the relationship between, finance and money and the 'global color line'. Starting with the timeless work of Eric Williams' 'Capitalism and Slavery' and W.E.B. Du Bois' 'The Souls of Black Folk', we explore how the modern construction of finance has evolved across various periods from chattel slavery, to Jim Crow, colonialism, the post-war era, decolonization, neoliberal financialization to the present. We will also engage contemporary topics like global financial crises, financialization, development finance, reparations, housing, 'green' finance in the context of climate change, and the effects of the COVID-19 pandemic for Black and racialized communities. These concerns show the (trans)formations and relevance of finance for social reproduction which have created unprecedented racialized inequality and injustices. This seminar also explains how Black communities have organized and responded to finance capitalism over time and across space. Students will engage with fictional and non-fictional writings, documentaries, scholarly works and popular media.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (25%); 3 themed short response papers (15% each); Produce a podcast episode (30%)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrolled preference to AFR majors and concentrators, and GBST concentrators.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 345(D2) GBST 346(D2)

Attributes: AFR Black Landscapes

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

AFR 346 (F) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Secondary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has

often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 346(D2) HIST 346(D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

AFR 347 (F) (De)colonial Ecologies (DPE) (WS)

Cross-listings: ENVI 332 AMST 332 AFR 347

Secondary Cross-listing

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Requirements/Evaluation: Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 332(D2) AMST 332(D2) AFR 347(D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

AFR 349 (S) Race, Development, and Food Sovereignty (DPE) (WS)

Cross-listings: AMST 342 AFR 349 ENVI 349

Secondary Cross-listing

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

Requirements/Evaluation: Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

Prerequisites: AMST 101, AFR 200, and/or ENVI 101

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, ENVI

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 342(D2) AFR 349(D2) ENVI 349(D2)

Writing Skills Notes: One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

Difference, Power, and Equity Notes: The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Not offered current academic year

AFR 350 (F) The Nile (DPE)

Cross-listings: ENVI 335 GBST 320 ARAB 308 AFR 350 HIST 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 335(D2) GBST 320(D2) ARAB 308(D2) AFR 350(D2) HIST 308(D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Magnús T. Bernhardsson

AFR 353 (F) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)

Cross-listings: AMST 345 GBST 344 AFR 353

Secondary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh

Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 345(D2) GBST 344(D2) AFR 353(D2)

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

AFR 358 (F) Mapping Anti-Bias Education

Cross-listings: PSYC 377 AFR 358

Primary Cross-listing

In this course, we will use theories and data to define anti-bias education in childhood contexts and examine its application across U.S. schools and childcare centers, families, and the media environment. We will ask ourselves: What do we know about the need for anti-bias education among non-marginalized and marginalized children, including those who are minoritized for their ethnic-racial, gender, and/or sexual identities? How are various biases and identities shaped in childhood? Which media-based and interpersonal interventions can be effective with anti-bias education and why? What are some of the contemporary hesitations and challenges around implementing anti-bias education for educators, families, and children? What are some of the practices that marginalized families are already implementing? As we explore approaches and possibilities for anti-bias education across children's ecosystems, we will propose innovative recommendations for research and practice that have the potential to yield positive outcomes for today's children.

Requirements/Evaluation: Weekly 1-page reflection papers (graded on a pass/fail basis), one 3-5 page mid-term paper, one final 7-10 page paper or approved project

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Africana Studies Concentrators and Psychology Majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 377(D2) AFR 358(D2)

Attributes: AFR Core Electives PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Not offered current academic year

AFR 361 (F) James Baldwin and His Interlocutors

Cross-listings: ENGL 334 AFR 361

Secondary Cross-listing

This seminar explores the life and writing of James Baldwin. Through an examination of both his fiction and nonfiction, we chart his interrogation and development of ideas surrounding, among other topics, race, courage, love, nation, revolution, and belonging. We also trace his impact on our national consciousness by engaging with authors whose own bodies of work intersect with his. This list includes, among others, Amiri Baraka, Nikki Giovanni, Lorraine Hansberry, Barry Jenkins, Audre Lorde, Norman Mailer, Richard Wright, and Malcolm X.

Requirements/Evaluation: weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 334(D1) AFR 361(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

AFR 363 (F) Framing American Slavery (DPE)

Cross-listings: AMST 368 AFR 363 HIST 368

Secondary Cross-listing

Readings in American Slavery This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation: Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 368(D2) AFR 363(D2) HIST 368(D2)

Difference, Power, and Equity Notes: This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and

changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

AFR 364 (S) Black Political Thought

Cross-listings: AFR 364 PSCI 361

Secondary Cross-listing

This seminar will introduce students to the study of Black Political Thought as a set of critical normative and diagnostic gestures that help theorize the Black experience. By thrusting students into the "problem space" of Black Political Thought, students will examine the historical and structural conditions, normative arguments, theories of action, ideological conflicts, and conceptual evolutions that help define African American political imagination. Students will take up the central philosophical questions that shaped the tradition from the early nineteenth century to the present by engaging historical thinkers like Anna Julia Cooper, W.E.B. DuBois, Frantz Fanon, Ida B. Wells-Barnett, and Ella Baker and contemporary theorists like Saidiya Hartman, Charles Mills, bell hooks, and Frank Wilderson--among others. Guided by a Black diasporic consciousness, students will explore the canon's structural and ideological accounts of slavery, colonialism, patriarchy, racial capitalism, Jim Crow, and state violence and, subsequently, critique and imagine visions of Black liberation. With a theoretical grounding in the "Black radical tradition," students will leave this course with the conceptual resources and philosophical tools needed to realize political theory's potential as an instrument they can employ in their daily lives to normatively and diagnostically evaluate political, economic, cultural, and social institutions.

Requirements/Evaluation: Weekly discussion questions; two (1-2 pages) short reading responses; and three essay-style writing assignments, including one short (3-4 pages), one medium (5-6 pages), and one longer (10-12 pages)

Prerequisites: at least one prior course in political theory or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: political theory concentrators, Political Science majors, Africana majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 364(D2) PSCI 361(D2)

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics PSCI Political Theory Courses

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Da'Von A. Boyd

AFR 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: AMST 365 GBST 365 ENGL 320 AFR 365

Secondary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 365(D2) GBST 365(D2) ENGL 320(D2) AFR 365(D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

AFR 366 (S) #OutofHaiti: Haiti, Black Sovereignty and the Global Political Economy

Cross-listings: GBST 366 AFR 366

Primary Cross-listing

In the Western hemisphere, Haiti (Ayiti kreyòl) is a symbol of many extremes related to revolution, impoverishment, governance and institutional sabotage, Black liberation, artistic and cultural achievement, and underdevelopment. This course places Haiti at the center of broad global political economic transformations. Starting from the Haitian Revolution and its reverberations throughout colonial empires to the present, this course will critically interrogate these superlatives and depictions of Haiti. Recent media portrayals of a 'Haitian migrant crisis' at the United States border defy empirical facts, and whitewash imperial misadventures and harm, further exposing a narrative of Haitian anti-blackness that has been pervasive throughout US history. We will unpick these imageries and material realities to consider broader perspectives within historical and contemporary significance of struggles for Black sovereignty and liberation. Taking economic and political history as data sources, documentary films and recent academic, artistic and popular works as starting points for discussion, the course will stir debate and a broader appreciation of the political contributions of civic movements and figures within Haiti and the Haitian diaspora. From the perspective of 'connected Blackness', the course explores how Black peoples' links through global struggles for liberation and freedom and against imperialism emerge today.

Requirements/Evaluation: Journal entries (250 words each); individual essay on documentary film or media (10 pages); research report on a major contemporary social/economic/environmental issue in Haiti (10 pages); "Haiti Black Liberation Space" group public education project on the contemporary importance of Haiti to global Black liberation/ racial justice and a summative reflection on a meaningful aspect of this project (5 pages); class participation (discussion and readings)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrolled, preference to AFR and Global Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 366(D2) AFR 366(D2)

Attributes: PSCI Comparative Politics Courses

Not offered current academic year

AFR 367 (F) Black History is Labor History (DPE) (WS)

Cross-listings: AFR 367 HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 367(D2) HIST 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

AFR 369 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Secondary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369(D1) ARTH 308(D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

Difference, Power, and Equity Notes: This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Not offered current academic year

AFR 372 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)

Cross-listings: INTR 400 GBST 400 AFR 372 PSCI 379 AMST 400

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 400(D2) GBST 400(D2) AFR 372(D2) PSCI 379(D2) AMST 400(D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Not offered current academic year

AFR 374 (F) Technologies of Race (DPE) (WS)

Cross-listings: AFR 374 STS 373 AMST 372

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist

concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 374(D2) STS 373(D2) AMST 372(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

AFR 376 (S) Black Critical Theory, Black Avant-Garde (DPE)

Cross-listings: AMST 374 ENGL 311 AFR 376

Secondary Cross-listing

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theoria. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

Requirements/Evaluation: Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 374(D2) ENGL 311(D1) AFR 376(D2)

Difference, Power, and Equity Notes: This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2024

SEM Section: 01 W 7:00 pm - 9:40 pm

AFR 377 Policing, Punishment, and Protest in African American History

This seminar will examine the development of the criminal legal system in the United States from the early republic to the present. Topics of study will include legacies of racial slavery; convict leasing; dynamics of gendered state violence; police tactics and technologies; the Great Migration and its impact on policing in the urban North; prisoner rights movements; urban rebellions; law and order politics; the Wars on Crime and Drugs and the rise of mass incarceration. This course will pay particular attention to the distinct relationships between domestic regimes of policing and imprisonment and various Black political struggles. By placing these topics in conversation with the history of African American life and politics, this course seeks to highlight the ways in which the criminalization of Black people has circumscribed Black citizenship and inspired successive insurgent movements for reform of the American carceral system.

Requirements/Evaluation: Students will be graded on class participation, reading responses, an Op-Ed paper (1200-1500 words), a book review (5-7 pages). In addition, students will work in groups to develop a podcast related to course themes.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History and Africana Studies majors

Expected Class Size: 15-20

Grading:

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

AFR 379 (S) Black Women in the United States (DPE)

Cross-listings: WGSS 379 AFR 379 HIST 379

Secondary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, WGSS, and American Studies Majors, and Africana Concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 379(D2) AFR 379(D2) HIST 379(D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AFR 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings: ENGL 381 AMST 380 AFR 380 STS 380 WGSS 380

Secondary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 381(D2) AMST 380(D2) AFR 380(D2) STS 380(D2) WGSS 380(D2)

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AFR 381 (F) Media and Society in Africa (DPE) (WS)

Cross-listings: HIST 480 GBST 480 AFR 381

Secondary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 480(D2) GBST 480(D2) AFR 381(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Not offered current academic year

AFR 384 (S) Media, Race, and U.S. Black Families

Cross-listings: PSYC 363 AFR 384

Primary Cross-listing

In this course, we will work to synthesize what we know about some of the key socializing forces for U.S. Black youth today. We will focus on how families, entertainment media, and the news can socialize Black children. Drawing on a range of theories and data we will examine how family members communicate about issues of identity and how media can come into play. What do we know about how U.S. Black families communicate about identity? What gaps remain in our knowledge, and how can we find the answers? What can we learn about today's media content when we apply research-informed lenses? What predictions can we make about its potential uses and effects among Black families? We will identify central research areas that warrant further attention and consider which methodologies would best work to fill those gaps. We will prioritize approaches that highlight the agency and strength of U.S. Black families and of youth themselves.

Requirements/Evaluation: 1 in-class presentation, two 2-5 page papers, and one 7-10 page final research proposal (that builds on the two shorter papers)

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Africana Studies Concentrators and Psychology Majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 363(D2) AFR 384(D2)

Attributes: AFR Core Electives PSYC Area 6 - Other/Interdisciplinary Psychology TEAC Teaching Sequence Courses

Not offered current academic year

AFR 390 (S) Race, Identity, Nature (DPE) (WS)

Cross-listings: AMST 430 ENVI 430 AFR 390

Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual

categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 430(D2) ENVI 430(D2) AFR 390(D2)

Writing Skills Notes: Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

Attributes: AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

AFR 394 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: AMST 412 STS 412 AFR 394

Secondary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AFR 395 (F) Black Reparations Within/Beyond Borders (DPE)

Cross-listings: AFR 395 WGSS 395 ENVI 395 GBST 395

Primary Cross-listing

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrollment, preference to AFR, GBST and HIST students

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 395(D2) WGSS 395(D2) ENVI 395(D2) GBST 395(D2)

Difference, Power, and Equity Notes: This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

Attributes: AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AFR 405 (S) CAPSTONE: Africana Studies and the Disciplines

Of the many things that distinguish Africana Studies from other fields of knowledge, most remarkable are its creative uses and critiques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information--written texts, music, visual art, film--that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. After outlining genealogies of Africana Studies and the field's complicated relationships to social science disciplines, students will closely read classic texts by some of the pioneers in the field and explore their uses of disciplinary perspectives. In the latter half of the course, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.

Requirements/Evaluation: class participation, a couple of short papers and the completion of a final research paper or project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AFR Capstones AFR Core Electives AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm James A. Manigault-Bryant

AFR 440 (F) CAPSTONE: Performing Blackness

In modern parlance and scholarship, blackness is understood not as a biological but rather a socially constructed phenomenon. This course extends common perceptions by working from the foundational concept that blackness is not only social construction but also performance and lived experience. Using the lens of performance on racial identity foregrounds the active and shifting nature of race in contrast to the potentially passive, static connotation of construction. But what is this term performance that is now so widely used as to be an anathema? In this course, we explore performance broadly as entertainment, representation, social function, and lived experience. By the end of the course, students will analyze multiple performance types from theatrical and dance performance to performance of race in everyday life. They will also study and practice at least four core black performance studies methodologies: oral interpretation of literature, ethnography, written performance analysis, and embodied performance (i.e. movement, music and/or theatre). In this way, students will begin to understand performance as both subject matter and method. The course will be structured around discussions, written responses, and performance exercises that help students analyze and practice each methodology. At the end of the semester, students will create final creative research projects that articulate key theories of black performance studies and draw on at least one of the featured performance methodologies. While preference is given to Africana Studies concentrators, students are not required to have prior performance experience.

Requirements/Evaluation: class participation, performance exercises, response papers, and a final creative research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AFR Black Landscapes AFR Capstones AFR Core Electives

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Rashida K. Braggs

AFR 450 (S) CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human

Cross-listings: AFR 450 PSCI 372

Primary Cross-listing

How do we judge the value of life? What is the significance of death and arbitrary threats to our existence? Why probe modern notions of black and blackness? What defines optimism, pessimism, enslavement, freedom, creativity, and being human? Do black lives matter? This capstone seminar will explore these and related questions through an examination of the life and work of Jamaican novelist, playwright, cultural critic, and philosopher Sylvia Wynter. Methodologically interdisciplinary, the course shall examine written and audiovisual texts that explore Wynter's inquiries into the central seminar queries. We will study figures and movements for black lives whose geopolitics frame the milieu of Wynter's work. Our examination of intellectuals and activists, with their explicit and implicit engagements with Wynter, shall facilitate assessing the possibilities, challenges, and visions of black living. We will also explore the current implications of Wynter's thought for Africana political theory, Afro-futurism, social justice, human rights, and critiques of liberal humanism. In the latter half of the course, students will have the opportunity to design, conduct, and present their own final research projects.

Requirements/Evaluation: attendance and participation; a 7-page midterm essay; class presentation; and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and Political Science majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 450(D2) PSCI 372(D2)

Attributes: AFR Core Electives PSCI Political Theory Courses

Not offered current academic year

AFR 460 (S) Capstone: Documenting Black

Documenting Black begins with a shared understanding that depicting the stories and lives of Black folks is its own important and necessary creative form. In this Africana Studies capstone seminar we will focus on the art of documentary production as a means through which Black lives are illustrated. We will also explore the historical and conceptual framing of Black experience in the field of documentary studies, consider documentary techniques and methodologies, and discover how artists and creatives have used the medium of documentary to interpret Black diasporic life. This course is a practicum that will culminate with students writing, designing, editing, and producing a documentary short of 3-5 minutes.

Requirements/Evaluation: In addition to weekly course sessions, for the final project students will submit a documentary short of 3-5 minutes, which students will write, design, edit, and produce.

Prerequisites: Must be an Africana Studies concentrator

Enrollment Limit: 12

Enrollment Preferences: As this is a capstone designed for Africana Studies concentrators, priority will be given to third and fourth year students who have declared the concentration.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AFR Core Electives

Not offered current academic year

AFR 494 (S) Honors Dossier

Candidates for honors in Africana Studies must do W31 for the winter study period and 494 the following spring.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2024

HON Section: 01 TBA James A. Manigault-Bryant

AFR 497 (F) Independent Study: Africana Studies

Africana Studies independent study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AFR Core Electives

Fall 2023

IND Section: 01 TBA James A. Manigault-Bryant

AFR 498 (S) Independent Study: Africana Studies

Africana Studies Independent Study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AFR Core Electives

Spring 2024

IND Section: 01 TBA James A. Manigault-Bryant

Winter Study -----

AFR 30 (W) Sen Project: Africana Studies

To be taken by students registered for Africana Studies 491 who are candidates for honors.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

AFR 99 (W) Ind Study: Africana Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year