Interdisciplinary Minor

Spring 2013

Course Listing
Africa in the New World  Interdisciplinary Minor  
Spring 2013

The Africa in the New World (ANW) Interdisciplinary Minor encourages students to explore Africa, the African Diaspora in the Americas, and global Africa through a range of perspectives. Particular emphasis is given to three intellectual currents: Diaspora studies; Identity construction; and Globalization. ANW sponsors an annual Africa-Diaspora lecture series as well as a Winter Break study tour to showcase these themes.

Requirements

To fulfill the ANW Minor, students must choose five courses from at least three departments or programs of the university, bringing to bear the knowledge and perspectives of various disciplines on a single subject. In addition to the five courses, a student is required to complete an appropriate project, such as a thesis, field-based research, or some form of creative work, which integrates the knowledge and methodologies of the disciplines involved and must include a written analysis. The integrative project will be given one-half or one course credit under ANW 90-95 designations and will receive a letter grade. Students interested in a Major concentration may propose an ANW Plan of Study in African Studies, African-American Studies, or African Diaspora Studies.

Please Note

Courses not exclusively concerned with Africa in the New World material are listed with an asterisk (*). Students who wish to count these courses for the ANW minor must consult with the course instructor first, and must agree to focus independent work on appropriate ANW topics.

Courses cannot count for both the ANW Interdisciplinary Minor and the African/African American Culture option.

For information, consult:  ANW Director  Professor Paula Aymer, Eaton 118  Phone: 617-627-2469  Email: Paula.Aymer@tufts.edu

Website: www.ase.tufts.edu/anw

Tufts in Ghana

The Tufts-in-Ghana program, which takes place in the fall semester, links Tufts to the University of Ghana (Legon), located just outside the booming metropolis of the capital, Accra.

Administration:  Resident Director: Kweku Bilson, B.A. University of Ghana; M.A., Ph.D., Moscow State University.

Prerequisites

The Tufts-in-Ghana program is open to undergraduate juniors and seniors who meet the requirements listed here. Students from all academic majors, including mathematics and the sciences, are encouraged to apply. Preference will be given to students who can demonstrate that a semester in Ghana will benefit their overall undergraduate program and/or to students who have taken courses related to Africa.


Study Opportunities in East Africa

Accredited independent study abroad is available through SIT programs to Kenya and Tanzania, or matriculation at the University of Dar Es Salaam, in Tanzania. The Institute of Swahili and Foreign Languages in Zanzibar, TZ is an excellent option for language study only.

Website: www.ase.tufts.edu/anw
# Africa in the New World Interdisciplinary Minor

Spring 2013 Course Schedule

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<td>EC 35*</td>
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<td>EC 161</td>
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<td>EC191-03*</td>
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<td>ED 1*</td>
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<td>ED 162</td>
<td>Class, Race and Gender in the History of US Education</td>
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<td>ED 249*</td>
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<td>ENG 20</td>
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<td>FAH 70/170</td>
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<td>FAH 92-02/192</td>
<td>Special Topics: Slavery-Freedom, African American Art</td>
<td>TR 12:00-1:15</td>
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<td>HIST 3*</td>
<td>World in Motion: Global History &amp; US Immigration</td>
<td>D+ TR</td>
<td>Ueda</td>
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<td>HIST 14</td>
<td>Historical perspectives on Contemporary Crises in Africa</td>
<td>E+ MW</td>
<td>Penvenne</td>
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<td>HIST 29</td>
<td>US Foreign Relations since 1900</td>
<td>I+ MW</td>
<td>Ekbladh</td>
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<td>HIST 34</td>
<td>African American History Since 1865</td>
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<td>HIST 110</td>
<td>Race, Class, Power in South Africa</td>
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<td>HIST 118</td>
<td>Caribbean History</td>
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<td>MUS 42</td>
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<td>MUS 72</td>
<td>Gospel Choir</td>
<td>Mult Sections</td>
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<td>MUS 77</td>
<td>Tufts Jazz Orchestra</td>
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<td>MUS 78</td>
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<td>MUS 91</td>
<td>African Music Ensemble, Kiniwe</td>
<td>Mult Sections</td>
<td>Agbeli</td>
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<tr>
<td>MUS 110</td>
<td>African Musical Systems</td>
<td>J+ TR</td>
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<td>MUS 130</td>
<td>Jazz Arranging and Composition</td>
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<td>PHIL 141**</td>
<td>Global Justice</td>
<td>D+ TR</td>
<td>McPherson</td>
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<td>PS 180</td>
<td>Regionalism in Africa</td>
<td>TR 1:30-2:45</td>
<td>Robinson</td>
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<td>PS 188-23</td>
<td>Race and US Africa Policy</td>
<td>K+ MW</td>
<td>Robinson</td>
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<tr>
<td>SOC 20</td>
<td>Family and Intimate Relationships</td>
<td>K+ MW</td>
<td>Aymer</td>
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<tr>
<td>SOC 130*</td>
<td>Wealth, Poverty &amp; Inequality</td>
<td>L+ TR</td>
<td>Staff</td>
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<td>SWA 2</td>
<td>Elementary Swahili II</td>
<td>F+ TR</td>
<td>Brown</td>
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<tr>
<td>SWA 4</td>
<td>Intermediate Swahili</td>
<td>D+ TR</td>
<td>Brown</td>
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<tr>
<td>SWA 94-01</td>
<td>Independent Study: Swahili</td>
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ANW 90 Aymer Block ARR

Africa in the New World Interdisciplinary Project (0.5 credit)

The project required of students electing the interdisciplinary minor option. One-half credit course. Note: Permission of Instructor.

ANW 91 Aymer Block ARR

Africa in the New World Interdisciplinary Project (1.0 credit)

The project required of students electing the interdisciplinary minor option. One-half credit course. Note: Permission of Instructor.

ANW 95 Aymer Block ARR

Africa in the New World Interdisciplinary Thesis (1.0 credit)

The project required of students electing the interdisciplinary minor with the thesis option. One course credit. Note: Permission of Instructor.

AMER 12* Race in America* Wu

Thurs, 4:30-7:15 PM

In 1903, the famous African American scholar and activist W.E.B. DuBois said, "The problem of the 20th century is the problem of the color line." Many people today believe that race will continue to be "the" issue of the 21st century. In this course, we will examine the meanings of race in modern America, analyze the root causes and consequences of racist ideologies, and discuss current and future activist approaches to the issues raised by racist theories and practices. Our study will be multicultural in focus, with attention being given to Asian American, Native American, African American, European American, and Latino/a perspectives. Questions we will ask will include: How is race defined in the USA? Who defines it? How is it experienced? Who experiences it? What is its role in our lives as individuals, members of groups and of society at large? The course will be interdisciplinary, emphasizing in particular social science and arts/humanities approaches; and active student participation will be an important component. Pre-reqs: none (High Demand-Please email instructor to register)

CD 164* Cultural Diversity in Child and Family Pinderhughes

W 9-11:30

Review of theoretical and applied approaches for providing services to young children and families from culturally diverse backgrounds, particularly families who have recently immigrated from non-Western countries. Topics include early intervention, comprehensive assessment, health care, and school integration. Students have the opportunity to visit programs and acquire focused experience with infants, young children, and parents.

CH 56* Issues in Global Health Kosinski

I+ MW

Global health is the study of the biological, social, and environmental contributors to health and disease in populations around the world. This introduction to the study of global health will follow a public health approach to the health of populations. A major goal of the global public health structure is to identify modifiable risk factors with in populations that help explain the complex interactions between behavior, context, and genetics, and a disease outcome. We will examine the ways in which this approach offers opportunity for population-based interventions that improve the health status of individuals. Lectures are designed to illuminate persistent and emerging global health issues within this context and examine potential strategies to address them. Topics to be presented throughout the semester include; health inequalities and the social context of disease, maternal
and child health, the spread of infectious disease including HIV/AIDS, Malaria and TB, malnutrition and food security, environmental health, the structure of the health systems in the world, and the effects of globalization on health. There will a series of guest lectures by Tufts faculty who specialize in each of these areas of global health.

After completion of this course, students will be able to: identify common causes of morbidity and mortality by world region; describe the various causes of disease, such as infection, malnutrition, and genetics; explain the socioeconomic factors that contribute to health inequalities; identify the health needs of special population groups like women and children; identify infectious diseases of global importance, including HIV/AIDS, malaria, and TB, and describe their modes of transmission, methods for prevention, and other characteristics; explain the effects of poor nutrition on health and describe some of the major issues in global nutrition (like cultural aspects of eating, food security, and food safety); and explain how water, sanitation, air quality and other aspects of environmental health relate to human health. Student evaluation will be based on a midterm exam, a final comprehensive exam, several short (one page) writing assignments, and class participation.

CH 182* Comm. Health Education
Balbach
ARR.

Theoretical principles and training practices in specific community health education skills: interpersonal communication, group facilitation, peer education, dramatic arts, design of workshops and training programs.

DNC69 West African Dance Community
Coles
J+ TR

Dances of Senegal, Mali and Guinea involving domestic, agricultural, and hunting activities. The transcending of family identities in the development of community. Movements range from the highly aerobic to lilting to those with challenging coordinations of the body. Cultural context is a significant element of the course. All levels; no pre-requisite.

DR80 Practicum in Acting
Thomas
ARR

Rehearsal and performance of a role in a major departmental production, under the direction and instruction of a faculty member. Auditions are open to the Tufts community. Course registration occurs after casting, and all cast members are required to register with the exception of designated small roles. May be repeated for credit, but only two half-course credits of DR 80/DR 81 can be used to satisfy the requirements for the drama major or minor. Prerequisite: Consent. See below for production information.

DR81 Practicum in Production
staff
ARR

Significant participation in the design, technical, or management aspects of a production, with supervision and instruction by the appropriate faculty member. Specific projects, assignments and other work will be geared to the requirements of the particular production. All students with substantial responsibilities on a major production must register for this course. May be repeated for credit, but only two half-course credits of Drama 80/81 may be used to satisfy the requirements for the drama major or minor. Work done for pay may not be considered as coursework. Prerequisite: Consent. See below for production information.

"bein alive and bein a woman and bein colored is a metaphorical dilemma I havent conquered yet," - Ntozake Shange

Some have called it a CELEBRATION others an INDICTMENT most have called it a STUNNING, EXPLOSIVE and CONTROVERSIAL exploration of the identity of Black women in America. As a predecessor of contemporary spoken word and open mic poetry merging drama, music, and dance, For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf /is not simply a play or a choreopoem. It is a battle cry, a testimony and a confession. It is a timeless commemoration of sisterhood, storytelling and the power of the spirit to transcend adversity and triumph through inner strength and love. Traditionally performed by a cast of seven, /For Colored Girls/ has been praised by The New York Times as "a play that should be seen, savored and treasured." Re-envisioned stage revivals and a pending film adaptation of the work attests to its enduring popularity. As the winner of the Obie Award, Outer Circle Critics Award, Audelco Award and Tony, Grammy, and Emmy Award nominations in 1977, the play has since been performed by women of color around the world who identify with Shange's eloquent prose, unique style and dynamic language. /For Colored Girls/ is more than a show, it is an EXPERIENCE.
An examination of the uses and limitations of economic analysis in dealing with many of the environmental concerns of our society. Public policies concerning the environment will be evaluated as to their ability to meet certain economic criteria. Prerequisite: Economics 5. Prereq: Ec 5; C-List ENV 30

Problems in the growth of underdeveloped economies. Emphasis on quantitative models of economic growth at low levels of income and on the testing of various hypotheses proposed to explain underdevelopment. Consequences of market structures, population growth, externalities, institutions, and political factors for economic development. Prerequisites: Economics 5.

Analysis of the economic effects of trade among nations. Determination and stabilization of exchange rates; regulation of commerce through various commercial policies; the United States balance of payments; the impact of international trade on price, incomes, and employment in the participating nations; international agencies and agreements affecting world trade. Custom unions and common markets, world liquidity problems. Not open to students who have taken or are currently taking Economics 161 or its equivalent. Prerequisites: Economics 5.

Exploration how economists tackle the questions: Who migrates? Who stays and who returns? Why? Which migrants send money home? What impact do those remittances have on economic development? How can economics help us understand refugee flows and illegal migration? Why do immigrants cluster in neighborhoods like Chinatown or the North End of Boston? Is migration a substitute for or a complement to international trade? The course first develops economic tools for understanding both individuals' decision to migrate across international borders and the resulting migrant flows. It then explores the economic impact and policy implications of migration for home (migrant sending) and host (migrant receiving) countries' economies. Prerequisite: Economics 5, or consent.

Development of modern urban areas and the application of economic analysis to the problems of location, transportation, housing, racial discrimination, public services, and finances. Prerequisites: Economics 11.

Historical development of the theory of international specialization and exchange. Subsequent topics include trade and imperfect competition, trade policy, and economic warfare. International factor movements, international trading system, and policy tools of trade intervention and their welfare implications. Prerequisites EC 11.

This course meets the following distribution requirements:
Please note: If more than one distribution area is listed, the course can be used to satisfy ONE area only.

Social Sciences
EC162  International Finance
Tang
See Dept.

Macroeconomic and monetary aspects of international economics. Topics include foreign exchange markets, income and price determination under flexible and fixed exchange rates, theories of the exchange rate and of the balance of payments, stabilization policy in the international economy, international capital movements, and the institutional arrangements of the international monetary system. Not open to students who have taken or are currently taking EC 169 or its equivalent. Prerequisites EC 12

This course meets the following distribution requirements:
Please note: If more than one distribution area is listed, the course can be used to satisfy ONE area only.
Social Sciences

EC191-3* Cities in the Developing World*
Hardman
I+ MW

More than half of the world’s population lives in cities, as defined by the UN. City populations in Asia and Africa are growing rapidly, while urban growth in Latin America has slowed after several decades of rapid increases. The size of cities today is not just a function of national economies but also increasingly of cross-border flows of people, information and goods. Correspondingly, urban problems and the tools we develop to address them are closely linked to the operation of local, national and international markets. This course looks at cities in the third world as an economic phenomenon and explores their role as a locus of both economic productivity and policy problems. It sets out to equip students with knowledge of analytical tools, professional writing tasks and important policy instruments as well as to provide a familiarity with current research in the field.

ED 1* School and Society
Cohen
D+ TR

Role and purpose of schooling in the United States. Focus on the desegregation and re-segregation of schools in the last fifty years; proposals for school reform.

ED 162* Class, Race and Gender in the History of U.S. Education
Wright
R 6-9pm

History of education in the United States as a struggle over access and control. Relation to class reproduction, social mobility, the maintenance of and resistance to racial boundaries and gender issues, emphasizing the struggles of disempowered groups to gain access to schooling in the nineteenth and twentieth centuries.

ED 167 Seminar: Issues in Urban Education
Vaught
T 9-11:30

This class will be organized around thematic investigations of the political policies and socioeconomic processes that contain and inform urban schooling. Students will explore a political economy of schooling related primarily to race and class, with opportunities to explore gender, language, and so on. Specifically, we will examine the ways in which policies and practices, such as the racialization of welfare and the legalization of Whiteness, inform school policies and practices, including funding, governance, and so on. Students will engage an interdisciplinary body of scholarship framed by Critical Race Theory.

ED 249* Issues in Multicultural theory, Research, and Practice in Schools
Pinto
T 1:20-4:20
Culture and ethnicity as psychological variables and as factors in human development. Focus on multicultural and cross-cultural considerations with emphasis on theory, research, and practice in mental health service.

ENG 20 Black World Literature
Roy
E+ mw

Fiction, poetry, and drama written principally in English by black writers from Africa, the Caribbean, and South America. Relation of modern black writing to African folk literature, classical Greek drama, European existentialism, and other contexts. Attention to specific geographical areas illustrating the transition from traditional tribal values and forms of expression to the attempted accommodations to colonialism and industrialism. All works are read in English.

FAH 70/170 Contemporary Arts of Africa
Probst
TR 1:30-2:45

Examination of African art since the end of colonialism. Consideration of sculpture, painting, performance, film, and architecture. Emphasis on the changing meanings of art within different African contexts. Exploration of the tension between the tribal and the (post)modern with respect to the advent of national cultures and outside factors. (May be taken at 100 level with consent; see below.)

FAH 92-192 Special Topics: Slavery-Freedom: African American Art
Rosenberg
TR 12:00-1:15
Please see department website for details.

HST 03 World in Motion: Global History and US Immigration
Ueda
D+ TR

Examination of migration as a factor in historical studies. The role of migrations in empires, frontiers and borderlands, slavery and indentured labor, oceanic history, industrialization, urbanization, intra-state conflict, and globalization.

HST 14 Historical perspective on Contemporary Crises in Africa
Penvenne
E+ MW

This course seeks historical perspectives on what the Western press typically covers contemporary crises in Africa. We explore the views of African women, men and youth through scholarly texts, films, novels, blogs, Youtube clips and biographies.

After an introduction to the continent’s physical and human geography, the course recalls the experience of intensified contact between African and European powers in the late nineteenth century culminating in conquest throughout much of the continent. Key themes for the twentieth and twenty first centuries include competition for resources, changing political and military configurations, social accommodation of new settlement and production patterns, with emphasis on the changing roles of women and youth.

Course counts for World Civilization Requirement, Entryway for Africana, History & Int’l Relations fields.

HST 29 US Foreign Relations since 1900
Ekbladh
I+ MW
The arrival of the United States as the most powerful nation-state on the North American continent by 1900 was the product of much international interaction. This course explores the foreign relations of the United States by viewing this emergence in a broader international and historical frame. The course’s major topics explore the migratory, political, diplomatic and intellectual currents linking the United States to Europe, Africa, South America, and Asia. Particular focus is given to the influence of the international system—ranging from European conflict and revolution to the slave trade—on the evolution of the diplomacy as well as the domestic politics, commerce, and society of the United States.

**HST 34**
**African American History since 1865: Before Civil War**
Lewis
G+ MW

Please see department website for details.

**HST 110**
**Race, Class, Power in South Africa**
Penvenne
D+ TR

Continuity and change in Southern African history from the mineral revolution of the late nineteenth century to the present. Themes include regional struggles for land, labor, and political authority within the developing regional economy; strategies to shape the migrant labor system; patterns of urbanization and dispossession; political articulation and recent dismantling of racial segregation and apartheid in the region’s core; interrelated experiences of war, exile, refugee status; commitments to political reconciliation; and the issue of economic redistribution.

**HIST 118**
**Caribbean History**
Schmidt-Nowara
I+ MW

Please see department website for details.

**MUS 42**
**History of Jazz**
Ullman
E+ MW

Major figures and schools of this American music approached primarily through detailed study of recordings dating from about 1914 through the present. Artists include Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, John Coltrane, and many others.

**MUS 72**
**Gospel Choir**
Mult. Sections

Selected repertory of choral works from the African American tradition of religious music. No prerequisite or previous musical experience necessary. One-half course credit.

**MUS 77**
**Tufts Jazz Orchestra**
Mult. Sections

Jazz instrumental and ensemble improvisation skills developed through performance of classical jazz compositions and recent works for big band. Elements of jazz, including rhythms, blues, and other traditional song forms; jazz melody and harmony. One-half course credit.

**MUS 78**
**Jazz Improv Ensemble**
Mult. Sections

Focus on a practical knowledge of jazz improvisation in small combo settings; includes blues and AABA structures, turnarounds, construction of chords, phrasing, scale and chord relationships, and rhythmic pulse. One-half course credit.

**MUS 91**
**African Music Ensemble, Kiniwe**
Agbeli

Repertory of traditional instrumental and vocal music. Two sections are being taught—MUS91-02, for continuing students—MW 3-4:15, I+; MUS91-03 for new students MW 6:30-7:45

MUS 110 African Musical Systems
Locke
J+ TR


MUS 130 Jazz Arranging and Composition
Smith
J+ TR

Techniques of arranging jazz and popular compositions for ensembles of various sizes and types. Intensive work on student compositions. Prerequisites MUS 104 or permission of instructor.

PHIL 141* Global Justice
McPherson
D+ TR

(Cross-listed as Peace and Justice Studies 141.) A philosophical study of justice in a global context. Topics selected from the following: nationalism, identity and group rights, political resistance and revolution, the conduct of war, human rights and duties of aid, population control, and environmental justice. Theoretical discussions of cultural pluralism and the requirements of justice, universalism vs. relativism, and the limits of partiality.

PS180 Regionalism in Africa
Robinson
TR 1:30-2:45

The intersection of domestic politics and international relations in Africa: examination of regional economic communities, regionally based solutions to problem-solving, and new regionalism in the post Cold War era. Particular attention given to state-building and national sovereignty as they impinge on regional projects. Theories of the state, regional integration theory, international regime theory, and constructivist international relations theory frame five themes: the construction of regional norms, transnational civil society, peace and security, trade and economic development, and the African human rights system.

PS188-23 Race and US Africa Policy
Robinson
K+ MW

Please see department website for details.

SOC 20 Family & Intimate Relationships
Aymer
K+ MW

Understanding the contemporary American family, defined broadly as those with whom one shares resources and values and to whom one has a long-term commitment. Topics include historical and cross-cultural variations, dating and romantic love, cohabitation and marriage, parenting, family roles of men and women, divorce and family stability, and the future of the family.

Soc 130* Wealth, Poverty & Inequality
Socioeconomic class in U.S. with some global comparison. Intersections with race and gender. Social analysis of distribution of economic, social, political resources. Alternative visions and strategies for change. Opportunity for field placements in local community organizations. (Cross-listed as Peace and Justice Studies 130.)

SWA 2    Elementary Swahili II
Brown
F+ TR

Essentials of Swahili grammar, vocabulary, syntax, and usage. Emphasis on active command of basic spoken and written Swahili. One additional weekly practice session in small groups with a T.A. to improve speaking and listening and expand class material. Prerequisites: Swahili 1 or equivalent.

SWA 4    Intermediate Swahili
Brown
D+ TR

Formal review of Swahili grammar and syntax with emphasis on the more complex aspects. Discussion of short readings in Swahili prose and poetry. Students also write and discuss their own short essays about the readings. Prerequisite: Swahili 2 or equivalent.

SWA 94    Independent Study: Swahili
BROWN
ARR

Readings in Swahili prose and poetry. Review of basic grammar and syntax. One additional weekly practice session in small groups to improve speaking facility and expand class material.

Courses listed with an asterisk (*) are not exclusively concerned with Africa in the New World material. Students who wish to count these courses for the ANW minor must consult with the course instructor first, and must agree to focus independent work on appropriate ANW topics. Students interested in pursuing a minor in ANW should contact Professor Paula Aymer at Paula.Aymer@tufts.edu. For more information about the ANW program please visit: www.ase.tufts.edu/anw

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