Africana Studies is an interdisciplinary field that focuses on the study of the people of the African continent and people of African descent in the global African Diaspora. Students can elect to major in Africana studies or pursue a minor in the discipline.

The Africana studies major exposes students to the historical, political, social, economic, and cultural systems and institutions that reveal the lived conditions and creativities of Africana peoples within the countries of the African continent and the African Diaspora. Moreover, Africana studies critically interrogates the sociohistorical contexts in which western epistemologies developed, while examining the important contributions to human labor, talents, and natural resources made by African peoples to the movement to modernity experienced and claimed by Mediterranean and western states.

Africana studies offers an interdisciplinary approach to the philosophical foundations of knowledge production and highlights the history of complex interaction between the social and biological sciences in providing justification for the oppression of Africans and peoples of African descent. It also provides a critical approach to major social and cultural processes that are essential to an understanding of contemporary globalization.

Contemporary Africana studies grows out of the curricular transformation that accompanied the Civil Rights and Black Power eras that called for social, political, and economic justice in the United States and abroad and that demanded a more diverse and inclusive educational agenda. Africana Studies as a field of study has grown and expanded since its origins more than four decades ago. Contemporary Africana Studies incorporates many disciplinary and interdisciplinary approaches, but retains its distinctive inclusion of a social justice lens. The field also draws on nineteenth and early twentieth century intellectual movements focusing on political, experiential, and other relationships of peoples of Africa and the global Diaspora.

The goal of an in-depth study of Africa and the global African Diaspora is to develop critical thinking, research, and writing skills while educating students about the political, cultural, historical, and contemporary importance of peoples of Africa and of African descent, as well as the sociopolitical and economic problems faced by that global community. Equally important, the mission is to teach students methodological skills that will enable them to conduct independent research.

Graduates of Africana studies programs go on to careers in academia, government, education, and public service. The intellectual skills acquired in this discipline are also an excellent preparation for careers in public health, public policy and urban planning, journalism, law and criminal justice, and business, both nationally and internationally.
SLAVE REVOLTS AND MAROONS

AFR0081-01
TTH, 12:00pm-1:00pm
Greg Thomas

This course will focus on the texts, traces and testimonies of African insurrection in the Americas during the official period of “chattel slavery,” hemispherically. On the one hand, we will study what we have learned to refer to as “slave revolts,” the uprisings of those who resisted and refused enslavement and therefore organized themselves to overthrow “slavery” – daily, historically. On the other hand, we will study the practice of “maroonage” - or the “Maroons” who would escape enslavement, set up alternative African communities elsewhere (typically in the mountains or “hills,” not infrequently with “Indians” or indigenous peoples), while at the same time returning to plantations to register their opposition to enslavement as well. In the end, students should come to develop a critical familiarity with literary-critical discourses of slavery and anti-slavery; to expand their knowledge of maroonage and its relationship to uprisings; and, finally, to manifest a cultural literacy or counter-literacy from Haitian Revolution to Nat Turner, Stono and Denmark Vesey in the U.S. South to rebellions in Cuba and Bahia, Brazil, for example. We should all also pose and answer a number of crucial critical questions, such as: How does this literature of “slave revolts,” these texts of “grand maroonage” recast the fundamental assumptions of “literature” as well as “history,” “culture” and “politics,” among other things, both then as well as now?

This course fulfills the pre-1860 requirement.
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.

Note: This course is high-demand AMER majors have priority; please contact Professor Wu at Jean.Wu@tufts.edu to be added to the roster.
COMMUNITY-BASED RESEARCH IN URBAN BORDERZONES

ANTH 149-24
W, 1:30-4:00pm
Deborah Pacini-Hernandez and Cathy Stanton

This hands-on course in anthropological fieldwork methods introduces students to a set of tools for investigating complex, interconnected questions about cultural and economic encounters in changing urban settings. Using the concept of the “borderzone”—a space of negotiation characterized by various kinds of mobility, difference, and self-presentation—students will explore Somerville’s rapidly transforming Union Square from the perspective of small businesses run by both long-settled (e.g., Portuguese and Italian) and more recent (e.g., Brazilian and Nepalese) immigrant entrepreneurs, as well as “creative economy” workers and “makers” involved in new modes of production and consumption in the square. Within this overall research site, students will pursue individual projects relating to their own interests and disciplinary orientations. Methods will include anthropology’s signature practice of “participant-observation,” as well as both formal and informal interviewing. Other topics and skills will include research design, finding a theoretical framework, spatial and textual analysis, archival/documentary research, modes of ethnographic representation, and issues arising from the balancing of scholarly, community, and—in the case of commissioned studies—sponsors’ goals. These methods, along with rigorous dialogue about the politics and ethics of fieldwork encounters, offer an extremely useable toolkit for students interested in pursuing community-based research projects in many disciplinary fields and places.

*The course is suitable for students at all levels. This course counts toward the Social Sciences distribution requirement.*
AFTER VIOLENCE: TRUTH, JUSTICE AND SOCIAL REPAIR

ANTH 165
W, 9:00-11:30am
Rosalind Shaw

Exploration of ways people and states deal with mass violence and approach issues of coexistence, justice, redress, and social reconstruction. Includes international and national justice mechanisms (truth commissions, tribunals, reparations, apologies), informal projects and practices, constructions of “the universal” and “the local.” Focus on the negotiation of memory in politically unequal encounters. This course counts toward the Social Sciences distribution requirement. Prerequisites: Junior standing + one course in sociocultural anthropology.

CHILDHOOD ACROSS CULTURES

CD 062
TR, 1:30-2:45pm
Mistry

Intermediate-level study of child development, with emphasis on cultural perspectives integrating psychological and anthropological theory. Children's development examined across cultures and in the context of the various social institutions and settings within which they live.
ARTS, RESILIENCE & SOCIAL JUSTICE

CD 143-03
W, 6:00-9:00pm
Camara

An exploration of how music, drama, dance, story, visual and literary arts are used to foster individual and community resilience and to promote social action. Through an examination of the work of the artist and the community, using case studies and films, we will explore how artists use the arts to engage children, youth and families in dialogues about social justice. Case studies will be drawn from the work of music, dance, literary, public art and photography projects including: Imagine: 100 Families (reducing urban violence through community art); Young At Heart (aging, illness and resilience through music participation); Mad Hot Ballroom (respecting cultural diversity through a school dance program); Small Wonders and El Sistema (empowering youth through a violin instruction program in urban schools in U.S. and Venezuela); War Dance and Born Into Brothels (developing hope and community among the Uganda war orphans and children of poverty in India through music and photography); The Children's March and The Laramie Project (the use of dramatic reenactment to learn about prejudice); the Kamehameha Statue Restoration Project and The Shipyard Project- Liz Lerman Dance Exchange (community and preservation of culture); and public art projects such as the Great Wall of Los Angeles and the Philadelphia Mural Project.

ECONOMICS OF PUBLIC POLICY

EC 91-1
Prereq: Ec 5
Hardman
see dept. for more information

URBAN ECONOMICS

EC 127*
Prereq: Ec 11 and Ec 13; Ec 15 recommended
Hardman
see dept. for more information
SOCIOCOPY OF THE SCHOOL

ED 161
Freeden Oeur
see dept. for more information

This course looks at educational institutions as social systems and the various external and internal social forces that shape them. It explores representative ethnographic studies of schooling with an emphasis on ethnicity, class, and gender as organizing categories of student experience and school social organization.

FEMINIST THEORIES IN EDUCATION

ED 191-01
Freeden Oeur
see dept. for more information

The word “theory” derives from the Greek word theorin, meaning “to look.” In this class we’ll adopt various feminist lenses to examine key topics in education. As a theory, feminist theory has offered particular ways of looking at the world: particular visions (sometimes called “standpoints”) and epistemologies (sometimes called “situated knowledges”) intended to challenge and undermine patriarchy. Most weeks, we’ll take up several of these major feminist theoretical visions—drawing from scholarship across disciplines including sociology, philosophy, anthropology, and gender studies—as well as key debates among feminist theorists of all stripes. A special focus will be on the roots of Title IX (a 1972 law that prohibits federally-funded programs from discrimination on the basis of sex) and its continuing significance for education forty years later. We’ll consider how Title IX has impacted the Tufts campus, including how the Women’s Center and its supporters continue to wrestle with issues of sex equality and discrimination and gender equity and access. Throughout the course, we’ll use the feminist blueprint we’ve constructed as a class to examine various issues in education. We’ll consider how feminist projects have been used to challenge patriarchal practices, rules, and regulations within schools, and as those schools are nested within various forms of inequality. We’ll consider the experiences and marginalization of a range of student populations including and beyond just girls; and discuss issues related to classes on feminism on college campuses, and what it means to have feminist classrooms.
NON-WESTERN WOMEN WRITERS

ENG 0045-01  
MW, 10:30-11:45am  
Roy, M.

This course is designed to introduce you to the diversity of women's writing from countries often referred to as "third world." Through an eclectic selection of texts, the course will explore some of the key concerns of women in places such as South Asia, the West Indies, Africa and Latin America. We shall be concerned also with issues of literary technique, genre and representation. We shall focus on the connection between literary texts and the social and political contexts within which the writing was produced. Authors will include Ama Ata Aidoo, Marta Traba, Joan Riley, Anita Desai, Merle Hodge among others. This course fulfills the post-1860 requirement.

NOTE: This course counts towards World Civilization, Women's Studies, Africa and the New World and Peace and Justice.

TOPICS LIT & CULTURE: FROM BEIJING TO BOLLYWOOD:  
CINEMA OF INDIA AND CHINA

ENG 0091-02  
MW, 3:00-5:15pm  
Roy, M.

This new course is designed to introduce students to the cinema of China and India. The aim of the course is comparative: through selected films and critical essays, we will examine how cinema in India and China has represented anxieties about colonialism, nationalism, revolution and globalization. What are the major pre-occupations of Indian and Chinese cinema in the modern era? What has been the role of this powerful cultural production in social transformation? In particular, we will be attentive to each cinematic tradition’s engagement with issues of gender, class and erotic desire. The course is in ENGLISH. No prerequisites. All majors welcome.

This course fulfills the post-1860 requirement of the English major. This course is cross-listed with ILVS0091-05 and CHNS0091-01 and counts towards the ILVS and Chinese majors.
MUSEUMS AND CULTURAL PROPERTY: DEBATING ART, OWNERSHIP AND VALUE

FAH 0192-01
Peter Probst and Andrew McClellan

Cultural property is arguably the most hotly contested issue in the overlapping spheres of art history, anthropology, museums, and international affairs today. Globalization draws us closer together while simultaneously sharpening focus on questions of who owns what, who determines what constitutes a people's cultural heritage, where it belongs and how it is displayed. This course will explore facets of this contested terrain. Topics range from museums and processes of identity formation, questions of repatriation and restitution of cultural property to the protection and targeted destruction of patrimony in times of conflict.

AFRICAN AMERICAN HISTORY SINCE 1865

HST 34
Peniel Joseph
see dept. for more information

BLACK PANTHER PARTY

HST 93
Peniel Joseph
see dept. for more information

This course examines the impact, legacy, and historical significance of the most iconic radical political organization to emerge from the social movements of the 1960s. Armed with guns, law books, and dangerously charismatic swagger, The Black Panthers transformed the very aesthetics of political activism in the 1960s and 1970s through both armed confrontation, revolutionary polemics, and social programs that remained the black underclass living in urban ghettos as radical warriors on the edge of an incipient political revolution. In the process they energized and inspire the New Left, Puerto Rican, Chicano, and Native American radicals and revolutionaries around the world.
MIDDLE EAST & NORTH AFRICA WORLD WAR I

HST 70
Roberts
see dept. for more information

HISTORY OF SLAVERY AND RACE IN THE UNITED STATES

HST 83
Field (may change)
see dept. for more information

This course takes a micro-historical approach to the history of slavery and race in the United States. Using biography, slave narratives, family history, literature, and film, we will examine how the historical forces of slavery and race shaped individual lives. We will consider how enslaved and free individuals experienced and negotiated the transformation of African identities in North America; growth of the plantation complex and rival geographies; development of racial categories and scientific racism; escape, resistance, and abolitionism; emancipation and the transition from slavery to freedom. Finally, we will engage the legacies and public history of American slavery today.

LABOR HISTORY ACROSS SOUTH ASIA AND THE CARIBBEAN

HST 95
Kris Manjapra
see dept. for more information

Comparative study of the "the planation complex", including labor, migration, commodities and modes of domination across South Asia and the Caribbean in the context of the 19th-century British empire. Slavery, indentured labor, coolies and agrarian revolt. Women's labor and colonial ideas about reproductive power. Commercial agriculture, and the rise of legal and ecclesiastical institutions to manage a global colonial division of labor. Special attention to social and cultural interactions between populations of Indian and African descent, including food, religion and music.
SLAVERY AND FREEDOM IN THE ATLANTIC WORLD

HST 102
Christopher Schmidt-Nowara
see dept. for more information

Comparative and connected look at the rise and fall of African slavery in the Atlantic empires and American nations from the mid-fifteenth century through the nineteenth. Major debates in the field.
Readings will seek to encompass Africa, Europe, and, especially, the Americas. Topics include the economics of slavery and freedom, African American cultures, slave resistance and rebellions, formation of racial identities, and abolitionism.

AFRICAN AMERICAN MUSIC

Music 39-01
(E+) MW, 10:30-11:45 am
Stephan Pennington

An historical and cultural overview of a wide variety of African American musics produced in the United States from Minstrelsy to Hip-Hop. No prerequisite. One course credit.

HISTORY OF BLUES

Music 41-01
(G+) MW, 1:30-2:45 pm
Ullman

Blues as a people's music. Origins, development, and regional styles; down-home blues, classic blues and urban blues; vocal and instrumental traditions and innovations. Emphasis on such major figures as Bessie Smith, Robert Johnson, Muddy Waters, and B.B. King. No prerequisite. One course credit.

TUFTS JAZZ ORCHESTRA

Music 77-01
TTH, 4:30-6:30 pm (ARR)
see dept. for more information
TUFTS JAZZ ORCHESTRA
Music 77-N
Smith
(NO CREDIT)
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.

JAZZ IMPROVISATION ENSEMBLE
Music 78-02
T, 6:45-9:45 pm (ARR)
see dept. for more information

JAZZ IMPROVISATION ENSEMBLE (NO CREDIT)
Music 78-N2
Smith
See Music 78-01
see dept. for more information

AFRICAN MUSIC ENSEMBLE (KINIWE)
Music 91-01
(I+) MW, 3:00-4:15pm
see dept. for more information
AFRICAN MUSIC ENSEMBLE (KINIWE)

Music 91-N1
Agbeli
*see dept. for more information*

These courses teach a repertory of traditional music and dance from Ghana. This section is for first time students or students who are still learning the basic principles and skills of drumming and dance. The instrumental music is for an ensemble of bells, rattles, and drums. The vocal music is call-and-response choral singing. The dances emphasize group formations with some opportunity for solos. The material focuses on the heritage of the Ewe people of Ghana and Togo. In performance the group takes the name Kiniwe (KIH-nee-way), a rallying cry that means, "Are you ready? Yes!" One-half course credit (or no credit).

AFRICAN MUSIC ENSEMBLE: KINIWE COURSES IN MUSIC AND DANCE

Music 91-02
MW, 6:30 – 7:45 pm (ARR)
*see dept. for more information*

AFRICAN MUSIC ENSEMBLE (NO CREDIT)

Music 91-N2
Agbeli
*see dept. for more information*

This section is for continuing students or students with advanced skills or experience. Please do not sign up for MUS 91-02 or MUS 91-N2 if you have not yet taken MUS 91-01 or MUS 91-N1. See above course description. One-half course credit (or no credit).
ELEMENTS OF JAZZ IMPROVISATION

Music 128-01
(F+) TTH, 12:00-1:15 pm
Smith

Emphasis on the written and practical application of jazz harmony. Playing and writing modes from the harmonic and melodic minor scale, bebop scales, blues, and digital patterns. An examination of many jazz forms, such as blues, modal, bebop, and contemporary. Selected composers include Freddie Hubbard, Bobby Hutcherson, Horace Silver, Mulgrew Miller, Duke Ellington, and Wayne Shorter. Techniques for memorizing melodies and chord changes. Study of the theory and meaning of improvisation through practice-based learning. Prerequisite: Music 101 or permission of instructor. One course credit.

MORAL PSYCHOLOGY

PHIL 130
(H+) TR, 1:30-2:45pm
Lionel McPherson

Metaethics concerns the meanings of our moral and evaluative terms and the character of our evaluative discourse, and moral psychology involves the character of our moral and evaluative experience. For example, we have a coherent discourse of evaluation, where the values purport to be objective. That is, we talk as though things were valuable not just in the sense of being desired, but of being desirable--being such as to justify the desire of any rational subject. (We say, for example, not just that we desire compassion in ourselves and others, but that it is desirable and valuable).

ETHICS, LAW AND SOCIETY

PHIL 197-01
(D+) TR, 10:30-11:45am
Lionel McPherson

This course forms the core of a certificate program in Ethics, Law and Society, administered through the philosophy department. The goal of the program is to use philosophy to prepare students to be active citizens in leadership positions in government, NGOs and the private sector. Students will learn about how moral and political philosophy relate to questions of public importance.
INTRODUCTION TO AMERICAN POLITICS
PS 011
(E) MWF, 10:30-11:20am
James Glaser

Major Requirement Fulfilled: Foundational Course, American Politics and Government
A study of governmental politics, functions, and programs. Emphasis given to political behavior, both
at the mass level and in institutions. Survey of public opinion and political culture, parties, and elec-
tions. Congress, the presidency, the bureaucracy, the federal courts, and interest groups.

MITIGATING ELECTORAL VIOLENCE IN AFRICA
PS 039-01
(8+) TH, 1:20-4:20pm
Pearl Robinson

Major Requirement Fulfilled: Comparative Politics and Government
This course examines theories of political violence, theories of democratization, and practical efforts at
pre- and post-electoral conflict resolution in a range of African countries. Hands-on case studies enable
students to follow efforts at advancing democracy and ending deadly violence in diverse settings. Using
social media, the class will shadow the 2014 election campaigns South Africa at the grassroots level.

RACIAL AND ETHNIC POLITICS
PS 106
(I+) MW, 3-4:15
Natalie Masuoka

Major Requirement Fulfilled: American Politics and Government
This course investigates the contemporary politics of race in the United States. This course will review
detailed political histories of the three largest racial minority groups--African Americans, Asian Ameri-
cans and Latinos--and will investigate concerns related to political representation, voter mobilization
and public opinion of these groups. Topics covered in the course will also include relevant legal and
public policies such as the Voting Rights Act. Attention will also be given to new developments of the
21st century such as the rise of mixed race identities and controversies related to immigration.
RACE, ETHNICITY, AND US AFRICA POLICY

PS 188-23
(I+) MW, 3-4:15pm
Pearl Robinson

Major Requirement Fulfilled: International Relations

Scholars debate whether foreign attachments of US ethnic lobbies foster policy advocacy that runs counter to the national interest. This course traces the shift in emphasis of African-American internationalists from the defense of Black nationality to broader human rights advocacy around norms of racial equality, the rule of law, and economic justice. Case studies address the role of race, ethnicity and religion in the making of US Africa policy from 1850 to the present.

HISTORY OF RELIGION IN AMERICA TO THE CIVIL WAR

REL 39
(G+) MW, 1:30-2:45pm
Heather Curtis

This course is about religion in America from the arrival of European immigrants in the 16th and 17th centuries to the Civil War. We will study major figures, events and issues that have helped to shape American religious history, while paying particular attention to the ways that social and cultural contexts have influenced religious experience in different times and places. Throughout, we will ask how religion has impacted the history of the United States, and, conversely, how religious traditions have been transformed by American culture. Key topics and themes include encounter and colonization; revivalism and reform; church and state; gender and women’s history; spirituality and devotional life; slavery and race relations; immigration and ethnicity. This course counts toward the Humanities or Social Sciences distribution requirement.
EVANGELICALISM IN AMERICA

REL 107
(2) W, 9:00-11:30am
Heather Curtis

This course explores the history of evangelical Christianity in and beyond North America from the seventeenth-century to the present. We will consider how and why evangelical traditions emerged in continental Europe and Great Britain, spread to the American colonies, flourished in the fledgling United States during the early national period, fractured and diversified around the turn of the twentieth century, and have continued to transform and expand into new global contexts over the last one hundred years. Throughout, we will pay attention to the ways in which evangelicalism has influenced American culture, politics, gender norms, constructions of racial identities, and class dynamics. We will also ask how cultural, political, and social forces have shaped evangelical theology and practice. Students will develop a command of the scholarly debates that animate the study of evangelicalism, and undertake independent, semester-long research projects grounded in primary source materials. This course counts toward the Humanities or Social Sciences distribution requirement.

Prerequisites: One lower-level course in the history of Christianity (REL35 or 36) or one lower-level course in American Religious History (REL40, 41, or 42), or permission.

RACIAL & ETHNIC MINORITIES

SOC 110
(K+) MW, 4:30-5:45pm
Paula Aymer

Sociological perspectives on majority-minority relations. Racial myths and realities. Nature and consequences of prejudice, discrimination, and racism. Patterns of accommodation and conflict; impact of social, economic, and legal change. Historical and recent patterns of immigration. Special focus on the history and current situation of white-black relations, the civil rights and black-power movements, and recent public policy debates and enactments.
SOCIOLOGY OF RELIGION

SOC 143
(G+) MW, 1:30-2:45pm
Paula Aymer

Religion as a cultural universal. Diversity in manifestation, organizational form, myth and ritual. Relationship between worldviews and socioeconomic conditions of religious communities. Social functions of religion. Organization, mission, and political agendas of religious groups in the United States. Pre-requisite: Sociology 01 or instructor consent

SEMINAR: IMMIGRATION: PUBLIC OPINION, POLITICS & MEDIA

SOC 190-01
(7) W, 1:30-4:00pm
Helen Marrow

American public opinion on immigration and its relationship to the political process. Role of traditional media (newspapers, magazines, network TV), new media (cable TV, internet), and ethnic media in reflecting and shaping public opinion on immigration. Methodological approaches (surveys of public opinion, content analyses of media portrayals) to controversies surrounding immigrant assimilation and integration and the impact of immigration on the American economy, culture, and security. Recommendation: Two (2) Sociology or Political Science courses, or consent of instructor

ELEMENTARY SWAHILI I

SWA 1
(F+) TR 12:00-1:15
Brown

Elementary Swahili I, essentials of Swahili grammar, vocabulary, syntax, and usage. Emphasis on active command of basic spoken and written Swahili. Exercises in pronunciation, grammar, conversation, reading, and writing supplemented by additional hour of conversation/lab drills.
INTERMEDIATE SWAHILI I

SWA 3
(D+) TR 10:30-11:45
Brown

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.

Please see the departments for information about the following courses

PSYCHOLOGY
http://ase.tufts.edu/psychology/undergradCoursesDept.htm

PSY 1-01
INTRO TO PSYCHOLOGY
D+ TuTh 10:30-11:45
Maddox/Thomas/Urry

PSY 1-02
INTRO TO PSYCHOLOGY
F+TR TuTh 12:00-1:15
Maddox/Thomas/Urry

PSY 133
PSYCHOLOGY & LAW
G+ MW 1:30-2:45 prereq: Psy 32
Sommers

GRALL

ILVS 55
CULTURAL HISTORY OF THE MODERN MIDDLE EAST
J+ TR 3:00-4:15
Rastegar

ILVS 91-02
SPECIAL TOPICS: CULTURAL RESISTANCE IN MODERN IRAN
I+ MW 3:00-4:15
Rastegar