The BA in Africana Studies requires the completion of ten courses. Course content must be drawn from the interrelated fields of African studies, African Diaspora studies, African American studies, and courses focused on comparative studies or topics relevant to Africana studies. Visit the Program website for detailed Requirements, http://ase.tufts.edu/africanastudies/

**CORE COURSES:**

**Category I:** One Introductory course, drawn from the following circulating courses: Introduction to Africana Studies; WEB DuBois and the Foundations of Africana; A World View of Race; Black World Literature.
- AFR 0022-01 Black World Literature ~ Modhumita Roy

**Category II (Methodology and Concentration):** A course drawn from the following courses: Race and US Africa Policy; Black Feminist Theories; African Politics; Youth of Color; Critical Race Theory; African History; African-American Music History; Histiography, Theory & Methods in African History.
- AFR 0147-07 (SOC 0188-09) Youth of Color ~ Orly Clerge

**ELECTIVE COURSES:**

**Category III: Distribution/Electives:** At least five of these courses should come from the student's main area of concentration (drawn from the designated areas Africa, African America, and Other Diasporas). The other three should be selected from the other two areas, at least one from each.

**Mid-level Elective Courses:**
- AFR 0047-02 (SOC 0030-01) Sex and Gender in Society ~ Freeden Oeur
- AFR 0047-03 (SOC 0094-16) The American Labor Movement ~ Cedric de Leon
- AFR 0047-04 (AMER 0010-01) Human Rights in the U.S. ~ Tom Abowd
- AFR 0047-05 (HIST 0036) Communities and Diversity in U.S. History ~ Reed Ueda
- AFR 0047-06 (FR 0092) Ethnicity, Migration and Identity: Interrogating Frenchness (in English) ~ Adlai Murdoch

**Upper-level Elective Courses:**
- AFR 0118 (REL 0118) (Mis-)Translating Vodun ~ Elana Jefferson-Tatum
- AFR 0147-02 (FAH 0198-05) What is African Art ~ Peter Probst
- AFR 0147-03 FANON and Black (Textural) Revolution ~ Greg Thomas
- AFR 0147-04 Imagining Slavery and Freedom ~ Christina Sharpe
- AFR 0147-05 (FR 0192-B) Mediterranean Crossings: Colonial and Postcolonial Migrations and Identities ~ Mona El Khoury
• AFR 0147-06 (SOC 0149-01) Racial Identity in Historical Perspective ~ Orly Clerge
• AFR 0147-08 (SOC 188-07) Race and Politics ~ Cedric de Leon
• AFR 0147-09 (HIST 0193) Family Histories and American Culture ~ Kendra Field
• AFR 0147-10 (HIST 0110-01) Race, Class, and Power in Southern Africa ~ Jeanne Penvenne
• AFR 0147-11 (PS 0119-01) American Racial Politics ~ Natalie Masuoka
• AFR 0147-12 (HIST 0129-01) Black Political Thought in the Twentieth Century ~ Kerri Greenidge
• AFR 0147-13 (AMER 0173-01) Justice in 1960s American Counterculture ~ Ronna Johnson
• AFR 0147-14 (AMER 0180-06) Racing Research: The Politics of Knowledge Making ~ Jean Wu
• AFR 0147-15 (ENG 0192-02) Colonialism and Domesticity ~ Lisa Lowe
• AFR 0147-16 (ILVS 101) Visualizing Colonialism ~ Kamran Rastegar
• AFR 0147-17 (ED 165-01) Feminist and Gender Theories ~ Sabina Vaught

Standard Courses:
• AFR 0198 Senior Honors Thesis A ~ Staff
• AFR 0199 Independent Study ~ Staff
Course Descriptions

**AFR 0022-01 (ENG 0020) Black World Literature ~ Modhumita Roy**
TR | 10:30-11:45am

This course is an introduction to African and African diasporic literatures, principally though not exclusively, from anglophone African countries, the English-speaking Caribbean, and Britain. We will explore a variety of forms—fiction, poetry, memoir, film—and trace their transmissions and transformations. The selection of texts is not meant to be exhaustive but aims to allow us to begin examining the possible political and cultural meanings of the "black" world. Texts may include: *Things Fall Apart, Nervous Conditions, The River Between, The Lonely Londoners, Our Sister Killjoy, No Telephone to Heaven, Life and Debt*, among others. Nonmajors as well as majors are welcome. This class counts toward the Africana major, the Peace and Justice major, and the survey requirement for the English major.

**AFR 0047-01 Black Is: A History of African-Americans, Immigration, and Black Identity ~ Kerri Greenidge**
TR | 1:30-2:45pm

A History of African-Americans, Immigration, and Black Identity: This course explores the history of racial identity, and American racial politics, through the long, often complicated relationship between American immigrants from across the African diaspora, and African-Americans. Through literature, history, and cultural study, this course allows students to think critically about the historical definition of “blackness” beyond the accepted North-South, urban-rural dialectic. Through analysis of literature by Paule Marshall, Eric Walrond, Claude McKay, Junot Diaz, Edwidge Danticat, Chimamanda Ngozi Adichie, and others, students will interrogate the historical relationship between native-born African Americans and immigrants of African descent as a way to dissect American blackness as a politically contested cultural and social construct shaped by historical context.

**AFR 0047-02 (SOC 0030-01) Sex and Gender in Society ~ Freeden Oeur**
MW | 10:30-11:45am

What are sex and gender? How are they related? This course invites students to address these questions through a sociological lens. We will consider various approaches to studying gender: gender as an accomplishment and a feature of micro-interactions; how gender embeds laws and regulations, institutions such as families, schools, and the economy; and how gender is expressed through configurations of femininity and masculinity. Throughout the course, we will be attentive to how gender signifies power, and how it shapes and is shaped by other markers of difference, including race, sexuality, age, and disability. By exploring gender as a dynamic process, we will investigate how gender is oppressive and transformative; marginalizing and transgressive; and a site of both labor and pleasure. No prerequisites.

**AFR 0047-03 (SOC 0094-16) The American Labor Movement ~ Cedric de Leon**
MW | 9:00-10:15am

Want to know more about unions?
Worried about class inequality?
Ever wondered what you can do about it?
Well, this course is for you.
AFR 0047-04 (AMER 0010-01) Human Rights in the U.S. ~ Tom Abowd
MW | 10:30-11:45am
This interdisciplinary course will explore a range of topics related to human rights in the United States. We will examine debates about human rights across various fields of studies and at particular historical moments. Participants will, for instance, examine human rights concerns in relation to genocide, slavery and Jim Crow, the privatization of prisons, racial politics and urban space, gender-based forms of violence, and the politics of labor and the machinations of capital—regional and global—that impinge on the rights of workers. It will be one of the crucial challenges of this course to look critically at some of the taken-for-granted ideas about rights discourse and security, notions of freedom and liberty, and discipline and punishment. Visual culture, ethnographic films, and documentary films will be important parts of this course. By exploring themes of power and resistance, we will acquire insights into how people and communities in various places make sense of their lives and strive for justice. In doing so, the course will seek to discover the richness of human diversity and the human potential for political and social transformation.

AFR 0047-05 (HIST 0036) Communities and Diversity in U.S. History ~ Reed Ueda
M | 9:00 – 11:30 am
The historical construction of U. S. democratic pluralism in a civil society of diverse communities including comparisons with pluralism in other countries. Ethnicity, class, gender, race, nationalism, regionalism, religion, consumerism, and popular media in this process.

AFR 0047-06 (FR 0092) Ethnicity, Migration and Identity: Interrogating Frenchness (in English) ~ Adlai Murdoch
MW | 1:30-2:45pm
This course will focus on several contemporary novelists whose work highlights the impact of migration and cultural pluralism on contemporary France. We will begin by examining French colonial practice in a number of locations, including the Caribbean, the Maghreb, and sub-Saharan Africa. The texts that we analyze will illuminate the changing nature of French society through a process of contact, change and exchange that is expanding traditional notions of 'Frenchness.' As these new models of ethnicity and cultural identity challenge long-held assumptions of what it means to be French and the myth of the absence of race in France, these writers illuminate the porousness of borders and the pervasiveness of patterns of cultural, social, and racial exclusion.

AFR 0118 (REL 0118) (Mis-)Translating Vodun ~ Elana Jefferson-Tatum
W | 1:30-4:00pm
A historical and comparative examination of the history of cultural contact between Vodun religious cultures and the Western world, with specific attention to issues of translation and interpretation in the study of West African Vodun, Haitian Vodou, and New Orleans Voodoo. Key themes and topics include: colonization and the construction of religious Others; the invention of civilization, the primitive, and the fetish; slavery, religion, and the construction of race; law and the politics of religious criminality; the U.S. occupation of Haiti and the Western imagination of “voodoo”; and U.S. imperialism and the media.

AFR 0147-02 (FAH 0198-05) What is African Art ~ Peter Probst
Visit link for schedule
What is African art? The answer to this question might seem easy and obvious. But it is not. In fact, there are many different answers to the question. In the seminar we will look at these differences in relation to the time and political context in which they were conceived. Doing so will enable us to pose and discuss other questions: what is the proper place for the display of African art? Why do we
distinguish between art and artifact? Who actually is an African artist and where is African art produced?”

AFR 0147-03 FANON and Black (Textural) Revolution ~Greg Thomas
TR | 12:00-1:15pm
The marvelous texts of Frantz Fanon have preoccupied and even mesmerized a wide range of critical thinkers and political activists, for decades now. He was a Black psychiatrist, writer and revolutionary born in Martinique; formally schooled under French colonialism in the Caribbean as well as France; and converted to “African Revolution” in Algeria after his initial request to serve in the French Civil Service in Sénégal was refused during the presidency of Léopold Senghor. Fanon would author four phenomenal books worth of material by his untimely death from leukemia – on December 6, 1961, at the age of 36 – in CIA custody in Bethesda, Maryland, USA. They are Black Skin, White Masks (1952), A Dying Colonialism (1959), The Wretched of the Earth (1961), and, posthumously, Toward the African Revolution (1964). Many of these texts would help shape the modern Black Power Movement of African-America as well as anti-imperialist liberation struggles in continental Africa and the “Third World” at large – before the strictly academic theories of “post-coloniality,” several decades later. This course will study Fanon’s whole revolutionary body of work with some regard to those related “Black [textual] revolutions which take root in his tradition. We will ask a series of crucial questions, of necessity: Why does Fanon remain so unique and important a figure, worldwide? What is the difference between academia’s Fanon and Black or anti-imperialist revolution’s Fanon? How do different translations of Fanon from French to English affect past and present interpretations of Fanon? Why is it important to speak of “Black [textual] revolutions, after Fanon,” both politically and artistically, at this specific point in global historical time?

AFR 0147-04 (ENG 0192-01) Imagining Slavery and Freedom ~ Christina Sharpe
M | 9:00-11:30AM
In this course we will read fiction, essays, poetry ‘about’ North American slavery and its afterlives. This may include: Beloved, At the Full and Change of the Moon, Underground Railway, Brutal Imagination, Counternarratives, Olio, and more. We will also read critical and theoretical writing by Saidiya Hartman, Marisa Fuentes, Sarah Haley, Thaviola Glymph, Édouard Glissant and more. We will also view still images and film and listen to music that attends to imagining slavery and something like freedom. This course fulfills the post-1860 requirement.

AFR 0147-05 (FR 0192-B) Mediterranean Crossings: Colonial and Postcolonial Migrations and Identities ~ Mona El Khoury
TR | 4:30-5:45pm
The Mediterranean has long been the locus of a turbulent history and of vast population movements. This course will focus specifically on the modern and contemporary periods, that is, since the beginning of the French colonization in North Africa in the nineteenth century until today. We will examine the (re-)presentation of several types of voluntary and forced migrations, spurred by colonialism, decolonization, civil wars, political strife, and economic hardship producing exiles, migrants, and refugees in record numbers. Through literary and critical texts and films, we will explore different Mediterranean spaces: European (France, Spain, Italy), North African (Morocco, Algeria, Tunisia), Middle Eastern (Lebanon, Israel, Palestine, Syria). Throughout, the class will address this question: how can artistic practices dealing with loss and desolation mediate political dilemmas that also concern the crossing of inner and outer borders on linguistic and cultural translation?
Active class participation; regular response papers; three papers.
Prerequisite: French 31 and 32 or consent.
AFR 0147-06 (SOC 0149-01) Racial Identity in Historical Perspective ~ Orly Clerge
TR |1:30-2:45pm
How individuals, groups and communities define themselves in racial terms has been at the center of sociological inquiry since the 19th century. Although racial categories are often imposed upon populations, they are also interpreted, reconstructed and negotiated by social actors in everyday life. This course will examine how racial categories are contested, managed and redefined by racial groups. The primary focus of the course will be on black identity social and political movements both preceding and resulting from the Civil Rights movements. We will begin with the works of the first American sociologist, W.E.B. DuBois and end with contemporary perspectives on racial formation in America's increasing multiracial and multi-ethnic landscape. By the end of the course, students will be able to theoretically and empirically analyze the ways in which racial identity has changed overtime and across space and provide sociological perspectives on America's racial future. Prerequisites: Two courses in sociology and/or Africana Studies, or one course in each

AFR 0147-07 (SOC 0188-09) Youth of Color ~ Orly Clerge
T | 9:00-11:30am
This seminar takes a sociological approach to understanding the lives of youth of color. Through an exploration of the experiences of non-white youth and the ways in which they negotiate and redefine the identities imposed upon them at birth, this course outlines their social development across the life course, as they progress from children to young adults. Through a comparative examination of the social implications of race, ethnicity and gender, we will also consider the impact of social institutions such as the family, school, and the law on the life chances of youth of color. Significant class time will be dedicated to analyzing real world data on black youth and the opportunities and challenges they negotiate as they come of age in the 21st century. Prerequisites: 2 Sociology, Africana, Asian American, and/or American Studies Classes

AFR 0147-08 (SOC 188-07) Race and Politics ~ Cedric de Leon
M |1:30-4:00pm
Why should you care about race and politics? So much of what we think of as “political” has a racial dimension, from voting and social movements, to citizenship and democracy. On the flipside much of what we think of “racist” can be traced to politics, including police brutality, xenophobia, and segregation. The racial is political, and the political is racial. What’s weird is that so few scholars actually see it that way. Political sociologists are typically not sociologists of race and vice versa. In this course, we put these camps in conversation in order to make sense of the leading issues of our time: Black Lives Matter and the rise of white ethnic nationalism. Prerequisite: Two Sociology courses

AFR 0147-09 (HIST 0193) Family Histories and American Culture ~ Kendra Field
M |1:20 – 4:20 pm
Explores diverse experiences of family and kinship in U.S. history, especially in the context of racial slavery, Indian removal, and transnational migration. Contextualizes the recent groundswell in scholarly approaches to family history, as well as the popularization of DNA testing and genealogical research in American culture. Allows students to develop skills and perspective necessary for the production of scholarly research based on family histories, including their own. Readings will include family histories, micro-histories, and memoir.
AFR 0147-10 (HIST 0110-01) Race, Class, and Power in Southern Africa ~ Jeanne Penvenne
MW | 8:05 – 9:20 am
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.

AFR 0147-11 (PS 0119-01) American Racial Politics ~ Natalie Masuoka
W | 09:00AM-11:30AM
This seminar course will address the state of racial politics in the United States by discussing the unique identities, ideologies and approaches to government found within Asian American, black and Latino communities. Content will primarily cover contemporary American politics from 1964 to the current. An introductory course on American government is recommended but not required.

AFR 0147-12 (HIST 0129-01) Black Political Thought in the Twentieth Century ~ Kerri Greenidge
TR | 12:00-1:15 pm
Examines black political thought in the twentieth century. Topics include the debates over "Negro rights" between W.E.B. Du Bois and Booker T. Washington; the New Negro political radicalism of Marcus Garvey and Hubert Harrison; black feminism from Ida B. Wells to Shirley Chisholm; debates over race and American democracy that pivoted around civil rights and Black Power leaders such as Martin Luther King and Malcolm X; black politicians from Jesse Jackson to Barack Obama.

AFR 0147-13 (AMER 0173-01) Justice in 1960s American Counterculture ~ Ronna Johnson
W | 4:30-7:15pm
This multi-disciplinary and interdisciplinary course studies the American Sixties through film, literature, music, and nonfiction writing, including memoir, manifesto, letters and journalism. Although called the Sixties, this time of civil dissent, social unrest, domestic violence, international war and change properly encompasses a wider era, from 1954 and Brown v. Board of Education, to 1975 and the end of the Vietnam War, and this broader interval will form the period of our study.

AFR 0147-14 (AMER 0180-06) Racing Research: The Politics of Knowledge Making ~ Jean Wu
T | 4:30-7:15pm
Knowledge making is raced and political. This course asks participants to consider how individual positionalities and structural power operate in the process of creating knowledge. Participants will learn to write critical auto/ethnography as well as explore anti-racist and decolonizing research methods. The course is designed with juniors in mind but open to sophomores and seniors, especially if they are undertaking knowledge making projects, be these research papers, creative writing or mixed media projects, capstones or senior theses. Students will complete a critical autoethnography as well as design a final project of their choice. Prerequisite: Contact instructor for permission to register.

AFR 0147-15 (ENG 0192-02) Colonialism and Domesticity ~ Lisa Lowe
TR | 1:30-2:45pm
In this course, we engage the double meaning of “domesticity,” as both “home” and “nation,” which links the definition of familial household to imperial projects determining geographies of belonging and otherness. We examine literatures, cultural practices, and narratives that represent the ideal of the “home” through the cult of domesticity, the ideology of separate spheres, and the culture of sentiment,
both in England and the United States, and in sites of Anglo-American colonialism in the Caribbean, Asia, Africa, and in the diaspora. We include attention to the constructions of gender, race, motherhood, and reproduction in British and U.S. contexts, and in their idealized and antagonistic relationships to colonized, enslaved, indigenous, and immigrant communities. We will read British novels (Jane Eyre, Dracula), Anglophone postcolonial works (Joys of Motherhood, The Pagoda, Never Let Me Go), and works treating domesticity in the aftermaths of slavery, settler colonialism, and imperial war (e.g., History of Mary Prince, The Bluest Eye, La Rose, A Gesture Life, “My Beautiful Laundrette”), as well as primary archival documents and secondary histories (Smallwood, Morgan), analyses of colonialism and domesticity (Stoler, Wexler, Kaplan, McClintock) and domestic labor (Glenn, Collins, Parreñas), and theories of race and sexuality (Gopinath, Hartman). Topics of focus will be: the cult of domesticity, domestic slavery, colonialism and motherhood, boarding schools, suburban domesticity and colonial trauma, and queer domesticity.

AFR 0147-16 (ILVS 101) Visualizing Colonialism ~ Kamran Rastegar
TR | 1:30-2:45pm
An overview of the intersection between world cinema and the conditions of colonialism and post-coloniality. Readings and viewings on representations of the non-Western world in early cinema, and an examination of the development of cinemas of resistance and in particular the articulation of Third Cinema in the context of the Cold War. Films will be drawn from African, American (North and South), European, Middle Eastern, and South Asian cinemas, with special emphasis on Arab cinemas. The emergence of postcolonial themes in cinema, examining the treatment of questions such as gender and identity, social subalterns, engaging with orientalism, diaspora identity, and a range of other issues. Central to the course is the question: what aesthetic innovations in cinema may be related to the engagement with postcolonial issues? In English. Cross-listed as ARB 155, FMS 175-01 and CST 10-01. This course satisfies an IR requirement. Please see their website for more details.

AFR 0147-17 (ED 165-01) Feminist and Gender Theories ~ Sabina Vaught
M | 4:30-7:20pm
Explores feminist and gender theoretical engagements in Educational Studies from the mid-20th Century forward. Considers a range of disciplinary interventions, including but not limited to: Philosophy; History; Anthropology; and, Sociology. Specific attention paid to curriculum, pedagogy, and policy as mechanisms of gendered knowledge production in the U.S.

AFR 0198 Senior Honors Thesis A ~ Staff
Students wishing to do a Senior Thesis should contact Professor H. Adlai Murdoch, Director of Africana Studies at H.Murdoch@tufts.edu

AFR 0199-01 Independent Study ~ Staff
Students wishing to do an independent study should contact Professor H. Adlai Murdoch, Director of Africana Studies at H.Murdoch@tufts.edu

Courses in other departments that may be of interest.

CH 0188-05 Race, Ethnicity & Health ~ Adolfo Cuevas
M | 01:30PM-04:00PM
Senior standing or consent
Despite advances in medicine, education, and technology, racial and ethnic minorities in the United States carry an unequal burden of chronic disease and have higher mortality rates compared to their
white counterparts. The causes of these inequities are thought to reflect a complex interaction of social, situational, and structural influences. This course is designed to review theories and research that describe the multiple pathways by which race and ethnicity influence health and produce disparate health outcomes. During the semester, students will critically examine the health status of major racial/ethnic minority groups in the United States. Attention will be focused on the patterned ways in which the health of these groups is embedded in the social, cultural, political, and economic contexts and arrangements of U.S. society. Students will also explore community-based approaches for addressing health inequity, including health care inequities. Topics covered include the meaning and measurement of race/ethnicity, the historic uses of minorities in medical research, how socioecological factors currently influence health and healthcare, how acculturation and migration affect health, and an examination of the ideas for reducing health disparities among racial/ethnic minorities.

At the end of the course, students will be able to:
• Describe how race and ethnicity have been defined and conceptualized in the U.S.
• Discuss how race/ethnicity both directly and indirectly influence health
• Critique at least three pathways by which race and ethnicity can impact health
• Explain how race/ethnicity interact with acculturation to affect health
• Be conversant on strategies that address health and health care disparities

CH 188-06 Community Mental Health ~ Carolyn A. Leung
T | 09:00AM-11:30AM
Pre-requisite: CH 1 and CH 30; Senior standing or consent
Community mental health is a growing and dynamic field. It is a movement to provide care to mental health consumers/peers in community-based settings. It also encourages us to understand mental health from an ecological perspective and examine the social determinants of mental health, considering potential causes, treatment and prevention strategies at the individual, family and community level. Students will examine the complex factors that contribute to mental health, and the effects of community and family support and culture. Using this lens, this class will look at the experiences of specific populations such as racial and ethnic minorities, immigrants, and LGBTQ youth. This course highlights resilience and community-based strategies for health promotion and overall community wellness. This class centers the perspective and voices of mental health consumers/peers in this work and what innovative strategies are being developed for those in recovery. Interactive, experiential, art-based learning activities will be used throughout the course to promote reflection and dialogue about current, critical issues in the field. Students will be expected to be active participants in class discussion and write a research paper about a topic in the community mental health field.

CH 0188-08 Stress and Health in Communities ~ Adolfo Cuevas
T | 1:30PM-04:00PM
Senior standing or consent
The biggest health challenge facing the world in the twenty-first century is from the effects of stress on individuals and communities. Stress-related diseases, such as cardiovascular disease, diabetes, and hypertension, are one of the main contributors to early mortality and our overall health. The term “stress” carries a negative connotation. However, stress is a human’s response to changing circumstances in the environment and a part of everyday life. To understand why stress can have such damaging effect to our health, we must ask, how does stress cease to become toxic to the body? What are the underlying pathways the link stress and health? Are all stressful experiences created equal? What can we do today to buffer the effects of stress on health?
This course is designed to review theories and research examining the role of stress in health. The course will review basic concepts and models of stress and the mechanisms by which stress may
influence health outcomes. Through these concepts and models, this course will cover a range of topics, including the neurobiological underpinnings of stress and health and socio-ecological stressors and their influence on racial/ethnic health disparities. A key aspect of the class will be to critically evaluate and discuss the research of stress and health through the critique of studies’ methods, data, and conclusions. This course will foster an interdisciplinary approach to comprehensively understand stress and health in communities.

By the end of the course, students will be able to:

• Describe the basic concepts and models of stress
• Understand the various sources of stress and their responses influence to the mind and body
• Identify and critique mechanisms that link stress and health
• Identify the gaps in the existing literature and detect new areas for future research
• Learn stress management techniques and other coping strategies that can help buffer effects of stress on health.

ED-0001-01 School and Society ~ Steve Cohen
TR | 10:30-11:45am Role and purpose of schooling in the United States. Focus on the desegregation and resegregation of schools in the last fifty years; proposals for school reform.

ED 161-01 Anthropology and Sociology of School ~ Rocio Sanchez-Ares
T | 4:30-7:20pm
Explores educational institutions and the various external and internal societal forces that shape them. Attention to critical, ethnographic studies of schooling. Emphasis on dynamics of gender, race, class, and sexuality as organizing forces of schooling and society.

MUS-0042-01 History of Jazz ~ Ullman
Monday & Wednesday, 1:30–2:45 pm (G+)
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. One course credit. Ullman.

MUS-0072-01 & NC ~ Coleman
MUS-0072-LA MUS-0072-LB MUS-0072-LC  Gospel Choir (Credit/No credit) Sectional
A Sectional B Sectional C
• Friday, 3:30–5:30 pm (ARR)
• Monday, 4:30–5:45 pm (K+M) Tuesday, 4:30–5:45 pm (L+T) Wednesday, 1:30–2:45 pm (G+W)
Selected repertory of choral works from the African American tradition of religious music. No prerequisite or previous musical experience necessary. One-half course credit requires registration in MUS 72-01 and one of the three sectionals: 72-LA, 72-LB or 72-LC. If taking for no credit (MUS 72-NC), sectionals are not required.

MUS-0091-01 & N1 African Music & Dance (Credit/No credit)
Monday & Wednesday, 3:00–4:15 pm (I+)

MUS-0091-02 & N2 African Music & Dance (Credit/No credit) ~ Poku
Monday & Wednesday, 6:30–7:45 pm (ARR)
These courses teach a repertory of traditional music and dance from Ghana. Includes those who are still learning the basic principles and skills of drumming and dance, and those who are continuing to build those skills. 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 Asante people of Ghana. In performance, the group takes the name Kiniwe (kī-nē-way), a rallying cry that means, “Are you ready?” Cross-listed as AFR 91. One-half or no course credit.

MUS-0092-01 & NC Arab Music Ensemble (Credit/No credit)  
Monday, 6:00–8:30 pm (ARR)  
Performance of both classical and folk Arab music. The maqm microtonal scale system as applied to both Western and Arab instruments. Improvisation, form, style, rhythmic cycles, as well as Arabic vocal diction. Some Arab ouds (lutes) to be made available. Cross-listed as ARB 51. One-half or no course credit. Sidiq (Al-Rubaye).

MUS-0104-01 Jazz Theory ~ Smith  
Tuesday & Thursday, 12:00–1:15 pm (F+TR)  
Harmonic and melodic techniques of jazz and popular music. Extended chords (ninths, elevenths, thirteenths) and substitutions; modulations and free melodic treatment of dissonance. Song forms. Written exercises and analysis; emphasis on student composition. Continuation of aural and keyboard skills. Recommendations: MUS 102 or permission of instructor. One course credit.

MUS-0077-01 & NC Tufts Jazz Orchestra (Credit/No credit) ~ Smith  
Tuesday & Thursday, 4:30–6:30 pm (ARR)  
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 or no course credit.

MUS-0130-01 Jazz Arranging and Composition ~ Smith  
Tuesday & Thursday, 3:00–4:15 pm (J+)  
Techniques of arranging jazz and popular compositions for ensembles of various sizes and types. Intensive work on student compositions. Recommendations: MUS 104 or permission of instructor. One course credit.

MUS-0172-01 Studies in West African Music ~ David Locke  
Tuesday & Thursday, 1:30–2:45 pm (H+)  
This course will combine two methods of teaching/learning: 1) practical, hands-on drumming, dancing, and singing; and 2) more theoretical and academic work. We will first learn by doing, and then critically engage with embodied music knowledge. The course will emphasize the traditions of the Ewe people from southern Ghana and Togo, and the Dagomba people from northern Ghana. Course resources will include original materials from the professor’s field research available as online monographs. Although great emphasis will be placed on the technical understanding of the music itself, the course also will engage in critical inquiry about the cultural history of these traditions and the meaning of these traditions in the contemporary times. Students who have experience in Kiniwe, the African Music and Dance Ensemble, are very welcome. Knowledge of tonal harmony or significant prior experience with staff notation is not required, but familiarity with note values and time signatures is necessary. One course credit.