

**Tufts University**



**AFRICA**  
IN THE NEW WORLD

# **Interdisciplinary Minor**

**Fall 2011**

**Course Listing**



## Africa in the New World Interdisciplinary Minor Fall 2011

*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 **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](mailto:Paula.Aymer@tufts.edu)

**Website:** [www.ase.tufts.edu/anw](http://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.

More Information: [http://uss.tufts.edu/studyabroad/programsTufts/ghana/ghana\\_index.asp](http://uss.tufts.edu/studyabroad/programsTufts/ghana/ghana_index.asp)

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 Kiswahili and Foreign Languages, Zanzibar, is an excellent option for language study only.

Website: [www.ase.tufts.edu/anw](http://www.ase.tufts.edu/anw)



## Africa in the New World Interdisciplinary Minor

## Fall 2011 Course Schedule

Course #	Title	Block:	Instructor
ANW 0090	Africa in the New World Interdisciplinary Project 0.5 credit	ARR	Aymer
ANW 0091	Africa in the New World Interdisciplinary Project 1.0 credit	ARR	Aymer
ANW 0095	Africa in the New World Interdisciplinary Thesis 1.0 credit	ARR	Aymer
AMER 12	Race in America	Tues, 4:30-7:15	Wu
ANTH 27*	Human Rights in Cultural Context	L+, tr	Abowd
ANTH 126*	Food, Nutrition, and Culture	G+ mw	Bailey
ARCH 188	Archeology & History of Northern Africa	5 m 2:00-4:30	Hitchner
CD182 /UEP 182*	Social Policies for Children and Families/Jacobs	6+T 1:20-4:20	Jacobs
CH 106 *	Health, Ethics and Policy	G+	Staff
CH 190*	Social Capital and Mental Health	Thurs. 9-11:30	Almedon
DNC 68	African Dance Identity	K+ mw	Coles
EC 30*	Environmental Economics	D+ tr	Staff
EC-35-1*	Economic Development	E+ mw	Dapice
EC 60*	International Economics	F+ tr	Wagner
EC 91*	Economics of Public Policy	E+mw	Hardman
EC 127*	Urban Economics	K+mw	Hardman
EC 161*	International Trade	I+ mw	Fusillo
EC 162*	International Finance	K+ mw	Fay
ED 162	Class, Race and Gender in the History of U.S. Education	12+ w	Staff
ENG 91-02	Slavery's Optic Glass	F+ tr	Clytus
FAH4 or 6	African Art	TBA	TBA
HIST 13	Reconstructing Africa's past to 1850	E+ mw	Penvenne
HIST 23	Colonial North America & the Atlantic World To 1763	E+ mw	Carp
HIST 28	US Foreign Relations to 1900	I+	Ekbladh
HIST 34	African American History since 1865	G+ mw	Joseph
HIST 91	Research Seminar: Africa: African History	7 w	Penvenne
HIST 126/REL 42	Religion & US Politics	G+	Curtis
MUS 39	History of African American Music	E+ mw	Pennington
MUS 41	History of Blues	G+ mw	Ullman
MUS 48-01	Music of Africa	T 10:30-11:45	Locke
MUS72-01/MUS 72N	Gospel Choir / Gospel Choir (No credit)	Fri. 3:30-5:30	Coleman
MUS 78/MUS 78N	Jazz Improvisation Ensemble (0.5 credit) / (No credit)	Mult. Sections	See Music Dept
MUS 91-01	African Music Ensemble (Kiniwe)	I+ mw	Agbeli
MUS 128-01	Elements of Jazz Improvisation	F+ tr	Smith
PS 13	Race & Class in American Politics	2 w	Glaser
PS 121 *	Seminar: Political Culture in Comparative Perspective	10 M 6:30-9 PM	Cruz
PS 129	African Politics	G+ mw	Robinson
PS 188	Ethnicity and U.S. African Politics	F+ tr	Robinson
SOC 010	Racial & Ethnic Minorities	I+ mw	Aymer
SOC 108	Epidemics: Peoples, Plagues & Politics	I+ mw	Taylor
SOC 110*	Racial & Ethnic Minorities	H+ tr	Aymer
SOC 120*	Sociology of War & Peace	E+ mw	Joseph
SOC186/CH186*	International Health Policy	T 4:30-700	Taylor
SWA 1	Elementary Swahili	F+ tr	Brown
SWA 3	Intermediate Swahili	D+ tr	Brown
WL122/ILVS122	South African Writers	L+ tr	Rosenberg

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](mailto:Paula.Aymer@tufts.edu). For more information about the ANW program please visit: [www.ase.tufts.edu/anw](http://www.ase.tufts.edu/anw).

**ANW 0090 Africa in the New World Interdisciplinary Project (0.5 credit)**

**Paula Aymer**

**Block ARR**

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

**ANW 0091 Africa in the New World Interdisciplinary Project (1.0 credit)**

**Paula Aymer**

**Block ARR**

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

**ANW 0095 Africa in the New World Interdisciplinary Project (1.0 credit)**

**Paula Aymer**

**Block ARR**

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

Note: Permission of Instructor.

**AMER 0012-01 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.

**ANTH 27\* Human Rights in Cultural Context**

**Abowd**

**L+ TR**

This gateway course examines anthropological debates about human rights. It introduces key anthropological methods, like participant-observation, reflexivity, and cultural critique, and anthropological theories on topics like culture, the state, indigenous peoples, and globalization. We will analyze controversies about cultural relativism and universalism, approaches to both violent conflicts and the structural violence of poverty, and the relationship between anthropology and human rights. We also study ethnographies of human rights work that elucidate how advocates strive to produce reliable knowledge and circulate it to authorities and the public in reports, documentaries, and other media.

**ANTH 126-01\* Food, Nutrition, and Culture**

**Bailey**

**G+ MW**

Interplay of the act of eating with its biological and cultural correlates. Topics include subsistence strategies, sex differentials in food intake, and the nutritional impact of modernization; hunger and malnutrition in the developing world; historical and symbolic attributes of food, including taboo, valences, and national cuisine; and the relation of normal and abnormal eating behavior to gender and cultural norms of attractiveness. Prerequisite: one previous anthropology course or instructor's permission.

**Archaeology 0188: Seminar in Ancient History: Archaeology & History of Northern Africa**

**Hitchner**

**5 M 2:00-4:30**

This seminar will explore the history and archaeology of North Africa (the Maghreb) under the Roman Empire (2nd c. B.C. - 7th c. A.D.). The goal of the seminar will be to explore the political, cultural, material, social, and economic interaction between Rome and the indigenous peoples and cultures of North Africa. There will be extensive readings, and the seminar itself will be heavily dependent on discussion. Although it is not prerequisite, a reading knowledge of French is useful.

Cross-listed as Classics 185.

Prerequisite: Classics 38.

**CD182 /UEP 182\* Social Policies for Children and Families/Jacobs**

**Jacobs**

**6+T 1:20-4:20**

Intersection of child development and social policy. Case studies of processes through which social problems are defined, policies formulated and implemented. Models for analyzing existing and proposed policies and for interpreting program evaluation results. Topics may include child abuse and neglect, family leave, maternal and child public-health policy, child care, early-childhood education. Special attention to policies affecting disadvantaged and minority populations. Prerequisites: CD 1 or Psych 1 and senior or grad standing

**CH 106\* Health, Ethics and Policy**

**Staff**

**G+**

This course begins with an overview of public health history, mission, and law as well as an introduction to relevant ethical theories. We will examine subjects including: the government influence of health behaviors through health education, taxation, and regulation; disease surveillance including HIV and tuberculosis testing and reporting; and financing health care services. These specific areas will be explored with a focus on their ethical dimensions, e.g. paternalism, the common good, respect for autonomy, beneficence, privacy/confidentiality, and justice (distributive and participatory). Our primary focus will be the United States with special attention given to local and/or current issues. Prerequisites: Sophomore standing or consent

**CH 190\* Social Capital and Mental Health**

**Almedon**

**Thurs. 9:00-11:30**

This course is designed to engage both graduate and upper-level undergraduate students in interdisciplinary analyses of existing and emerging evidence of the links between social capital and health, particularly mental well being. Authoritative materials from the disciplines of epidemiology, psychiatry, anthropology/sociology as well as health policy and humanitarian assistance are examined with the aim of identifying measures of social capital and health status internationally. Prerequisites: 2 CH courses, BIO 2 recommended

**DNC 68 African Dance identity**

**Coles**

**K+ mw**

Dances of Senegal, Mali, and Guinea involving the performing of personal identity. Themes include male and female roles, the wedding ceremony, and family formation. 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. One-half course credit.

**EC 30\* Environmental Economics**

**Staff**

**D+ T R 10:30 AM**

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

**EC 35-1\* Economic Development Dapice E+ mw**

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.

**EC 60\* International Economics**

**Wagner**

**F+ tr**

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. Regist. for an Ec 60 recitation

**EC 91\* Economics of Public Health**

**Hardman**

**E+mw**

This course will apply and extend the theoretical and empirical tools that you have learned in other economics courses. It is an introduction to the use of economics as a tool for understanding policy questions and evaluating policy alternatives. Markets and public policies both give incentives to economic agents – individuals and firms. The course starts with a review of the way economists look at markets and their interaction with the public sector. For example, governments play an important role in assigning and enforcing property rights, and the assignment of property rights is an essential prerequisite for well-operating markets. This year for the first time, the UN estimates that more than half the world's population is now living in cities. We will explore policy issues associated with urban growth, health and the environment and how economics can help understand and address them. How are the tools of economics used (and useful) in identifying and addressing policy problems that follow from urbanization and economic growth (such as pollution and congestion on urban roads)? What models and tools have economists developed to understand and to help solve those problems? One example of a tool is cost-benefit analysis and project evaluation. Another is the implementation of user charges that may vary with consumers' ability to pay as well as their willingness to pay. It's also important to consider the criteria used in evaluating policy and projects: how do we measure both efficiency and equity, for example? Some of the most serious public health issues around the globe are associated with lack of clean water and of adequate sanitation. What can economics and economists contribute? What signals do households in the US and in cities in the rest of the world get from water prices and charges for sanitation? Why do some regions of the US such as the Texas colonias (semi-legal housing) and parts of rural West Virginia, still lack adequate infrastructure? What impact do communities and neighborhoods have on the education, health and employment of their residents and in particular does it matter if those neighborhoods are segregated by income or by race? How do cities or nations pay for investments in infrastructure like water, sanitation, roads and highways? How can we evaluate proposals for such investment? Economists have developed methods for evaluating and estimating costs and benefits. The course will provide an introduction to cost-benefit analysis and more generally, to the project evaluation techniques developed and used by economists. How do market and non-market economies deal with uncertainty and risk? What role does access to information play in markets with uncertainty? In particular, what can economics tell us about the value of and market for insurance against risks including health insurance? How does an insurance based system deal with risk from the point of view of providers and consumers as compared to a single-payer system? Health care is an important facet of public policy in which uncertainty and therefore insurance is an important topic. That insurance can be primarily private (as in the US) or public (as in most of Western Europe). The course will explore the economics of health insurance and the issues of uncertainty (for providers as well as for consumers) associated with health care.

**EC 127\*            Urban Economics**

**Hardman**

**K+mw**

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.

**EC 161\*            International Trade**

**Fusillo**

**I+ mw**

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. Prerequisite: Economics 11.

**EC 162\*            International Finance**

**Fay**

**K+ mw**

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 Economics 169 or its equivalent. Prerequisite: Economics 12.

**ED 162\*            Class, Race and Gender in the History of U.S. Education**

**Staff**

**12+ mw**

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.

**ENG 0091-02      Slavery's Optic Glass**

**Clytus**

**F+ tr**

This course considers the epistemological impact of slavery on nineteenth-century American literature. Surveying a broad range of texts, beginning with the poetry of Phillis Wheatley and concluding with D.W. Griffith's *Birth of a Nation*, we will examine how the "peculiar institution" not only helped to initiate and revitalize various American literary genres, but also how its aesthetic and cultural influence extended well beyond the Civil War. Of particular interest will be those stakes involved in continuing to define an African American (literary) consciousness through "black" racial identity

**FAH 4 or FAH6      Royal Arts of Africa**

**TBA**

**TBA**

Key themes in royal African art. Critical examination of what these arts reveal about the nature of kingship. Diverse ways African rulers have employed art and architecture to define individual and state identity in the context of key traditions from various parts of the African continent.

**HIST 13            Reconstructing Africa's Past**

**Penvenne**

**E+ mw**

African history and culture from earliest times to the eve of European imperial expansion in Africa. Early patterns of settlement and cultural interaction; origins of African states; development of regional trading systems; the nature and impact of Africa's shifting participation in global trade.

**HIST 23            Colonial North America & the Atlantic World To 1763**

**Carp**

**E+ mw**

European imperialism and the creation of colonial societies in North America. Transatlantic perspective on religious, economic, and political forces joining Europe, Africa, and America. American society's emergence within Spanish, French, Dutch, and British empires. Trade, slavery, race, and ethnicity; family and community; work and economy; politics and war

**HIST 28\*           U.S Foreign Relations to 1900**

**Ekbladh**

**E+ 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.

**HIST 34            African American History since 1865**

**Joseph**

**G+ mw**

The history of Africans and persons of African descent from the beginnings of the slave trade up through the Civil War. Special attention is given to the emergence of slavery in colonial and antebellum America; the development of African-American cultural values and social institutions; the development of forms of resistance to and calls for the abolition of slavery; and the development of free black communities.

**HIST 91            Seminar: Africa: African History**

**Penvenne**

**7 w**

Please see History department website for course description

**HIST 126/REL 42\* Religion & U. S. Politics**

**Curtis**

**G+**

The role of religion in shaping American civic engagement and political activity from the seventeenth century to the present, putting contemporary events in broader historical context. Topics and themes may include: the relationship between church and state in the colonial period; faith and the founders; religion and social activism in the antebellum era (especially anti-slavery and women's rights); religion, race and Civil Rights; religious "outsiders" and American politics; spirituality and social protest in the 20th century; the rise of the religious right; religion and American politics post-9/11. (Fall 2009 & Beyond). (Cross listed as Religion 42).

**MUS 39**            **History of African American Music**  
**Pennington**  
**E+ mw**

Emphasis on the development of Black Art and Church music (including Spirituals and Gospel) as well as popular idioms such as ragtime and jazz. No prerequisite.

**MUS 41**            **History of Blues**  
**Ullman**  
**G+ mw**

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. Ullman.

**MUS 48-01**        **Music of Africa**  
**Locke**  
**T 10:30-11:45**

Musical systems, musical instruments, music in its historical, social, and cultural context. Topics from the musical traditions of the Shona, Biaka/Mbuti, Ewe, and Dagomba.

**MUS72-01:**        **Gospel Choir**  
**Fri 3:30-5:30**

The Gospel Choir is a student ensemble that performs works by traditional and contemporary gospel composers. Audition is required. Coleman.

<b>MUS78-01</b>	<b>Jazz Improvisation Ensemble (0.5 credit)</b>	<b>Ahlstrand</b>	<b>Mon. 6:45-9:45 PM</b>
<b>MUS 78-N</b>	<b>Jazz Improvisation Ensemble (No credit)</b>	<b>Ahlstrand</b>	<b>Mon. 6:45-9:45 PM</b>
<b>MUS78-02</b>	<b>Jazz Improvisation Ensemble</b>	<b>Aruda</b>	<b>Wed. 6:45-9:45 PM</b>
<b>MUS 78-N2</b>	<b>Jazz Improvisation Ensemble (No credit)</b>	<b>Aruda</b>	<b>Wed. 6:45-9:45 PM</b>
<b>Music 78-03</b>	<b>Jazz Improvisation Ensemble</b>	<b>Smith</b>	<b>Tues. 6:45-9:00pm</b>
<b>MUS 78-N3</b>	<b>Jazz Improvisation Ensemble (No credit)</b>	<b>Smith</b>	<b>Tues. 6:45-9:00pm</b>

Jazz improvisation, instrumental and ensemble skills are developed through instrumental performance of classic jazz compositions and recent works. The elements of jazz, including swing rhythms, blues and other traditional song forms, and jazz melody and harmony, are introduced. One-half course credit. Ahlstrand.

**MUS 91-01**        **African Music Ensemble (Kiniwe)**  
**Agbeli**  
**I+ mw**

Traditional percussion ensemble music and vocal music from West Africa. Performs on- and off-campus with Kiniwe Dancers (West African Dance class). Requires a two-semester commitment so that the ensemble can become good on this unfamiliar music. Fall semester emphasizes highly polyrhythmic music of the Ewe people. Prior musical experience is helpful but anyone with a good sense of rhythm and physical coordination may try out. Class membership is determined by auditions held during the first two days of class. One-half course credit; letter grade. Locke.

**MUS128-01 Elements of Jazz Improvisation**

**Smith**

**F+ tr**

The fundamental musical language of jazz, including scales, modes, chords, and the primary vocabulary of rhythm and melody. Examination of characteristic jazz patterns in rhythm, melody, harmony, and form. Consideration of various styles of jazz improvisation including blues, swing, bebop, and Afro-Cuban. Pedagogy combines study of theory, history, and meaning of improvisation with practice-based learning. Prerequisite: ability to play a musical instrument (including voice), and consent. One course credit. Smith.

**PS13 Race & Class in American Politics**

**Glaser**

**2 w**

Race and class cleavages in the U.S. and their effect on our politics. Emphasis on how race has impeded a class-based politics in this country. Origins and decay of the Jim Crow South, American political attitudes toward race and class issues, and urban and social welfare policy. Sophomore Seminar. Please see departmental website for specific details.

**PS 121\* Seminar: Political Culture in Comparative Perspective**

**Cruz**

**10 M 6:30-9:00 PM**

How cultural meanings and practices shape political struggles and institutions. Survey of culturalist theories of political dynamics and structures, and assessment of theories against a range of empirical case studies from Asia, the Middle East, Western Europe, Latin America, and the United States.

**PS 129 African Politics**

**Robinson**

**G+ mw**

Analysis of political developments in contemporary Africa, with emphasis on the interaction between politics and culture. Relates Africa's historical, economic, social, and gender dynamics to general theories of politics and governance. Prerequisite: Sophomore Standing or above

**PS188 Ethnicity and U.S. African Politics**

**Robinson**

**F+ tr**

Focusing on US Africa policy, this course explores domestic sources of America's role in world affairs from 1850 to 2009. We trace the activism of African-American internationalists as their emphasis shifts from the defense of Black nationality to broader human rights advocacy around norms of racial equality, the rule of law, and economic justice. Scholars have argued that the foreign attachments of US ethnic lobbies may foster policy advocacy that runs counter to US national interests. Yet with few exceptions, sustained marginalization has muted the influence of African Americans on American policy toward Africa. Now, the historic Presidency of Barak Obama gives rise to new questions about the relationship between race, religion and US Africa policy.

**SOC010 American Society**

**Ennis**

**I+ mw**

This course is about social differences and inequalities in contemporary U.S. society. Some of these differences are relatively fixed (age, gender, ethnicity), some changeable (e.g. education, occupation, class, religion, region), while others can be fleeting (e.g. tastes, attitudes). We'll explore which differences 'make a difference' for Americans' outlooks, experiences, and life chances. Such differences form a patterned system, i.e. a social structure. That structure has a lot to do with 'social problems' as well. I aim to have you think sociologically about American Society. This first involves understanding your own position(s) in American social structure, i.e. where you stand in the groups, and on the issues that matter. We'll explore how where you stand affects what you see and feel and choose.

Grasping this pattern of social influence challenges you to think about the constraints on your choices, and your relative freedom within those constraints. Which Americans have a wider range of choice, or a narrower one? Why? Thinking sociologically necessarily involves making systematic comparisons. It requires transcending one's individual, personal outlook, by comparing how different groups shape and influence their members. To do so, you need systematic and detailed information, and that's what this course offers. It differs from others you may have taken in being exploratory and data-based. The data come from a number of nationally representative surveys. The exploration involves our formulating questions in conversation, and using the data to answer them. Having done this exploring, you'll be better able to understand patterns of change in the U.S., your place in them, the problems we face, and what can be done about them. Although you will be using high quality, empirical data, this is not a methods course, and I presume no previous experience with statistics or computers.

**SOC108\*            Epidemics: Peoples, Plagues, & Politics**

**Taylor**

**I+ mw**

Origins, epidemiology, and evolution of epidemics, rooted in biology, behavior, social organization, culture, and political economy. Societies' efforts to contain diseases, their effects on world history, and their cultural record in literature and contemporary sources. Cases range from early plagues (syphilis, smallpox, bubonic plague) and the recurrent threats of influenza, malaria, and tuberculosis, to nineteenth-century famines, and "modern" scourges such as the global challenge of AIDS.

**SOC110\*            Racial & Ethnic Minorities**

**Aymer**

**H+ tr**

Nativism, Inferior Races, Racism, Prejudice, Ethnicity, Minorities, Reparations, and Affirmative Action can be fighting words in a racialized society. Is there not only one kind of human being – homo sapiens? Are the terms race and ethnicity synonymous? This course will examine how concepts of race and ethnicity influence the methods used in the United States to structure socio-economic inequalities. Popular social change and reactionary movements in the United States organized to perpetuate or ameliorate racial and ethnic divisions will be compared with strategies being used by other countries to deal with racial and ethnic issues. Prerequisite: Sociology 001, 010, junior standing, or consent.

**SOC 120\*            Sociology of War & Peace**

**Joseph**

**E+ mw**

Concepts and culture of war and peace. Globalization and the nature of post-Cold War armed conflicts. Child soldiers. The process of constructing enemy images. Recovery and reconciliation following violence. Feminist perspectives on war, military training, and peace. Impact of peace movements. Movements to ban land mines and abolish nuclear weapons. Pentagon politics and military intervention in Afghanistan and Iraq. Impact of media coverage of recent conflicts. Debate over the meaning of global security. Note: cross-listed as PJS 120. Prerequisite: One Sociology course or PJS 001, or junior standing, or consent.

**SOC186/CH186\*    International Health Policy**

**Taylor**

**T 4:30-7:00**

This seminar examines health-related dilemmas faced by nations in the post-world war II period: how they become defined as an immediate threat to the public's health, and how political economy, social structure, political institutions, cultural practices and myths regarding health, disease and illness affect policy responses in different countries. The focus this fall will be on how nations and regions are coping with health threats that cross borders. What measures have been taken to meet emergent threats to the public health posed, or perceived to be posed, by both 'products' and 'peoples'. Among the latter are communicable diseases that are preventable by vaccination (such as diphtheria, measles, and poliomyelitis), "serious imported diseases" (such as cholera, malaria and SARS), HIV/AIDS, and tuberculosis. Many of these diseases are perceived to be carried by "outsiders", thus the seminar is also an investigation of strategies of action towards migrants (including travelers, immigrants, refugees and displaced persons) when disease enters the picture. Case studies of diseases carried by products may include blood products (which can carry Hepatitis C), beef products, which may transmit vCJD, (the human form of BSE/"mad cow disease"), and illegal drugs. How do states and regions combat such threats as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy? A core assignment of the seminar is a research paper which compares the approaches of two nations to one such health problem. Prerequisites: Junior standing; two social science courses

**SWA 1 Elementary Swahili I**

**Brown**

**F+ TR**

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.

**SWA 3 Intermediate Swahili I**

**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.

**WL 122 / ILVS 122 South African Writers**

**Rosenberg**

**L+ tr**

Survey of modern South African writers, with emphasis on the effects of Apartheid and the anti-Apartheid struggle on the life of the imagination, including literary, film, and theatre evocations of South African life. Writers may include Alan Paton, Lewis Nkosi, J. M. Coetzee, Agnes Sam, Zoë Wicomb, Athol Fugard, Njabulo Ndebele, Miriam Tlali, Breyten Breytenbach, Mongane Serote, Ruth First, Nadine Gordimer, and Besse Head.

**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](mailto:Paula.Aymer@tufts.edu). For more information about the ANW program please visit: [www.ase.tufts.edu/anw](http://www.ase.tufts.edu/anw)**