

**Tufts University**



**AFRICA**  
IN THE NEW WORLD

# **Interdisciplinary Minor**

**Fall 2009**

**Course Listing**



## Africa in the New World Interdisciplinary Minor Fall 2009

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 Daniel Brown, Olin 329 ♦ Phone: 617-627-2370 ♦ Email: [Daniel.Brown@tufts.edu](mailto:Daniel.Brown@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.

### GHANA GOLD: A Corporate Social Responsibility Study Tour

<p><b>Ghana Gold Director</b> <a href="#">Professor Pearl Robinson</a> Political Science 617-627-2035</p>	<p><b>Ghana Gold Co-Director</b> <a href="#">Professor Edward Kutsoati</a> Economics 617-627-2688</p>
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Website: [www.ase.tufts.edu/anw](http://www.ase.tufts.edu/anw)



# Africa in the New World Interdisciplinary Minor

# Fall 2009 Course Schedule

Course #	Title	Block:	Instructor
ANW 0090	Africa in the New World Interdisciplinary Project 0.5 credit	ARR	Brown
ANW 0091	Africa in the New World Interdisciplinary Project 1.0 credit	ARR	Brown
ANW 0095	Africa in the New World Interdisciplinary Thesis 1.0 credit	ARR	Brown
AMER 0012-01	Race in America	W 4:30-7:15	Wu
AMER 0181-01	Constructions of Whiteness	T 4:30-7:15 PM	Coleman
ANTH 5-01*	Freshman Seminar: Immigrant Cities	L+ tr	Burtner
ANTH 27*	Human Rights in Cultural Context	E+ mw	Bishara
ANTH 126-01*	Food, Nutrition, and Culture	E+ mw	Bailey
ANTH 149-17	Children and Youth in Postcolonial Africa	D+ r10:30-11:45	Shaw
ANTH 162-01*	Art and Aesthetics	7+ W 1:20-4:20	Guss
ANTH 185-08	Interventions in Africa: Violence and Technologies of Repair	5 M 1:30-4:00	Shaw
CD182 /UEP 182*	Social Policies for Children and Families/Jacobs	6T 1:30-4	Jacobs
CH 99 *	Social Movements in Public Health	G+W 1:30-2:45	Irwin
CH 106 *	Health, Ethics and Policy	J+ tr	Spielberg
CH 190*	Social Capital and Mental Health	Thurs. 9-11:30	Almedon
DNC 61	West African: Ewe Dance (.5 credit)	T/Th 1:30-2:45	Locke
DR93*	Performing American Identities 1830's to the Present	MW 1:30-2:45	Ndounou
EC 30*	Environmental Economics	D+ tr	Staff
EC 35-1*	Economic Development	E+ mw	Dapice
EC 35-2*	Economic Development	F+ tr	McMillan
EC 36*	Macro Analysis for Development	I+ mw	Tan
EC 60*	International Economics	F+ tr	Spolaore
EC 91*	Economics of Public Health	E+mw	Hardman
EC 127*	Urban Economics*	K+mw	Hardman
EC 161*	International Trade	H+ tr	Brown
EC 162*	International Finance	D+ tr	Tang
EC 165*	Labor Global Supply	J+tr	Brown
ED 162	Class, Race and Gender in the History of U.S. Education	4:30-7:15 PM	Worrell
ENG 0045	Non-Western Women Writers	G+ mw	Roy
FAH 0070	Contemporary Arts of Africa	H+ tr	Probst
FAH 0270-01	Seminar in African Art: Exhibiting The Other	5 M	Probst
HIST 03 *	The World in Motion: Migration as a Force for Historical Change	7 w	Ueda
HIST 05*	History of Consumption	L+ tr	Baghdiantz-McCabe
HIST 14	Historical Perspectives on Contemporary Crises in Africa	E+ mw	Penvenne
HIST 28 *	U.S Foreign Relations to 1900	E+ mw	Ekbladh
HIST 93	Foundation Seminar: North America: Black Power	6 T 1:30-4:00	TBA
HIST 123 *	Industrial America and Urban Society	F+ rf	Leupp
HIST 126/REL 42*	Religion & U. S. Politics	MW10:30-11:45	Curtis
HIST 91	Seeking Gendered Perspectives, Africa	7+ w	Penvenne
MUS39-01	African American Music	I+ mw	Pennington
MUS 41	History of Blues	G+ mw	Ullman
MUS72-01/MUS 72N	Gospel Choir / Gospel Choir (No credit)	Fri. 3:30-5:30	Coleman
MUS78/MUS 78N	Jazz Improvisation Ensemble (0.5 credit) / (No credit)	Mult. Sections	See Music Dept
MUS 91-01	African Music Ensemble (Kiniwe)	L+ t	Locke
MUS128-01	Elements of Jazz Improvisation	F+ tr	Smith
PS 121 *	Seminar: Political Culture in Comparative Perspective	10 M 6:30-9 PM	Cruz
PS 129	African Politics	G+ mw	Robinson
PS188-23	Ethnicity and U.S. African Politics	6+t	Robinson
SOC 010	American Society	I+ mw	Ennis
SOC 108/CH 108*	Epidemics: Peoples, Plagues & Politics	ARR	Taylor
SOC 110*	Racial & Ethnic Minorities	J+ tr	Aymer
SOC 113*	Urban Sociology	K+ mw	Centner
SOC 120*	Sociology of War & Peace	G+ mw	Joseph
SOC 186/ CH 186*	International Health Policy	W 1:30-4:00 PM	Taylor
SOC 187*	Seminar: Immigrant Children and Children of Immigrants	M11-12:30&W 1-2:30	Aymer
WL 122 / ILVS 122	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 Daniel Brown at [Daniel.brown@tufts.edu](mailto:Daniel.brown@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)**

**Brown**

**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)**

**Brown**

**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)**

**Brown**

**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**

**W 4:30-7:17 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.

**AMER 0181-01 Constructions of Whiteness**

**Coleman**

**T 4:30-7:15 PM**

This course is designed to examine the implicit foundations of national whiteness in the US. Particular attention will be given to the theoretical, philosophical, and ideological studies of the 'non-minority'. Through an in-depth examination of literary, scientific, and visual texts, students will explore the disbursement of the 'minority' and the 'non-minority' figure within the socio-political framework of the U.S. We will investigate the meanings of an American history of race by examining late 19th century and early 20th century definitions of 'whiteness' and 'otherness'. *Sophomore standing.*

**ANTH 5-01\* Freshman Seminar: Immigrant Cities**

**Burtner**

**L+ TR 4:30-5:45 PM**

In a small, discussion-based class setting, first year students will explore the phenomenon of the immigrant city. Immigrants play a fundamental role in the economic and cultural identities of the cities that they live and work in. This class will introduce basic anthropological methods and utilize a variety of media. Open to freshman students only.

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

**Bishara**

**E+ MW 10:30-11:45 AM**

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**

**E+ MW 10:30-11:45 AM**

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.

**ANTH 149-17 Children and Youth in Postcolonial Africa**

**Shaw**

**D+ TH 10:30-11:45 AM**

Africa is the youngest continent in the world: most of its population is under 18. Yet despite being a demographic majority, young people in Africa are often regarded—and regard themselves—as a marginalized “minority.” In this course, we examine postcolonial Africa through the lens of age and generation, trace changing social constructions of children and youth, and approach young people as political, economic, and religious actors and social innovators. Topics include globalization, cultural production, young people’s religious experience, child labor and youth unemployment, rights and citizenship, armed conflict, displaced and refugee youth, and young people’s responses to the UN/NGO regime. We will explore these through ethnographies, novels, and films.

**ANTH 162-01\* Art and Aesthetics**

**Guss**

**7+ W 1:20-4:20 PM**

This course will concentrate on the way different societies construct the category of “Art.” Recognizing that there are groups for whom no such category exists, the course will begin with a discussion of several cultures for whom art is such an embedded system as to be indistinguishable from any other. We will also look at how and why the “art” of such peoples was labeled “primitive.” We will then investigate how such systems have been disembedded and commodified in our own society. After deconstructing the myth of “art for art’s sake” wherein artistic production is viewed as the autonomous creation of a uniquely gifted and inspired individual, we will relocate it as part of a set of social relations. We will then investigate what occurs when these different systems collide -- the appropriation of one by the other and the subsequent problems of representation that ensue. Issues of craft along with the marketing of the ‘primitive’ and the creation of national icons will be investigated with case studies from Australia, Africa, and Latin America. We will also look at current debates over cultural ownership and repatriation. Final sessions will deal with various questions concerning art in the public sphere.

**ANTH 185-08 Interventions in Africa: Violence and Technologies of Repair**

**Shaw**

**5 M 1:30-4:00 PM**

After violent civil conflict, genocide, state-sponsored terror, and political repression, how do people live together? How do they rebuild their lives, social relationships, and communities? How do states deal with past human rights abuses, establish accountability, and promote justice and redress. How can new cycles of violence be prevented? And how is the international community involved in these issues? In this upper-level seminar, we will explore a range of approaches that have been used in “transitional” situations: truth commissions, tribunals, alternative forms such as gacaca in Rwanda, and local practices of redress and reconciliation. As an Anthropology class, we will focus on the ways in which “global” transitional justice mechanisms work in “local” historical encounters, how concepts of truth, justice, and reconciliation may be redefined through these encounters, how they foster new subjectivities and identities, and on critical perspectives from the ground up. Prerequisites: Junior standing and one sociocultural Anthropology class or Instructor's consent. NB: Students who have taken Anth. 140 should not register for this class.

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

**Jacobs**

**6T 1:30-4**

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 99\* Social Movements in Public Health**

**Irwin**

**G+W 1:30-2:45**

Population health is shaped by intersecting systems of medical, legal, governmental, scientific, and corporate authority and control. In this course we explore the wide range of forms that health social movements take as collective efforts to alter these systems and redress the unequal distribution of resources that enable or constrain health vulnerabilities and capabilities. These include the access to and provision of health services, forms of legitimate knowledge, the prioritization, politicization and translation of science into policies and practices, and related forms of social justice. We will consider the types of goals, resources, strategies and tactics that have been deployed by a number of health movements. This semester we will especially focus on women’s health movements, the Community Health Center movement, HIV/AIDS-related movements, and alliances with the environmental movement.

Prerequisites: CH majors

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

**Spielberg**

**Time Block: J+TR 3-4:15**

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 61**            **West African: Ewe Dance (.5 credit)**  
**Locke**  
**T/Th 1:30-2:45**

Traditional dances of the Ewe people of West Africa (Ghana). The movement style ranges from dances with vigorous torso movements to those with graceful arching gestures of the arms. Songs and drumming included. The class will culminate in a performance with the Tufts African Music Ensemble (Kiniwe). 0.5 course credit.

**DR93\***            **Performing American Identities 1830's to the Present**  
**Ndounou**  
**MW 1:30-2:45**

An exploration of the images and identity politics of Americans presented on popular stages through written analysis of theatrical and critical texts from 1830's to the present. This course examines American identity from the earliest theatrical and visual constructions of racial, gendered, cultural and national representations in American theatre by considering what it means to be an American. This exploration of American identity from the perspective of playwrights, critics, scholars and artists from various underrepresented communities includes but is not limited to: Women, African Americans, Asian Americans, Latino Americans, Native Americans, Immigrant populations, and LGBT.

**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**  
**EC 35-2\***            **Economic Development**    **McMillan**    **F+ tr**

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 36\***                    **Macro Analysis for Development**

**Tan**

**I+ mw**

36 Macroeconomic Analysis for Development. Macroeconomic policies for developing countries and implications for growth and development. Orthodoxy, heterodoxy, shock therapy, and gradualism. Seignorage, fiscal policy, and debt sustainability. Exchange rate management and capital flows. Political economy and political reform strategies. Country studies and cross-national statistical studies from developing and transitional economies. Prerequisites: Economics 5.

**EC 60\***                    **International Economics**

**Spolaore**

**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**

**Brown**

**H+ tr**

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**

**Tang**

**D+ tr**

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.

**EC 165\*            Labor Global Supply**

**Brown J+tr**

At the turn of the 21st century the growth of international trade has raised concerns about working conditions in factories and plantations producing for consumers in North America and Europe. Consumers have become increasingly aware of the sometimes demanding and dangerous working conditions and the plight of child workers. Workers' organizations complain of their goods competing against those of workers denied the rights of free association and collective bargaining. This course examines the realities of work in global supply chains and the role that markets and market failure play in determining working conditions. Consumer, policymaker, and labor concerns including the establishment and coordination of international labor standards, corporate codes of conduct, enforcement in the World Trade Organization and International Labor Organization, monitoring of working conditions, and other remedies are analyzed. Intended as intermediate level course. Prerequisites: Economics 13 and 16.

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

**Worrell**

**4:30-7:15 PM**

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 0045          Non-Western Women Writers**

**Roy**

**G+ mw**

An introduction to post-World War II women authors from the non-West, a problematic term used here as a starting point for discussion about the impact of colonization and the effects of decolonization on the social and political construction of women as a category. Writers include Ama Ata Aidoo, Bessie Head, Buchi Emecheta, Mahasweta Debi, Anita Desai, and Nawal al-Saadawi.

**FAH 0070          Contemporary Arts of Africa**

**Probst**

**H+ tr**

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

**FAH 0270-01      Seminar in African Art: Exhibiting The Other**

**Probst**

**5 Block M**

In the "age of globalism" the need to inform and educate about other cultures and arts has become a crucial and pressing task of museums. But just as the insight in the importance of this task has grown, so has the insight in the specific challenges of doing so. The transformation of the modern museum from a reliquary to a forum of open debate has forced curators to reassess their role as cultural custodians. The course will explore the ideas, values and symbols that pervade and shape the practice of exhibiting other cultures and so-called non-western art. It will examine the ways in which museums and other sites of exhibition accord objects particular significances, the politics of exhibitions and display strategies, and the interpretive differences between art, history, anthropology and other types of museums and institutions, which exhibit other cultures.

**HIST 03          The World in Motion: Migration as a Force for Historical Change**

**Ueda**

**7 w**

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

**HIST 05\*          History of Consumption**

**Baghdiantz-McCabe**

**L+ tr**

A history of consumption in the world examines the socio political history of the use made of goods, food and energy by different groups through an analysis of class, race and gender. The course examines economic factors through social and culture history and offers a broader understanding of an economic history embedded within the social structures of Europe, the Americas, China and the Ottoman Empire, from the seventeenth century to the present day.

**HIST 14 Historical Perspectives on Contemporary Crises in Africa**

**Penvenne**

**E+ mw**

Western press coverage of Africa highlights "democratization," environmental stress, human rights, transitional justice and AIDS. This course seeks historical perspectives on the African continent's contemporary crises. We explore African views through films, novels, scholarly texts, praise poetry, African journalism, biographies, autobiographies and web based ephemera collections.

After a general introduction to the continent's physical and human geography, we briefly recall the experience of intensified contact between African and European powers in the late nineteenth century culminating in conquest throughout much of the continent. Twentieth century competition to exploit African resources, changing political, military and environmental configurations, African intellectual history, social accommodation of new settlement and production patterns particularly for women and youth, comprise key themes. We consistently seek gendered perspectives on historical agency from across the whole continent. Case studies are drawn from Kenya, Democratic Republic of Congo, Algeria and Darfur Sudan.

**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.

**HST 93 Foundation Seminar: North America: Black Power**

**TBA**

**6 T 1:30-4:00 PM**

**See Department for Description.**

**HST 123\* Industrial America and Urban Society**

**Leupp**

**F+ rf**

The social, cultural, and political systems development of modern U.S. cities from the nineteenth century to the early twentieth century. Focus on industrialization, labor, family life, the built environment, popular culture, personal identity, and civic democracy.

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

**Curtis**

**MW 10:30-11:45 AM**

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).

**HIST 91**                    **Seeking Gendered Perspectives, Africa**  
**Penvenne**  
**7+ w**

We begin by confirming that all people create, experience and interpret history as agents of change within the parameters of social location. Among the most familiar criteria shaping social location are age, gender, sexuality, class, nationality, ethnicity, and race. This course will wrestle with the overall problematic of experiencing and interpreting history, but will pay special attention to women and men in Southern Africa. The course will partner small groups of students to read and report back to class on topics of historiography, theory and methods. African historiography is now deep and complex. We will survey themes around gender, sexuality, labor, culture, urban society and politics, and engage theoretical analyses of Southern Africa's recent past. Course materials include scholarly readings, documentary films, photographs, literature, poetry, interviews and a range of digital, print and object primary sources. We will focus on web-based archives such as Aluka's "Struggles for Freedom in Southern Africa" collection and Michigan State's "African Activist Archive Project." Both contain digital images of ephemera and documents including pamphlets, newsletters, leaflets, buttons, posters, t-shirts, photos, audio and video recordings.

**MUS 39-01**                **African American Music**  
**Pennington**  
**I+ 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. One course credit. Pennington.

**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.

**MUS72-01:**            **Gospel Choir**  
**MUS 72-N:**            **Gospel Choir (No credit)**  
**Coleman**  
**Fri. 3:30-5:30 PM**

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)**

**Locke**

**L+ tr**

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.

**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

**PS188-23 Ethnicity and U.S. African Politics**

**Robinson**

**6+t**

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.

**SOC 108/CH 108\* Epidemics: Peoples, Plagues & Politics**

**M+mw 6-7:15 and W 7:30-9:30 (movie screening)**

**Taylor**

This course will explore the history and evolution of some of the greatest challenges to human health. We consider the origins of epidemics, broadly defined, and the factors -rooted in biology, social organization, culture and political economy - that have shaped their course. We examine the interaction between societies' efforts to cope with disease and the implications of the latter for world history, ancient and contemporary. Texts include eyewitness accounts by participants such as scientists, healers and the sick who search for treatment or cures; the politicians, administrators and communities who try to prevent or contain disease at both the local and international level; and the artists, composers and literary figures who interpret the effects of the great pandemics. Cases chosen from different regions and continents range from early plagues and the recurrent threats of influenza, malaria and tuberculosis to nineteenth century disasters including cholera and the Irish Famine, "modern" scourges such as polio, West Nile virus and SARS and the global challenge of AIDS. Prerequisites: None

**SOC110\* Racial & Ethnic Minorities**

**Aymer**

**J+ 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 113\* Urban Sociology**

**Centner**

**K+ mw**

Historical development and social structure of cities. Urbanization as a major social trend. Sociological perspectives on the nature and organization of life in cities. Role of urban planning and grassroots participation. Case studies in community analysis. Selected problems of the modern American city. Research or fieldwork in various urban settings. **Prerequisite:** Sociology 1 or 10

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

**Joseph**

**G+ 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.

**SOC 186/ CH 186\* International Health Policy**

**Taylor**

**W 1:30-4:00 PM**

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

**SOC 187\*          Seminar: Immigrant Children and Children of Immigrants**

**Aymer**

**Mon. 11:00-12:30 & Wed. 1:00-2:30**

Millions of children have accompanied parents and relatives into exile and settlement in host countries throughout the world. Researchers are just beginning to examine the issues of parenting, childhood, transnationalism, and identity that immigrant children face. The course will focus on refugee and immigrant communities in the United States and East Africa to highlight the unique parenting patterns that are evident cross culturally, and issues of childhood and adolescence that affect children who arrive as part of immigrant families or rejoin immigrant parents through family reunification policies. Attitudes of citizens in receiving countries, institutional processes that help or hinder assimilation, and policies that encourage or discourage settlement of immigrant children in host countries will be studied. Prerequisite: Junior standing, Sociology 001, or consent

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

**Rosenberg**

**L+ tr Some Monday evening film-screening sessions will be scheduled.**

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. Rosenberg      L+ tr. Some Monday evening film-screening sessions will be scheduled.

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