

Africa in the New World Interdisciplinary Minor

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 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, an oral presentation, or a performance, 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 CIS 90-91 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:
617-627-4759

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Courses Listed with an asterisk

Courses listed with an asterisk (*) are not centrally concerned with African, African American, or African Diaspora Studies. Students who wish to count these courses for the ANW minor must consult with the course professor first, and must agree to focus all independent work on appropriate ANW topics.



Africa in the New World Interdisciplinary Minor Fall 2006 Course Schedule

Course Number	Title	Block:	Professor
*AMER 0012	Race in America	7+	Wu
AMER 0081	Constructions of Whiteness	8	Coleman
AMER 0095	The African American in United States History to 1865	D M, T,TH	Gill
AMER 0140	Black Freedom in Haiti	J+ T,TH	Cantave
*ANTH 140	After Violence: Truth, Justice, and Social Repair	I+ MW 3:00-4:15	Shaw
*ANTH 184	Festivals and Politics in Latin America	6+ Tues. 1:20 - 4:20	Guss
*BIO 0097WW	Contemporary Biosocial Problems in America	TR 1:30-2:45PM F 1:30-2:20PM	Feldberg
*BIO 107	Humanitarian Policy and Public Health	TR 1200 - 115PM	Almedom
*BIO 189	Social Capital and Mental Health	5	Almedom
*CEE 137	Public Health	E+ MW	Gute
CR 10	Introduction to Islamic Law	E+ MW	Staff
*CR 48	Introduction to Islam	5 M	Mahmoud
DNC 0061	West African Ewe Dances	H+ TR	Locke
DNC 0091	African Inspirations: A Dance Collaboration	G+ MW	Frederiksen
*EC 30	Environmental Economics	F+ T, TH	Shimshack
*EC 35-01	Economic Development	E+MW	Dapice
*EC 35-02	Economic Development	M+MW	Mahmud
*EC 36	Macro Analysis of Development	F+ T, TH	McMillan
*EC 60	International Economics	J+ T, TH	Mukand
*EC 191	International Trade & Globalization	E+ W, F	D. Brown
*ENG 0069	Contemporary Multi-Ethnic Literature	K+ MW	Sharpe
*ENG 153	American Realism	F+ T, TH	Ammons
*ENG 155	American Women Writers	E+ MW	Sharpe
FAH 076	African Art In Motion	I+ M,W	TBA
FR 175	New French Voices: The 'Multicultural' Novel in France since 1980	F+ tr	Lane
HST 70	Reconstructing Africa's Past to 1850	D+ T+R	Penvenne
HST 95	African-American in U.S. History to 1865	D M 9:30-10:20 & T,R 10:30-11:20	Gill
HST 185JPWW	Seeking Gendered Perspectives -Southern African History through Women's Texts Research Seminar in African History	7+ W	Penvenne
MUS 5	Elements of Jazz Improvisation	H+ TR	J. Smith
MUS 12	Blues	G+ MW	Ullman
MUS 64-01	Gospel Choir	Fri3:30-5:30 PM	Patterson
MUS 65-01	African Music Ensemble	TR 0430- 0545PM	Locke
MUS 69	Jazz Big Band	TR 4:30-6:30 pm	J. Smith
MUS 70-01	Jazz Improvisational Ensemble	M 0645 - 0945PM	Ahstrand
MUS 70-02	Jazz Improvisational Ensemble	W 645-945PM	Aruda
MUS 111	Jazz Composition and Arranging	TR 1030-1145AM	J. Smith
PS 129	African Politics	I+ MW	Robinson
PS 105	Constitutional Law	J+ TR	Glater
PS 106	Civil Liberties	F+ TR	Munoz
PSY 139	Social Cognition: The Face of Race	W 9:00-11:30	Maddox
*SOC 110	Racial & Ethnic Minorities	K+ MW	Langstraat
SOC 184	Non profits, states, and markets	6 Tues 1:30 - 4:00	Ostrander
*SOC 187	Immigrant Children & Children of Immigrants	5	Aymer
SWA 1	Elementary Swahili I	H+ T/Th	Brown
SWA 3	Intermediate Swahili I	F+ T/Th	Brown

For updated ANW course information please consult our website at www.ase.tufts.edu/anw. 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 professor first, and must agree to focus independent work on appropriate ANW topics. Please contact the ANW office at anw@tufts.edu.

AMER 0012*Race in America**

Professor Wu

Block: 7+

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 0081**Constructions of Whiteness**

Professor Coleman

Block: 8

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 or consent of instructor.

AMER 0095**The African American in United States History to 1865**

Professor Gill

Block: D M, T,TH

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.

AMER 0140**Black Freedom in Haiti**

Professor Cantave

Block: J+ T,TH

This course examines the creation of a Black nation state during a key moment in the history of the Americas. We explore Haiti's long history in the Western imagination and how Haiti, and the Haitian people's struggle for black freedom in the West, frame past and current struggles for freedom in the United States and in the Caribbean. Haiti continues to complicate notions of nationhood, and blackness in a hemisphere dominated by a U.S. historical record that narrowly defined freedom and access for all. The Haitian Revolution placed black freedom in a national, geographical context that the colonial powers had to contend with in written policy. Using the ideals of the Haitian Revolution as our center, we explore other revolutionary moments in the 200-year-old struggle for black subjectivity in the Americas. We will read texts by Jacques Stephan Alexis, Edwidge Danticat, Lilas Desquiron, Herman Melville, and Myra Montero. We will also view films by Julie Dash, Raul Peck, Euzhan Palcy, and Jonathan Demme.

ANTH 140*After Violence: Truth, Justice, and Social Repair**

Professor Shaw

Block: I+ MW 3:00-4:15

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 new regimes deal with past human rights abuses, establish accountability, promote justice and redress, and prevent new cycles of violence? How is the international community involved in these issues? We will explore a range of approaches that have been used in “transitional” situations: truth commissions, tribunals, reparations, 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 recast in these encounters, and on critical perspectives from the ground up. This is a Public Anthropology course: we will not only learn about these issues, but also become practically engaged in them. We will work, through the International Center for Transitional Justice, with Liberia’s Truth and Reconciliation Commission and Uganda’s Amnesty Commission, as well as with the Transitional Justice program of the Human Rights Education Institute of Burma (HREIB). Students will work in small teams, conducting research on topics relevant to these Commissions and programs. These topics may include how different nations have dealt with mass graves, how (implicitly “Christian”) truth commissions might fare in Islamic or Buddhist contexts, and the role of local practices of redress and reconciliation. We will engage in web-based discussions with activists and practitioners in Uganda, Liberia, Thailand, and Burma. After the course, there may be a small number of internships available in our partner organizations in these countries. Prerequisite: 1 sociocultural anthropology course or consent.

***ANTH 184 Festivals and Politics in Latin America**

Professor Guss

Block: 6+ – Tues. 1:20 – 4:20

This course will explore the various expressions and functions of festive behavior throughout Latin America, considering public performance within a religiously sanctioned context as a principal mode of articulation for differing ethnic and political groups in emerging non- Western nations. Issues of cultural reproduction, hegemony, resistance, inversion, gender, and ethnicity will all be discussed as part of the multi-faceted and contested reality incorporated within festive expression. Attention will also be paid to the aesthetic dimensions of public performance as festivals are transformed from regional acts of religious devotion to ones of nationally staged events. And finally, the course will focus, throughout all of these discussions, on issues of authenticity, tradition, and invention. Such manifestations as Qoyllur Rit’i in Peru, Umbanda and Carnival in Brazil, the Gran Poder in Bolivia, Rumba in Cuba, and Corpus Christi and San Juan celebrations throughout the continent will be investigated.

Required Texts:

Alma Guillermoprieto, *Samba*

Robin Moore, *Nationalizing Blackness: Afrocubanismo and Artistic Revolution in Havana, 1920-1940*

José María Arguedas, *Yawar Fiesta*

Prerequisite: Junior standing or consent.

***BIO 0097WW Contemporary Biosocial Problems in America**

Professor Feldberg

Block: TR 1:30-2:45PM, F 1:30-2:20PM

An analysis of the uses and misuses of biological knowledge in modern America. Topics will include bioethics, the interplay between biology and social ideology, biological aspects of sexual identity and sex roles, genetic determinism and stem cell research. This course will utilize writing as a way of learning and students will have an opportunity to analyze written work and to improve their own writing. Grading based on classroom participation, two papers and several written responses to the course material. *Prerequisites:* One course in biology. *

***BIO 107 Humanitarian Policy and Public Health**

Professor Almedom

Block: TR 12:00 – 01:5PM

Introduction to humanitarian policy and practice in complex emergencies with particular reference to health. Issues in environmental health, nutrition and program design are examined from public health and anthropological

Dancing with live percussion, we will use the music-movement relationship to explore connections between traditional African dance and western dance principles. Students will learn “Fanga,” Pearl Primus’ interpretation of a traditional West African dance, and develop small group pieces based on this material, re-interpreted through their own bodies and new rhythmic “conversations.” The course is accessible to novice and experienced students alike. West African dance experience is encouraged but not required.

EC 30 Environmental Economics

Professor Shimshack

Block: F+ T, TH

30 Environmental Economics and Policy. 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 1 (Micro) or 5.

***EC 35-01 Economic Development**

Professor Dapice

Block: 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 1 and 2, or 5.

***EC 35 -02 Economic Development**

Professor Mahmud

Block: M+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 1 and 2, or 5.

***EC 36 Macro Analysis of Development**

Professor McMillan

Block: F+ T, TH

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 1 and 2, or 5.

***EC 60 International Economics**

Professor Mukand

Block: J+ T, TH

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 1 and 2, or 5.

EC 191*International Trade & Globalization**

Professor D. Brown

Block: E+ W, F

EC 191 Research Topics in International Trade and Globalization Students in this course will read eight empirical research papers addressing issues in the debate on globalization, including child labor, sweatshops, agricultural subsidies, trade and growth, etc. We will attempt to reproduce the author's results in the statistical package STATA using the author's original dataset. We will then develop our own testable hypotheses that extend or challenge the author's original conclusions. Grades will be based on eight short papers. Prerequisite: EC 15 Econometrics, or equivalent.

ENG 0069*Contemporary Multi-Ethnic Literature**

Professor Sharpe

Block: K+ MW

In this class we will consider, among other things, the ways that various gendered, national, linguistic, and racial identifications impel these writers and filmmakers toward experimentation. Among other things, we will examine their use of fictional narrative to produce alternative kinds of histories. Texts/films may include work by: Michelle Cliff, Chang-Rae Lee, Ana Castillo, Camille Billops, Meena Alexander, Junot Diaz, Su Friedrich, James Baldwin, Dionne Brand, and Nourbese Philip.

ENG 153*American Realism**

Professor Ammons

Block: F+ T, TH

We will examine fiction, prose, and film from 1880-1920, a period of unusual social upheaval and conflict that offers striking insights into a number of important issues today, including contemporary racism, anti-immigrant policies and attitudes, modern feminism, anti-Semitism, and changing sexual mores. Our study will be multicultural in focus—we will read works by African American, Native American, European American, Asian American, and Mexican American writers—and we will place major emphasis on analysis of social issues in the literature. Also we will study how narrative form was experimented with—questioned, altered, invented—as writers and early filmmakers helped generate what we now recognize as the modern period. We will ask: How do fiction and film operate as social criticism? Who gets to create art in America—and who does not? Class will be run on a discussion basis and authors will include Zitkala Ša, Henry James, W. E. B. Du Bois, Anzia Yezierska, Pauline Hopkins, María Cristina Mena, Charles Chesnutt, Edith Wharton, Sui Sin Far, and Upton Sinclair. Also, we will view and discuss D. W. Griffith's *The Birth of a Nation* (1915); a contemporary film about American Indian issues during the period; and a documentary about Asian American immigration, *Ancestors in the Americas: Sailors, Coolies, and Settlers*. Writing assignments will encourage students to do research and to experiment in one of the two papers with writing prose fiction.

ENG 0155*American Women Writers**

Professor Sharpe

(previously English 0147)

Block: E+ MW

The texts in this course will emphasize the heterogeneity of American literature. We will read a variety of texts that trace and retrace the contours and concerns of race, nation, belonging, and representation from the end of the nineteenth-century to the present. In addition to reading novels we may also see a number of films and view other visual arts as we think through "American women writing" and the practice and politics of representation. This is a seminar. Class will be run on a discussion basis and active student participation is required.

Texts may include but are not limited to: Gertrude Stein, *Three Lives*; Charlotte Perkins Gilman, *The Yellow*

Wallpaper; Kate Chopin, *The Awakening*; Valerie Martin, *Property*; Gayl Jones, *Corregidora*; Michelle Cliff, *No Telephone to Heaven*; Bharati Mukerjee, *Jasmine*; Sandra Cisneros, *Woman Hollering Creek*.

FAH 076

African Art In Motion

Professor Meier

Block: I+ M,W

Examination of the role of performance in the study of African art. Emphasis on dance, gesture, masquerades and the interplay between artists and audience. Study of the way how masks and masquerades not only depict crucial cultural themes but also digest social tensions and conflicts. Course fulfills World Civ. requirement.

FR 175

New French Voices : The 'Multicultural' Novel in France since 1980

Professor Lane

Block: F+ tr

Marked by globalization and cultural métissage, the French novel has, since 1980, taken new and 'multicultural' directions, through the works of new writers who live in France, write in French but have more than just French national origins. Deliberately subverting the tradition of the linear psychological novel, this new literature adopts alternative approaches to reality as well as new ways of confronting contemporary interrogations and concerns. Beyond perennial themes such as love, death or freedom, it thus addresses post-modern issues such as cultural crossings, shifting identity, emotional exile, new forms of racism and violence and the new existential dimensions of Time/Space along with other recent socio-cultural and humane dimensions due to social mutation. Special attention will be granted to the notion of *littérature des métamorphoses*. One short paper (7-8 pages), one long paper (10-12 pages) and 2 oral presentations. Conducted in French. Active participation in class a must. Prerequisites: French 31 and 32 or consent.

Texts: Leïla Sebbar, *Le Chinois vert d'Afrique* (Folies d'encre)

Nina Bouraoui, *Garçon manqué* (Stock/Poche)

Linda Lê, *Conte de l'Amour Bifrons* (Bourgeois/Poche)

Dai Sijie, *Balzac et la petite tailleuse chinoise* (Folio)

Marie N'Diaye, *Autoportrait en vert* (Mercure de France)

Marie Darrieusecq, *Truismes* (Poche)

HST 70

Reconstructing Africa's Past to 1850

Professor Penvenne

Block: D+ T+R

The course begins with an introduction to the continent's basic geography and then develops a series of case studies to engage controversies and critical junctures in the continent's history to 1850. Topics include: "Black Athena," Nubia, Iron Age Production, Trade and the Rise of Islam, the Atlantic Opening, Domestic Slavery and Gender, Swahili Coast, Great Zimbabwe, and the Rise of the Zulu.

HST 95

African-American in U.S. History to 1865

Professor Gill

Block: D M-9:30-10:20AM& T,R 10:30-11:20AM

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.

**HST 185JPWW Seeking Gendered Perspectives – Southern African History through Women’s
Texts Research Seminar in African History**

Professor Penvenne
Block: 7+ W

This research seminar opens with a range of texts that illustrate how gendered perspectives demand a deep re-assessment of what we thought we knew about the past in Southern Africa. We will move beyond revealing the andro-centricity and Euro-centricity of much of the published literature, to undertake a re-evaluation of location and process when such positions are de-centered and gendered perspectives are taken seriously. While we review and critique a shared set of texts, each student will define a research question and relevant source base that he or she will then pursue for the rest of the semester. We will write and present our research in stages, draft by draft and piece by piece. Each student will complete an in-depth research paper, present it to the seminar group and critique a colleague’s presentation of her or his research. The course will be taught as a Writing Workshop.

MUS 5 Elements of Jazz Improvisation

Professor J. Smith
Block: H+ 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.

MUS 12 Blues

Professor Ullman
Block 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.

MUS 64-01 Gospel Choir

Professor Patterson
Block: 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. One-half course credit.

MUS 65-01 African Music Ensemble

Professor Locke
Block: TR 0430PM - 0545PM

Need Description

MUS 69 **Jazz Big Band**

Professor J. Smith
Block: TR 4:30-6:30 pm

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.

MUS 70-01 **Jazz Improvisational Ensemble**

Professor Ahstrand
Block: M 645PM-945PM

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.

MUS 70-02 **Jazz Improvisational Ensemble**

Professor Aruda
Block: W 645-945PM

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.

MUS 111 **Jazz Composition and Arranging**

Professor J. Smith
Block: TR 1030AM - 1145AM

Techniques of arranging jazz and popular compositions for ensembles of various sizes and types. Intensive work on student compositions. Prerequisite: Music 48 or consent.

PS 105 **Constitutional Law**

Professor Glater
Block: J+ TR

The development and application of American constitutional law as interpreted in the leading decisions of the Supreme Court. Included are citizenship, the commerce power, due process of law, and the equal protection of the laws. Recent trends in constitutional doctrine.

PS 106 **Civil Liberties**

Professor Munoz
Block: F+ TR

The meaning of freedom and the fashioning of the law of civil liberties by the U.S. Supreme Court. Rights and obligations of individuals and groups under the Bill of Rights. The legal issues involved in maintaining national security and in preserving and broadening freedoms, with particular attention to freedom of religion and freedom of expression. Offered in alternate years. Spring.

PS 129 African Politics

Professor Robinson
Block: I+ MW

This course examines issues of political identity, gender relations and citizenship in contemporary Africa- through the prism of democratization and the political dynamics of inclusion and exclusion. It explores political struggles to reverse authoritarian rule, to overturn discriminatory legal and racial orders, and to end various forms of exclusion from citizenship rights. Particular emphasis is paid to the relationship between politics and culture.

PSY 139 Social Cognition: The Face of Race

Professor Maddox
Block: W 9:00-11:30

What is race? Where did racial categories come from? Are they the same all over the world? How do we know another person's race? How is race different from ethnicity? What do people mean when they say that race is a social construction? In this advanced seminar we will examine the origins and use of physical features in racial categorization, perception, and judgment. The concept of race has an undeniably powerful influence on human social relations. We will explore race primarily through the lens of social psychology, the scientific study of human social thought and interaction. However we will also explore theories and research from anthropology, medicine, biology, sociology, and other disciplines that have contributed to our understanding of this complex and controversial topic. Through a combination of readings and original research, our goal is to come to a better understanding of the scientific, social, and political controversies surrounding race and its construction in the United States and elsewhere. Prerequisites: Psychology 13 or 28, and 31, or consent.

***SOC 110 Racial & Ethnic Minorities**

Professor Langstraat
Block: K+ MW

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 184 Non profits, states, and markets

Professor Ostrander
Block: 6 Tues 1:30 - 4:00

Sociology outside the classroom opportunity What is nonprofit organization and activity? What is its relationship to democracy, civil society, public policy advocacy, and civic participation? Why do nonprofit organizations exist, how are they governed, and what is their impact? Nongovernmental nonprofits (or NGO's) are a focus of citizen action, public policy advocacy, service delivery, and a host of other activities. All of us use the services of nonprofit education, health, and human service agencies; act in local, state, and national organizations to improve our communities and society; contribute time and money to groups that do community service, community development, and community organizing; and attend events at arts and cultural organizations. A growing number of people are employed in nonprofits. Nonprofits are

essential to democracy, civil society, and civic action. This course is intended for people who are considering future careers in nonprofits; or who simply want to increase their knowledge about nonprofits to be more fully informed volunteers, donors, and clientele of charitable and other nonprofits. Readings are largely research and concept based. While this is not a "how-to" or nonprofit management course, we consider how knowledge informs practice, and practitioner knowledge is valued. All aspects of nonprofit activity are considered, including public-private partnerships and cross-sectoral collaborations; fundraising and governance; board-staff relations; the use of volunteers; and evaluating impact and effectiveness. This is an upper division seminar so student participation is central and students will take on leadership roles in facilitating discussions. The main assignment is a final paper – an organizational case study, or an in-depth look at one of the main issues based on the kind of reading assigned for the course.

Prerequisite: Senior Undergraduate or Graduate Student status. Must have volunteered or worked in a nonprofit.

Note: cross-listed as UEP 273 Note: **Prerequisites: Some experience working as a volunteer or paid staff in at least one nonprofit organization outside of Tufts. Advanced undergraduate or graduate student. Some familiarity with social science perspectives, preferably previous course[s] in Sociology.

***SOC 187**

Immigrant Children & Children of Immigrants

Professor Aymer

Block: 5

Sociology outside the classroom opportunity 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

SWA 1

Elementary Swahili I

Professor Brown

Block: H+ T/Th

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

Professor Brown

Block: F+ T/Th

Formal review of Swahili grammar and syntax. Readings in Swahili prose and poetry. Prerequisite: Swahili 2 or equivalent.