

**Tufts University**



**AFRICA**  
IN THE NEW WORLD

# **Interdisciplinary Minor**

**Spring 2011**

**Course Listing**



## Africa in the New World Interdisciplinary Minor Spring 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 not exclusively concerned with Africa in the New World material are listed with an asterisk (\*). 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

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 Swahili and Foreign Languages in Zanzibar, TZ 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 Spring 2011 Course Schedule

Course #	Title	Block:	Instructor
ANW 90	Africa in the New World Interdisciplinary Project 0.5 credit	ARR	Aymer
ANW 91	Africa in the New World Interdisciplinary Project 1.0 credit	ARR	Aymer
ANW 95	Africa in the New World Interdisciplinary Thesis 1.0 credit	ARR	Aymer
AMER 12	Race in America	4:30-7:15 T	Wu
ANTH 117	Children and Youth in Postcolonial Africa	D+TR	Shaw
ANTH 180	Interventions in Africa: Violence and Technologies of Repair	8R	Shaw
CH 99*	Comm. Health: Issues in Global Health	Multi sections	staff
CH 182*	Comm. Health Education	Wed 9-10am	Irwin
CD 164*	Cultural Diversity in Child and Family	T	Sellers
DNC184/AMER184	Seminar: Viewing African American Dance	E+ MW	Trexler/Chew
DNC 69	West African Dance Community	K+	Coles
DR80	Practicum in Acting	ARR	Thomas
DR81	Practicum in Production	ARR	staff
EC 35*	Economic Development	E+ MW	Tan
EC 60*	International Economics	D+ TR	Tang
EC 62	Economics of International Migration	K+ MW	Hardman
EC191-2*	Cities in the Developing World	E+ MW	Hardman
ED 1-01*	School and Society	D + TR	Cohen
ED 161-01*	Sociology of School	5+ M	Vaught
ED 162*	Class, Race, and Gender in the History of U.S. Education	11+	Wright
ED167/AMER 186	Seminar: Issues in Urban Education	6+	Vaught
ED 249-01*	Issues in Multicultural theory, Research, and Practice in Schools	8+ R	Pinto
ENG 002001	Black World Literature	E+	Sharpe
ENG 37	20th Century African American Literature	D+	Clytus
FAH 4-01	Introduction to the Arts of Africa	H+ TR	Probst
HST 03*	World in Motion: Global History & U.S. Immigration	I+	Ueda
HST 14	Historical Perspective on Contemporary Crises in Africa	E+ MW	Penvenne
HST 35	The African American since 1865	F+TR	Joseph
HST 91	Black Panther Party	6	Joseph
MUS 42-01	History of Jazz	G+ MW	Ullman
MUS 72	Gospel Choir	Mult Sections	Mult. Sections
MUS 77	Tufts Jazz Orchestra	Mult Sections	Mult. Sections
MUS 78	Jazz Improv Ens.	Mult Sections	Mult. Sections
MUS 91-02	African Music Ensemble, Kiniwe	I+	Agbeli
MUS 110	African Musical Systems	G+	Locke
PHIL 125	Racism & Social Inequality	H+	McPherson
PHIL 141-01*	Global Justice	D+	McPherson
SOC 186/CH 186*	Seminar: International Health Policy	Tues 3-5:30pm	Taylor
SOC 20	Family and Intimate Relationships	H+	Aymer
SOC 130*	Wealth, Poverty & Inequality	D+	Ostrander
SWA 2	Elementary Swahili II	F+ TR	Brown
SWA 94-01	Independent Study: Swahili	ARR	Brown

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**ANTH 180**

**Interventions in Africa: Violence and Technologies of Repair**

**Rosalind Shaw**

**8 R**

**C-LST PJS 0150-03**

In situations of conflict, post-conflict, and human rights violations, a number of international interventions have emerged that offer standard “toolkits” of transformation—to security, to democracy, to a culture of rights, to psychosocial health. In this upper-level seminar, we apply recent analytical frameworks within anthropology to the study of these international toolkits in Africa. We focus on four “technologies” of intervention: peacekeeping; disarmament, demobilization, and reintegration (DDR); human rights programs; and psychosocial trauma programs. We explore the power dynamics of such interventions in Africa; how they foster new norms, meanings, practices, moralities, subjectivities, and forms of agency; the frictions of their local engagement; and how they are locally reworked. Students will apply these analytical frames as they design ethnographic field projects and develop substantial mock grant proposals.

Prerequisites: Junior or senior standing and one other sociocultural anthropology course or instructor’s consent required.

**CH 99\***

**Comm. Health: Issues in Global Health**

**Bryant**

**M+ MW**

Global health is the study of the biological, social, and environmental contributors to health and disease in populations around the world. This introduction to the study of global health will follow a public health approach to the health of populations. A major goal of the global public health structure is to identify modifiable risk factors within populations that help explain the complex interactions between behavior, context, and genetics, and a disease outcome. We will examine the ways in which this approach offers opportunity for population-based interventions that improve the health status of individuals.

Lectures are designed to illuminate persistent and emerging global health issues within this context and examine potential strategies to address them. Topics to be presented throughout the semester include; health inequalities and the social context of disease, maternal and child health, the spread of infectious disease including HIV/AIDS, Malaria and TB, malnutrition and food security, environmental health, the structure of the health systems in the world, and the effects of globalization on health. There will be a series of guest lectures by Tufts faculty who specialize in each of these areas of global health.

After completion of this course, students will be able to: identify common causes of morbidity and mortality by world region; describe the various causes of disease, such as infection, malnutrition, and genetics; explain the socioeconomic factors that contribute to health inequalities; identify the health needs of special population groups like women and children; identify infectious diseases of global importance, including HIV/AIDS, malaria, and TB, and describe their modes of transmission, methods for prevention, and other characteristics; explain the effects of poor nutrition on health and describe some of the major issues in global nutrition (like cultural aspects of eating, food security, and food safety); and explain how water, sanitation, air quality and other aspects of environmental health relate to human health. Student evaluation will be based on a midterm exam, a final comprehensive exam, several short (one page) writing assignments, and class participation.

**CH 182\***

**Comm. Health Education**

**Irwin**

**Wed 9-10am**

Theoretical principles and training practices in specific community health education skills: interpersonal communication, group facilitation, peer education, dramatic arts, design of workshops and training programs.

**CD 164\***

**Cultural Diversity in Child and Family**

**Sellers**

**T**

Review of theoretical and applied approaches for providing services to young children and families from culturally diverse backgrounds, particularly families who have recently immigrated from non-Western countries. Topics include early intervention, comprehensive assessment, health care, and school integration. Students have the opportunity to visit programs and acquire focused experience with infants, young children, and parents.

**DNC 184/AMER184 Seminar: Viewing African American Dance**

**Trexler/Chew**

**E+ MW**

Interdisciplinary introduction to African American dance for the concert stage in its aesthetic and historical context from the 17th century to the 21st century, with major focus on developments, dancers, and choreographers of 20th century United States. Influence of biological determinism, medical history, race, and racism on the opportunities for dancers and public reception of dance. Influence of African American concert dance and artists-as-activists on social-political trends. Influence of contemporary issues of biological determinism, race, and racism on the context of contemporary dance. Choreographers and companies include Dunham, Ailey, Jones, Dance Theater of Harlem. Discussion and video viewing are major elements of many class sessions. full credit. Jackson Dance Studio (lecture/viewing).

**DNC69 West African Dance Community**

**Coles**

**K+**

Dances of Senegal, Mali and Guinea involving domestic, agricultural, and hunting activities. The transcending of family identities in the development of community. Movements range from the highly aerobic to lilted to those with challenging coordinations of the body. Cultural context is a significant element of the course. All levels; no pre-requisite.

**DR80 Practicum in Acting**

**Thomas**

**ARR**

Rehearsal and performance of a role in a major departmental production, under the direction and instruction of a faculty member. Auditions are open to the Tufts community. Course registration occurs after casting, and all cast members are required to register with the exception of designated small roles. May be repeated for credit, but only two half-course credits of DR 80/DR 81 can be used to satisfy the requirements for the drama major or minor. Prerequisite: Consent. See below for production information.

**DR81 Practicum in Production**

**staff**

**ARR**

Significant participation in the design, technical, or management aspects of a production, with supervision and instruction by the appropriate faculty member. Specific projects, assignments and other work will be geared to the requirements of the particular production. All students with substantial responsibilities on a major production must register for this course. May be repeated for credit, but only two half-course credits of Drama 80/81 may be used to satisfy the requirements for the drama major or minor. Work done for pay may not be considered as coursework. Prerequisite: Consent. See below for production information.

"bein alive and bein a woman and bein colored is a metaphysical dilemma I havent conquered yet," - Ntozake Shange Some have called it a CELEBRATION others an INDICTMENT.most have called it a STUNNING, EXPLOSIVE and CONTROVERSIAL exploration of the identity of Black women in America. As a predecessor of contemporary spoken word and open mic poetry merging drama, music, and dance,For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf /is not simply a play or a choreopoem. It is a battle cry, a testimony and a confession. It is a timeless commemoration of sisterhood, storytelling and the power of the spirit to transcend adversity and triumph through inner strength and love. Traditionally performed by a cast of seven, /For Colored Girls/ has been praised by The New York Times as "a play that should be seen, savored and treasured." Re-envisioned stage revivals and a pending film adaptation of the work attests to its enduring popularity. As the winner of the Obie Award, Outer Circle Critics Award, Audelco Award and Tony, Grammy, and Emmy Award nominations in 1977, the play has since been performed by women of color around the world who identify with Shange's eloquent prose, unique style and dynamic language. /For Colored Girls/ is more than a show.it is an EXPERIENCE.

**EC 35\* Economic Development**

**Tan**

**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.



**ED 249-01\***                    **Issues in Multicultural theory, Research, and Practice in Schools**  
**Pinto**  
**8+ R**

Culture and ethnicity as psychological variables and as factors in human development. Focus on multicultural and cross-cultural considerations with emphasis on theory, research, and practice in mental health service.

**ENG 20-01**                    **Black World Literature**  
**Sharpe**  
**E+ mw**

Fiction, poetry, and drama written principally in English by black writers from Africa, the Caribbean, and South America. Relation of modern black writing to African folk literature, classical Greek drama, European existentialism, and other contexts. Attention to specific geographical areas illustrating the transition from traditional tribal values and forms of expression to the attempted accommodations to colonialism and industrialism. All works are read in English.

**ENG 37-01**                    **20<sup>th</sup> Century African American Literature**  
**Clytus**  
**D+**

**A treatment of works by fiction writers, poets, playwrights, theorists, and critics, including W.E.B. Dubois, Zora Neale Hurston, Richard Wright, Gwendolyn Brooks, Amiri Baraka, Robert Hayden, Maya Angelou, Adrienne Kennedy, Toni Morrison, Gayl Jones, and Rita Dove.**

**FAH 4-01**                    **Introduction to the Arts of Africa**  
**Probst**  
**H+ TR**

This is a survey of the arts of various cultures and time periods in Africa ranging from ancient ceramics to contemporary painting and installations. It is intended to be an introduction to the great diversity and richness of the arts of the African continent. Besides formal approaches to African art we learn about the various ways the visual arts reflect and function with respect to larger cultural issues. Within this context, students learn about the relationship of art to religion, gender, identity, and political power, discover the extensions of African visual culture into the Americas, and gain knowledge about key issues in the emergence of modern and contemporary art. The course is also an introduction to the methods and vocabulary of the study of African art history and considers the general problems of how scholars understand and write about African arts

**HST 03**                    **World in Motion: Global History and US Immigration**  
**Ueda**  
**I+**

**Examination of migration as a factor in historical studies. The role of migrations in empires, frontiers and borderlands, slavery and indentured labor, oceanic history, industrialization, urbanization, intra-state conflict, and globalization.**

**HST 14**                    **Historical perspective on Contemporary Crises in Africa**  
**Penvenne**  
**E+ MW**

**African history and culture from the nineteenth century to the present, relating environmental, technical, and social innovations and constraints to change through time. Themes include intensified contact between Africans and Europeans, conquest, colonial experiences, African strategies to reclaim authority and the developing role of women and youth in shaping production, investment, and social choices in contemporary Africa.**

**HST 35**                    **The African American since 1865 [formerly HST 96]**  
**Joseph**  
**F+ TR**

The history of African Americans from the end of the Civil War to the present. Special attention is devoted to African-American social, political, and economic life during Reconstruction; late nineteenth and early twentieth-century protest efforts; the civil rights movement and concurrent manifestations of black Nationalism and self-determination.

**HST 91 Seminar: Black Panther Party**  
**Joseph**  
**6 T**

Please department website for course description.

**MUS 42-01 History of Jazz**  
**Ullman**  
**G+ MW**

Major figures and schools of this American music approached primarily through detailed study of recordings dating from about 1914 through the present. Artists include Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, John Coltrane, and many others.

**MUS 72-01 Gospel Choir**  
**Mult. Sections**

Selected repertory of choral works from the African American tradition of religious music. No prerequisite or previous musical experience necessary. One-half course credit.

**MUS 77-01 Tufts Jazz Orchestra**  
**Mult. Sections**

Jazz instrumental and ensemble improvisation skills developed through performance of classical jazz compositions and recent works for big band. Elements of jazz, including rhythms, blues, and other traditional song forms; jazz melody and harmony. One-half course credit.

**MUS 78-01 Jazz Improv Ensemble**  
**Mult. Sections**

Focus on a practical knowledge of jazz improvisation in small combo settings; includes blues and AABA structures, turnarounds, construction of chords, phrasing, scale and chord relationships, and rhythmic pulse. One-half course credit.

**MUS 91-02 African Music Ensemble, Kiniwe**  
**Agbeli**  
**I+**

Repertory of traditional instrumental and vocal music.

**MUS 110 African Musical Systems**  
**Locke**  
**G+**

African musical traditions from a music theory perspective. African approaches to rhythm, melody, form, and texture. Methodological and ethical problems in cross-cultural formalization of theory for unwritten musical traditions.

**PHIL 125 Racism & Social Inequality**  
**McPherson**  
**H+**

Examination of issues in ethics, political philosophy, and philosophy of social sciences raised by race and racism in the U.S. Topics include affirmative action, the justification and critique of inequality (e.g., "blaming the victim"), rights, equality of opportunity, motives, and responsibility.

**PHIL 141-01\***                    **Global Justice**  
**D+**  
**McPherson**

(Cross-listed as Peace and Justice Studies 141.) A philosophical study of justice in a global context. Topics selected from the following: nationalism, identity and group rights, political resistance and revolution, the conduct of war, human rights and duties of aid, population control, and environmental justice. Theoretical discussions of cultural pluralism and the requirements of justice, universalism vs. relativism, and the limits of partiality.

**SOC 186/CH 186\***                **Seminar: International Health Policy**  
**Taylor**  
**Tues 3-5:30pm**

Health-related dilemmas faced by nations in the postwar period. Strategies developed to deal with infectious diseases and comparison with those used to combat mortality and morbidity from chronic illnesses. Case studies may include such topics as heart disease, infant mortality, hazardous waste, and AIDS. Also analyzes the health-care system problems of access, quality, and cost. Focus on how resource allocation, political institutions, and cultural myths about health and illnesses affect policy construction. (C-list as CH186.)

**SOC 20**                                **Family & Intimate Relationships**  
**Aymer**  
**H+**

**Understanding the contemporary American family, defined broadly as those with whom one shares resources and values and to whom one has a long-term commitment. Topics include historical and cross-cultural variations, dating and romantic love, cohabitation and marriage, parenting, family roles of men and women, divorce and family stability, and the future of the family.**

**Soc 130\***                                **Wealth, Poverty & Inequality**  
**Ostrander**  
**D+**

Socioeconomic class in U.S. with some global comparison. Intersections with race and gender. Social analysis of distribution of economic, social, political resources. Alternative visions and strategies for change. Opportunity for field placements in local community organizations. (Cross-listed as Peace and Justice Studies 130.)

**SWA 2**                                    **Elementary Swahili II**  
**Brown**  
**F+ TR**

Essentials of Swahili grammar, vocabulary, syntax, and usage. Emphasis on active command of basic spoken and written Swahili. One additional weekly practice session in small groups with a T.A. to improve speaking and listening and expand class material. Prerequisites: Swahili 1 or equivalent.

**SWA 94-01 Independent Study: Swahili**  
**BROWN**  
**ARR**

**Readings in Swahili prose and poetry. Review of basic grammar and syntax. One additional weekly practice session in small groups to improve speaking facility and expand class material.**

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