



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:

Pearl T. Robinson

Program Director

617-627-2035

pearl.robinson@tufts.edu

Ruth Prince

ANW Program Coordinator

617-627-4759

ruth.prince@tufts.edu

Rosalind Shaw

ANW Advising Coordinator

617-627-2465

rosalind.shaw@tufts.edu



Africa in the New World Interdisciplinary Minor Spring 2007 Course Schedule

Course Number	Title	Block:	Instructor
ANW 015201	The African Presence in Brasil: A Survey of Afro-Brasilian Culture	6+	Gibney
ANW 015301	Ghana Gold Colloquium	8	Robinson, Sharpe
ANW 009101	Interdisciplinary Project		Robinson
ANW 009501	Interdisciplinary Thesis		Robinson
*ANTH 10201	Children and Youth of War Zones	8	Shaw
*ANTH 14903	Involuntary Crossings	G+	Burtner
ARCH 0160/ CLS 016001	Giza Pyramids: Archaeology, History, and Technology	L+	Der Manuelian
*CR 001008	Islam and Globalization	10	Imamkhadjaeva
DNC 006201	West African Dagomba Dance	H+TR	Locke
DNC 007001	Viewing African American Dance	E+	Trexler
DNC 009202	African Inspirations: Dance Collaboration	K+	Frederikson
*EC 0035001	Economic Development	G+	Mahmud
*EC 006201	Economics of International Migration	K+	Hardman
*EC 003601	Macro Analysis of Development	F+TR	McMillan
*EC 003001	Environmental Economics	D+	Shimshack
*ED 016201	Class, Race, & Gender in the History of US Education	11+	Weiler
*ED 019213	Urban Schooling and Immigrant Children	ARR	Vaught
ENG 002001	Black World Literature	E+	Sharpe
ENG 009205	Toni Morrison	D+	King
ENG 019202	Contemporary South African Fiction	11	Roy
ENG 01601	Memory for Forgetting	MW	Sharpe
FAH 009210	African American Artists: From Harlem Renaissance to the Civil Rights Movement	ARR	Sanyal
FR 0092A	Comparative Caribbean Literature	6	Smith
HIS 015201	From Liberation to Humanitarian Crisis: Angola and Mozambique	D+	Penvenne
HIST 009610	The African American Since 1865	D, M	Gill
MUS 005001	Systems of African Music	D+	Locke
MUS 006601	African Music Ensemble	L+	Locke
MUS 091001	Hip Hop	G+	Schloss
MUS 004001	History of Jazz	G+	Ullman
MUS 006401	Gospel Choir	ARR	Coleman
PS 104	Race, Sex, Class, & Law	H+	Glater
PSY 013601	Stereotypes, Prejudice, and Discrimination	2	Maddox
*SOC 018601	International Health Policy	7	Taylor
*SOC 005001	Globalization & Social Change	D	Joseph
*SOC 011001	Race and Ethnic Minorities	L+	Langstraat
*SOC 018801/ CH 018801	Globalization and Health	ARR	Hyatt
SPN 0192E	Literature of Migration in Latin America	N	Mazzotti
SWA 000201	Elementary Swahili II	F	Brown
SWA 000401	Intermediate Swahili II	H+	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 instructor first, and must agree to focus independent work on appropriate ANW topics. Contact the ANW office at anw@tufts.edu or Professor Rosalind Shaw if you have any questions about requirements.

ANW 0115201 The African Presence in Brazil: A Survey of Afro-Brazilian Culture

Gibney

Block: 6+, T 1:30-4:30 PM

More enslaved Africans were taken to Brazil than to any other nation in the Americas. As a result, Afro-Brazilians have exerted a profound and, perhaps, defining influence on every aspect of Brazilian culture. In this course, we explore many aspects of the African presence in Brazil including an examination of slavery and the slave trade in Brazil, racialization in Brazilian culture, Afro-Brazilian religions, and Afro-Brazilian cultural expression.

ANW 0153 Ghana Gold Colloquium

Robinson, Sharpe

Block: 8, TR 1:30-4 PM

This interdisciplinary colloquium is a continuation of GHANA GOLD: A Corporate Social Responsibility Study Tour, which takes students to Ghana during the Winter break. Corporate social responsibility is addressed through the concepts of social accountability, environmental justice, gender equity, sustainable development, gold as a commodity money, and cultural agency. Each student will do an integrative project grounded in knowledge gained through the study tour. Instruction in the use of e-Portfolio and digital story telling software will facilitate reflection and critical thinking, as well as enhance presentational and organizational skills.

ANW 009101 Interdisciplinary Project

Robinson

ANW 009501 Interdisciplinary Thesis

Robinson

ANTH 10201 Children and Youth of War Zones

Shaw

Block 8, R 1:30-4:00 PM

“I joined the guerillas to escape. I thought I’d get some money and could be independent.”(Girl soldier with FARC in Columbia)

“Other trainees, if they were caught trying to run away, their hands and feet were beaten with a bamboo stick.” (Boy abducted at age 13 by government forces in Myanmar [Burma])

“I joined the Mahdi army to fight the Americans.” (12-year-old boy in Najaf, Iraq)

Children and youth are fighting in armed conflicts all over the world. Those who are not part of combatant groups are often displaced and/or separated from their families. In this discussion-based class exclusively for Sophomores, we will explore the lives of young people in war zones through the lens of Anthropology. What are some of their strategies when separated and displaced? Is the use of child and youth combatants today more widespread than in the past? Why are they valued as fighters? How are they recruited, trained, and retained? Why do some choose to join? What are young peoples’ experiences as fighters or camp followers? What are the challenges of disarming and reintegrating them after conflict? How do the lives of young combatants differ from those of non-combatants, and how do the experiences and needs of girls differ from those of boys? How do social norms and cultural ideas about childhood and youth structure their lives in war zones, and shape our own international interventions? Students will select projects on topics of interest.

*Writing Workshop section: In the Writing Workshop section for this class we will meet once a week for 50 mins., time/place TBA. This does not involve extra formal writing assignments. We will use informal writing exercises as a way of engaging more deeply with the readings for this class, and as an aid to discussion. We will discuss and try out writing tips. You will have the opportunity of writing a first draft of your writing assignments, getting feedback from me, and revising it for an improved second draft. You will have more

personal attention from me. And the fact that you have taken a Writing Workshop class will be recorded on your transcript.

ANTH 14903 Involuntary Crossings

Burtner

Block: G+, MW 1:30-2:45 PM

Drawing on ethnographic, historical and public policy sources (i.e., government documents, international agency and bank reports), this class will introduce students over a 14 week period to one of the most pressing problems of our day: involuntary displacement and resettlement. Our approach for examining the problem is based on socio-cultural anthropological methods and theory. Using ethnographies and project/program assessments/evaluations written by anthropologists working in the area of international development and aid, we will look at the push/pull factors and experiences of various groups that due to a combination of forces (i.e., economic crises, natural disasters, civil wars, genocide and induced development) find themselves displaced from their homes/communities and seeking refuge, becoming part of their home country's internally displaced populations or entering into the vast network of international migratory routes/destinations (be it temporarily or permanently). While this phenomenon occurs worldwide, we shall focus on those groups who find their temporary or permanent destination for resettlement the United State of America. We will compare the histories, experiences and trajectories of communities of immigrants from Latin America, Asia, Africa and the Middle East who have immigrated and settled in the U.S. during the 20th and 21st Century. These narratives/histories will be placed within the context of earlier migrations (Continental Europe, China) and the settlement and migratory patterns of what are now considered more embedded U.S. populations (Native Americans, Mexican nationals and Spanish in the SW, Creoles, etc.). In addition to providing thematic background, the course will instruct students on basic techniques in ethnographic research and for evaluating risk and costs involved in voluntary and involuntary displacement and resettlement, the latter of which is based on some of the models currently used by large-scale international institutions (governmental and non-governmental) working in the area. This course will be particularly useful to those students interested in Latino and Latin American communities living in the U.S., anthropological field methods/analysis and inter-disciplinary team-based international humanitarian assistance.

ARCH 0160 /CLS-0160-01 Giza Pyramids: Archaeology, History, and Technology

Der Manuelian

Block: L+, T/R 4:30-5:45

The pyramids and "mastaba" tombs at Giza (ca. 2500 BC), probably the world's most famous archaeological site, still pose major questions about the development of ancient Egyptian history, monumental architecture, chronology, art, religion and language. The Museum of Fine Arts, Boston (MFA), excavated the site between 1905 and 1942, and the instructor directs the Giza Archives Project (www.mfa.org/giza). This Project is converting all Giza-related archival expedition records at the MFA and elsewhere into an integrated research tool for the Internet. This seminar course will examine aspects of Giza in its historical and archaeological context with illustrated lectures and students' seminar presentations. Part of this course will also focus on the modern technological challenges and opportunities facing archaeologists today in processing excavation records. In addition to seminar presentations, students will prepare one take-home exam, and contribute 10 hours "behind the scenes" to the Giza Archives Project at the MFA. "Text" will be distributed in class.

CR 001008 Islam and Globalization

Imamkhadjaeva

Block: 10, M 6:30-9:00 PM

Description to come

DNC 006201 West African Dagomba Dance

Locke

Block: H+TR, TR 1:30-2:45 PM

Kiniwe, Tufts African music and dance ensemble, is the performance name of the studio classes in this idiom offered in the Dance Program (DNC 61 and DNC 62) and the Music Department (MUS 65 and MUS 66). “Kiniwe” is a rallying call that means, “Are you ready for action?” The answer is a resounding, “Yah!” The two classes study a repertoire of songs, dances, and percussion music from Africa, primarily a variety of ethnic traditions from Ghana in West Africa. Students in both classes come together several times each semester to perform on- and off-campus.

In the spring semester the emphasis will be on repertory of the Dagomba people from northern Ghana. During the month of April the class will be team-taught by Prof. Locke and his mentor from Ghana, Alhaji Dolsi-naa Abubakari Lunna. The Kiniwe recital will be in the Jackson Dance Lab. This is our equivalent of a final exam and is required.

In general, each dance class will start with a warm up of steps, torso movements, gestures, and figures drawn from the repertoire. Then the class will move on to the choreographic formations. Once the overall features of a given dance have been covered, class time will be used to rehearse the whole dance and to improve individual movement style. A significant amount of class time will go towards learning features of musical rhythm that guide the dancing, as well as songs that are an important component of the art form. Students must attend class regularly and punctually, must do their best in class, must participate in the on-campus Kiniwe performance, and must complete the several short reading, viewing, listening, and writing assignments. Off-campus performances are strongly recommended.

DNC 007001 Viewing African American Dance

Trexler

Block: E+ M/W 10:30-11:45am

Introduction to African American concert dance, history, creative process, and critical response. Choreographers and companies include Dunham, Ailey, Jones, Dance Theater of Harlem; the influence on them from African, and European cultures. Influence of biological determinism, race, and racism on the critical response to African American dance.

DNC 009202 African Inspirations: Dance Collaboration

Frederikson

Block: K+, M/W 4:30-5:45 PM

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 groups pieces based on this material, reinterpreted through their own bodies and new rhythmic “conversations”. This course is accessible to novice and experienced students alike.

EC 0035001 Economic Development

Mahmud

Block: G+, M, W 1:30-2:45

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 006201 Economics of International Migration

Hardman

Block: K+, MW 4:00-5:45

Migrants always moved across borders within Africa, as labor migrants and refugees, temporary and permanent migrants, legally or illegally. Today flows and destinations are changing. In the US, Africa is the fastest growing migrant source region. Former migrant-sending countries like Morocco are now receiving large flows of migrants from the south. In migrants' home countries, remittances of money and goods influence income distribution and economic development. In this course we study economists' tools for understanding individual international migration decisions (Who migrates? Who returns?), the size of migrant flows (How many leave? Where do they go?), and migration's impacts in home and host countries (Who benefits and who loses?). We explore questions like: How can economics explain refugee flows and illegal migration? Why do immigrants cluster in ethnic neighborhoods? Why are remittances increasing? Prerequisite: Principles of Microeconomics – EC1 or EC 5

EC 003601 Macro Analysis of Development

McMillan

Block: F+TR, TR 12:00-1:15

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 003001 Environmental Economics and Policy

Shimshack

Block: D+

Econ 30 will examine 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. The course will begin by developing the economic tools necessary for an analytical study of environmental concerns and policies. The second half of the course will apply this knowledge. Topics may include air pollution, water pollution, solid waste and recycling, climate change, and the interactions between international economic development and the environment.

ED 016201 Class, Race, & Gender in the History of US Education

Welier

Block: 11+T

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.

ED 019213 Urban Schooling and Immigrant Children

Vaught

Block: L+N+ 4:30-7:15

This special topic will examine the various theoretical approaches to understanding the schooling experiences of immigrant children in urban US schools. Students will be exposed to a range of qualitative and quantitative social science research on particular groups and addressing specific themes such as race, gender, geography, and generation.

ENG 002001 Black World Literature

Sharpe

Block: E+MW, 10:30-11:45 AM

This course is an introduction to literature of Africa and the African diaspora principally in the Caribbean and Britain. We will explore a variety of forms—fiction, film, drama, poetry—and trace their transformation

and transmission. The selection of films and texts is not meant to be exhaustive but aims to allow us to begin examining the possible political and cultural meanings of the “black” world. Texts may include: *Things Fall Apart*, *Nervous Conditions*, *In the Castle of My Skin*, *Maru*, *The Lonely Londoners*, *The Unbelonging*.

ENG 009205 Toni Morrison

King

Block: D+

PROVISIONAL DESCRIPTION: This course will focus on the work of Toni Morrison, the winner of the 1993 Nobel Prize for Literature. We will read a number of Morrison's novels, including *The Bluest Eye*, *Sula*, *Song of Solomon*, the Pulitzer Prize-winning *Beloved*, and her latest work, *Love*. Our reading list will also contextualize the range of Morrison's influence on the American literary tradition, focusing both on works that Morrison edited, and on others that – together with Morrison's early novels – signaled the flourishing in the 1980s of African American women's writing; we will read Gayl Jones' *Corregidora* and Maya Angelou's *I Know Why the Caged Bird Sings*, among others. Our approach to these texts will be informed by Morrison's *Playing in the Dark: Whiteness and the Literary Imagination* and by other important secondary critical and theoretical articles.

ENG 019202 Contemporary South African Fiction

Roy

Block: 11, T 6:00-9:00 PM

Enrollment: 20

In 1990, Nelson Mandela walked out of prison after 26 years of incarceration. This marked a dramatic shift not only in the political life of South Africa, but in the literary output of the country. Before the dismantling of apartheid—the system of racial discrimination—Andre Brink had described the condition of writing in South Africa as a “state of siege.” Writers such as Brink himself, but also Alex La Guma, Nadine Gordimer and others had been preoccupied with representing political protest, state violence and the dream of liberation. After the dramatic events of 1990, South African literature entered a new phase of self-reflection. This new fiction often centers on a desire to scrutinise the “truth” of the past, the discovery of painful secrets and attempts to reconcile with them. In this course we shall focus first on authors who wrote under apartheid and devised new narrative strategies to represent the political and social conditions of South Africa. We will then read the new literature of post-apartheid South Africa to examine the shifts and changes. The course will explore the relationship between literature and politics and the uses and limits of literature as a form of political resistance. We will be attentive to the functions of memory, autobiography, testimony in the literature of the “new” South Africa. We will read fiction memoir by Ruth First, Alex La Guma, Nadine Gordimer, Achmat Dangor, Zakes Mda, Gillian Slovo among others. The course will also include films such as *Cry Freedom*, *A World Apart*, *Mapantsula* and *Tsotsi*.

FAH 009210 African American Artist: From Harlem Renaissance to the Civil Rights Movement

Sunanda Sanyal

Block: ARR M/W 3-5:30 PM

The primary goal of this course is to study the responses of African-American artists of the twentieth century to the issues of power, otherness, and selfhood. Following a brief glance at the history of African-American cultural representations from the eras of slavery and the Civil War, the course will pay critical attention to the five decades between the inception of the Harlem Renaissance and the conclusion of the Civil Rights Movement. With references to the views of such influential figures as W.E.B. du Bois, Booker T. Washington and Alain Locke, the class will first study the “New Negro” awareness among artists in the years between the world wars. It will then examine, against the background of the emergence of the New York School, the ambition of a younger generation to identify with the mainstream art scene. Students will next follow these historical trails through the course of the Civil Rights Movement, when more complicated

questions of gender, class, and political identities profoundly affected strategies of artists. The course will conclude with a quick look at the more recent contributions of African-Americans to the discourse of contemporary art. May be taken at 100 level.

FR 0092A Comparative Caribbean Literature (in English)

Paulette Anne Smith

Block: 6

This course examines the pioneering representative Francophone, Hispano-Caribbean, and Anglo-Caribbean currents of thought that have “typified” literature from these zones. Antillean identity will be brought forth through the discussion of the popular concepts of nationalism, post-négritude, antillean bovaryism, magical realism, antillanité, insularity, ethnicity, mythical syncretism and of their application in novels, films, drama and poetry from the Antilles. Short essays from well know critics such as Edouard Glissant, Patrick Chamoiseau, J. P. Mars, L. Hearn, E. Moutoussamy (Francophone); Derek Walcott, V.S. Naipaul, George Lamming, Michael Dash, Jamaica Kincaid, Kamau Brathwaite, Emma Brodber (Anglophone); and Jean Rhys, Antonio-Benitez-Rojo, (Hispanophone). The authors weave a rich tapestry reflecting a diverse and mixed racial and cultural Caribbean make-up based on créolité and métissage, as is manifested in the design of plot setting and character's identity. Films will be arranged outside of class. Presence and active participation based on weekly worksheet preparation, one oral exposé, two reaction papers (2 pages each), one final Term paper (10 pages). Conducted in English.

HIS 015201 From Liberation to Humanitarian Crisis: Angola and Mozambique

Penvenne

Block: D+

Southern African settler colonies moved slowly to self-determination. The transition in Portugal's colonies of Angola and Mozambique was especially difficult. Both areas experienced a generation of fighting for independence, and subsequently fractured into intractable insurgencies. This course grounds a broader study of decolonization, sovereignty, social authority and governance in a case study of Angola and Mozambique from the 1890s to the early twenty first century.

HIS 009610 The African American Since 1865

Gill

Block: D, M, TR 9:30-10:20 AM

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.

MUS 005001 Systems of African Music

Locke

Block: D+, TR 10:30-11:45 AM

Musical traditions of impressive sophistication exist in Africa. Close inquiry into these repertoires of musical works reveals a distinctive African approach to rhythm, melody, form, texture and other elements of music. Scholars of African music, working without a heritage of musical theory such as exists in Europe and Asia, have examined African music from a variety of perspectives and have developed a reliable understanding of its underlying principles.

This course will investigate the musical systems of several contrasting African repertoires including two different dance-drumming traditions from western Africa, and tuned idiophones from southern Africa. Topics will include rhythm (polyrhythm, polymeter, cross rhythm, constant off-beat accentuation, syncopation), melody (scale, mode, motives), form (call-and-response, sectional structures, aural illusion), and texture (layered polyphony, heterophony). In addition, the course will investigate the nature of improvisation, the impact of language (accent, pitch) on music, and the history of theorizing about African

music. The entire course will be responsive to meta-issues such as the interplay of theory and music-making, concepts of music cognition, and ethical questions about ethno-centrism and the appropriation of cultural capital.

MUS 006601 African Music Ensemble

Locke

Block: L+

Study of traditional music of the Dagomba people of northern Ghana

The winter/spring semester is a continuation of Music 65, which is offered in the fall semester. The course is a full-year commitment and no students are admitted only for the spring term. Please enroll for next year's course.

MUS 091001 Hip Hop

Schloss

Block: G+, M, W 1:30-2:45 PM

Since its birth almost three decades ago in New York's African American and Latino communities, hip-hop music has become the most influential musical genre in the United States; some hear in its lyrics a cry against poverty and oppression, while others hear misogyny and exclusion. What some see as a postmodernist art form – a creative and diverse collage of appropriated sound – others see as musical theft. Drawing from the disciplines of ethnomusicology, African American studies, culture studies, and linguistics, this course will trace the history of hip-hop, place it in cultural context, define its constituent elements, and explore the aesthetic goals and methods of its participants. Grades will be based on class participation, and a take-home final. One course credit. Schloss.

MUS 004001 History of Jazz

Ullman

Block: G+, MW 1:30-2:45 PM

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 006401 Gospel Choir

Coleman

Block: ARR, F 3:15-5:15

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

PS 010401 Race, Sex, Class, & Law

Glater

Block: H+ TR 1:30-2:45

Consideration of US court decisions and related materials that address (or fail to address) issues of race, class, gender, and sexual orientation. Topics include employment, welfare, marriage, privacy, families, reproduction, and immigration and expression.

PSY 013601 Stereotypes, Prejudice, and Discrimination

Maddox

Block: 2, W 9:00-11:30 AM

History is replete with examples of differential beliefs about and treatment of others based on group membership. This is an advanced course in social psychology where we will examine a social psychological perspective on stereotypes, prejudice, and discrimination. In particular, this course emphasizes how a social cognition perspective in social psychology has informed our understanding of the formation, maintenance,

and expression of stereotypes. In addition, we'll examine the implications that stereotypes, prejudice, and discrimination have for stigmatized individuals' thoughts, behavior, and outcomes. The goal of the course is to develop students' understanding of how stereotypes, prejudice, and discrimination operate in human relations. Prerequisites: Psychology 13 and 31

SOC 018601 International Health Policy

Taylor

Block 7, 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 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").

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. Note: Cross-listed with CH 186 . Prerequisite: Junior standing & 2 social science courses.

SOC 005001 Globalization & Social Change

Joseph

Block: D, M 9:30-10:20 AM, TR 10:30-11:20 AM

This course will review different features of globalization and is divided into five parts. Part one is a simulation game revolving around the synthetic manufacture by a multinational company of a native plant found in the fictitious country of Planetoguary. The game will introduce students to the main issues of the course including the dominant rules of the game, the role of World Trade Organization, the impact of social movements and the influence of the media. Part two provides a more general review of the progress and social problems associated with the development of globalization. Part three steps back and reviews different social theories that account for the development of globalization. Part four considers different models of reform of the global system and the source of the "political will" to enact these reforms. The last part of this course will be another simulation game, this addressing the process of enacting social change. Along the way, the course will explore a series of specific issues including the distribution of economic and political power, the role of multinational businesses, the movement of peoples, cultural flows (Hollywood versus "Bollywood"), the intersection of global and local, the "dark side" of globalization (such as drug trafficking, the illicit trade in small arms, and the reemergence of forms of indentured labor), and the structure of global cities. No prerequisites. Course is intended for first- and second-year students.

SOC 011001 Racial and Ethnic Minorities

Langstraat

Block: L+, T/TH 4:30-5:45 PM

Race and ethnicity have been and continue to be central organizing features within American society. This class will investigate the processes by which race and ethnicity, in terms of categories and groups, are (re)produced at the insitutional, organizational, and personal level of social interaction. We will investigate the relationship between social structures of race and ethnicity and cultural meaning systems, as well as how

individual racial and ethnic identities are shaped by these relationships. Finally, we will turn our interrogation to the possibility of a post-racial future. Prerequisite: Sociology 001 or consent.

SOC018801//CH 018801 Globalization and Health

Hyatt

Block: ARR

The term globalization receives a wide range of responses depending on the context in which it is used and the person(s) using it. On the one hand, some political analysts such as Thomas Friedman (The Lexus and The Olive Tree) suggest that globalization may be the answer for developing nations and that it may even have some impact on world inequality. On the other hand, Rodrick (Has Globalization Gone Too Far?) articulates some of the concerns that motivate protestors who come out for meetings of the World Trade Organization. However passionate the perspective, there remains much to be understood about what the process of globalization is and how it can and should be implemented, if at all. Of critical importance is how the process of globalization will impact health care and population-level health status.

This seminar presents a review of perspectives on globalization based on the current debates of Rodrick, Friedman, Sen, Stieglitz, and others. The focus on world health includes tobacco use, obesity, and consumption in the developing world. Globalization is examined in the context of a formal global community and civil society defined by nation-states, markets, and international movements. Weekly seminar participation, an in-class presentation, and a research paper are required.

SPN 0192E Literature of Migration in Latin America

Mazzotti

Block: N, T-Th 6:00-7:15 pm

Migration has been the most important social phenomenon in the 20th century. But it is not new. People in Latin America have been moving around all along, inside and outside their countries. New migratory waves have also enriched the cultural landscape of the region. The course will examine some pivotal colonial texts (Guaman Poma, Inca Garcilaso), and post Independence authors that deal with migration and transterritorialization. Emphasis on Africans in the Caribbean and South America, Japanese and Chinese all over Latin America, indigenous groups in the Andes and Central America, Brazilian migrations, and New Latinos in the U.S. Conducted in Spanish. One oral presentation, constant class participation, mid-term exam, final exam, four short papers, 1-3 pages each. Prerequisite: Any Spanish 30-level course or approval of the instructor.

SWA 000201 Elementary Swahili II

Brown

Block: F+TR , TR 12:00-1:15

Elementary Swahili II, essentials of Swahili grammar, vocabulary, syntax, and usage. Emphasis on active command of the language stressed. Exercises in pronunciation, grammar, conversation, reading, and writing, supplemented by laboratory drills.

SWA 000401 Intermediate Swahili II

Brown

Block: H+TR, TR 1:30-2:45

The continuation of the intermediate course with discussion of literary texts and news articles. Review of more complex aspects of intermediate grammar. Written compositions, videos in the language lab and internet assignments. Prerequisites: Swahili 3 or consent