

Tufts University



AFRICA
IN THE NEW WORLD

Interdisciplinary Minor

Spring 2010

Course Listing



Africa in the New World Interdisciplinary Minor Spring 2010

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

Website: 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

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.

GHANA GOLD: A Corporate Social Responsibility Study Tour

<p>Ghana Gold Director <u>Professor Pearl Robinson</u></p> <p>Political Science 617-627-2035</p>	<p>Ghana Gold Co-Director <u>Professor Edward Kutsoati</u></p> <p>Economics 617-627-2688</p>
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Website: www.ase.tufts.edu/anw



Africa in the New World Interdisciplinary Minor Spring 2010 Course Schedule

AT TUFTS UNIVERSITY

Course #	Title	Block:	Instructor
ANW 90	Africa in the New World Interdisciplinary Project 0.5 credit	ARR	Brown
ANW 91	Africa in the New World Interdisciplinary Project 1.0 credit	ARR	Brown
ANW 95	Africa in the New World Interdisciplinary Thesis 1.0 credit	ARR	Brown
AMER16/ ENG192	(Un)making American Identities	4:30-7:15 W	Wu / Sharpe
CH 99*	Comm. Health: Issues in Global Health	M+ MW	Bryant
CH 182*	Comm. Health Education: Homelessness/Health	ARR	Irwin
CD 164*	Cultural Diversity in Child and Family	T	Sellers
DNC184/AMER184	Seminar: Viewing African American Dance	E+ MW	Trexler/Chew
DNC 62-01/62-02	West African Dagomba Dance	H+ TR	Agbelli/Locke
DNC 92-03	Special Topics: Beginning Jazz Dance	G+ MW	Thigpen
DR80	Practicum in Acting	ARR	Ndonou
DR81	Practicum in Production	ARR	Ndonou
EC 35*	Economic Development	E+ MW	Tan
EC 60*	International Economics	D+ TR	Tang
EC 62	Economics of International Migration	K+ MW	Hardman
EC 91-1	Blacks and Labor Markets	F+ TR	Loury
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	4:30-7:15 M	Worrell
ED167/AMER 186	Seminar: Issues in Urban Education	9:00-11:30 R	Vaught
ED 249-01*	Issues in Multicultural theory, Research, and Practice in Schools	8+ R	Pinto
ENG 002001	Black World Literature	G+ mw	Roy
ENG 84-01	Black Comedy	M+ MW	Litvak
ENG 84-R	Black Comedy: Film Screenings	11+T	Litvak
FAH 4-01	Introduction to the Arts of Africa	H+ TR	Probst
FAH 71/171-01	Arts of the Afro-Atlantic Diaspora	K+ MW	Probst
HST 13	Reconstructing Africa's Past to 1850	E+ MW	Penvenne
HST 22*	The Changing American Nation: The 19th and 20th Centuries	H+H F	Ueda
HST 35	The African American since 1865	F+TR	Joseph
HST 112	Angola/Mozambique	D+	Penvenne
HST 193	Seminar: North America: Black Power	6 T	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	L+ TR	Agbeli
MUS 104-01	Jazz Theory I	F+ TR	Smith
MUS 130-01	Jazz Arranging and Composition	J+ TR	Smith
MUS 185-01	Studies in Women and Music: Black Divas	3 R	Pennington
PHIL 141-01*	Global Justice	F+ TR	McPherson
PS119/AMER 194*	Special Topics: Politics of US Immigration	7 W	Masuoka
PS 130	Sem: African Political Economy	6+ T	Robinson
PSY 136	Stereotypes, Prejudice, Discrimination	13 R	Kuperberg
SOC 186/CH 186*	Seminar: International Health Policy	6 T	Taylor
SOC 130*	Wealth, Poverty & Inequality	H+ TR	Ostrander
SWA 2	Elementary Swahili II	F+ TR	Brown
SWA 94-01	Independent Study: Swahili	ARR	Brown

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ANW 90 **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 91 **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 95 **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 16/ ENG192 **(Un)making American Identities**
Wu / Sharpe
Wed 4:30-7:15 PM

In this interdisciplinary, team-taught course we will examine, in depth, some of the means by which “Americans” are made and unmade. We will begin by mapping the legal/judicial and social constructions of raced identities in the U.S. alongside the histories and lived experiences of people of African and Asian descent. We will explore, for example, the ways that these groups have been aligned with and pitted against each other as they are positioned within those spaces (institutional, national, familial, etc.) that shape, confer, demand, and withhold access. We will read non-fiction, theoretical texts, short stories, and novels and we will view film and other visual texts in our exploration of institutional and other forces and counter forces that go into (un)making “American” identities. Topics may include: Reading Race/Reading Rodney King and Sa-I-Gu, Affirmative Action, racial violence & hate crimes, coalition building, National/International and Transnational and transracial adoption patterns. Pre-reqs: none (High Demand-Please email instructor to register)

CH 99* **Comm. Health: Issues in Global Health**
Bryant
M+ MW

See Department for Course Description.

CH 182* **Comm. Health Education: Homelessness/Health**
Irwin
ARR

See Department for Course Description.

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).

DNC62-01/62-02 **West African Dagomba Dance**

Agbelli/Locke

H+ TR

Traditional dances of the Dagomba people of West Africa (Ghana). Styles range from dances with graceful twirling to those with vigorous hip shimmying. Costumes from Africa provided. Songs and drumming included. Ending performance with the African music ensemble under the performing name Kiniwe. Spring. One-half course credit.

DNC 92-03 **Special Topics: Beginning Jazz Dance**

Thigpen

G+ MW

[See Department for Course Description.](#)

DR80 **Practicum in Acting**

Ndonou

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**

Ndonou

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.

EC60* **International Economics**

Tang
D+ 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.

EC 62* **Economics of International Migration**

Hardman
K+ MW

Exploration how economists tackle the questions: Who migrates? Who stays and who returns? Why? Which migrants send money home? What impact do those remittances have on economic development? How can economics help us understand refugee flows and illegal migration? Why do immigrants cluster in neighborhoods like Chinatown or the North End of Boston? Is migration a substitute for or a complement to international trade? The course first develops economic tools for understanding both individuals' decision to migrate across international borders and the resulting migrant flows. It then explores the economic impact and policy implications of migration for home (migrant sending) and host (migrant receiving) countries' economies. Prerequisite: Economics 5, or consent.

EC 91-1 **Blacks and Labor Markets**

Loury
F+ TR

[See Department for Course Description.](#)

EC191-2* **Cities in the Developing World***

Hardman
E+ MW

[See Department for Course Description.](#)

ED 1-01* **School and Society**
Cohen
D+ TR

Role and purpose of schooling in the United States. Focus on the desegregation and re-segregation of schools in the last fifty years; proposals for school reform.

ED 161-01* **Sociology of School**
Vaught
5+ M

Educational institutions as social systems and the various external and internal social forces that shape them. Representative ethnographic studies of schooling with an emphasis on ethnicity, class, and gender as organizing categories of student experience and school social organization.

ED 162* **Class, Race, and Gender in the History of U.S. Education**
Worrell
ARR 4:30-7:15 M

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 167/AMER 186-01 **Seminar: Issues in Urban Education**
Vaught
ARR 9:00-11:30 R

This class will be organized around thematic investigations of the political policies and socioeconomic processes that contain and inform urban schooling. Students will explore a political economy of schooling related primarily to race and class, with opportunities to explore gender, language, and so on. Specifically, we will examine the ways in which policies and practices, such as the racialization of welfare and the legalization of Whiteness, inform school policies and practices, including funding, governance, and so on. Students will engage an interdisciplinary body of scholarship framed by Critical Race Theory.

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 002001 **Black World Literature**
Roy
G+ 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 84-01 **Black Comedy** **M+ MW**
ENG 84-R **Black Comedy: Film Screenings** **11+ T**
Litvak

Introductory course on relations between comedy and cruelty, laughter and shame, pleasure and fear, escapism and insult. Examples drawn mainly from film, but also from fiction, theater, and television. Primary focus not on race, but some attention to black comedy as comedy by African Americans.

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

FAH 71/171-01 **Arts of the Afro-Atlantic Diaspora**
Probst
K+ MW

This course introduces students to arts of the African diaspora in the Caribbean, South America, and the United States by examining the aesthetic, religious, and philosophical systems of peoples of African descent. African influences within the arts will be addressed and students will be acquainted with particular African cultures influenced by slavery, such as the Kongo and Yoruba. May be taken at the 100 level.

HST 13 **Reconstructing Africa's Past to 1850 [formerly HST 70]**
Penvenne
E+ MW

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 22 **The Changing American Nation: The 19th and 20th Centuries**
Ueda
H+HF

The reconfiguration of national identity in the U.S. by socioeconomic, demographic, and cultural change. Evolution from an Atlantic-centered colonial society, to an urban-industrial transcontinental nation, to a globalizing nation on the Pacific Rim. [formerly HST 80]

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 112 **Angola/Mozambique [formerly HST. 152]**
Penvenne
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.

HST 193 **Seminar: North America: Black Power**
Joseph
6 T

[See Department 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
L+ TR

Repertory of traditional instrumental and vocal music.

MUS 104-01 **Jazz Theory I**
Smith
F+ TR

Harmonic and melodic techniques of jazz and popular music. Extended chords (ninths, elevenths, thirteenth) and substitutions; modulations and free melodic treatment of dissonance. Song forms. Written exercises and analysis; emphasis on student composition. Continuation of aural and keyboard skills.

MUS 130-01 **Jazz Arranging and Composition**
Smith
J+ TR

[See Department for Course Description.](#)

MUS 0185-01 **Studies in Women and Music: Black Divas**
Pennington
3 R

[See Department for Course Description.](#)

PHIL 141-01* **Global Justice**
F+TR
McPherson

PHIL0141 (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.

PS 119/AMER 194* **Special Topics: Politics of US Immigration**
Masuoka
7 W

The US is in the midst of the most significant influx of immigrants in its history. More than one in ten Americans is foreign born, and together with their children make up almost a quarter of the US population. How will these newcomers impact the form and function of American democracy? Yet, while this topic is timely given our current political context, those well versed in the literature would note that, as a nation of immigrants, the debates surrounding today's hot-button issue are neither novel nor unique, but rather reflect a larger story of American political development. Indeed, immigration has not only been responsible for the changes in the country's demographic makeup but has also presented continuing political challenges to our notions of equality, citizenship, pluralism and racial formation. Throughout this semester we will examine the central question: what are the political causes and consequences of immigration policy on American politics?

PS 130 **Seminar: African Political Economy**
6+ T
Robinson

Theories of political economy with a focus on political liberalization and economic change. Issues include political reform, economic development, gender and sex roles, agricultural policy, debt, poverty, structural adjustment, and emerging African markets. Please see departmental website for specific details.

PSY 136* **Stereotypes, Prejudice, Discrimination**
Kuperberg
13 R

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 or 31 or junior or senior standing or consent.

SOC 186/CH 186* **Seminar: International Health Policy**
Taylor
6 T

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 130* **Wealth, Poverty & Inequality**
Ostrander
H+ TR

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 4 Intermediate Swahili II

Brown

D+ TR

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 and internet assignments. Prerequisites: Swahili 3 or permission of instructor.

SWA 94-01 Independent Study: Swahili

BROWN

ARR

[See Department for Course Description.](#)

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