African and African-American Studies

The program in African and African-American Studies offers opportunities for students to explore the social, political and intellectual history as well as the literature, culture and artistic life of various peoples in the world who are African or of African descent.

The program examines a wide spectrum of experiences and issues and is both multidisciplinary and interdisciplinary in its approach. Courses are offered in the humanities, the social sciences and the performing arts. Main areas of concentration are East, West and Central Africa; the United States; and the Caribbean.

Students who major in the program are encouraged to design a course of study that focuses on either a particular area of interest or a more comprehensive examination of black culture and life. Students also have opportunities to do research with faculty or to take internships with organizations such as the Missouri Historical Society. Our summer programs in Kenya and Senegal as well as study abroad in other African countries can further enrich the student experience.

Courses in the program are numbered to assist students to progress from introductory courses (100-/200-level), to intermediate courses (300-level or higher), to advanced courses (400-level). The program also regularly sponsors lectures on topics of interest in all areas of the black experience. In many cases, lecturers participate in classes by giving special lectures within the classroom setting.

Departmental Prizes: The program also sponsors writing competitions that include monetary awards. They include the James Baldwin Prize for the best essay on any aspect of black culture and life in the United States; the Julius Nyerere Prize for the best essay on any aspect of black culture and life in Africa; the Sylvia Wynters Prize for the best essay on any aspect of black culture and life in the Caribbean, Central America, South America or North America (outside of the United States); the Henry Hampton Prize for the best essay on the civil rights movement or any book by the Rev. Dr. Martin Luther King Jr.; and the Ralph Bunche Prize for the best essay related to Africans or people of African descent and political science.

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Chair
William F. Tate IV
Edward Mallinckrodt Distinguished University Professor in Arts & Sciences
PhD, University of Maryland-College Park
(Education)

Endowed Chairs
Jean Allman
J. H. Hexter Professor in the Humanities
PhD, Northwestern University
(History)

John Baugh
Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania
(Linguistics)

Gerald Early
Merle Kling Professor of Modern Letters
PhD, Cornell University
(English)

Professors
Tim Parsons
PhD, Johns Hopkins University
(History)

Carl Phillips
MA, Boston University
(Creative Writing)

Carol Camp Yeakey
PhD, Northwestern University
(Education)

Rafia Zafar
PhD, Harvard University
(English)

Associate Professors
J. Dillon Brown
PhD, University of Pennsylvania
(English)

Garrett Duncan
PhD, The Claremont Graduate School
(Education)

William J. Maxwell
PhD, Duke University
(English)

Shanti Parikh
PhD, Yale University
(Anthropology)
Assistant Professors

Jonathan Fenderson
PhD, University of Massachusetts
(African American Studies)

Sowande’ Mustakeem
PhD, Michigan State University
(History)

Artist-in-Residence

Ron Himes
Henry Hampton Distinguished Artist-in-Residence
BA, Washington University

Senior Lecturers

Rudolph Clay
MLS, University of Michigan
(Library Science)

Mungai Mutonya
PhD, Michigan State University
(Linguistics)

Wilmetta Toliver-Diallo
PhD, Stanford University
(History)

Lecturer

El Hadji Samba Amadou Diallo
PhD, School of Advanced Studies in Social Sciences - Paris
(History & Anthropology)

Postdoctoral Research Associates

Monique BeDasse
PhD, University of Miami
(African Studies)

Karyn Stewart
PhD, Syracuse University
(Sociology)

The Major in African and African-American Studies

Total units required: 27 credits

Required courses:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>AFAS 208B</td>
<td>African-American Studies: An Introduction</td>
<td>3</td>
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<tr>
<td>AFAS 209B</td>
<td>African Studies: An Introduction</td>
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<tr>
<td>AFAS 401</td>
<td>Senior Seminar</td>
<td>3</td>
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Elective courses: 18 units in advanced classes from the selections within our course offerings

Additional Information

Co-Curricular Requirements for Majors: The program regularly sponsors lectures and events, such as plays, film festivals, exhibits, field trips, and panels and speakers, which focus on contemporary or perennial topics of interest in all areas of the black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are, in part, designed to foster a vibrant social and intellectual community within the program and to give majors and minors a sense of identity of what it means to be part of the African and African-American Studies community. Majors must attend a minimum of six (and at least two per year) and minors must attend a minimum of three (and at least one per year) such African and African-American Studies–sponsored events to fulfill the program’s co-curricular requirement. (African and African-American Studies subsidizes events that require admission fees.)

Senior Honors: If a student maintains an overall grade point average of at least 3.65 and a major grade point average of 3.50 by the second semester of her or his junior year, she or he may be eligible to conduct a Latin Honors thesis with a core faculty member in the program in African and African-American Studies. Completed application forms for Honors should be submitted to the honors program director as early as possible, preferably before May 1 of the junior year.

The Minor in African and African-American Studies

Units required: 18

Required courses:

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<th>Units</th>
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<tbody>
<tr>
<td>AFAS 208B</td>
<td>African-American Studies: An Introduction</td>
<td>3</td>
</tr>
<tr>
<td>AFAS 209B</td>
<td>African Studies: An Introduction</td>
<td>3</td>
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Elective courses: 12 units at the 300-level or above. Courses should be selected in consultation with the adviser.

Additional Information

Co-Curricular Requirements for Minors: The program regularly sponsors lectures and events, such as plays, film festivals, exhibits, field trips, and panels and speakers, which focus on contemporary or perennial topics of interest in all areas of the black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are, in part, designed to foster a vibrant social and intellectual community within the program and to give majors and minors a sense of identity of what it means to be part of the African and African-American Studies community. Majors must attend a minimum of six (and at least two per year) and minors must attend a minimum of three (and at least one per year) such African and African-American Studies–sponsored events to fulfill the program’s co-curricular requirement. (African and African-American Studies subsidizes events that require admission fees.)
L90 AFAS 1002 Foundations in African and African-American Studies
Designed to introduce the student to issues in African and African-American Studies and how students with AFAS degrees utilize their knowledge in graduate and professional programs or the working world. Particular attention is paid to the discipline of African and African-American studies, which engages with the artistic, cultural, historical, literary and theoretical expressions of the peoples and cultures of Africa and the African Diaspora. Faculty members as well as St. Louis professionals give one-hour lectures on their particular disciplinary approach, their research or their professional lives. Students are required to attend three outside lectures or performances. May be taken before declaring major, and may be taken by non-major.

L90 AFAS 103D Beginning Swahili I
A beginning language course emphasizing acquisition of reading, writing and conversational skills in Swahili language. Through video and other multimedia presentations, students also are introduced to the culture of Swahili-speaking communities living in more than a dozen African countries. Five hours a week including culture and language laboratory hours. This course is strongly recommended for students participating in the Summer in Kenya Program. CBTL course.
Credit 5 units. A&S: LA & A&S: IQ, LCD, LS BU: IS

L90 AFAS 104D Beginning Swahili II
Second-semester Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. In addition to learning grammar and vocabulary sufficient to allow a student to perform basic survival tasks (asking for directions, buying a ticket for travel, checking into a hostel, ordering food) in Swahili, students also are introduced to authentic Swahili texts including plays, short stories and newspapers. Students have an opportunity to practice their acquired language skills by interacting with Swahili-speakers in the St. Louis region. Prerequisite: AFAS 103D. CBTL course.
Credit 5 units. A&S: LA & A&S: IQ, LCD, LS BU: IS EN: H

L90 AFAS 1045 Wolof Language and Culture
This course introduces students to Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea and in the migrant communities in the United States and France. This is the first course of a beginning-level of a Wolof program. In order to acquire a basic proficiency, students practice speaking, reading, writing and listening. Each module begins with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, including texts, images, videos, films and audio, are provided. The course’s aim is to provide students with knowledge of the more advanced structures of the language and the ability to communicate. Students learn important aspects of life and culture of the Wolof.
Credit 3 units. A&S: LA & A&S: IQ, LCD EN: H

L90 AFAS 1046 Wolof Language and Culture II
This course continues the introductory study of Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea and in the migrant communities in the United States and France. In this second course of a beginning level of a Wolof program, students practice speaking, reading, writing and listening. Each module begins with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, including texts, images, videos, films and audio, are provided. The course’s aim is to provide students with knowledge of the more advanced structures of the language and the ability to communicate. Students learn important aspects of life and culture of the Wolof.

L90 AFAS 1096 Ragtime
Same as Music 109
Credit 2 units. A&S: LA & A&S: IQ, HUM BU: HUM

L90 AFAS 111 Freshman Seminar: Race and Ethnicity on American Television
Same as Film 110
Credit 3 units. A&S: TH, CD, SD A&S: IQ, HUM, LCD BU: BA EN: H FA: SSP

L90 AFAS 1181 Freshman Seminar: Beats and Rhymes — Hip-Hop in American Culture
On its surface, hip-hop is fundamentally about making music: a creative combination of beats, flow, samples and rhymes. And yet, beneath the surface lies so much more. Although hip-hop culture writ large (lyrics, fashion, dance and lifestyle) influences many on a global level, this class explores the meaning of hip-hop primarily from African-American informed social and political perspectives. In what ways does hip-hop intersect with American culture, specifically on the fields of race, ethnicity, class, gender and sexuality? Without a doubt, it does so in intriguing, contested and often problematic ways.

L90 AFAS 127 Popular Music in American Culture
American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics
L90 AFAS 1277 Musics of the World
This course provides an introduction to the field of ethnomusicology as well as a survey of selected musics from around the world. We investigate not only musical sound itself but how music interacts with other cultural domains, such as religion/cosmology, politics, economics and social structure. The course uses case studies from regions around world (such as Indonesia, India, the Middle East, Sub-Saharan Africa and Latin America) to illustrate the conceptual problems and methodologies raised by the cross-cultural study of music, as well as acquaint students with the rich variety of music around the globe.
Same as Music 1021
Credit 3 units. A&S: LA, SD A&S: IQ, HUM, SD BU: HUM EN: H

L90 AFAS 136 Freshman Seminar: The Concept of Race in Black Thought
Although many people now believe that the idea of biologically distinct human races is a socially constructed fiction, the color of one's skin can play a major role in determining such aspects of life as where one lives, the quality of one's education, and one's access to health care. Clearly, perceptions of race still hold a great deal of power, whether or not they are based upon scientifically sound reasoning. Therefore, we must attempt to understand how notions of race emerged and where they seem to be headed. In this course, we examine the role of race in American life, past and present.
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD AR: SSP BU: BA EN: H FA: SSP

L90 AFAS 162 Freshman Seminar: Contextualizing Problems in Contemporary Africa
Africa is typically presented in the United States and international media as a continent in constant turmoil. This freshman seminar challenges this simplistic and common myth by exploring the historical and global roots of key issues facing contemporary Africa. Case studies include the 1994 genocide in Rwanda; post-Apartheid violence in South Africa; HIV/AIDS in Africa; oil and corruption in Nigeria; the legacy of colonialism; the quest for modernity; refugees and forced migration; and commercial sex work. In each of these cases students explore how the issue emerged within a specific historical, social and global context. We investigate the implications of various forms of inequalities (e.g., between the global north and global south, within Africa, and among generations and genders) in shaping each topic and how differently situated people within Africa understand, respond to and cope with everyday realities. Readings include anthropological and historical analysis, African literature, journalist's accounts and popular articles. By the end of the course, students should be able to critically assess the value of using a contextual analysis in understanding problems in contemporary Africa. This class is a discussion-based seminar and students are expected to actively participate. Students are graded on a series of analytical essays, a final project and in-class participation.

L90 AFAS 178 Imagining and Creating Africa: Youth, Culture, and Change
The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we study social structures, including churches, NGOs, and developmental agencies as well as learn about examples of Muslim youth movements and the global civil society. The course explores how youth impact cultural movements in Africa and how they influence the world. In particular, we examine hip-hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States.
Credit 3 units. A&S: CD A&S: IQ, LCD EN: H

L90 AFAS 188 Freshman Seminar: Self and Identity in African-American Literature
For whom should the black author write? In this seminar we consider how African-American literature examines the meaning of African-American identity, the individual's relationship with the community, and the often vexed relationship of the black author to the American mainstream. We read classic authors as well as some less familiar ones. W.E.B. Du Bois, Nella Larsen, James Baldwin and Octavia Butler are just some of the possibilities. Class participation and regular reading logs are required. Freshmen only.
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD AR: Lit BU: BA, ETH EN: H FA: Lit

L90 AFAS 195C Introduction to African-American Images in Film: A Freshman Seminar
This seminar for freshmen introduces students to an array of films depicting African Americans at different points in the history of filmmaking, as well as the relevance of these films to the advancement of civil rights in America and, by extension, the world. Students are introduced to elementary documentary fi
production in collaboration with Washington University library staff and hands-on utilization of the Henry Hampton Archive. The course provides a balanced introduction to various civil rights topics that are relevant to African Americans, their depiction in film, and knowledge of how documentary film production can be used to overcome past discrimination.


L90 AFAS 196C Images of Africa in Literature and Art, ca. 1800 to Present Day
This course examines representations of Africa, African peoples and African cultures from the early 19th-century to the present day. Drawing on a wide variety of African and colonial source materials — including novels, photographs, art, advertising and movies — we critically explore the ways in which historical developments and cultural products helped to shape conceptions of African identities and ethnicities. Among other issues, we address the legacy of the slave trade; gender and the construction of cultural “traditions”; colonial society, nationalist resistance and the rise of pan-Africanism; and South African Apartheid. Emphasis is placed on critical engagement with the source materials through written assignments and participation in class discussion. Freshmen only.

Credit 3 units. A&S: TH, CD A&S: IQ, HUM, LCD AR: Lit BU: HUM EN: H FA: Lit, SSP

L90 AFAS 203D Intermediate Swahili III
Enhanced acquisition of language fundamentals acquired in first-year Swahili through performance, reading and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers and poems. Prerequisite: AFAS 103D(Q) – 104D(Q) or the equivalent. CBTL course.

Credit 3 units. A&S: LA A&S: IQ, LCD, LS BU: HUM, IS

L90 AFAS 204D Intermediate Swahili IV
Fourth-semester Swahili language course emphasizes the development of the ability to discuss a wide range of cultural and literary topics with native speakers of the language. These topics are introduced by reading authentic Swahili texts such as plays, novels, poems and newspapers. Students enhance their writing skills and creativity in the language through group-writing projects. Prerequisite: Swahili 103D(Q), 104D(Q) and 203 D(Q). CBTL course.

Credit 3 units. A&S: LA A&S: IQ, LCD, LS BU: IS

L90 AFAS 208B African-American Studies: An Introduction
Lectures, readings, films and discussions reflect a range of academic approaches to the study of African-American people. Course materials drawn from literature, history, archeology, sociology and the arts to illustrate the development of an African-American cultural tradition that is rooted in Africa, but created in the Americas. Required for the major.

Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD AR: SSP BU: HUM EN: H FA: SSP

L90 AFAS 209B African Studies: An Introduction
This course introduces students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It exposes students to the history, politics, literary and artistic creativity of the continent. Emphasis is placed on the diversity of African societies, both historically and in the present, and explore Africa’s place in the wider world. Required for the major.

Credit 3 units. A&S: TH, CD A&S: IQ, HUM, LCD AR: Lit BU: IS EN: H FA: SSP

L90 AFAS 210 The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective
This course explores the linguistic consequences of the African slave trade, and in so doing introduces students to basic concepts in linguistic science that are relevant to human language development and controversial educational theories that are based on race. Anthropological, linguistic and psychological dimensions of African-American culture are embedded within complementary evaluations of educational controversies surrounding the teaching of (standard) English to American slave descendants, including the Ebonics controversy and its relevance to larger questions of social efficacy, and the affirmative action debate that has consumed the nation. Students work individually or in groups to produce a major intellectual artifact (e.g., a term paper, a scholarly web page or a project) pertaining to the linguistic plight of citizens within this African Diaspora. Students are introduced to foundational African-American studies in anthropology, education, English, linguistics and psychology.

Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD AR: SSP BU: BA EN: S FA: SSP

L90 AFAS 2150 Freshman Seminar: The Enigma of Thomas Jefferson
Who was Thomas Jefferson, and why has his reputation undergone so many changes? This course is an exercise in understanding how professional historians and the general public discover and use the past. It therefore sets four primary goals: to recover the past on its own terms; to understand the many different methods and standards applied in interpreting the past; to understand how and why each generation changes the way it views the past as it seeks to make it “usable”; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively.

Same as History 2030
Credit 3 units. A&S: TH & A&S: IQ, HUM, EN: H

L90 AFAS 2155 Introduction to Comparative Practice
This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers and/or exams.
Same as Comp Lit 215C
Credit 3 units. A&S: TH & A&S: IQ, HUM, BU: HUM, FA: Lit

L90 AFAS 215C Topics in African-American Studies
Credit 3 units. A&S: TH, SD & A&S: IQ, HUM, SD AR: SSP, EN: H, FA: SSP

L90 AFAS 221 African Urban History
Same as History 2188
Credit 3 units. A&S: TH & A&S: IQ, HUM, EN: H

L90 AFAS 2231 Cross-Cultural Women Playwrights
Same as Drama 223
Credit 3 units. A&S: TH, SD & A&S: IQ, HUM, SD BU: BA, FA: Lit

Black women, much like their male counterparts, have shaped the contours of African-American history and culture. Still, close study of African-American women’s history has burgeoned only within the past few decades as scholars continue to uncover the multifaceted lives of Black women. This course explores the lived experiences of Black women in North America through a significant focus on the critical themes of violence and sexuality. We examine African-American women as the perpetrators and the victims of violence and as the objects of sexual surveillance and we explore a range of contemporary debates concerning the intersections of race, class and gender, particularly within the evolving hip-hop movement. We take an interdisciplinary approach through historical narratives, literature, biographies, films and documentaries.

L90 AFAS 2251 Topics: The Ebonics Controversy
This course examines the controversy regarding the status of Ebonics and its role in education. Ebonics is the term often used to describe the distinct speech of 85 percent of the African-American population. The controversy reached the national limelight in 1996 and 1997 due to a resolution by the Oakland (California) School Board, which identified Ebonics as a legitimate form of speech that should be respected. The arguments about Ebonics are multifaceted and highlight significant linguistic as well as educational and political issues. There is the basic question of just what is Ebonics: Is it a separate language, a dialect, slang, bad grammar, broken English or really not a distinct entity? There are issues related to the term Ebonics as evidenced by the various names that academicians have used for the speech of African Americans, i.e. African-American (vernacular) English and African-American Language. Its origins and history also have been debated: Is it a variant of Southern English or are its origins traceable to the language systems of Africa? Further, there is a fundamental, practical question of how to approach the education of African-American children whose home speech is Ebonics: Should a goal in the education of these children be the purging of Ebonics so that it does not interfere with the mastery of Standard English, or should Ebonics be used as a vehicle for learning Standard English? This course examines these and other issues, such as the portrayal of Ebonics in the popular media as well as its use within African-American communities, through readings, films, small and large group discussions, writing assignments and lectures.
Credit 3 units. A&S: SS, SD & A&S: IQ, SSC, SD AR: SSP, EN: S, FA: SSP

L90 AFAS 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture
Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Moreover, how does the country as a whole embrace or perhaps deny what some deem a “stain” in American history? Taking an interdisciplinary approach to these intriguing queries, we examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast, students are challenged to explore the varied ways slavery is commemorated in others parts of the African Diaspora.
Same as History 2674
Credit 3 units. A&S: TH, CD & A&S: IQ, HUM, LCD, EN: H
L90 AFAS 301 A History of African-American Theater
A survey of African-American theater from post-Civil War “coon” shows and reviews to movements for a national black theater, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theater and minstrels; black theater movement and other ethnic theater movements in America. Critical readings of such plays as Amiri Baraka's *Dutchman*, Lorraine Hansberry’s *A Raisin in the Sun*, and Langston Hughes and Zora Neale Hurston's *Mule Bone*. Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson. Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD AR: Lit BU: HUM EN: H FA: AH, Lit

L90 AFAS 3015 Speaking Truth to Power: The Black Prophetic Voice in America
To comprehend the origins and development of the Black prophetic voice, one must first understand the religious history of African Americans. As such, this course investigates how African Americans have historically employed Christianity as a vessel of protest and empowerment. To illustrate how African Americans practiced faith has ultimately become a platform for speaking out against their oppression, students engage some of the following questions: What makes Black Christianity so distinct, if at all? What is the so-called “prophetic voice”? And how have African Americans used this prophetic voice to bring attention to various issues of social, political and economic concern? Ultimately students decide for themselves what Black prophetic voice is and if it is still a viable part of the American fabric. Credit 3 units. A&S: TH AR: SSP FA: SSP

L90 AFAS 302 Black Theater Workshop III
A performance-oriented course that explores the black experience through acting, directing and play writing. Students develop through classroom improvisation short performance pieces during the semester. They also are required to attend three to five plays. Each student must participate in a final performance, which is in lieu of a written final examination. Credit 3 units. A&S: LA, SD A&S: IQ, HUM, SD EN: H

L90 AFAS 306B Africa: Peoples and Cultures
Same as Anthro 306B
Credit 3 units. A&S: SS, CD A&S: IQ, SSC, LCD AR: SSP EN: S FA: SSP

L90 AFAS 3061 Literacy Education in the Contexts of Human Rights and Social Justice
Same as Educ 306
Credit 3 units. A&S: SS BU: BA

L90 AFAS 3062 Islam, Culture and Society in West Africa
This course explores the introduction of Islam into West Africa beginning in the 10th Century and its importance in the development of the region, placing emphasis on the 19th century to present day. It focuses on the development of West African Muslim cultural, social, religious and political life, to understand not only how the religion affected societies, but also how West African local societies shaped Islam. The course also aims to introduce students to a critical understanding of Islamic writing in West Africa. It also examines the organization of Muslim Sufi orders in West Africa through time and space. The course is organized around a series of lectures and readings, as well as print and visual media. Credit 3 units. A&S: SS, CD A&S: IQ, SSC, LCD BU: HUM, IS FA: SSP

L90 AFAS 3071 Caribbean Literature in English
Same as E Lit 3071
Credit 3 units. A&S: TH, CD A&S: IQ, HUM, LCD EN: H

L90 AFAS 311 Modern Dance and the African-American Legacy
This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works, considered modern day classics, depict important historical events and reveal cultural influences that people of African descent have impressed upon our society. Through the medium of dance aided by discussions, video and class reading assignments, the choreographers' works are analyzed for form, content and social relevance. Studio work includes technique to support learning the repertoire. Prerequisite: one to two years training in modern, jazz or ballet.
articulated, constructed and enacted in each region. Upon unique and contested definitions of “Black Power” as it was in America (Brazil) and Canada. Particular emphasis is placed on the Caribbean (Jamaica, Bermuda, the Bahamas and Cuba), South Africa (including Ghana, Algeria, Nigeria and Tanzania), the intersections of Black Power politics in the United States, and parts of the African World context, this course examines the advent and international phenomenon. By situating Black Power within an African and Diaspora: International Dimensions of the Black Power Movement

This seminar explores the Black Power Movement as an international phenomenon. By situating Black Power within an African World context, this course examines the advent and intersections of Black Power politics in the United States, parts of Africa (including Ghana, Algeria, Nigeria and Tanzania), the Caribbean (Jamaica, Bermuda, the Bahamas and Cuba), South America (Brazil) and Canada. Particular emphasis is placed upon unique and contested definitions of “Black Power” as it was articulated, constructed and enacted in each region.
African Americans during the period of Reconstruction were repealed. We read fiction, poetry, essays and pamphlets by African-American writers writing through the late 19th and early 20th century, including but not limited to Charles Chesnutt, W.E.B Du Bois, Booker T. Washington, Ida B. Wells-Barnett, Pauline Hopkins, Frances E.W. Harper, Paul Laurence Dunbar. In addition to the texts, students are asked to briefly examine portrayals of African Americans in other forms of media, such as visual culture and film.

Credit 3 units. A&S: SS , CD  A&S: IQ , SSC  AR: SSP  BU: IS  FA: SSP

L90 AFAS 327B African Politics
Same as Pol Sci 327B
Credit 3 units. A&S: SS A&S: IQ, SSC BU: IS FA: SSP

L90 AFAS 3282 Sexuality in Africa
An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist and postmodern.

Credit 3 units. A&S: SS, CD AR: SSP BU: BA FA: SSP

L90 AFAS 330 Topics in Linguistics: The American Languages
Our perceptions about language are shaped by our linguistic backgrounds and practices as well as our social and political ideologies. This course examines the history of American languages in the United States and explores the social, educational and political issues that surround them. Four types of languages are studied: Native American, colonial, immigrant and new languages (e.g., Hawaiian Pidgin and American Sign Language). We also take a special look at the history and structure of African-American language, which challenges linguistic categorizations as well as language policy and education. Among the major questions discussed in this course are: what makes American languages distinct in terms of their history and social status; and what do they all have in common beyond the simple geographic classification of being “American.” In addressing these questions, we also study the politics of language, the history of language policy and education in the U.S. as well as issues of current debate, such as indigenous language reclamation, the “Ebonics controversy,” bilingual education and the official English movement.

Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD AR: SSP EN: S FA: SSP

L90 AFAS 3340 Gender, Health and Resistance: Comparative Slavery in the African Diaspora
Same as History 3340
Credit 3 units. A&S: TH CD A&S: IQ, HUM, LCD EN: H FA: SSP

L90 AFAS 343 Capitalism, Exchange and Inequality in Africa
This course explores issues of power and inequality related to exchange and the emergence of market economies in Africa. Case studies include examinations of cattle and bride wealth among pastoralists in Sudan, welfare policies in contemporary South Africa, and sex work in West Africa. In each of these cases there is a complex balance between the value placed on maintaining social relationships and accumulating private property. We investigate the implications of this balance for the production of local and international forms of inequality. The course also introduces students to key ideas in economic anthropology such as the formalist-substantivist debate, rational choice theory and neo-Marxist approaches to power and stratification. By the end of the course, students should be able to critically assess the value of these theories in understanding day-to-day economic activities in Africa. This class is a discussion-based seminar and in-class participation is highly encouraged. Students are graded on a series of analytical essays, a final paper and in-class participation.

Credit 3 units. A&S: SS, CD, SD A&S: IQ, SSC, LCD AR: SSP EN: S FA: SSP

L90 AFAS 3447 Visualizing Blackness: Histories of the African Diaspora Through Film
The African Diaspora and, more importantly, variations of blackness, black bodies, and black culture have long captured the imagination of audiences across the globe. Taking a cue
from exciting trends in popular culture, this course bridges the world of history, film and culture to explore where and how historical themes specific to African-descended peoples are generated on screen (film and television). Fusing the film world with digital media (i.e. online series and “webisodes”) this class allows students to critically engage diasporic narratives of blackness that emerge in popular and independent films not only from the United States but other important locales including Australia, Brazil, Britain and Canada. Moving across time and space, class discussions center on an array of fascinating yet critical themes including racial/ethnic stereotyping, gender, violence, sexuality, spirituality/conjuring and education. Students should be either of junior- or senior-level and have taken at least one AFAS course. Permission of the instructor is required for enrollment. Credit 3 units. A&S: TH A&S: IQ, HUM EN: H

L90 AFAS 3531 Selected English and American Writers
Same as E Lit 3531
Credit 3 units. A&S: TH A&S: IQ, HUM BU: HUM FA: Lit

L90 AFAS 3542 The Quest for Racial Reconciliation
This course is based within African and African-American studies, and it explores the quest for racial reconciliation, with emphasis equally divided between the United States and racial strife in other parts of the world. Although racial considerations are inherent to central themes within this course, we explore various sources of linguistic, cultural, social, political, racial and ethnic foundations of strife at different points in history, and in different regions of the world. Particular attention is devoted to nonpartisan strategies to advance racial harmony within the United States, and other regions of the world that are of personal interest to students. Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD AR: SSP BU: BA EN: H FA: SSP

L90 AFAS 3582 Race, Class and Writing in the United States and the Caribbean, 1900–1950
This is a comparative course that focuses on African-American literature and Anglophone Caribbean literature during the period from 1900 to 1950. The cultures of the United States and the Caribbean both have been profoundly shaped by the relationship between race and power, yet the intersection of these forces has affected the societies and their writers in distinct ways. Studying fictional texts from the first half of the 20th century, we discuss the differences in literary tradition that arose from the divergent social, racial and educational milieux of the United States and the West Indies. For example, we compare the racial and class concerns of the Beacon Group in Trinidad with those of the Harlem Renaissance. We also study writers, such as Claude McKay and C.L.R. James, whose consciousness of the African diaspora problematized the national and regional identities to which literature contributed.

L90 AFAS 3582 (Re)Writing Slavery
This special topics course considers black-authored texts ranging from the 18th to the 21st century to examine the ways slavery has been discussed in American literature and culture. We pay attention to the role of slavery in creating the African diaspora, the contribution of slave narratives to the Abolitionist movement, and how the structures of American slavery did not disappear after the Civil War. We look at the ways Civil Rights-era and contemporary African-American writers such as Margaret Walker, Toni Morrison, and Charles Johnson have appropriated the slave narrative to engage and critique present day concerns. Their works are read against 19th century slave narratives by ex-slaves such as Frederick Douglass and Harriet Jacobs. In addition to the texts, students are asked to consider how slavery and its aftereffects have been portrayed in film and other forms of media. Credit 3 units.

L90 AFAS 3601 Topics in Caribbean History
Topic course. Subject matter varies from semester to semester. See current semester course listings. Credit 3 units. A&S: TH A&S: IQ, HUM EN: H

L90 AFAS 361 Culture and Environment
An introduction to the ecology of human culture, especially how “traditional” cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability. Same as Anthro 361
Credit 3 units. A&S: SS A&S: IQ, SSC BU: ETH FA: SSP

L90 AFAS 363 Mapping the World of “Black Criminality”
Ideas concerning the evolution of violence, crime and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race — more specifically blackness — alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality, examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctively criminal population. Taking a dual approach, students consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. Prerequisite: AFAS 3880 (Terror and Violence in the
Black Atlantic) and/or permission from the instructor, which is determined based on a student's past experience in courses that explore factors of race and identity. Enrollment limit: 20.
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD AR: SSP EN: H
FA: SSP

L90 AFAS 3651 Black Women Writers
When someone says “black woman writer,” you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley’s poems were “beneath the dignity of criticism,” he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we survey the range of Anglophone African-American women authors. Writers covered may include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature.
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD AR: Lit BU: HUM EN: H FA: Lit

L90 AFAS 3652 The New Republic: The United States, 1776–1850
Same as History 365
Credit 3 units. A&S: TH A&S: IQ, HUM BU: HUM, IS FA: SSP

L90 AFAS 3670 The Civil Rights Movement
The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically, and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around “confrontational” and “accommodationist” leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.
Same as History 3670

L90 AFAS 3672 Medicine, Healing and Experimentation in the Contours of Black History
Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, we examine the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus extends toward the underpinnings of race and gender in the medical treatment allocated across time and space — the U.S., Caribean and Latin America — to give further insight into the roots of contemporary practice of medicine.
Same as History 372C
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, LCD EN: H

L90 AFAS 3672 Youth, Generation and Age in Africa
It is estimated that children and youth constitute more than 60 percent of the population in Africa. In a context of economic decline associated with neoliberal policies of structural adjustment, many of these young people will face extreme difficulty in finding work, supporting families and taking on the social responsibilities of adults. In recent years, disaffected African youth have been increasingly blamed for political and social instability. This course examines the condition of youth in contemporary Africa. The course begins with classic anthropological texts on generation, youth and the life cycle in Africa. Readings address the implications of colonialism, education, wage labor and urbanization for relations between generations. The second half of the course examines recent research concerning the position of African youth in a context of economic and cultural globalization.

L90 AFAS 372C Law in American Life: 1776 to Present
Among the many contradictions of American history, none has been more recurrent than the tension of justice and law — of aspiration and reality — as Americans have sought to make good on the promises of the Revolution. Although we pride ourselves as a nation devoted to the principle of “equal justice under the law,” the terms “equal” and “justice” have prompted bitter debate, and the way we place them “under law” has divided Americans as often as it has united them. This course examines the many and conflicting ways in which Americans have sought to use “law” to achieve the goals of the republic established in 1776. Viewing “law” as the contested terrain of justice, cultural construction, social necessity and self-interest, this course pays close attention to the way Americans have used, abused or evaded “law” throughout their national history.
Same as History 372C
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD BU: ETH, IS FA: SSP
L90 AFAS 3752 Topics in Women’s History: African-American Women
An analysis of how African-American women have defined their roles in American life and within the black community: attaining literacy, the push for suffrage, anti-slavery and colonization efforts, class stratification and the Cult of Domesticity, the Civil War and reconstruction, migration and the impact of urbanization, religious attitudes, political activism and elective office, sexuality and the myth of the Black Matriarch.
Prerequisites: at least one course in American history, women’s history or African-American history and permission of the instructor.
Same as WGSS 3754
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD BU: BA FA: SSP

L90 AFAS 3766 Women, Men and Gender in African Societies Since 1800
This course explores the ways in which gender has been produced, reproduced and transformed through the everyday actions and activities of African women and men. The focus of the course is both on agency and on structures of power, as we move from a consideration of gender relations after the 19th-century jihad of Uthman dan Fodio to the problems of love and marriage in the late 20th-century Ghana.
Same as History 38A8
Credit 3 units. A&S: TH, CD, WI A&S: IQ, HUM, LCD BU: BA EN: H

L90 AFAS 382 Imagining the African Diaspora: Slavery, Black Radicalism and Globalization: Writing-Intensive Seminar
Same as History 38YM
Credit 3 units. A&S: TH, CD, SD, WI A&S: IQ, HUM, LCD EN: H

L90 AFAS 3838 African-American Poetry From 1950–Present
Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we examine the tradition of African-American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We focus in particular on the pressures of expectation — in terms of such identity markers as race, gender and sexuality — and how those pressures uniquely and increasingly affect African-American poetry today.
Credit 3 units. A&S: TH AR: Lit BU: HUM FA: Lit

L90 AFAS 387C African-American Literature: Early Writers to the Harlem Renaissance
Same as E Lit 387
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD

L90 AFAS 388 African-American Literature: African-American Writers Since the Harlem Renaissance
African-American literature in the 20th and 21st centuries grows from a Harlem Renaissance into a world-shaping institution. Guggenheim, Pulitzer and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists and even a U.S. President are among the many whose fictions and memoirs we study with special attention to the intimate links between black writing and black music. The syllabus thus features authors ranging from poet Alice Dunbar Nelson (born 1875) to satirist Colson Whitehead (born 1969), with more than a dozen stops in between. Written assignments may include two papers and two exams. Prerequisite: none, but related classes such as E Lit 215 and/or AFAS 208 are suggested. Satisfies the American literature requirement in English, and/or one 300-level elective requirement in AFAS.
Same as E Lit 388
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD

L90 AFAS 3880 Terror and Violence in the Black Atlantic
From the period of bondage through the 21st century, terror and racialized violence have consistently been used as a form of social control. This course is constructed to explore the historical foundations of extreme threats of violence inflicted among populations of African descent. The fabric of American culture has given birth to its own unique brand of terrorism, of which this class spends considerable time interrogating. Yet, in recognizing that these practices are commonly found in other parts of the Black Atlantic, students are encouraged to take a comparative view to better tease out the wider strands of violence operative in places like England, the Caribbean and Latin America. Within this course, we explore the varied ways in which music, films, newspapers and historical narratives shed light on these often life-altering stories of the past. Some of the themes touched upon include: the use of punishment/exploitation during the era of slavery, lynching, sexual violence, race riots, police brutality, motherhood, black power and community activism.
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD AR: SSP EN: H FA: SSP

L90 AFAS 388C African-American Literature: African-American Writers Since the Harlem Renaissance
African-American literature in the 20th century moves from a renaissance into an institution. Guggenheim, Pulitzer and Nobel prize winners; Communist and Conservative Party sympathizers; Black Power advocates; inaugural poets, Broadway playwrights, Book-of-the-Month Club novelists, along with writers whose allusive and elliptical pages may never win them legions of fans, are among the many whose works we discover together. Written assignments may include two papers and two exams. Prerequisites: none, but related classes such as E Lit 215
and/or AFAS 208 are suggested. Satisfies the American literature requirement in English, and/or one 300-level elective requirement in AFAS.
Credit 3 units. A&S: TH, SD AR: Lit EN: H FA: Lit

L90 AFAS 393 Topics in Women and Gender Studies
Topic varies. See semester course listings for current offering.
Same as WGSS 383
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD EN: H

L90 AFAS 400 Independent Study
Permission of the director of the African and African-American Studies Program and an African-American Studies instructor required prior to registering.
Credit variable, maximum 6 units.

L90 AFAS 4001 Interrogating Health, Race and Inequalities: Public Health, Medical Anthropology and History
Interrogating Health, Race and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous course work in medical anthropology, public health or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings draw from the fields of public health, anthropology, history and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities are supplemented with field trips and field-based projects. By the end of the course, students are expected to have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities.
Same as InterD 4001
Credit 3 units.

L90 AFAS 4002 Urban Education in Multiracial Societies
This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain and South Africa. The course draws on quantitative, qualitative and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.
Same as URST 400
Credit 3 units. A&S: SS, WI A&S: IQ, SSC, WI EN: S

L90 AFAS 400S Video Microanalysis: Methods and Tools
The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis reveals fleeting actions, subtle movements, peripheral events and nonverbal communication that are not easily identified in real time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.
Same as Educ 4033
Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD EN: S

L90 AFAS 4006 Internship in Interrogating Health, Race and Inequalities
Internship in Interrogating Health, Race and Inequalities is intended for advanced undergraduates who are enrolled in the course Anthro 4003 and who have previous course work in (medical) anthropology, public health, urban policy or African and African-American Studies. The internship experience is designed to facilitate students’ familiarity with research and evaluation strategies that both address structural factors shaping health outcomes and are sensitive to community needs and sociocultural contexts. The internship experience contributes to students’ in-class understanding of the ways that race as a historically produced social interacts with other axes of diversity and social determinants to produce particular health outcomes. Prerequisite: permission from the instructor. Corequisite: Anthro 4003.
Same as InterD 4002
Credit 1 unit.

L90 AFAS 401 Senior Seminar
This capstone seminar is required for students who are majoring in African and African-American Studies.
Credit 3 units. A&S: TH A&S: IQ, HUM EN: H
L90 AFAS 403 Advanced Swahili
This course aims to help students gain skills in reading and appreciating selected readings in Swahili literature. Although the course primarily focuses on plays, novels and poetry, students also are introduced to Swahili songs, comic books and other forms of popular literature in an attempt to understand the growth and development of contemporary Swahili literature. Prerequisites: permission of instructor and successful completion of AFAS 103D, 104D, 203D and 204D or equivalent experience. Credit 3 units. A&S: TH A&S: IQ, HUM, LCD, LS LA: Lit BU: HUM FA: Lit

L90 AFAS 4031 Advanced Readings in Swahili Literature
Course designed with instructor. Permission of instructor required. Credit 3 units. A&S: TH A&S: IQ, LS LA: Lit FA: Lit

L90 AFAS 4041 Beginning Graduate-Level Swahili
A beginning language course for graduate students emphasizing acquisition of reading, writing and conversational skills in Swahili language. Through video and other multimedia presentations, students also are introduced to the culture of Swahili-speaking communities living in more than a dozen African countries. Credit 3 units. A&S: LA A&S: IQ, LCD, LS EN: H

L90 AFAS 4042 Beginning Graduate-Level Swahili II
Second-semester graduate-level Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. Introduction to elementary-level Kenyan and Tanzanian Swahili texts, grade school readers, newspapers and government educational material. Prerequisite: AFAS 4041. Credit 3 units. A&S: LA A&S: IQ, LCD, LS EN: H

L90 AFAS 4043 Intermediate Graduate-Level Swahili III
Enhanced acquisition of language fundamentals acquired in first-year graduate-level Swahili through performance, reading and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers and poems. Prerequisite: AFAS 4041, 4042 or permission of instructor. Credit 3 units. A&S: LA A&S: IQ, LCD, LS EN: H

L90 AFAS 4046 Sexual Health and the City: A Community-Based Learning Course
In this community-based learning course students partner with a St. Louis AIDS service organization (ASO) or sexual health agency to explore how the interrelationships among gender, class, race/ethnicity and sexual identity shape sexual health decisions, outcomes and access to services. Students also examine the complex relationship between men’s and women’s life goals and constraints, on the one hand, and the public health management of sexual health, on the other. In collaboration with their community partner and its clients, students develop a project that addresses an identified need of the organization and the community it serves. Course readings draw from the fields of anthropology, public health, feminist studies and policy making. Prerequisite: PHealth 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics or permission from the instructor, which is determined based on past student’s experience in the fields of medical anthropology or sexual/reproductive health. CBTL course. Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD AR: SSP EN: S FA: SSP

L90 AFAS 4049 Gender, Sexuality and Change in Africa
This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: graduate students or undergraduates with previous AFAS or upper-level anthropology course. Credit 3 units. A&S: SS, SD, WI A&S: IQ, SSC, SD, WI AR: SSP EN: S FA: SSP

L90 AFAS 4102 Topics in Resistance Studies
Credit 3 units. A&S: TH A&S: IQ, HUM EN: H

L90 AFAS 4121 Rainbow Radicalisms!: Ethnic Nationalism(s), the 1960s and the Politics of the New Left
The Black Panther Party remains one of the most iconic groups of the 1960s and 1970s. Perhaps one of the most understudied aspects of the Panthers’ legacy is their radical influence upon other American racial and ethnic groups, including Asian Americans, Mexican Americans, Puerto Ricans and American Indians, among others. This seminar considers the emergence of ethnic and racial nationalism among these various groups, as a result of their contact and relationship(s) with the Black Panther Party. Considering the politics of groups like the Red Guard, the Brown Berets, the Young Lords and the American Indian Movement, this course charts the rise and fall of rainbow radicalism as a general offspring of the Black Power Movement and part and parcel of what is commonly referred to as “the New Left.” It also considers these groups in relation to the state by probing the dynamic push and pull between repression and democracy. Ultimately, this course grants insight into the contemporary racial domain and current political landscape of America as we discuss how these groups helped to shape modern identity formations, discourses on multiculturalism and definitions of “minority,” “diversity” and “equality.” Credit 3 units. A&S: TH A&S: IQ, HUM AR: SSP EN: H FA: SSP
L90 AFAS 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics
In the year 2000, HIV became the world's leading infectious cause of adult death, and over the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power and culture. Other topics include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and “risk” categories, prevention and education strategies, interaction between biomedicine and alternative healing systems, and medical advances and hopes. Same as Anthro 4134
Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD EN: S FA: SSP

L90 AFAS 417 Topics in African History: Middle Passages: African Americans and South Africa
This upper-division seminar explores the fascinating transnational relationship between African Americans and black South Africans during the 20th century. These two populations became intimately familiar with each other as African-American missionaries, sailors, musicians, educators and adventurers regularly entered South Africa while black South African students, religious personnel, political figures, writers and entertainers found their way to America. This course details why these two populations gravitated toward each other, how they assisted each other in their respective struggles against racial segregation and apartheid, and how these shared histories influence their relationship today. Readings for this course draw from key books, articles and primary documents within this exciting new field of intellectual inquiry.
Credit 3 units. A&S: TH, CD A&S: IQ, HUM, LCD AR: SSP BU: BA FA: SSP

L90 AFAS 4213 Sufism and Islamic Brotherhoods in Africa
Muslim societies are prevalent in Africa — from the Horn, the North, the East to the West, with smaller colonies in Central and South Africa. Islam has played an influential role in these diverse societies, particularly through its Sufi form. Even though Sufism originated in the Arabian Peninsula, it has fit well with African beliefs and cultures. This course aims to explore Sufi beliefs, values and practices in Africa. It reconsiders the academic constructions of “African Islam” by exploring education, intellectual life, economics, gender roles, social inequalities and politics. The goal is to show that Africa is a dynamic part of the Muslim world and not a peripheral one, as it is most often portrayed by the international media or historically, through travelers and colonial accounts. African Muslim brotherhoods have served as political mediators between countries and people (i.e. the role of the Tijaniyya in the diplomatic rivalry between Morocco and Algeria, or its role in reconciliation of clanic rivalries in Sudan). In addition, the course pays attention to hierarchy in particular tariqa. Finally, the course examines how African Sufi orders have shaped their teachings to fit transnational demands over the 20th and 21st century. We explore these issues through readings, current media, lectures and special guest speakers.
Credit 3 units. A&S: TH, CD A&S: IQ, HUM, LCD EN: H

L90 AFAS 421A From Mammy to the Welfare Queen: African-American Women Theorize Identity
Same as WGSS 421
Credit 3 units. A&S: TH, SD A&S: IQ, HUM, SD

L90 AFAS 4262 Politics of the Civil Rights Movement
The Civil Rights Movement resulted in possible the most significant events in American politics in the 20th century — the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Understanding the Civil Rights Movement requires close insight into Congress, the presidency, the Supreme Court, public opinion and the media, interest groups and insurgency, and the party system. In turn, this landmark legislation helped to shape American politics as we experience it today. Prerequisite: Pol Sci 101B American Politics.
Same as Pol Sci 426
Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD EN: S FA: SSP

L90 AFAS 429 Texts and Contexts of the Harlem Renaissance
Same as E Lit 4244
Credit 3 units. A&S: TH A&S: IQ, HUM FA: Lit

L90 AFAS 433 Culture, Language and the Education of Black Students
Same as Educ 4315
Credit 3 units. A&S: SS, CD A&S: IQ, SSC, LCD EN: S FA: SSP

L90 AFAS 434B Seminar in Black Social Sciences
This seminar applies a deep reading to social science texts that examine the construction and experiences of black people in the United States from the point of view of black scholars. Readings include theoretical and empirical work. The seminar focuses on the influence of the disciplines of psychology, sociology and anthropology on the policy and social practices that characterize
dominant North American institutions. Advanced class level strongly advised.
Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD AR: SSP BU: BA FA: SSP

L90 AFAS 435 Slavery and American Literary Imagination
Same as E Lit 4232
Credit 3 units. A&S: TH A&S: IQ, HUM FA: Lit

L90 AFAS 438 Islam, Transnationalism and the African Diaspora
This course is designed for students who are interested in religion among African immigrants and African diaspora communities living mostly, but not exclusively, in Europe and North America, especially during waves of migration to the Americas. We begin in the days of the transatlantic slave trade, where we examine how interactions, bricolage, and influences of Christianity, Judaism, African indigenous religions, and Islam have impacted the African Diaspora living in the Americas. We equally examine how Islam served as a means of resistance to slavery and provided a spiritual connection with the motherland.
Credit 3 units. A&S: TH, CD A&S: IQ, HUM, LCD EN: H

L90 AFAS 4433 Who’s Afraid of Post-Blackness?: The Spectrum and Specter of Blackness in Post-Racial America
In 2001, Thelma Golden, the director and chief curator of the Studio Museum in Harlem, boldly claimed that a new generation of African Diasporic artists had officially heralded a new day in “post-Black art.” Six years later a young presidential candidate, born of a white mother from Kansas and a Kenyan father, motivated a Black writer for Time magazine to ask, “Is Obama Black enough?” Since 2001, and in the wake of America’s first Black president, both public and scholarly discourse on Blackness has virtually exploded. New terms and ideas about the “end of Blackness” — as conservative Debra Dickerson put it — seem to enter the popular and scholarly lexicon everyday. It is now quite common to hear the phrases “disintegration,” “post-racial,” “biracial,” “post-Blackness,” and even “the end of Black politics.” This course explores this expanding discourse and attempt to pinpoint what scholars, pundits and cultural critics mean when they employ these terms, asking “why now?” Has the social and political landscape of America changed so much that we are indeed living in a “post-racial society”? Or does the specter of “Blackness” still loom large, haunting American politics, popular culture, sexuality, media discourse, punitive measures, political economy and our understanding of “Africa” in “African-American” and “African diaspora”? Through the use of fictional texts, history, cultural essays and films this course explores the intraracial spectrum that characterizes Black America, while paying particular attention to issues of class, sexuality, ethnicity, ancestry, diaspora formation and global migration.
Credit 3 units. A&S: TH A&S: IQ, HUM EN: H FA: SSP

L90 AFAS 448 Race Politics in 19th- and 20th-Century America
This course explores the efforts of black Americans to use the political processes to claim civil rights and economic improvements in the 19th and 20th centuries. It tracks the aims, ideals and organizing strategies of African-American leaders and of grass-roots organizers. Readings and research highlight the ways African Americans debated agendas, fought over strategies and worked to mobilize voters. We study the ways various groups of people — in rural and urban America — argued over priorities, set agendas for their communities, produced a political language, came together with neighbors to fight for civil rights and economic necessities, and, in short, established a dynamic and conflicted political culture.
Credit 3 units. A&S: SS A&S: IQ, SSC AR: SSP BU: BA FA: SSP

L90 AFAS 4483 Race and Politics
Same as Pol Sci 4241
Credit 3 units. A&S: SS FA: SSP

L90 AFAS 4511 Race, Ethnicity and Culture: Qualitative Inquiries into Urban Education I
Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the interlocking domains of race, ethnicity, class, gender and culture. The emphasis in this course is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools.
Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD AR: SSP BU: BA EN: S FA: SSP

L90 AFAS 4512 Race, Ethnicity and Culture: Qualitative Inquiries into Urban Education II
Same as Educ 4512
Credit 3 units. A&S: SS, WI A&S: IQ, SSC, WI EN: S FA: SSP

L90 AFAS 4601 Topics in African-American Studies: African-American Youth
This course examines contemporary issues affecting black teenagers. Topics include risk and protective factors, resiliency, racial identity development, and reducing gaps in educational achievement between Blacks and Whites.
Credit 3 units. A&S: SS, SD A&S: IQ, SSC AR: SSP BU: BA EN: S FA: SSP
L90 AFAS 4608 Education of Black Children and Youth in the United States
This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of Du Bois and Anderson as well as the more recent works of Kozol, Delpit and Foster. The social, political and historical contexts of education, as essential aspects of American and African-American culture and life, are placed in the foreground of course inquiries.
Same as Educ 4608
Credit 3 units. A&S : TH , SD , WI  A&S : IQ , HUM , SD , WI  EN : H  FA : SSP

L90 AFAS 461B Construction and Experience of Black Adolescence
This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.
Credit 3 units. A&S : SS  A&S : IQ , SSC  AR : SSP  BU : BA  FA : SSP

L90 AFAS 4893 Advanced Seminar: Antislavery: The Legal Assault on Slavery in St. Louis
This seminar begins with a survey of the legal and constitutional arguments made against slavery in English and American courts since the 1600s, and examines the culture and tactics of antislavery as it emerged in Antebellum America, as well as the meaning of the Dred Scott decision. On that basis, students research a particular freedom suit from the online manuscript court records of the St. Louis Circuit Court.
Same as History 4987
Credit 4 units. A&S : TH , SD A&S : IQ , HUM , SD EN : H

L90 AFAS 4930 Advanced Seminar: Slavery in America: The Politics of Knowledge Production
Same as History 49SA
Credit 4 units. A&S : TH , SD A&S : IQ , HUM , SD EN : H

L90 AFAS 4973 Advanced Seminar: Gender, Race and Class in South Africa, 1880–present
By focusing on the complex historical dynamics of race, gender and class in South Africa over the past 120 years, this course is aimed at understanding the development of segregation, apartheid, and racial capitalism, as well as the emergence of multiple forms of resistance to counter white minority rule. Topics include: white settler expansion and the defeat of the African peasantry; the rise of mining capital and the emergence of a racially divided working class; the origins of African and Afrikaner nationalisms; migrant labor and the subordination of African women; and the prospects for a non-racial, non-sexist democracy in a unified South Africa.
Same as History 4979
Credit 4 units. A&S : TH , SD A&S : IQ , HUM , SD EN : H

L90 AFAS 4977 Advanced Seminar: A Long Road to Uhuru and Nation: The Social History of Modern Kenya
Same as History 4977
Credit 4 units. A&S : TH , CD A&S : IQ , HUM , LCD EN : H

L90 AFAS 498 Fieldwork in African-American Studies
A fieldwork project carried out under the direction of an instructor in the African and African-American Studies program. Prerequisites: permission of instructor and the director of African and African-American Studies prior to enrollment. See program office for forms.
Credit variable, maximum 6 units. A&S : SS EN : S

L90 AFAS 4984 The Problem of Freedom: The Age of Democratic Revolutions in the Americas, 1760–1888
Same as History 4984
Credit 4 units. A&S : SS EN : S

L90 AFAS 499 Independent Work for Senior Honors: Research
Prerequisite: permission of director and appropriate grade point average. Application forms available in program office. Credit 3 units.

L90 AFAS 4991 Independent Work for Senior Honors: Thesis
Prerequisite: satisfactory standing as a candidate for senior honors and permission of the director of the African and African-American Studies program. Credit 3 units.