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 options in other African countries can further enrich the student experience.

Courses in the program are numbered to assist students with progressing from introductory courses (100 and 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 courses by giving special lectures within the classroom setting.

**Departmental Prizes:** The program also sponsors writing competitions that include monetary awards. These competitions include the following:

- **The Undergraduate Essay Prize** for the best essay written by an undergraduate student on any subject related to the culture and life of Africans or African-descended people anywhere in the diaspora;
- **The Graduate Essay Prize** for the best essay written by a graduate student on any subject related to the culture and life of Africans or African-descended people anywhere in the diaspora; and
- **The prize for the best Student Essay in a Foreign Language**, which honors the best essay written by a student in a language other than English on any subject related to the culture and life of Africans or African-descended people anywhere in the diaspora.

**Faculty**

**Chair**
Shanti Parikh (https://anthropology.wustl.edu/people/shanti-parikh/)
PhD, Yale University
(Anthropology)

**Endowed Professors**
Jean Allman (https://history.wustl.edu/people/jean-allman/)
J.H. Hexter Professor in the Humanities
PhD, Northwestern University
(History)

John Baugh (https://anthropology.wustl.edu/people/john-baugh/)
Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania
(Linguistics)

**Professors**
Carol Camp Yeakey (https://education.wustl.edu/people/carol-camp-yeakey/)
PhD, Northwestern University
(Education)

Gerald Early (https://english.wustl.edu/people/gerald-early/)
Merle Kling Professor of Modern Letters
PhD, Cornell University
(English)

William J. Maxwell (https://english.wustl.edu/people/william-j-maxwell/)
PhD, Duke University
(English)

Tim Parsons (https://history.wustl.edu/people/timothy-parsons/)
PhD, Johns Hopkins University
(History)

Geoff Ward (https://afas.wustl.edu/people/geoff-ward/)
PhD, University of Michigan
(Sociology)

Rafia Zafar (https://english.wustl.edu/people/rafia-zafar/)
PhD, Harvard University
(English)
**Associate Professors**

J. Dillon Brown (https://english.wustl.edu/people/j-dillon-brown/)
PhD, University of Pennsylvania
(English)

Jonathan Fenderson (http://afas.wustl.edu/people/jonathan-fenderson/)
PhD, University of Massachusetts
(African-American Studies)

Jeffrey Q. McCune Jr. (https://afas.wustl.edu/people/jeffrey-q-mccune-jr/)
PhD, Northwestern University
(African-American Studies and Gender Studies)

Sowande’ Mustakeem (https://history.wustl.edu/people/sowande-mustakeem/)
PhD, Michigan State University
(History)

**Assistant Professors**

Karma Frierson (https://afas.wustl.edu/people/karma-frierson/)
PhD, University of Chicago
(Anthropology)

Raven Maragh-Lloyd
PhD, University of Iowa
(Communication Studies)

Robin McDowell
PhD, Harvard University
(African-American Studies)

Samuel Shearer (https://afas.wustl.edu/people/samuel-shearer-0/)
PhD, Duke University
(Anthropology)

**Teaching Professor**

Mungai Mutonya (https://afas.wustl.edu/people/mungai-mutonya/)
PhD, Michigan State University
(Linguistics)

**Artist-in-Residence**

Ron Himes (https://afas.wustl.edu/people/ron-himes-0/)
Henry Hampton Jr. Distinguished Artist-in-Residence
BA, Washington University

**Senior Lecturers**

Rudolph Clay (https://afas.wustl.edu/people/rudolph-clay/)
MLS, University of Michigan
(Library Science)

El Hadji Samba Amadou Diallo (http://afas.wustl.edu/people/el-hadji-samba-amadou-diallo/)
PhD, School of Advanced Studies in Social Sciences - Paris
(History & Anthropology)

Wilmetta Toliver-Diallo (https://afas.wustl.edu/people/wilmetta-toliver-diallo/)
PhD, Stanford University
(History)

**Lecturer**

Zachary Manditch-Protts
PhD, University of California, Irvine
(African-American Studies)

**Majors**

**The Major in African and African-American Studies**

Total units required: 31 units

**Required courses:** 7 units

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<th>Code</th>
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<th>Units</th>
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<tr>
<td>AFAS 1002</td>
<td>Foundations in African and African-American Studies</td>
<td>1</td>
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<tr>
<td>AFAS 255</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
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<tr>
<td>AFAS 401</td>
<td>Senior Seminar</td>
<td>3</td>
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**Total Units:** 7

**Elective courses:** 24 units at the 300 level or above, at least 6 units of which must be at the 400 level

These elective units must include at least one course from each of four focus areas around which the major is organized: Creativity, Aesthetics, and the Imagination; Social and Historical Configurations (Social and Structural Analysis); Black Gender and Sexuality Studies; and Global Africa and Diaspora Currents. In addition, students should take at least three courses in one of the focus areas.

Students will also take one semester of a foreign language. Wolof and Swahili are strongly encouraged, but other languages will be considered if taken in consultation with the director of undergraduate studies.

**Additional Information**

**Co-Curricular Opportunities for Majors:** The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels and speakers that 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 designed to foster a vibrant social and intellectual community within the program and to
give our students a sense of identity and of what it means to be part of the African and African-American Studies community. We encourage our majors to participate in these activities to complement their classroom experiences.

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

**Minors**

**The Minor in African and African-American Studies**

Units required: 19

Required courses: 4 units

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<tr>
<td>AFAS 1002</td>
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<tr>
<td>AFAS 255</td>
<td>Introduction to Africana Studies</td>
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Total Units: 4

Elective courses: 15 units at the 300 level or above, chosen in consultation with the adviser

**Additional Information**

**Co-Curricular Opportunities for Minors:** The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels and speakers that 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 designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African and African-American Studies community. We encourage our minors to participate in these activities to complement their classroom experiences.

**Courses**


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-majors.

Credit 1 unit. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

L90 AFAS 1020 First-Year Seminar: Black Lives Matter and Educational Justice for Black Youth

In the wake of the global uprising against racial injustice, this introductory course examines how schools in the United States can create opportunities for Black youth to thrive. We will examine the schooling experiences of Black children and youth amid pervasive anti-blackness, analyze the relevance of educational models for racial justice, and imagine radical ways that P-16 schools might dismantle white supremacy. This course is for first-year, non-transfer students only.

Same as L12 Educ 102C

Credit 3 units. A&S IQ: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/) course.

Credit 5 units. A&S IQ: LCD, LS BU: HUM 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 US and France. This is the first course of a beginning-level of a Wolof program. In order to acquire a basic proficiency, students will practice speaking, reading, writing and listening. Each module will begin 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, will be provided. its aim is to provide students with knowledge of the basic structures of the language and the ability to communicate. Students will also learn important aspects of life and culture of the Wolof. For AFAS majors, this course counts as Area Requirement 4.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H UColl: LA
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. CET (https://gephardtinstitute.wustl.edu/faculty-and-staff/community-engaged-teaching/) course. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L90 AFAS 109D Ragtime
A history of ragtime music: survey of composers and performers. Emphasis on St. Louis and the music of Scott Joplin. University College students should register for U24 109 Section 02. Same as L27 Music 109
Credit 2 units. A&S IQ: HUM BU: HUM

L90 AFAS 111 First-Year Seminar: Race and Ethnicity on American Television
This course presents a historical overview of the forms that racial and ethnic representations have taken in American television. The course charts changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines mediums of medium and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required screening. Same as L53 Film 110
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

L90 AFAS 1201 First-Year Seminar: Race and Performance
What does it mean to "act Black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States and mostly in the 20th century. We will examine novels (e.g., Nella Larsen's "Passing"), plays (e.g., Anna Deavere Smith's "Fires in the Mirror"), and performances of everyday life (e.g., "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?
Same as L15 Drama 120
Credit 3 units. A&S: FYS A&S IQ: HUM, SD BU: BA EN: H

L90 AFAS 144 First-Year Seminar: Monumental Anti-Racism
As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are "the new lunch counters," where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call "remedies of recognition" and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed "commemorative justice," and the challenges being faced. Credit 3 units. A&S: FYS A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA EN: H

L90 AFAS 178 First-Year Seminar: 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 will study social structures, including churches, NGOs, and developmental agencies, and we will learn about examples of Muslim youth movements and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will 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. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: LCD BU: IS EN: H

L90 AFAS 192 First-Year Seminar: Africans Experiences in the Second World War
Most conventional histories of the Second World War pay scant attention to Africa, thereby creating the misconception that the war had little impact on the peoples of the African continent. This introductory seminar restores the experiences of ordinary African women and men to the larger historical narratives of both Africa and World War II. Combining personal memoirs with official primary sources reveals not only how the global conflict influenced African history but also how Africans helped shape the final outcome and consequences of the war. This course is for first-year, non-transfer students only.
Same as L22 History 192
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L90 AFAS 195 First-Year Seminar: Travel Noire: Consumption and the Gaze in the Black Travel Movement
This course explores the growing industry of leisure tourism that caters to Black people. It takes as its premise that tourism is more than just voluntary, recreational travel; it is an encounter shot through with desire, intimacy, and ideology. We approach the tourism encounter from both sides -- the consumer and the consumed -- as we explore various types of tourism from domestic and international tourism to sex tourism and heritage tourism. If tourism is a desire machine, what desires of self and other are reflected in the discourse about travel noire? Who is being consumed and what is being made consumable in
this growing market space? Students will be required to create a travel itinerary based in Missouri during the course and to propose a narrative revision to a local tourism destination. This course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L90 AFAS 195C Introduction to African-American Images in Film: A First-Year 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 film 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. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L90 AFAS 200I Independent Work
Independent work must be approved by the faculty sponsor, the academic coordinator, and the department chair. Credit variable, maximum 3 units.

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, CET (https://gephardtinstinute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/) course. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

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: AFAS 103D(Q), 104D(Q) and 203 D(Q), CET (https://gephardtinstinute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/) course. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L90 AFAS 207 Constructions of Black Womanhood and Manhood in the Black Community
This course introduces students to everyday and representational experiences of Black women and men. We will explore different understandings of Black gender through engaging scholarly work and creative texts/performances/visual representations. How is the construction of gender informed by race and other categories of difference (e.g., sexuality, class)? How might we gain a better understanding of how gender is (re)constructed within American society? What role does gender play in Black community politics and issues? This course is for first-year and sophomore students only. Same as L77 WGSS 207. Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L90 AFAS 230A Black-Jewish Relations in the United States
The relationship of Blacks and Jews in the United States is at once intimate and strained, mutually beneficial and antagonistic. This course examines this uneasy alliance from a number of perspectives including anthropology, politics and identity politics, history, religion and class. Beginning with American anthropology's Jewish founding father, Franz Boas, challenging the concept of race, the course traces the relations of blacks and Jews throughout the 20th century and in our contemporary moment. We will pay particular attention to the civil rights era, which is commonly upheld as the golden age of Black-Jewish relations, as well as to this alliance's unraveling in the post-civil rights era. The course then moves to a unit focused on more recent ruptures and collaborations including the 1991 Crown Heights race riots, during which Orthodox Jews clashed with their Black neighbors, and Jewish involvement in the Black Lives Matter movement. The course concludes with a unit on identity and identity politics focused on the complexity and fluidity of the categories "white," "Black," and "Jewish."
slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will 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 will be challenged to explore the varied ways slavery is commemorated in others parts of the African diaspora.

Same as L22 History 2674
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H

L90 AFAS 288 Free the Land: Black Histories of Environmental Racism
Black history is inextricable from the study and discussion of environmental racism and environmental justice in the United States. Environmental racism is defined by Dr. Robert Bullard ("the Father of Environmental Justice") as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of watershed moments -- from the Transatlantic Slave Trade to struggles in the Greater St. Louis area today -- in which Black communities bear the deadly brunt of toxic fumes, poisoned groundwater, nuclear waste, perilous disaster work, land theft, and the slow violence of biological extermination. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from Black activists.

Credit 3 units. A&S IQ: SSC, SC

L90 AFAS 2991 Undergraduate TA
Credit 3 units.

L90 AFAS 3002 Feminist Fire!: Radical Black Women in the 20th Century
Black women have been at the forefront of the Black radical tradition since its inception. Often marginalized in both the scholarship and the popular memory, there exists a long unbroken chain of women who have organized around the principles of anti-sexism, anti-racism, and anti-capitalism. Frequently critical of heterosexist projects as well, these women have been the primary force driving the segment of the Black radical tradition that is commonly referred to as Black Feminism. Remaining cognizant of the fact that Black Feminist thought has also flourished as an academic enterprise -- complete with its own theoretical interventions (e.g., standpoint theory, intersectionality, disembolishment) and competing scholarly agendas -- this course will think through the project of Black Feminism as a social movement driven by activism and vigorous political action for social change. Focusing on grassroots efforts at organizing, movement building, consciousness raising, policy reform, and political mobilization, this course will center Black Feminists who explicitly embraced a critical posture toward capitalism as an untenable social order. We will prioritize the lives and thoughts of 20th-century women like Claudia Jones, Queen Mother Audley Moore, Frances Beal, Barbara Smith, Audre Lorde, and Angela Davis as well as organizations like...
the Combahee River Collective, the Chicago's Black Women's Committee, and the Third World Women's Alliance. At its core, this course aims to bring the social movement history back into the discourse surrounding Black Feminism.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA 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 Antoinette 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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM BU: HUM EN: H

L90 AFAS 301F Historical Methods-African History
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301F
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM BU: HUM BU: IS EN: H

L90 AFAS 3031 Music of the African Diaspora
This course explores musical cross-fertilizations between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM BU: IS EN: H

L90 AFAS 305 Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom
This course focuses on the political and spiritual lives of Martin and Malcolm. We will examine their personal biographies, speeches, writings, representations, FBI files, and legacies as a way to better understand how the intersections of religion, race, and politics came to bear upon the freedom struggles of people of color in the United States and abroad. The course also takes seriously the evolutions in both Martin and Malcolm's political approaches and intellectual development, focusing especially on the last years of their respective lives. We will also examine the critical literature that takes on the leadership styles and political philosophies of these communal leaders, as well as the very real opposition and surveillance they faced from state forces like the police and the FBI. Students will gain an understanding of what social conditions, religious structures and institutions, and personal experiences led to first the emergence and then the assassinations of these two figures. We will discuss the subtleties of their political analyses, pinpointing the key differences and similarities of their philosophies, approaches, and legacies; we will then apply these debates of the mid-20th century to contemporary events and social movements in terms of how their legacies are articulated and what we can learn from them in struggles for justice and recognition in 21st-century America and beyond.

Same as L57 RelPol 305
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L90 AFAS 305C Topics on Africa: African Urban Futures
Nearly 50 percent of Africa’s population now lives in urban areas. By 2050 this number is expected to triple to 1.23 billion or what will then be 60 percent of the continent’s total population. This urban growth is happening alongside rapid economic expansion, technological innovations, and-in some cities-political insurrection. Many of these developments are taking place in peripheral urban areas that lack formal planning, basic infrastructure, and security. Yet, as many theorists point out, the very lack of cohesive planning and stable infrastructure in urban Africa has produced flexible spaces where novel forms of dwelling, work, and leisure are possible. Many residents, often by necessity, rearrange their built environments to make the city function beyond the limits of its original design. In the process, urban dwellers produce new built spaces, aesthetics, and economic practices, calling into question assumptions about what a city is and how it works. What are the implications of Africa’s urban revolution for both the people who inhabit these cities and the world at large? How will Africa’s urban future shape what some theorists are calling “the African century?” What can contemporary cities across the continent tell us about the future of urban life everywhere? In this seminar, we will explore these questions by surveying a variety of case studies and topics from across the African continent. The purpose in focusing on Africa in general is not to homogenize an incredibly diverse continent, but to make connections across a variety of different contexts in order to explore conceptual debates and assemble a theoretical tool-kit that is useful for grappling with themes that are simultaneously abstract and concrete. For AFAS majors, this course counts as Area Requirement 4.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: SSC BU: IS EN: S

L90 AFAS 306B Africa: Peoples and Cultures
An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from precocolonial times to the present.

Same as L48 Anthro 306B
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: SSC BU: HUM, IS

L90 AFAS 3071 Caribbean Literature in English
Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course surveys literature and culture from these islands, looking both at and beyond this tourists’ paradise. It aims to introduce students to the region’s unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands’ contemporary situation formed. Along the way we encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's
uncertain place in a U.S.-dominated world. Toward the end of the course, we also look at important films like The Harder They Come as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course involves readings from multiple genres and covers authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips.

Same as L14 E Lit 3071
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

### L90 AFAS 3095 African Art in Context: Patronage, Globalisms, and Inventiveness
This course offers an introduction to principal visual arts from Africa, prehistoric to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding and social history. Theoretical perspectives on the collection, appropriation and exhibition of African arts in Europe and North America will be examined. Course work will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.

Same as L01 Art-Arch 3090
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: HUM, IS EN: H UColl: CD

### 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 are considered modern dance classics and some depict important historical events. 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 repertory. Prerequisite: one to two years training in modern, jazz or ballet

Same as L29 Dance 311
Credit 2 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: HUM EN: H

### L90 AFAS 3120 African Immigration to the United States of America
The United States of America has historically been known as a "nation of immigrants." However, current rhetoric has brought this notion into question. This country has consistently been a magnet for millions of people from all over the world, and this course seeks broadly to understand recent African immigration. In Black studies, most attention has been paid to the forced migration of the enslaved during the Atlantic Slave trade. Studying 20th and 21st African immigration is key to truly understanding the Black experience in America. According to data from the U.S. Census Bureau, 2.1 million Africans live in America as of 2015. The majority of these migrants are from Sub-Saharan Anglophone Africa (Nigeria, Ghana, Kenya, South Africa), but they are also from war-torn countries such as Ethiopia, Eritrea, and Somalia. The primary focus of this course will be on contemporary African labor immigrants, including skilled professionals, children who arrived in the United States for family reunification, refugees, and winners of the Diversity Visa lottery who are now permanent residents. The migratory flux also includes people who were forced to leave their birth countries for political reasons as well as genocide. Through the class, we will examine the "push and pull" factors of immigration. The second part of the course explores the lived experience of Africans in America, whether they are well educated as compared with other migrant communities or whether they are laborers. We will study the role of remittances, language barriers, paths to naturalization, and job opportunities once Africans reach American soil. Increasingly, repatriation (both voluntarily and forced), xenophobia and Islamophobia are challenges that rock African immigrant communities.

Today, many Africans live between two countries: Africa and America. This transnationalism allows them to navigate different lives, stories, identities, and cultures. Several activities are organized in the African local community. There is a large group of Ghanaians, Kenyans, Egyptians, Senegalese, Nigerians, Ethiopians, and Somalians in St. Louis. We will invite these individuals to the class as guest speakers so that students can fully understand their multiple lives in the St. Louis metropolitan area.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

### L90 AFAS 3121 African Civilization to 1800
Beginning with an introduction to the archeological and historical roots of African history, this course surveys African civilization and culture from the Neolithic age until 1800 A.D. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the Western Sudanese states, the trans-Atlantic slave trade and the historical roots of Apartheid. For AFAS majors, this course counts as Area Requirement 4.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: CD

### L90 AFAS 3122 African Civilization: 1800 to the Present
Beginning with social and economic changes in 19th-century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of precolonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: HAF, HSM

### L90 AFAS 3202 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. Art: SSC BU: BA
L90 AFAS 3300 Culture and Identity: The Race for Criticism: African-American Culture and its Critics
Whom do we trust to tell us when something is a classic novel, album or film? Professional critics? Fan reviews? Academic analysts? How is such acclaim or denunciation determined? Indeed, the stakes of these questions are heightened when critique is directed at works produced by African-Americans. In this course, we will consider these and other questions by reading, viewing, and listening to a series of canonical African-American cultural texts across mediums (e.g., Lorraine Hansberry's *Raisin in the Sun*, Marvin Gaye's *What's Going On*, Barry Jenkins' *Moonlight*, and, depending on current offerings, an exhibit at the Saint Louis Arts Museum). Upon their initial reading/listening/viewing, students will work through methods of close reading of primary texts and provide their own critical reviews. Next, students will be tasked with employing a fieldwork method to consider how each text was critically received (a different fieldwork method will be required for each text we consider): (1) Using library resources to locate critical receptions in digital archives (e.g., newspapers, journals); (2) Interviewing folks for their critical receptions or memories of the text; and (3) For a more contemporary text, students will engage in an ethnographic approach. In turn, students will use their findings as primary data to be used toward a final paper, a blog, or another type of final project presentation. Beyond engaging with canonical works and multidisciplinary methods, this course introduces students to the various ways that black cultural production, as a whole, is critically received: What type of expectations are set? Where are these works consumed and reviewed? What kind of language is consistently used by critics? Answering these questions will help students to gain a sense of their own subjectivity in relation to their subject matter.
Same as L98 AMCS 330D
Credit 3 units. A&S IQ: HUM Arch; HUM Art; CPSC, HUM BU: BA, HUM EN: H

L90 AFAS 3301 Culture & Identity
This is a topics course that focuses on instances of identity and culture within the American scope. The topic varies by semester; see the Course Listings for a description of the current semester's offering.
Same as L98 AMCS 330C
Credit 3 units. A&S IQ: HUM, SD Arch; HUM Art; CPSC, HUM BU: BA EN: H

L90 AFAS 330S Topics in Gender & Am Culture:Native Sons & Daughters:Gender, Sexuality and African-American Culture
This topics course introduces students to gender as a category of analysis. Students investigate why and how gender becomes infused with cultural meanings. Through various methodological approaches, they explore how these socially constructed meanings shape Americans’ everyday lives and societal dynamics more broadly. The topic varies by semester; common focal points include the intersection of gender with race and ethnicity, social class, health care, education, and politics. This course fulfills the Social Differential requirement. Please see the course listings for a description of the current offering.
Same as L98 AMCS 330S
Credit 3 units. A&S IQ: HUM, SD Arch; HUM Art; HUM BU: BA

L90 AFAS 3335 Selected American Writers: James Baldwin Now
Intensive study of one or more American writers. Consult course listings for offerings in any given semester.
Same as L14 E Lit 323
Credit 3 units. A&S IQ: HUM Arch; HUM Art; HUM BU: HUM EN: H

L90 AFAS 3430 West African Music and Dance in Context
A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.
Same as L29 Dance 343
Credit 2 units. A&S IQ: HUM Arch; HUM Art; CPSC, HUM EN: H

L90 AFAS 352A The Black Athlete in American Literature
The Black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his Narrative. This course will examine literary depictions of Black athletes—in novels, memoirs, essays, and poems—in order to better understand the cultural significance of sportsmen and women in the African American struggle for equality, from abolitionism to the Black Lives Matter movement. Students will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wiima Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into readings, especially as students incorporate secondary sources into their own research.
Same as L98 AMCS 352A
Credit 3 units. A&S IQ: HUM, SC, SD Arch; HUM Art; HUM BU: HUM EN: H

L90 AFAS 3582 Race, Class, and Writing in the United States and the Caribbean, 1900-1950
Study of the differences in literary tradition arising from the divergent social, racial, and educational milieus of the United States and the West Indies.
Same as L14 E Lit 3582
Credit 3 units. BU: BA, HUM

L90 AFAS 3600 Beyond Sea, Sunshine and Soca: A History of the Caribbean
This course examines major themes in the history of the Caribbean from the 15th to the 20th century. The first half of the course will focus on the 15th to the 19th century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the 20th century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.
Same as L22 History 3600
L90 AFAS 360A Religion and the Modern Civil Rights Movement, 1954-1968
The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural, and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.
Same as L57 RelPol 360
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

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 distinctly criminal population. Taking a dual approach, students will 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 will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880 (Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student’s past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2.
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 likely to be covered 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 IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

L90 AFAS 3662 Experts, Administrators and Soldiers: Governance and Development in Post-Colonial Africa
Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation-state. Widespread optimism that these “transfers of power” would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people, the class takes an intimate look at how colonies became nation-states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world.
Same as L22 History 3662
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 L22 History 3670
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, HUM EN: H

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., Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine.
Same as L22 History 3672
L90 AFAS 3838 African-American Poetry from 1950 to the 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. Prerequisites: none, but related classes such as E Lit 2151 and E Lit 2152 and/or AFAS 255 are suggested. Satisfies the Area Requirement 1.

L90 AFAS 386A Topics in African-American Literature: Rebels, Sheroes, and Race Men
In this seminar — for we are fortunate to be an elite group this term — we will focus on the first century of African American prose writers. In genre terms that means we will largely, but not exclusively, read autobiographies and novels. Phillis Wheatley, Frederick Douglass, and Harriet Jacobs are now familiar names in U.S. literature surveys, but others are not yet household names, and in fact may never be. We will survey a core group of texts, available at the Washington University bookstore, but also supplement our readings with materials placed on BlackBoard, via online databases (e.g., materials accessible digitally from the Schomburg Division of the New York Public Library). For AFAS majors, this course counts as Area Requirement 1.
Credit 3 units. Prerequisites: AFAS 103D, 104D, 203D and 204D or equivalent experience.

L90 AFAS 387C African-American Literature: Early Writers to the Harlem Renaissance
Same as L14 E Lit 387
Credit 3 units. Prerequisites: AFAS 103D, 104D, 203D and 204D or equivalent experience.

L90 AFAS 388C African-American Literature: African-American Writers Since the Harlem Renaissance
African American literature in the 20th and 21st centuries grew from a renaissance in Harlem into a world-shaping institution. Public enemies and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and a duly elected U.S. president are among the authors we will study with special attention to the intimate link between black writing and black music. Aiming at chronological and stylistic breadth, the syllabus will begin with poet Alice Dunbar Nelson (born 1875) and end with novelist Colson Whitehead (born 1969), with an array of better-known names — W. E. B. Du Bois, Langston Hughes, Claude McKay, Nella Larsen, Zora Neale Hurston, Richard Wright, Ann Petry, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Amiri Baraka, Alice Walker, and Toni Morrison — coming in between. Assignments will consist of two papers, one presentation, and one exam. Prerequisites: none, but related classes such as E Lit 2151 and E Lit 2152 and/or AFAS 255 are suggested. Satisfies the Area Requirement 1 in English, and/or one 300-level elective requirement in AFAS.
Credit 3 units. Prerequisites: AFAS 103D, 104D, 203D and 204D or equivalent experience.

L90 AFAS 389 Topics in Women, Gender, and Sexuality Studies
Topic varies. See semester course listings for current offering. Prerequisites: AFAS 4041.
Credit 3 units. Prerequisites: AFAS 4041.

L90 AFAS 394 African Literature in English
Same as L77 WGSS 383
Credit 3 units. Prerequisites: AFAS 4041.

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 401 Senior Seminar
This capstone seminar is required for students who are majoring in African and African-American Studies.
Credit 3 units. Prerequisites: AFAS 4041.

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. Prerequisites: AFAS 103D, 104D, 203D and 204D or equivalent experience.

L90 AFAS 4031 Advanced Readings in Swahili Literature
Course designed with instructor. Permission of instructor required.
Credit 3 units. Prerequisites: AFAS 103D, 104D, 203D and 204D or equivalent experience.

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. Prerequisites: AFAS 103D, 104D, 203D and 204D or equivalent experience.

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. Prerequisites: AFAS 103D, 104D, 203D and 204D or equivalent experience.
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 IQ: LCD, LS EN: H

L90 AFAS 409 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 IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

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 in the next ten years, AIDS will kill more people than all wars of the twentieth 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 will 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 covered 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 bio-medicine and alternative healing systems, and medical advances and hopes.
Same as L4B Anthro 4134
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

L90 AFAS 417 Topics in African History: Power and Rebellion in 20th Century Africa
What is violence? Are some forms of violence more acceptable than others? How have Africans from different constituencies thought about the role of violence in colonial and postcolonial societies? How has violence been used to establish power or to dismantle it? This course examines the politics of violence in twentieth century Africa. Pulling examples from across the African continent, it will engage the preceding questions through topics such as colonial state violence, the Italian invasion of Ethiopia, African soldiers in colonial East Africa, the Mau Mau of Kenya, the assassination of Patrice Lumumba, armed struggle in Southern Africa, and the Tanzania-Uganda war. Students must have taken Introduction to Africana Studies and/or a course on Africa. For AFAS majors, this course counts as Area Requirement 4.

L90 AFAS 421A From Mammy to the Welfare Queen: African-American Women Theorize Identity
How do representations of identity affect how we see ourselves and the world sees us? African-American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.
Same as L77 WGSS 421
Credit 3 units. A&S IQ: HUM, SC, SD EN: H

L90 AFAS 423A Topics in American Literature: Diaspora and the African-American Literary Tradition
Same as L14 E Lit 423
Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H

L90 AFAS 429 Topics in African-American Literature: Harlem Renaissance
Same as L14 E Lit 4244
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L90 AFAS 435 Slavery and American Literary Imagination
Same as L14 E Lit 4232
Credit 3 units. A&S IQ: HUM Art: HUM

L90 AFAS 435A Practicum in Digital Humanities: Enslavement in St. Louis
This is a variable topics course, and content will change from semester to semester.
Same as L93 IPH 435
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L90 AFAS 4377 Performing Ghosts: Blackness, Performance, and Archival Erasure
Taking ghost as apparition, metaphor, an imaginary, and type of possession, this course focuses on the intersections between performance, affect theory, and archival practice to investigate how scholars and artists contend with the psychic and affects of past blackness. Part of these terrors, the course asserts, happened and is happening in the realm of the affective, ephemeral, and archival. Moving across theoretical works, literature, and theater, our readings differently query: how can performance enable us to recuperate the lives of those violently erased from the archive? How to imagine embodiment for subjects “tracked” by history, such as black folks whose bodies suggest other forms of pathology, like sexual deviancy, mentally “insane,” and other forms of criminalization? How have attachments to ghosts been used as a methodology to stage and reperform blackness in the past and in the present? And lastly, how can we capture embodiment (or enflishment) without live bodies? By rethinking “liveness,” “absence,” “loss,” and “remains,” the readings and discussions will offer performance as a methodological and analytical infrastructure to conduct historical and/or archival research.
L90 AFAS 483 Race and Politics
From the moment enslaved Africans were brought to American shores, race and racism has been central to the American political project. In this class we will examine how notions of race and racism inform conceptions of citizenship, the allocation of state resources, the development of political parties, and political participation. We will also examine the way that race and racism influence public opinion.
Same as L32 Pol Sci 4241
Credit 3 units.

L90 AFAS 489 Topics in African-American Studies: Black Political Thought
This course will be a survey of key philosophies within African-American political thought and political culture.
Credit 3 units. BU: BA

L90 AFAS 4601 Historical Racial Violence: Legacies & Reckonings
There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These “haunting legacies” include heart disease and other health disparities, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.
Same as L12 Educ 4608
Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

L90 AFAS 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean
This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and postcolonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realties affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was postcolonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed “mad” across Africa and the Caribbean.
Same as L22 History 4881
Credit 3 units. A&S IQ: HUM, LCD EN: H

L90 AFAS 4984 The Problem of Freedom: The Age of Democratic Revolutions in the Americas, 1760-1888
Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course will explore two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks and white allies), slave rebellion, provincial secession and civil war were the widespread and normative conditions of post-colonial regimes throughout the New World; and second, that the problem of freedom was especially challenging in a New World environment in which freedom was fleeting and tended to decompose. Special attention will be given to antislavery insurgencies, interracial politics and alliances in the Unites States and the perspectives on freedom they produced, but the readings will also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888.
Same as L22 History 4984
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

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

L90 AFAS 49SA Advanced Seminar: Slavery in America: The Politics of Knowledge Production
This course focuses on the long history of chattel slavery in North America, from origins through emancipation, encompassing Black and Indigenous enslavement. The course foregrounds the struggles over power, over life and death, that were at the heart of slavery's traumatic and grotesquely violent 250-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery — as a system or site of labor, production, and reproduction; law, property, and dispossession; racial and gender domination; sexual violation, rape, and incest; psychological terror and social death; containment and marooning; selfhood and nationality; agency and resistance; anti-colonial and revolutionary liberation and millennial redemption. Finally, it engages the "politics of knowledge production" that have produced the slavery "archive," replete with its annihilating silences, repressions, and erasures, and overdetermined "presences." In the end, the course's overarching question is how the politics of slavery, of its material experiences, interpretations, and archives, have shaped the lives and afterlives of slavery and race, to the present day. Students will conduct original research on topics related to North American slavery in consultation with the instructor that will culminate in a 12-15-page final essay. The course includes attention to the role of slavery in the founding and development of Washington University, and research projects that engage the university's slavery "archive" and questions related to enslavement in the history of the university and/or the history of St. Louis are welcome and will be supported by Olin Library Special Collections and other resources. Modern, U.S. Prerequisite: See History headnote.
Same as L22 History 49SA
Credit 3 units. A&S IQ: HUM, LCD EN

L90 AFAS 49TP Advanced Seminar: Whose Nairobi?: Opportunity and Inequality in a 20th-Century African City
Visitors to East Africa often hear the cautionary refrain, "Nairobi is not Kenya." However, over the past century, Kenya's largest city has meant distinctly different things to distinctly different people. Starting as a simple railway camp in the late 19th century and shaped by decades of colonial racial and ethnic segregation, it has grown into a global "mega-city," where Kenyans from every background and every corner of the country interact with an equally diverse cast of foreigners. Focusing on the realities of the day-to-day, this research seminar deploys a wide variety of historical evidence to better understand how ordinary people experienced and were shaped by Nairobi during the long and turbulent 20th century. This seminar's centerpiece is an extensive and original research paper that offers students the opportunity to work with a wide variety of primary sources, including archives, city planning reports, maps, images of the built environment, music, material culture, memoirs, and narrative fiction.
Same as L22 History 49TP
Credit 3 units. A&S IQ: HUM, LCD EN: H