

# AFRICAN AND AFRICANA STUDIES (BI-CO)

## Department Website:

<https://www.haverford.edu/africana-studies>

African and Africana Studies concentrators and students hone sophisticated global frames of reference and dynamic research methods in order to study continental Africa and the African diaspora. Drawing on anthropology, economics, history, linguistics, literature, music, philosophy, political science, and sociology, students analyze and interpret processes of emancipation, decolonization, development, and globalization in Africa proper and in societies with populations of African origin.

African and Africana Studies is a Bi-College program, offered as a minor at Bryn Mawr or as an area of concentration for students at Haverford majoring in certain disciplines. The concentration at Haverford is open to majors in which at least two African and Africana Studies courses are offered. The African and Africana Studies program also belongs to a consortium with Bryn Mawr College, Swarthmore College, and the University of Pennsylvania, allowing concentrators to access resources and courses at all four participating institutions.

## Learning Goals

- Study continental Africa and various African diasporas through a global frame of reference.
- Understand how the African continent has been linked for centuries to transcontinental movements of people, money, ideas, and things.
- Study African political and cultural history and African diasporic movements and the links between them.
- Understand how a variety of methodological approaches or disciplinary perspectives, including anthropology, economics, history, linguistics, literature, music, philosophy, political science, and sociology, can be used to analyze social life and practices in Africa and its diasporas and understand global trade, slavery, emancipation, decolonization, and development against a background of international economic change in Africa itself and in societies worldwide with populations of African origin.
- Examine the values and beliefs of persons and communities in multiple African societies as a way to critically and comparatively engage European and American history and philosophy.
- Examine African peoples' responses to racialized Atlantic slave trade, colonization, and

globalization in order to cultivate a theoretical understanding of social change processes.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

## Curriculum

The African and Africana Studies curriculum is organized to help students develop a global understanding of African societies and experiences throughout the African diaspora. A key to realizing this goal is students' capacities to relate disparate materials from cognate disciplines to their concentrated research in African and Africana Studies. Because African and Africana Studies concentrators must take courses in various fields and disciplines, it is vital that they have an opportunity to historically, conceptually, and theoretically frame their coursework in the concentration. To that end, concentrators in the African and Africana Studies program must take a foundation course at either Haverford or Bryn Mawr College. Students may satisfy this requirement by taking either AFST H101, "Introduction to African and Africana Studies" or HIST B102, "Introduction to Africana Civilizations."

Students are advised to complete one of the two foundation course options as early as possible, ideally during the first two years, and by no later than the junior year.

## Concentration Requirements

- Concentrators must take either AFST H101, "Introduction to African and Africana Studies" (Haverford College) or HIST B102, "Introduction to Africana Civilizations" (BMC).
- Other than the required introductory course, students must complete five additional courses from a list approved by the concentration coordinator.
- At least two, and no more than three, courses must be completed in the departmental major.
- At least three African and Africana Studies courses must be taken in at least two departments outside of the major.
- At least one of the required courses must deal with the African diaspora.
- Concentrators must complete either a senior thesis or seminar-length essay in an area of African and Africana Studies.

Students majoring in a department that requires a thesis satisfy the requirement by writing on a topic approved by their department and by the coordinator(s) of the African and Africana Studies program. If the major department does not require a thesis, an equivalent written exercise that is a

seminar-length essay is required. The essay may be written within the framework of a particular course or as an independent study project. The topic must be approved by the instructor in question and by the coordinator(s) of the African and Africana Studies program. Successful completion of the African and Africana Studies minor/concentration is noted on students' final transcripts.

## Faculty

Below are the core Bi-Co African and Africana Studies faculty. Many other faculty at both institutions contribute courses to the program; see the Courses section for a full listing.

### Core Faculty at Haverford

#### Terrance Wiley

Assistant Professor of Religion and Coordinator of African and Africana Studies

### Core Faculty at Bryn Mawr

#### Linda-Susan Beard

Associate Professor of English and Director of Africana Studies

#### Kalala Ngalamulume

Associate Professor of Africana Studies and History, Co-Director of International Studies and Co-Director of Health Studies

## Courses at Haverford

### Africana Studies Courses

#### AFST H233 TOPICS IN CARIBBEAN LITERATURE: A NEW WAVE (1.0 Credit)

*Asali Solomon*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course will focus on authors of the Caribbean and its diaspora, engaging fiction, theory, memoir, poetry and drama from the mid-twentieth century through the present. Core themes will include migration, class, colonialism, racial identity, gender and sexuality. Crosslisted: English, Africana Studies

#### AFST H245 ETHNOGRAPHIES OF AFRICA: CULTURE, POWER AND IDENTITY (1.0 Credit)

*Zolani Ngwane*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course is a historical overview of some classic and contemporary ethnographic studies of Africa. The course focuses on the contribution of social anthropology to our understanding of the history and socio-cultural identities and practices of the people of Africa. Crosslisted: Anthropology, Africana Studies (**Offered:** Spring 2021)

#### AFST H270 PORTRAITS IN BLACK: THE INFLUENCE OF AN EMERGENT AFRICAN-AMERICAN CULTURE (1.0 Credit)

*Christina Zwarg*

**Division:** Humanities

Tools of literary history used to examine the influence of African-American culture in the United States. Focus on the literary events of the nineteenth and early twentieth century. Emphasis on the authority of African-American culture for U.S. fictions of democracy.

(**Offered:** Spring 2021)

#### AFST H319 BLACK QUEER SAINTS: SEX, GENDER, RACE, CLASS AND THE QUEST FOR LIBERATION (1.0 Credit)

*Terrance Wiley*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Drawing on fiction, biography, critical theory, film, essays, and memoirs, participants will explore how certain African American artists, activists, and religionists have resisted, represented, and reinterpreted sex, sexuality, and gender norms in the context of capitalist, white supremacist, male supremacist, and heteronormative cultures. Crosslisted: Africana Studies, Religion Prerequisite(s): 200-level Humanities course, or instructor consent

#### AFST H361 TOPICS AFRICAN-AMERICAN LIT: THE NEW BLACK ARTS MOVEMENT, EXPRESSIVE CULTURE AFTER NATIONALISM (1.0 Credit)

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course will begin with an exploration of the literary achievement of the Black Arts Movement of the late 1960s and early 1970s, engaging with its political and cultural context. We will then move into contemporary fiction, poetry, nonfiction, theory and popular culture, articulating the relationship between mainstream artists of the late 20th and 21st century and the ideals of BAM. Prerequisite(s): Two 200-level English courses or instructor consent (**Offered:** Spring 2021)

### Anthropology Courses

#### ANTH H212 FEMINIST ETHNOGRAPHY (1.0 Credit)

*Juli Grigsby*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course delves into the historical development and utility of feminist anthropology. Feminist Ethnography is both methodology and method that seeks to explore how gender, race, sexuality, and subjectivity operate in a variety of contexts.

We will explore articulations and critiques of feminist ethnographic methods that engage researcher positionality and the politics of research. This course is one part analytic and another part how-to. Participants will read classic and contemporary ethnographies while learning to craft auto-ethnographic research. Prerequisite(s): One ANTH course or instructor consent  
(Offered: Spring 2021)

### **ANTH H214 RACE, CRIME, & SEXUALITY (1.0 Credit)**

*Juli Grigsby*

**Division:** Social Science

What is a crime and who is a criminal? How are social understandings of punishment and control informed by hegemonic racial and sexualized ideologies? How do the answers to these questions change the ways we imagine and respond to news? To violence? And impact subjectivities? This seminar will examine the complex intersections between race, gender, sexuality, and crime within U.S. cultural, political and social contexts. To do this, we will explore historical and contemporary interdisciplinary studies that provide arguments about the connections between race, gender, sexuality, poverty and the criminal justice system. Topics include: mass incarceration, policing, violence, and media representations of crime. Prerequisite(s): One ANTH course or instructor consent

(Offered: Fall 2020)

### **ANTH H228 REPRODUCTIVE JUSTICE, SOCIAL MOVEMENTS, AND CIVIL SOCIETY (1.0 Credit)**

*Juli Grigsby*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An exploration of ethnographic approaches to women's reproductive justice issues, as well as look at reproduction in the broader structural (socioeconomic and political) contexts in which it is situated. We will focus on specific topics such as abortion, contraception, sterilization, sexually transmitted diseases (STDs) and how these issues are connected to other social justice issues such as poverty, environmentalism, and welfare reform. Prerequisite(s): ANTH 103

### **ANTH H238 VISUALIZING BORDER/LANDS (1.0 Credit)**

*Elena Guzman*

**Division:** Social Science

**Domain(s):** A: Meaning, Interpretation (Texts)

This course attends to the visual representations of the border, including film and photography, but also text and sound. Students will engage in their own creative and visual representations around the theme of borders for the final course assignment.

(Offered: Fall 2020)

### **ANTH H245 ETHNOGRAPHIES OF AFRICA: CULTURE, POWER AND IDENTITY (1.0 Credit)**

*Zolani Ngwane*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course is a historical overview of some classic and contemporary ethnographic studies of Africa. The course focuses on the contribution of social anthropology to our understanding of the history and socio-cultural identities and practices of the people of Africa. Crosslisted: Anthropology, Africana Studies  
(Offered: Spring 2021)

### **ANTH H262 AFTER THE SUNSET: LESSONS IN TRANSITION TO PEACE - THE SOUTH AFRICAN EXAMPLE (1.0 Credit)**

*Zolani Ngwane*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course will give students an opportunity to engage with issues, theories and methodologies of nonviolent and violent struggles, peace negotiations, transitional justice, post conflict reconstruction and peacebuilding by looking at South Africa as a case study. It will also look at the role played by Quakers in ending the conflict and supporting a negotiated process.

### **ANTH H311 ANTHROPOLOGY OF VIOLENCE AND THE BODY (1.0 Credit)**

*Juli Grigsby*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination on how violence, in its alternate forms, impacts identity formation by inscribing race, gender and sexuality onto the body at multiple social and cultural junctures. One of the primary objectives of the course is to theoretically engage with the relationship between the body, identity, and state, structural and symbolic violence. Prerequisite(s): ANTH 103 or instructor consent  
(Offered: Fall 2020)

### **Fine Arts Courses**

#### **ARTS H217 THE HISTORY OF AFRICAN-AMERICAN ART FROM 1619 TO THE PRESENT (1.0 Credit)**

*William Williams*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

A survey course documenting and interpreting the development and history of African-American Art from 1619 to present day. Representative

works from the art and rare book collections will supplement course readings.

### Comparative Literature Courses

#### COML H233 TOPICS IN CARIBBEAN LITERATURE: A NEW WAVE (1.0 Credit)

*Asali Solomon*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course will focus on authors of the Caribbean and its diaspora, engaging fiction, theory, memoir, poetry and drama from the mid-twentieth century through the present. Core themes will include migration, class, colonialism, racial identity, gender and sexuality. Crosslisted: English, Africana Studies

#### COML H255 CINEMA FRANÇAIS/FRACOPHONE ET COLONIALISME (1.0 Credit)

*Koffi Anyinefa*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

#### COML H312A ADVANCED TOPICS IN FRENCH LITERATURE: L'ÉDUCATION ET SES SUJETS DE LA RENAISSANCE AUX LUMIÈRES (1.0 Credit)

*David Sedley*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

The goal of this course is to put modern theories and practices of education into historical perspective by looking at some of their early-modern French and European counterparts. We will focus on how a cluster of its 'subjects'—both things that are studied and people who study them—developed into fixtures of modern education. These educational subjects include inclusivity, civility, technology, essays, literature, images, theater, and algorithms. We will read early-modern authors such as Rabelais, Montaigne, Marie de Gournay, Elisabeth de Bohème, Poullain de la Barre, Racine, and Rousseau. We will also read selections from recent pedagogical theory in order to see whether and how they reflect, reform, or reject early-modern ideas. Crosslisted: FREN and COML

**(Offered:** Fall 2020)

### English Courses

#### ENGL H233 TOPICS IN CARIBBEAN LITERATURE: A NEW WAVE (1.0 Credit)

*Asali Solomon*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course will focus on authors of the Caribbean and its diaspora, engaging fiction, theory, memoir, poetry and drama from the mid-twentieth century through the present. Core themes will include

migration, class, colonialism, racial identity, gender and sexuality. Crosslisted: English, Africana Studies

#### ENGL H265 AFRICAN AMERICAN LITERATURE: BLACK HORROR (1.0 Credit)

*Asali Solomon*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course is an examination of literary and artistic horror by black artists. We will articulate the artistic genre of horror and its tendencies, with a particular focus on representations of racial Otherness and racism. We will also consider particular affinities between horror and modes such as black literary realism and naturalism, attentive to moments which collapse a fear of blackness and the terror associated with being black in America. We will study the work of authors and other artists, including Charles Chestnutt, Gwendolyn Brooks, Chester Himes, Edward P. Jones, Chesya Burke, Nalo Hopkinson, Tanananrive Due, The Geto Boys, Snoop Dogg, Childish Gambino and Jordan Peele. We will also consider white American literary representations of racial otherness and horror in the works of authors such as Edgar Allan Poe and Flannery O'Connor, as well as the 1968 George Romero film "Night of the Living Dead."

**(Offered:** Fall 2020)

#### ENGL H270 PORTRAITS IN BLACK: THE INFLUENCE OF AN EMERGENT AFRICAN-AMERICAN CULTURE (1.0 Credit)

*Christina Zwarg*

**Division:** Humanities

Tools of literary history used to examine the influence of African-American culture in the United States. Focus on the literary events of the nineteenth and early twentieth century. Emphasis on the authority of African-American culture for U.S. fictions of democracy.

**(Offered:** Spring 2021)

#### ENGL H278 CONTEMPORARY WOMEN WRITERS (1.0 Credit)

*Sarah Watson*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

Readings in novels, short fiction, poetry, and some non-fictional prose by contemporary women writers. A study of the interrelations between literature written by female authors and the questions, concerns, and debates that characterize contemporary feminsit theory. Readings in Moore, Jordan, Gaitskill, Barry, Rankine, Parks, Ng, Morrison, etc.

**ENGL H361 TOPICS AFRICAN-AMERICAN LIT: THE NEW BLACK ARTS MOVEMENT, EXPRESSIVE CULTURE AFTER NATIONALISM (1.0 Credit)**

*Staff*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course will begin with an exploration of the literary achievement of the Black Arts Movement of the late 1960s and early 1970s, engaging with its political and cultural context. We will then move into contemporary fiction, poetry, nonfiction, theory and popular culture, articulating the relationship between mainstream artists of the late 20th and 21st century and the ideals of BAM. Prerequisite(s): Two 200-level English courses or instructor consent  
(**Offered:** Spring 2021)

**ENGL H363 TOPICS IN AMERICAN LITERATURE: TRAUMA AND ITS OTHERS (1.0 Credit)**

*Christina Zwart*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course will expose students to recent trauma theory and the segregated traditions of literary history. Thinking about trauma theory before and after Freud, we will look again at authors attempting to bring together (and sometimes keep apart) cultural traditions irrupting into literary form from the late 18th to the early 20th century. We will also explore how forms of satire, comedy, and humor cross wires with traumatic experience. The role of heightened emotional states, including fugue or hypnotic experiences, and the shifting currency of the words 'terror,' 'freedom,' and 'shock' will be part of our focus. Prerequisite(s): two 200-level English courses or instructor consent  
(**Offered:** Fall 2020)

**ENGL H364 JOHN BROWN'S BODY: VIOLENCE, NATURAL FANTASY, AND BODIES THAT MATTER (1.0 Credit)**

*Christina Zwart*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course will use the spectacular life and death of John Brown to examine a common set of interests in a diverse set of texts produced across two centuries. These interests include terrorism and the place of violence in the cause of liberty, the relationship of aesthetic value to changing social and political claims, the role of race and gender in the construction of emancipatory rhetoric, and the role of that same rhetoric in the creation (or conservation) of a cultural and national sense of

history. Prerequisite(s): Two 200-level English courses or instructor consent.

**Environmental Studies Courses**

**ENVS H312 BLACK & ASIAN FOODWAYS: AN EXPLORATION (1.0 Credit)**

*Talia Young*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World; C: Physical and Natural Processes

This course will examine environmental and social histories of Black and Asian foods and cuisines in the US, including an introduction to environmental food studies, US Black and Asian migration histories, conflict, and solidarity, and case studies of specific foods. Prerequisite(s): ENVS 101 and at least one of ENVS 201-204; or permission of instructor  
(**Offered:** Fall 2020)

**French and French Studies Courses**

**FREN H255 CINÉMA FRANÇAIS/FRANCOPHONE ET COLONIALISME (1.0 Credit)**

*Koffi Anyinefa*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)  
Cross-listed in Comparative Literature. A study of French and Francophone films dealing with the colonial and post-colonial experience. Humanities (HU).

**FREN H312A ADVANCED TOPICS IN FRENCH LITERATURE: L'ÉDUCATION ET SES SUJETS DE LA RENAISSANCE AUX LUMIÈRES (1.0 Credit)**

*David Sedley*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)  
The goal of this course is to put modern theories and practices of education into historical perspective by looking at some of their early-modern French and European counterparts. We will focus on how a cluster of its 'subjects'—both things that are studied and people who study them—developed into fixtures of modern education. These educational subjects include inclusivity, civility, technology, essays, literature, images, theater, and algorithms. We will read early-modern authors such as Rabelais, Montaigne, Marie de Gournay, Elisabeth de Bohème, Poullain de la Barre, Racine, and Rousseau. We will also read selections from recent pedagogical theory in order to see whether and how they reflect, reform, or reject early-modern ideas. Crosslisted: FREN and COML

(**Offered:** Fall 2020)

## German Courses

### **GERM H220B GERMAN COLONIAL HISTORY IN AFRICA & AFRO-GERMANS/EUROPEANS (1.0 Credit)**

*Imke Brust*

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course will provide a historical overview of German colonial history in Africa, and critically engage with its origins, processes, and outcomes. We will first scrutinize colonial efforts by individual German states before the first unification of Germany in 1871, and then investigate the colonialism of Imperial Germany. In particular, we will focus on the time after the 1884/1885 Berlin Conference that sought to regulate the so-called "Scramble for Africa". In addition, we will also familiarize ourselves with the presence of Afro-Germans and Afro-Europeans, and how their perception, reception, and representation changed over time. Furthermore, we will briefly touch on contemporary relations between Germany / Europe and Africa. Our discussions will explore issues of race and gender and draw on a variety of different materials such as historical, political, economic, medical, sociological, and literary texts and visual media.

## History Courses

### **HIST H114 ORIGINS OF THE GLOBAL SOUTH (1.0 Credit)**

*James Krippner*

**Division:** Social Science

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course provides a boldly revisionist perspective on the emergence of our contemporary world. Though rooted in the social and cultural transformations of the late medieval and early modern eras, course materials and class discussions will range from the ancient past into our twenty first century present. As we pursue a common human history, we shall consider diverse local trajectories as well as shared trans-regional experiences, and examine them in a manner suggestive of possible futures. During the first half of the semester, we will analyze Asia, Africa and the Americas prior to the emergence of Iberian (Portuguese and Spanish) colonialism. In the second half of the semester we will assess the increasingly interconnected world negotiated in the centuries after 1492, a useful though controversial date signifying the beginnings of a truly global history.

### **HIST H310 POLITICAL TECHNOLOGIES OF RACE AND THE BODY (1.0 Credit)**

*Andrew Friedman*

**Division:** Social Science

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course examines the technologies, ideologies, and material strategies that have created and specified human beings as racialized and gendered subjects in the U.S. Readings cover biopolitics, disability studies, material culture, histories of disease, medicine, violence and industrialization. In our discussions and research, we will aim to decode the production of 'reality' at its most basic and molecular level. Crosslisted: History, Health Studies  
**(Offered: Fall 2020)**

## Health Studies Courses

### **HLTH H305 THE LOGIC AND POLITICS OF GLOBAL HEALTH (1.0 Credit)**

*Anna West*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course engages critically with changing intervention paradigms in global health from the late colonial period to the present. Topics include colonial and missionary medicine; sanitation and segregation; medicalization of reproduction; eradication campaigns; family planning; labor hierarchies; postcolonial technoscience; medical research. Prerequisite(s): HLTH 115 OR at least one course in anthropology or history OR permission of the instructor  
**(Offered: Fall 2020)**

### **HLTH H310 POLITICAL TECHNOLOGIES OF RACE AND THE BODY (1.0 Credit)**

*Andrew Friedman*

**Division:** Social Science

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course examines the technologies, ideologies, and material strategies that have created and specified human beings as racialized and gendered subjects in the U.S. Readings cover biopolitics, disability studies, material culture, histories of disease, medicine, violence and industrialization. In our discussions and research, we will aim to decode the production of 'reality' at its most basic and molecular level. Crosslisted: History, Health Studies  
**(Offered: Fall 2020)**

## Music Courses

### **MUSC H127 LISTENING TO JAZZ (1.0 Credit)**

*Richard Freedman*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

A study of jazz and its cultural meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of

musical performance. Critical methodologies are also explored, especially recent writings on art and society, identity and difference, and acculturation and change.

(Offered: Spring 2021)

### Philosophy Courses

#### **PHIL H372 TOPICS IN PHILOSOPHY: PHILOSOPHY AND INTERSECTIONALITY (1.0 Credit)**

*Qrescent Mali Mason*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course will attempt to determine how and to what extent intersectionality may fit into the discipline of philosophy. Focusing on the ethical dimensions of the concept, we will determine the conceptual difficulties philosophy brings to bear on intersectionality. Prerequisite(s): 200 level Philosophy course or Instructor's Approval

### Political Science Courses

#### **POLS H235 AFRICAN POLITICS (1.0 Credit)**

*Susanna Wing*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

Analysis of political change in Africa from the colonial period to contemporary politics. Selected case studies will be used to address central themes including democracy, human rights, gender, interstate relations, economic development, and globalization. Prerequisite(s): one course in political science or consent of the instructor.

(Offered: Fall 2020)

#### **POLS H283 AFRICAN POLITICS AND LITERATURE (1.0 Credit)**

*Susanna Wing*

**Division:** Social Science

The study of politics in Africa through African literature. We explore themes including colonial legacies, gender, race and ethnicity, religion and political transition as they are discussed in African literature. Prerequisite(s): One previous course in political science or instructor consent

#### **POLS H289 REFUGEES AND FORCED MIGRANTS (1.0 Credit)**

*Anita Isaacs*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

Examines the causes and rights of forced migrants and refugees along with the responses and responsibilities of the international community. Focus on Mexico and Central America. Prerequisite(s): One political science course or instructor consent

(Offered: Spring 2021)

### Religion Courses

#### **RELG H155 THEMES IN THE ANTHROPOLOGY OF RELIGION: RITUAL (1.0 Credit)**

*Zolani Ngwane*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

What is it that rituals actually do? Are they enactments (affirmations) of collective ideals or are they arguments about these? Are they media for political action or are they expressions of teleological phenomena? The course is a comparative study of ritual and its place in religious practice and political argumentation. Concrete case studies will include an initiation ritual in South Africa, the Communion Sacrament in Christianity, a Holocaust commemorative site in Auschwitz, and the cult of spirit-possession in Niger. Cross-listed: Anthropology, Religion

(Offered: Spring 2021)

#### **RELG H230 RELIGION AND BLACK FREEDOM STRUGGLE (1.0 Credit)**

*Terrance Wiley*

**Division:** Humanities

This course will examine the background for and the key events, figures, philosophies, tactics, and consequences of the modern black freedom struggle in United States. The period from 1955-1965 will receive special attention, but the roots of the freedom struggle and the effect on recent American political, social, and cultural history will also be considered.

#### **RELG H242 TOPICS IN RELIGION AND INTELLECTUAL HISTORY: THE RELIGIOUS WRITINGS OF JAMES BALDWIN (1.0 Credit)**

*Terrance Wiley*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

An investigation of various traditions of the black religious experience from slavery to the present. Religious traditions examined within the course may include slave religion, black Christianity, Gullah religion, Santeria and Islam. The relationship of these religious traditions to American social history as well as how they adapted over space and time will also be explored.

(Offered: Fall 2020)

#### **RELG H254 RAP AND RELIGION: RHYMES ABOUT GOD AND THE GOOD (1.0 Credit)**

*Terrance Wiley*

**Division:** Humanities

We will explore the origins, existential, and ethical dimensions of Rhythm and Poetry (RAP) music. Giving attention to RAP songs written and produced by African American artists, including Tupac, Nas,

Jay-Z, The Roots, Lauryn Hill, and Kanye West, we will analyze their work with an interest in understanding a) the conceptions of God and the good reflected in them, b) how these conceptions connect to and reflect African American social and cultural practices, and c) how the conceptions under consideration change over time.

**(Offered:** Spring 2021)

**RELG H319 BLACK QUEER SAINTS: SEX, GENDER, RACE, CLASS AND THE QUEST FOR LIBERATION (1.0 Credit)**

*Terrance Wiley*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Drawing on fiction, biography, critical theory, film, essays, and memoirs, participants will explore how certain African American artists, activists, and religionists have resisted, represented, and reinterpreted sex, sexuality, and gender norms in the context of capitalist, white supremacist, male supremacist, and heteronormative cultures.

Crosslisted: Africana Studies, Religion Prerequisite(s): 200-level Humanities course, or instructor consent

**Sociology Courses**

**SOCL H228 RACE AND ETHNIC RELATIONS (1.0 Credit)**

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of race and ethnicity as dynamic social and political constructs that evolve, and how they relate to economic and political hierarchies within U.S. society. Prerequisite(s): One semester of Sociology 155, or permission of instructor

**Spanish Courses**

**SPAN H308 BLACKNESS IN LATIN AMERICA (1.0 Credit)**

*Lina Martinez Hernandez*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course offers a historical and cultural approach to blackness in Latin America. Understood as an epistemological discourse and as embodied practices, blackness has been at the center of Latin American identity since colonial times. Taught in Spanish. Prerequisite(s): 200 level Spanish course

**SPAN H340 THE MOOR IN SPANISH LITERATURE / EL MORO EN LA LITERATURA (1.0 Credit)**

*Luis Rodriguez-Rincon*

**Division:** Humanities

This course examines cultural production in the frontier cultures of medieval Iberia against a

background of collaboration and violence among Islamic, Christian, and Jewish communities. Topics include the Christian Reconquista; the construction of Spanishness as race and nation in the context of the first global empire; idealization of Moors in narrative and material culture; Moors and Jews in the discourses of gender and sexuality; internal colonialism and Morisco resistance; perceptions of Spain as exotic or abject other in the Northern European or US imaginary; contemporary African migrations and the “return of the repressed” of imperial Spain. This class is conducted in Spanish. **(Offered:** Spring 2021)

**Visual Studies Courses**

**VIST H214 MODERN ART - AFRICA AND EUROPE (1.0 Credit)**

*Imani Roach*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course focuses on encounters between the cultures of Africa and Europe, from the 17th through the mid-20th centuries, and on the resulting visual practices that emerged on both continents.

Prerequisite(s): sat least one Visual Studies course at the 100 or 200 level or permission from instructor **(Offered:** Fall 2020)

**VIST H306 HARLEM WORLD: GLOBAL BLACKNESS IN THE 20TH CENTURY (1.0 Credit)**

*Imani Roach*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course traces the lasting global impact of the Harlem Renaissance. Drawing upon poetry, music, visual art, and political philosophy, we will examine the movement’s complex treatment of Africa and consider the precedent it set in imagining black identity throughout the diaspora.

**(Offered:** Fall 2020)

**VIST H315 BLACK PERFORMANCE THEORY (1.0 Credit)**

*Christina Knight*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

An interdisciplinary visual studies examination of how black performance reflects and shapes subject formation in America as well as the diaspora. Readings include live and recorded performances as well as historical and theoretical secondary sources.

Prerequisite(s): 100 or 200-level course in either Africana Studies or Gender and Sexuality Studies or permission from the instructor.

**Writing Program Courses**

**WRPR H116 BLACK PHILADELPHIA (1.0 Credit)**

*Tajah Ebram*



**Division:** First Year Writing

This course will engage cultural products by Black writers, artists and activists who explore the racial and spatial politics of Black life in Philadelphia since the dawn of the 20th century. Open only to first-year students as assigned by the Director of College Writing.

**(Offered:** Fall 2020)

**WRPR H127 LISTENING TO JAZZ (1.0 Credit)**

*Richard Freedman*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

A study of jazz and its cultural meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance. Critical methodologies are also explored, especially recent writings on art and society, identity and difference, and acculturation and change.

**(Offered:** Spring 2021)

**Courses at Bryn Mawr****Classical and Near Eastern Archaeology Courses****ARCH B101 INTRODUCTION TO EGYPTIAN AND NEAR EASTERN ARCHAEOLOGY (1.0 Credit)**

*Jennie Bradbury*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

A historical survey of the archaeology and art of the ancient Near East and Egypt.

**Dance - Arts Program Courses****ARTD B138 HIP HOP LINEAGES (0.5 Credit)**

*Lela Aisha Jones, Melanie Cotton*

**Division:** Humanities

**Domain(s):** A: Creative Expression

Hip Hop Lineages is a team-taught practice-based course, exploring the embodied foundations of Hip Hop and its expression as a global phenomenon.

Offered on a credit / no-credit basis only.

**(Offered:** Fall 2020)

**ARTD B267 DIASPORIC BODIES, CONTINUOUS REVIVALS (1.0 Credit)**

*Lela Aisha Jones*

**Division:** Humanities

**Domain(s):** A: Creative Expression

This dance theory, writing, and practice course takes marronage—the act of escaping from slavery in the Americas to create autonomous communities—as its model. It views Black and African diasporic movement cultures and artistic practices as forms of contemporary marronage, providing spaces of embodied activism, release, restoration, and revival.

Students will engage the body as an individual, intimate maroon site and cultivate the embodied collective spaces that counter oppressive systems. By connecting theory and practice, students will build individual and collective consciousness through the resources of narrative, memoir, and nostalgia intertwined with guided movement sessions. We will also utilize creative writing, film, and visual arts as components that enhance potential for deeper embodied engagement. This course is writing attentive and has required movement assignments/presentations. A previous dance studies course or a course in a relevant discipline such as anthropology, sociology, or history is strongly recommended but not required. No dance experience is necessary, but a willingness to move and create is essential.

**ARTD B270 DIASPORIC BODIES, CITIZENSHIP, AND DANCE (1.0 Credit)**

*Lela Aisha Jones*

Take a journey through citizenship, belonging and revolutions, guided by the lived experiences of prominent teachers, choreographers, and performers of traditional and contemporary dances of Black and African descent. Our theory and practice frameworks are grounded in women and LGBTQ+ scholars and dance artists navigating diasporic blackness, citizenship, and nationhood. We will centralize the notion that, Black Life is Tied to All Life, investigating the significance of developing philosophies and practices of integrity, as well as boundary-breaking transformations when traversing dance/movement as a nomadic practice in a globalized world. Dance/movement experience is not a prerequisite, although this is a dance/movement and writing attentive course.

**(Offered:** Fall 2020)

**ARTD B348 DANCE ENSEMBLE: AFRICAN DANCE FORMS (0.5 Credit)**

*Staff*

**Division:** Humanities

**Domain(s):** A: Creative Expression

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance.

Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full

semester and be available for rehearsal week and performances in the Spring Dance Concert.  
(**Offered:** Spring 2021)

### **Classical Studies Courses**

#### **CSTS B108 ROMAN AFRICA (1.0 Credit)**

*Catherine Conybeare*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

In 146 BCE, Rome conquered and destroyed the North African city of Carthage, which had been its arch-enemy for generations, and occupied many of the Carthaginian settlements in North Africa. But by the second and third centuries CE, North Africa was one of the most prosperous and cultured areas of the Roman Empire, and Carthage (near modern Tunis) was one of the busiest ports in the Mediterranean. This course will trace the relations between Rome and Carthage, looking at the history of their mutual enmity, the extraordinary rise to prosperity of Roman North Africa, and the continued importance of the region even after the Vandal invasions of the fifth century.

### **Education Courses**

#### **EDUC B200 COMMUNITY LEARNING COLLABORATIVE: PRACTICING PARTNERSHIP (1.0 Credit)**

*Alice Lesnick*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of 'doing school'. In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

(**Offered:** Spring 2021)

#### **EDUC B260 RECONCEPTUALIZING POWER IN EDUCATION (1.0 Credit)**

*Chanelle Wilson*

The systematic critical exploration of the influence of power in education requires attention and reconceptualization; this course investigates the following question: how can power be redistributed to ensure equitable educational outcomes? We will examine the production of transformative knowledge, arguing the necessity for including

creativity and multi-disciplinary collaboration in contemporary societies. Supporting students' pursuit of a politics of resistance, subversion, and transformation will allow for the rethinking of traditional education. We will also center the intersections between race, class, gender, sexuality, language, religion, citizenship status, and geographic region, assessing their impact on teaching and learning. Weekly fieldwork required.

#### **EDUC B266 CRITICAL ISSUES IN URBAN EDUCATION (1.0 Credit)**

*Staff*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Weekly fieldwork in a school required.

(**Offered:** Spring 2021)

#### **EDUC B282 ABOLITIONIST TEACHING FOR EDUCATION REVOLUTION (1.0 Credit)**

*Chanelle Wilson*

This course will focus on the development of a critical consciousness, utilizing abolitionist teaching pedagogy and culturally responsive pedagogy, as tools for social transformation and resistance. Postcolonial Theory and Critical Race Theory will be utilized as lenses for understanding the impact of white supremacy in deeply rooted institutions. Formal schooling is often perceived as a positive vestige of colonization, yet traditional practices often continue a legacy of oppression, in different forms. Postcolonial Theory provides a variety of methodological tools for the analysis of education and culture that are especially relevant in the age of globalization, necessitating the reconceptualization of citizenship. Critical Race Theory offers a set of tenets that can be used to contextualize subjugation and implement practices that amplify the voices of the marginalized. Afrocentrism and Critical Black Feminism inform a revolutionized education, which can, and should, support students' pursuit of a politics of resistance, subversion, and transformation. Students will engage with novels, documentaries, historical texts, and scholarly documents to explore US education as a case study. Experiential trips to Afrocentric and non-traditional educational spaces add depth to our work. In this course, we will consider the productive tensions between an explicit commitment to ideas of emancipation and progress, and the postcolonial

concepts and paradigms which impact what is created in the achievement of education revolution. (Offered: Fall 2020)

### English Courses

#### **ENGL B216 NARRATIVITY AND HIP HOP (1.0 Credit)**

*Mecca Sullivan*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip-hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from the late 1970s to the current moment. Reading these texts alongside short fiction by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Victor LaValle, Kiese Laymon, Ivelisse Rodriguez, Regina Bradley and others, we will consider how themes of socioeconomic mobility, gender and sexuality, queer and feminist critique, and intersectional political engagement animate artists' narrative and poetic strategies across genre and media. Written work will include regular in-class presentations, short creative assignments, three short papers, and a final project. As a part of the Philly program, the course will take place in Center City, Philadelphia. Along with course readings, we will engage directly with writers, artists, and events that help shape Philadelphia's vibrant hip-hop and literature scene. For additional information see the program's website <https://www.brynmawr.edu/philly-program>

#### **ENGL B217 NARRATIVES OF LATINIDAD (1.0 Credit)**

*Jennifer Harford Vargas*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

(Offered: Spring 2021)

#### **ENGL B236 LATINA/O CULTURE AND THE ART OF MIGRATION (1.0 Credit)**

*Jennifer Harford Vargas*

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

#### **ENGL B262 SURVEY IN AFRICAN AMERICAN LITERATURE (1.0 Credit)**

*Linda-Susan Beard*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

English 262 is a topics course that allows for multiple themes to be taught. Each topic will have its own description and students may enroll for credit in the course as long as the topics vary.

#### **ENGL B271 TRANSATLANTIC CHILDHOODS IN THE 19TH CENTURY (1.0 Credit)**

*Chloe Flower*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This class explores what we can see anew when we juxtapose American and British experiences of, and responses to, emergent ideas and ideals of childhood in the child-obsessed nineteenth century. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès called the 'invention of childhood,' we'll explore the ways in which children came to be defined between 1800 and 1900, in relation to such categories as law, labor, education, sex, play, and psychology, through examinations of both 'literary' works and texts and artifacts from a range of other discourses and spheres. We'll move between American and British examples, aiming to track the commonalities at work in the two nations and the effects of marked

structural differences. Here we'll be especially attentive to chattel slavery in the U.S., and to the relations, and non-relations, between the racialized notions of childhood produced in this country and those which arise out of Britain's sharply stratified class landscape. If race and class are produced differently, we'll also consider the degree to which British and American histories and representations of boyhood and girlhood converge and diverge across the period. We'll close with reflections on the ways in which a range of literary genres on the cusp of modernism form themselves in and through the new discourses of childhood and evolving figures of the child.

### **ENGL B320 BLACK FEMINIST LITERATURE (1.0 Credit)**

*Mecca Sullivan*

**Division:** Humanities

This course explores contemporary black feminist literature and culture on a transnational stage. We will consider the works of prominent, emerging, and underexplored black feminist writers from various African diaspora locations, including South Africa, West Africa, Europe, North America, and the Caribbean. How do these writers engage with key currents in global black feminist politics, including understandings of gender, sexuality, class, nationality and colonialism? How do they complicate these discussions in their work? We will ground our exploration in close study of black feminist poetics—the specific formal and creative choices that black feminist poets, fiction writers, visual artists, hip hop artists, webseries producers and others use to examine gender and sexuality in their art. Paying particular attention to the work of queer and LGBTI+ (Lesbian, Gay, Bisexual, Trans\* and Intersex) artists, we will consider the various meanings of terms such as “black,” “feminist,” and “queer” in various parts of the African Diaspora. Our work will emphasize close analysis of black feminist writers’ works, as well as collaborative exercises and invited in-class discussions with several contemporary black diasporic feminist artists themselves. Requirements include two short papers, regular response papers, and a final project.

### **ENGL B363 TONI MORRISON AND THE ART OF NARRATIVE CONJURE (1.0 Credit)**

*Linda-Susan Beard*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

A comprehensive study of Morrison’s narrative experiments in fiction, this course traces her entire oeuvre from “Recitatif” to *God Help the Child*. We read the works in publication order with three main foci: Morrison-as-epistemologist questioning what it is that constitutes knowing and being

known, Morrison-as-revisionary-teacher-of-reading-strategies, and Morrison in intertextual dialogue with several oral and literary traditions. In addition to critical essays, students complete a “Pilate Project” – a creative response to the works under study.

### **French and French Studies Courses**

#### **FREN B208 VISIBLE MINORITIES: DIVERSITY IN CONTEMPORARY FRENCH CINEMA (1.0 Credit)**

*Julien Suaudeau*

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white filmmakers for a white audience. Since the 1980's and the 1990's, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors, but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still ‘us against them’, or has the new generation of French filmmakers found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis, from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. Open to non-majors. There will be a weekly screening on Sunday, 7:00pm-9:00pm.

### **History of Art Courses**

#### **HART B279 EXHIBITING AFRICA: ART, ARTIFACT AND NEW ARTICULATIONS (1.0 Credit)**

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans reveals that exhibitions—both museum exhibitions and “living” World’s Fair exhibitions— has long been deeply embedded in politics, including the persistent “othering” of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities.

#### **HART B326 SPECIAL TOPICS IN ART OF THE BLACK ATLANTIC (1.0 Credit)**

This is a topics course. Course content varies.

(Offered: Spring 2021)

### History Courses

#### **HIST B102 INTRODUCTION TO AFRICAN CIVILIZATIONS (1.0 Credit)**

*Kalala Ngalamulume*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

(Offered: Fall 2020)

#### **HIST B156 THE LONG 1960'S (1.0 Credit)**

*Sharon Ullman*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society.

(Offered: Spring 2021)

#### **HIST B212 PIRATES, TRAVELERS, AND NATURAL HISTORIANS: 1492-1750 (1.0 Credit)**

*Ignacio Gallup-Diaz*

**Division:** Social Science

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism.

(Offered: Fall 2020)

#### **HIST B237 THEMES IN MODERN AFRICAN HISTORY (1.0 Credit)**

*Kalala Ngalamulume*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This is a topics course. Course content varies

#### **HIST B243 TOPICS: ATLANTIC CULTURES (1.0 Credit)**

*Ignacio Gallup-Diaz*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This is a topics course. Course content varies.

(Offered: Fall 2020)

#### **HIST B337 TOPICS IN AFRICAN HISTORY (1.0 Credit)**

*Kalala Ngalamulume*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This is a topics course. Topics vary.

(Offered: Fall 2020)

### Health Studies Courses

#### **HLTH B115 INTRODUCTION TO HEALTH STUDIES (1.0 Credit)**

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

The multidisciplinary foundation for the health studies minor. Students will be introduced to theories and methods from the life sciences, social sciences, and humanities and will learn to apply them to problems of health and illness. Topics include epidemiological, public health, and biomedical perspectives on health and disease; social, behavioral, and environmental determinants of health; globalization of health issues; cultural representations of illness; health inequalities, social justice, and health as a human right.

(Offered: Fall 2020)

### Italian and Italian Studies Courses

#### **ITAL B213 THEORY IN PRACTICE: CRITICAL DISCOURSES IN THE HUMANITIES (1.0 Credit)**

*Alessandro Giammei*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race&ethnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to

apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

**ITAL B312 BLACK, QUEER, JEWISH ITALY (1.0 Credit)**

*Alessandro Giammei*

This seminar approaches the two most studied phases of Italian history, the Renaissance and the 20th century, by placing what we call ‘otherness’ at the center of the picture rather than at its supposed margins. The main aim is to challenge traditional accounts of Italian culture, and to look at pivotal events and phenomena (the rise of Humanism, the rise of fascism, courtly culture, the two World Wars, 16th century art, futurism) from the point of view of black, queer, and Jewish protagonists, authors, and fictional characters. Our theoretical bedrock will be offered by modern and contemporary thinkers such as Fred Moten, Antonio Gramsci, Edie Segdwick, and Hannah Arendt. Our primary sources will come from cultural epicenters of Renaissance, Baroque, and late Modern Italy, such as Leo X papal court, fascist Ferrara, 17th century Venice, and colonial Libya. In class, we will adopt a trans-historical, intersectional, and interdisciplinary perspective inspired by Fred Moten’s work, which will serve as the poetic common ground for our investigations. Themes and issues will be analyzed at the crossing of the two historical phases and of the three topics in exam, and the material will include historical and theoretical analyses, narrative texts, poems, films, and visual art. The course is taught in English. No previous knowledge of Italian is required, as readings will be in English translation. An additional hour in Italian will be offered for departmental credits. Students taking the course for departmental credit will also read part of the readings in the original language, and produce three short response-papers in Italian in lieu of the Midterm.

**(Offered:** Fall 2020)

**Sociology Courses**

**SOCL B225 WOMEN IN SOCIETY (1.0 Credit)**

*Veronica Montes*

**Division:** Social Science

In 2015, the world’s female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South – those countries known previously as developing countries. Although women outnumber their male counterparts in

many Global South countries, however, these women endure difficulties that have worsened rather than improving. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North’s population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the “Western-centric/ Christian-centric capitalist/patriarchal modern/ colonial world-system” (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course’s final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa. **(Offered:** Spring 2021)

**SOCL B229 BLACK AMERICA IN SOCIOLOGICAL PERSPECTIVE (1.0 Credit)**

*Robert Washington*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and

unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics. Prerequisite: at least one additional sociology course or permission of instructor. Course is not available to freshmen.

**SOCL B257 MARGINALS AND OUTSIDERS: THE SOCIOLOGY OF DEVIANCE (1.0 Credit)**

*Robert Washington*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of non-normative and criminal behavior viewed from the standpoint of different theoretical perspectives on deviance (e.g., social strain, anomie, functionalism, social disorganization, symbolic interaction, and Marxism) with particular emphasis on social construction and labeling perspectives; and the role of subcultures, social movements and social conflicts in changing the normative boundaries of society. Topics include robbery, homicide, Black inner city violence, sexual deviance, prostitution, white collar crime, drug addiction and mental disorders.

**SOCL B276 MAKING SENSE OF RACE (1.0 Credit)**

*Piper Sledge*

What is the meaning of race in contemporary US and global society? How are these meanings (re)produced, resisted, and refused? What meanings might we desire or imagine as alternatives? In this course, we will approach these questions through an array of sources while tracking our own thinking about and experiences of raced-ness. Course material will survey sociological notions of the social construction of race, empirical studies of lived experiences of race, and creative fiction and non-fiction material intended to catalyze thinking about alternative possibilities.

**(Offered:** Fall 2020)

**SOCL B278 GENDER, RACE, AND HEALTH IN GLOBAL PERSPECTIVE (1.0 Credit)**

*Piper Sledge*

This course explores the ways in which ideas about gender, race, and health are mutually constitutive. That is, how do medical and biological sciences shape our understandings of gender, race, and other social categories and the bodies that inhabit them? How do our ideas about these categories influence our understanding of and collective reaction to major health debates? How might our approach to questions of health be better informed by contemporary theories of gender, race, and sexuality? Particular attention will be given to

human rights and social justice aspects of these relationships.

**(Offered:** Spring 2021)

**SOCL B322 THINKING WITH TRANS: THEORIZING RACE AND GENDER (1.0 Credit)**

*Piper Sledge*

In 2017, philosopher Rebecca Tuvel published an article in the journal *Hypatia* outlining an argument for the existence of transracialism. This article came on the tail end of a great deal of controversy about the outing of NAACP leader, Rachel Dolezal; a woman born to white parents who identifies as black. In this course we will examine the social construction of race and gender as well as critique the biological assumptions that underpin both social structures. We will explore the theoretical power and pitfalls of the terms “transgender” and “transracial”- the similarities, differences, and tensions inherent in questioning taken for granted social structures that are fundamental to social organization and personal identity. We will explore the theoretical context of the terms “transracial” and “transgender,” the various arguments for and against identity categories, and the lived experiences of individuals and groups who regularly transgress the boundaries of race and gender.

**(Offered:** Fall 2020)