AFAM111 Introduction to Critical Philosophy of Race
This first-year seminar course will examine contemporary figures in the emerging field of critical philosophy of race. We will attempt to examine what contributions (if any) the critical philosophy of race has provided not only to philosophy as a discipline, but also to more traditional and established modes of thinking race and racism. We will do so by exploring issues such as the differences between critical philosophy of race and critical race theory, the historical role of race and racism in philosophical thinking, and by attending to the major debates currently held in this emerging tradition.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL111
Prereq: None

AFAM115 Freedom School
From the point of view of the U.S. nation-state, education has always been a hegemonic means to control knowledge, to calibrate unequal forms of citizenship, and to promote the social reproduction of power. Yet as W.E.B. Du Bois wrote in 1903, "education among all kinds of men [sic] always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent. Nevertheless, men [sic] strive to know." Drawing inspiration from the 1964 Freedom School Curriculum and spanning from enslavement to emancipation to the long civil rights movement, this course explores how people of African descent in the United States, and black women in particular, have used education to empower themselves, produce social change, and redefine the terms under which change may occur.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Prereq: None

AFAM118 Ebony Tower: The Rise of Black Studies
This course will examine the emergence and development of black studies as a field of academic study. We will consider the historical origins and political implications of black studies and the appearance of courses, programs, and departments on college campuses around the country starting in 1968, paying attention to the involvement of black student protest and the engagement of black community organizations off campus; the impact of social movements for black power, Third World solidarity, and education reform; and the role of white overseers in the form of philanthropic organizations and college administrations. In addition, we will explore the relationship between institutionalized black studies units (courses, programs, and departments) and traditional academic fields and disciplines with respect to theory, methodology, pedagogy, and purpose to understand how and why black studies scholarship advances interpretations of American (or Western) history and culture that challenge and disrupt conventional narratives about those topics. Finally, we will consider the relationship between black studies and black communities, as well as off-campus efforts to research, teach, and learn about the black experience that coincided with the formalization of black studies in the academy.
Offering: Host
Grading: A-F
of an oddity within the Caribbean and the world. Branded the "nightmare republic" since it gained independence in 1804, in the public sphere Haiti remains conceptually incarcerated with clichés and stereotypes that obscure understanding of its complex role in global history. Attention will be paid to the 2010 earthquake, current conditions, and possible futures. Our ultimate aim is to explore the myriad possibilities of anthropological imagination.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH210
Prereq: None

AFAM202 Introduction to African American Literature
This course is a survey of the history and traditions of African American literature from its earliest origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced by people of African descent from the 18th to the 21st centuries. The courses will focus on the ways African Americans used literature to document their New World experiences, bear witness to enduring traditions, and shape American society. We will work with poetry, drama, short fiction, essays, and novels, alongside music and visual culture, as we explore African American literary and cultural aesthetics, African American literary history, and issues of class, gender, and place.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL240, AMST275
Prereq: None

AFAM203 African American History, 1444-1877
In 1619 Dutch traders arrived in Jamestown, Virginia with 19 captured Africans, the first slaves in what became the United States. By 1860, the eve of the Civil War, one in eight Americans was an enslaved person of African descent. This course introduces students to the first two and a half centuries of African American history, from the beginning of North American slavery to slavery¿s destruction and the resulting battles over African American freedom. We will explore how people of African descent have experienced and responded to slavery, colonialism, and cultural constructions of race, as well as analyzing African American-led struggles over freedom and citizenship in the context of the American Revolution, the Haitian Revolution, and the Civil War. Through a comparative framework, we will also consider the U.S. within international, even global, histories of race, slavery, and freedom.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AMST213
Prereq: None

AFAM204 Introduction to Modern African American History
This class will examine African American history from 1877 to the present. Central themes will include the post-Reconstruction period, Jim Crow, urbanization, migration, persistent institutionalized discrimination in education and the legal system, and key social justice movements such as the civil rights movement and black power.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM

Prereq: None

AFAM206 Introduction to African American Women's History
This course offers a solid foundation in the history of black women in the United States, from the 17th-century beginnings of North American slavery to the present. Using a broad range of primary and secondary sources, from writings by and about enslaved women to films and documentaries, we will examine the experiences, voices, and contributions of everyday black women as well as famous figures in African American women's history. Major questions of the course will include how black women forged political and social movements that transformed the United States, even as they faced the constraints of slavery, segregation, and gender-based exclusion. Students will practice reading, thinking, speaking, and writing critically about a range of historical sources and questions, with an aim of understanding how race, gender, class, legal status, and sexuality have intersected to shape the lives of African American women throughout U.S. history.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: FGSS206
Prereq: None

AFAM211 Critical Philosophy of Race
This course will examine contemporary figures in the emerging field of critical philosophy of race. We will attempt to examine what contributions (if any) the critical philosophy of race has provided not only to philosophy as a discipline, but also to more traditional and established modes of thinking race and racism. We will do so by exploring issues such as the differences between critical philosophy of race and critical race theory, the historical role of race and racism in philosophical thinking, and by attending to the major debates currently held in this emerging tradition.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL211
Prereq: None

AFAM212 Modern Africa
What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa's role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent. During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST212
Prereq: None
AFAM217 I Strike the Empire Back: Black Youth Culture in the Neoliberal Age
Using hip-hop as a lens to explore the development of diasporic black youth culture in the neoliberal age, this course considers the African American experience during the close of the 20th century and dawning of the 21st. Our investigation will be concerned with at least two things that we will examine in parallel throughout the semester. On one hand, we will dig deeply into the origins and evolution of hip-hop artistry—including visual art, dance, music, lyrics, and performance—and the impact of commercial forces on those forms. On the other hand, we will pay serious attention to the ascendance of neoliberal political ideology in the United States to understand the impact of those global economic and political realignments on the generation of black people who gave birth to or, later, inherited hip-hop. Of central importance will be the Nixon administration's adoption of a policy of benign neglect toward black communities living in the nation's crumbling cities; the replacement of the War on Poverty with the War on Drugs; the enactment of free trade policies that accelerated the deindustrialization of the African American economy and deepened the structural unemployment of black people in the United States; the militarization of municipal police forces; and the explosive growth of the carceral state.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, HA-AFAM
Prereq: None

AFAM218 African Politics
This course introduces students to contemporary African politics from the colonial period to the present. We analyze independence movements, the rise of authoritarianism, the challenges of economic development, violent conflict, and processes of democratization and nation-building that have shaped the lives of people across the continent. The course also examines persistent themes and theoretical debates including the role of ethnicity and gender, foreign aid, and new forms of protest politics in the social media age. By combining historical and thematic materials, students learn how varied country histories help explain current political institutions, levels of stability and economic opportunity, and modes of social and political participation.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: GOVT282
Prereq: None

AFAM219 African American Urban Politics, Economy, and Policy
This course provides an introduction to the political experience and public policies that have significantly shaped, and continue to shape, the social and political life of African Americans and the urban environment. Although the course will explore historical themes, it will be mostly contemporary in its temporal focus. Topics will include African American political thought, leadership, and black political economy as well as voting, participation, party politics, and elected office (i.e., legislative and executive). Additional topics include housing and labor markets, healthcare reform, and issues of gender, class, age, and sexual identity at the intersections of black politics. Finally, the class will explore the role of race and police relations.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AMST288

Prereq: None
AFAM222 Slavery and the Literary Imagination
Enslavement in America and the New World was inextricably linked to the written word. What, then, does it mean to write the story of enslavement, loss, forced migration, liberation, and restoration? How does one tell the story of enslavement when that effort depends on articulating the unspeakable? The works and writers examined in this course will prompt students to consider how one revisits history and what is required to imagine, write, and rewrite the stories and histories of people, places, and nations. We will discuss the ways in which specific literary forms enable, contain, and transform unwieldy, complicated, and stunning stories of enslavement, liberation, self-determination, activism, racialization, and nationhood. Our readings will include an array of well-known, understudied, and newly recovered primary works and materials by and about individuals such as William Wells Brown, Charles Chesnutt, Frederick Douglass, Briton Hammon, Jupiter Hammon, James Mars, Pauline Hopkins, Mattie Jackson, Mary Prince, Chloe Spear, and Phillips Wheatley. Additional primary materials will include writings published in 18th- and 19th-century newspapers such as the "Boston Weekly Newsletter," "The Connecticut Journal," "The Liberator," and "North Star.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL222, FGSS221
Prereq: None

AFAM223 20th-Century Franco-Caribbean Literature and the Search for Identity
This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL225, AMST226, FREN225, LAST220
Prereq: None

AFAM224 Afrofuturism
Mainstream readings of the African American literary and cultural canon have tended to emphasize texts with a social realist bent, those that present their audience with a supposedly "authentic" version of the African American experience. However, as cultural critic Greg Tate observes, 20th-century African American literary history includes "huge dollops of fantasy, horror, and science fiction" because, in his view, "Black people live the estrangement that science fiction writers imagine." While Tate's statement perhaps overly generalizes the black experience, there seems to be something to his notion that, in part because of the fact that they were forced to live an often "alienated" experience in America, there has always been a strong element of the speculative in black literary and cultural expression. This course traces this under-examined speculative strain in 20th/21st-century African American literature, music, film, and visual art, as black artists explore, or speculate, on the possibilities that imagining alternative realities and modes of living open up. The course will focus especially on speculative and Afrofuturist aesthetics as they manifest in hip hop music and culture. We will examine the ways that black artists have employed elements of the speculative genres in order to re-envision the African American past, present, and future—rendering versions of historical African American experience and subjectivity that
AFAM228 Health Inequities: African American Community
This course provides an overview of political, social, cultural, economic, and environmental barriers facing African American communities in the United States and their health effects. Topics include case studies of the impact of historical medical practices that have contributed to the mistrust between the American medical establishment and African American communities; a critical analysis of the larger structure's role in creating, sustaining, and maintaining current health inequities in communities of color; and an exploration of the link between healthy communities, distributive justice, and social justice.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Prereq: None

AFAM231 African American Social Thought
African Americans have preserved a rich chronicle of the experiences and views of people of African descent in the United States in writings of scholars, activists, and creative artists. These writings focus on racism and how it has structured identity, opportunities, and conflict. Contrary to images of a monolithic African American community, these writings reveal diversity, tension, and conflict. The course will focus on and explore the recurring and dominant themes in this rich corpus of African American social thought. Students will gain expertise in using specific resources and databases for African American-related research and also will begin to assess some of the ethical implications of arguments and positions regarding the history and status of African Americans. Finally, the course will address a range of key African American social thought concepts and interpretations with some consideration of formal frameworks, paradigms, and methods used to generate and assess credibility, veracity, and reasonableness of these ideas.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Prereq: None

AFAM232 Black and Indigenous Foundations of U.S. Society
The United States of America rests upon the historic dispossession of indigenous lands and the enslavement of bodies. Our course will chart how these two forces created enduring logics—elimination and alienation—that continue to structure U.S. society. Discussion topics will include whiteness, indigenous slavery, structural racism, settler colonialism, strategies of resistance, and alternative models of belonging and kinship.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Prereq: None

AFAM241 Ebony Singers: Gospel Music
This course will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics.)
Offering: Crosslisting
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-MUSC
Identical With: MUSC448
Prereq: None

AFAM243 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST247, ENGL243, LAST247
Prereq: None

AFAM244 Women Behaving Badly -Policing Race, Gender, and Deviance in History
This course focuses on "women behaving badly" in the late 19th and early 20th centuries in America. Students will explore the histories of female murderers and criminals as well as examine the experiences of women who transgressed racial, gendered, and sexual mores. Ultimately, we will investigate the tension between accepted social norms and the struggle for female autonomy.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: FGSS246
Prereq: None

AFAM245 Major Themes in Black Feminism
This course will explore critical issues and debates in black feminism from early feminist works to more contemporary writers and theorists. Fundamentally, the course will help students critically analyze feminist texts, paying attention to the ways that black feminism challenges and reflects mainstream social and political hierarchies. This course will also draw upon a range of texts including art, literature, poetry, film and music.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: FGSS247
Prereq: None

AFAM247 Contemporary African American Poetry and Its Pasts
In this course, students will engage African American poetry after 1960. Alongside gaining a thorough understanding of the currents of literary history from the civil rights movement through the age of Obama, students will gain an appreciation of what traditions contemporary poets engage. Using ANGLES OF ASCENT: A NORTON ANTHOLOGY OF CONTEMPORARY AFRICAN AMERICAN POETRY as the primary text for the course, students will be able to gain a comprehensive overview of the
rich literary moment of which they are a part. At the same time, students will explore the meaning of the anthology itself as a mechanism of canonmaking. How does being part of a canon affect the possibilities in one’s literary production? By engaging the traditions upon which contemporary African American poets build their own poetics, students will gain a deeper understanding of the poetry itself. In addition, students will read critical works by the poets as part of their course-work gaining insight into the poets’ creative processes. In addition to developing their critical voices through analytical papers, students will have a chance to develop their own poetics through a semester-long poetry collection assignment.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL238
Prereq: None

AFAM249 Sacred and Secular African American Musics
A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC269
Prereq: None

AFAM250 Performing "Africa" in Brazil
This course explores the construction, performance, and consumption of blackness in Brazil through embodied cultural practices. African descendants in Brazil went from being considered an obstacle to the country’s progress to being celebrated as “the essence” of a unique, welcoming, exotic culture. This course examines the construction of Brazilian identity through the Afro-diasporic traditions of samba, capoeira, and condomblé in the early 20th century. Focusing on the state of Bahia, the "Afro-Brazilian capital," this course will also cover late 20th-century Afro-centric practices such as blocos-Afro and their relationship to the global tourism industry. We will consider debates of origins, tradition, and authenticity surrounding Afro-diasporic practices in Brazil.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-LAST
Identical With: LAST250, DANC252
Prereq: None

AFAM252 Writing on the Land of Freedom: The Pastoral in African American Literature
Landscape figures prominently and powerfully in the African American literary imagination. Writers have crafted evocative meditations on the natural world as they grapple with sobering realities of life, dramatic assertions of self, and transformative historical moments. This course will consider African American literary invocations of idealized, mythological, sacred, and knowable land and move toward a delineation of the African American pastoral aesthetic and tradition. We will read novels, poems, short stories, essays, letters, and journal entries by writers such as David Bradley, Charles Chesnutt, Lucille Clifton, Rita Dove, Charlotte Forten Grimké, Zora Neale Hurston, Randall Kenan, Victoria Earle Matthews, Gloria Naylor, and Marilyn Nelson.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM

Identical With: ENGL255
Prereq: None

AFAM260 Blues People: Race, Ethnicity and Popular Music
This course explores African American history in the United States through sound and song. As Ronald Radano, one of the scholars we will read this semester, has argued, the ways we discuss music can have a tangible influence on the social and political world, because debates about music stand in for larger social issues with real-life consequences. We will read texts that demonstrate how music has facilitated the creation of identities in the United States that recognize and celebrate difference, while offering alternate visions for what it means to be (and sound) American. We will read music as primary sources in order to investigate how musical genres may act as reservoirs of shared history and collective identity. And through diverse topics—from blues music and the rise of Jim Crow to 19th century tribal dancers draped in American flags on the Pine Ridge reservation to connections between elevator music and the Spanish American war—we will learn about how music and race have intersected with broader themes in U.S. history such as segregation, assimilation, internment, imperialism, and global capitalism.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Prereq: None

AFAM262 Jazz: Hip-Hop
In the mid-20s, Earl Tucker (Snake Hips) was a performer at the Cotton Club during the days of Duke Ellington. His style of dance is definitely related to that of waving that you see young hip-hop dancers still doing today, as hip-hop dance refers to dance styles, primarily street-dance styles, primarily danced to hip-hop music, or that evolved as a part of the hip-hop culture. It can include a wide range of styles such as breaking, popping, locking, krumping, and even house dance. It can also include the many styles simply labeled as hip-hop or old school (hype or freestyle). This dance style, primarily associated with hip-hop as breaking, appeared in New York City during the early 1970s and became a cornerstone of hip-hop as a culture. Funk styles, such as popping and locking, evolved separately in California in the 1960-70s but were also integrated into hip-hop when the culture reached the West Coast of the United States. This is a technique-based course in the learning and participation of the various styles that make up hip-hop dance today.

Offering: Crosslisting
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-DANC
Identical With: DANC213
Prereq: None

AFAM265 Music and Downtown New York
This course will explore the history and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades: urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements, at the heart of dramatic cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day, are an essential part of American history. Much of the course will be devoted to discovering their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the civil rights movement and related notions of freedom, shifting youth cultures, music and politics, and avant garde aesthetics. Drawing from primary sources, we will read about and listen to recordings of a wide variety of musicians, view a broad cross section of film from the
era, identify aesthetic and cultural trends, and study the local industry that supported them, including record labels, coffee houses, clubs, and concert spaces. Projects throughout the semester include written papers, individual and group presentations, and adding content to an interactive collaborative google map of the neighborhood.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-MUSC  
**Identical With:** MUSC275, AMST267  
**Prereq:** None

AFAM266 Black Performance Theory  
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking Black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic and haptic performances that give over to a radical way of seeing, feeling and being in an anti-black world. Plays, films, and texts might include of Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan-Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celine Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong’o, Daphne Brooks, and others.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-THEA  
**Identical With:** THEA266, ENGL263, AMST262, FGSS276  
**Prereq:** None

AFAM268 Art in Africa and Diaspora  
This course surveys painting and other work by African-American artists of the late 19th and 20th century, then focuses on contemporary African artists and artists of the African diaspora. What was unique or distinctive about 19th-century American painting by black artists? Next, we focus on the art of Henry O. Tanner, before turning our attention to the art of the Harlem Renaissance and the intellectual ideal of the New Negro. A section on the impact of the Civil Rights Movement on the visual arts and the art of Bearden leads us to consider independent sub-Saharan Africa. As artists today become increasingly transcultural, the art of the African diaspora takes on a new cultural meaning.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-ART  
**Identical With:** ARHA267  
**Prereq:** None

AFAM269 Race, Incarceration, and Citizenship: The New Haven Model  
This course will explore the elements of local responses to contemporary criminal justice issues, drawing on current research projects in New Haven, Connecticut. The course will explore a variety of promising practices, which emphasize community engagement and individual citizenship over incarceration and punishment. Topics will include evidence-based practices to reduce criminal recidivism, mental health issues in the criminal justice system, treatment engagement, and the creation of valued roles in the community. Students will have the opportunity to participate in federal research studies.

**Offering:** Host  
**Grading:** A-F

AFAM273 Vodou in Haiti--Vodou in Hollywood  
The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called "serving the spirits," or "Vodou," this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. Vodou has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with "Voodoo" themes. This course explores the anthropology of Vodou as a religious practice and relates it to the cultural studies of North American representations of Vodoo. We will ask, What constitutes the thought and practice of Haitian Vodou? How is Vodou represented in American media? How can we analyze the patterns and tropes that operate in images of Voodoo? We will explore questions of religious ritual, political resistance and orality, secrecy and spectacle, authenticity and commodification, racism, media studies, and the ethics of representation.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-RELI  
**Identical With:** RELI273, AMST283  
**Prereq:** None

AFAM274 Reel Black: African American Life in Film  
This course will focus on African Americans and film and explore the emergence and influence of African American actors and filmmakers. We will consider the political and aesthetic agendas that have shaped the tradition and discuss the ways in which film adaptations of African American literature reveals the possibilities and the limitations of the filmic enterprise. Our screenings and discussions of well-known and understudied film figures will complement our explication of films that have grappled with understudied African American histories, civil rights, identity, and class. Possible screenings include works by Oscar Micheaux, Julie Dash, Charles Burnett, Steven Spielber, Steve McQueen, Ava DuVernay, and Spike Lee.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-AFAM  
**Prereq:** None

AFAM275 Race and Place in Early American Writing  
As the age of the Middle Passage took shape and the rendition of Africans to the New World intensified, memory became one of the most invaluable and provocative tools with which enslaved and forcibly relocated people could achieve self-preservation, maintain their humanity, and negotiate the unpredictable and disorienting world of North America. The writings of early America that attend to matters of race and place shed light on the power of genre, the influence of piety and religiosity. We will think together about the evocative connections between memory and place as we work with primary documents generated by and about people of African descent in 18th-century America. We also will attend to African American literary production from the 18th century through the 1850s that insistently links narratives of race and place to the deployments of literary forms. Finally, we will consider the rich intertextuality in these works that locates African American writing in the larger American, African, and Western literary traditions.

**Offering:** Crosslisting
AFAM278 When Europe Met Africa: Portugal, Spain, West Africa, 1440-1650
This course looks at Iberian overseas expansion, from the early 15th to the late 17th century. The Portuguese and Spanish sea-borne empires may be termed the first globalization. This course, which focuses on West Africa, is interdisciplinary. It combines art history and history to integrate both images and written documents. African artists depicted Europeans, just as European painters and sculptors represented Africans. These images tell us much about how members of one culture viewed the distant peoples with whom they were just coming into contact. The earliest European Renaissance paintings of Africans show them as dignitaries and often as rulers (e.g. "The Adoration of the Magi"). This reflects the presence in Europe of African dignitaries, both secular and religious. At the same time, African sculptors represented Portuguese soldiers and missionaries in ivory carvings, so it is possible for us, 500 years later, to compare these representations.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA268
Prereq: None

AFAM279 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL281, THEA280
Prereq: None

AFAM280 Religion and the Social Construction of Race
In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.

AFAM282 Mixed in America: Race, Religion, and Memoir
This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI280, AMST242
Prereq: None

AFAM284 African American Philosophy
This course will examine the philosophical questions that have been of particular interest to African American philosophers. We will explore the domains of knowledge in which African American philosophers and thinkers have felt compelled to intervene. We will approach these questions by engaging with canonical historical figures such as DuBois, Douglass, and Cooper, then we will assess the extent to which contemporary African American philosophers have remained (and continue to be) concerned with the same questions, albeit with different discursive methodologies. The purpose of this course is to trace the philosophical articulation of race, racism, identity, politics of freedom, and subject formation in the history of African American philosophical thought.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL284
Prereq: None

AFAM299 African History and Art
This course traces the art and cultural history of selected West African societies from the 12th century to the early 20th century. Each week we will focus on a single art work, as that work illuminates social and cultural history. The objects will include royal bronze sculpture from the Kingdom of Benin (16th century); a carved ivory vessel from Guinea or Sierra Leone (16th century); a horned initiation mask made of woven fiber from Senegal (19th century); a map of the Sahara made in Spain by a Jewish artist in 1375. Each object sheds light on the history, religion, and culture of the region from which it comes. The trans-Saharan trade was crucial to both North and West Africa. From Morocco came the Muslim religion, as well as Islamic architecture. In 1445 Portuguese mariners arrived on the Atlantic coast of West Africa. From that moment on, West Africa has been part of a global economy. Already by 1500, the growth of Creole Euro-African communities is reflected in artwork. "Art" is best understood in the specific historical context and the culture in which it develops. To us, removed in space and in time from these African societies, architecture, sculpture, and ritual performance help to illuminate the lives of the people we are studying. Ultimately, we will consider such questions as, Does
African art exist? What is "African art"? Who defines art—Africans or Westerners?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA299, FIST299
Prereq: None

AFAM300 Black Phoenix Rising: Death and Resurrection of Black Lives
The Black Lives Matter Movement has renewed our collective need to theorize the value of black lives within a deluge of death and disappearance in black communities. This movement is part of a deep transnational tradition in black radical praxis that aims to transform scholarly, activist, and public discourse and public policies concerning the systemic and epistemic effects of institutional racisms and the prospects for antiracist futures. How might we envision a black radical praxis that simultaneously recognizes the vitality of black lives and challenges the cultural ideas and social practices that generate and justify black people's death and suffering? This seminar traces a genealogy of black radical praxis that interrogates the necropolitics of race and positions this system of power against the prospect of thriving black people. In doing so, the course erects an interdisciplinary theoretical framework that features scholarship in critical race science studies, intersectionality, and transnational cultural studies as they inform how a black radical praxis can contribute to the uprising and raising up of black communities.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM300, SISP300
Prereq: None

AFAM301 Junior Colloquium: Envisioning Enslavement, Documenting Freedom
Accounts of enslavement, self-emancipation, and abolition in America have long been hailed for their gripping portraits of the unspeakable, the intensity of first hand accounts, and their unwavering calls to action. What is required to create these sophisticated testimonies and exhortations? What tools do novelists, journalists, activists, scholars and filmmakers deploy as they bear witness to a troublesome, sometimes elusive, and always stirring history? We will pair written and visual materials as we discuss the politics of histonography, memory, presence, and absence. We will use well-known and understudied primary sources; work in local, regional, and state archives and historic sites; and study classic and contemporary film as we think about core and essential scholarly imperatives of African American studies. Authors will include a range of unknown individuals as well as influential writers and activists such as Phillis Wheatley, Frederick Douglass, Harriet Beecher Stowe, Pauline Hopkins, Lawrence Hill, Sherley Ann Williams, Colson Whitehead, and Octavia Butler. Films may include Amazing Grace, Belle, The Journey of August King, The North Star, The Retrieval, and Uncle Tom's Cabin.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: ENGL301
Prereq: None

AFAM302 Seeing in the Dark: Research Methodologies in African American Studies
This reading seminar provides an introduction to research methodologies that have shaped the field of African American studies, from archival research and ethnography to geography and statistical analysis. In particular, we will focus on works that have expanded temporal, spatial, and methodological borders of the field, opening up new pathways toward investigating the richness of Afro-diasporic life in the Americas and beyond.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Prereq: None

AFAM303 Race Discourse in the Americas
This course investigates the belief system of race from its emergence in the early modern era to its contemporary relevance in various social and political issues. To examine the formation of the modern world, the course begins with the 15th-century expansion of Western Judaeo-Christian Europe into Africa and the Americas. Then, it will examine the significance of race in several meaningful contexts, including the expropriation of indigenous in the Americas, the enslavement of Africans, 18th-century Enlightenment thinking, and the 19th-century shift to a "scientific" explanatory model. As well, the phenomenon of race in the U.S. Civil Rights Movement and its rearticulation in relation to discourses of diversity and multiculturalism after the 1960s will be analyzed. Rather than employing the liberal humanist emphasis on "race relations" or a materialist analysis that views it as an epiphenomenon of an ostensibly more fundamental class dynamic, the course adopts a perspective of race as a organizing principle that institutes our present hegemonically-Western global order. To this end, the class will illustrate that race is but a secular variant of how human societies have organized and reproduced their cultural models.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST329
Prereq: None

AFAM304 Philosophy of Memory in African American Literature
This course will consider the importance of memory in African American literature and will explore the many ways in which authors of African descent engage, transform, and build on long-established intellectual traditions of the mind. Students will explore the importance of the idea of "memory" to these intellectual traditions of the mind and will trace the praxis of remembering as a literary act through African American literature of the long 19th century. Finally, students will explore how persons of African descent are dehumanized through a systematic reduction of their mental capacities in these same philosophical traditions of the mind. We will discuss the ways in which memory specifically figures into this dehumanization and how authors of African descent used these very theories to resist the reification and overdetermination of both their literary works and their selves.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL301
Prereq: None

AFAM306 Visual Storytelling: Race, (In)Visibility, and the American Landscape
What is visual storytelling, and how does this medium enable or frustrate our efforts to behold the landscape and the individuals who occupy it? What histories, tools, and perspectives enable rigorous and inspiring creative processes that culminate in inclusive, restorative narratives? Students will develop their own visual storytelling concepts and projects
and together will consider realities and mythologies of place, inclusion and exclusion, human-land relationships, visibility and invisibility, built and threatened environments, and the work of the visual storyteller in 20th- and 21st-century America. Assignments and student projects will be informed by the semester-long study of visual artists such as Edward Mitchell Bannister, Carole Bayard, Romare Bearden, Robert Duncanson, Gordon Parks, Henry Ossawa Tanner, and Carrie Mae Weems and the works of writers such as Kimberly Ruffin, Nikky Finney, and Jamaica Kincaid.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Prereq: None

AFAM308 Faulkner and Morrison
This course will delve deeply into the works of two Nobel Prize-winning authors—William Faulkner and Toni Morrison—whose fiction investigates and challenges what it means to be an American, what it means to be an African American, and, much more broadly, what it means to be human. Through close study of their novels, the seminar will consider questions of narrative (form, function, and scope), history (national and personal, real and imagined), and identity (racial, gender, geographical).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL383
Prereq: None

AFAM309 Black Political Thought
This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology, critical race theory, and legal studies.

How and why did these various ideologies and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and United States history?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST309, AMST309
Prereq: None

AFAM310 Iberian Expansion and the “Discovery” of Africa in Travel Narratives and Art, 1420–1640
This seminar is broadly centered on Atlantic history from the early 15th to the middle of the 17th centuries. The course addresses the origins of culture contact between Europe and Africa and the subsequent creation of mixed cultures. We will trace European expansion from the earliest Portuguese sea voyages along the African coast, shortly after 1420, to the opening of maritime commerce to West Africa and the origins of the transatlantic slave trade. We will examine evolving attitudes on the part of both Europeans and African peoples toward each other as documented in travel literature and in artistic representations of Africans by European artists and of Europeans by African sculptors. After Portuguese explorations of Africa began around 1420, the expansion of commerce and the settlement of Europeans, mostly Portuguese, on the West African coast led to a period of extensive métissage (mixture), both cultural and physical, and of remarkable fluidity in attitudes toward Africans. However, by the early 17th century, the Atlantic slave trade had begun to take on important dimensions, setting the stage for the increasingly racist attitudes that would characterize European relations with Africa during the colonial period.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM, SBS-HIST
Identical With: ARHA300
Prereq: None

AFAM313 The Black South
This course will examine the enduring and often unanticipated connections between African American and southern literature. We will consider the ways in which the American South remains a space that simultaneously represents and repels an African American ethos.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL346
Prereq: None

AFAM314 Storied Places: Revival, Renewal, and African American Landscapes
Conceptions and histories of place figure prominently and powerfully in African American literary, social, and cultural histories. Writers and artists have used the written word, images, and film to explore issues of presence and absence, claim and trespass, ownership and dispossession, as well as safety and vulnerability. We will use this course to think about how African American writers and artists in particular have used word, image, sound, and movement to highlight the histories of iconic places and terrains and to reclaim erased histories and disappeared bodies. We also will consider how revival and renewal function both as essential tropes and necessary efforts in the work to make African American life and history visible. Readings may include works by Gwendolyn Brooks, Octavia Butler, Langston Hughes, Randall Kenan, Gloria Naylor, Marilyn Nelson, Natasha Trethewey, Alice Walker, Dorothy West, and Richard Wright.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL242
Prereq: None

AFAM316 Middletown Materials: Archaeological Analysis
Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to unlock the day-to-day history of their past owners and users. In this class students will take part in excavation and analysis of a 19th-century free African American community, tied to the AME Zion Church. Known as the Beman Triangle, this site today sits on the Wesleyan campus. We will explore the history of the site through artifacts and will investigate the ties between the Beman Triangle and Wesleyan University. This project is a community archaeology project; students will work with community members on the project as equal partners and will explore ways in which archaeological heritage can be shared with local residents. This will include touring visitors around site and weekend excavations. Students will learn the basics of archaeological fieldwork through hands-on training. The first
two weeks of class will be spent in introducing the site. The next four weeks will be spent undertaking excavation, including three Saturday excavation days. We will then spend the remainder of the semester cataloging and interpreting this material, while also learning more about similar archaeological sites. The class may include a trip to the UMass Boston Fiske Center for Archaeological Research.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ARCP
Identical With: ARCP325, ANTH326
Prereq: None

AFAM322 Advanced Themes in 20th-Century Afro-American Art
This seminar is intended for students who have already taken introductory Afro-American art or ARHA 267 (Art in Africa and Diaspora). The purpose of the seminar is to organize an exhibition and to write an accompanying, online catalog of works by African-American artists from the collection of the DAC.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA368
Prereq: [ARHA267 or AFAM268] OR [ARHA268 or AFAM278]

AFAM323 Survey of African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston’s 1925 play COLOR STRUCK and August Wilson’s 2006 play GEM OF THE OCEAN serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL385, THEA323, AMST299, FGSS323
Prereq: None

AFAM324 Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and black power movements saw an explosion of African American writing about slavery. In the past half-century, black writers have written award-winning novels that have given unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers—the slave narrative—into a fictional form that has served them as they dissect their own cultural moment.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL324, AMST334
Prereq: None

AFAM325 Race and the Enlightenment: A Historical and Philosophical Enquiry
It was during the Enlightenment Era (c. 1760-1800) that scientific reasoning, a belief in progress, and new claims on personal and political liberty swept away a tenacious medieval worldview. It was also during this era, however, that the notion of race crystallized in European and North American thought. Today, we still live with implications of this major shift, be it in classification schemes, anatomical prejudices, or ethnographical myths. This is particularly true for Africans or people of African descent. This class will bring some of the Enlightenment’s most prominent thinkers into dialogue with the emergency of the concept of race theory. In particular, we will focus on the clash between the Enlightenment era’s belief that “all men were created as equals” and the various ways that the Black African came to be studied within “natural history” and various philosophical models. This historical backdrop will lead us not only to a discussion of the economic imperatives of human slavery but to a series of contemporary reflections on the status of the Enlightenment put forward by postcolonial critics. Note: This class is offered in the context of the Wesleyan’s Center for the Humanities’ “Grand Narratives/Modest Proposals” theme and speakers series during the Spring 2018 semester.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: SISP324, CHUM324
Prereq: None

AFAM326 Land and Conflict in a Global Perspective
For much of the world’s population, land sustains livelihoods, shapes identities, and provides a source of investment and security. Yet the centrality of land in everyday life also means that it can become a source of contentious politics and violence. This course explores the meanings that people attach to land, the institutions that affect land access and security, and the mechanisms through which land shapes conflict. We also consider how a close focus on land affects policy debates around issues such as economic development, food security, and post-conflict peacebuilding. The course examines these questions in several country contexts including Kenya, China, Indonesia, Colombia, and Afghanistan. The course is interdisciplinary in its approach and should appeal to students interested in peace and conflict issues, environmental politics, international development, and human rights.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: GOVT306
Prereq: None

AFAM327 Field Methods in Archaeology
Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to begin to unlock the day-to-day history of their past owners and users. On the triangle of land between Vine Street, Cross Street, and Knowles Avenue (known as the Beman Triangle), a community of African Americans began to build houses from the mid-19th century on land owned by one of their community, Leveret Beman. Although few above-ground traces now suggest the presence of this community, material about their lives survives in the record of their trash and other archaeological features that remain beneath the backyards of the houses on this land. In this class we will study the archaeology of this site, in partnership with members of the wider Middletown community, particularly from the AME Zion Church. This class will provide general training in historical archaeological field methods. Students will spend time each day participating in excavations on the Beman Triangle site or working on materials analysis in the Cross Street Archaeology Laboratory. Through practical work, students will learn excavation techniques, field recording, artifact analysis, and
how to integrate relevant documentary and oral historical sources into archaeological interpretations. Academic material in the class will cover the archaeology of 19th-century African American communities, archaeological field methods, and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ARCP
Identical With: ARCP373, ANTH373, AMST258
Prereq: None

AFAM330 Topics in African American Literature: Charles Chesnutt and Pauline Hopkins
This course is meant to introduce students to an understudied period in African American literary history—the 1890s—and to two relatively understudied writers from that period—Charles Chesnutt and Pauline Hopkins. It is meant to broaden the reach of African American literary studies at Wesleyan.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL331, AMST332
Prereq: None

AFAM342 Knowledge, Race, and Justice: A Transhistorical Perspective
This course examines the relation between the production of knowledge and discourses of race/alterity in three significant historical moments: during the 16th-century expansion of Spain into the Americas, the 18th-century Enlightenment in Europe, and in the late 19th- and early 20th-century postbellum United States. In each period, a school of thought will be under investigation. The course begins with the Spanish School of Salamanca's discussion of the "affairs of the Indies" undertaken in the context of the then-emergent juridical/natural law perspective that was articulated as the primary basis of ethical judgments and that served as the conceptual framework within which the question of the status of the indigenous peoples and the expropriations of their lands was to be considered. Then the course moves to the European Enlightenment (Scottish, French, and German), where one of the central preoccupations remained a new taxonomy classifying human groups, this as part of an increasing scientific perspective. Finally, the Dunning School of historiography, located primarily at Johns Hopkins and Columbia universities, is examined. The formulations of this school of thought emerged in the aftermath of the Civil War and provided intellectual justification for the reconfiguration of racial hierarchy during the era of Reconstruction and beyond. Moreover, several of the prominent historians associated with the school played an important role in the founding and in the early development of the professionalization of the discipline of history in the United States. Each school of thought will be examined for its respective insights as well as for the limitations that we can perceive from a contemporary standpoint. These intellectual movements will be analyzed for their conceptualization that made the colonization of the Americas (in the case of the Spanish), the hierarchical categorization of human groups (in the case of the Enlightenment), or the reaffirmation of a postslavery racial hierarchy (in the case of the United States) seem legitimate and just.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: CHUM342, HIST346

Prereq: None

AFAM361 The Psychology of Prejudice and Discrimination
This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and control of indigenous peoples, animals, and the natural environment.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: PSYC361
Prereq: PSYC260

AFAM362 The Sounds of Black and Brown Performance
This course organizes itself as a scene of listening with care to black and brown sounds, where listening is conceived as a mode of audience engagement of performances informed by avant-garde, queer, and critical race theories. Listening, then, is part of the artistic-theoretical practices that students will both read about and act out in this course. Here, we will engage theater, dance, and performance with the demand of listening in brown for the distinct sounds made in different performances, whether by identifiably racialized artist-subjects or not, and how they compel us to think of embodiment. If to say black is to say abjection, prison, AIDS, as well as the generative, the contra-rationally beautiful (Moten), and if to say "gender-y" is to say threatening, off-kilter, violableable, as well playful, and transformative (Sedgwick, Doyle), then what happens when we listen in brown, that is, with the headphones of melancholia, depression, as well as wildness, the excessive, the "hot and spicy" as critiques of the violence of the whitened norm? (Muñoz).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM366, ENGL363, THEA366
Prereq: None

AFAM364 Friendship and Collaboration: In Theory, In Practice
How do we conceive of friendshop, collaboration, love and collectivity? In an interview Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, black thought, brown study, and indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends and/or cohabitators enact togetherness. Artists and projects to be discusses include: Andy Warhol’s Factory, Hugo Ball, Emily Johnson, Black Salt Collective, My Barbarian, Harriett’s Apothecary, General Sisters, the Critical Indigenous Photographic Exchange, Betalocal and more.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA364, ENGL362
Prereq: None

AFAM365 Black Leadership in Historical Perspective
This course uses the lens of history to evaluate why some individuals are considered most effective as civic, elected, bureaucratic, and appointed leaders in African American history. The course will analyze social
scientific models of leadership and then go into the historical record to
discover meaningful and illuminating patterns. Careful consideration is
given to the distinctive challenges posed by race, class, gender, sexual
orientation, and institutional settings.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AMST342
Prereq: None

AFAM370 Engaging Audiences: Spectatorship Within Black Popular
Culture and Performance
This course uses recent scholarship on spectatorship and popular
culture to interrogate the production and reception of “popular” black
performances and representations within and beyond the United
States. With special attention to the historical context in which these
black cultural products are created, disseminated, and received, we
focus on the social spaces, local contexts, temporal conditions, and
embodied acts within which these case studies emerge and examine the
political implications of their consumption and sustainability. Central
to our investigation will be a consideration of the ways in which the
terrain of “the popular” is inextricably linked to issues of aesthetics,
appropriation, authenticity, circulation, community, globalization, identity,
 marginalization, meaning-making, and power. Case studies will include
historic and contemporary examples from theater, dance, film, music,
media, and the visual arts.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM370, THEA370
Prereq: None

Diaspora
This course surveys the dynamism and scope of contemporary feminist/
womanist drama written by black women playwrights of the African
Diaspora. Reading select plays from Africa, Canada, the Caribbean,
England, and the United States, alongside theory and criticism, we
examine the impact of race, gender, identity, and sexuality politics on
black feminist/womanist theatre. Throughout our study of these dramatic
texts, their performances, and their subsequent critiques, we are equally
invested in the bridges and the gaps, the audibles and the silences,
and the overlaps and the divides, as they are formed. Significantly, this
analytic undertaking involves a simultaneous critique of the role of the
playwright, the spectator, and the critic of black feminist/womanist theatre.
At all times, consideration is given to the ways in which these
playwrights collectively use theatre as a platform to explore black and
gender and diasporic subjectivities across regional, national, and, at
times, linguistic differences.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL371, FGSS371, THEA371
Prereq: None

AFAM386 Theory of Jazz Improvisation
This course concentrates on the vocabulary of improvisation in the
African American classical tradition. Rhythmic, melodic, and harmonic
knowledge will be approached through the study of scales, chords,
modes, ear training, and transcription. Theoretical information will be
applied to instruments in a workshop setting. Audition and permission of
instructor are required at the first class. Intensive practice and listening
are required. This course may not be repeated for credit.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC210
Prereq: MUSC103

AFAM387 Anthropology of Black Religions in the Americas
This course examines Afro-Creole religions and cultural expressions in
selected communities throughout the Atlantic world. How were
religious communities created under colonial domination? Under what
conditions were religions shaped, and what shapes did they take? How
are African-based religions produced through aesthetics and the ritual
arts of spiritual talk and sermons, song, dance, drumming, and medicine-
 making? How do these religions continue to survive, thrive, and, in some
cases, grow in the current historical period? This course will pay special
attention to the yearly ritual cycle and its attendant festivals: Christmas,
carnivals, Lent, Easter, saints’ days, feasts, and pilgrimages, as well as the
emergent spiritual and aesthetic traditions such as Capereira and Rara.
We will study Orisha religions like La Regla de Ocha, or Lukumi, in Cuba
and the Latino U.S.; Candomble in Brazil; Vodou in Haiti; and Garifuna
traditions and spiritism in Puerto Rico.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-REL1
Identical With: RELI266, LAST268, ANTH267
Prereq: None

AFAM388 Real-Time Autoschediasms for Electroacoustic Creative
Orchestra Part I
This course offers an opportunity to consider real-time composition in
a trans/non-idiomatic environment within the context of contemporary
musical modeling. Through weekly intensive rehearsals culminating in
a performance (or multiple performances), the creative orchestra
participant will develop their listening, performance, and imaginative
skills in this setting. All instruments (including the human voice) are
welcome to participate. We very highly encourage participation in the
course for those who perform on Non-Western traditional instruments,
laptops, or electronic homemade instruments.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC459
Prereq: None

AFAM389 Real-Time Autoschediasms for Electroacoustic Creative
Orchestra Part II
This course offers an opportunity to consider real-time composition in
a trans/non-idiomatic environment within the context of contemporary
musical modeling. Through weekly intensive rehearsals culminating in
a performance (or multiple performances), the creative orchestra
participant will develop their listening, performance, and imaginative
skills in this setting. All instruments (including the human voice) are
welcome to participate. We very highly encourage participation in the
course for those who perform on Non-Western traditional instruments,
laptops, or electronic homemade instruments.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC460
Prereq: None

**AFAM390 Jazz Improvisation Performance**
In this extension of MUSC210, all materials previously explored will be applied to instruments in a workshop setting. Intensive practice and listening are required.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC456
Prereq: None

**AFAM396 Jazz Orchestra I**
This course is an intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC457
Prereq: None

**AFAM397 Jazz Orchestra II**
This course continues the work begun in MUSC457. An intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC458
Prereq: None

**AFAM401 Individual Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**AFAM402 Individual Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**AFAM403 Department/Program Project or Essay**
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

**AFAM404 Department/Program Project or Essay**
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

**AFAM407 Senior Tutorial (downgraded thesis)**
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

**AFAM408 Senior Tutorial (downgraded thesis)**
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

**AFAM409 Senior Thesis Tutorial**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**AFAM410 Senior Thesis Tutorial**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**AFAM411 Group Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**AFAM412 Group Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**AFAM419 Student Forum**
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

**AFAM420 Student Forum**
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

**AFAM420A Student Forum**
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

**AFAM469 Education in the Field, Undergraduate**
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Prereq: None

**AFAM470 Independent Study, Undergraduate**
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: None
Prereq: None
AFAM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT

AFAM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT