AFRICANA STUDIES

SPRING 2009

COURSE BOOKLET

Barack Obama

Director: Dr. Edmund Abaka
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Room V Student Services
Building 21, Locator Code 5505
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Interdisciplinary Studies
125 Memorial Building
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The interdisciplinary program in Africana Studies is a flexible one that provides opportunities for students to learn about continental Africa and the experiences of people of African descent in the Black Atlantic societies of North America, the Caribbean and Latin America. Africana Studies courses explore the multifaceted political, economic, social, and cultural traditions of Africans and peoples of African descent. The program prepares students for admission to Graduate school or for careers in Journalism, Education, Law, International Relations, and Politics among several others.

**Curriculum**

**MAJOR in Africana Studies** (ten courses–30 credits)

- Africana Studies majors must complete the following core courses:
  - AAS 250 – Introduction to Africana Studies
  - AAS 490 – Senior Seminar in Africana Studies
  - HIS 201 – History of Africa I (to 1800)
  - HIS 372 – African–American History to 1896
  - OR
  - HIS 373 – African–American History since 1896
  - One course in Caribbean Studies:
    - ENG 361 – Caribbean Literature
    - ENG 374 – Caribbean Women Writers
    - APY 385 – Caribbean Cultures
    - GEG 212 – Middle America and the Caribbean

- The remaining courses must be selected from the list of acceptable courses approved by the Program.
- Twelve of the 30 credits must be completed on the 300 level or above.
- A grade of C– or better with an overall GPA is required in each course taken for the major.

**MINOR in Africana Studies** (five courses–15 credits)

- Africana Studies minors must complete AAS 250.
- Africana Studies minors must complete either HIS 201 or HIS 372.
- The remaining courses must be selected from the list of acceptable courses approved by the program.
- A minimum of six credits must be numbered 300 or higher.
- A grade of C– or better with an overall GPA of 2.0 is required in each course taken for the minor.

Director: Dr. Edmund Abaka
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  Room V Student Services
AAS 250: Introduction to Africana Studies  
Instructor: Patti Rose  
Section P:  T–R 11:00 A.M.–12:15 P.M.  
MM 318  
This course will serve as an introduction to the discipline of Africana studies focusing on the study of Africa, Africans, African-Americans/Blacks, Pan-Africanism and the African Diaspora at large. Although emphasis will be placed on the chronology and history of peoples of African descent in America and on the continent of Africa, the course is not designed to provide specialized or in–depth knowledge about any of the above but rather a broad familiarization. Topics in the discipline of Africana Studies will be explored through many basic themes of inquiry including history, politics, health, economics, religion, literature, art and other forms of creative expression and psychology as well as specific areas that may surface in the course of discussion and dialogue.

AAS 290: Special Topics  
A History of Race and Racism  
Instructor: Marten Brienen  
Section O:  T–R 9:30–10:45  
A.M.  
MM 109  
In this course, we will trace the origins of the idea of race and racial difference, examining how and why it came into being as well as its development over the centuries. Furthermore, we will examine how this very powerful notion of difference has over time shaped societies and human interactions, serving as a rationalization for the practice of slavery as well as for genocide in Europe, Africa, and the Americas. We will examine how the evolution of the idea of race resulted in political exclusion, economic exploitation, and social injustice in a variety of places and times, including the practice of segregation in the United States and South Africa as well as the emergence of the Eugenics movement world-wide.

AAS 490: Senior Seminar in African American Studies  
Multilateral Institutions and Development Assistance in Latin American, Asia and Africa  
Instructor: Pierre–Michel Fontaine  
Section BY:  W 10:00 A.M.–12:30 P.M.  
MM 125D  
Development assistance is one of the principal features of post–World War II international relations. The promotion of economic development is one of the proclaimed objectives enshrined in the UN Charter. The UN has evolved a considerable array of organs, institutions, funds, and programs related to development. At the periphery of the UN system were established the Bretton Woods institutions, of relevance to the development agenda. Outside the UN system, several regional and sub–regional institutions have been created, inside
and outside general purpose regional organizations. The resulting international regime of multilateral assistance to development constitutes the subject of this course. The focus is on the nature, structure, functions, ideologies, policies, and programs of these institutions, their interaction among themselves, with individual states, and with the world system, and their resulting impact on development in Latin America, Asia, and Africa, or lack thereof.

**AAS 490: Senior Seminar in African American Studies**
**Culture, Race and Diversity Issues in the United States**
**Instructor: Patti Rose**
**Section GY: W 2:30–5:00 P.M.**
**125D**
This course will focus on the rapid demographic changes that are taking place in the United States leading to the need for Cultural Competency in all fields and the impact that Level two "minority status" in America has caused for African Americans. Emphasis will be placed on issues pertaining to race, diversity and cultural nuances unique to Black populations based on national origin and geographic locations in America. Exploration of the cultural competence continuum and various theories and constructs related to this topic will also take place. The distinct differences between cultural competency and diversity will be discussed with provision of insight as to why both are imperative in terms of aspects of the American workforce that serve African Americans.

**AAS 490: Senior Seminar in African American Studies**
**Race and Healthcare in America**
**Instructor: Patti Rose**
**Section O: T–R 9:30–10:45 A.M.**
**MM 214**
This course will examine the history of race and healthcare in the U.S. The focus will be on African Americans/Blacks encounters within the healthcare system, cultural nuances and barriers to care, access to care, genetics, socioeconomic status, the flaws associated with healthcare data in terms of race/ethnicity and beyond. Emphasis will also be placed on the origin of fears for some African Americans/Blacks in terms of medicine including the Tuskegee Syphilis Study and the misuse of African American/Black people in medical research. The course will also discuss the controversy of genetics vs. socioeconomic status in relationship to key health issues impacting the African American/Black community.

**AAS 490: Senior Seminar in African American Studies**
**Race and Class in Latin America and the Caribbean**
**Instructor: Pierre–Michel Fontaine**
**Section R: T–R 2:00–3:15 P.M.**
**MPC 104**
Utilizing data, insights, and concepts from political science, sociology, history, demography, statistics, and legal studies, the course explores the experience of Afro–descendants in Latin America and the Caribbean. It examines in a comparative perspective the complex concepts of race and color in these regions and how they relate to the notions of class and power. These relationships are in turn studied in the context of the economic, social, and political development, and the international and trans–national relations of the countries concerned.

**AAS 490: Senior Seminar in African American Studies**
**Refugees, Migrants and Human Trafficking in Latin America**
**Instructor: Pierre–Michel Fontaine**
Section S: T-R 3:30–4:45

P.M. MM 318

This course explores, in relation to Latin America and the Caribbean, the respective causes, patterns, and consequences of migrant and refugee flows (two interconnected, but distinct aspects of the worldwide phenomenon of international migration), and how they are affected by national and international policy. Both refugees and migrants sometimes resort to paying dubious intermediaries (called “coyotes” in Central America and Mexico or “snake heads” in Asia) to help them reach their destinations. In so doing, they may fall prey to traffickers and thus become victims of human trafficking. In examining the latter phenomenon and national responses to it, the course will differentiate between law-enforcement and victim–centered approaches thereto.

ARH 530: Seminar in Art History
Image of the Indian and the Black in Western Art
Instructor: Rebecca P. Brienen
Section P: T–R 11:00 A.M.–12:15 P.M. MB 309

This class will examine representations of Africans and Indians from the early modern period to end of the nineteenth century, addressing the ways in which images both contributed to and reflected developing ideas about racial and national categories. Beginning with European images and stereotypes about “savage” peoples in general, we will shift our focus to representations of Africans and Amerindians in the Americas, examining how colonization and the institution of slavery profoundly impacted their characterization. The class will end with the development of “scientific,” institutionalized racism and its relationship to 19th century visual culture more broadly.

ENG 210: Caribbean Cultural Studies
Instructor: Patricia Saunders
Section K: M–W 6:25–7:40 P.M. MM 203

This course introduces students to the complex relationship between politics, popular culture and aesthetics in the Caribbean. Through critical examinations of a number of creative and critical representations of culture and cultural identity (which includes film, photography, music, theatre, advertising, literature and rituals), we will consider the degree to which artists and critics alike are constantly negotiating the terms and meanings of their art in a global context. Our readings will explore the relationship between “popular” and “national” conceptualizations of culture while considering the role power plays in which “vision” of culture gets promoted in the global marketplace. Some of the questions we will consider include: What has globalization meant for how we understand and even visualize culture in the Caribbean? When artists create “art,” to what extent does the “market” influence how they create and what they create? How has the market’s desire for a particular “vision” of the Caribbean influenced the way the Caribbean is produced, packaged and marketed? Texts for the course will include: The Dragon Can’t Dance, Mobilizing India, An Eye for the Tropics, Born Fi’ Dead, The Harder They Come (film and novel), Consuming the Caribbean and Smile Orange. Assignments will include film scripts, book and film reviews, photographic essays as well as more traditional research papers. Prerequisite: ENG 105 and 106

ENG 260: African–American Literature
Origins to 1900
Instructor: Marlene Daut
Section P: T–R 11:00 A.M.–12:15 P.M. MM 116
In this course we will survey a wide range of literature from the African American literary tradition. Starting with the colonial era and extending to the end of the nineteenth century, we will study slave narratives, poetry, fiction and essays, by such authors as Phillis Wheatley, Harriet Jacobs, and Frederick Douglass. An important feature of our study will be a historical grounding of this literature; the literature that we will read in this course emerges from a rich African American historical and social experience, and properly understanding this literature requires an understanding of the historical and social conditions out of which it arose. Throughout this course, we will look at African American literature both as a literary tradition in its own right and as a lens through which we can better examine African American history and American history as a whole. These literary texts will allow us to see the ways in which African Americans have contributed to, been influenced by, have appropriated and/or transformed the United States. Particular attention will be given to the interrelationship of themes associated with race, religion, citizenship, and gender. **Course requirements:** weekly response papers, a longer essay, a mid-term and a final exam.

**ENG 361: Caribbean Literatures**  
**Instructor:** Patricia Saunders  
**Section J:** M–W 5:00–6:15 P.M. MM 203  
The Caribbean region encompasses an array of political, social, and historical foundations inspired by colonialism in the New World. This course will offer students the opportunity to explore the political and cultural landscapes represented in the works of writers in the Caribbean region. We will engage concerns that emerged in the West Indies during colonial occupation as well as Caribbean literature written during the post–independence periods. Through lectures, readings, films, discussions and assignments we will examine constructions of history, identity, gender and nationalism, and cultural hybridity in Caribbean literatures. Though the emphasis of the course will be Caribbean Literatures in English, we may also read texts translated from Spanish and French. **Prerequisite:** Three credits in literature.

**ENG 495: Special Topics (Honors)**  
**Colonialism, Contact, and the Atlantic World**  
**Instructor:** Marlene Daut  
**Section Q:** T–R 12:30–1:45 P.M. MM 115  
This course explores the transnational, regional, or global historical formations that coalesce around the circum–Atlantic. Taking as its starting point two global phenomena—the Atlantic slave trade and colonialism—this course interrogates subaltern consciousness and modes of resistance, as well as the broader literary imagination of the Atlantic World with respect to the fact of slavery. Using contemporary theoretical understandings of colonial contact, creolization, hybridity, and alterity, students will probe both the meaning and the consequences of the discovery and subsequent colonization of the Americas. Because this contact was wholly transatlantic and thus necessarily transnational, we will read texts from a variety of literary traditions, including the traditions of early modern and eighteenth–century England, early America, the West Indies, and eighteenth–century France. Texts may include, Shakespeare’s The Tempest, Defoe’s Robinson Crusoe, Equiano and Mary Prince’s slave narratives, and Voltaire’s Candide, as we probe the effects of colonialism and slavery on writings from or about the so–called “New World.” **Course requirements:** class presentation, two short essays, one longer essay, a mid–term, and a final exam.

**HIS 201: History of Africa I (to 1800)**
Instructor: Edmund Abaka  
Section U:  T–R  6:25–7:40  
MM 211  

This course is designed to give students a general understanding of the history of pre-colonial Africa (Africa before 1800). It will give prominence to the sources available for the study of African history, the historical geography of Africa, social and economic institutions. This is designed to facilitate students’ understanding of the different marriage, family and kinship systems in Africa. African political institutions will also be discussed through analyses of state systems – Egypt, Kush, Meroe, Ghana, Mali, Songhai – and non-state systems (Igbo and Tiv). The course also examines African economic activities and the connections between trade (e.g. Trans-Saharan Trade), state formation, and the decline of states. Slavery, the slave trade, and its impact on Africa are explored at length to delineate the creation of the African diaspora in Europe, the Caribbean and the Americas. The last segment of the course discusses African Religion, Islam, Christianity and European missionary activity. This "heritage" of Africa will help to put in historical context some of the crises of our time.

HIS 210: African–American History, 1877–Present  
Instructor: Dr. Donald Spivey  
Section UX:  T  6:25–9:05  
LC 184  

HIS 210 is an exploration of those factors that have shaped and been shaped by people of African descent in the United States since 1877. Some of the issues we will examine are: the impact of industrial and technological development on black Americans; the African–American educational experience; leadership in the black community; the evolution and impact of such ideologies as racism, discrimination, accommodation, integration, Black Nationalism, Pan–Africanism; the African–American urban experience, the cultural life of the community in the era of the Harlem Renaissance, and the modern Civil Rights Movement and its aftermath. The reading list is an exciting one. The student’s grade for the course shall be based on a midterm examination (33 1/3%), a twelve-page interpretive essay on a topic of the student’s choice within the field and course chronology (33 1/3%), and a comprehensive final examination (33 1/3%). A community-based project relevant to the topic of the course, and a written summary of it, may be done in lieu of the research paper. The professor must approve the project in advance.

HIS 354: Caribbean History  
Instructor: Kate Ramsey  
Section P:  T–R  11:00 A.M.–12:15 P.M.  
MM 211  

This course will introduce students to major topics, debates, and themes in Caribbean history from the fifteenth to the late eighteenth centuries. Areas of focus will include the dynamics of fifteenth-century Amerindian societies; the Columbian “encounter” and Spanish conquest of the Caribbean; piracy in the Spanish Caribbean by the British, French, and Dutch; the establishment by those powers of permanent colonial settlements in the region and the institution of the plantation complex based on the production of sugarcane through the labor of enslaved Africans. We will closely examine histories of slave resistance and rebellion, focusing in particular on the slave revolt in the French colony of Saint–Domingue that in 1804 culminated in the founding of Haiti, the second independent republic in the Western hemisphere after the United States. We will explore the shifting ways
in which the Caribbean can be defined as a region over the course of this history, and examine the centrality of the Caribbean to larger world histories of colonialism, capitalism, slavery and emancipation, migration, religious transformation, republicanism, and nation-state formation, in short to the making of the modern world.

MCY 124: Evolution of Jazz
Instructor: Charles Bergeron
Section S: T–R 3:30–4:45
P.M. LC 120
A study of the origin, development, and styles of jazz music and its exponents.

MCY 127: Evolution of Rock
Instructor: Charles Bergeron
Section R: T–R 2:00–3:15
P.M. LC 120
Rock music from its sources to the present. Aural recognition of rock styles and selected performing artists are included.

MCY 333: Introduction to Cuban Music
Instructor: Raul Murciano
Section T: T–R 5:00–6:15
P.M. VMB 103
A survey of Cuban Music from the early European settlement to the present. Course addresses African and Caribbean influences and the amalgamation into new national styles, as well as current musical activity on the island and in expatriate communities.

MCY 537: Music in the United States
Instructor: Melissa de Graff
Section T: T–R 5:00–6:15 P.M.
WML 210
A survey of music in the United States from colonial times to the present, with emphasis on the social, economic, and political conditions which affected it. Art music (sacred and secular), popular music in all idioms, the music industry as it evolved in the U.S., and the influence of American music on the music of other countries.

MCY 553: Miami’s Multicultural Musical Heritage
Instructor: Fred Wickstrom
Section 81: M–T–W–R–F 6:00–9:00
P.M. RCM 131
A study of the musical traditions and practices of the various cultures that are part of Miami's unique multi-ethnic society. Intersession class: January 5, 2009–January 16, 2009

MED 242: Percussion Techniques
Drum Circle Workshop
Instructor: Fred Wickstrom
Section 81: R–F 6:00–9:00
P.M. RCM 131
Group instruction in percussion (snare drum, mallet-keyboard percussion, timpani, drum set, and small accessory instruments) with emphasis upon basic skills of performance as well as the appropriate teaching techniques, methods, and materials necessary for public school pedagogy. Course may be repeated for credit. Spring break class, special dates: Thursday, March 19, 2009–Saturday, March 21, 2009

**SOC 303: Social Inequalities**  
Instructor: George Wilson  
**Section Q:**  
T–R 12:30–1:45  
MM 216  
Social ranking by class, status, and power. Stratification by age, sex or minority group membership. Prerequisite: SOC 101.

**SOC 304: Dynamics of Poverty in the United States**  
Instructor: George Wilson  
**Section P:** 11:00 A.M.–12:15 P.M.  
MM 213  
Examines trends in the incidence and causes of major types of poverty among the urban underclass, the homeless, migrant laborers, the working poor. Also explores policy-related solutions. Prerequisite: SOC 101.

**SOC 352: Sport and Society**  
Instructor: Jomills Braddock  
**Section N:** 8:00–9:15 A.M.  
MM 113  
Sport as an expression of, and shaper of U.S. society; cross cultural and historical comparisons; specialization, player rights, violence, and the “winning” psychology. Prerequisite: SOC 101.

**SOC 387: Race and Ethnic Relations**  
Instructor: Marvin Dawkins  
**Section P:** 11:00 A.M.–12:15 P.M.  
LC 194  
The influence of racial distinctions on individual and social behavior. Prerequisite: SOC 101.

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**Harriet Tubman Movie Series**  
See website for details

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