The University of Miami

Africana Studies Program

Summer & Fall 2013

Director: Dr. Edmund Abaka

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Room V Student Services
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Interdisciplinary Studies
125 Memorial Building
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Africana Studies

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)

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Africana Studies majors must complete the following core courses:

- AAS 150: Introduction to Africana Studies
- AAS 490: Senior Seminar in Africana Studies
- HIS 201: History of Africa I (to 1800)
- HIS 209: African-American History to 1877

OR

- HIS 210: African-American History since 1877

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
- HIS 318: Modern Caribbean History
The remaining courses must be selected from the list of acceptable courses approved by the Program. Twelve of the 30 credits must be completed at 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 150.

Africana Studies minors must complete either HIS 201 or HIS 209.

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.
Summer 2013

**AAS 390: Special Topics**

*The Impact of the War on Drugs and Mass Incarceration on the Black Community*

Instructor: Patti Rose

Section 5D: TR 1:15pm-3:30pm

This course will focus on the Prison Industrial Complex and the War on Drugs, which has resulted in the mass incarceration of low-income African American/Black people in the United States. This course will highlight the overuse of plea bargaining as well as the role of Public Defenders in the judicial process in terms of drug-related convictions for individuals of low socioeconomic status. A new racial caste system or "New Jim Crow" era will be explored based on the work of civil rights lawyer turned activist, Michelle Alexander, per her book entitled: "The New Jim Crow: Mass Incarceration in the Age of Colorblindness." Politicians and their role in advocating and supporting laws which perpetuate the over-incarceration of Black women and men will be explored, which Alexander describes as "a contemporary system of racial control." An in depth analysis of initiatives to rectify this serious problem (e.g. the Passing of Prop. 36 in California which will modify their Three Strikes Law) will be considered, as well as research conducted by the NAACP which validates the fact that there is a steady shift of funds from education towards the criminal justice system in the United States and that over-incarceration destabilizes African American communities. This course will be taught in a seminar format including discussion, films and lectures and will include one text book as referenced above.

**AAS 450: Special Topics**

*Psychology and the Black Experience*

Instructor: Monica Page

Section 6D: TR 1:15pm-3:30pm

Psychology is the study of human motivation. How human beings perceive themselves and others, how human beings behave, and how human beings change. This course is an introduction to the psychological issues related to the black experience in the United States. The course will begin with an over view of black/African American psychology as an evolving field of study and consider the black/African American psychology paradigm as one of the key conceptual frameworks for understanding the psychological experiences of Blacks in America. The second part of the course will explore a range of topics that pertain to the psychological experiences of Blacks in America such as racism and discrimination, achievement and testing, kinship and family, religion and spirituality, and black mental health. A primary focus of this portion of this course will be on inter-sectionality of race with other identities such as social class, sexual orientation, ethnicity and gender. Finally the course will conclude.
AAS 150: Introduction to Africana Studies

Instructor: Patti Rose

Section P: TR 11:00am-12:15pm

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 150: Introduction to Africana Studies

Instructor: Patti Rose

Section Q: TR 12:30pm-1:45pm

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 260: African American Experience, I**

*History of Slavery in the Atlantic*

Instructor: Dr. Donald Spivey

Section 1: TR 2:00pm-3:15pm

The course this semester focuses on the themes of “African retention” and “Black self-assertion” as we examine the history of people of African descent in the United States from African roots through the emergence of the Jim Crow era. Special attention is given to such topics as the African connection, resistance, the slave trade and slavery, cultural retention, the black experience in colonial New England, black abolitionism, the black experience in the Civil War and Reconstruction, and African-American leadership.

The format of the course consists of lectures with designated periods for class discussion of the readings. Lectures are supplemented with slides and recordings from the instructor’s vast collection.

The student’s grade for the course shall be based on four (4) book & video analyses of five pages each (15% each; 60%), and a comprehensive essay final examination (40%). Contribution to class discussion will count for extra credit.

*Co-Listed with HIS 290 01*

**AAS 290: Race and Racism**

Instructor: Marten Brienen

Section P: TR 11:00am-12:15pm

In this course, we will trace the origins of the idea of race and racial differences, examining how and why it came into being as well as its developed over the centuries. Furthermore we will examine how this very powerful notion of difference has overtime shaped societies and human interactions, serving as a rationalization for the practice of slavery as well as for genocide in Europe, Africa, and the America’s. 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 worldwide.
AAS 350: Black Leadership in the US

The Impact of the War on Drugs and Mass Incarceration on the Black Community

Instructor: Patti Rose

Section S: TR 2:00pm-3:15pm

This course will focus on the Prison Industrial Complex and the War on Drugs, which has resulted in the mass incarceration of low-income African American/Black people in the United States. This course will highlight the overuse of plea bargaining as well as the role of Public Defenders in the judicial process in terms of drug-related convictions for individuals of low socioeconomic status. A new racial caste system or "New Jim Crow" era will be explored based on the work of civil rights lawyer turned activist, Michelle Alexander, per her book entitled: "The New Jim Crow: Mass Incarceration in the Age of Colorblindness." Politicians and their role in advocating and supporting laws which perpetuate the over-incarceration of Black women and men will be explored, which Alexander describes as "a contemporary system of racial control." An in depth analysis of initiatives to rectify this serious problem (e.g. the Passing of Prop. 36 in California which will modify their Three Strikes Law) will be considered, as well as research conducted by the NAACP which validates the fact that there is a steady shift of funds from education towards the criminal justice system in the United States and that over-incarceration destabilizes African American communities. This course will be taught in a seminar format including discussion, films and lectures and will include one text book as referenced above. A writing credit will be provided.

Co-listed with AMS

AAS 390: Special Topics

Cuba and Africa

Instructor: Edmund Abaka

Section 1: MW 5:00pm-6:15pm

This course examines the relationship between Cuba and Africa from the period of the slave trade to late 1990s. The course is divided into three sections. Section one deals with Cuba and Africa during the period of the slave trade. It focuses on the forced migration of Africans to Cuba, the contribution of the enslaved to the growth and development of Cuba and the impact of the African presence on the island. The next section will deal with the Cuban revolution and the contribution of Cuba’s Black population to the revolution. It will analyze the impact of the revolution on race relations in Cuba.
In the final section, we shall emphasize Cuba’s Africa policy from the Cuban revolution to the independence of Angola, Mozambique, Guinea Bissau, Cape Verde and Principé. This section is designed to answer certain fundamental questions: Why did a small country like Cuba play such a preponderant role in Africa during the decolonization period, a time of heightened antagonism due to the Cold War between the superpowers?

What exactly did Cuban soldiers do in the Congo, Angola, Mozambique, Guinea Bissau and Cape Verde? Was Cuba a proxy for the Soviet Union or was Fidel Castro pursuing a Cuban agenda? What was the thinking behind Castro’s African policy? Finally, Cuba trained African youth as doctors, engineers and technicians on the Isle of Youth. The Cuban-trained African professionals returned to their respective countries in Africa to help rebuild their countries. Their stories have not yet been told and it is our intention to discuss some of their personal stories.

Co-Listed with HIS 310 01

AAS 390: Special Topics

Rhetoric of Race, Class and Gender in U.S. Popular Culture

Instructor: Roxane Pickens

Section F: MWF 1:25pm-2:15pm

Whether through fashion, film, music, or social media, elements of U.S. popular culture contain expressions that are multilayered and complex, particularly if viewed from the analytic perspectives of race, class, and gender. But how does that layering occur? How does an inanimate object say or persuade someone to understand it in terms of social identity? How does the “stuff” of American pop culture present its own rhetoric’s, its own discourses that are inflected with race/class/gender? And how can we read in these both their positives and their problematic’s? In this advanced American Studies course, we will examine a range of theoretical, visual, aural, and literary texts for the ways that race, class, and gender are infused into their expressions, in an attempt to understand the complexity of identity as represented in the American pop context. Circular, rhetorical, relational, and reciprocal—those will be our guiding movements as we endeavor to learn about American culture in a local and global context, and about the processes of studying American culture. Coursework will include readings, class discussions, research, presentations, and essays of various lengths.

Co-Listed with WGS 315 F and AMS 337 F
**AAS 390: Special Topics**

*Comparative literature of the Black World (Panama Silver, Punjabi Gold: Migration and the Birth of Modern Caribbean Literature)*

Instructor: Dr. Donette Francis

Section H: MW 3:35pm-4:50pm

Two often overlooked labor migrations profoundly influenced the shape and timing of the emergence of modern Caribbean literary culture: The immigration of East and South Asian indentured laborers into the French, Dutch, and British West Indies between 1838 and 1917 and the emigration and return of the Afro-Caribbean workers who went to Panama to build the canal in 1881-9 and again in 1904-1914. Both groups worked under difficult conditions for exploitative wages yet both managed to accumulate savings that bankrolled their entry into the educated middle class. Moreover, the new cultural forms and political aspirations they introduced to the region profoundly shaped Caribbean literary and cultural production as well as the scope and tenor of anti-colonial political movements. In this course, students will learn how to use archival material related to these migrations, including legal documents, newspaper reports and first person accounts of the migrants’ experiences to enrich their understanding of Caribbean literature. The course will be taught in collaboration with scholars, librarians, and students at two other universities with significant digital or manuscript holdings related to the Panama and Asian migrations. Students will have an opportunity to add their annotations to the finding aids in these collections and some class discussions will be held online.

Texts: We will read work by Claude McKay, H.G.de Lisser, Marcus Garvey, George Lamming, V.S.Naipaul, Ismith Khan, Ramabai Espinet, Meiling Jin and Patricia Powell.

Prerequisite: ENG 106 or equivalent

*Co-Listed with ENG 360 H*

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**AAS 390: Special Topics**

*Race and Religion*

Instructor: Dr. Michelle Maldonado

Section F: TR 2:00pm-3:15pm

An examination of the role of race and ethnicity within the discipline of religious studies, emphasizing the manner in which racial and ethnic identity have contributed to religious identity, and the way in which religion has functioned within the struggles of racially and ethnically marginalized peoples. The course will focus on the Americans and draw from diverse racial, ethnic, and religious traditions.

*Co-Listed with REL 358 R*
**AAS 490: Special Topics**

*Rethinking African American Culture*

Instructor: Dr. Donald Spivey

Section F: T 6:25pm-9:05pm

The culture of a people is, in so many respects, the most intimate component of their history. We will dare in the seminar this semester to explore the culture of African Americans from African roots to the present. Please bring all of your senses to this endeavor as we will not only read and discuss, but listen and imbibe the folkways of black America and the innermost aesthetic. Our examination will include aspects of the music, the sport, the art, the literature, the comedy, the dance, the dress, the religion, and the food of the people. As a history seminar we will always be mindful of meaning and context and what our exploration can tell us about the African-American struggle, the creative ability of a people, and their take on life at critical junctures in their history.

If you are committed to taking this intellectual journey, come prepared to do extensive reading, thinking, and sharing of ideas and insights. The student’s grade for the seminar shall be based on contribution to discussion (20%), two oral presentations (15% each; 30%), and a fifteen-page (15) primary source research paper (50%) that explores a topic of the student’s choice within the theme of the course.

The student may do a service-learning project in lieu of the research paper. The service-learning project is volunteer work with a community organization such as the Black Archives, Miami Workers Center, Overtown Youth Center, South Miami Afterschool Center, the Haitian Relief Organization, Habitat for Humanity, or some other community service organization. The professor has to approve the project in advance. A twelve-page (12) written summary must be submitted on completion of the project.

*Co-Listed with HIS 569 01*