

CONTENTS

WELCOME	3
WHO WE ARE: OUR HISTORY	4
ABOUT OUR PROGRAMS: MAJOR AND MINOR	5
CHOOSING A MAJOR	6
OVERVIEW OF PROGRAMS	7
Major	7
Double Major	7
Minor	8
Area Concentrations and Specialized Studies	8
Inter-College Program	8
Individually Designed Interdepartmental Major (IDIM).....	9
Bachelor of Individualized Study (BIS).....	9
WHAT CAN I DO WITH AN AFRICAN AMERICAN & AFRICAN STUDIES MAJOR?	10
ADVISING.....	16
DEPARTMENTAL COURSES	19
ARABIC COURSES	22
AFRICAN AMERICAN &AFRICAN STUDIES COURSES	23
AFRICAN AMERICAN STUDIES	25
AFRICAN STUDIES	26
AFRICA AND THE AFRICAN DIASPORA STUDIES	28
SENIOR THESIS PROJECT.....	31
SENIOR PROJECT INSTRUCTIONS.....	32
LANGUAGE STUDY	34
MINOR REQUIRMENTS	34
GRADING POLICIES	35
SPECIAL OPPORTUNITIES	36
Honors Program	36
Internships.....	37
Study Abroad	37
Opportunities Study Abroad	38
RESOURCES FOR STUDENTS	39
Student Support Services.....	39
Publications.....	42
APPENDIX	43
COURSE DESCRIPTIONS	43
FACULTY BIOGRAPHIES	64

WELCOME!

Welcome to the Department of African American & African Studies at the University of Minnesota!

We are a highly dynamic and diverse department with the mission of providing all students with the opportunity to develop a deep and broad understanding of the experiences of the peoples of Africa and the world-wide African Diaspora, particularly African-Americans.

To create an environment in which students may take on this exciting national and global challenge, the Department of African American and African Studies offers an interdisciplinary program of teaching, scholarship and community outreach that:

- Fosters critical awareness, knowledge and appreciation of the history, the languages and the cultures of Africa and the African Diaspora
- Offers a broad range of courses and independent study opportunities in fields as diverse as cultural history, music, literature, languages, religion, and geo-political studies
- Prepares both undergraduate and graduate students to function effectively in their chosen professions and communities
- Focuses its research and teaching on African American and African issues of local, regional, national, and international importance
- Makes available the department's expertise and knowledge to individuals and organizations that address local, regional, national, and international issues

WHO WE ARE: OUR HISTORY

African American & African Studies at the University of Minnesota, Twin Cities began in 1969 with the establishment of the Department of Afro-American Studies. As occurred on many other university campuses across the country at that time, politically conscious and activist-oriented University of Minnesota black students demanded that the study of black people in the United States and the world-wide African Diaspora be taught in a systematic way. Furthermore, students demanded that these new studies be housed independently. The Department creation, therefore, arose largely from the will of Minnesota students. In turn, the Department strives to serve Minnesota students and the larger community in the present generation and in generations to come.

Although the department came into existence in a dynamic political and social environment, its intellectual and institutional foundations were laid well over a century earlier by such scholars as W.E.B. DuBois, Anna Julia Cooper, George Washington Williams, Maria Stewart, William Wells Brown, and Carter G. Woodson. Like these pioneering individuals and their works, African American and African Studies has been strongly interdisciplinary, and committed to studying all peoples of African descent, including their historical and cultural connections.

In this spirit, the Department integrated the University's African Studies Council in 1975 and changed its name to Afro–American and African Studies. The goal of the Council was to make African Studies visible at Minnesota and to support the research of its members. In 1992, a single major in African American and African Studies was created. With the Africa and the African Diaspora track, the Department has truly become global in scope, focusing on all peoples of African descent as they have built their lives and communities throughout the world.

ABOUT OUR PROGRAMS: MAJOR AND MINOR

An **undergraduate major** in African American and African Studies provides students with a systematic understanding of the cultural and historical experiences of African peoples and peoples of the African Diaspora. Because of the vast global nature of the African Diaspora, the Department gives students the opportunity to focus on one of three tracks:

- African American Studies track focuses primarily on African American history, life, and culture.
- African Studies track focuses on courses related to the discipline of history, geography, literature, and the languages of Africa.
- Africa and the African Diaspora Studies track examine the cultures of Africa and the peoples of African descent on a global scale.

Within each of these tracks students choose an academic concentration, such as the social sciences, the humanities, or public policy and development. This choice of concentration gives students the opportunity to develop specialized research and writing skills.

An **undergraduate minor** provides students with an opportunity to integrate their African American and African Studies program into their chosen major field of study.

The most exciting feature of our department is that students work to diligently develop and sharpen their skills in a stimulating academic environment that offers many opportunities to participate in a much broader intellectual conversation.

CHOOSING A MAJOR

Selecting a major is one of the most important decisions you will make in college. The following resources at the University may help to inform you about various academic and career opportunities.

Departmental Advising

If you are considering a major or minor in African American and African Studies, you should first speak with the undergraduate adviser. He or she will assist you concerning major requirements, course offerings, career possibilities, and related matters. Second, our faculty will be happy to provide you with specifics about their courses and research interests. Enrolling in one or two of the department's courses should be your next step. These courses will satisfy the Liberal Education (LE) requirements of the University and will give you an opportunity to learn first hand about the field of African American and African Studies.

“Deciding On a Major” Workshop

This workshop will help you decide on a major. Contact the Career and Community Learning Center, 612-624-7577.

“Occupational Research” Workshop

Whether you are brainstorming possible career options or preparing for an interview, this practical workshop will teach you how to effectively research any occupation or professional organization. Contact the Career and Community Learning Center, 612-624-7577.

“What Can I Do With a Major in ?” Workshop

Also known as WCIDWAMIs (pronounced "wicked-whammies"), these workshops are designed to help you explore careers opportunities that are related to your major. Workshops are offered during fall and spring semesters highlighting different CLA majors. To find out which departments are represented each semester, contact the Career and Community Learning Center, 612-624-7577.

Undergraduate Catalog

See the University college website.

OVERVIEW OF PROGRAMS

Major

A major requires at least 30 credits, 12 of which must be taken in the department. There is a single major in African American & African Studies with three separate curriculum track options within that major. The program of study is based on the belief that the study of African American and African peoples, both within Africa and throughout the world, constitutes a distinct and interrelated area of study. Students choose one of the three curriculum tracks (African American Studies track, African Studies track, or Africa and the African Diaspora Studies track), and within each track select a concentration such as Public Policy/Developmental Studies, History, Economics, Literature, or Art. The African American track is designed for the student who is interested in African American geography, history, culture, literature, sociology, music, and so forth. The African Studies track is designed for the student who is interested in studying the continent of Africa with a focus on geography, history, politics, culture, literature, anthropology, and more. The Africa and African Diaspora Studies track is designed for the student who is interested in the dispersal and linkages of people of African descent not only in the United States but around the globe, including their geography, history, culture, etc. The concentration area within the track is a way to further focus the student's study of the field.

Double Major

Many students find that they are interested in more than one area of study and elect to complete a double major. This is encouraged by the department. Thus, you should talk with your adviser if you wish to consider this option. It may not require much additional time at the University, but it does require strategic planning. Deciding to complete a double major can have significant educational and professional benefits.

You should normally declare a double major program by the beginning of your senior year; however, you should start to complete basic requirements for the program earlier. A double

major means completing prerequisites and major requirements for each of the two majors, in addition to the other B.A. or B.S. degree requirements. A student pursuing a double major would only need to take **one methods course**. Also, only **one senior project** must be completed in one of the majors. Students who begin by completing the requirements for the minor often find that they need only 3 or 4 more courses to complete the double major.

Minor

A minor requires at least 15 credits, 6 of which must be taken in the department. The minor is offered as a way for the student to complement his/her major field of study often in a related field, such as Global Studies, History, Sociology, etc. **However, a minor in African American and African Studies can complement nearly any major.**

Area Concentrations and Specialized Studies

Students may complete an area concentration or specialized study program through the department. Any student interested in completing an area concentration or specialized program should meet with a departmental adviser.

Inter-College Program (ICP)

A growing number of Inter-College Program students have identified the Department of African American & African Studies as an area in which to concentrate. Their interests cover such subject fields as family and children services, human resources, communications and the media, and literature, as well as a comparative perspective focusing on recent African immigrant communities in Minnesota. To facilitate advising students in both ICP and in African American & African and in order to offer ICP students a more meaningful experience, our department has instituted three possible concentrations. For the more specialized area concentrates such as computers and technology, and business management, etc., the course plan will be determined on an individualized basis. If you would like to request a substitution to the core requirements, you must discuss it with the adviser. The department will be flexible with students who have a clear plan and justification for suggesting an alternative course.

Core Requirements: African American Concentration

1. Afro 3864: African American History: 1619 to 1865(4 cr)
or Afro 3865: African American History Survey: 1865 to Present (4 cr)
2. Afro 3072: Racism: Social and Psychological Consequences for Black Americans (3 cr)
3. Afro 3061: The Black Family (3 cr)

Core Requirements: African Concentration

1. Afro 3431: History of Africa to 1800 (4 cr)
or Afro 3432: History of Africa: 1800 - Present (4 cr)
2. Afro 3601: Introduction to African Literature (3 cr)
3. Afro 4013: Cities in Africa: African, Islamic, European Traditions (3 cr)

Core Requirements: Africa and the African Diaspora Concentration

1. Afro 3006: African Migrations in the Atlantic World (3 cr)
2. Afro 4352: Black Families in Comparative Perspective (3 cr)
3. Afro 3101: Introduction to Africa and the African Diaspora (3 cr)

Individually Designed Interdepartmental Major (IDIM)

The IDIM program enables students to fulfill the major program requirements for the B.A. degree by completing an interdepartmental program of coursework focused on a theme of their own choosing, designed in consultation with faculty and staff advisers. IDIM programs consist of three or four areas of concentration, integrated in such a way that the major has strong thematic unity and coherence. (See IDIM Website.)

<http://www.class.umn.edu/idp/>

Bachelor of Individualized Study (BIS)

The BIS is an alternative degree program that provides certain types of flexibility not available in B.A. and B.S. programs. Rather than completing a major within a single field, students focus their coursework on three areas of concentration, one that may consist of courses from outside

CLA. These areas do not have to be related to each other, but the BIS program proposal must include an explanation of the student's overall educational goals. (See BIS website)

<http://www.class.umn.edu/idp/>

**WHAT CAN I DO WITH AN AFRICAN AMERICAN
AND AFRICAN STUDIES MAJOR?
CAREER OPPORTUNITIES**

African and African American Studies attract a broad span of interested scholars. Not only persons of African descent, but also persons of European, Asian, Latino, and Native American descent. Men and women who go on to constructively contribute to society and who are employed in a wide spectrum of professions. Some of those mentioned are virtually household names or have received considerable local or regional attention. Please go to www.afroam.umn.edu to check, “What can I do with Black Studies major?” then proceed to 150 answers from A (astronaut) to Z (zoo administrator).

Graduate School

As an interdisciplinary study, the field of African American & African Studies prepares students for graduate level work in any of the social sciences and the humanities. However, African American & African studies majors can use this knowledge to complement their interests in the Physical Sciences and Engineering. Our undergraduate majors are exposed to a wide array of fields and professions, making them better suited to choose an area of graduate study.

Nationally, African American and African Studies majors have pursued graduate school in history, communications, education, comparative literature, theatre and the visual, law, public

policy, foreign affairs, medicine, etc. Many of our own alumni who have earned advanced degrees recognized the importance the major has played in establishing an intellectual foundation for further academic study.

Community Organizations

Individuals interested in community outreach as civic leaders and organizers will find numerous opportunities with neighborhood based organizations, and in state and federally funded employment. Afro graduates are involved in effecting social change and policy decisions around such issues as affordable housing, urban redevelopment, the empowerment of women, drugs and alcohol programs, elder care, child care, fostering business development, job creations, and many other social services.

The following organizations are ideal places to seek job opportunities: Habitat for Humanity; mentoring programs such as Americorps; Legal Defense Fund; immigrant and refugee services, e.g. the Center for Victims of Torture; and, various civil rights organizations, the Urban League, the National Association for the Advancement of Colored People (NAACP), and the Congress of Racial Equality (CORE), etc.

Public Policy

Making a commitment to a career in Public Policy, at its finest, is a commitment to service and social change. There is a long tradition of African American & African Studies making the connection between the academy and the needs of Black communities in the U.S., in Africa, and throughout the African Diaspora. Thus, a career in public policy could involve you in a local community agency concerned with the impact of environmental racism on African peoples, or in

the highest level of government deciding housing policies in the Department of Human Services. More and more majors in African American & African Studies are connected with possibilities of “policies from below.” This entails working closely with neighborhoods and Black communities to jointly decide what is in their best interests. This community engagement shapes both direction and outcome of public policies. Our course, Afro 4231, “The Color of Public Policy,” prepares our students to begin making these community linkages.

FACTOID

Jonah M. Edelman, son of Marian Wright Edelman president and founder of the Children’s Defense Fund, graduated summa cum laude from Yale University (1992) where he majored in African-American Studies and History. Jonah attended Oxford University on a Rhodes Scholarship, where in three years (1992-1995) he earned a masters and doctor of philosophy degrees in politics.

Education

Individuals who are interested in working for the educational reform of a system that all too often neglects the needs of minority students, improving educational opportunities for the poor, bolstering the self-esteem and confidence of adolescents, and inspiring students to reach the heights of academic achievement will benefit from the insights to be gained through a major in African American & African Studies. Our graduates have found satisfying careers teaching in a wide variety of settings, such as in charter schools, community-based educational programs, early childhood education, K-12 public and private education, and Americorps, etc. Students interested in teaching in elementary and secondary schools should consult the Social Studies Advisor in the College of Education (240 Wulling Hall, 612-625-9591) regarding coursework necessary for teacher certification. If you are contemplating teaching at the post-secondary level, we suggest that you begin to discuss plans for graduate training with the department’s undergraduate and graduate advisers as early as possible.

Healthcare

The enhanced knowledge of diversity and multicultural issues gained from our course offerings is invaluable for future careers in healthcare. Students learn a greater appreciation of African and African American experiences which help them avoid conflict situations and painful misunderstandings that interfere with health workers' ability to provide culturally sensitive and competent services. This knowledge is especially relevant to working with the new African immigrant communities that have settled in the Twin Cities and throughout the Midwest region. Nationally, graduates in Afro studies have gone on to pursue careers in medicine, nursing, public and mental health, and other related healthcare professions.

FACTOID

Jacci Thomspson-Dodd, who earned a M.A. in African American Studies and a M.S. in Social Science from Boston University is the founder of WeSpeakLoudly, a women's health education and advocacy organization. Another outstanding health care provider, Adewale Troutman received a M.A. Black Studies from the State University of New York, Albany and a medical degree from New Jersey Medical School. Dr. Troutman's liberal arts background in Black Studies gave him a unique perspective for addressing the problems of health disparity that continue to plague this nation.

Mass Communication and Journalism

Whether you are a news reporter, a company spokesman, or a journal editor, the field of African American and African Studies will empower you with the needed knowledge to surpass cultural stereotypes, to advance the meaning of multiculturalism, and to appreciate and respect diverse customs and values. The field will also equip you with the required liberal arts tools to maneuver through complex local, national and international issues with clarity and foresight.

FACTOID

Two well-known individuals who received academic grounding in Black Studies and both went on to achieve recognition in media journalism. Ray Suarez.: senior correspondent with the PBS

*Jim Lehrer NewsHour and formerly the host of NPR's news program "Talk of the Nation" holds a B.A. degree (1978) in African History from New York University and a M.A. in Urban Affairs from the University of Chicago. **Bill Whitaker**, CBS news correspondent based in Los Angeles earned a M.A. from Boston University in African-American studies. He reports regularly on the CBS Evening News with Dan Rather.*

Law

Civil rights, human rights, and social justice issues define the historical struggles of peoples of African descent. Questions of affirmative action, reparations, rights to land, the death penalty, and the disproportionate incarceration rates for African American males, engage the public consciousness and are being debated in law schools and in institutions of higher learning across the nation. The centrality of these themes, their impact on generations of African peoples, and how theories and laws in relation to these matters have changed in response to historical trends and political shifts, are covered in all three major tracks within the department of the African American and African Studies Department. A mastery of these profound issues will provide students with an excellent background for post-graduate studies in law.

Business

According to "Going Global" (Black Enterprise Magazine, Feb. 2003, 60) virtually every Chief Executive Officer (CEO) of a major corporation now recognizes that American businesses are becoming more dependent on international sales for economic growth and survival. To be competitive in the new global economy, companies must acquire knowledge of the cultural practices of the people with whom they seek to do business. This would also hold true for targeting American ethnic audiences as potential consumers of their products. The successful passage of the African Growth and Opportunity Act (AGOA) in May of 2000 not only paves the way for a meaningful economic partnership between Sub-Saharan African countries and the

United States, but this success of legislation has given a new dimension to their political, social, and cultural relations. Therefore, a solid background in African American and African Studies will give a business resume added value. Training in cultural diversity and global experience will practically ensure career advancement and success.

FACTOID

*Maine State Representative and millionaire businessman **Tom Davidson** (Democrat) attended Bowdoin University (1994) and received his B.A in Black Studies*

International Affairs

A degree in African American & African studies lays a foundation for broad and exciting career opportunities in the international arena including foreign affairs. The department offers the opportunity to study a foreign language that will augment your path of research and sharpen your quest for scholarship. Knowledge of foreign languages will enhance your ability to communicate with diverse audiences.

FACTOID

*A notable example of Afro major who went on to excel in the field of foreign relations is **Dr. Jendayi Frazer**. Dr. Jendayi Frazer who was appointed by Condoleeza Rice as Senior Director of African Affairs at the National Securities Council, received her B.A. degree in African and African American Studies and political science, M.A.s in international policy studies and international development, and a PhD in Political Science(1985) all from Stanford University.*

Science/Engineering

FACTOID

*Did you know that **Dr. Mae C. Jemison**, the first African American woman to travel in space, earned both a B.A. in African and African American Studies and a B.S. in Chemical Engineering from Stanford University (1977). Later, she received her doctorate in medicine from Cornell University Medical College, (1981) and studied abroad in Cuba and Kenya as well as worked in a Cambodian refugee camp. Her liberal arts training proved invaluable to her as a Peace Corps medical officer for Sierra Leone and Liberia, where she also taught and did medical research. After returning to the U.S., she was accepted in NASA's astronaut training program*

and made her historic flight in space on 12 September 1992. Among her current projects, The Jemison Group Inc. focuses on the beneficial integration of science and technology into everyday life. The company has consulted on the design and implementation of solar thermal electricity generation systems for developing countries and the use of satellite-based telecommunications to facilitate health care delivery in West Africa. The career of Dr. Jemison exemplifies the bridge between the humanities and social sciences and physical sciences.

ADVISING

Now that you know something about the many career opportunities open to Afro majors you will have many questions, and the advising staff is here to help you. Of these numerous advising resources at the University, the two most important advisers with whom you should keep in regular contact are your College of Liberal Arts adviser and your major adviser. If you have a double-major or a minor, you should consult with the adviser for that program on a regular basis.

Department of African American & African Studies Advising Staff

The main advisers for African American and African Studies are the Director and Assistant Director of Undergraduate Advising. In addition, students are welcomed and encouraged to consult with department faculty of their choice on matters of intellectual interest and practical concerns.

You should meet with the Director or Assistant Director of Advising about:

- African American & African Studies course offerings
- Major requirements and how to declare
- Minor requirements and how to declare
- Transfer credits: determining if courses taken elsewhere can apply toward the major/minor
- Course planning for your major or minor
- Reviewing progress towards degree
- Senior project planning
- Academic decision-making
- Academic difficulty
- Career guidance, including graduate school or employment
- Special opportunities such as study abroad, internships, scholarships, etc.
- Any other concerns, so that staff may refer you to the appropriate campus resources

The advisers will be responsible for:

- Providing you with accurate and helpful information about the programs
- Being available for your questions
- Referring you to other resources, when necessary
- Being reliable in keeping appointments
- Maintaining confidentiality with your academic and personal information
- Respecting your needs and ambitions

You will be responsible for:

- Maintaining frequent contact with your adviser
- Coming prepared for each advising meeting: bring an unofficial copy of your transcript with you, as well as any other information the adviser has requested of you
- Making appointments in advance (i.e., not at the last minute, demanding to meet immediately)
- Being proactive in handling issues and decisions (i.e., not letting things go until they become a problem)
- Familiarizing yourself with the contents of the department handbook, and the University Undergraduate and Graduate catalogues

College of Liberal Arts Advising

As a student in the College of Liberal Arts, you are assigned to a CLA Student Community (i.e. advising office). If you are not sure of the community to which you belong, call the CLA Student Information Office at 612-625-2020. Afro majors are most frequently assigned to one of the following communities:

CLA Social Sciences Student Community
575 Heller Hall
612-626-7714
socsci@adv.cla.umn.edu

CLA Martin Luther King Program
19 Johnston Hall
612-625-2300
MSteiner@class.cla.umn.edu

CLA Honors Division
115 Johnston Hall
612-624-5522
honors@adv.cla.umn.edu

You should meet with your CLA adviser about:

- Liberal education requirements
- Overall progress towards degree
- Adding or dropping courses beyond normal registration deadlines
- Any other advising concern not related to the African American & African

Studies department

You are encouraged to consult the [CLA Student Handbook](#).

DEPARTMENTAL COURSES

For current offering, please go to [www. Onestopumn.edu](http://www.Onestopumn.edu).

Afro 1009: History of Women on African Frontiers (3 cr)

AFRO 1011: Introduction to African American Studies (4 cr)

AFRO 1021: Introduction to Africa (4 cr)

AFRO 1131: Contemporary Issues in Africa (3 cr)

AFRO 1902: Social and Cultural History of Blacks in Sports (3 cr meets with AFRO 5756)

AFRO 3001: West African History: Early Times to 1800 (3 cr)

AFRO 3002: West African History: 1800 to Present (3 cr)

AFRO 3006: African Migrations into the Atlantic World (3 cr)

AFRO 3061: The Black Family (3 cr)

AFRO 3072: Racism: Social and Psychological Consequences for Black Americans (3 cr)

AFRO 3101: Seminar: Introduction to African and the African Diaspora (3 cr meets with Afro 5101)

Afro 3103: Seminar: African History from the perspective of the African Diaspora
(3 cr meets with Afro 5103)

AFRO 3108: Black Music: A History of Jazz (3 cr)

AFRO 3110: Study of an African Language (4 cr)

AFRO 3112: In the Heart of the Beat: The Poetry of Rap (3 cr)

AFRO 3120: Seminar: Social Movements in the African Diaspora (3 cr meets with Afro 5120)

AFRO 3141: Africa (3 cr)

AFRO 3204: History of South Africa to 1910 (3 cr)

AFRO 3205: History of South Africa from 1910 (3 cr)

AFRO 3251W: Sociological Perspectives on Race, Class, and Gender (3 cr)

AFRO 3301: The Music of Black Americans (3 cr)

AFRO 3334: Black Women: Interdisciplinary Perspectives (4 cr)

AFRO 3405: The African American Child (3 cr)

AFRO 3431: History of Africa to 1800 (4 cr)

AFRO 3432: History of Africa Since 1800 (4 cr)

AFRO 3437: History of East Africa (4cr meets with Afro 5437)

AFRO 3543: Psychology and the Black American Experience (3 cr)

AFRO 3578: Arts of Africa (3 cr)

AFRO 3585: African American Art (3 cr)

AFRO 3591W: Introduction to African American Literature (4 cr)

AFRO 3592: Introduction to Black Women Writers in the United States (3 cr)

AFRO 3593: The African American Novel (3 cr meets with AFRO 5593)

AFRO 3594: Introduction to Contemporary Black Fiction (3 cr)

AFRO 3598: Arts of the African Diaspora (3cr)

AFRO 3601: Introduction to African Literature (3 cr)

AFRO 3625: Black Women Writers in the Diaspora (3 cr)

AFRO 3626: Literature of African American Men: Sex, Family and Relationships (3 cr)

AFRO 3628: Literature of Rebellion: The Amistad and other Revolts (3 cr)

AFRO 3634: History of Blues and of Rhythm and Blues (3 cr)

AFRO 3654: African Cinema (4 cr)

AFRO 3741: Racial Minorities and the Mass Media (3 cr)

AFRO 3756: Social and Cultural History of Blacks in Sports (3 cr meets with Afro 5756)

AFRO 3864: African American History: 1619 to 1865 (4 cr)

AFRO 3865: African American History: 1865 to the Present (4 cr)

AFRO 3866: The Civil Rights and Black Power Movement (3 cr)

AFRO 3910: Topics in African American and African Studies (4 cr)

AFRO 3993: Directed Study (1-3 cr)

AFRO 4001 Seminar: History of Women in Southern African (3 cr)

AFRO 4013: Cities in Africa: African, Islamic, European Traditions (3 cr)

AFRO 4231: The Color of Public Policy: African Americans, American Indians, and Chicanos in the United States (3 cr)

AFRO 4253: Black Families in the Diaspora: Comparative Perspectives (3 cr)

AFRO 4432 Colloquium: Before the Fields: Internships, Community Service, and Study Abroad (3 cr)

AFRO 4478: Contemporary Politics in Africa and the Colonial Legacy (3 cr)

AFRO 4622: Caribbean Writers and Identity (3 cr)

AFRO 4632: Black Francophone Writers in Translation (3 cr)

AFRO 4800: African Studies Seminar (3 cr)

AFRO 4910: Topics on African American and African Studies

AFRO 4991W: Thesis Research and Writing (2 cr)

AFRO 4992: Thesis (1 cr)

AFRO 5072: Racism: Social and Psychological Consequences for Black Americans (3cr)

AFRO 5101: Seminar: Studies in African and the African Diaspora (3 cr)

AFRO 5103: Seminar: African History from the Perspective of the African Diaspora (3 cr meets with AFRO 3103)

AFRO 5120: Seminar: Social Movements in the African Diaspora (3 cr meets with AFRO 3120)

AFRO 5143: Geography of West Africa (3 cr)

AFRO 5145: Development in Africa (3 cr)

AFRO 5181: Blacks in American Theater (3 cr)

AFRO 5182: Contemporary Black Theater: 1960 to present (3 cr)

AFRO 5191: Seminar: The African American Experience in South Africa (3 cr)

AFRO 5301: The African Novel (3 cr)

AFRO 5352: Black Families in Comparative Perspective (3 cr)

AFRO 5401: Field Studies in African and African Studies (1-6 cr)

AFRO 5405: The African American Child (3 cr meets with Afro 3405)

AFRO 5437: History of East Africa (3 cr meets with Afro 3437)

AFRO 5478: Contemporary Politics in Africa and the Colonial Legacy (3 cr)

AFRO 5551: Methods: Use of Oral Traditions as Resources for History (3 cr)

AFRO 5593: The African American Novel (3 cr meets with AFRO 3593)

AFRO 5597: Seminar: Harlem Renaissance (3 cr)

AFRO 5598: Seminar: Black Arts Renaissance, 1960's and 1970's (3 cr)

AFRO 5655: African American Cinema (3 cr)

AFRO 5701: Proseminar: Classic Works in Africa Studies (3 cr)

AFRO 5756: Social and Cultural History of Blacks in Sport (3 cr meets with AFRO 1902)

AFRO 5910: Topics in African American and African Studies (1-3 cr)

AFRO 5993: Directed Study (1-3 cr)

ARABIC COURSES

ARAB 1101/1102: Beginning Arabic (5 cr)

ARAB 3101/3102: Intermediate Arabic II (5 cr)

ARAB 3036: Religion of Islam (3 cr)

ARAB 3541: Islam in the Catholic Age: Arab Phase 600 A.D. to 900 A.D (3 cr)

ARAB 5101/5102: Advanced Arabic II (3 cr)

ARAB 3900/5900: Topics in Arabic Literature and Culture: 19th Century Middle East (3 cr)

AFRICAN AMERICAN & AFRICAN STUDIES COURSES
MEETING CLE REQUIREMENTS

COURSES THAT SATISFY REQUIREMENTS FOR DIVERSIFIED CORE CURRICULUM		
Physical and Biological Sciences — none		
History and Social Sciences		
<i>Designator</i>	<i>Title</i>	<i>Core</i>
Afro 3001	West African History Early Times to 1800	HP (also IP)
Afro 3002	West African History 1800 to Present	HP (also IP)
Afro 3006	African Migrations into the Atlantic World	HP (also IP)
Afro 3009	History of Women on African Frontiers	HP (also IP)
Afro 3061	The Black Family	SSci (also CD)
Afro 3204	History of South Africa to 1910	HP (also IP)
Afro 3205	History of South Africa from 1910	HP
Afro 3251W	Sociological Perspectives on Race, Class, and Gender	SSci (also CD)
Afro 3431	History of Africa to 1800	HP (also IP)
Afro 3432	History of Africa: 1800 to Present	HP (also IP)
Afro 3864	African American History: 1619 to 1865	HP (also CD)
Afro 3865	African American History Survey: 1890 to Present	HP (also CD)
Afro 4013	Cities in Africa: African, Islamic, European Traditions	HP (also IP)
Arts and Humanities		
<i>Designator</i>	<i>Title</i>	<i>Core</i>
Afro 3108	The History of Jazz	AH (also CD)
Afro 3301	The Music of Black Americans	AH (also CD)
Afro 3591W	Introduction to African American Literature	Lit (also CD)
Afro 3592	Introduction to Black Women Writers in the U.S.	Lit (also CD)
Afro 3601	Introduction to African Literature	Lit (also IP)
Afro 3654	African Cinema	AH (also IP)
Afro 3634	History on Blues and Rhythm and of Rhythm and Blues	AH

COURSES THAT SATISFY REQUIREMENTS FOR DESIGNATED THEMES		
Citizenship and Public Ethics		
<i>Designator</i>	<i>Title</i>	<i>Core</i>
Afro 1011	Introduction to African American Studies	C/PE (also CD)
Cultural Diversity		
<i>Designator</i>	<i>Title</i>	<i>Core</i>
Afro 1011	Introduction to African American Studies	CD (also C/PE)
Afro 3061	The Black Family	CD (also SSci)
Afro 3072	Racism: Social and Psychological Consequences for Black Americans	CD

Afro 3108	The History of Jazz	CD (also AH)
Afro 3251W	Sociological Perspectives on Race, Class, and Gender	CD (also SSci)
Afro 3301	The Music of Black Americans	CD (also AH)
Afro 3591W	Introduction to African American Literature	CD (also Lit)
Afro 3592	Introduction to Black Women Writers in the U.S.	CD (also Lit)
Afro 3741	Racial Minorities and Mass Media	CD
Afro 3864	African American History: 1619 to 1865	CD (also HP)
Afro 3865	African American History: 1890 to Present	CD (also HP)
Afro 5655	African American Cinema	CD
Environment		
Afro 3141	Africa	Envt (also IP)
International Perspectives		
Afro 1021	Introduction to Africa	IP
Afro 3001	West African History Early Times to 1800	IP (also HP)
Afro 3002	West African History 1800 to Present	IP (also HP)
Afro 3141	Africa	IP (also Evt)
Afro 3204	History of South Africa to 1910	IP (also HP)
Afro 3431	History of Africa to 1800	IP (also HP)
Afro 3432	History of Africa: 1800 to Present	IP (also HP)
Afro 3601	Introduction to African Literature	IP (also Lit)
Afro 3654	African Cinema	IP (also AH)
Afro 4013	Cities in Africa: African, Islamic, European Traditions	IP (also HP)

COURSES THAT SATISFY WRITING INTENSIVE REQUIREMENTS		
Afro 3251W	Sociological Perspectives on Race, Class, and Gender	WI (also SSci, CD)
Afro 3591W	Introduction to African American Literature	WI (also Lit, CD)
Afro 4991W	Thesis Research and Writing	WI

AFRICAN AMERICAN STUDIES

African American Studies provides students with comprehensive knowledge of African American and African life and culture from a multi-disciplinary perspective. It prepares them for careers in a variety of areas as well as for advanced study at the graduate level. The African American Studies track furnishes a context in which students can develop the skills necessary for research and writing. Like all higher education, our goals are to develop in students the ability to think clearly and analytically, to write effectively, to reason and persuade in oral argument and debate, and to make use of these tools in everyday life. Students selecting the African American Studies track may elect to focus on both the social and behavioral sciences or on literature and the arts.

Requirements for the African American Studies Major Track

All majors in the African American Studies track must take the following courses:

- Afro 1011: Introduction to African American Studies (4 cr)
- Afro 3864: African American History: 1619 to 1865 (4 cr)
- Afro 3865: African American History Survey: 1865 to the present (4 cr)

One course (3xxx, 4xxx, or 5xxx-level) from the African Studies track or the Africa & the African Diaspora track (3 cr)

- One course in methods or statistics approved by the undergraduate adviser (3-4 cr)
- Completion of the CLA second language requirement in Arabic, Swahili, Dutch, French, German, Italian, Portuguese, Spanish, or ASL
- A group concentration (18 credits from 3xxx, 4xxx, and 5xxx-level courses)
 - At least 12 credits from either the Social and Behavioral Sciences concentration, or from the Literature and Arts concentration (student chooses one area concentration)
 - At least 6 credits outside the selected concentration (from the other area)
 - Of these 18 credits, at least 3 credits from a course that examines gender issues (talk to the adviser about approved courses)
 - Of these 18 credits, at least one 4xxx or 5xxx level seminar course (talk to the adviser about approved courses)

- AFRO 4991W: Thesis Research and Writing (2 cr)
- AFRO 4992: Thesis (1 cr)

For approved internships, students may receive up to 1 credit per term for a maximum of two terms.

If a course is cross-listed with another department, you must take the course with the “AFRO” designator. All courses in the major must be taken A/F grading in the Department, with a minimum grade of **C-**. Grades of “incomplete” will not be assigned for Afro 4991W and 4992 (senior project): if the work is not completed by the end of the term, a grade of “F” will be assigned.

AFRICAN STUDIES

African Studies at the University of Minnesota developed as a distinctive area of study in which the methods of several academic disciplines may be applied. Scholars from diverse disciplines and interdisciplinary fields, including History, Political Science, Languages and Literature, Cinema, Agriculture, Sociology, Geography, and the Arts enrich our program. Specialized programs relating to Africa may be available in some of these disciplines. In addition, the multi-disciplinary approach of the African Studies track serves those students who seek a comprehensive view of the subject.

Requirements for the African Studies Major Track

All majors in the African Studies track must take AFRO 1021 pre major requirement and Two Courses of African History from the following sequences:

- Afro 1021: Introduction to Africa (4 cr pre major requirement)
- Afro 3001: West African History: Early Times to 1800 (4cr)
- Afro 3202: West African History: 1800 to Present (4 cr)

or

- Afro 3204: History of South Africa to 1910 (3 cr)
- Afro 3205: History of South Africa from 1910 (3cr)

or

- Afro 3431: History of Africa to 1800 (4 cr)
- Afro 3432: History of Africa: 1800 to Present (4 cr)

or

- One course (3xxx, 4xxx, or 5xxx-level) from the African American Studies Track or Africa and African Diaspora track (3 cr)
- One course in methods or statistics approved by the undergraduate adviser (3-4 cr)
- Completion of the CLA second language requirement in Arabic, Swahili, Dutch, French, German, Italian, Portuguese or Spanish
- A group concentration (18 credits from 3xxx, 4xxx, and 5xxx-level courses)
 - At least 12 credits must be in the History, Geography, Development Studies, or Literature and Arts concentration (student chooses one area concentration). Additionally, students selecting the Development Studies concentration must complete Econ 1101 and Econ 1102.
 - At least 6 credits outside the selected concentration (from amongst the other 3 areas)
 - Of these 18 credits, at least 3 credits must be in Literature and Arts.
 - Of these 18 credits, at least 3 credits must be from a course which examines gender issues (talk to the adviser about approved courses).
 - Of these 18 credits, at least one 4xxx or 5xxx level seminar course (talk to the adviser about approved courses).
- Afro 4991W: Thesis Research and Writing (2 cr)
- Afro 4992: Thesis (1 cr)

For approved internships, students may receive up to 1 credit per term for a maximum of two terms.

If a course is cross-listed with another department, you must take the course with the “AFRO” designator. All courses in the major must be taken A/F grading in the Department, with a minimum grade of C-. Grades of “incomplete” will not be assigned for Afro 4991W and 4992 (senior project): if the work is not completed by the end of the term, a grade of “F” will be assigned.

AFRICA AND THE AFRICAN DIASPORA STUDIES

The Africa and the African Diaspora track will allow students to explore the global dimensions of the forced and voluntary migrations of peoples of African descent. This course of study will examine conditions under which many Africans became exiles from their homeland; how their cultures, ethnic identities, etc were shaped and recreated abroad in Asia, Europe, and the Americas, including the Caribbean; and the religious, cultural and political links that historically existed among and between these black trans-continental communities.

What was the nature of the contacts that developed between and within Africa and the various regions of the Diaspora? In pursuing this line of enquiry, students will become acquainted with the sustained efforts of many of these diasporic (or “scattered”) communities that desired to physically return to their motherland. The following themes will be investigated: Pan–African musical innovation and exchange; “spirituality systems that link blacks in the Diaspora to a nurturing African religious heritage”; the rise of black nationalists and Pan-African theorists and activists; and the latter’s role in liberation struggles throughout Africa and abroad. This track will also allow us to explore the complicity of some of these black radicals in the exploitative process of imperialism. The experience of the first generation African Americans and recently arrived African immigrants, especially our new neighbors in Minnesota, will likewise be considered.

Requirements for the Africa and the African Diaspora Studies Major Track

All majors in the Africa and African Diaspora Studies track must take Afro 3101 pre major requirement and two courses of African or African American History from the following course sequence:

- Afro 3101: Introduction to African American Studies (4 cr pre major requirement)

- Afro 3001: West African History: Early Times to 1800 (4cr)
- Afro 3202: West African History: 1800 to Present (4 cr)

or

- Afro 3431: History of Africa to 1800 (4 cr)
- Afro 3432: History of Africa: 1800 to Present (4 cr)

or

- Afro 3864: African American History: 1619 to 1865 (4 cr)
- Afro 3865: African American History S: 1 1865 to Present (4 cr)

- One course in methods or statistics approved by the undergraduate adviser (3-4 cr)

- Completion of the CLA second language requirement in Arabic, Swahili, Dutch, French, German, Italian, Portuguese or Spanish
- A group concentration (18 credits from 3xxx, 4xxx, and 5xxx-level courses):
 - 12-15 credits must be from Public Policy/Development, Social Sciences, or Literature and Arts (student chooses one area concentration). Additionally, students selecting the Public Policy/Development concentration must complete Econ 1101 and Econ 1102.
 - At least 3 credits must be outside the selected concentration (from amongst the other 2 areas).
 - Of these 18 credits, at least 3 credits must be in Literature and Arts.
 - Of these 18 credits, at least 3 credits must be from a course which examines gender issues (talk to the adviser about approved courses).
 - Of these 18 credits, at least one must be a 4xxx or 5xxx level seminar course (talk to the adviser about approved courses).
- Afro 4991W: Thesis Research and Writing (2 cr)
- Afro 4992: Thesis (1 cr)

For approved internships, students may receive up to 1 credit per term for a maximum of two terms.

If a course is cross-listed with another department, you must take the course with the “AFRO” designator. All courses in the major must be taken A/F grading in the Department, with a minimum grade of C-. Grades of “incomplete” will not be assigned for Afro 4991W and 4992 (senior project): if the work is not completed by the end of the term, a grade of “F” will be assigned.

TRANSFER OF CREDITS

If you have taken courses at another institution that you think might count towards your African American & African Studies major or minor, please follow these steps to have your coursework reviewed:

1. Submit a copy of the syllabus to the adviser. (If you do not have a copy of the syllabus in your possession, you must contact the instructor, department, or institution to acquire it.)
2. The adviser will have faculty review the course syllabus to decide if it will be accepted.
3. You will be notified by the adviser when a decision has been made.
4. Consult with the adviser to declare your major or minor and to learn how the transfer courses will satisfy the major or minor requirements.

The Department of African American and African Studies is committed to providing students with a quality education and to protecting the integrity of the major and minor degrees. Towards this end, the Department has implemented a residency requirement.

For the **major** or **double-major**, you must complete a minimum of 12 credits in the AFRO department, even if you “transferred in” quite a few credits. For example, if you took 30 credits in African American Studies at another institution, and you hope to complete the major here, you must still complete at least 12 credits in this department.

For the **minor** you must complete at least 6 credits of the required 15 credits in the AFRO department. If you took 12 credits elsewhere, you must still take 6 credits here, to complete the minor. This means, in essence, that if you are trying to transfer in a large number of credits, they may not all count.

If you are planning to study abroad, please talk to the adviser to see how the residency requirement will affect you. This is especially important if you have already used transfer courses to help satisfy any of the major or minor requirements.

<p>SENIOR THESIS PROJECT</p> <p>MOST FREQUENTLY ASKED QUESTIONS</p>

1) What is the senior project and why do majors and double majors in the Department have to complete one?

The completion of a senior project is required for most degrees in the College of Liberal Arts. For a major in African American and African Studies, you must register for Afro 4991W and 4992 and complete a research paper to satisfy the senior project requirement. This project, involving both research and writing focuses your interest, provides perspective on and integrates your studies in the major, develops analytical and research skills, and encourages creativity and independent effort.

2) How do I pick a topic for the project?

By the end of your junior year, your interests will have developed, particularly in certain areas of your major. Spend time sorting out your interests and exploring possible research topics. Pick a subject about which you are passionate, but one that can be treated in the time allowed. Be sure to select a topic for which you already have an appropriate background, and that you have the skills needed to complete the project. Statistical, computer, or second language skills, for example, should not be something you must learn at the senior project stage.

The subject of the paper is usually a topic in your group concentration and of a quality which crowns your work at the University. It should be a culmination of your undergraduate studies, expressing knowledge of a field of inquiry and, in the words of a recent CLA Committee on Undergraduate Education, "...demonstrate an ability to think critically and creatively, to gather, recognize and interpret data, to solve problems, and to interpret and communicate feelings."

The specific topic and format must be agreed upon and approved by the advising faculty member.

3) How will I be graded? Your work at different stages...

You will be graded for both Afro 4991W and 4992 according to A-F grading system. You should only register for these courses when you have the time available to complete them. **No grades of “incomplete” will be assigned. If the project is not completed during the term of registration, a grade of “F” will be assigned.**

When completed the paper must be approved by the advising faculty member. The faculty member will sign and date the title page of the paper to indicate approval, and make a copy of the title page. The undergraduate adviser will file the title page in the student’s record and notify the proper CLA authorities of its completion.

<h2>SENIOR PROJECT INSTRUCTIONS</h2>

Follow these steps to complete your senior project:

1. Select a faculty member under whom you wish to work. Contact this person and meet with him/her. Ask if he/she would be willing to supervise your project. Please be aware: faculty must sometimes decline to supervise a student’s project if they are already supervising a number of other projects. Thus, it is important to talk with the faculty member as soon as you are able, to allow yourself time to find someone else, if this person is unable to work with you.
2. Discuss the topic to be researched and create a contract (this is similar to a self-designed syllabus), including a title for the project, a timeline for submission of assignments, and both your and your faculty supervisor’s signatures. Submit this contract to the Undergraduate Adviser and keep a copy for your personal file.
3. Once this contract has been submitted, you may request a permission number from Agnes Malika, the Program Associate in room 808 Social Sciences to register for Afro 4991W.

4. Register for Afro 4991W, 2 credits, A-F grading, using the permission number you were given.
5. Work with your faculty supervisor and work independently to complete the steps to the first draft, as specified in the contract, by the end of the semester. The department urges you to plan ahead and meet regularly with your faculty supervisor. You are responsible for setting and attending regular meetings with your supervisor. Most students find it helpful to meet at least once a month.
6. Once a first draft of the project has been completed and approved by your faculty supervisor, revise or add on to your contract. Return this contract with both your and your faculty supervisor's signature to the Undergraduate Adviser.
7. Once this contract has been submitted, you may request a permission number to register for Afro 4992. Register for Afro 4992, 1 credit, A-F grading, using the permission number you were given.
8. Make the revisions that your faculty supervisor has recommended. Work with your faculty supervisor and work independently to complete the final copy of your project by the end of the semester. The department urges you to plan ahead and meet regularly.
9. Once the final copy of the project has been completed and approved by your faculty supervisor, obtain his/her final signature on your contract. Submit this contract along with a final copy* of your paper to the Undergraduate Adviser for inclusion in the Department's collection. This contract will then be submitted to the CLA Advising Office, confirming that you have satisfied the requirements of the senior project.

* The final draft must be clean, neatly typed on 8 ½ x 11 bond paper, with a 1 ½ inch left margin, free of grammatical and spelling errors, and with footnotes and bibliography, conforming to the standards of Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5th ed. Maps, and certain other diagrams, may be submitted on larger sheets, but must be clipped (not stapled) to the text.

LANGUAGE STUDY

Students pursuing a major in African American and African Studies must meet the CLA Second Language Requirement. To meet this requirement, students must pass the Graduation Proficiency Test (GPT), which is usually taken after four semesters of language study. For questions about the GPT and the CLA Second Language Requirement, contact an adviser in your CLA Student Community. If English is a second language for you, consult with your CLA adviser about the language requirement.

You are encouraged to select a language that is related to your major area of study. For students pursuing the African American Studies track, American Sign Language (ASL) is an acceptable selection; however, it is not an appropriate language selection for students pursuing either the African Studies or Africa and the African Diaspora Studies track.

The department offers Arabic language courses on a regular basis. Wolof, Twi, and Swahili are offered through the Minnesota Studies Abroad Program (See AFRO 3110 and other course offerings under “Afro-American Studies” and “Arabic” in the Class Schedule.)

MINOR REQUIREMENTS

To obtain an African American and African Studies minor, a student must satisfactorily complete 15 credits from 3xxx, 4xxx, or 5xxx-level “Afro” designated courses. Courses may be from a combination of African American, African, or Diaspora focused courses, but should form a coherent and meaningful whole that makes sense according to the student’s program.

Students must complete at least 6 credits in this department. Up to 2 credits may be accepted toward the minor for approved internships. Up to 3 credits may be accepted from directed study, independent study, or from courses taken S-N. Up to 4 credits of language study may be

approved for use in the minor. For approval of these courses, please consult with the departmental undergraduate adviser.

GRADING POLICIES

In accordance with the policy of the College of Liberal Arts, the Department of African-American and African Studies uses two grading options: A-F and S-N. All courses taken in the Department for the major, double major, and minor, must be taken A-F grading option.

Directed Study Grading

University Senate policy on evaluating and reporting participation in directed studies projects is that credit, student workload, and grades for an individual project follow the same guidelines used in evaluating student performance in a regular course. Each directed study registration should include a written contract filed at the time of the registration. This contract, outlining the objectives, methods, evaluation procedures, and credits to be awarded through the project, becomes the basis for evaluating the student's work. Departmental approval of the project is required.

Incompletes

Sometimes a student may not be able to complete the requirements for a course and may request a grade of "Incomplete" from the instructor. If the instructor believes that legitimate reasons exist to justify extending the deadline for course completion, s/he may approve the request and assign an "incomplete." If you do not complete the requirements for a course and do not request an "incomplete," a grade reflecting your performance will be assigned. If the instructor approves your request for an incomplete, you and the instructor must complete a written agreement for the terms of completion. This form is available from CLA student communities and departmental offices. Students assigned "incompletes" must complete the unfinished work by the date agreed upon with the instructor, or, if no date is specified, no later than one year after the last day of final examinations of the term in which the "I" is given. If the work is not submitted by that time, the "incomplete" will automatically change to an "F".

Please note: no grades of “incomplete” will be assigned in Afro 4991W or 4992 (senior project): if the work is not completed by the end of the term, a grade of “F” will be assigned, and the student will have to repeat the course.

Student Grievance Procedures

Students who dispute their grades or who have a grievance arising from a course or directed study should first attempt to resolve differences with the instructor or teaching assistant in question. If this does not work, the student may ask the chairperson of the Department to mediate. If no satisfaction is obtained, the student may take their grievance to the Student Dispute Resolution Center. This is an investigation service which can answer questions, investigate complaints, and clarify misunderstandings about University or College procedures. It is run and directed by students.

SPECIAL OPPORTUNITIES

Honors Program

Qualified African American and African Studies majors are encouraged to enter the CLA Honors Program. The Honors Program provides academically excellent students with the opportunity to enrich their education and to demonstrate their abilities at a high level. It allows students to participate in small group seminars and to work with faculty mentors on a variety of research projects. It gives students a chance to inquire more deeply into selected aspects of various fields, and it offers valuable training in research, writing, and oral communication. Graduation with honors is a noteworthy distinction. To qualify for graduation with honors at the summa cum laude (3.75 GPA or higher), magna cum laude (3.66 GPA or higher), or cum laude levels (3.5 GPA or higher), students must be admitted to the Honors Division and must complete the requirements of the Honors Program. For more information, contact CLA Honors.

As an Honors student, you may request to take any of your AFRO courses as an Honors option. Consult with your Honors adviser for information on how to do this, then meet with the instructor of the course to request and design the course to meet Honors requirements.

Internships

In addition to the many University of Minnesota internship opportunities, the department offers an exciting community-based internship through its AFRO 1011 “Intro to African American Studies” course. Choosing to complete an internship solidifies knowledge gained through courses, allows for the application of this knowledge and for exploration of new areas, and prepares a student for future employment. For more information about internships, contact the Career and Community Learning Center, the Department of Undergraduate Advising, or the Department of African American and African Studies.

Study Abroad

These are the crucial elements for a successful Overseas Experience. If you are considering study abroad with an eye on getting African American and African Studies credit for it, careful preparation should begin with a visit to the Global Campus - Study Abroad Office in 230 Heller Hall. *Most importantly you should initiate an early discussion with the African American and African Studies adviser.* As a potential study abroad student, you will need to talk about the course work you are planning to pursue. Our faculty have spent extended period in West, East and South Africa. Students have the opportunity to draw upon their expertise and obtain approval in advance.

If you are interested in pursuing credit for study abroad in Africa, Caribbean, Brazil, and e.t.c., begin with the following steps:

1. Visit the Global Campus - Study Abroad Office in 230 Heller Hall (612-626-9000).
2. Make an appointment with the undergraduate adviser in African American and African Studies to discuss your plans and ideas.
3. Meet with an Afro faculty adviser for crafting your study abroad experience
4. Get faculty approval. An Afro faculty member must sign your course/proposal for study abroad.

African American and African Studies majors are required to complete at least 12 credits in the department. Students pursuing the minor are required to complete a minimum of 6 credits in the department. With these requirements, you may be limited in the number of study abroad credits you can apply towards the major or minor. Again, be sure to discuss this situation with the African American and African Studies adviser.

Opportunities Study Abroad

There are a number of research possibilities and unique opportunities for study abroad. Many of these are ideal for students in African American and African Studies.

- The international Reciprocal Student Exchange Program (IRSEP) offers scholarships for one year of study in universities in Tunisia and Tanzania. One student is selected each year for each country. African American and African Studies students would be perfect for this program.
- The International Reciprocal Student Exchange Program (ISEP) currently offers opportunities for one-year study at universities in Nigeria, Ivory Coast, Tanzania, and Kenya.
- The Minnesota Studies in International Development (MSID) offers one or two semester internship programs in Senegal, Kenya, and Ghana.
- The Student Project Among Nations (SPAN) (<http://www.mnspan.org>) offers summer research opportunities in various African countries (countries change yearly). University of Minnesota Students have recently gone to Ghana, Malawi, Kenya, Tanzania, Cameroon, and Zimbabwe.

There are several ways students can pursue research studies abroad. The University has set aside funds for undergraduates who want to pursue research opportunities through UROP (the Undergraduate Research Opportunities Program). In addition, students can plan their own directed study research project in consultation with and under the supervision of an individual faculty member.

RESOURCES FOR STUDENTS

Student Support Services

African American Learning Resource Center

[185 Klaeber Court] <http://www.umn.edu/aalrc>
(612)-625-1363 aalrc@umn.edu

This office has been active on our campus (Twin Cities) for 20 years and has provided services and educational opportunities as diverse as the interests of the students. The mission of the center is to assist in the retention and graduation of students from the university. The support services that are available through our center play a pivotal role in supporting the university's position and support for excellence through diversity. We offer a variety of services such as academic advising, tutorial centers, personal and financial aid counseling, cultural programming, incentive programs, and much more.

Black Student Union

[300 Washington Ave SE]
612-624-8938

The Black Student Union (BSU) is an organization that strengthens the awareness of African American culture by sponsoring cultural events, self-awareness workshops, and encouraging student leadership within the community. BSU is a student-run organization interested in the promotion of Black cultural activities.

Career and Community Learning Center

[135 Johnston and 345 Fraser] <http://www.cclc.umn.edu/>
612-624-7577 and 612-626-2044 cclc@class.cla.umn.edu

The Career and Community Learning Center offers career resources and information, and access to job, internship and volunteer listings, service learning, and opportunities to get involved in the community, and exchanges to other U.S. colleges.

Disability Services

[McNamara Alumni Center, Suite 180] <http://ds.umn.edu/>
Phone: (612) 626-1333 (V/TTY)

This office offers experienced help and information for students with disabilities.

Financial Aid (Office of Student Finance)

[200 Fraser Hall] <http://onestop.umn.edu/finances> helpingu@umn.edu
(612)-624-1111 or 1-800-400-8636 TTY 612-626-0701

The financial aid office can help you finance your education in a number of ways. They can give you information on scholarships, grants, loans, and college work-study programs.

Global Campus

[320 Heller Hall] <http://www.Umabroad.umn.edu>
(612)-626-9000

This program offers services related to study, work and travel abroad.

Honors Advising, College of Liberal Arts

[115 Johnston Hall] <http://www.cla.umn.edu/honors>
(612)-624-5522

This office serves CLA students in the honors program, in all majors.

International Student and Scholar Services

[190 Hubert H. Humphrey Center] <http://www.iss.umn.edu>
(612)-626-7100 iss@umn.edu

This office offers counseling and information for foreign students on such matters as visa requirements, English-language requirements, government regulations, social functions, and financial issues.

Learning and Academic Skills Center

[109 Eddy Hall] <http://www.ucs.umn.edu/iasc>
(612)-624-3323

This center provides a skilled staff ready to help students develop improved study skills.

Martin Luther King Program

[19 Johnston Hall] <http://www.class.umn.edu/index.html>
(612)-625-2300 mlk@class.cla.umn.edu

This program provides academic advising and personal counseling, and also offers a variety of supporting services: tutorials, MLK sections of introductory courses, support groups, study skill workshops, and employment counseling. The program is open to, and intended for, all students. The counseling staff is ready to provide individualized services to students.

Minnesota Women's Center

[200 Klaeber Court] <http://www1.umn.edu/mnwomen>
(612)-625-9837 mnwomen@tc.umn.edu

This office offers counseling and assistance for returning and/or older women.

Office of Human Resources, Job Center

[170 Donhowe Bldg.] <http://www1.umn.edu/ohr/employ.html>
(612)-625-2000 jobctr@umn.edu

This center offers employment assistance.

Office of Multicultural and Academic Affairs

[432 Morrill Hall] <http://www.oma.umn.edu>
(612)-624-0594 TTY (612)-626-0204

This office provides leadership for fostering a campus environment that values and actively supports an inclusive and diverse University Community.

Office of University Women

[122 Klaeber Court] <http://www1.umn.edu/women>
(612)-625-2385 women@umn.edu

This office's mission is to improve and enhance the campus climate for all women faculty, staff, and students.

Student Dispute Resolution Center

[107 Eddy Hall] <http://www.tc.umn.edu/~sos>
(612)-625-5900 sos@tc.umn.edu

This is an investigative service, which can answer questions, investigate complaints, and clarify misunderstandings about University or College procedures. It is run and directed by students.

Student Legal Services

[160 West Bank Union Skyway] <http://www1.umn.edu/usls/>
(612)-624-1001 usls@tc.umn.edu

This office answers legal questions.

Student Writing Center

[306B Lind Hall] <http://swc.umn.edu/>
(612)-625-1893

The Student Writing Center provides writing help for undergraduate students at all stages of the writing process.

University Counseling and Consulting Services

[109 Eddy Hall] <http://www.uccs.umn.edu>
(612)-624-3323

This program offers academic, career, and personal counseling services for students.

Veterans Certification Office

[200 Fraser Hall]

(612) 625-8076

http://onestop.umn.edu/registrar/transcripts/veteran_s04.html

The veterans' office can answer questions concerning veterans' benefits. It also offers counseling services.

Publications

There are several online publications designed especially for you, which you will find to be helpful in addressing your concerns and questions. Keep in mind that as a student you are held responsible for knowing the information contained in the resources listed below.

Undergraduate Catalog

<http://www.catalogs.umn.edu/ug/index.html>

Course Guide

<http://www.onestop.umn.edu/guide/html/tc.html>

Class Schedule

<http://www.onestop.umn.edu/schedule/html/tc.html>

CLA Student Handbook

CLA Student Information Office, 49 Johnston Hall

APPENDIX

COURSE DESCRIPTIONS

AFRO 1009 History of Women on African Frontiers (3 cr)

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 1011: Introduction to African American Studies (4 cr)

This course is an introduction to the study of people of African descent in the United States and the African Diaspora. We will explore why people of African descent have occupied an oppressed position in this culture and globally and how they have resisted this oppression creating social change. Our major form of analysis is historical sociology. We will examine changes over time and employ sociological, economic, and political tools for understanding the historical and contemporary positioning of African Americans. We will be centrally concerned with how race, gender, and class shape Black life in the United States and the cultural creativity of African peoples.

AFRO 1021: Introduction to Africa (4cr)

The course provides a beginning – level overview of the Africa. We will explore its diversity starting from “early times” and move into the present through the findings of the disciplines of Geography, Archaeology, History, Anthropology, and Literature. We will examine too, current economies and politics, which are of major concern today.

Like residents of the rest of the world, African peoples have been confronted with accelerating changes in the last five hundred years. In external affairs, the periods of the Tran Saharan trade and the Indian Ocean trade (at least two thousand years old) and the Atlantic slave trade (sixteen to mid-nineteenth centuries), were followed by the era of European colonial rule from the late nineteenth century to the early 1960s (for most of Africa). The major political and economic shifts imposed during European rule were left to new African governments and their people, as an increasingly heavy heritage in the post-colonial era. The political and more seriously, probably, the economic hopes of independence have been unmet for a variety of reasons. Life for most people of the continent has been growing increasingly difficult and minimum needs of millions are not being met. Fortunately, there are increasing glimmers of positive change in parts of the continent. It is on these notes that the course ends- very much reflective of the state of African affairs at the beginning of this millennium.

AFRO 1131: Contemporary Issues in Africa (3 cr)

"Contemporary Issues in Africa" will help students get a deeper grasp of the present political, economic, environmental, religious, and cultural issues of the African continent. Students will be able to better assess the current and future problems within the countries and regions of Africa and to comprehend how events there might affect their own well being. The course will introduce students to the distinctive and complex features of contemporary Africa. It will

strengthen their knowledge of Africa. The course will analyze Africa against the backdrop of its colonial history to the present. Emphasis will be on the growth of African democracies, the AIDS epidemic, ethnic and civil conflicts, the debt crisis, as well as strategies that African governments and non-governmental organizations (NGOs) are implementing to combat these crises. The course will also examine the rise of the middle class in sub-Saharan Africa, post-colonial legacies, population as a political and social issue, and rural to urban migration. For information on this course please check the printed copy of the Spring 2003 Course Guide or contact the professor or department.

AFRO 3001: West African History: Early Times to 1800 (3cr)

This course will examine the story of some of the people of this region, especially through the changes and developments that took place among several individual groups. The emphasis will be upon understanding well the events of some “representative” people’s histories, rather than attempting to understand what occurred in each and every group. There are too many groups and activities to study in a semester.

AFRO 3002: West African History: 1800 to Present (3 cr)

This course extending from the Atlantic Ocean to Lake Chad in the east, north into Morocco and Algeria, and south to the Gulf of Guinea, West Africa encompasses desert, sahil, savanna, and forest lands. Hundreds of ethnic groups, who are often interrelated, have contributed to West Africa’s history in the last 1599 to 2000 years. Permanent settlements and state formation developed in the early times though large numbers of people retained non-state (decentralized political authority) political organization. Most major migrations in West Africa were completed by the eleventh and twelfth centuries.

AFRO 3006: African Migrations into the Atlantic World (3 cr)

This course examines the economic, social and cultural impact of African Migration into the Atlantic World. This migration came rather late in the history of Africans outside of Africa. It is these people who are the ancestors of African-Americans of the countries of the Americas and Caribbean, and Europe. Current research in several disciplines is indicating that the Atlantic migrations of Africans and their descendents had a heretofore unappreciated impact on broader American history. This statement summarizes the themes of the course. Some Africans brought a remarkable ease with frontiers as part of their cultural baggage. Therefore the various African-American frontiers in the US and elsewhere will need re-examination in light of this. West African rice growing technology was another part of the African heritage and was implanted in southeastern US - an incredible feat. The instructor is sympathetic to the idea that it is very valuable to view the activities of Africans in the Atlantic world as a continuation of African history - as well as the beginning of something new. This approach enhances our knowledge of Africa AND the countries of the Atlantic world. We will also explore the comings and goings (from at least the late 18th century) and activities of free Africans and African-Europeans to various parts of the Atlantic. This course is for undergrads from all disciplines and schools.

AFRO 3061: The Black Family (3 cr)

This course is a course in the Sociology of African-American family life in the United States. The central assumption is that the family is key institution for Black people in the United States. Accordingly, a critical treatment of formation and change in the Black family is essential. We

will draw upon several empirical and theoretical tools to accomplish this critical analysis. These tools are: 1) the use of social-historical information, including some grounding in the African context 2) the use of sociological, political–economic, and cultural frameworks for understanding Black families in American society 3) the use of selective comparative information 4) an analysis of gender and sex roles in Black family life, and 5) social policies for change.

AFRO 3072: Racism: Social and Psychological Consequences for Black Americans (3 cr)

The purpose of this course is to increase the students' knowledge and awareness of the historical and cultural underpinning of racism and how race continues to influence contemporary American society, especially the lives of African Americans. Students study issues of worldview, gender, race ethnicity, legislation and class to enhance their awareness of how individual, systemic and cultural racism affect African Americans socially and psychologically. Lectures, reading, and class assignments that stimulate class discussions will help students have a broader understanding of cultural diversity as they critically examine the role of racism in American society.

AFRO 3103: Seminar: African History from the Perspective of the African Diaspora (3 cr.)

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 3108: Black Music: A History of Jazz (3 cr)

The History of Jazz course looks at the development of America's true "classical" musical form. We will trace the roots of Jazz from West Africa to the spirituals and work songs of the African slave through Blues to the first form of Jazz--New Orleans Dixieland. The other jazz forms of Swing, Bebop, and Cool through Neo-Classicism will also be studied. Because the course focuses primarily on the social, economic, and political impact on jazz, and vice versa, it is a perfect course for both the musician and the non-musician. Musicians will appreciate the developmental aspects of this once brand-new musical form and will gain a better understanding of how musical elements such as form, instrumentation, etc., and life interact and evolve.

AFRO 3110: Study of an African Language (4 cr; prereq student enrolled in MSID Program; in-country language courses; sections in Swahili (Kenya) ,Wolof (Senegal) and Twi (Ghana). Introduction to a selected African language for students participating in the MSID programs in Kenya, Senegal, and Ghana. Emphasis on oral communication skills and cultural context.

AFRO 3112: In the Heart of the Beat: The Poetry of Rap (3 cr)

This course looks at in the context of African American Literature, American culture and aesthetics in general. The aim of this course is to evaluate the quality and impact of the best rap/poems. The goal then is to liberate the worlds and examine their qualitative competence as literary works of art and their impact on our culture. The hope is that at the end of this semester students will have a list of great poems that have entered the public consciousness through rap.

AFRO 3120: Seminar: Social Movements in the African Diaspora (3 cr)

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 3141: Africa (3 cr)

This course introduces students to the human and environmental diversity of Africa and examines the effects of internal and external forces on the spatial organization of African economies and societies. Geographic (case) studies are used to discuss important developmental issues, which reflect modern trends and gender conditions. The method is to examine selected topics and themes in depth rather than to present general pictures of individual nations. The course focuses on two broad themes: Man-Environment relations (as reflected in built landscapes) and Political and Economic Transformations, especially the rise of democracies and free market economies. The selected sample of topics and themes is representative of the African continent, but greater attention is given to regions south of the Sahara. The course Geog 3141 is cross-listed with Dept of African American and African Studies.

AFRO 3204: History of South Africa to 1910 (3 cr)

This course will be a history of Southern Africa from early man to the arrival of the first Dutch settlers at the Cape of Good Hope in 1652 to the unification of Southern Africa in the 1910. A major theme will be the historical patterns of interaction and conflict relations that characterized contact between the white expansionist communities and the indigenous peoples of the region. We will examine such topics as: the “myth of the empty land” thesis used by the colonial states to justify the appropriation of African lands; the institution of slavery and the emergence of racial attitudes in the Cape colony; strategies of opposition to European encroachment as we will analyzes two case studies of African state formation; the rise and fall of the African peasantry within the context of the mineral revolution and the development of the South Africa migrant labor system; the emergence of a new work culture; and, Afrikaner nationalism and new forms of African protest politics.

AFRO 3205: History of South Africa from 1910 (3 cr)

This course will be a history of South Africa from unification to the challenges confronting the new democratic government. We will explore the years of non-violent struggle from the independent church movement and the formation of the Industrial Commercial Workers Union and the African National Congress; to the move to armed resistance with the formation of apartheid education, the Soweto massacre, and the rise of the black consciousness movement; Township popular culture will also be analyzed. Finally, we will examine the expectations of Africans in the new South Africa, as well as consider the report of the truth and Reconciliation Commission, the affirmative action debate, and education after apartheid.

AFRO 3251W: Sociological Perspectives on Race, Class, and Gender (3 cr)

Race, class, and gender as aspects of social identity and as features of social organization. Experiences of women of color in the United States. Family life, work, violence, sexuality/reproduction, possibilities for social change.

AFRO 3301: The Music of Black Americans (3 cr)

This course traces the musical contributions of African-Americans from West Africa through the many forms found in American Music, i.e., Jazz, Rock and Roll, Blues, Rhythm and Blues, Gospel, Spirituals, etc. Class instruction will consist of lecture demonstrations, videos, listening, and class discussion.

AFRO 3334: Black Women: Interdisciplinary Perspectives (4 cr)

This course is an interdisciplinary study of the peculiar images, symbols, and stereotypes that has been invented to defined and oppressed Black Women (AAW) socially, culturally, politically, and economically throughout America and within the African Diaspora. At the Same time, we will examine and compare the behavioral and spiritual linkages of black women that can found in Africa and within the Diaspora from within an African centered viewpoint. We will use an analytical framework of race, class, gender, sexuality and cultural differences to understand this “peculiar” but controversial positionality of Black women in the past and present. By using a number of contemporary and classic texts, supplemental reading packages, videos, everyday “common sense knowledge,” and concrete experiences in our discussion, we will also ask the questions what is a Black Woman? What are the differences between a Black feminist and a Womanist? And how does “herstories” (Black women’s stories) fit in the community, the dominant society and globally?

AFRO 3405: The African American Child (3 cr)

The African American Child course will explore specific research conducted by African American psychologists, behavioral and social scientists and child development experts as their findings relate to the important task of assisting African-American children to develop emotionally healthy and psychologically secure in a culturally diverse society.

AFRO 3431: History of Africa to 1800 (4 cr)

This course offers a general, introductory survey of African history from earliest times. You need have no prior knowledge of the subject, just interest and enthusiasm. Through lectures, discussions, readings and films, we will explore Africa's rich and diverse pre-colonial past, paying particular attention to material and social change and the ways in which both ruling elites and "ordinary" men and women-farmers, herders, traders, slaves - helped to shape their worlds. The course begins with a critical examination of how we view Africa and its past, and the ways in which European, American, and African scholars have debated the very meaning of "Africa." It goes on to challenge Western depictions of Africa as the "dark continent" by showing that African peoples had vibrant cultures and sophisticated technologies, participated in far-reaching commercial and political networks, and maintained dynamic (and internally differentiated) social systems for centuries before the arrival of Europeans on African shores. The course also introduces the trans-Atlantic trade in African slaves, how it developed hand in hand with (indeed, depended on) negative and inaccurate images of Africa, many of which persist to this day, and addresses the difficult question of African involvement in the slave trade, in the context of local processes of economic and political change and the efforts of African elites (old and new) to control their destinies in a transformed world system.

AFRO 3432: History of Africa Since 1800 (4 cr)

This course surveys African history from the sixteenth century to the present, a time of intensifying global interaction with enormous consequences for African societies. It is meant as a general introduction to African history. The course is organized into thematic sections: "The Slave Trade and its Impact;" "Global Structures of the Nineteenth Century: Imperialism and Underdevelopment", "Colonialism and Resistances", and "Independent Africa." For each of these themes students will examine how societies in various sub-regions of Africa experienced

its impact. The course emphasizes critical thinking, understanding the role of historical context, and exploring multi-cultural perspectives.

AFRO 3437: History of East Africa (4 cr)

This course is intended to provide students with a solid foundation in East African History. During the course we will consider a number of major themes in the history of East Africa from the era of early human cultural development to the present. We will also explore some of the methods that historians use to reconstruct that history as well as consider varying interpretations and constructions of that history over time.

The themes we will explore include: early history and human culture; ecology and identity; the languages and peoples of early East Africa; oral traditions of origin; farmers, herders, economy and identity; early political formations and the development of states in Great Lakes Africa; the development of Swahili culture and society; Swahili city states and the Indian Ocean world; trade and cultural transmission in the African interior; slave trade and slavery; the impact of Islam on East Africa; early imperialisms; the impact of Scramble for Africa; Colonial conquest and processes; the lived experience of colonialism; anti-colonial struggle; the impact of “divide-and-rule”; class structure; anti colonial political violence; the meaning of independence; the fragility of the independent state and authoritarianism; the concept of democracy in contemporary East Africa; and, the legacy of colonialism in contemporary East Africa.

AFRO 3543: Psychology and the Black American Experience (3 cr)

This course seeks to acquaint students with the past and present impact that psychology exerts on African Americans. This will be accomplished by providing a historical perspective, views of relevant scholars towards Africans, a review of conceptual issues germane to African Americans, and an introduction to recent research and an introduction to recent research and theory in the areas of family/children.

AFRO 3578: Arts of Africa (3 cr)

This course will offer a survey of the diverse arts of Africa, from ancient times to present. Visual arts of several civilizations. Relation of visual arts to larger cultural issues (religion, cosmology, gender, identity, political power).

AFRO 3585: African American Art (3 cr.)

The dynamics inherent to African American art began nearly 400 years ago and concern what occurred when people with an African aesthetic found themselves amidst Europeans with a different aesthetic in a land alien to both cultures. This cultural tension continues to influence what African American artists presently produce. The course progresses chronologically in order to explore why and how certain African American made the objects they did at specific times and in society; therefore, the arts of African Americans are examined within the framework of their own communities, the broader national art movements, and the realities of American life during historical junctures.

AFRO 3591W: Introduction to African American Literature (4 cr)

African Americans are "America's metaphors", or Richard Wright conjectured, posing both a riddle and a riff. He hinted that we might find in the shadows of American literary life our

brightest mirrors, and thereby see ourselves, and the paradoxes/potentialities of our national experience through the world of words and images conjured up over the past two centuries by African American writers. From its own vantage point in American cultural space and time, the African American literary imagination has tended to see life as a succession of trials/oppositions/bittersweet joys in a chaotic and capricious moral universe where, Frederick Douglass wrote, "reason is imprisoned and passions run wild." Logic, beauty and justice have been inverted or overthrown here; and black heroes/heroines wear masks in order to reveal themselves, learn in order to defy their teachers, sin in order to be sanctified, act old when young, are treated as children when adults, are freed in order to be re-enslaved, become invisible in order to be seen, hate in order to love, kill in order to create, and die in order to live. This course takes us from the earliest African American literary works--18th and 19th century slave autobiographies, folklore, abolitionist essays and orations and poems--to 20th century literature marked by startling diversity and modernist innovation, by growing critical acclaim, and by politico-aesthetic movements such as the Jazz Age Harlem Renaissance and Black Arts Movement of the 1960s.

AFRO 3592: Introduction to Black Women Writers in the United States (3 cr)

This course is entitled: literature as Medicine: The Truth Serum Flowing in the Works of Black Women Writers. In this course we will read prose, poetry, and drama written by North American Black women from diverse backgrounds, including Harriet Jacobs, Nella Larsen, Ann Petry, Alice Walker, Ntozake Shange, Toni Morrison, Jewell Gomez, bell hooks, and J. California Cooper, among others. In the Black cultural and literary traditions of truth-telling, they unabashedly express a variety of historical and contemporary perspectives about societal oppressions relating to the complex intersection of socially constructed gender, race, socioeconomic class, and sexuality in Black women's lives. This course is designed for undergraduates, both non-majors and majors in African American Studies.

AFRO 3593: The African American Novel (3 cr, Meets with Afro 5593)

Since the convergence of romanticism and literary abolitionism in the 1850s, African American writers have discovered strategic uses for the modern novel -- making it both an ethical instrument and the bearer of valued traditions. Inclined initially more to social realism than to fantasy, romance, or surrealism, black American novelists have created a "committed" literature rooted in the view that the images and ideas of the novel are potential weapons in the struggle for social justice and social transformation. Yet an ever present countercurrent of comedies, satires, historical fables, and speculative fictions developed by African American novelists express their indebtedness also to philosophical and folk traditions that view literature as a ritualistic and healing exploration of human possibility and the transmundane -- of alternate worlds and worldviews. The purpose of this course is to explore African American novelistic traditions -- plot patterns, character types, settings, symbols, themes, and mythologies. Because black fiction writers have been profoundly concerned with social and historical "truth," we will find that the materials and techniques of many African American novels, while dramatizing the conflicts and consciousness of the individual, attempt to "reconstruct" emblematically the experiences and historical consciousness of the group. The course is designed for advanced undergraduates and graduate students.

AFRO 3594: Introduction to Contemporary Black Fiction (3 cr)

This literature course will examine the 1970's resurgence of Black Fiction. Although writers like Richard Wright, Ann Petry, James Baldwin, Gwendolyn Brooks, and Ralph Ellison published critically acclaimed works in the 1940s and 1950s, Black fiction soon became overshadowed by the politically infused poetry of the Black Arts Movement (roughly 1965- 1976). Like the poets of the Black Arts Movement, the fiction writers of the 70s were fueled by the intense civil rights movement of the previous two decades. A noteworthy aspect of the rise in fiction during the 1970s is the explosion of women novelists, like Gayle Jones, Toni Morrison, and Alice Walker, who exposed the interlocking oppressions of socially constructed gender, race, class, and sexuality. Therefore, Black women set out to re-vision , remember, redefine, and re-interpret their lives on their terms. The themes of self-definition and ancestral tradition are also associated with the slave past, African heritage, and ancestral tradition as depicted in the works of William Melvin Kelly, Earnest Gaines, Charles Johnson, and John Edgar Wideman. In exploring the themes of self-definition and selfhood, among other themes, we will discuss the concept and construction of memory and its relationship to history, time, and truth. Students will have the opportunity to focus on a fiction writer of their choice, exploring the thematic, theoretical, literary, and historical significance of the writer's work in a semester project.

AFRO 3598: Arts of the African Diaspora (3 cr)

This course will Survey the African cultural heritage in art/architecture of African Diaspora in USA, Latin America, and Caribbean. Focuses on traditions retained. Addition / reformation of identities through artistic, architectural, religious syncretism.

AFRO 3601: Introduction to African Literature (3 cr)

In this course we examine representative samples of oral and written literature created by Africans since the late 19th century. We will listen to and analyze translations of oral narratives, and read novels such as Thomas Mofolo's Chaka, Chinua Achebe's Arrow of God, Mongo Beti's Mission to Kala, Mariama Ba's So Long a Letter and Tsitsi Dangaremba's Nervous Conditions. We will also read selections of selected theoretical texts by authors such as Ngugi wa Thiong'o and Frantz Fanon that help us understand the nature of colonialism, the role of the African intellectual, and questions of class, gender, language and cultural identity. We will view several films by Africans that augment themes raised by the texts. Class time is evenly split between lectures and discussion. There will be two short papers on assigned topics that count for 30% of the grade, and two exams. Exams will be short answer and essay.

AFRO 3625: Black Women Writers in the Diaspora (3 cr)

This course will examine the Works of black women writers from Europe, Africa, South America, and the Caribbean. Novels, drama, films, and essays.

AFRO 3626: Literature of African American Men: Sex, Family and relationships (3cr)

This primary goal of this course is to explore a sampling of fictional text, written by African American men who focus on family, sex and relationships. Over purpose: to identify and articulate the notion of manhood and masculinity as considered by these writers. And perhaps to juxtapose these notions with what we learn through the popular media. This course will satisfy CLA criteria in Cultural Diversity.

AFRO 3628: Literature of Rebellion: The Amistad and other Revolts (3 cr)

The primary goal of this course is to explore a sampling of text, primarily fiction, about the Amistad affair and other slave revolts. We will engage in a discussion about the nature of race and oppression and how the reporting and historicizing of these specific incidents settled in the American consciousness. We will pay particular attention to the responsibilities and challenges presented to the authors as it relates to accuracy, commercial viability, and literary quality. In this course, students will also acquire a basic working knowledge of African and American slavery. This contextual information is gathered in small study group activities, classroom presentation, and lecture.

AFRO 3634: History of Blues and of Rhythm and Blues (3 cr)

This course will look at the Black American culture as expressed by blues and by rhythm and blues. Evolution of blues from work songs and field hollars of slavery/emancipation through postwar blues sounds of Louis Jordan, through expressions of pre-rock-n-roll rhythm and blues, and to more current expressions of performers like Brian McKnight.

AFRO 3654: African Cinema (4 cr)

This course is an introduction to selected examples of imaginative African films. We analyze the specific film language employed by a variety of African filmmakers, and examine the central social/political/cultural issues and themes their films reveal. The course is divided into a number of sections, and presented in general historically. We begin with early European/American treatment of Africa through film (a British classic, *Sanders of the River*, starring Paul Robeson, is often used as an example). We then examine in some detail the first African films of the late 1960's. We focus on Sembene Ousmane's early films (*Barom Sarret*, *La Noire de...*), and other films from Senegal that defined much of African cinema in the 1970s, raising questions about individual identity, assimilation, and cultural renewal. We then examine films of the 1980s that examined Africa's pre-colonial past (e.g. *Wend Kuuni and Yeelen*). Finally, we will view an ever-changing sampling of contemporary films by young African filmmakers. We will view one film each week. There will generally be two midterm exams, and a final, and two short papers that analyze specific films. All exams will be short answer and essay.

AFRO 3741: Racial Minorities and the Mass Media (3 cr)

This course is about the Past and present depictions of minority individuals and groups in movies, literature, radio/TV, etc., as seen against anthropological, psychological, and sociological knowledge, and experience. Emphasis on personal and political effects of media depictions.

AFRO 3756: Social and Cultural History of Blacks in Sports (3 cr See AFRO 5756)

AFRO 3864: African American History: 1619 to 1865 (4 cr)

This course will explore the period between the forced migration of Africans to British mainland North America and end with their struggle for freedom during the Civil War. We will examine the Atlantic Slave Trade and the slave-trading societies in West Africa; the development of black life in the southern, middle, and New England colonies; colonial slavery and the changing legal status of blacks; work and labor; democratic ideals and the contradictions of slavery; the first emancipation and the development of the free black community; slave culture; and, black

abolitionism, and the demise of slavery. We will pay close attention to the formation of what became known as Black America by looking at the intersection of miscegenation, demography, and changing black identity. The central questions of the course are: How did this variegated group of African peoples create a distinctly new people called African American? How did their struggle for freedom force the United States to live up to the principles of liberty and equality?

AFRO 3865: African American History: 1865 to the present (4 cr)

This course explores the period between Reconstruction and the meaning of black freedom after the Civil War to contemporary issues such as reparations and racial profiling. Afro 3865 begins by examining how the Civil War culminated in the liberation of four million slaves and the attempt by constitutional amendments to right the wrongs of the previous period of enslavement. Though constitutionally free, Reconstruction ended in failure, stripping African-Americans of their newfound citizenship and ushering in the period of Jim-Crow segregation. The course will detail black life under Jim Crow, but highlight African-American agency in the realm of politics, labor, sports, music, and intellectual life. The course turns a crucial corner during the New Deal period and discusses how the 1930s and early 1940s set the stage for the modern civil rights struggle. With the Supreme Court's decree directly challenging Jim Crow in 1954, African-Americans entered a new phase in their history where protesting for black rights became a defining feature in American culture during the 1960s and 1970s. New leaders and organizations emerged along with novel cultural forms and expressions. The course ends in the contemporary period. What are we to make of the modern day black struggle around race, class, and gender? How are we to interpret the demand for reparations in the age of dismantling affirmative action? What about heightened incidences of police brutality? How do they all connect to the past?

AFRO 3866: The Civil Rights and Black Power Movement (3 cr)

This course will explore the modern civil rights struggle in the United States, aptly called the "Second Reconstruction." Afro 3866 begins by examining the failure of Reconstruction and the complete abdication of black civil rights in the late nineteenth century. It will chart the post-war assault on white supremacy via the courts, the state, and grass-roots southern struggles in the 1950s and 1960s. We will chart the movement as it spreads north and west, precipitating new organizations, ideologies, and a younger cohort of leaders proclaiming "Black Power." We will examine Black Power's impact throughout the late 1960s and 1970s, and ask to what extent does this phase of the movement represent a continuation OR a major break from the earlier southern struggles. The course explores deeply this turn toward radicalism, moving beyond the mere caricatures created by the media, and looking at the connections between Black Power politics and culture (SNCC, US, Black Panthers, Black Studies, Gary, Indiana, Soul Music, Blaxploitation, etc.) Afro 3866 ends with the ascendancy of Ronald Reagan and the conservative assault on the movement along with Jesse Jackson's first attempt at the presidency in 1984--a watershed moment that connects the immediate past with the present. In addition to secondary historical texts, course materials will range from autobiographies, organizational statements, congressional acts, presidential executive orders, Supreme Court rulings, films and documentaries.

AFRO 3910: Topics in African American and African Studies (4 cr)

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 3993: Directed Study (1-3 cr)

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 4001: Seminar: History of Women in Southern Africa (3 cr)

By relying primarily on personal histories, oral narratives, autobiographies and biographical accounts, African women ostensibly are allowed to speak for themselves and talk about what they regard as important in their lives. Afro 4001 will focus mainly on the life stories of nine Southern African women: Nongenile Masithathu Zenani, a Xhosa storyteller; Bento Siteo, a young woman trapped into a life of prostitution through naiveté and poverty; Phyllis Ntantala, who lived her life “in a world of relative privilege”; Mpho Nthunya, a domestic worker; author Tsitsi Dangaremba is coming of age novel; and, Ellen Kuzwayo, a social worker and anti-apartheid activist. This course will also examine biographical and historical accounts of Eva, or Krotoa, the most written about women in South African historiography; and Sara Baartman, the so-called “Hottentot Venus,” icon of black sexuality and its exploitation. Afro 4001 will discuss how the images of women defy popular perceptions of women’s productive and reproductive roles, how they affect our understanding of violence and the victims of violence, and how these images and social identities shift overtime, and so forth.

AFRO 4013: Cities in Africa: African, Islamic, European Traditions (3 cr)

History of African cities, their common and unique features. Case study of Swahili cities. Roots and issues of 20th century urban growth. Earliest urbanization took place on the Nile, 5000 years ago (NUBIA and EGYPT). We note that this was early in the history of urbanization anywhere. More than two thousand years ago, urban areas began to develop in the HORN of Northeast Africa (AXUM) and later at points on the East African (future SWAHILI) coast. By 500 BCE, towns and cities appeared in coastal NORTH AFRICA and in WEST AFRICA. Their development in time is studied. Beginning imperceptibly with Europeans on the Atlantic coast from the fifteenth century on, followed by colonial rule after 1885, major shifts in urban location and purpose took place in the twentieth century. We firmly identify the African base of cities, study the roles of religions, including Christianity and Islam, of strangers, of economic life, in urban history. While the approach is mainly historical, we use Graham Connah's African Civilizations, which is based in archaeology and includes history. John Middleton's The World of the Swahili is another basic text. Videos help to support readings and lectures visually. This is an undergraduate course available to all, though early grads will find this course useful. The course fulfills one of the Urban Studies requirements; there are no prerequisites.

AFRO 4231: The Color of Public Policy: African Americans, American Indians, and Chicanos in the United States (3 cr)

This course is designed to familiarize students with the history of U.S. public policy and social relations across cultures. The focus will be on the United States, but recent developments from the global context will be incorporated for comparative purposes. In this course we will examine the structural and institutional conditions through which people of color have been systematically marginalized, and how diverse populations have fought for and won or lost policy change. The course will help students better understand and interpret the "dominant paradigm" in which public policy has been set. Then, we will examine how and why this paradigm has shifted over time, and what the current prospects are for policy transformation in the United States.

AFRO 4253: Black Families in the Diaspora: Comparative Perspectives (3 cr)

The focus of this seminar is African American and African Diaspora families examined within a Diaspora framework. This means that African descent families on the continent and in the African Diaspora must be understood in complex ways. Moreover, this means that families of African descent can be studied from a shared cultural, political, economic, and social framework in the midst of tremendous global familial diversity. Significantly, peoples of African descent are still oppressed in the context of neocolonialism, patriarchy, racism, and global economic inequality. Thus our task is two-fold: understanding cultural continuities and disjuncture as well as major structural systems of inequality across the African Diaspora. Indeed, an analysis of families of the African Diaspora cannot be reduced to a study in oppression. Cultural richness, resistance and emancipatory movements are key features of a holistic African Diasporic family paradigm. Finally, there are a set of subjectivities we will try to understand. This entails interrogating issues of identity, seeing, acting, and meaning in the context of global realities. Again, this is quite a complex undertaking. We do know this. Historically, some African families were colonized and enslaved external to the cultures of origin; others were colonized and economically exploited within the indigenous societies. Nonetheless, in all instances, cultural complexity, sexism, racism, and classism intersect in Black family situations.

AFRO 4432: Colloquium: Before the Field: Internships, Community Service, and Study Abroad (3 cr)

Theoretical and practical preparation for internships, community work, and study abroad. For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 4478: Contemporary Politics in Africa and the Colonial Legacy (3 cr)

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 4622: Caribbean Writers and Identity (3 cr)

Examination of literary and historical issues explored by Caribbean writers in English, French, and Spanish-speaking Caribbean through autobiographies, short stories, novels, and films.

AFRO 4632: Black Francophone Writers in Translation (3 cr)

Exploration of ideas, particularly negritude and issues of creoleness, central to male and female writers in French from Africa and the Caribbean. Novels, essays, short stories, and plays.

AFRO 4800: African Studies Seminar (3 cr)

Topics vary and reflect instructor's research interests. For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 4910: Topics on African American and African Studies

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 4991W: Thesis Research and Writing (2 cr)

This course prepares students for research paper that satisfies the major project requirement, defining a research problem; collecting/analyzing data; and writing the research paper.

AFRO 4992: Thesis (1 cr)

In this course, students work with their thesis adviser to complete final copy of their senior projects.

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 5072: Racism: Social and Psychological Consequences for Black Americans (3 cr)

The purpose of this course is to increase the students' knowledge and awareness of the historical and cultural underpinning of racism and how race continues to influence contemporary American society, especially the lives of African Americans. Students study issues of worldview, gender, race ethnicity, legislation, and class to enhance their awareness of how individual, systemic, and cultural racism affect African Americans socially and psychologically. Lectures, reading and class assignments that stimulate class discussions will help students have a broader understanding of cultural diversity as they critically examine the role of racism in American society

AFRO 5101: Seminar: Studies in Africa and the African Diaspora (3 cr)

The experiences of "scattered Africa" will be examined and discussed in Afro 5101. Over the course of the semester we will read some of the most significant books and articles by historians and other scholars in the social sciences and the humanities that represent a growing literature conceptualizing the global dimensions of the African Diaspora. These varied disciplinary perspectives will allow us to explore the ways in which Africans became "exiles" and how their cultures and ethnic identities were shaped and recreated abroad. This course will focus on the religious, cultural, and political links that historically have existed among and between trans-continental communities; the yearning and sustained efforts of members of these communities for a physical return to the "homeland"; and, the complicity of nineteenth and twentieth centuries' Black nationalist and Pan African activists and theorists in the exploitative process of imperialism. The class will consider the personal memoir of Phillipe Wamba, a first generation "African American," as well as the experiences of recently arrived Sudanese immigrants in Minnesota.

AFRO 5103: Seminar: African History from the Perspective of the African Diaspora

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 5120: Seminar: Social Movements in the African Diaspora (3 cr)

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 5143: Geography of West Africa (3 cr)

This course will examine West Africa from Senegal to Cameroon, as well as social geography of resource use, population, settlement, economic development, and international relations.

AFRO 5145: Development in Africa (3 cr)

This course will examine the economic, political, and social development in Africa from independence to the present, emphasizing the reordering of colonial landscapes, bases for North-South relations, big power interventions, and participation in the world economy.

AFRO 5181: Blacks in American Theater (3 cr)

This course will examine the historical survey of significant events in the development of American black theater traditions. Students will study essays, plays, playwrights, and theaters from early colonial times to the Black Arts Movement.

AFRO 5182: Contemporary Black Theater: 1960 to Present (3 cr)

In this course, students will study essays, plays, playwrights, and theaters that have contributed significantly to contemporary black theater from the beginning of the Black Arts movement to the present.

AFRO 5191: Seminar: The African American Experience in South Africa (3 cr)

This course seeks to provide an introduction to the history of African American linkages with South Africa from the latter half of the eighteenth century (c. 1780) to the 1960s. We will examine such topics as the genesis of the black diasporic identity with Africa, including the early role of black North Atlantic mariners in forging connections with the peoples of Southern Africa. We will explore evangelical ties, such as the African American Episcopal Church (AMEC) and the Church of God and the Saints of Christ with the independent Church movement in the region; and, the influence of the Harlem Renaissance on African popular township culture in Johannesburg and Sophiatown. The philosophy of Marcus Garvey and the Universal Negro Improvement Association will be examined in relation to the rise of black radical politics in South Africa. We will also focus on such anti-colonial activists and internationalist as Paul Robeson, Ralph Bunche, and Max Yergan who founded the Council on African Affairs, the African American political lobby group for Africa (1937-1955). Finally, the African American encounter with Gandhi will also be explored.

AFRO 5301: The African Novel (3 cr)

The course examines a group of contemporary African novels. Its main objectives are to examine the role of the novel in Africa and to suggest how African writers help illuminate themes of African Social, cultural and political life. It will also examine the novel in post-colonial Africa. It includes works by Achebe, Socinka, Head, Ngugi, Dangarembga, Armah and Gordimer. Though intended mainly for graduate students, all students with previous exposure to Africa Literature are encouraged to enroll.

AFRO 5401: Field Studies in African American and African Studies (1-6 cr)

This course examines the supervised field study/internship focused on African American or African culture(s), language(s), and development.

AFRO 5405: The African American Child (3 cr)

The African American Child course will explore specific research conducted by African American psychologists, behavioral and social scientists, and child development experts as their findings relate to the important task of assisting African American children to develop emotionally healthy and psychologically secure in a culturally diverse society.

AFRO 5437: History of East Africa (3 cr)

This course is intended to provide students with a solid foundation in East African History. During the course we will consider a number of major themes in the history of East Africa from the era of early human cultural development to the present. We will also explore some of the methods that historians use to reconstruct that history as well as examine varying interpretations and constructions of that history over time.

The themes we will explore include: early history and human culture; ecology and identity; the languages and peoples of early East Africa; oral traditions of origin; farmers, herders, economy and identity; early political formations and the development of states in Great Lakes Africa; the development of Swahili culture and society; Swahili city states and the Indian Ocean world; trade and cultural transmission in the African interior; slave trade and slavery; the impact of Islam on East Africa; early imperialisms; the impact of Scramble for Africa; Colonial conquest and processes; the lived experience of colonialism; anti-colonial struggle; the impact of “divide-and-rule”; class structure; anti-colonial political violence; the meaning of independence; the fragility of the independent state and authoritarianism; the concept of democracy in contemporary East Africa; and, the legacy of colonialism in contemporary East Africa.

AFRO 5478: Contemporary Politics in Africa and the Colonial Legacy (3 cr)

This course intends to introduce students to the political system of sub-Saharan Africa with some attention to North Africa. Among the topics students will examine are traditional or pre-colonial political systems, the impact of colonial rule, the reaction to development in independent Africa, and the liberation of southern Africa.

AFRO 5551: Methods: Use of Oral Traditions as Resources for History (3 cr)

This course examines the use of spoken information passed from person to person through time, as sources for the writing of history. The focus is upon the use of the methods of the discipline of history for the collection, analysis, and critique of oral traditions. Then this spoken information may be integrated with the use of written historical sources. The latter sources themselves have been subjected to the methods of history for analysis and critique. There are, then, two broad kinds of sources and one rigorous historical methodology for their use. These historical data that have come to the present in written or oral form, as well as information from other disciplines (Archaeology, Anthropology, Geography, etc.), help in reconstructing the past and our understanding and appreciation of it.

AFRO 5593: The African American Novel (3 cr; Meets with Afro 3593)

Since the convergence of romanticism and literary abolitionism in the 1850s, African American writers have discovered strategic uses for the modern novel -- making it both an ethical instrument and the bearer of valued traditions. Inclined initially more to social realism than to fantasy, romance, or surrealism, black American novelists have created a "committed" literature rooted in the view that the images and ideas of the novel are potential weapons in the struggle for social justice and social transformation. Yet, an ever present countercurrent of comedies, satires, historical fables, and speculative fictions developed by African American novelists express their indebtedness also to philosophical and folk traditions that view literature as a ritualistic and healing exploration of human possibility and the transmundane of alternate worlds and

worldviews. The purpose of this course is to explore African American novelistic traditions: plot patterns, character types, settings, symbols, themes, and mythologies. Because black fiction writers have been profoundly concerned with social and historical "truth," we will find that the materials and techniques of many African American novels, while dramatizing the conflicts and consciousness of the individual, attempt to "reconstruct" emblematically the experiences and historical consciousness of the group. The course is designed for advanced undergraduates and graduate students.

AFRO 5597: Seminar: Harlem Renaissance (3 cr)

This course will offer a multidisciplinary review of the Jazz Age's Harlem Renaissance: literature, popular culture, visual arts, political journalism, and major black and white figures.

AFRO 5598: Seminar: Black Arts Renaissance, 1960s and 1970s (3 cr)

This course will offer multidisciplinary perspectives on the 1960s' and 1970s' Black Power "renaissance" of African American art and politics.

AFRO 5655: African American Cinema (3 cr)

This course, co-taught by John Wright from the Department of African American and African Studies and Rob Silberman in Art History, examines film representations of the African-American experience. It features films by both African-American directors (Oscar Micheaux, Gordon Parks, Haile Gerima, Julie Dash, and Spike Lee) and directors who are not African-American (Dudley Murphy and Michael Roemer). Among the films to be viewed are: *Within Our Gates*, *The Emperor Jones*, *Nothing But a Man*, *The Learning Tree*, *Sankofa*, *Superfly*, *Daughters of the Dust*, and *Malcolm X*. The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format. Films will be screened in class each week, but there will be additional films that students will be required to watch on video. The term paper, a research paper, is 15-20 pages long. Shorter papers will also be assigned.

AFRO 5701: Proseminar: Classic Works in African American Studies (3 cr)

This course will examine classic works in African American studies, offering conceptual frameworks and a multidisciplinary focus.

AFRO 5756: Social History of Blacks in Sports (3 cr meets with AFRO 3756)

Only recently have scholars begun to take seriously the teachings of sports history as a way to foster critical thinking about such issues like racial politics in America or to illuminate the British imperial agenda in Africa. Afro 3756/5756 will consider the social and political dimensions of sports; in particular, it will analyze the impact of sports figures on national and international events.

Over the course of the semester, we will read some of the most significant books and articles that represent a growing literature on black sports history. Together, we will discuss what these sources reveal about how African American athletes used in sports as vehicles for creating social mobility, for enhancing self-esteem, and for forming identity. We will also consider how sports played a role in resistance politics and was used at varying times to promote either or both a progressive integrationist agenda or black nationalist aspirations.

AFRO 5910: Topics in African American and African Studies (1-3 cr)

For more information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 5993: Directed Study (1-3 cr)

For information on this course please refer to the current copy of the Course Guide or contact the department.

AFRO 8910: Topics in Studies of Africa and the African Diaspora (3 cr)

Student may contact the instructor or department for information.

ARABIC COURSES

Prospective students who had previous Arabic courses in high school or at other institutions and wish to continue at the University are required to take an enrollment test. The instructor will administer the test to assess the level of enrollment. Arrangements should be made directly with the instructor. During the spring semester of every academic year, students in Intermediate Arabic may apply to take the proficiency examination. The proficiency exam is administered by the CLA Language Testing Program. CLA requires students to demonstrate proficiency in one language by passing a graduation proficiency examination that tests skills in reading, writing, listening, and speaking. Should you have any questions or inquiries about the Arabic program and courses, please contact Hisham Khalek, (612-624-7809)

ARAB 1101 Beginning Arabic (5 cr)

Arabic 1101 is the first sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class begins with learning the alphabet and proceeds into learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences. Listening drills and exercises are also applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The texts used are the Alif Baa and Al-Kitaab, Part One, both by Brustad, Al-Batal and Al-Tonsi, aided by audio and video cassettes.

ARAB 1102: Beginning Arabic (5 cr; prereq 1101 or instructor consent)

Arabic 1102 is the second in a sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class focuses on learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences. Listening drills and exercises are also applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is Al-Kitaab, Part One, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

ARAB 3036: Religion of Islam (3 cr)

This course will introduce students to the basic principles of Islam and its impact on the Muslim community. We shall treat conditions in Arabia that induced the coming of Islam; the role of its founder, the Prophet Muhammad, the sacred text guiding Muslims everywhere: the Koran; the basic teachings of the Islamic faith and how they relate to its predecessors, Judaism and Christianity. We will also study the theological foundations of Islam, the architects of its system and those who chose to espouse a different path, i.e. Shi'ahs vs. Sunnis. We will study the Sufi dimension of Islam; the era of arrest and rejuvenation; the extensiveness of the Muslim community in the world today; radical movements and their impact domestically and internationally; and, the reasons for the so-called fundamentalists insisting on an Islamic solution to the problems facing Muslim communities.

ARAB 3101: Intermediate Arabic I: (5 cr; prereq 1102 or instructor consent)

Arabic 3101 is a continuation of Arabic 1102. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and dialogue. In reading, the focus is on reading literary articles from the text. Writing is emphasized especially through writing composition and homework assignments. Listening exercises and drills are utilized in class by watching video materials. The course is also aimed at familiarizing students with the cultures of the Arab world. The target audience includes undergraduate and graduate students. The text used is Al-Kitaab, Part Two, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video.

ARAB 3102: Intermediate Arabic II (5 cr; prereq 3101 or instructor consent)

Arabic 3102 is a continuation of Arabic 3101. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and dialogue. In reading, the focus is on reading literary articles from the text. Writing is emphasized especially through writing composition and homework assignments. Listening exercises and drills are utilized in class by watching video materials. The course also trains and prepares students to take the Graduation Proficiency Test that is a CLA requirement administered by the language center. In addition, students will further develop and enhance their knowledge of the culture of the Arab world. The target audience includes undergraduate and graduate students. The text used is Al-Kitaab, Part Two, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video.

ARAB 3541: Islam in the Catholic Age: Arab Phase 600 A.D. to 900 A.D. (3 cr)

The main aim of the course is to study the history of Arab Islam from its inception until the end of the eleventh century. The course will dwell on conditions prevailing in Mecca at the birth of Islam and the role of the Prophet Muhammad in transforming Arabian society and inculcating it with new values and a strong sense of purpose. It will focus also on the rise of the Islamic or caliphal state, its expansion into a vast empire and the course of Arabization and Islamization that ensued under a number of successive dynasties following the breakup of the caliphates: Orthodox, Umayyad of Damascus, early Abbasid, Umayyad of Spain, from 632 until the advent of the Selcuk Turks ca. 1050.

ARAB 5101: Advanced Arabic I (3 cr; prereq 3102 or instructor consent)

Arabic 5101 is a continuation of 3102 and the first in a two-course series. The course is designed to reinforce and capitalize on the beginning and the intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply the dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at advancing students' knowledge of the cultures of the Arab world. The text used is Al-Kitaab, Part Three, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video.

ARAB 5102: Advanced Arabic II (3 cr)

Arabic 5102 is a continuation of 5101 and the second in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply the dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly compositions, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at advancing students knowledge of the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part Three, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

ARAB 3900/5900: Topics in Arabic Literature and Culture: 19th Century Middle East
(3 cr, prereq 5102 or instructor consent)

For information on this course please refer to the current copy of the Course Guide or contact the department.

Please refer to the following pages for a biography of department faculty.

<u>Name</u>	<u>Page No.</u>
Atkins, Keletso.....	71
Barner, Pearl	76
Brewer, Rose	72
Coifman, Victoria	73
Fletcher, Pamela.....	79
Khalek, Hisham.....	82
Mayes, Keith	75
Pate, Alexs	81
Pike, Charles.....	74
Pough, Gwendolyn	78
Russell, Wynfred.....	83
Wagner, Michele.....	77
Williams Yolanda	84
Wright, John	71

FACULTY BIOGRAPHIES

Keletso Atkins
Associate Professor and Department Chair
Ph.D., University of Wisconsin

883 Soc. Sci. Bldg.
612-624-8012
atkin013@umn.edu

After Dr. Atkins received her MA in African history from Northwestern University; Evanston, Illinois, Dr. Atkins joined Peace Corps Botswana. While serving as a volunteer from 1975 – 78, she challenged the South African government's apartheid restrictions on African American travel to the Republic of South Africa. Professor Atkins and other black volunteers also mounted a protest against Peace Corp's medical evacuation policies that were detrimental to African American volunteers working in the region. As a result of their efforts, major changes were implemented in these areas.

When she returned to the United States, Dr. Atkins enrolled in the Ph.D. program in African History, University of Wisconsin, Madison. Between 1981-83, she returned to the Republic of South Africa to conduct field research on her dissertation, a socio-economic history of nineteenth century Zulu workers. A revised version of her thesis entitled, The Moon is Dead! Give Us Our Money!: The Cultural Origins of an African Work Ethic, Natal. South Africa, 1843-1910 was awarded the Herkovits prize for the most outstanding book on Africa written in English in 1994. The book was also named Choice Outstanding Academic Book in 1995.

Her current book project reconstructs an early history of African American immigration schemes to South Africa from c. 1760s to 1865. She has just completed an article entitled Ethiopian Colossus: South Africa's reactions to the cinematic Representation of the Jack Johnson Heavyweight Prize Fights, 1908-1910."

Dr. Atkins is presently the Chair of the Department of African American and African Studies, University of Minnesota-Twin Cities.

John Wright
Associate Professor, Director of Graduate Studies
Ph. D, University of Minnesota

812 Soc. Sci. Bldg.
612-624-0845
wrigh003@umn.edu

Morse-Amoco distinguished Teaching Professor of African American and African Studies and English at the University of Minnesota. Born in Minneapolis. Wright received degrees in three different fields from the University of Minnesota: his PhD (1977, American Studies), M.A., (1971, English and American Literature), and B.E.E. (1968, Electrical Engineering). In 1973 he developed a program in Afro-American and African Studies at Carleton College. He returned to the University of Minnesota to chair the Department of African American & African Studies from 1984-89 and 1995-96.

His own scholarly work focuses on the literary, cultural, and intellectual history of the African Diaspora and on the complexities of American cultural pluralism. Representative publications include A Ralph Ellison Festival, the 1980 special volume of The Carleton Miscellany, co-edited with poet Michael Harper; the catalog for the nationally touring exhibition, A Stronger Soul Within a Finer Frame: Portraying African Americans in the Black Renaissance (1990); and, an extended essay on African American intellectual life commissioned for the multivolume Encyclopedia of African American History and Culture (1995). He is a co-editor for Coffeehouse Press's new Black Arts Movement reprint series and has co-edited with philosopher Ronald Sundstrom on a forthcoming critical collection, Dark Fictions: History, Race, and Politics in the Fiction of W.E.B. Du Bois. His long-range book project, The Riddle of Freedom: Trans-African Explorations in Cultural History and Cosmology, is nearing completion.

Wright is also the principal scholar for the Archie Givens, Sr. Collections of African American Literature and Life, the University's nationally acclaimed archive of Afro-American, and its still-touring Harlem Renaissance exhibition. He is currently overseeing plans for a new multimedia exhibition project, Say It Loud: The Black Arts Movement and American Culture, 1960-1975. Selected other honors include a CLA Scholar of the College award for 1987-89, a Bush Foundation Leadership Fellowship in 1990, and induction 1994 into the University of Minnesota Alumni Association's Teachers' Hall of Fame.

Rose Brewer
Associate Professor
Director of Undergraduate Advising
PhD, Indiana University

810 Soc. Sci. Bldg
612-624-9305
brewe001@umn.edu

I consider myself a scholar as well as activist. So I would say I am a scholar committed to issues of social transformation and very much concerned with the power of teaching to change minds. I am also an Associate Professor in the department and the Morse Alumni Distinguished Teaching Professor of African American and African Studies at the University of Minnesota-Twin Cities. My past departmental duties involve serving as the Chairperson and interim chairperson of the African American and African Studies Department.

I have written extensively on Black Families, race, class and gender, and critical social change, publishing nearly 40 refereed journal articles, book chapters, and scholarly essays in these areas. I am the editor with Lisa Albrecht of Bridges of Power: Women's Multicultural Alliances and a second edited volume with the Social Justice Group, Center for Advanced Feminist, Is Academic Feminism Dead?: Theory in Practice, New York University Press, 2000. My other books in progress are: Engendering the 'Race': A Sociology of African Americans, Race, Gender and Political Economy: The African American Case Since the New Deal, and The Racial Wealth Gap (with Tomas Aquilar, Meizhu Lui and Betsey Leandar-Wright).

For over a decade, I have been a member of the board of Project South: Institute for the Elimination of Poverty and Genocide. I am also on the board of United for a Fair Economy, and a core member of the Freire Center. And, I am a founding member of the Black Radical Congress. I enjoy yoga, music, and running.

Victoria Coifman
Assistant Professor (Tenured)
Ph.D., University of Wisconsin, Madison

825 Soc. Sci. Bldg.
612-624-5709
coifm001@umn.edu

I have been researching, studying and teaching West African history since “forever.” It is increasingly fascinating, full of new surprises and beauty, even after many years of commitment to presenting honestly and clearly the story of African people. I especially like the beautiful fluidity of West African history and life and the importance of networks. And, I try to teach about these aspects of Africa and their implications in all my classes, and to respect and point these out in the contemporary projects in which I work in West Africa. Fluidity is expressed in architecture, trade, receiving strangers, and the acceptance of new ideas and things.

I was the third person in my family – in the US – to go to high school. I received my BA in History from Mundelein College of Loyola University in Chicago, served as student body president in my senior year. I received the M.A. and Ph.D. In Comparative Tropical History from the Department of History at the University of Wisconsin, Madison. I am fortunate to continue to maintain contacts with Professor (Emeritus) Jan Vansina who was my major professor. He is the author of the best methodology for the use of oral traditions as historical sources. We are currently working on a French manuscript of this methodology, which is expected to be published by the University of Conakry (Guinea) Press. In this way, French-reading African professors, and other professionals and students will have much easier access to this important methodology for their work. I spent three semesters in Guinea in 2000-2001 as a Fulbright Scholar, teaching in the Department of History at the University of Conakry and doing research on families of the Rio Pongo and Rio Nunez in the north. Both rivers were intimately connected to the migrations of West African people to other parts of the Atlantic world after the fifteenth century. European and later American men were founders of several families or lineages on these rivers, and I am studying their descendents’ history now. I am working with my Guinean historian colleagues and a Senegalese archaeologist to do much more extensive work on the many sites associated with the Atlantic slave trade on the Rio Pongo. I work closely, too, on a contemporary project called *Senegal Agricole* in Senegal. I did my original research on Wolof history before 1850 there, using oral traditions among my sources. My knowledge of and social ties to northwestern Senegal are deep.

Ben Pike
Assistant Professor
PhD, University of Wisconsin, Madison

878 Soc. Sci. Bldg.
612-624-0362
pikex001@umn.edu

My interest in Africa began after college when I worked for two years for the government of Kenya resettling Africans onto lands formerly controlled by Europeans. After a brief period studying filmmaking at UCLA, I attended the University of Wisconsin, Madison, earning a Ph.D. in African languages and literature. I have been a faculty member in the Department of African American and African Studies for over 20 years. My research and teaching interests have evolved during this time from a focus on Swahili language and literature to a broader interest in African oral and written literature. During the past decade I have also become increasingly interested in African cinema. I now teach 2 courses each year. The survey of African literature (Afro 3601) is an introduction to the oral and written literature of Africa, but focuses on post-colonial written literature. African cinema (Afro 3654) surveys films created by Africans since the mid-1960s. I have given service to the Department of African American & African Studies, including acting as Co-Chair from 1995 to 1996. One of the most important contributions was my effort in developing and implementing (1995) of the graduate minor, Africa and the African Diaspora.

Keith A. Mayes
Assistant Professor
Ph.D., Princeton University (2002)

827 Soc. Sci. Bldg.
612-624-5202
mayer@umn.edu

I am an Assistant Professor of African-American and African Studies. I joined the department in the fall of 2002 after graduating from Princeton University. The courses I teach are African-American History, 1619 to 1865; African-American History, 1865 to the present; The Civil Rights and Black Power Movement; and African American Intellectual History. My research focus—black cultural nationalism—is primarily concerned with the various ways African-Americans remember the past and use traditional cultural forms to combat racism, discrimination, and invisibility. My work on Kwanzaa and black holidays is an attempt to understand how African-Americans re-imagined themselves in the 1960s and 1970s as part of a larger African collectivity as well as create safe cultural distances between themselves and the dominant society in the United States. My research is also concerned with how black cultural forms are appropriated by corporate and cultural institutions, transforming black cultural productivity into creations of the larger American public sphere. Currently I am revising my dissertation for publication. My future research will be on the history of African Americans in the Twin Cities. My other interest include exercising, listening, and making mixed CD's of old and new school R and B, rap, and jazz, and raising my son.

Pearl Barner II
Visiting Assistant Professor
Ph.D., University of Minnesota

836 Soc. Sci. Bldg.
612-626-0733
barne004@umn.edu

I joined the Department of African American and African Studies in 1999 and teach two courses: Afro 3072/5072, "Racism - Social and Psychological Consequences" and Afro 3543, "Psychology and the African American Experience." My more recent research interests focus on psychological adaptation to racism, African American mental health, and the identification of best practices facilitative of the academic achievement of African American and other ethnic minority college/university students. I am a licensed psychologist and have a varied background as a university faculty member, administrator in higher education settings, and provider of psychological services in hospital, community mental health clinic, college/university and independent practice settings. I serve on some professional psychology and community agency boards.

ADJUNCT FACULTY

Michele D. Wagner.
Assistant Professor, History
Ph.D., University of Wisconsin - Madison,

833 Soc. Sci. Bldg.
612-624-8079
mdwagner@umn.edu

I am an Assistant Professor of History specialized in African History. The courses I teach include the introductory surveys AFRO 3431 African History to 1800, and AFRO 3432 African History 1800-present. I also teach a variety of courses on the history East Africa, on the history of images and externally propagated "knowledge" about Africa ("Images of Africa"), the historical background to conflicts and human rights abuses in contemporary Africa ("Historical Background to Contemporary African Conflicts"), oral history and oral tradition, and the experience of colonialism.

My research centers on eastern and central Africa, especially Burundi, Rwanda and western Tanzania. I am especially interested in the lives of ordinary rural people, and how they think about their own history. I am currently writing a book on how the members of one community in southern Burundi experienced the onset of colonialism from 1880-1920.

Through my work with ordinary people, I developed a deep interest in human rights. I have worked as a United Nations human rights monitor and as a consultant for Human Rights Watch/Africa in Rwanda in 1994-1995, and have written numerous articles about Rwandan justice, approaches to conflict, imprisonment, and genocide.

My future research will examine the relationships among community life, the physical environment, ecological knowledge, and religion in Buha, western Tanzania.

Gwendolyn D. Pough
Assistant Professor, Women's Studies
PhD, Miami University, Oxford, Ohio

425 Ford Hall
612-624-6006
pough002@umn.edu

My name is Gwendolyn Pough and I am an adjunct faculty member in the Department of African and African American Studies. I joined the Women's Studies faculty in the fall of 2000. My favorite quote is from Fannie Lou Hamer who said: "I am sick and tired of being sick and tired." (I am a child of the Hip Hop generation, so you know I have to do a remix.) I think that Hamer's words ring truer than ever today. Her words urge us all to not just complain about what's wrong but to do something to change things. In my classes, I try to get students to think about how they might enact change, and I am interested in connecting what we learn and teach in the academy with what we know and live in the world. All of my degrees are in English, so I love to read and write. In fact, my favorite thing to do is curl up underneath a quilt with a good novel. I received my Ph.D. in English from Miami University, Oxford Ohio, my M.A. with honors in English from Northeastern University, Boston Massachusetts, and my B.A. Cum Laude, in English from William Paterson University, Wayne, New Jersey. Some of my publications are: "Empowering Rhetoric: Black Students Writing Black Panthers." *College Composition and Communication* 53:3 (2002) 466-486. "Seeds and Legacies: Tapping the Potential in Hip-Hop," *Doula: The Journal of Rap Music and Hip-Hop Culture* 1:2 (2001). "Love Feminism, But Where's My Hip Hop: Shaping a Black Feminist Identity" *Colonize This! Young Women of Color on Today's Feminism*. eds. Daisy Hernandez and Bushra Rehman, Seattle: Seal Press, 2002. "Confronting and Changing Images and Representations of Black Womanhood in Rap Music," *Get it Together: Readings About African American Life*. eds. Akua Duku Anokye and Jacqueline Brice-Finch. New York: Longman Press, 2003. I am currently completing a book on women and Hip Hop culture for Northeastern University Press.

VISTING FACULTY

Pamela R. Fletcher
Assistant Professor
University of Minnesota

874 Soc. Sci. Bldg.
612-624-9018
fletc022@umn.edu

Pamela R. Fletcher, a transplant from warm, sunny Southern California, believes that “one blooms where one is planted.” She is a visiting assistant professor in The Department of African American and African Studies. In this department, she currently teaches Afro 3592, Introduction to Black Women Writers. This course has two foci: 1) the intricate intersections of socially constructed gender, race, socioeconomic class, and sexuality, and how they are often used as forces to oppress Black women and 2) Black women writers’ portrayal of complex characters, which resist and challenge these oppressive forces.

Beginning Spring 2004, Assistant Professor Fletcher will offer a new course, Afro 3594, Introduction to Contemporary Black Fiction that will focus on works published after 1970 written by both men and women authors.

In each course, Ms. Fletcher stresses the importance of reading and thinking critically, and transferring the lessons of the classroom to the world at large, especially applying newly gained understanding and self-knowledge to effecting/promoting social change.

Ms. Fletcher’s home institution is the College of St. Catherine, St. Paul, Minnesota, where she is an Assistant Professor of English. She graduated with honors from Carleton College, Northfield, Minnesota, with an undergraduate degree in African American Studies/English. Her graduate degree is in Creative and Professional Writing/English, University of Minnesota. Previously, Fletcher has taught at the U of M in the Department of Women Studies and the Creative Writing Program/Department of English. She has also taught at Carleton College, North Hennepin Community College, Hamline University, and the Loft, an organization for writers.

In addition, Ms. Fletcher is a widely published writer, having published fiction, creative nonfiction, and poetry. She is an editor of *Transforming A Rape Culture*, Milkweed Editions, and is currently working on other projects, both creative nonfiction and fiction.

Ms. Fletcher has received numerous awards, including a Rotary Club International Fellowship to Poland, a Minnesota State Arts Board Fellowship for Creative Nonfiction, A *Minnesota Women’s Press* Woman of the Year Award, A Loft Mentor Award for Creative Nonfiction, A Minnesota State Arts Board Cultural Collaboration Award for Cultural Criticism, and several fellowships to national writer/artists residencies.

An avid patron of the visual and performing arts, Ms. Fletcher enjoys all music, film, popular culture, and the highfalutin world of fashion. Reading, writing, and eating yummy food are her favorite activities.

Alexs Pate
Assistant Professor
Temple University

883 Soc. Sci. Bldg.
612-624-9847
patex003@umn.edu

Alexs Pate is the author of five novels including *Amistad* commissioned by Steven Spielberg's DreamWorks/SKG and based on the screenplay by David Franzoni, which became a *New York Times* Bestseller. His most recent novel, *West of Reboth* was published last September and is already in its second printing. *West of Reboth* was also selected as A Honor Fiction Book for 2002 by the Black Caucus of the American Library Association. In February of 2002, noted National Book Award novelist Charles Johnson chose Alexs as an "Achiever Who Will Lead The Next Generation" in the area of literature.

His fourth novel, *Multicultiboho Sideshow* was awarded the 2000 Minnesota Book Award. An excerpt from this satire on race, money, and innocence appeared in the November issue of the men's magazine *Code*. *Finding Makeba*, his second novel, which tells the story of a father and daughter who overcome the struggles of a disintegrating family by finding each other, and now in paperback was named by *Essence* Magazine as one of the top five family classics and a book that every black woman should have on her bookshelf.

Alexs Pate's debut novel *Losing Absalom* (Coffee House Press), was awarded Best First Novel by the Black Caucus of the American Library Association and a 1995 Minnesota Book Award for best fiction. An excerpt from *Losing Absalom* appears in the major anthology *Brotherman*. His first book of poetry, *Innocent*, was published in 1999.

Alexs Pate's essays and commentary have appeared in the *Utne Reader*, *The Washington Post*, *The Minneapolis Star and Tribune* and *USA Weekend* among others. His fiction and poetry have appeared in *The Butterfly Tree*, *Indigene*, *Artpaper*, and *The North Stone Review*. Pate is currently an Assistant Professor of African American and African Studies at the University of Minnesota where he teaches courses in writing and black literature, including "The Poetry of Rap."

INSTRUCTORS

Hisham Khalek
Instructor
M.A., University of Minnesota

868 Soc. Sci. Bldg
612-624-7809
Khalekhkhalek@umn.edu

Hisham Khalek joined the Department of African American and African Studies in the fall of 1996 as a teaching specialist responsible for teaching Arabic Language and Culture. He obtained his Masters Degree from the University of Minnesota – Political Science Department, and a PhD is in progress at the Department of Educational Policy and Administration. He teaches three levels of Arabic: beginning, intermediate, and advanced. He also offers courses on the culture of the Arabic speaking people. Khalek's research interest includes the language and culture of the Arab people in the Middle East, North Africa, and the Diaspora as well as comparative international education. He recently completed his Dictionary of Arabic Verbs . Other research projects are underway that includes Dictionary of Arabic Nouns, Arabic Grammar: A Student Handbook.

Sidow A. Mohammed
Visiting Professor
Ph.D., Um Durman University

868 Soc. Sci. Bldg
612-624-7809
moha0160@umn.edu

I came to the Department of African American and African Studies in the Fall of 2003. I have a wealth of experience teaching Arabic in Somalia, the Sudan as well as in the United States. I received my undergraduate degree in Somalia and taught Arabic language and culture courses in the secondary school system and on the undergraduate level in the college of education Somalia National University. I continued my education in Khartoum, Sudan where I earned a Masters Degree from Khartoum International Institute for the Arabic Language, and a Ph.D. in Education and Arabic Languages, Um Duram University In Khartoum, Sudan I taught Modern Standard Arabic to non-Arabic speakers as a university prerequisite to undergraduate courses. During this experience I was able to observe the techniques that best enabled non-Arabic speakers to acquire the language. Additionally, I was involved in research on the area of teaching Modern Standard Arabic grammar to non-Arabic speakers as well as comparing Arabic sentence structure in that of other languages, such as English and Somalia.

Since my arrival to the U.S. in 1995, I taught an introductory course in Modern Standard Arabic in an adjunct program at Cleveland State University. I have also taught Arabic from 1996 to the present to non-Arabic speaking students on the secondary level in Ohio and Minnesota.

I think that there are many misconceptions about the Arabic language, possibly stemming from the fact that some of the constant sounds are not familiar to English speakers. However, Arabic is a rich language in which most words have multiple meanings. As a result, Arabic has a strong poetic tradition. My hope is to illuminate the beauty of the language for non-Arabic speakers at the University of Minnesota.

Wynfred Russell
Instructor
M.A., Northern Michigan University

808 Soc. Sci Bldg.
612-625-0185
russe047@umn.edu

I came to the Department of African American and African Studies armed with an academic background in Third World studies, mass communications, and political science. I teach “Contemporary Issues in Africa,” “Using Radio for Democracy and Development,” and “African Urban Life: Similarities and Differences in Africa.” My current research is “Using Radio to Disseminate Health Information in Sub-Saharan Africa.” It examines the role radio plays in national development in many sub-Saharan African countries. I believe that in order for rural people to receive and comprehend complex health and development messages, health practitioners and communicators should first understand the cultural dynamics of the people they are trying to reach.

I have a growing interest in the need for incorporating technology in the classroom. I encourage my students to think and write critically about their experiences with technology, both in my class and elsewhere. In all my courses, I encourage students to become critical readers, thinkers, and writers; my goal is always to promote not only their intellectual engagement with cultural texts of all kinds but also to help them become more discerning readers of and forceful communicators about the world around them. Outside the world of academia, I enjoy cooking, reading newspapers, playing basketball, and the ‘real’ football (soccer), listening to rap, hip hop, jazz, zouk, Afro pop, and volunteering and participating in community events.

Yolanda Williams
Instructor
M.A., University of Minnesota

883 Soc. Sci. Bldg.
612-624-8012
willi233@umn.edu

Yolanda Y. Williams serves on the faculties of both the University of Minnesota and Minneapolis Community and Technical College. In addition to her teaching responsibilities, both as a lecturer and a conductor of instrumental ensembles, Yolanda is a freelance performer (vocalist, keyboardist) and a worship leader and speaker. She has been a featured vocalist with choruses, opera companies, and symphony orchestras in Europe, Africa, Trinidad and the United States. Her recordings include *Witness I, II, and III*; and “Christmas Carols of the Southwest” (with the Plymouth Music Series of Minnesota); *Porgy and Bess: a concertized version*, and *Chatouranga* (with La Choeur Symphonique de Fribourg).