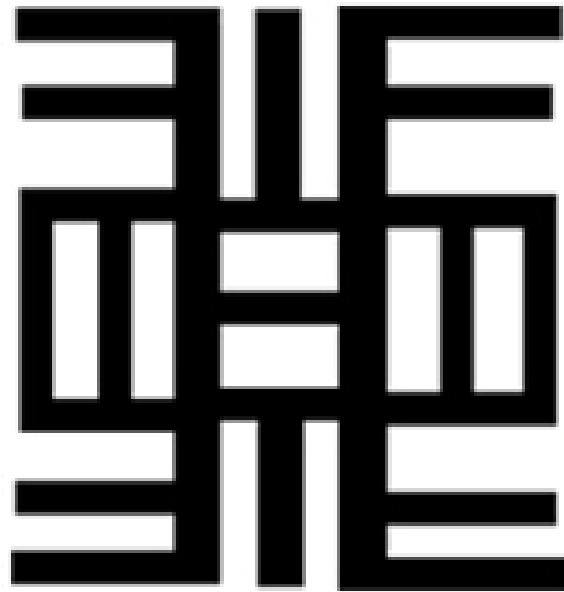


The University of Miami
Africana Studies
Program



Spring 2016

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**UNIVERSITY
OF MIAMI**



Africana Studies

The interdisciplinary program in Africana Studies is a flexible one that provides opportunities for students to learn about continental Africa and the experiences of people of African descent in the Black Atlantic societies of North America, the Caribbean and Latin America. Africana Studies courses explore the multifaceted political, economic, social, and cultural traditions of Africans and peoples of African descent. The program prepares students for admission to Graduate school or for careers in Journalism, Education, Law, International Relations, and Politics among several others.

Curriculum

MAJOR in Africana Studies (ten courses-30 credits)

(Ten courses-30 credits)

Africana Studies majors must complete the following core courses:

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

OR

- HIS 210: African-American History since 1877

One course in Caribbean Studies:

- ENG 361: Caribbean Literature
- ENG 374: Caribbean Women Writers
- APY 385: Caribbean Cultures
- GEG 212 Middle America and the Caribbean
- HIS 318: Modern Caribbean History



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

MINOR in Africana Studies (five courses-15 credits)

Africana Studies minors must complete AAS 150.

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

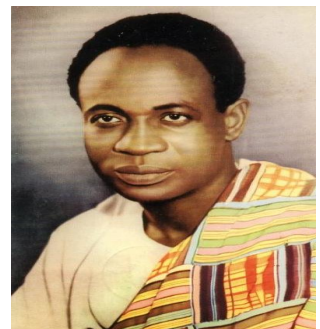
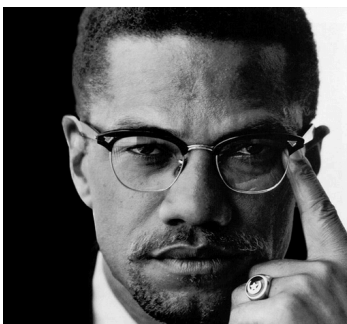
The remaining courses must be selected from the list of acceptable courses approved by the program.

A minimum of six credits must be numbered 300 or higher.

A grade of C or better with an overall GPA of 2.0 is required in each course taken for the minor.

Writing Requirement

To satisfy the College of Arts & Sciences writing requirement in the discipline, students majoring in Africana Studies should take at least one English course or one History course related to Africana Studies and is listed as an advanced writing course.



Spring 2016

AAS 150: Introduction to Africana Studies

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

Instructor: Edmund Abaka

The course is designed to provide introductory instruction and engage students in an analysis of the Black experience in the Atlantic basin. It examines Africana Studies as a discipline that emerged as part of the 1960s Civil Rights struggle that paved the way for the recognition of the contribution of African Americans to the development of the United States in particular and world civilization in general. The course takes a look at Africa, the birthplace of humanity and the ancestral home of people of African descent, and highlights some of the major political units that emerged in Africa before the forced migration of Africans to the Americas, the Caribbean, Europe and other parts of the world. The next segment of the course focuses attention to the role of African Americans in the independence struggle in America, the American Civil War, other important milestones in this country's history and their contribution to American culture generally. Finally, we shall put the searchlight on the struggle of African Americans and people of African descent elsewhere for civil and political rights. Some of the leaders who led the struggle in the United States constitute the focal point of the discussion of this segment. All in the all, we are interested in the "world Africans made" here in America and elsewhere in the Black Atlantic – political, economic, social and cultural.

AAS 150: Introduction to Africana Studies

Section: B MWF 9:00am-9:55am

Instructor: Mark Shapley

Course Description: This course explores the diverse historical and contemporary experiences of people of African descent throughout the African continent, North America, the Caribbean and Latin America. Students will investigate and critically reflect on the various cultural, socio-political, and economic issues that have impacted the African Diaspora experience. During the span of the semester students will develop their analytical and evaluative skills while broadening their understanding and appreciation for the developments that have taken place in the African Diaspora.

Course Outcomes: Students will gain competency in recognizing major themes of the African Diaspora cultural experience that includes issues of historical developments, socio-political thought, culture, creative aesthetics and identity.

Students will demonstrate their abilities to critically analyze and write supported responses to questions about the material, using direct references from the readings and videos. Students will be able to

compare and contrast the interdisciplinary theories that have formed the scholarly basis of Africana cultural studies. Ultimately the students will achieve broader understanding of African Diaspora culture, in which they will be able to articulate the universal issues connecting Africa and the Diaspora.

History of Africa, II (Since 1800)

AAS 290: Colonial and Post-Colonial Africa

Section T: TuTh 5:00pm-6:15pm

Instructor: Edmund Abaka

This course deals with the emergence of modern Africa from about 1870s until the present time. It examines the European conquest of Africa, African responses to colonialism, the overthrow of colonialism, independence and political and economic activities of the post-independence period. Specific themes to be investigated in the course include, among others, the scramble for and partition of Africa, the political economy of colonialism, the rise of nationalism and the formation of nationalist movements, Africa's participation in the World Wars and the struggles for independence from European colonial rule. As well, specific political, economic and social problems like drought, famine, desertification, migration, civil/ethnic wars and political violence will be discussed using case-studies such as Rwanda, Congo and the Sudan.

Combined with HIS 202

AAS 290: African-American History to 1877

Section 79: Tuesday 5:00pm-7:30 pm

Instructor: Donald Spivey

The course this semester focuses on the themes of "African retention" and "Black self-assertion" as we examine the history of people of African descent in the United States from African roots through the emergence of the Jim Crow era. Special attention is given to such topics as the African connection, resistance, the slave trade and slavery, the black experience in colonial New England, black abolitionism, the Civil War, African-American leaders, and the historical roots of African-American culture including music, religion, dance, literature, and food.

The reading list is intellectually exciting and engaging unless you are brain dead. The format of the course consists of lectures with designated periods for class discussion of the readings. Lectures are supplemented with images and recordings from the instructor's vast collection.

The student's grade for the course will be based on the following:

- Four book analyses of three pages each (12.5% each; 50%).

- Participation in class discussion of required readings will count for extra credit.
- No midterm examination.
- A comprehensive in-class essay final examination (50%) based upon lectures, documentaries, and readings.

A service-learning project may be done in lieu of two (2) of the book analyses or for extra credit. More on this option in class.

Combined with: HIS 209 and INS 210

AAS 290: Special Topics: The Souls of Mixed Folk

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

Instructor: Nicole Carr

In 1619, a small cluster of Africans arrived to newly formed North American colonies. Shortly thereafter, a crop of anti-miscegenation laws appeared which relegated mixed-race children to slaves. Mixed race people, then, are not new. Yet in the age of Barack Obama, mixed raced people are heralded as harbingers of a post-racial nation. In this course, we will ask ourselves: Why have mixed race people garnered such cachet in this pivotal moment? Is there an essential mixed race identity? Who gets to pass for black/white? How have celebrities, from Mariah Carey to Barack Obama, utilized their mixed race identity as a means of achieving success? This course, the title taken from Michelle Elam's book, examines early 19th literary conventions of mixed race people as the Tragic Mulatto/a. We will then move to contemporary portrayals of mixed race people as the "New Face of America" to ponder what is a stake in the latest marketing of mixed race as an essentialized identity. While we are specifically concerned with mixed race identities, our overarching goal is an exploration of how race operates in America.

AAS 290: Special Topics: Modern Caribbean History

Section Q2: TuTh 12:30pm-1:45pm

Instructor: Kate Ramsey

This course will introduce students to major topics, debates, and themes in Caribbean history from the late eighteenth century to the present day. Analyzing primary source documents, images, and objects will be a particular emphasis of our work throughout the semester, and on two occasions the class will meet in the UM Libraries Cuban Heritage Collection and Special Collections to examine and discuss archival resources connected to our studies.

We will begin with the 1804 Haitian Revolution and its far-reaching effects across the Atlantic world and beyond. Major areas of focus thereafter will include the expansion of the sugarcane economy and slavery in Cuba; the anti-slavery struggles of international abolition groups and enslaved peoples; and emancipation across the Caribbean. We will examine large-scale social movements of the formerly

enslaved and their descendants over land, labor, and political representation, and consider the impact and experience of Indian, Chinese, and African immigration to post-emancipation Caribbean societies.

With the Cuban independence wars against Spain culminating in the so-called Spanish-American War of 1898, we will turn to the United States' increasing influence and intervention in the Caribbean region as an imperial power. As cases in point, we will examine the U.S. invasions and occupations of Haiti (1915-34) and the Dominican Republic (1916-24) and consider their effects and legacies. As part of our focus on Caribbean social movements during the 1920s and 1930s, we will study the significance of Marcus Garvey's Universal Negro Improvement Association across the region, and also examine the labor struggles that swept the British Caribbean in the mid-1930s, considering their import for nationalist politics in these societies thereafter.

Cuba under Batista and the 1959 Revolution that brought Fidel Castro to power will be a primary focus of the latter part of the course. Our study of decolonization and political independence in the former British Caribbean will also spotlight the socio-political significance of the Rastafarian and Black Power movements during the 1960s and early 1970s. Our study of Puerto Rican "transnationalism" will open to larger discussions about Caribbean migration and diaspora. In our last meetings, we will take a close look at contemporary Caribbean economies; consider the interconnected politics of debt, dependency, and development, as well as the impact of tourism; and discuss the recent call of the Caribbean Community (CARICOM) for Britain, France, and the Netherlands to pay reparations for slavery and the slave trade. Throughout the course students will be challenged to recognize the diversity of the Caribbean, while thinking comparatively and synthetically about the region's political, economic, social, and cultural histories. In-depth discussion and the development of critical thinking and writing skills will be emphasized.

Combined with INS 310, HIS 318, LAS 301

AAS 290: History of Southern Africa

Section Q1: TuTh 12:30pm-1:45pm

Instructor: Edmund Abaka

Nelson Mandela epitomizes the resistance of the people of South Africa against apartheid. This course takes up the theme of resistance to discrimination and apartheid in South Africa. It examines South African history at four critical junctures: the early contact with Europeans, the *Mfecane*, the introduction of apartheid, and the activities of the African National Congress and the people of Southern Africa in the overthrow of apartheid. First, we shall examine Southern African society before the arrival of the Dutch in 1652. Second we shall analyze the establishment of the Dutch settlement and the relations between Africans and settlers in the context of the settler expansion inland and the appropriation of the lands of various peoples of Southern Africa. The next segment will look at the discovery of gold and diamond at the Witwatersrand and Kimberly respectively and the implications for South Africans, especially in terms of labor and race relations. The final segment of the course will focus on the institutionalization of the

apartheid system, the mechanics of the system and African and responses. We shall lay emphasis on the internal struggles and external pressures that helped in the collapse of apartheid and the release of Nelson Mandela to become the president of a multi-racial South African society.

Combined with HIS 209, INS 310

AAS 290: African-American Theater History

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

Instructor: Carlia Francis Blackchild

Art, in its myriad forms, is the means by which a people define themselves and let the outside world know who they are. The early history of African Americans in the United States is the story of a people whose history and cultural identity was corrupted to serve the prevailing hegemony. This course examines African Americans' struggle for self-definition against prevailing hegemonies using theatre as a tool for expressing the truth of their identity.

COURSE OBJECTIVES and LEARNING OUTCOMES:

- * To introduce the role of African-American theatre in expanding understanding of that community's identity
 - * To explore the intersectionality between African-American theatre and the hegemonic socio-political and cultural moment of its creation
 - * To examine the conversation between African-American theatre texts and the prevailing hegemony
 - * To study the changing understanding of African-American identities within America's shifting socio-cultural context
 - * To identify African-American theatre practitioners' use of theatre as a socio-political tool
 - * To contextualize African-American theatre within the African-American political movement of the times
 - * To investigate the challenges faced by African-American theatre practitioners in practicing their craft
- At the end of the semester students will
- * Have a deeper understanding of the significance of the historical, political, and cultural context to the creation of African-American theatre
 - * Be able to read African-American play texts critically and interpret them within the context of the historical and cultural moment of their creation
 - * Will recognize theatre's contribution to the changing understanding of African-American identities throughout U.S. history
 - * Appreciate the intersection between African-American cultural production and African-American political movements
 - * Be able to articulate the challenges faced by African-American practitioners in practicing their craft

Combined with THA 300

AAS 290: Special Topics: #BlackLivesMatterTOO

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

Instructor: Ikard, David

This course will engage the emerging Black Lives Matter Movement as an extension of the Civil Rights Movement. Students will be introduced to a host of theorists, activists, and artists who critique not only white supremacist ideology and systems of power but also the ways in which blacks and oppressed groups unconsciously reinforce status quo power relations. Upon completion of the course students will have a grasp of the politics—social, cultural and economic—that inform the Black Lives Movement and its historical antecedents.

AAS 390: Special Topics: Sport and Society

Section N: TuTh 8:00am-9:15am

Instructor: Jomills Henry Braddock II

This course explores the status position and role of sport in society. Our primary focus will be upon delineating and analyzing sport as a major social institution in American society. Thus our perspective will be that of the sociologist (i.e., critical more in analysis than in judgment) rather than that of a sports journalist or sports fan. We shall examine both amateur and professional sports in terms of their interlocking relationships with each other and with other major social institutions (e.g., education, economics, and politics) as well as their significance for promoting and maintaining cultural values such as competition, fair play, teamwork, gender roles, and the like. The objective is to provide students with critical assessment and analytical skills for examining and understanding the impact of sports on both individuals and society.

Combined with SOC 352

AAS 390: Special Topics: Sociology of Race and Ethnic Relations

Section O: TuThu 9:30am-10:45am

Instructor: Jomills Henry Braddock II

This course introduces students to the nature and dynamics of race and ethnic relations with particular emphasis on racial and ethnic groups in the United States. We examine basic concepts and major theories in the analysis of race and ethnic relations, racial and ethnic inequality, past and recent immigration experiences, and the historical and current status of specific racial and ethnic groups. Students will also be engaged in a variety of exercises designed to develop critical assessment and analytical skills for examining and understanding issues related to race and ethnicity.

Combined with SOC 387

AAS 390: Special Topics: The Black Ghetto

Section R: TuThu 2:00pm-3:15pm

Instructor: Dawkins, Marvin Phillip

This course examines the origin and evolution of the "ghetto" as a concept and the social and historical significance of the ghetto in understanding the development of black community life in urban America.

Combined with SOC 288

AAS 390: Special Topics: The Black Athlete

Section S: TuThu 3:15pm-4:45pm

Instructor: Dawkins, Marvin Phillip

The impact of racism on sport in the United States with a specific focus on the Black Athlete. Drawing upon the literature on race and sport in America, the course takes a historical view of the social context in which black athletes have competed and excelled in their craft against tremendous odds both inside and outside of sport competition.

Combined with SOC 389

AAS 390: Special Topics: Caribbean Popular Culture

Section J1: TuThu 5:00pm-6:15pm

Instructor: Saunders, Patricia

Literary forms of popular expression, considered in relation to politics, ideology, gender, or race; comparison to other forms of popular culture in print, music, or the visual media.

Combined with ENG 388 and LAS 301

AAS 490: Seminar: Pidgins, Creoles, African-American English in Education

Section 2J: M 5:00pm-7:40pm

Instructor: Patricia Clachar, Arlene D.

The course examines some of the most commonly spoken languages in the African diaspora in North and South America as well as in the Caribbean, namely, pidgins, creoles and African-American English. The course also explores the linguistic contributions that West African and European languages have made to the development of Atlantic Pidgins, Creoles and African-American English. Analyses of their lexicons, morphological and grammatical features are addressed along with the ways in which these linguistic structures are used to index different identities in the African-American and Creole cultures. Additionally, the course renews the call for a responsive agenda that recognizes the obstacles faced in formal education by child speakers of Creoles and African-American English and the need for public awareness of the extensively researched merits of accommodating these vernaculars in the classroom.

Combined with TAL 461

AAS 490: Seminar: Re-Imagining Haiti: From Revolution to Reconstruction

Instructor: Patricia Saunders

Section H1: MW 3:35PM-4:50PM

This course will ask students to consider the myriad ways Haiti has been represented in the literary and cultural imaginations of writers, visual artists, politicians, doctors, tourists and visitors alike. Beginning with literary representations of the Haitian Revolution by Latin and African American writers, we will consider the extent to which this historical event transformed debates about democracy and freedom in the 19th and 20th centuries. We will also consider how political unrest in Haiti has been reproduced in popular American horror films and French films as well. Finally, we will also examine the works of contemporary Haitian writers who are constructing their versions/visions of Haiti from Miami, Montreal and other parts of the diaspora, particularly in the face of the devastating earthquake that struck Haiti in 2010. Some of the questions we will consider include: What do we know about Haiti, and where/how is this knowledge produced and disseminated? How are Haiti and Haitians imagined differently from their closest neighbors (Cubans, Dominicans); what do these imaginings tell us about the power of the gaze in shaping not only how we see, but also how we respond to countries like Haiti? Do readers have a role to play in knowledge production and consumption of Haitian history and culture? If so, what is this role, and how can we perform these roles in critically and socially responsible ways?

Satisfies the English literature major requirement for a course in literature [since 1900](#).

Combined with ENG 495, LAS 503

AAS 490: Seminar: Rethinking African-American Culture

Section 49: Wednesday 5:00PM-7:30PM

Instructor: Donald Spivey

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

If you are committed to taking this intellectual journey, come prepared to do extensive reading, thinking, and sharing of ideas and insights. The student's grade for the seminar shall be based on:

- Contribution to discussion (50%)
- A fifteen-page research paper (50%) that explores a topic of the student's choice within the theme of the course.
- A service-learning project, such as volunteer work with the Black Archives, Haitian Support Network, the Miami Workers Center, Alonzo Mourning Charities, South Miami Afterschool Center, Overtown Youth Center, Habitat for Humanity, Nature Links, or some other community service organization, may be done in lieu of the research paper. More on this option in class.

Combined with HIS 569, HIS 669, INS 599

