



## African Curriculum Fall 2021 Course List

Last Edit: 04/29/2021

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### **AFRICAN CULTURAL STUDIES**

#### **100 Introduction to African Cultural Expression** (3 credits)

*An introduction to current research in African cultural studies, ranging from various literary genres and uses of discourse; to diverse media including screen media, music, cartoons, and journalism; and to other forms of popular expression like soccer and drama. Through an introduction to these forms, students will also gain an overview of the diverse methods used by scholars in this field, such as textual analysis, film criticism, ethnomusicology, discourse analysis, and ethnography; and to the cultural diversity of Africa and its diasporic cultures.*

Instructor: Marissa Moorman  
Mode of Instruction: In-Person  
Core Course

### **AFRICAN CULTURAL STUDIES**

#### **202 Technology & Orality: Podcasting, Music, and New Media** (3 credits)

*Digital media has dramatically opened up the possibilities for conveying vital information on the African continent and in diaspora, using portable, 'anytime' technologies such as podcasts and mobile phones. Oral culture continues to thrive and innovate in Africa, especially where formal literacy is challenged by multilingualism, language literacy, and the politics of culture. In this course we will examine the unique interplay between writing and spoken language in Africa, and its transformation in the era of digital media. Through a range of disciplines including folklore, sociolinguistics and anthropology, literature, and New Media Studies, we explore modern African oral cultures, especially the use of sound and radio. Students will produce digital audio projects, that involve short papers and analyzing oral texts, increasing their technical and cultural literacy.*

Instructor: Reginold Royston  
Mode of Instruction: In-Person  
Core Course

## **AFRICAN CULTURAL STUDIES**

### **204 African Languages, Narratives, and the Media (3 credits)**

*For many years, African languages and narratives have gained attention in the media, especially the African languages from the previously colonized African nations. Focusing on British Broadcasting Corporation for and about Africa (BBC Africa) and other related media agencies, this course explores the use, representation, and positioning of African languages in the age of global connectivity. How are contemporary Africans engaging their own narratives in the media? What role does language choice play in narratives about African lives, identities, politics, and epistemology of African knowledge? With a transdisciplinary reading list, we will analyze multimodal representation of African languages, knowledge, sociocultural experience, and transformations in the media space. We will also explore how Africans engage different linguistic resources including African and colonial languages to make sense of their own realities especially in the “postcolonial” homeland and racialized diasporic societies. Students will conduct a research project using library resources, give an oral presentation of research, and write multiple drafts of a research paper involving instructor and peer feedback.*

Instructor: Adeola Agoke  
Mode of Instruction: In-Person  
Core Course

## **AFRICAN CULTURAL STUDIES**

### **210 The African Storyteller (3 credits)** (Cross-listed: FOLKLORE 210)

This online course provides students with a new and critical perspective on a popular UW-Madison course. Originally developed by Harold E. Scheub, “The African Storyteller” introduces students to both the oral and written traditions of African literature. The first half of the semester focuses on oral stories, and theories for interpreting them, while the second half focuses on famous 20th-century novels, by writers including Chinua Achebe, Ferdinand Oyono, Alex La Guma, and Nawal El Saadawi.

Mode of Instruction: Online  
Core Course

## **AFRICAN CULTURAL STUDIES**

### **212 Introduction to African Popular Culture (3 credits)**

*This course will use aspects of popular culture (such as popular literature, music, television, news media, movies, etc.) to introduce students to the African continent and its cultures, people, and languages. Students will be exposed to a variety of texts from different regions on the continent, learning about differences and similarities across the continent at the level of aesthetics and context.*

Instructor: Matthew Brown  
Mode of Instruction: In-Person  
Core Course

## **AFRICAN CULTURAL STUDIES**

### **216 Introduction to Francophone and Postcolonial Studies (3 credits)**

(Cross-listed: FRENCH 216)

*This course is an introduction to some of the most significant themes and debates associated with thinking about colonial and postcolonial questions in the francophone world. In a context where we proclaim “the death of French-speaking literature”, where the postcolonial remains effective (after more than sixty years of independence) and where borders tend to blur and to open up to the transnational, should we still use Francophone literature, postcolonial literature, French-speaking literature, or just World Literature. Based on the reading of iconic theoretical texts of postcolonial studies (by Homi Bhabha, Aimé Césaire, Frantz Fanon, Achille Mbembe, Edward Saïd, Gayatri Spivak) and literary works (by Maryse Condé, Assia Djebar, Ahmadou Kourouma, Michel Tremblay, Abdelrahman Waberi), and movies (by Yamina Benguigui, Gillo Pontecorvo, Moufida Tlatli, Ousmane Sembene), we will explore these topics among others: colonial discourses, the issue of language, national allegories, the rewriting of history, questions of gender dynamics, diasporic identity, hybridity and in-betweenness, and the problems of decolonization and the postcolonial state.*

Instructor: Nevine El Nossery

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **275 Lead with Languages: Putting Language Skills to Work (1 credit)**

*Whether you developed your language abilities at home, abroad, or in an educational setting, learn how to leverage your language skills to maximize potential employment opportunities. Develop an understanding of transferable skills unique to language learners and work toward articulating these skills for resume, cover letter, networking, and interviewing exercises. Connect your enthusiasm for learning languages with your personal interests, skills, and abilities to begin exploring career pathways. Learn from peers, alumni, and other guest speakers with language majors and multilingual backgrounds who have succeeded in a variety of careers.*

Instructors: Kaitlin Koehler & Toni Landis

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **277 Africa: An Introductory Survey (4 credits)**

(Cross-listed: AFROAMER 277, ANTHRO 277, GEOG 277, HISTORY 277, POLI SCI 277, SOC 277)

*This course is designed to be a multi-disciplinary introduction to the history and cultures of Africa. Because the continent contains a remarkable array of languages, societies, and peoples, we cannot hope for exhaustive coverage. However, we will visit almost every major region of the continent at least once during the semester. With this in mind, the course is divided into five broad thematic units: Africa and the World before the 19th Century; Colonialism; Postcolonial Politics and Economic Development; Health, Disease, and Healing; and Popular Culture and Everyday Life. Students will take away from the course an understanding not just of what to think about the history and cultures of Africa but also how to think about this region of the world.*

Instructor: Neil Kodesh

Mode of Instruction: Hybrid

Core Course

#### **AFRICAN CULTURAL STUDIES**

##### **302 Arabic Literature and Cinema (3 credits)**

*This is an extraordinary time in Arabic screen culture. Already this decade, feature films and shorter video productions are exploring narrative and aesthetic styles that would have been unthinkable in the past. Do we find any connection between them and the long history of Arabic literature? Are we witnessing a break from older forms or the logical outgrowth of Arabic language traditions? To grapple with those questions, we'll read video and new media in conversation with Arabic poetry, prose fiction, comic arts, and criticism.*

Instructor: Samuel England

Mode of Instruction: Hybrid

Core Course

#### **AFRICAN CULTURAL STUDIES**

##### **321 First Semester Arabic (5 credits)**

*For beginning learners of Modern Standard Arabic; emphasis on proficiency through speaking, listening, reading and writing, and on communication in cultural context.*

Mode of Instruction: In-Person

Core Course

#### **AFRICAN CULTURAL STUDIES**

##### **323 Third Semester Arabic (4 credits)**

*For intermediate learners of Modern Standard Arabic; emphasis on proficiency through speaking, listening, reading, and writing, and on communication in cultural context.*

Instructor: Mustafa Mustafa

Mode of Instruction: In-Person

Core Course

#### **AFRICAN CULTURAL STUDIES**

##### **329 Fifth Semester Arabic (3 credits)**

*For advanced learners of Modern Standard Arabic; emphasis on proficiency through speaking, listening, reading, and writing, and on communication in cultural context.*

Instructor: Mustafa Mustafa

Mode of Instruction: In-Person

Core Course

#### **AFRICAN CULTURAL STUDIES**

##### **331 First Semester Swahili (5 credits)**

*For beginning learners of Standard Swahili; emphasis on proficiency through speaking, listening, reading, and writing, and on communication in cultural context.*

Mode of Instruction: Hybrid

Core Course

#### **AFRICAN CULTURAL STUDIES**

##### **333 Third Semester Swahili (4 credits)**

*Continuation of AFRICAN 332. Four-skills approach (speaking, listening, writing, reading) centered around authentic texts, recordings, and images. Grammar review, concerted vocabulary expansion, and intensive practice.*

Mode of Instruction: In-Person

Core Course

#### **AFRICAN CULTURAL STUDIES**

##### **371 First Semester Yoruba (5 credits)**

*For beginning learners of Standard Yoruba; emphasis on proficiency through speaking, listening, reading, and writing, and on communication in cultural context.*

Mode of Instruction: In-Person

Core Course

**AFRICAN CULTURAL STUDIES****373 Third Semester Yoruba** (4 credits)

*Advanced grammar and conversational practice. Reading contemporary Yoruba literature and other writings.*

Mode of Instruction: Online

Core Course

**AFRICAN CULTURAL STUDIES****391 First Semester Wolof** (5 credits)

*For beginning learners of Wolof; emphasis on proficiency through speaking, listening, reading, and writing, and on communication in cultural context.*

Mode of Instruction: In-Person

Core Course

**AFRICAN CULTURAL STUDIES****405 Nollywood** (3 credits)

*Nollywood is the name that Nigerian filmmakers and audiences have adopted for a film industry that has developed in the last 30 years. This new industry began in the early 1990s with the emergence of “video films”—that is, feature-length films shot on video and sold in the market for home viewing. This innovation allowed for an explosion of commercial filmmaking, and Nollywood has quickly become the major audio-visual media industry of the African continent. In this course, we will watch a variety of Nollywood films and learn about the aesthetic strategies they tend to feature, how the industry has changed over time, what conditions contributed to its emergence and growth, and what audiences, governments, scholars, and other observers have had to say about it.*

Instructor: Matthew Brown

Mode of Instruction: In-Person

Core Course

**AFRICAN CULTURAL STUDIES****435 Fifth Semester Swahili** (3 credits)

*For advanced learners of Standard Swahili; emphasis on proficiency through speaking, listening, reading, and writing, and on communication in cultural context.*

Instructor: Adeola Agoke

Mode of Instruction: In-Person

Core Course

**AFRICAN CULTURAL STUDIES****440 African/Francophone Film** (3 credits)

(Cross-listed: FRENCH 440)

*This course, taught in English, is an overview of francophone African cinema, featuring representative films and directors from Senegal, Mali, Chad, Cameroon, Algeria, and Morocco, and spanning from 1966 to 2016. We will study directors from the pioneering African wave (Sembène, Mambéty) and also contemporary artistic voices (Bekolo, Sissako, Saleh etc.). Students will learn about both the history and the aesthetics of francophone African cinema. Thematically, the course is split in three major strands to be explored in depth through film and theoretical readings: the African city and space, aesthetics of image and sound, and the African body.*

Instructor: Vlad Dima

Mode of Instruction: In-Person

Core Course

**AFRICAN CULTURAL STUDIES****670 Theories and Methods of Learning a Less Commonly Taught Language (2 credits)**

*This course is both theoretical and practical. Through reading, discussion, and research, students will explore theories of second language acquisition (SLA) and relate them to self-instructional methods. Each student will test and/or modify one or more theories/methods by putting these self-instructional methods into practice in order to learn a less commonly taught language (LCTL). Students will share their findings in writing and during class discussions, and write a final paper assessing their learning outcomes. This course is intended for those with prior experience in the study of African languages, or advanced study of other foreign languages.*

Instructor: Adeola Agoke  
Mode of Instruction: Online  
Core Course

**AFRICAN CULTURAL STUDIES****671 Multilanguage Seminar (4 credits)**

*Monitored self-instruction of a less commonly taught language. Through weekly meetings, students discuss their use of self-instructional methods to learn a less commonly taught language (LCTL), get feedback on individualized syllabi and assessment plans, and present progress reports orally and in writing.*

Instructor: Adeola Agoke  
Mode of Instruction: Online  
Core Course

**AFRICAN CULTURAL STUDIES****700 Reading and Writing African Cultural Studies (3 credits)**

*This is a course on academic writing, designed to guide graduate students toward a full understanding of the craft of marshaling evidence to support an argument in the humanities, particularly African cultural studies. It covers the norms and expectations that inhere in academic writing as well as the mechanics of producing original scholarship.*

Instructor: Luís Madureira  
Mode of Instruction: In-Person  
Core Course

**AFRICAN CULTURAL STUDIES****703 Multiliteracy Approach to Communicative Lesson Planning (1 credit)**

*How can students achieve communicative competence in the languages we teach? What is communicative competence anyway? How can we create lessons that draw on multiliteracy pedagogy— an approach that integrates language and other modes of communication— as useful resources to help students achieve communicative competence? Through readings, critical reflection, discussion, and practice, students in this course will address these questions and learn how to create engaging lesson plans and increase opportunities for students to use the languages we teach for communicative, contextualized purposes. (Graduate students only)*

Instructor: Adeola Agoke  
Mode of Instruction: In-Person  
Core Course

## **AFRICAN CULTURAL STUDIES**

### **804 Critical Applied Linguistics Working Group** (3 credits)

*Collaborative exploration and discussion of current research and literature on critical approaches to applied linguistics (CALx), including critical discourse analysis (CDA), mostly in African contexts. Participants will develop a large-scale research project (QP or doctoral dissertation), conduct a review of current research, and present work in progress to receive critical feedback from other class participants. (Instructor consent required)*

Instructor: Katrina Thompson

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **905 Migration and Refuge** (3 credits)

*Despite the wealth of recent scholarship on global migration, cultural studies remains deeply enamored of national models. This course starts from the banal observation that sedentary life in nation-states is the exception rather than the rule in human societies, and seeks to move beyond the urban and national biases of academic theory. Africa is the geographic and epistemological center of the syllabus but our inquiry will inevitably aim for cross-continental linkages, particularly in Mediterranean- and Indian Ocean Studies. Readings will include: Abu-Lughod, Jaji, Malkki, Tamarkin*

Instructor: Samuel England

Mode of Instruction: Hybrid

Core Course

## **AFRICAN CULTURAL STUDIES**

### **926 African Archives** (3 credits)

*Field methods, techniques, and analytical approaches for students doing research in African cultural studies. Topics vary but may include ethnography, narrative analysis, critical discourse analysis, and other research methods.*

Instructor: Marissa Moorman

Mode of Instruction: In-Person

Core Course

## **AFRO-AMERICAN STUDIES**

### **231 Introduction to Afro-American History** (3 credits)

*This course is a social history of West Africans and African Americans from the trans-Atlantic slave trade through the modern civil rights movement. The following topics will receive special attention: the institution of slavery (1619-1865), emancipation and reconstruction (1861-1877), and the long civil rights movement (1877-1968). This course has three major themes. First, the varied experiences of slavery and the roles Black people played in maintaining and sustaining the North American mainland colonies while resisting their bondage. Second, how African Americans helped to create the new nation, became free people and fought for liberty. Third, the challenges, successes and shortcomings of emancipation, reconstruction, and the long civil rights movement.*

Instructor: Christy Clark-Pujara

Mode of Instruction: In-Person

Extended Core Course

## **AFRO-AMERICAN STUDIES**

### **242 Introduction to Afro-American Art**

(3 credits)

(Cross-listed: ART HIST 242)

*Historical survey of Afro-American art. Beginning with the African heritage and concluding with creativity of the 1970's, it examines the evolution of Afro-American art. Attention to the aesthetic sensibilities of diverse styles as well as the social significance of Black art within the art arena.*

Mode of Instruction: In-Person

Extended Core Course

## **AFRO-AMERICAN STUDIES**

### **671 Slavery and Emancipation in the US**

(3 credits)

*This course is a historical survey of slavery and emancipation in British North American colonies and the United States. We will pay close attention to the diversity of experiences among enslaved and free Black people, as well as how historians "write" history. Special attention will be paid the origins of slavery in British and French colonial North America, the effects of American Revolution, the expansion of slavery during antebellum period, and finally the dismantlement of slavery in American Civil War and Reconstruction.*

Instructor: Christy Clark-Pujara

Mode of Instruction: In-Person

Extended Core Course

## **ANTHROPOLOGY**

### **104 Cultural Anthropology and Human**

**Diversity** (3 credits)

*Introduction to cultural anthropology for non-majors; comparative cross-cultural consideration of social organization, economics, politics, language, religion, ecology, gender, and cultural change. Includes 25% coverage of U.S. ethnic and racial minorities.*

Instructor: Jerome Camal

Mode of Instruction: In-Person

Extended Core Course

## **ANTHROPOLOGY**

### **490 Anthropology of Biomedicine** (3 credits)

*Discussion and preparation of reports on specific topics indicated by title of seminar.*

Instructor: Claire Wendland

Mode of Instruction: In-Person

Extended Core Course

## **CLASSICS**

### **321 The Egyptians: History, Society, and Literature** (3 credits)

*An introduction to the study of Ancient Egypt, analyzing its political clout through two millennia of history, its society and economy, its variegated religious systems, the art and literature it produced, and its reception in the modern period.*

Instructor: Jeremy Hutton

Mode of Instruction: In-Person

Core Course

## **COMMUNITY & ENVIRONMENTAL SOCIOLOGY**

### **630 Sociology of Developing Societies**

(3 credits)

(Cross-listed: SOC 630)

*Review of problems and prospects of so-called "developing societies." Includes theory of economic/social development, political economic organizations of "developing" societies, history of colonialism/imperialism, attempts to industrialize and results of those attempts.*

Instructor: Gay Seidman

Mode of Instruction: In-Person

Extended Core Course

## **DANCE**

### **118 African Dance** (1 credit)

*Technique and practice of several basic African dance forms with study of their musical, historical and cultural contexts.*

Instructor: Maya Kadakia

Mode of Instruction: In-Person

Core Course

## **EDUCATIONAL POLICY STUDIES**

### **240 Comparative Education** (3 credits)

*Examines the socio-cultural, political and economic forces that shape education around the world, including in the U.S. Explores a series of essential questions about the means and ends of education, including: the purposes of schooling in different locations; the role of schooling in producing inequality or supporting social change, particularly in relation to class, race, gender, migration, language, and abilities; global educational reform; global educational assessments; curriculum and pedagogy; and teacher education.*

Mode of Instruction: In-Person

Extended Core Course

## **EDUCATIONAL POLICY STUDIES**

### **260 Introduction to International Education Development** (3 credits)

*Examines theories, institutions, and issues in international educational development.*

Mode of Instruction: In-Person

Extended Core Course

## **EDUCATIONAL POLICY STUDIES**

### **335 Globalization and Education** (3 credits)

(Cross-listed: INTL ST 335)

*Discuss the ways education is inextricably linked to global political, economic, and social contexts. Reflect on both scholarly research and popular conceptions of market, society and schools in different geographic and cultural contexts. Approach globalization from a context-sensitive, place-based approach, rather than abstract, predictive method through interdisciplinary analysis. Explore the concept of globalization across disciplinary frameworks including anthropology, geography, and history. Provides critical analysis to understand the challenges facing education in a globalization era, to build stronger commitment to helping address those challenges, and a set of skills for researching and writing about them. Examine the following "problem-spaces": globalization and migration; globalization and race; global testing and assessment; marketization of education; global city development and higher education; youth culture and globalization.*

Mode of Instruction: In-Person

Extended Core Course

## **EDUCATIONAL POLICY STUDIES**

### **760 Seminar in International Education**

**Development** (3 credits)

*Presents a comprehensive and critical understanding of the international educational development (IED) arena; the paradigms and theories that shape the field; the relationships among major actors and institutions; and themes and issues that have arisen in international educational development over the past decades.*

Instructor: Nancy Kendall

Mode of Instruction: In-Person

Extended Core Course

## **ENVIRONMENTAL STUDIES**

### **339 Environmental Conservation** (4 credits)

(Cross-listed: GEOG 339)

*Examines major environmental conservation approaches in the U.S. and developing countries and how they are influenced by sociopolitical factors, cultural values and scientific understandings of nature. Historical and contemporary cases are explored with emphasis on biodiversity and climate change issues.*

Instructor: Lisa Naughton

Mode of Instruction: In-Person

Extended Core Course

## **GENDER & WOMEN'S STUDIES**

### **535 Women's Global Health and Human Rights**

(3 credits)

(Cross-listed: INTL ST 535)

*A human rights approach to global women's health to provide an overview of health issues within the context of a woman's life cycle. It will pay special attention to the socio-cultural and economic factors that play a role in determining women's access to quality basic health care.*

Instructor: Araceli Alonso

Mode of Instruction: In-Person

Extended Core Course

## **GEOGRAPHY**

### **340 World Regions in Global Context** (3 credits)

*Survey of development and change within each of the world's regions (e.g., Africa, Southeast Asia). Attention devoted to environment and society; history, economy, and demographic change; culture and politics; future challenges; key actors.*

Instructor: Kristopher Olds

Mode of Instruction: Online

Extended Core Course

## **GEOGRAPHY**

### **537 Culture and Environment** (4 credits)

(Cross-listed ENVIR ST 537)

*This is a course that is broadly concerned with the relationship between society and environment. It both traces evolving ideas about this relationship, particularly in developing world contexts, and explores how these ideas help us understand contemporary conservation and development issues. How do rural societies transform and adapt to their biophysical environments? How do broader political economic, cultural, and biophysical changes affect this interaction at a local level? A number of different analytical approaches have been used to study this complex relationship within a range of disciplines, most notably geography and anthropology. In this course we will evaluate the strengths and weaknesses of these approaches by reading and discussing a combination of theoretical works and case studies. A strong emphasis of this course will be to trace out how these theories have shaped environment/development policy in the developing world, with material impacts on rural peoples.*

Instructor: Matthew Turner

Mode of Instruction: In-Person

Extended Core Course

## **HISTORY**

### **201 Africa and the Global Cold War (3 credits)**

*In this course, students will examine the intersection of Cold War geopolitics, interventions, and ideological contests with the phenomena of decolonialization and postcolonialism in sub-Saharan Africa. Together, we will trace the growth of, challenges to, and historical connections between African, American, and Soviet iterations of modernist political thought. First unpacking the ideological origins of the Cold War and the historical processes that brought about decolonization in post-WWII Africa, the course will then take up the nature of Western and Soviet interventions in the 'Third World' during the 1960s and 1970s as we examine the political projects and visions that characterized post-independence African nations. We will then investigate the global conditions that contributed to the significant growth of economic liberalization programs during the 1980s alongside the political revolutions of southern Africa that coalesced at the end of the Cold War.*

Mode of Instruction: In-Person

Core Course

## **HISTORY**

### **201 Slavery and Religion (3 credits)**

*In this class we will examine the long and fraught relationship between religion and enslavement, for in both theory and in practice, the two have long been intimately interlinked, though not necessarily in ways you might expect. Our range will be roughly the fifteenth through the nineteenth century, though with room to bring the debate into the contemporary period if so desired.*

Instructor: Justine Walden

Mode of Instruction: In-Person

Extended Core Course

## **HISTORY**

### **201 The Arab Spring (3 credits)**

*The Arab Spring is a period of political change and contestation that we're still trying to make sense of and this course will not provide "answers to explain this period. Rather, it will explore the historical continuities and ruptures between the political conflicts of the Arab Spring and what came before. Based on this historical contextualization, it will examine the emergence of protests, revolutions and counter-revolutions across the Arab world. The course is divided into two main components. The first examines central sites of contestation since January 2011. It focuses on three powerful states that have experienced regime change or civil war (Tunisia, Egypt, and Syria). The second half of the course focuses on the ideological issues of the Arab Spring and will examine the longer history of key debates over gender, Islamism, allegiances to tribe and sect, democratic reform, and socioeconomic justice.*

Instructor: Aaron Rock-Singer

Mode of Instruction: In-Person

Core Course

## **HISTORY**

### **278 Africans in the Americas, 1492–1808**

(3-4 credits)

*Topics include demography and structure of the slave trade, but major focus on continuities and transformations of African cultures and social structures in the Americas--ethnicity, religion, kinship, gender, oral tradition, creolization, etc.*

Instructor: James Sweet

Mode of Instruction: In-Person

Core Course

## **HISTORY**

### **600 Genocide, War Crimes, and Human Rights** (3 credits)

*Why do genocides happen, and how should the international community respond? What motivates the states that target minority or indigenous groups for annihilation, and the perpetrators who carry out genocidal policies? What should happen to the perpetrators in the aftermath of genocide: Should they be summarily executed? Put on trial (by whom)? Allowed to reintegrate into society? Why are certain acts of state violence defined as "genocide" or crimes against humanity, and others as legitimate military operations? How can egregious violations of international law be prosecuted given the unequal distribution of power in the international state system? This seminar explores these questions, and many others, by examining the international tribunals created in response to five twentieth-century genocides: the Armenian genocide, the Holocaust, the Cambodian Khmer Rouge, the Rwanda genocide, and the mass killings during the Yugoslav wars. We will investigate how these tribunals shaped ideas about human rights and humanitarian intervention, and why they so often proved controversial.*

Instructor: Brandon Bloch

Mode of Instruction: In-Person

Extended Core Course

## **HISTORY**

### **861 Seminar—The History of Africa** (1-3 credits)

*This course will provide an introduction to some of the principal methods, theories, and historiographic trends that characterize African history. The principal objective of the course is to provide a critical foundation for your further research on Africa. Throughout the course we will engage questions surrounding the use of non-traditional historical methodologies and the importance of context in the creation of historical sources. The methods and interpretive insights that we discuss will hopefully prove useful for historians studying other parts of the world, as well as for students from other disciplines.*

Instructor: Neil Kodesh

Mode of Instruction: In-Person

Core Course

## **PHILOSOPHY**

### **304 African Philosophy** (3 credits)

*This course is an introduction to the philosophical tradition of Africa and the African diaspora, which investigates that tradition on both its own terms and as a critical encounter with Western philosophy. Students will encounter a wide historical range of texts from precolonial to postcolonial, from emancipation through the Civil Rights movement to postmodernism spanning several areas of philosophy ethics, politics, aesthetics, critical race theory, epistemology, and ontology. Our study of these texts will be guided by questions that are as historically influential as they are timely. Questions such as: What is Africana philosophy, and is there a distinctly Black philosophical tradition? What has counted as "knowledge" in the history of Africana philosophy? How should we understand the concept of race, and how ought the problems of racial divisions be overcome? What is the proper relationship between individuals and their community?*

Instructor: Henry Southgate

Mode of Instruction: In-Person

Core Course

## **POLITICAL SCIENCE**

### **948 Gender and Politics** (3 credits)

*This seminar looks at gender and politics from a comparative perspective. The course looks at key questions and concepts emerging from the literature on gender and politics, which is rapidly expanding, becoming methodologically more diverse, and taking on a wider range of questions. It is impossible to understand contemporary politics without incorporating a gender analysis.*

Instructor: Aili Tripp

Mode of Instruction: In-Person

Extended Core Course