



**African Studies Program**  
UNIVERSITY OF WISCONSIN-MADISON

African Curriculum  
Fall 2023 Course List  
Last Edit: 04/20/2023

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

**AFRICAN CULTURAL STUDIES**

**201 Introduction to African Literature** (3 credits)

*This course will introduce students to a variety of literary texts (defined broadly) from Africa. Students will also be introduced to some of the languages spoken on the continent. By covering a wide range of genres and diverse geographical regions, the goal is for students to acquire a general understanding of the most important issues for African writers and artists, both historically and today. The course will also serve as an introduction to literary studies, and thus will focus on reading and writing skills, as well as basic techniques of literary analysis and academic communication.*

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

**AFRICAN CULTURAL STUDIES**

**129 Africa on the Global Stage** (3 credits)

*This course explores the interplay between Africa and the World from the 19th century to the present, covering subjects such as the slave-trade, repatriation, Africanizing of culture in the Americas and Europe, the spread and revival of world religions, colonialism, global capitalism, the rise of global popular culture such as pop music and video films, environmental concerns and global epidemics.*

Instructor: Khaled Esseissah  
Mode of Instruction: In -person  
Core course

## **AFRICAN CULTURAL STUDIES**

### **202 Stylin' and Profilin'- From Lagos to Los Angeles (3 credits) FIG**

*The course uses fashion, the popular styles of dress and ornament at a specific historical period, as a useful tool to examine issues of culture, politics, economics, and gendered power across Africa from the late 1800s to the present. One key question will guide this course: how have (changing) fashion trends in Africa reflected local concerns and anxieties among women, men, youth, and marginalized individuals, past and present? In so doing we will ask how clothing and accessories reflect issues of ethnicity, nationality, race, class, sexuality, and gender. Students will also learn about the critical roles that fashion has played in larger movements including revolutions, nation building campaigns, identity politics, and globalization. Because this is an interdisciplinary class, course materials will draw from diverse disciplines and sources including comic strips, graphic novels, animated cartoons, newspapers, films, podcasts, documentaries, Instagram, digital art, and street art as well as scholarly texts.*

**Instructor:** Jacqueline-Bethel Mougoue

**Mode of Instruction:** In-person

**Core Course**

## **AFRICAN CULTURAL STUDIES**

### **204 Trees of Knowledge: Language Practices and Africa's System of Knowing (3 credits)**

*Language constitutes a symbolic capital for constructing knowledge, disseminating thoughts, and expressing linguistic and sociocultural identities. Focusing on the linguistic background of Africans prior to colonization and the impact of the brutal experience of colonization and transatlantic slave trade on Africa's linguistic practices, this course explores the shifts in language practices in multilingual African nations and amongst Africans in diaspora to highlight the impact of this experience on Africa's expression of knowledge. What policies are enacted in and out of educational contexts to construct literacy? How might educational structures acknowledge linguistic plurality and difference to challenge the old and broken visions of power in classroom curriculum? To find answers to these questions, we will explore various readings on language practices in educational contexts, language policies, and various experiences of Africans across diverse social and academic settings. Based on your understanding of the relationship of language practices, literacies, power, policies of education, and African system of knowing, you will develop your research project through effective use of library resources, oral presentation of your work, and writing multiple drafts of your paper based on the writing convention in the humanities and feedback from your peers and me.*

**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.*

Instructor: Matthew Brown

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: Marissa Moorman

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **231 Intro Arabic Literary Culture (3 credits)**

*This course addresses the following questions: How do we read Arabic literature in the community where we live, and in English translation? What happens to the pieces of culture that travel, shift between media, and undergo formal study? How has the literary tradition changed over roughly 1500 years of continuous phases of creation and debate? Why is there a statue of the Illinoisan Lincoln on Bascom Hill but none of the Madison poet Nazik al-Malaika?*

Instructor: Samuel England

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **233 Global HipHop and Social Justice (3 credits)**

(Cross-listed: AFROAMER 233)

*Critical interrogation of the relationship between HipHop and social justice. What is "HipHop," what is "social justice," what is their relationship, how can HipHop can be an effective force for social justice, and what obstacles mitigate against this potential? Discussions will develop familiarity with important concepts in Black studies and social theory such as race and colonialism, imperialism and hegemony, structure and agency, identity and strategic essentialism. Consider the race/class/gender dimensions of weekly topics, acquire a broader familiarity with HipHop activism, and develop new conceptual tools and critical thinking skills.*

Instructor: Warrick Moses

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.*

Instructor: Lydia Odegard

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **277 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 multidisciplinary 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**

### **303 New Media and African Rising**

*This course explores and troubles the narratives of African achievement in the new millennium through literature, film, music and scholarly works, podcasts and music exploring history, contemporary research and speculative narratives about what success looks like in Africa in the past 20 years.*

Instructor: Reginold Royston

Mode of Instruction: In-Person

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.*

Instructor: TBA

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.*

Instructor: TBD

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.*

Instructor: Katrina Thompson

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **335 First Semester - A Language of Southern Africa: Zulu (4 credits)**

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

Instructor: TBD

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **361 First Semester Hausa (5 credits)**

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

Instructor: TBA

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **370 Islam: Religion and Culture (3 credits)** (AFRICAN 370, ASIAN 370, RELIG ST 370)

*This course explores the emergence and development of Islam; schism; theology; asceticism; speculative and popular mysticism; literatures in diverse Islamic languages. Not open to students with credit for LCA 370 prior to Fall 2019.*

Instructor: Anna Gade

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.*

Instructor: TBD

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.*

Instructor: TBD

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.*

Instructor: TBD

Mode of Instruction: Online

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**

#### **406 African Liberation Movements in Sound and Images (3 credits)**

*“Decolonization” is a buzzword for our times. But it has a history. This class studies African liberation movements through image and sound to think about decolonization past and present. From the 1950s through 1994, armed liberation movements in African countries fought for freedom from colonial rule. They imagined futures that demanded social, cultural, political, and economic change from their pasts. Grassroots organizations and newly independent governments lent their support. We will look at the images (photos, films, and art) and sounds (radio broadcasts, music, and slogans) these movements and organizations produced and used to mobilize people and to communicate their projects to the rest of the world.*

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

### **AFRICAN CULTURAL STUDIES**

#### **445 Advanced Reading in Arabic Texts**

*This course focuses on a selection of Arabic texts, ranging from Classical to modern.*

Instructor: Samuel England  
Mode of Instruction:  
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 are inherent in academic writing as well as the mechanics of producing original scholarship.*

Instructor: Jacqueline Bethel-Mougoue

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **703 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**

### **901 Seminar in Modern African Literature (3 credits)**

*This course examines special topics in modern African literature, covering various genres (prose, poetry, drama).*

Instructor: Ainehi Egoro-Glines

Mode of Instruction: In-Person

Core Course

## **AFRICAN CULTURAL STUDIES**

### **926 Literary Ethnography (3 credits)**

*This graduate-level methods seminar is an intensive introduction to reading and writing “new ethnographies”—what H. L. Goodall calls an “emerging, alternative style of qualitative writing” that “combines the personal and the professional, ... work that may be rendered as a story ..., or an account that derives rhetorical force from blurring or blending of literary genres.” Taking a discourse-centered approach to culture and to writing as a form of qualitative analysis, we will explore theories and examples of autoethnographies, autobiographies, ethnographic fiction, poetry, and drama, and literary ethnographies. Our main examples will be writing by Africans and Africanists, but students working in other world areas are welcome. Important themes will include language, voice, dialogic research, transcription, and translation. The course will help students whose primary interests are in literature, languages, and second language acquisition to gain expertise in ethnographic research practices and evocative writing. Seminar meetings will involve both discussion of readings and workshopping participants’ writing.*

Instructor: Katrina Thompson

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.*

Instructor: Black Anthony Devon

Mode of Instruction: In-Person

Extended Core Course

## **AFRO-AMERICAN STUDIES**

### **277 An Introductory Survey** (4 credits) (Cross-listed: AFRICA 277, ANTHRO 277, GEOG 277, HISTORY 277, SOC 277)

*This course is designed to be a multidisciplinary 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

## **AFRO-AMERICAN STUDIES**

### **671 Criminalizing Blackness** (3 credits)

*This is an intensive analysis of historical themes in African Americans' experiences.*

Instructor: Greene Christina

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 to the origins of slavery in British and French colonial North America, the effects of the American Revolution, the expansion of slavery during the antebellum period, and finally the dismantlement of slavery in the 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: Amy Stambach

Mode of Instruction: In-Person

Extended Core Course

## **ANTHROPOLOGY**

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

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

*This course is designed to be a multidisciplinary 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

## **COMMUNITY & ENVIRONMENTAL SOCIOLOGY**

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

(3 credits)

(Cross-listed: SOC 630)

*This course reviews problems and prospects of so-called “developing societies.” It explores 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

## **DANCE**

### **318 West African Dance/Music-Americas** (3 credit)

*This course examines the influence of traditional West African dance/music heritage in historical, artistic, social contexts in the development of new hybrid forms of music/dance created by cross-pollination of cultures of Africans, Europeans and indigenous peoples in the New World.*

Instructor: Walker Christopher

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.*

Instructors: Jennifer Otting

Mode of Instruction: In-Person

Extended Core Course

## **EDUCATIONAL POLICY STUDIES**

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

*This course reviews theories regarding the relationships between education and development, discusses institutions in international educational development, and considers key issues and approaches to international development*

Instructors: Jennifer Otting

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.*

Instructor: Elise Ahn

Mode of Instruction: In-Person

Extended Core Course

## **EDUCATIONAL POLICY STUDIES**

### **675 Introduction to Comparative and International Education (3 credits)**

*This course introduces students to the origins and development of the field of comparative and international education (CIE). It explores how scholars engage some of the theoretical, ideological, methodological, and topical debates that characterize research in the field of CIE policy. Examines theories, institutions, and issues in international educational development.*

Instructor: Ran Liu

Mode of Instruction: In-Person

Extended Core Course

## **EDUCATIONAL POLICY STUDIES**

### **780 Keeping Girls in School (3 credits)**

*Keeping Girls in School is an applied class in international development education, co-taught with a colleague (and EPS grad) in the World Bank's Gender Innovation Lab. The course is organized around a research project Term of Reference (attached below). It is rooted in the Keeping Girls In School project in Zambia. In the class, we will conduct a literature review of existing gender and education and school-related gender-based violence (SRGBV) development paradigms (and critiques of these). Alongside these readings, we will collectively analyze qualitative data from the project and provide feedback to the survey team involved in the project's mixed-methods evaluation about suggested changes/improvements. We will also outline potential lines of analysis, and create a shared codebook. There is the possibility of writing together based on this analysis in the Spring.*

*Experience conducting qualitative research, course-taking in qualitative research methods (e.g., 788, 789), plans to engage in qualitative research, and/or experience or interest in international development education/gender and education are necessary for enrollment in the course.*

Instructor: Nancy Kendall

Mode of Instruction: In-Person

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 socio political factors, cultural values and scientific understandings of nature. Historical and contemporary cases are explored with emphasis on biodiversity and climate change issues.*

Instructor: Matthew Turner

Mode of Instruction: In-Person

Extended Core Course

## **FRENCH AND ITALIAN**

### **FRE 285 REBELLIOUS WOMEN** (3 credits)

*This course will explore how women from different regions from the Global South (with a specific focus on North and Sub-Saharan Africa and the Middle East) gain agency through literature, movies, comics, and songs, contesting different forms of domination, exclusion, and injustice, based on gender, race, class, and religion.*

Instructor: Nevine Nossery

Mode of Instruction: In-Person

Extended Core Course

## **FRENCH AND ITALIAN**

### **FRE 947 Littérature francophone ou Littérature-monde?** (3 credits)

*Nous analyserons les conditions socio-culturelles ainsi que les enjeux politiques liés au monde francophone: l'Afrique du Nord, l'Afrique subsaharienne, les Antilles et le Québec. Nous étudierons des romans d'Azouz Begag, Maryse Condé, Ananda Devi, Ahmadou Kourouma, Dany Laferrière, Leïla Sebbar et Michel Tremblay, et des films d'Abdellatif Kechiche, Abderrahmane Sissako et Assia Djebar.*

Instructor: Nevine Nossery

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

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

### **720 Gender and Islam** (3 credits)

*A multidisciplinary approach to the study of the intertwined relationship between gender and Islam in Muslim majority countries. The objective of this course is to introduce students to contemporary scholarship on women's issues, feminist activism in both a secular and Islamic context and the nature of women's engagement with power in the Islamic world.*

Instructor: Marwa Shalaby

Mode of Instruction: In-Person

Extended Core Course

## **GEOGRAPHY**

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

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

*This course is designed to be a multidisciplinary 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

## **GEOGRAPHY**

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

(Cross-listed: EnvSt 339)

*In this course, we study conservation from a geographical perspective, reviewing the physical, institutional, and socioeconomic dimensions of environmental problems to develop more effective solutions. Environmental conservation is itself a social process. Thus, we pay careful attention to how values, economy and politics affect conservation practice. We will trace major debates in environmental conservation, and explore how differences in people's identity and surroundings shape their perceptions of environmental problems and solutions. Case material will come from around the world. We will address a range of issues, from environmental justice to elephants, but place special emphasis on **biodiversity loss and climate change**.*

Instructor: Lisa Naughton

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: Gartner William

Mode of Instruction: Online

Extended Core Course



## **GEOGRAPHY**

### **434 People, Wildlife and Landscapes (3 credits)**

(Cross-listed: EnvSt 434, CSE 434)

*This course offers an interdisciplinary framework for understanding human interactions with wildlife. We begin with ‘puzzles from prehistory’: Were humans responsible for eliminating megafauna across the continents ~12,000 years ago? Was big game hunting foundational to human evolution? These puzzles have ecological significance as well as cultural import as metaphors for human-nature relations. We then turn to contemporary human-wildlife interactions, delving into the ecological and social conditions underlying patterns of coexistence and conflict. Conservationists have traditionally assigned mutually exclusive places to wildlife (wilderness) and humans (rural areas, cities). But the boundaries separating these places are permeable. Elephants leave African parks to forage in banana plantations. Coyotes dwell in Madison suburbs. We analyze the resulting people-wildlife conflicts and explore alternative strategies for conserving wildlife in human-dominated environments. You will learn key Geographic approaches to studying the human role in environmental change, particularly biogeography, political ecology and environmental perceptions. You will also learn basic methods for studying environmental attitudes. Class assignments will help you better understand the material and improve your professional writing and speaking skills.*

Instructor: Lisa Naughton

Mode of Instruction: In-person

Extended Core Course

## **GEOGRAPHY**

### **930 Seminar in People-Environment**

**Geography (3 credits)**

*This course surveys recent and classic works in people-environment geography*

Instructor: Matthew Turner

Mode of Instruction: In-person

Extended Core Course

## **HISTORY**

### **129 Africa on the Global Stage**

*This course explores the interplay between Africa and the World from the 19th century to the present, covering subjects such as the slave-trade, repatriation, Africanizing of culture in the Americas and Europe, the spread and revival of world religions, colonialism, global capitalism, the rise of global popular culture such as pop music and video films, environmental concerns and global epidemics.*

Instructor: Khaled Esseissah

Mode of Instruction: In-person

Core Course

## **HISTORY**

### **200 Gandhi, King, Mandela (3 credits)**

*This course is an introduction to historical studies on the topic of discussion, and it emphasizes interpretation and critical thinking.*

Instructor: Mou Banerjee

Mode of Instruction

Extended Core Course

## **HISTORY**

### **200 Muslim Societies in Africa (3 credits)**

*This course is an introduction to historical studies of Muslim societies in Africa. Emphasis on interpretation and critical thinking.*

Instructor: Khaled Esseissah

Mode of Instruction:

Core Course

## **HISTORY**

### **201 African Decolonization (3 credits)**

*African decolonization is often defined as the transfer of political sovereignty from European colonizers to independent African nations. Yet, even as formal decolonization was unfolding, many African activists, intellectuals and artists expressed deeper and more ambitious visions of what decolonization could mean. For example, some argued that decolonization required the overthrow of global capitalism and the creation a more just economic order. For others, it meant the dissolving of colonial boundaries to create a pan-African community. In some places, decolonization offered a political language to challenge gendered hierarchies, while in others, it became a justification for entrenching patriarchy. For some, decolonization was about liberating the mind, while some argued that the true target of decolonization was land. This course invites students to explore the history of decolonization in Africa as a moment of rich and diverse political possibilities. We will consider a range of primary sources, including political manifestoes, philosophical texts, underground newspapers, works of art, songs, films, and works of literature.*

Instructor: Emily Callaci

Mode of Instruction: In-person

Core Course

## **HISTORY**

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

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

*This course is designed to be a multidisciplinary 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

## **HISTORY**

### **600 Health and Healing in Modern Africa (3 credits)**

*This seminar will examine the reach, effect, and historical lineages of global health interventions in Africa. Drawing on both historical and anthropological studies, we will explore the history of medical and scientific research in Africa, raising questions about the shifting intellectual and ethical underpinnings of various undertakings in the twentieth and twenty-first century. We will also examine the ways in which different historical perspectives inform and transform our understanding of more contemporary developments, such as the emergence of medical humanitarianism and the flourishing of health-related non-governmental organizations in the Global South.*

Instructor: Neil Kodesh

Mode of Instruction: In-person

Core Course

## **INTERNATIONAL STUDIES**

### **320 Contemporary Issues in Africa (1 credit)**

*This interdisciplinary course celebrates the diversity of the African continent. Each week, a different guest speaker will share their cutting-edge, Africa-based research as part of the AFRICA AT NOON seminar series. Speakers from around the world will share stories from a variety of disciplines such as history, political science, linguistics, anthropology, public health, comparative literature, and environmental studies. Learners will also meet leading African Studies faculty from across campus.*

Instructor: Aleia Mccord

Mode of Instruction: In-Person

Core Course

## **INTERNATIONAL STUDIES**

### **373 Globalization, Poverty, and Development (3 credits)**

*This course addresses the process of globalization -- trade, international capital flows, labor migration and remittances, and aid -- from the perspective of developing economies and the development process.*

Instructor: Thomas Rutherford

Extended Core Course

## **INTERNATIONAL STUDIES**

### **401 Topics in Global Security (3 credits)**

*This course explores contemporary issues in international studies in global security.*

Instructor: Molly Minden

Extended Core Course

## **INTERNATIONAL STUDIES**

### **402 Topics in Politics and Global Economy (3 credits)**

*This course explores contemporary issues in international studies in politics and policy.*

Instructor: Stepha Velednitsky

Extended Core Course

## **INTERNATIONAL STUDIES**

### **403 Topics in Culture in the Age of Globalization (3 credits)**

*This course will focus on Contemporary issues in international studies in global culture.*

Instructor: Melody Niwot

Mode of Instruction: In-person

Extended Core Course

## **INTERNATIONAL STUDIES**

**535 Women's Global Health and Human Rights**  
(Cross listed: INTL ST 535, GEN&WS 535) (3 credits)

*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

## **INTERNATIONAL STUDIES**

**620 Contemporary Issues in Africa** (1 credit)

*This interdisciplinary course celebrates the diversity of the African continent. Each week, a different guest speaker will share their cutting-edge, Africa-based research as part of the AFRICA AT NOON seminar series. Speakers from around the world will share stories from a variety of disciplines such as history, political science, linguistics, anthropology, public health, comparative literature, and environmental studies. Learners will also meet leading African Studies faculty from across campus.*

Instructor: Aleia Mccord

Mode of Instruction: In-Person

Core Course

## **LITERATURE IN TRANSLATION**

**226 Introduction to Luso-Afro-Brazilian Literature** (3 credits)

*This course is an introduction to the cultural and literary practices of the Portuguese-speaking world. Readings include novels, short stories, and poetry from Portugal, Brazil, and Lusophone Africa.*

Instructor: Ellen Sapega

Extended Core Course

## **POLITICAL SCIENCE**

**277 An Introductory Survey** (4 credits)

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

*This course is designed to be a multidisciplinary 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

## **POLITICAL SCIENCE**

**320 Governments and Politics of the Middle East and North Africa**

*This course is an introduction to the most pertinent themes to the study of politics and governance in the Middle East. Main topics to be covered: political economy of the region; link between Islam, culture and democracy; the politics of authoritarianism; and political Islam*

Instructor: Marwa Shalaby

Core Course

## **POLITICAL SCIENCE**

### **329 African Politics**

*This course explores the process of rapid political change in contemporary Africa with special emphasis on the emergence of new states.*

Instructor: Aili Tripp

Mode of Instruction: In-person

Core Course

## **POLITICAL SCIENCE**

### **356 Principles of International Law (3 credits)**

*A survey course that focuses on interactions among the primary entities in the international system; namely, states, inter-governmental and non-governmental organizations, and other international actors governed by international law. The study of international relations and international law is absolutely critical to understanding contemporary politics, both domestic and foreign. This course addresses both structural and substantive issues related to international law.*

Instructor: Andrew Mcward

Mode of Instruction: In-person

Extended Core Course

## **POLITICAL SCIENCE**

### **601 Pan African Political Thought (3 credits)**

*This course interrogates the key tenets of historical and contemporary pan-African political theory. We will explore numerous points of juncture and disjuncture in the political theorizing of Edward Blyden, Marcus Garvey, Maymie de Mena, Claduia Jones, Kwame Nkrumah, Julius Nyerere, Frantz Fanon, Walter Rodney, Clenora Hudson-Weems, Maulena Karenga, Lewis Gordon, and other leaders and scholars from Africa, the Caribbean, North America, and Europe. We will pay particular attention to these thinkers' views on slavery, colonialism, independence, and nationalism. Our ultimate, two-fold aim is to: 1) interrogate the main tensions and debates that animate pan-African political thought and 2) to situate these tensions and debates within the socioeconomic contexts in which they emerge and gain resonance.*

Instructor: Keisha Lindsay

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

## **SOCIOLOGY**

### **170 Population Problems (3 credits)**

*This course explores the social, economic, and political problems affected by birth and death rates, population size and distribution, voluntary and forced migration. It examines world ecology, limits to growth, economic development, international conflict, environmental quality, metropolitan expansion, segregation by age, race, and wealth, policies affecting reproduction, nuptiality, morbidity, mortality, and migration.*

Instructor: Mark Nicholas

Mode of Instruction: In-person

Extended Core Course

## **SOCIOLOGY**

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

(Cross-listed: AFRICA 277, AFROAMER 277, ANTHRO 277, GEOG 277, HISTORY 277)

*This course is designed to be a multidisciplinary 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

## **SOCIOLOGY**

### **630 Sociology of Developing Societies/Third World (3 credits)**

(Cross-listed: C&E SOC 630)

*This course reviews problems and prospects of so-called "developing societies." It explores 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

## **SOCIOLOGY**

### **940 Seminar-Sociology of Economic Change**

*The course explores theoretical and technical problems in research concerning organizational and socio-psychological aspects of changes in large scale social systems.*

Instructor: Gay Seidman

Extended Core Course