



## Spring 1993 Courses

# CAAS

**203. Issues in Afroamerican Development** (2) (SS). W 6-9 P.M., 435 MH. This course is particularly concerned with legal developments since 1954 and with the relevance of law to the current circumstances of Afro-America. After an overview of constitutional and legal history to 1954, we will consider the case of *Brown v. Board of Education*. Following a review of other legal landmarks during the 1950s and 1960s, we will consider the changing constitutional orientation to Black rights in the 1970s and 1980s. Course requirements include two tests, a final examination and a series of writing analyses. Texts likely include: Harold Cruse, *Plural but Equal*; Roy Brooks, *Rethinking the American Race Problem*; Derrick Bell, *Faces at the Bottom of the Well: The Permanence of Racism*; Hunter Clark and Michael Davis, *Thurgood Marshall: Warrior at the Bench, Rebel on the Bar*. (Woods)

**336/Women's Studies 336. Black Women in America.** (2) (Excl.) MW 11-12:30, 1408 MH. This course examines Black women in America from a historical and contemporary perspective. Understanding the full life cycle and multiple roles of Black women as wives, workers, mothers, daughters, sisters, and social change agents is the principal focus of the readings, discussions, and research project. Reading materials will be drawn from literature, history, and the social sciences. (Barkley-Brown)

**360. Afro-American Art.** (2) (HU) M 4-7 P.M., 111 WE. This course (a) introduces students to West African cultures and their relationships to Afro-American culture; (b) develops on a broad level an Afrocentric aesthetic point of view; (c) encourages greater insight and exploration into the arts of African and Afro-American people and the spirits and realities that motivate the "arts;" and (d) creates a living vehicle for understanding and resolving problematic cultural patterns which disturb, confuse, and cancerize our historic and contemporary lives. Course requirements include: three short papers; an analytical overview from a video presentation, guest lecturer, or audio presentation; and an in-class final group presentation. This course is designed to be "communal/interactive/intensive/informative/spiritual," creating countless opportunities for students to involve themselves, strengthen their skills, and establish a clearer concept of identity, purpose, and direction. Students must be prepared for discussion and interaction. (Lockard)

**406/American Culture 406. Literature of the Caribbean World: The Caribbean as Text: Reading and Writing (about) the Caribbean.** (2) (Excl.) MW 1-3, 1408 MH. The purpose of this course is to examine some of the assumptions about Caribbean people, literature, history, and culture. The works studied include literary, historical, and philosophical texts, films, posters, travel writing, and "eyewitness accounts." It will cover a significant amount of historical and theoretical ground, drawing on materials across five centuries--from 1492 to 1992. Our major preoccupation during this semester will be to question, question, question. Our questioning will be informed by close and careful analyses of the discourses through which we have come to "know" and talk about the Caribbean. In order to ensure that our discussions are grounded in rigorous textual analyses, you will be required to identify, summarize, compare, and evaluate the major points and arguments of the works studied. (Gregg)

**420/Anthropology 347. Race and Ethnicity.** (2) (SS). MTu 11-1, 3058 LSA. This course is a comparative analysis of race and ethnicity as social and political phenomena with emphasis on: the current theoretical literature; the criteria by which different peoples classify races and/or ethnic groups; the implications of these classifications for intergroup relations; and the study of how attitudes and values surrounding race and ethnicity have shaped contemporary world events. (Stoler)

**430. Education and Cultures of the Black World.** (2) (SS). MW 9-11 A.M., 214 WE. This course is a comparative study of education and of the cultures of Black peoples in Africa, the United States, Latin America, the Caribbean, and the South Pacific. Among the texts that will help us define the issues, isolate contexts for emphasis, and design relevant approaches within so broad a racial and cultural context are: Marvin Harris, *Patterns of Race in the Americas*; Paulo Freire, *Pedagogy of the Oppressed*; Preiswerk and Perrot, *Ethnocentrism and History*; Vidya Mandal, *Education on the Move*; and *Configuration of Culture and Education: An African Experience*. The readings and approach are designed to help students gain a systematic understanding of the dynamics and the interplay of education and culture as they relate to peoples of color in the regions listed above--whether such people live within self-governing and independent nation-states, or whether they do so as minority members of multi-ethnic societies. (Wagaw)

**458. Section 101. Black World Issues: Introduction to British Caribbean History.** (2) (Excl.) TTh 1-3, 2435 MH. This course is open to and designed for students in history, anthropology, music, literature, and the social sciences who wish to understand the present-day Caribbean and the evolution of its institutions. The knowledge gained will allow them to be in a better position to make comparative judgements with other regions of the Western Hemisphere. Students, especially those studying Afroamerican history, will comprehend better the African Continuum, and note how acculturation processes and cultural transformations involving Afro-American and Afro-Caribbean people occurred. (Liverpool)

**458. Section 002. Black World Issues: The Political Economy of West Africa.** (2) (Excl.) TTh 3-5, 1412 MH. This is a course in comparative politics designed to introduce students to the political economy of the West African sub-region. We will examine the political and economic processes that promoted the rise of post-colonial states in West Africa in the context of the widely-held liberal views that the promotion of economic growth was the driving force behind the demand by Africans for independence, and that the post-colonial state therefore exists to promote development. Consolidation of central state power and class formation will be analyzed, with the focus on the issue of why these twin processes came increasingly, in the late 1970s and 1980s, to limit the possibilities for development and economic transformation. Broad comparative themes to be investigated include: the range and character of the disparate social groups and economic interests that constitute ruling coalitions; the economic consequences of the use of state power for regime consolidations; and patronage as a mechanism of governance and political domination. (Twumasi)