



**AFRICAN & AFRICAN DIASPORA STUDIES**  
**COURSE LISTINGS FOR FALL 2009**

**BK 104 Afro-American History I****M W F 11***Cross Listed with HS 189**Satisfies Cultural Diversity Core Requirement*

The two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements up to the end of the Civil War. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles, through current consideration of race, class, and gender conflicts.

*Karen Miller***BK 110 Introduction to African Diaspora Studies****T TH 10:30***Satisfies Cultural Diversity Core Requirement**Cross Listed with HS 120*

A survey of the African continent and the Diaspora that will include geography, history, politics, economics and literature. The purpose of the course is to introduce students to specific historical, cultural, social and political topics related to Africa and the African Diaspora. Because the scope of the course is so vast, we will explore important issues and themes to give students a desire to further pursue more specific classes in African and African Diaspora Studies. Boston College faculty members will be invited to lecture in their area of expertise specific to Africa and the Diaspora throughout the semester.

*Martin Summers***BK 120.01 Religion in Africa****T TH 1:30****BK 120.02 Religion in Africa****T TH 3***Cross Listed with TH 107**Satisfies Cultural Diversity Core Requirement*

This course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions of Africa will be discussed. While emphasis will be placed on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in a changing Africa.

*Aloysius Lugira***BK 138 Race, Class and Gender****MWF 2***Cross Listed with SC 038**Satisfies Cultural Diversity Core Requirement*

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.

*C. Shawn McGuffey*

**BK 139 African World Perspectives**

**T TH 9**

*Cross Listed with SC 039*

*Satisfies Cultural Diversity Core Requirement*

*Satisfies Social Sciences Core Requirement*

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topics in "units". Each unit deals with a major area of debate in the field of African studies.

*Zine Magubane*

**BK 209 Ethnic Theatre Studies**

*Cross Listed with CT 209*

See Department for details.

*Sun H. Kim*

**BK 223 Jamaican Culture & Globalization**

**MWF 11**

This course focuses on "culture" (literature, music, film), specifically Jamaican culture, as an important commodity in the age of globalization. We will consider how Jamaican culture moves into global markets and is transformed into products and identities that are often at odds with the ideologies and values of the community they are said to represent. We will begin by examining definitions of globalization and then locate the role of culture within it. We will then consider how globalization has influenced definitions of Jamaican culture and cultural values. Lastly, we will investigate how and/or if globalization has created opportunities for re-thinking nationalism, commodities, and in/formal economies. We will employ an interdisciplinary approach in an effort to address some of these issues; specifically, we will use Jamaican literature, film/video, and music.

*Rhonda Frederick*

**BK 226 African American Life Stories**

**MWF 9**

*Cross Listed with HS 285*

*Satisfies Cultural Diversity Core Requirement*

*Offered Periodically*

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity, and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

*Karen Miller*

**BK 239 Francophone African Cinema**

**TH 3-4:50**

*Cross Listed with RL 476*

*Offered Periodically*

This class focuses on cinematic traditions of francophone Africa by looking at both narrative film and documentaries. We will consider how African filmmakers use film as a medium for creative expression, historic representation, and political engagement. How do filmmakers analyze social questions on screen? How has film discourse developed in relation to colonialism, post-colonialism, and globalization? How are issues of language, identity and nation approached stylistically and thematically? These questions will guide our inquiry as we examine the works of

This listing is updated as of June 2, 2009, and is subject to change. Please contact Cat McAteer at [mcateerm@bc.edu](mailto:mcateerm@bc.edu) with any questions.

Sembene Ousmane, Safi Faye, Abderrahmane Sissako, and Jean-Marie Teno among others.  
*Régine Jean-Charles*

**BK 241 Beyond Barack & Hillary: Black Feminist Culture, Literature and Theory** **T TH 9**

*Offered Periodically*

The 2008 race for the Democratic presidential nomination has brought the idea of race vs. gender into the public discourse. However Black feminists have long explored the question of race vs. gender in their politics, theories and writing. This class takes a closer look at the intersection of race and gender by using Black feminist thought as a lens to examine literature and popular culture. We will read writers and theorists from Africa and the diaspora to provide definitions of Black feminism, address questions of raced and gendered identity politics, canon reformation, and literary resistance. We will consider major themes in “women’s writing” to address their usefulness for feminist theoretical reading. Going as far back to Sojourner Truth’s “Ar’n’t I a Woman” speech of the 1880s to Joan Morgan’s declaration of hip hop feminism in the 21<sup>st</sup> century, we consider how race and gender have been thought about over time.

*Régine Jean-Charles*

**BK 243 Gender and Slavery** **MWF 1**

*Satisfies Cultural Diversity Core Requirement*

Discussions of slavery have focused upon the enslaved males' roles and responses. To gain a more complete picture of the complex social interactions and political and social consequences of slavery, we will examine it from the enslaved female's perspective as well. This course focuses upon women's labor, their roles in family life, the plantation community, and how gender informed the style and types of resistance in which men and women engaged. We will also discuss the effects of white paternalism upon gender roles in the slave communities and white female responses to the effects of slavery upon their lives.

*Sandra Sandiford Young*

**BK 253 The Modern Black Freedom Movement** **M 4:30-6:50**

*Satisfies Cultural Diversity Core Requirement*

*Offered Periodically*

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

*Lyda Peters*

**BK266 Rhythm & Blues in America** **M 4:30, W 4:30**

*Cross Listed with MU 321*

This course examines the elements of rhythm and blues in the Afro-American sense and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day Jazz/Rock and music videos will be used throughout the course.

*Hubert Walters*

**BK 290 Gospel Workshop**

**T TH 6:30-8:30**

*Prerequisite: Performance Course*

*Corequisite: No experience is required for membership, but a voice placement test is given to each student.*

*Cross Listed with MU 096*

This course emphasizes study and performance of the religious music of the Black experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches also occur with the Voices of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

*Hubert Walters*

**BK 292 African Music**

**T TH 3**

*Cross Listed with MU 306*

*Satisfies Cultural Diversity Core Requirement*

This course emphasizes study and performance of the religious music of the Black experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches also occur with the Voices of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

*Hubert Walters*

**BK 325 Revolutionary Cuba: History and Politics**

**MWF 12**

*Cross Listed with HS 325*

*Satisfies Cultural Diversity Core Requirement*

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

*Frank Taylor*

**BK 360 History of Racism****T TH 10:30***Cross-listed with HS 360**Satisfies Cultural Diversity Core Requirement*

A broad chronological survey of a topic of major social significance. Themes are drawn from different cultures in order to establish what is distinctive to racism in the modern Euro-American world. Moving beyond white-black polarities in the United States, this course will complicate our understanding of race and racism, categories which themselves must not be taken for granted, but instead must first be analyzed before the phenomena they supposedly define can be studied. These problematic categories must then be set in time and place so that we can understand how, when, and where, they do or do not emerge.

*Benjamin Braude***BK 370 African Business****W 4:30-6:50***Cross Listed with MJ 631*

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

*Frank J. Parker, S.J.***BK 373 Slave Societies in The Caribbean and Latin America****MW 3***Cross Listed with HS 373**Satisfies Cultural Diversity Core Requirement*

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comprehensive approach.

*Frank Taylor***BK 462.01 Popular Music and Identity****MWF 3****BK 462.02 Popular Music and Identity****MW 4:30***Cross Listed with CO 462*

The goal of this course is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will introduce you to theory and research in the area of popular music studies in communication, and will help you apply this knowledge in understanding popular music as meaning-making cultural practice. Seeing music as culture, we use both transmission and ritual/symbolic perspectives to address social/cultural dimensions of popular music in the U.S. as well as in international contexts.

*Roberto Avant-Mier*

**BK 493.01 Diversity and Cross-Cultural Issues**

**W 9-10:50**

**BK 493.03 Diversity and Cross-Cultural Issues**

**W 4:30 – 6:20**

*Prerequisite: Permission of Graduate School of Social Work*

*Cross Listed with SW 723*

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age and ability are presented.

*The Department*