### Africology 100 BLACK REALITY: SURVEY OF AFRICAN–AMERICAN SOCIETY 1, 3 (U)

Is there a “Black Reality?” If there is, what are its defining attributes? How important are class, color, gender, lifestyles, economic productivity and political activity in the structure of this reality? Of what significance is “Black Reality” in the 21st Century?

**Section**: 001  
**Day(s)**: M  
**Times**: 5:00 - 7:40 p.m.  
**Instructor**: McClerking  
**Description**: Africology 100 BLACK REALITY: SURVEY OF AFRICAN–AMERICAN SOCIETY 1, 3 (U)

### Africology 102 SURVEY OF AFRICAN–AMERICAN LITERATURE 1, 3 (U)

Are you curious about the thoughts of major authors of African descent such as Frederick Douglass, Sojourner Truth, Marcus Garvey, Ida B. Wells, Malcolm X, Fannie Lou Hamer, and Martin Luther King, Jr.? This course introduces you to some of the most exciting and powerful writers in African–American literature.

**Section**: 001  
**Day(s)**: MW  
**Times**: 11:00 - 12:15 p.m.  
**Instructor**: Mbalia  
**Description**: Africology 102 SURVEY OF AFRICAN–AMERICAN LITERATURE 1, 3 (U)

### Africology 112 INTRODUCTION TO AFRICAN–AMERICAN HISTORY, 1865 TO THE PRESENT 1, 3 (U)

What was the state of the newly freed slaves? Why were the gains made by African Americans during Reconstruction liquidated so quickly? What factors account for the rise of Jim Crow laws in the early 20th century, and what effect did the northern migration of blacks have on society? How has the struggle for civil rights by African Americans changed American society? And what is the state of blacks in the society at the outset of the twenty-first century? Come and find out!

**Section**: 001  
**Day(s)**: TR  
**Times**: 12:30 - 1:45 p.m.  
**Instructor**: Perry  
**Description**: Africology 112 INTRODUCTION TO AFRICAN–AMERICAN HISTORY, 1865 TO THE PRESENT 1, 3 (U)
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| 001     | MW     | 9:30 - 10:45 a.m. | Gelan      | Africology 125 ECONOMICS OF THE BLACK COMMUNITY ¹, ² (U)  
African-American people make less than anyone else, their unemployment rates are much higher than anyone else, they face far more unemployment with the downturn of the economy than other racial and ethnic groups and are more likely to encounter institutional discrimination and prejudice in the labor market. What are the sources for these realities? What are the ways to overcome these conditions that prevent African American people from realizing comfortable earnings and bridge the income and wealth gap between black and other racial groups? What are the economic prospects for African American people in the Information Age? These and similar issues will be explored in this course. |
| 001     | M      | 5:00 - 7:40 p.m. | Saint Jacques | Africology 215 INTRODUCTION TO BLACK SOCIAL AND CULTURAL TRADITIONS ¹, ² (U)  
This course provides students with an informed understanding of the cultural traditions and social organization of communities within the African Diaspora, which historically encompasses African descendant populations geographically dispersed across the Americas and Europe as a result of the Atlantic slave trade. The selected topics covered include family structure, social institutions, religious forms, musical genres, folklore and oral histories. The course compares the cultural continuities from a shared African heritage and emphasizes the regionally distinctive cultural practices resulting from local transformations through adaptation and creolization. Less tangible identity-making practices, such as ideas of Blackness, are also analyzed. In view of the conceptual challenges that the contemporary migration of African populations poses, the course concludes with a critical assessment of the meaning of the African Diaspora. |
| 201     | Online |              | Akubeze    | Africology 220 INTRODUCTION TO STATISTICS IN AFRICOLOGY (U)  
Are you aware of the fact that you make use of statistics every day? Have you ever thought about the use of statistics by public officials and private “power brokers” whose decisions affect your daily life? Do you realize that you have shortchanged yourself if you leave this university without acquiring some formal knowledge of statistics? Come and share the excitement of the world of STATISTICS! |
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| 001     | W      | 5:00 - 7:40 p.m. | McClerking | **Africology 228 INTRODUCTION TO BLACK POLITICAL ECONOMY 1,2 (U)**  
Political economy tends to look at the effect of politics on the economy and of the economy on politics. According to some scholars, “Political economy . . . is sensitive to the influence of non-economic factors such as political and social institutions, morality, and ideology in determining economic events.” This gives political economy a broad and far-reaching focus. This course focuses upon the evolution, nature, and role of African-American economics and politics within the American Political System. The concern is with African Americans as actors and creators and initiators in the economic and political process. Specifically, this course will examine various controversies that surround the role of race in American society. These controversies, or issues, affect public opinion, political institutions, political behavior, and salient public policy debates. This course will assess and evaluate the contemporary influence of race in each of these domains, while also exploring their historical antecedents. |
| 001     | TR     | 2:00 - 3:15 p.m. | Winkler    | **Africology 314 THE SCHOOL OF AFRICAN-AMERICAN LIFE 1,3 (U)**  
This course will help students to critically examine the role of school in African American life historically and in the present moment. We will consider the role of the school policies and practices in the socialization, identity development, achievement, and life outcomes for African American children and youth. Finally, we will look toward possible alternatives and solutions—what can and should be done to address failures in current theory and practice? This is an active-learning, seminar-style course and class meetings will center on in-class learning activities and critical discussion of course readings. |
| 201     | Online |                  | Kopkin     | **Africology 326 ECONOMIC PROBLEMS OF BLACK BUSINESS (U/G)**  
This course will provide students with an in-depth look at the reasons behind a large and persistent gap in African-American business ownership and performance in the U.S. Racial differences in access to credit markets, human capital accumulation, asset ownership, and family business backgrounds, as well as an absence of self-employed role models and professional contacts for African-Americans, and labor- and financial-market discrimination will be explored as possible explanations. |
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| 001     | MW     | 12:30 - 1:45 p.m. | Gelan           | Africology 329 ECONOMIC GROWTH AND SUSTAINABLE DEVELOPMENT IN AFRICA (U/G)  
This course provides an opportunity to develop an understanding of the processes of and problems pertaining to Economic Development in African Countries. We will master concepts of economic growth and development and apply them in the context of African economies. Topics covered will include diagnosis of reasons for under-development, new strategies for poverty reduction, the role of education and health in economic development, the Millennium Development Goals, the structure of agrarian systems in Africa, gender inequality, population growth, migration and environmental impacts. We will also examine trade relations between developed and developing countries, questions of tariffs/subsidies, and the role of WTO in promoting trade. Finally, we will take a look at the role of international aid and technological assistance provided by international organizations like World Bank and the International Monetary Fund (IMF) to better living standards in African countries. Previous knowledge of economics is helpful but not required for this course. |
| 001     | TR     | 12:30 - 1:45 p.m. | Mitchell-Walthour | Africology 334 SURVEY OF BLACK AMERICAN AND BLACK BRAZILIAN SOCIETIES (U)  
This course compares black politics, culture, and resistance against oppression in the USA and Brazil. What are black politics? What are the differences and similarities in national mythologies such as racial democracy and American exceptionalism and what impact do mythologies have on notions of race in these countries? How have African descendants organized in these countries? First we will learn about theories of race and ethnicity. Second, we compare racial histories of African descendants in the USA and Brazil. Third, we examine culture as it relates to religion and music. We will pay particular attention to soul and hip hop music. Fourth, we discuss black politics in terms of political behavior and opinion. Lastly we compare how activists in both societies have responded to state oppression and marginalization of blacks in both societies. |
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| 001     | W      | 2:00 – 4:40 p.m. | Saint Jacques | Africology 369 BLACK IMAGES AND MASS MEDIA (U)  
This course critically analyzes racial stereotypes in the mass media and the effects of stereotypical images on audiences and participants. While much of the course focuses on the portrayal of African Americans, for comparative purposes, other groups are considered, specifically Latinos, Asians and Native Americans. Intersections of race, ethnicity, class and gender are also explored. Starting with an historical outline of the evolution of race in the media, the course proceeds with contemporary issues of representation and diversity including an examination of alternative and ethnic media, particularly the usage of media among different social groups to inform, entertain and counter stereotypes. |
| 001     | M      | 2:00 – 4:40 p.m. | Mbalia      | Africology 370 FORMS OF BLACK EXPRESSION (U)  
Ideas neither drop from the sky nor are we born with them. They are derived from the material conditions in which people live in a society. Thus, the history and culture of a people, the events that shape the realities and consciousness of a people and the people’s struggle to come to terms with these events, must be studied in order to understand the context from which popular literary theories (including forms of expression) emerge. Since the Mfekane (i.e. slave trade, slavery and their aftermath, the consequences of which are still being felt today), those of African descent no matter their place of birth, dwelling place or citizenry, have been assessed, evaluated, identified based on Africa’s past and present reality. A person whose ancestry derives from an exploited, divided and powerless land base will have an oppressed, weakened identity, one that is defined by others who use their own identity, history and culture as the yardstick. Although there are many non-verbal/written ways in which African people have expressed themselves, this course focuses on the varied, verbal/written ways in which they have sought to express their exploited and oppressed identity. From pre-enslavement to today, from proverbs and folktales to speeches, biographies/narratives, short stories, poems and hip hop, students will analyze, discuss and write about these many verbal forms of “Black” expression. Also, they will emulate these forms and share them with their class members. |
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<td>001</td>
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<td>Winkler</td>
<td><strong>Africology 565 SPECIAL TOPICS IN AFRICOLOGY: RAISING CHILDREN, ‘RACE-ING CHILDREN’ (U/G)</strong>&lt;br&gt;Students will actively investigate the social meaning of race in the United States through the lens of childhood and adolescence. This course will help students to think critically about the subtle ways young people experience racialization and what effect this process has on young people’s lives. Questions considered include: How do young people form their understandings about race and racism? When does this process begin? Where, how, and from whom do young people receive messages about race? What are those messages? How do children interpret those messages? What are the roles of family, media, schools, and peers in racial learning? Do gender, skin tone, socioeconomic status, neighborhood, geographical region, and other demographic factors affect how children learn about race? We will study how children across all racial groups in the United States “learn race,” but will pay special attention to African American children. Classes are designed in such a way that students engage in active learning, hypothesizing, and theorizing.</td>
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<td>2:00 - 4:40 p.m.</td>
<td>Wilson</td>
<td><strong>Africology 837 MEMORY AND TRADITION: IDENTITY-MAKING AND MEMORY IN THE AFRICAN DIASPORA (G)</strong>&lt;br&gt;What does it mean to be part of the African diaspora? Is it a racial category? Is it a cultural category based in shared heritage? This graduate seminar explores how critical anthropological debates on race and culture have shaped the study of the cultural traditions and social organization of African Diasporic populations. Students will read texts about black peoples’ experiences across the globe (Europe, Americas, Caribbean, and Africa) to understand the development of theoretical approaches to the study of communities of the African Diaspora. In addition, questions of representation are considered through a comparison of the works of native anthropologists. The course concludes with an analysis of several contemporary ethnographies.</td>
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