AFRICAN AMERICAN STUDIES

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The African American Studies major examines, from numerous disciplinary perspectives, questions of race, culture, and modern struggles for equality centering on the experiences of people of African descent in Black Atlantic societies including the United States, the Caribbean, Latin America, Europe, and Africa, and the global impact of those experiences. Students in the department explore the historical, cultural, political, economic, and social development of Black Atlantic societies. Majors work to become informed thinkers who are intellectually prepared to offer clarity and insight to ongoing academic and public debates centered in questions concerning race and inequality.

African American Studies majors become knowledgeable about the history, primary methodologies, and interdisciplinary breadth of the field. Students learn to critique, articulate, analyze, and interpret universal themes concerning both individuals in society and group interactions as they relate to the work of scholars, scientists, writers, artists, musicians, economists, and entrepreneurs.

REQUIREMENTS OF THE MAJOR

African American Studies can be taken either as a stand-alone major or as one of two majors in consultation with the director of undergraduate studies (DUS). Pertinent regulations can be found in Academic Regulations, section L, Special Academic Arrangements, "Two Majors."

The major in African American Studies requires twelve term courses, including seven core courses and five electives in an area of concentration. The seven core courses include the African American history sequence AFAM 160 and AFAM 162, which can be taken in either order; one humanities course in African American literature; one course in the social sciences relevant to African American studies; the junior seminar (AFAM 410); the senior colloquium (AFAM 480) and senior essay (AFAM 491).

Area of concentration  Students majoring in African American Studies are required to choose an area of concentration comprised of five courses. This cluster of interrelated courses is intended to ground the student’s learning experience in one area of investigation. Often students choose an area of concentration in a traditional discipline such as political science, art history, economics, sociology, American studies, history, or English language and literature. Students can also construct interdisciplinary areas of concentration that span traditional departments and encompass broader theoretical frameworks such as race and ethnicity, cultural studies, black arts, or feminism and gender studies. All majors are encouraged to take upper-level courses as part of their concentration, especially those courses centering on research and methodology. None of the seven core courses may be counted among the required electives in the area of concentration.
**Junior seminar**  In their junior year students must take the junior seminar, AFAM 410. This course provides majors with theoretical and methodological bases for the work they will do during their research-oriented senior year.

**Credit/D/Fail**  No more than one course taken Credit/D/Fail may be counted toward the major.

**SENIOR REQUIREMENT**

Senior majors participate in a colloquium in AFAM 480 that gives them an opportunity to exchange ideas with each other and with more advanced scholars. Students in AFAM 480 submit a prospectus, compile a working bibliography, begin or continue research, and write the first twenty pages of the senior essay. After completing the colloquium, each student carries out the remaining research and writing of a senior essay in AFAM 491 under the guidance of a faculty member in the chosen discipline or area of concentration.

Students are strongly encouraged to use the summer between the junior and senior years for research directly related to the senior essay. For example, field or documentary research might be undertaken in urban or rural communities in America and throughout the diaspora. The particular research topic and design are to be worked out in each case with a faculty adviser.

**ADVISING**

Students considering a program of study in African American Studies should consult the DUS as early as possible. Areas of concentration and schedules for majors must be approved by the DUS.

**Two majors**  The requirements for double majoring often depend on the other department or discipline in which the student is planning to major. Students interested in double majoring should initially make an appointment with the DUS in African American Studies to discuss their plans and the courses they have already taken towards the African American Studies major. The student should, then, plan a meeting with both the DUS in African American Studies as well as the DUS in the other department to ensure clarity on the requirements for both departments. During this meeting, the student may explore the possibility of writing a joint thesis instead of two separate theses.

**Graduate work**  African American Studies offers training of special interest to those considering admission to graduate or professional schools and careers in education, journalism, law, the arts, business management, city planning, international relations, politics, psychology, publishing, public health, or social work. The interdisciplinary structure of the department offers students an opportunity to satisfy the increasingly rigorous expectations of admissions committees and prospective employers.

**STUDY ABROAD**

A limited number of courses taken during sophomore or junior semesters abroad can be counted toward the major with DUS approval.

**SUMMARY OF MAJOR REQUIREMENTS**

**Prerequisites**  None
Number of courses 12 term courses (incl sen req)

Specific courses required  AFAM 160, 162, 410

Distribution of courses 1 humanities course in AFAM lit and 1 relevant social science course, both approved by DUS; 5 courses in area of concentration

Senior requirement Senior colloquium (AFAM 480) and senior essay (AFAM 491)

Courses

* AFAM 060a / AMST 060a / HIST 016a, Slavery in the Archives  Edward Rugemer
  This first-year seminar explores the significance of racial slavery in the history of the Americas during the eighteenth and nineteenth centuries. We read the work of historians and we explore archival approaches to the study of history. Taught in the Beinecke Library with the assistance of curators and librarians, each week is organized around an archival collection that sheds light on the history of slavery. The course also includes visits to the Department of Manuscripts and Archives in the Sterling Library, the British Art Center, and the Yale University Art Gallery. Each student writes a research paper grounded in archival research in one of the Yale Libraries. Topics include slavery and slaveholding, the transatlantic slave trade, resistance to slavery, the abolitionist movement, the coming of the American Civil War, the process of emancipation, and post-emancipation experiences. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* AFAM 095b / HIST 001b, African American Freedom Movements in the Twentieth Century  Crystal Feimster
  Introduction to the study and writing of history, focusing on how African Americans fought for civil rights throughout the twentieth century. The civil rights movement placed in its historical context; African American freedom struggles placed in the larger narrative of U.S. history. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.  HU

AFAM 146b / ECON 171b / EDST 271b, Urban Inequalities and Educational Inequality  Gerald Jaynes
  Analysis of contemporary policy problems related to academic under performance in lower income urban schools and the concomitant achievement gaps among various racial and ethnic groups in United States K-12 education. Historical review of opportunity inequalities and policy solutions proposed to ameliorate differences in achievement and job readiness. Students benefit from practical experience and interdisciplinary methods, including a lab component with time spent in a New Haven high school. Prerequisites: Any course offered by Education Studies, or one course in history or any social science, either: Anthropology, Economics, Political Science, Psychology, Sociology. EDST 110 is preferred, although not required.  SO

AFAM 160a / AFST 184a / AMST 160a / HIST 184a, The Rise and Fall of Atlantic Slavery  Edward Rugemer
  The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation.  HU
AFAM 162b / AMST 162b / HIST 187b, African American History from Emancipation to the Present  Elizabeth Hinton
An examination of the African American experience since 1861. Meanings of freedom and citizenship are distilled through appraisal of race and class formations, the processes and effects of cultural consumption, and the grand narrative of the civil rights movement.  WR, HU 0 Course cr

AFAM 186a / LAST 214a / PLSC 378a / SOCY 170a, Contesting Injustice  Elisabeth Wood
Exploration of why, when, and how people organize collectively to challenge political, social, and economic injustice. Cross-national comparison of the extent, causes, and consequences of inequality. Analysis of mobilizations for social justice in both U.S. and international settings. Intended primarily for freshmen and sophomores.  SO 0 Course cr

AFAM 192a / AFST 238a / AMST 238a / ER&M 238a, Third World Studies  Staff
Introduction to the historical and contemporary theories and articulations of Third World studies (comparative ethnic studies) as an academic field and practice. Consideration of subject matters; methodologies and theories; literatures; and practitioners and institutional arrangements.  SO 0 Course cr

AFAM 198b / CGSC 277b / EDST 177b / EP&E 494b / PHIL 177b, Propaganda, Ideology, and Democracy  Jason Stanley
Historical, philosophical, psychological, and linguistic introduction to the issues and challenges that propaganda raises for liberal democracy. How propaganda can work to undermine democracy; ways in which schools and the press are implicated; the use of propaganda by social movements to address democracy’s deficiencies; the legitimacy of propaganda in cases of political crisis.  HU 0 Course cr

* AFAM 206a / ENGL 234a, Literature of the Black South  Sarah Mahurin
Examination of the intersections between African American and Southern literatures, with consideration of the ways in which the American South remains a space that simultaneously represents and repels an African American ethos.  HU

* AFAM 217a / THST 227a, Queer Caribbean Performance  Amanda Reid
With its lush and fantastic landscape, fabulous carnivalesque aesthetics, and rich African Diaspora Religious traditions, the Caribbean has long been a setting where New World black artists have staged competing visions of racial and sexual utopia and dystopia. However, these foreigner-authored fantasies have often overshadowed the lived experience and life storytelling of Caribbean subjects. This course explores the intersecting performance cultures, politics, and sensual/sexual practices that have constituted queer life in the Caribbean region and its diaspora. Placing Caribbean queer of color critique alongside key moments in twentieth and twenty-first century performance history at home and abroad, we ask how have histories of the plantation, discourses of race and nation, migration, and revolution led to the formation of regionally specific queer identifications. What about the idea of the “tropics” has made it such as fertile ground for queer performance making, and how have artists from the region identified or dis-identified with these aesthetic formations? This class begins with an exploration of theories of queer diaspora and queer of color critique’s roots in black feminisms. We cover themes of exile, religious rites, and organizing as sights of queer political formation and creative community in the Caribbean.  HU
* AFAM 239a / AMST 461a / EDST 209a / ER&M 292a / WGSS 202a, Identity, Diversity, and Policy in U.S. Education  Craig Canfield
Introduction to critical theory (feminism, queer theory, critical race theory, disability studies, trans studies, indigenous studies) as a fundamental tool for understanding and critiquing identity, diversity, and policy in U.S. education. Exploration of identity politics and theory, as they figure in education policy. Methods for applying theory and interventions to interrogate issues in education. Application of theory and interventions to policy creation and reform. WR, HU

* AFAM 243a / AMST 243 / MUSI 450a, Black Arts Criticism: Intellectual Life of Black Culture from W.E.B. DuBois to the 21st Century  Daphne Brooks
This course traces the birth and evolution of Black arts writing and criticism—its style and content, its major themes and groundbreaking practices—from the late nineteenth century through the 2020s. From the innovations of W.E.B. DuBois, Pauline Hopkins, and postbellum Black arts journalists to the breakthroughs of Harlem Renaissance heavyweights (Zora Neale Hurston, Langston Hughes and others), from the jazz experimentalism of Ralph Ellison and Albert Murray to the revolutionary criticism of Amiri Baraka, Lorraine Hansberry, James Baldwin, Phyl Garland and others, this class explores the intellectual work of pioneering writers who produced radical knowledge about Black culture. Its second half turns to the late twentieth and twenty-first century criticism of legendary arts journalists, scholars and critics: Toni Morrison, Thulani Davis, Margo Jefferson, Hilton Als, Greg Tate, Farah J. Griffin, Joan Morgan, Danyel Smith, Wesley Morris, Hanif Abdurraqib, and others. Emphasis will be placed on music, literary, film, and theater/performative arts writing. Prerequisite: one or more AFAM courses. HU RP

* AFAM 244a / PLSC 200a, The Politics of Crime and Punishment in American Cities  Allison Harris
This course explores the relationship between politics and crime and punishment. We review literature focused on political behavior and political institutions to better understand the phenomena we hear about in the news from sentencing algorithms, to felon (dis)enfranchisement, to stop-and-frisk, and police use of force. SO

* AFAM 259b / AMST 309b / EDST 255b, Education and Empire  Talya Zemach-Bersin
This course offers an introduction to the transnational history of education in relation to the historical development of the U.S. empire both at home and abroad. By bringing together topics often approached separately—immigration, education, race, colonialism, and the history of U.S. empire—we interrogate the ways that education has been mobilized to deploy power: controlling knowledge, categorizing and policing differences, administering unequal paths to citizenship/belonging, forcing assimilation, promoting socio-economic divides, and asserting discipline and control. EDST 110 recommended. HU

* AFAM 313a / THST 319a, Embodying Story  Renee Robinson
The intersection of storytelling and movement as seen through historical case studies, cross-disciplinary inquiry, and studio practice. Drawing on eclectic source materials from different artistic disciplines, ranging from the repertory of Alvin Ailey to journalism, architectural studies, cartoon animation, and creative processes, students
develop the critical, creative, and technical skills through which to tell their own stories in movement. No prior dance experience necessary.  

* **AFAM 315a / WGSS 305a, Black Feminist Theory**  Gail Lewis
This course is designed to introduce you to some of the major themes in black feminist theory. The course does so by presenting classic texts with more recent ones to give you a sense of the vibrancy of black feminist theory for addressing past and present concerns. Rather than interpret black feminist theory as a critical formation that simply puts race, gender, sexuality, and class into conversation with one another, the course apprehends that formation as one that produced epistemic shifts in how we understand politics, empire, history, the law, and literature. This is by no means an exhaustive list of the areas into which black feminism intervened. It is merely a sample of some of the most vibrant ideological and discursive contexts in which black feminism caused certain epistemic transformations.  

* **AFAM 329a / SOCY 342a, Managing Blackness in a "White Space"**  Elijah Anderson
White space" is a perceptual category that assumes a particular space to be predominantly white, one where black people are typically unexpected, marginalized when present, and made to feel unwelcome—a space that blacks perceive to be informally "off-limits" to people like them and where on occasion they encounter racialized disrespect and other forms of resistance. This course explores the challenge black people face when managing their lives in this white space.  

* **AFAM 349b / AMST 326b / HIST 115Jb / WGSS 388b, Civil Rights and Women's Liberation**  Crystal Feimster
The dynamic relationship between the civil rights movement and the women's liberation movement from 1940 to the present. When and how the two movements overlapped, intersected, and diverged. The variety of ways in which African Americans and women campaigned for equal rights. Topics include World War II, freedom summer, black power, the Equal Rights Amendment, feminism, abortion, affirmative action, and gay rights.  

* **AFAM 397a / ER&M 380a / WGSS 381a, New Developments in Global African Diaspora Studies**  Fatima El-Tayeb
This course traces recent developments in African Diaspora Theory, among them Afropessimism, Queer of Color Critique, Black Trans Studies and Afropolitanism. We pay particular attention to interactions between theory, art, and activism. The scope is transnational with a focus on, but not restricted to, the Anglophone Diaspora Texts. Each session roughly follows this structure: One theoretical text representing a recent development in African diaspora studies, one earlier key text that the reading builds on, one theoretical text that does not necessarily fall under the category of diaspora studies but speaks to our topic and one text that relates to the topic but uses a non-theoretical format. Students are expected to develop their own thematically related project over the course of the semester. Preference give to juniors and seniors. Email instructor for more information.  

* **AFAM 410b, Interdisciplinary Approaches to African American Studies**  Staff
An interdisciplinary, thematic approach to the study of race, nation, and ethnicity in the African diaspora. Topics include class, gender, color, and sexuality; the dynamics of reform, Pan-Africanism, neocolonialism, and contemporary black nationalism. Use of a broad range of methodologies.  

**HU**, **SO**, **WR**, **HU**, **SO**
* AFAM 426b / AMST 443b / ENGL 381b, Toni Morrison & the Matter of Black Life
  Daphne Brooks
  This seminar examines key texts in the Toni Morrison canon that resonate as literary masterworks, innovative in narrative and aesthetic structure as well as content, and also as historical studies, expansive and probing in their interrogations of past struggles and future possibilities for African American communities and the American body politic more broadly. We consider how her novels explore the ongoing disasters that were and are settler colonialism, the Middle Passage and the Atlantic slave trade, the systemic violence of Jim Crow segregation, the violence of patriarchy, the traumas of war and American empire, and the insidious presence of misogyny in the everyday lives of her characters. But, we also look closely at the richness of love and intimacy, the radical roots of self-fashioning, and the insurgent potentiality of mobility and aesthetic creativity coursing through the lives of her protagonists who cut a fugitive path out of slavery, ride the waves of Reconstruction, the Great Migration, Civil Rights era hope and organizing, and post-Soul searching. We read key scholarship in direct conversation with Morrison’s oeuvre, and we examine her robust and demanding critical essays on American literature, on contemporary events, and on the topic of writing.  HU  RP

* AFAM 480a, Senior Colloquium: African American Studies  Elizabeth Hinton
  A seminar on issues and approaches in African American studies. The colloquium offers students practical help in refining their senior essay topics and developing research strategies. Students discuss assigned readings and share their research experiences and findings. During the term, students are expected to make substantial progress on their senior essays; they are required to submit a prospectus, an annotated bibliography, and a draft of one-quarter of the essay.

* AFAM 491b, The Senior Essay  Elizabeth Hinton
  Independent research on the senior essay. The senior essay form must be submitted to the director of undergraduate studies by the end of the second week of classes. The senior essay should be completed according to the following schedule: (1) end of the sixth week of classes: a rough draft of the entire essay; (2) end of the last week of classes (fall term) or three weeks before the end of classes (spring term): two copies of the final version of the essay.