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FORDHAM UNIVERSITY  
AFRICAN AND AFRICAN AMERICAN STUDIES  
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This issue is dedicated in memory of *Elicia Suzanne Bates*

FCRH '19 (December 2, 1997 – June 2, 2020)

Obituary page: <https://www.dignitymemorial.com/obituaries/indianapolis-in/elicia-bates-9258338>

# MESSAGE FROM THE DEPARTMENT

## STATEMENT FROM THE DEPARTMENT OF AFRICAN AND AFRICAN AMERICAN STUDIES:

We write this statement during an extraordinary time when the dual pandemics of COVID-19 and racism have transformed our lives, livelihoods, and institutions. Our condolences go out to members of our community who have lost loved ones during this difficult time. We find hope and strength in our commitment to justice, equality, and freedom which are the core values of African and African American Studies.

We stood in full solidarity with the millions of people who marched across the country and the world in past months following the brutal killings of George Floyd, Breonna Taylor and so many other people of color in spite of a global pandemic. Jointly with other departments and programs at Catholic Universities and Colleges around the country, we issued a statement expressing our full solidarity with Black Lives Matter movement and the protests in defense of justice and equality.

We believe that the protests in the streets will not be enough to transform our society, nor will statements alone. The world is changing around us but it is not changing soon enough to address the evils of our society that have terrorized black people and people of color for too long. COVID-19 has exposed the profound impacts of the existing structural injustices in the U.S. Blacks and people of color are disproportionately affected by the dual pandemics.

During this difficult time, faculty members and students in the department have increased their level of activism, joining Black Lives Matter protests and vigils both in person and remotely, supporting our students in demands for change at the University, launching a Bronx COVID-19 Oral History Project and working with Mutual Aid groups throughout the city to bring resources to underserved communities.

We welcome Fordham Action Plan to combat racism and injustices, but we urge its leadership to take meaningful actions to address systematic racism on campus. We call upon the university to increase funding for African and African American Studies and take steps to expand its faculty and the number of black students on campus, develop partnership with neighboring communities,

empower the perspectives of the most marginalized, and address the vulnerabilities that black students face with police and policing culture that affect them on campus.

We are committed to a new academic orientation that paves the way for a new America free from racism, hate, and injustices – a new America that renews its commitment to the highest ideals of humanity: that every human being is sacred. As a department, we pledge to offer a safe space to faculty, students, and members of the public to debate difficult and challenging questions about who we are and how we get here in order to imagine our collective future. We will grapple with the histories of slavery, segregation, lynching, and mass incarceration that shaped our collective memories about the current state of affairs. We will strive to equip our students with the tools that they need to cultivate a new way of knowing, of imagining America in the midst of pandemic, isolation, despair and fear.

This reality has underscored in many ways the fact that we are all historical actors in an unparalleled historic moment. We must use our collective powers to create every opportunity to enact substantive and transformative change—whether that is in our classes, at home, or in our local communities. Whatever our discipline or department, now is the time for Fordham members to shine their light in the world and to use our thirst for knowledge to advance what is good and just.

As we begin our classes on-line and in-person this fall, we have been very proud of the efforts of faculty, students, and staff to come together in the spirit of solidarity and compassion. Despite the challenges, we continue to produce brilliant scholarship and our students continue to challenge us to think critically about our collective future. We hope you are having a healthy and safe semester!

# MEET THE FACULTY



**AMIR IDRIS**

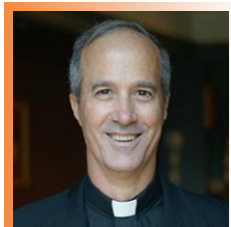
*Chair and Professor*

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Research and Teaching Interests: history and politics of colonialism, on slavery and race, and on postcolonial citizenship in Northeast and Central Africa.



**R. BENTLEY ANDERSON, S.J.**

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Research and Teaching Interests: Jim Crow Catholicism, Trans-Atlantic race relations, South African history, and Religion & Civil Rights in the United States.



**MARK L. CHAPMAN**

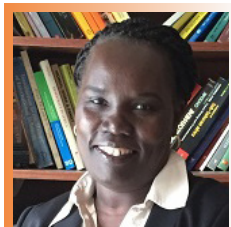
*Associate Professor*

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Research and Teaching Interests: black prison experience and its implications for black liberation theology, the incarceration binge and its impact on the African American community.



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Research and Teaching Interests: Refugee and immigrant women's experience, human rights and education, gender, race, class and representation, gender issues in conflict and post-conflict situations, and African immigration to the United States.



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Research and Teaching Interests: Black Feminism, Caribbean Literature and History, Black Performance Studies, Literatures and Cultures of American Imperialism, African Diasporic Literature and History, Freedom and Slavery Studies, and Black Radicalism.



**TYESHA MADDOX**

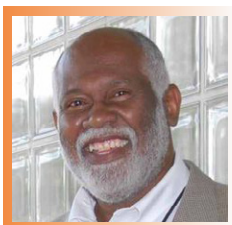
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**LISA GILL**

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# DR. MARK NAISON'S 50

*Dr. Mark Naison has been a staple at Fordham for the past 50 years! The department of African and African American Studies has been incredibly fortunate to have him as a professor and a mentor to so many students from all walks of life. Below are a few congratulatory messages from alumni and colleagues.*

## RENALDO D. ALBA, FCRH '02

Congratulations on your fiftieth anniversary, Dr. Naison! The commitment you have consistently displayed to your students through challenging curricula, stimulating debates inspiring reflection, and taking clear positions on issues that make Fordham a better place have made a difference in the lives of tens of thousands of students and their families! Researching the Bronx has positioned it to be recognized, honored, and studied the way it should be, as a hub of innovation the world enjoys fueled by the rich and diverse histories of its people. Your efforts in bringing the Bronx into the classroom while walking its neighborhoods and supporting its local businesses with students has proven that The Bronx and Fordham University cannot and should not ever be separated from each other; they are indeed stronger together!!

As a Bronx kid, an alumnus, and colleague I am forever grateful for your aggressive pursuit of truth and sense of urgency in sharing what you discover with all of us.

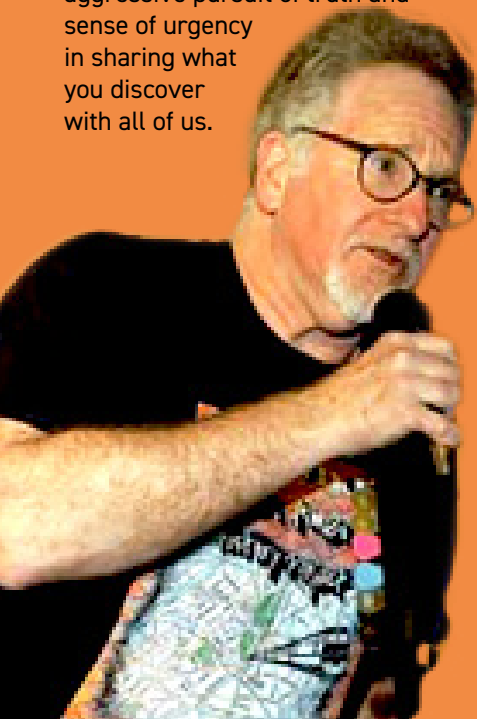


Photo by Kevin Levinson

## DEANNA SINGH, FCRH '01

One of the most memorable moments in my college career happened around 5:00 in the morning. I finished writing my senior thesis and was standing on Dr. Naison's doorstep. I had been up all night making changes. It was not because I had procrastinated. Nope. I worked so hard on that thesis paper. The reason I was working until the wire is that Dr. Naison had rejected earlier versions of the paper. He wouldn't accept my writing because he didn't think it was the best I could do. Every time I turned it in, he gave it back to me with red marks all over it. He kept pushing me to do better. But I was not the only one who had been up all night. Dr. Naison was sending me comments back on my work in real-time all night long! Despite how hard it was, I think about that moment very fondly. I never doubted that Dr. Naison was pushing me because he knew I could do better. His belief in me was like fire because I respected him so much. So, I did do better. I wrote one of the best papers of my entire life. I am still proud of that work. That is the kind of teacher that Dr. Naison is. He doesn't settle for the easy path. He works alongside you. He demands the best. He encourages you. He is wise and generous with his knowledge. I have never met anyone else like him.

Dr. Naison is the person that I go to when I want an honest opinion. He is the person I call when I need some direction. I often wonder, when pressed with big decisions about how to live out my purpose of shifting power to marginalized communities, what Dr. Naison would do to help me discern my next move. There are so many things I might not have had the courage to do if he had not been in my corner. He helped to set me on a course towards service. He opened up the world to me, not just what he taught us on campus, but what he taught us about the whole world around us. He is an incredible mentor. I admire his deep and authentic search for social justice, his

ability to learn new things. I am in awe of the passion he brings to teaching, to sports, to the greater community, to history, to his family, well literally to all aspects of life! To be one of his students is truly one of my greatest honors. I know I cannot repay him, but I will continue to try by leaving a positive impact that models his! With so much love, Deanna.

## BRIAN PURNELL, PH.D. & FCRH '00

People outside Dr. Mark Naison's family know him best as a teacher, coach, organizer, mentor, colleague, and athlete. I have direct experience with five of these roles.

Dr. Naison taught and mentored me when I attended Fordham during the late 1990s. As his colleague, working on the Bronx African American History Project (BAAHP), from 2004-2010, I witnessed Dr. Naison's organizing skills as he harnessed contributions from Bronx community groups, public school leaders, musicians, artists, and countless everyday people into an incredible endeavor that preserved and promoted the important history of Black people in the Bronx. Earning a PhD involves running an academic marathon, and after I graduated from Fordham, even as we first started working together on the BAAHP Dr. Naison coached me across the finish line of NYU's doctorate program in history.

I have no experience with Mark as an athlete, but I have seen him play enough "friendly" tennis and basketball games to feel bad for his opponents, and to be glad I was not them.

After fifty years at Fordham, Dr. Naison has left many positive marks on the world: the students he taught, the Fordham African & African American Studies Department he helped to build, the youth sports teams he

# YEARS OF TEACHING AT FORDHAM

coached, the progressive movements he organized, the family he raised with his most important partner, Liz Phillips, the home they created, in which they welcomed countless people as friends and surrogate parents.

And while he may not mention this, Dr. Naison is also a first-rate scholar. His diverse and voluminous writings – academic articles, poems, a memoir, a co-authored novel, edited collections of essays, blog posts, public journalism – make him a dynamic, multifaceted scholar. He possesses an encyclopedic command of African American cultural, social, and political history. His writings on the history of the Communist Party in Harlem redefined historical research on the nature and meaning of radical politics, race, culture, and social change. First published in 1983, that book remains an important starting point for any serious research into the history of African Americans and the twentieth century American Left.

Beyond his published work, and the field-defining monograph he wrote, his leadership of the Bronx African American History Project, and his research on the historical of twentieth century American radicalism make Dr. Naison an influential, once-in-a-generation, field-defining scholar. For almost twenty years, he has led dozens of researchers to conduct hundreds of oral history interviews about the Bronx's forgotten and misunderstood Black history. The BAAHP has transcribed, digitized, and archived invaluable primary sources. Like the countless interviews conducted with former enslaved people in the South during the 1930s changed forever Americans' understandings about the nation before the Civil War, people in the future will use the BAAHP to radically reshape research and historical writing on mid-to-late twentieth century urban African Americans in America.

A generation may pass before massive numbers of researchers recognize the BAAHP's significance. When they do, thanks to Mark Naison's vision and leadership, African American urban history will never again look the same.

## KENDRA NEWKIRK FCRH '00

If I could sum up Dr. Mark Naison in one word, it would be phenomenal. The connection we have built, has transcended beyond academia. He is forever imprinted on all those blessed to encounter such a remarkable spirit. Dr. Naison has left a profound impact on my soul and spirit. One could only be so blessed to have experienced the radiance he emits. I'm elated my children have been encouraged by this conduit of strength and knowledge that we know as Mark Naison. I would be remised if I

said a lifetime! Dr. Nasion has been a part of my life for multiple reasons and seasons which encompasses my existence. There have been countless incidents during my life, and he has provided unwithered support. Just to name two, after being diagnosed with Sarcoidosis and Hurricane Sandy.

Dr Naison epitomizes the saying, you teach one, and nourish the world. He embodies the true essence of a "father," and I'm forever thankful.



Dr. Naison with Garrick Mayweather

## AMANI ABULHASAN, FCRH '99

Inspiring, encouraging, supportive and motivating are just a few words to describe Dr Naison.

Dr.Naison was the best part of my academic journey. He made me love to learn and encouraged me to keep asking questions and keep investigating the things I found passionate. Thanks to him I found my love for learning and reading and social justice. Fordham is lucky to have Dr Naison!



Dr.Naison with a group of alumni



Photo by Bud Glick  
Dr. Naison, Dr. LaBennett and Dr. Purnell

*continue on page 8*

**TIFFANY RASPBERRY, FCRH' 99**

I first met Dr. Naison during my freshman year in the fall of 1995 when he was Chair of the African American Studies Department at Fordham University. He immediately became more than just a professor. He was one of the most influential educators of my lifetime, a mentor and a friend. Dr. Naison always challenged me to work harder and think more critically. He encouraged my passion in activism and sparked my love of academia. He demanded a lot as an educator but gave my classmates and I much more.

I had the privilege of being in Dr. Naison's first Senior Thesis class which was such an amazing experience. I'll never forget taking the subway from the Rosehill campus in the Bronx to his house in Park Slope Brooklyn to hand in my paper at 4am on the due date. When we arrived at his home of course he had coffee and donuts waiting to congratulate us on completing our assignments. His open door policy, welcoming smile, contagious laugh and great catalogue of music helped me get through some very challenging times during my undergrad years at Fordham.

And since graduation, over the past 20+ years, he has consistently checked on me, praised my accomplishments and just been one of my greatest supporters in life. I am so grateful for Dr. Naison. I carry all the lessons I learned from him with me every day. I became a better student of African American studies and American History because of him. Congratulations on 50 years Dr. N! Love you so much!

**MARLENE TAYLOR -  
PONTEROTO, FCRH' 79**

The only African American female Biology major to graduate in the class of 1979, I attended Fordham's Rosehill campus as a freshman in 1975. It was an honor to have met Dr Mark Naison back then however he's had more of an impact on my life and the relationship with Fordham the past decade.

I have to say that the Department of African American studies was one if not the main reason I felt comfortable enough to remain

a student at Fordham given the welcoming nurturing and embracing environment it gave me and my fellow minority students cannot be understated ,without a doubt Dr Naison, Dr Mangum, Dr Wilkes, Dr Butts and other professors at the time were responsible for that.

I was raised in Harlem, and after getting married I moved to the Bronx, married in Fordham's chapel and after becoming a parent to two sons I visited the campus regularly . I learned of the African American History project and was excited to introduce my family to Dr Naison, hence we stayed in touch as there were so many amazing events on campus which I wanted my family to experience . Had it not been for Dr Naison, the rich culture and experiences of the Bronx would be something I would not have been aware of or appreciate. I benefited from my education then and since because of Mark.

What can you say about the someone who inspired my 13 year old son, who is now a student at Howard by inviting him to sit in on his class which covered African American culture in the 50's and 60's . What can you say about the person who is responsible for the archived history of your husband's family in the Bronx, by connecting Italian Americans in the Bronx to the Italian American History project, which was mirrored after the BAAHP.

Attending countless activities like jazz, hip hop , and other cultural events, educational panels and workshops for the students to reestablishing the important Black and Latino Alumni Association now renamed Mosaic ,because of his consistent involvement and communication regarding important issues are just a few ways that he has inspired me as an alumnus in ways I would've never imagined.

When there was an increase in racial incidents on the Rosehill campus and students became afraid, they came to Mark and he inspired students, staff and alumni to bring this to the attention of administration, hence positive changes happened. Zero Tolerance for Racism was just one of many initiatives which students and alumni started to raise awareness of the injustices happening at the time- mid 2015. This and so many other positive changes would not

have been possible because of how Dr Naison's support.

As a medical professional, of nearly 40 years treating diseases like HIV, Hypertension Diabetes and comorbid conditions in patients who have been historically marginalized and those impacted by health disparities ,he has inspired me in how to approach treatment and I've taken my responsibilities as a leader on the frontlines in healthcare more seriously. I've recognized that the problems around healthcare and education in this country are quite similar especially in the Bronx, where I practiced for eight years and this is because of issues which Mark had brought to the attention to so many , mostly his students, community educators and various parts of the country.

Mark Naison may not be aware of how pivotal he has been in my life and the thousandths of students he's taught over the past 50 decades, but it is clear that we are come away better for having experienced the amazing lessons through eating, singing, touring, dancing rapping but mostly hearing through his profound words the history of not only African Americans but Africans, Caribbean, Latinx, Italians, Irish and all different cultures who migrated and thrived in the Bronx and the value of appreciating the impact it has made on not only the people in the Bronx but to the world. When you meet Dr Naison, you meet his roots, his family and what has made him the most amazing professor which Fordham has ever had. I thank Liz his amazing wife for sharing him with the Fordham family and the world. #NotoriousPhD



Marlene Taylor with Dr. Mangum and Dr. Naison



## CLAUDE MANGUM, PH.D.

Dr. Naison has had a tremendous impact on me, the Department and the University. When I was the Director of Fordham's Upward Bound Program, it was Dr. Naison who encouraged me to apply for a faculty position in the African American Institute.

Mark would turn out to be the "soul" of the department. His knowledge of rhythm and blues, soul music, and hip hop was inspiring. He became known as a terrific party host at his apartment and later at his home in Park Slope. Faculty and administrators would try to befriend me in order to get a chance to play against Dr. Naison (probably the best tennis and racquetball player for a long time on campus). As a member of the department's basketball team, he was an outstanding teammate in the late Fr. Jim Loughran's basketball tournament. When the Vice President for administration wanted to have the Institute not become a Department, but have its faculty appointed to other departments, it was Mark Naison's reputation that helped us ultimately receive Departmental status within the entire University. Even when Dr. Naison and I were offered tenured positions at Long Island University in Brooklyn, where Mark Naison could have easily walked to work, we both decided we would remain at Fordham and continue the Department's tradition. Despite having to leave early in the morning to avoid rush hour traffic, Mark is a welcomed resource for students in his office from the beginning of the date until often late in the night. In some fifty years, Dr. Mark Naison continues to remain a valuable treasure for the University.



Mark Naison, Ph.D. and Claude Mangum, Ph.D.

## MIKE A. MOLINA, DIRECTOR OF CSTEP/STEP, ARCC.

On this occasion marking fifty years of service, I am honored to recognize and salute Dr. Mark Naison for his many contributions to Fordham University, its students and for his scholarly work in recognizing the rich diversity that have made The Bronx a great American melting pot. I also want to gratefully acknowledge his many contributions to CSTEP and STEP and its students over the last thirty-five years.

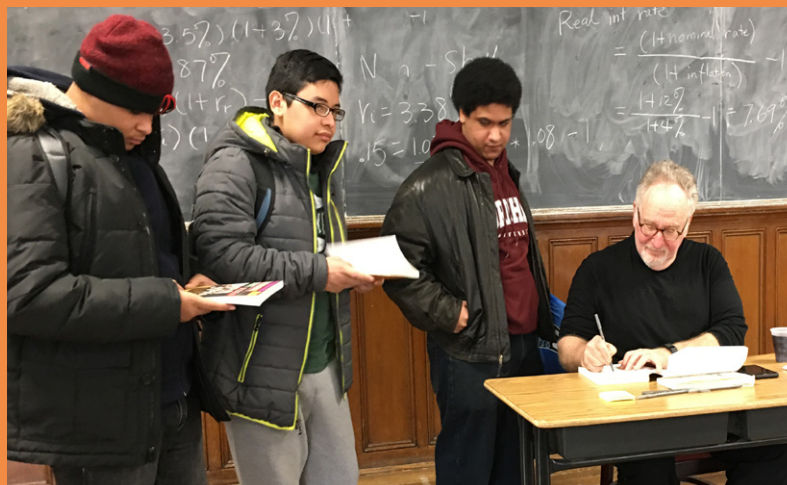
Dr. Naison is a highly accomplished scholar, author, researcher and lecturer. But his role as a teacher and mentor to students, are particularly remarkable and speak to the values that define him, and have endeared him to generations of students.

Whether you were enrolled in one of Dr. Naison's classes, or served as a research assistant on a project, you learned quickly that you would be challenged intellectually, and expected to perform at a very high level, and to always be prepared. In return, Dr. Naison enthusiastically supported, nurtured and motivated his students to be the best at everything that they do.

Dr. Naison's students quickly come to appreciate his collegiality and decorum. He is respectful of them, listens to them and welcomes opinions not consistent with his own. These qualities are most consistently cited by students in describing Dr. Naison.

Dr. Naison has been a staunch and consistent source of faculty support for both the undergraduate CSTEP and pre-college STEP programs and its students. Scores of CSTEP students have served as research assistants and been nurtured and encouraged in their scholarly pursuits by Dr. Naison. Many were motivated to become teachers because of their experiences with Dr. Naison. Dr. Lori Martin, a 1996 CSTEP graduate is currently an associate professor of sociology at Louisiana State University and served as a research assistant with Dr. Naison.

Dr. Naison has conducted book signings for STEP students. Most recently, he discussed his book "Before The Fires" with Rose Hill STEP students, signed books for each student, and then provided a thrill by "rapping" a poem to the assembly. Dr. Naison and Allen Jones similarly engaged with STEP students when his book "The Rat That Got Away", which he co-authored with Mr. Jones was published in 2009. Each of these book discussions and signings provided our STEP students with a special and unique experience rarely available to them. Thank you Dr. Naison for embracing and supporting CSTEP and STEP students, and congratulations for fifty-years at Fordham.



Dr. Naison signing books for STEP students, 2017

# TEACHING IN THE AGE OF COVID

## MARK D. NAISON, PH.D.

During the Spring Semester of 2020, I was teaching two of my favorite classes- From Rock and Roll to Hip Hop, which had nearly 40 students, and my research seminar in African American and Urban Studies, where I was supervising 10 students writing their Senior theses.

When the Pandemic hit, classes moved online, and everyone had to leave campus, my students and I were fearful and in some cases traumatized by the COVID-19's impact on their families and their futures. A few had family members who were essential workers and feared catching the virus; some faced sudden impoverishment because their parents lost jobs; many mourned the loss of an opportunity to experience a live graduation, and two students, both Bronx residents, had parents who had caught the virus and were deathly ill.

Given the emotional distress my students were in, I decided that my primary goal was to lift my student's spirits and give them an opportunity to express how they felt about what was happening to them. I did this in several ways; first I tried to cheer them up with humorous short rap videos I made for them, secondly I changed course requirements so all exams were take home and students had ample time to complete their work, third, I gave my thesis students the opportunity of writing Coronavirus diaries if it was impossible to complete the research they had initially undertaken, fourth, I scheduled Friday afternoon Happy Hours where students could unwind and share their feeling and fifth I allowed students to post songs which made them feel better during all our online class sessions

By the middle of April, I started to see the results of these strategies. Students began submitting work of superior quality, given an opportunity to choose essay subjects that meant something to them, students started class projects of their own which got their classmates excited, one of which a Bronx COVID-19 Oral History Project which

is still going strong this summer, and most gratifying, student after student thanked me for not pretending this was a normal academic experience, for showing that I cared about their wellbeing and mental health, and for giving them the opportunity to write about subjects they cared about.

I am taking their energy and enthusiasm into my approach to the Fall Semester. At age 74, I do not feel safe going into an indoor classroom, so I applied to teach remotely. That is what I will do every Friday, but on Tuesdays, I will be meeting my classes outdoors on Edwards Parade where we will be wearing masks, maintaining social distance, and bringing our sound systems so we can play some music! My students are excited about this opportunity and so am I. And I expect to get some great work on written assignments which I will tailor to students' feelings as much as to the course material we will be covering.

## JANE KANI EDWARD, PH.D.

Moving to online teaching in the spring 20 semester wasn't easy. I had never taught online before the university moved to online teaching format. The scramble to learn how to teach online via Zoom, and turn spaces within the house into classrooms and offices was a challenging task. In addition, having another professor and a college student in the house means one must know the class schedules of others, and initiating new protocols to ensure a conducive learning environment at home.

Transforming my course material to online format was easier since my lecture notes are available in PowerPoint format and accessible to all students. It was challenging to learn how to use to teach online in the beginning, I quickly learned how to use zoom, activate my courses and post material on Blackboard. Although receiving regular updates from IT, the library, students' services, etc. was helpful, teaching virtually wasn't the same as in-person.

Surely, I missed the interpersonal interactions with my students, and the conversations with them after class. Class instruc-



tions, which were usually done verbally in class are now sent via email, thus placing more workload on faculty. My students and I encountered some challenges such as internet connectivity, different time zones, and other unexpected inconveniences in the spring semester. I admire all my students who worked hard and succeed in producing excellent final papers despite the challenging circumstances.

## LISA GILL, PH.D.

As the wave of online teaching became prominent in the early part of the century, I fancied that I might be able to successfully convert to this new platform. During my PhD program, I remember vividly asking my department chair for an opportunity to teach an online class. Unfortunately, I did not receive the opportunity to do so until this past March. Laughably innocent or obviously oblivious, I really did not think that the impact of this strange virus would impact my academic life. I had my semester in swing, my students aligned and my classrooms performing to a healthy level. A

# -19



week before I had accepted an additional position as the Interim Dean. Everything went from moving along to complete chaos in a short time.

Teaching during the pandemic of our time has been all but explainable. As I move from classroom to Chrome-room, I move back in the space of a new instructor, attempting to figure out my rhythm and flow. Dr. Gill in a classroom is funny, witty, acerbic and dynamic. Lisa Gill (my Zoom name) is not sure how to be a professor in front of a camera. Do I ask all students to show their faces? Can I make jokes? Am I talking too fast? Are the students following my lead? Do the students enjoy the class? And most importantly, are they learning and getting material to add to their growing body of knowledge?

As strange as this new world of teaching has become, it also offers some new gifts. This is the first time my mother has seen me in my teaching role. The reassurance of having her “casually observe” and comment on how well it went was priceless. Having the opportunity to be near my newborn daughter, while still doing my career, almost made me feel like a European maternity-covered professional! Going to campus and seeing students on the lawn at Rose Hill helped me to remember what I love about Fordham and my university life. It also allowed me the insight to believe, probably for the first time since this all began, that this too shall pass. Eventually we will return, and I will try to be grateful for that moment. Remarking on the new normal of living in a COVID-19 free world, I am sure I will have new things to process and stress about. But I know that I will take the learning, growing and gifting that this time has given me. Ready to put it to use as I step back into my old/new university life.

## MARK CHAPMAN, PH.D.

The shift to online teaching in mid-March 2020 turned out to be a blessing in disguise. I began teaching at Fordham in the fall of 1992, and I must admit that I was somewhat afraid of learning the new technology that younger professors use without the slightest hesitation. For example, I used Ares instead of learning how to use Blackboard. I wrote lecture notes on the blackboard instead of using PowerPoint. I was and remain the opposite of a “techie.” So I must admit that initially, I was uneasy about learning how to use Zoom; I was nervous about using Blackboard; I was afraid of being exposed as someone who had not kept up with the new technological resources that other professors were using.

But to my great delight, and with the help of my wife, I realized that making use of these resources was not as difficult as I thought. After learning how to use Zoom and Blackboard, I was able to focus on the course material and lead my students in stimulating discussions of the readings. I looked forward to each class session, and I worked hard to ensure that students were active participants in the discussions each week. I reminded them that they had a responsibility to each other, and so I expected them to be on camera, out of bed, and ready to share their perspective. The students rose to the occasion, and we went on to have a great semester of learning. We formed a sense of community (just as we would have in the classroom), and I was proud to know that the shift to online learning had no impact on the quality and integrity of our work. Indeed, the move to virtual learning was a blessing in disguise.

## LEARNING DURING A GLOBAL PANDEMIC

BY JADE KENNEDY CRICHLAW

When the news hit that Fordham needed to shut down immediately and classes for the rest of the Spring 2020 semester were going to be held remotely, I didn't feel a sense of loss in the quality of my education nor how it would be delivered going forward. Fortunately, I adapt very well to change, and felt very comfortable on the online platforms. I continued to participate, ask questions, and engage with the week's topic. However, as the Fall 2020 semester began, I realized that a key component in my comfort, was the fact that I had previously interacted with my professors and classmates in person prior to remote learning. Thus, the class energy and familiarity was already set and stoned. As classes began start, I noticed that I was hesitant to engage and assert myself in conversations as it seemed everyone else was too. It's hard to read energy through a computer screen and to pick up the vibe of the professor and other students. I believe that connectivity is a key component in a successful learning system; and through zoom we have to work harder to achieve that.

Classes within the African & African American department are like no other. As a Black person, I find there to be something powerful and welcoming to walk into a class with a diverse group of individuals and learn about history and culture that unfortunately slides under the radar. To be able to bounce ideas off of one another and feel empowered as students stand together against racial injustice, prejudice, stereotypes, etc. especially during this political climate, is an indescribable feeling in which I miss and find to be the biggest challenge to overcome during this semester. While we are still able to have such conversations via zoom, it takes longer to feel comfortable with one another to have such conversations due to the lack of interpersonal connections. Nevertheless, I know we will overcome all obstacles as we develop and adjust to the “new normal” for we can control and better our zoom experience if we stop trying to figure out the energy of the class, and create our own.

# BLENDING ACADEMIC EXCELLENCE WITH SERVICE

**ONE** of the most persistent thoughts that lingers in the minds of almost every college freshman as they learn to navigate campus life during their first year, is whether or not they will select the right major. After all, this is the field that we make a commitment to learning, sometimes unlearning, and certainly grappling with for at least five more semesters.

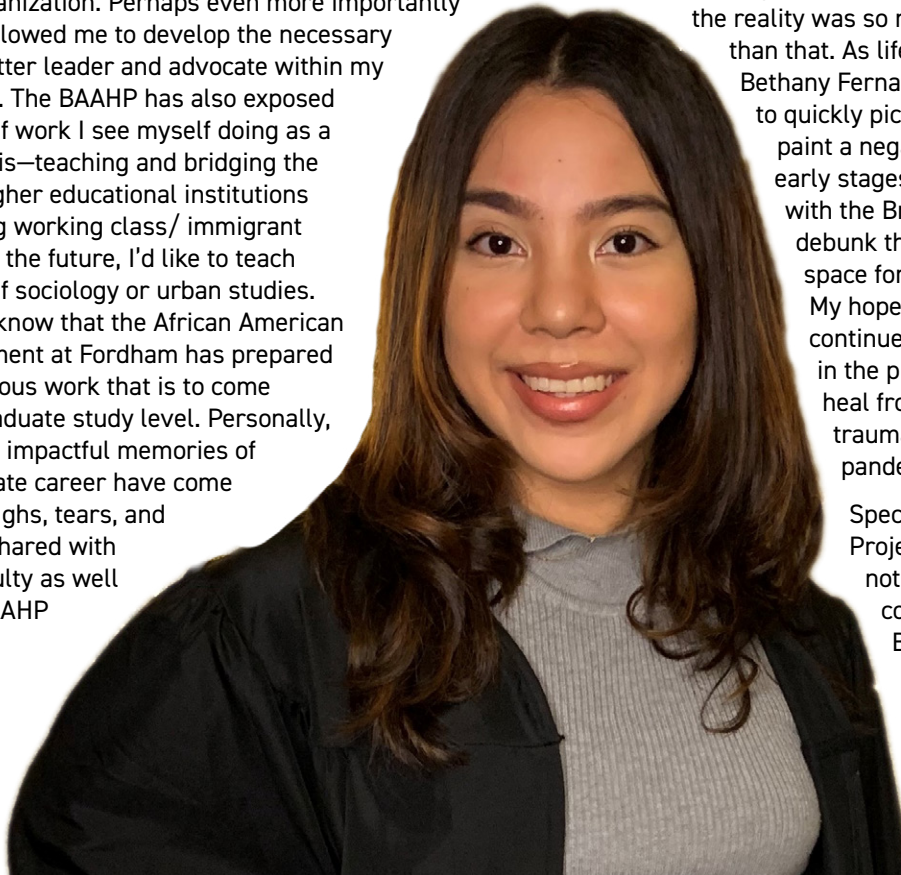
Four years ago, as a freshman at Fordham, I came in as an undeclared English major. Though I was not fully aware of what career I'd eventually like to pursue, I knew I wanted to be some kind of educator. At the time, FCRH's pre-selected first year courses were aimed towards exposing students to a wide range of subjects and disciplines. While taking an Intro to U.S History course with Fr. Bentley Anderson, I was exposed to the Department of African and African American Studies. At his suggestion, I explored the department's course catalog as well as the overall structure of the major requirements. I was intrigued by the fact that the major required a comprehensive understanding of not only the African American experience, but of the Black and diasporic experience as well. Still, it was not until I heard of the BAAHP that I was sold by our university's distinguished program.

As one of the largest community-based oral history projects in the nation, The Bronx African American History Project is one of the most unique organizations housed at Fordham. After meeting our founder, Dr. Mark Naison, and taking my first class with him (none other than the infamous From Rock and Roll to Hip Hop), I was even more convinced that I was exactly where I needed to be. Working as a research assistant for the BAAHP has allowed me to learn more about the process of archiving and running an oral history organization. Perhaps even more importantly though, it has allowed me to develop the necessary skills to be a better leader and advocate within my own community. The BAAHP has also exposed me to the kind of work I see myself doing as a professor—that is—teaching and bridging the gap between higher educational institutions and surrounding working class/ immigrant communities. In the future, I'd like to teach as a professor of sociology or urban studies. Academically, I know that the African American Studies Department at Fordham has prepared me for the rigorous work that is to come ahead at the graduate study level. Personally, I know the most impactful memories of my undergraduate career have come disguised as laughs, tears, and conversations shared with department faculty as well as my fellow BAAHP colleagues.

In addition to the formative mentorships I've developed with colleagues and faculty, the courses offered by our department have challenged me to grow in ways I would've never imagined. Some of my favorite courses (and of course, it's hard to choose) include Martin Luther King Jr. and Malcolm X., Being and Becoming Black, as well as Affirmative Action and The American Dream. During my senior year, the Research Seminar I took with Dr. Naison resulted in the beginning of one of the most important community-led initiatives sponsored by our department. Once the pandemic hit New York City, I was no longer able to complete my original research project which required in-person group interviews and events which posed a risk to the health and safety of my participants. Together, Dr. Naison and I brainstormed ways that I could safely conduct ethnographic research. Alas, the Bronx COVID-19 Project was born. Borrowing heavily from the research methodologies implemented by the BAAHP, the Bronx COVID-19 Project relies on 'distanced' interview and research methods. The goal of the Bronx COVID-19 Project is to document and highlight the stories of Bronxites in the era of COVID-19. The website hosts our digital archive, a highlights and statistics page (related to policing and other inequalities rampant in the Bronx), as well as a featured artist/ business page.

In addition to conducting interviews with essential workers, our project strives to amplify the voices of artists, business owners, students, and philanthropists of the Bronx whose work and lifestyles have been inherently impacted by the proliferation of the virus. As one of the hardest hit boroughs in the nation, many of us witnessed the Bronx be berated during the early months of the pandemic. The numbers and statistics presented by most media outlets told the story of an undaunted borough, one facing the consequences of irresponsible citizenship. However, the reality was so much more nuanced and complicated than that. As lifetime residents of the Bronx, both Bethany Fernandez (co-founder) and I were able to quickly pick up on how the media attempted to paint a negative image of the Bronx during the early stages of the pandemic. Through our work with the Bronx COVID-19 Project, we are able to debunk these myths by providing a safe digital space for Bronx residents to tell their truths. My hope is that my colleagues and I can continue to do this important work and that in the process, we are able to help Bronxites heal from the spoken and unspoken traumas imposed on them by the COVID-19 pandemic.

Special shoutout to my Bronx COVID-19 Project colleagues--- This initiative would not be possible without the brilliant coordination of the following people: Bethany Fernandez, Carlos Rico, Alison Rini, and Peter Simpson (from Brown University)!



# A Different KIND OF MEDICAL MALPRACTICE

**AS** physicians, we're trained to listen. Listen to our patient's bodies. Listen to their stories. Listen to their pain. But it's time we do more than just listen.

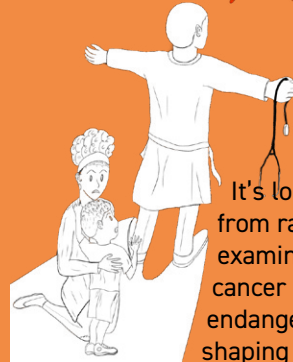
Despite modern medicine's attempts at evidence-based decision making, it is a field often consumed by the racial dogma of yesteryear rooted in pseudoscience. When I was a medical student at Columbia's Vagelos College of Physicians & Surgeons, there were professors and attendings who chose to talk about race as if it was an objective, biological criteria in medicine. In pulmonology, racial "norms" are used as benchmarks for patients when assessing lung volumes. In nephrology, both race and sex based "norms" are used to assess kidney function. In cardiology, the race-based heart failure drug BiDil is meant to specifically treat Black patients. Diseases like cystic fibrosis or sickle cell, are taught to be a "white" or "Black" disease, respectively.

I knew well enough from my training at Fordham in African & African-American Studies that race was neither objective nor biological in these ways. In fact, to think of race like this is dangerous. History shows us the sadistic abuse of self-proclaimed doctors and scientists who used racial pseudoscience to justify the inferiority of others. There is no "gene" or objective criteria to identify a patient as a certain race. Race is a subjective criteria - one with real consequences in our society, but subjective nonetheless. It should be used with extreme caution in medicine.

In practice, the limitations of racialized medicine I've witnessed are glaring. Patients of numerous ethnic backgrounds can get either cystic fibrosis or sickle cell disease. Physicians, nurses, pharmacists, and technicians alike who use racial calculations have no consensus on what, exactly, race is. Is it something a healthcare provider just "knows" by looking? Is it self-identification? Where is the gene that says this person is Black or white? Where is the one-drop rule inscribed in the Hippocratic Oath?



RACISM



It's long past time we step away from racialized medicine and start examining racism for what it is: a cancer to our society. A cancer that endangers the lives of people by shaping their very existence - what they eat, where they live, where they

work, and how they are treated. Focusing on race as if it were factual, as if being Black or Latino suddenly made you more susceptible to diabetes or hypertension just because of "bad genes" is a distraction.

Progress is slow but the moral arc of the universe does indeed bend towards justice. Thanks to activism by students and others protesting racial injustice, the curriculum at Columbia is finally changing in meaningful ways. Our nephrology department has even modified its calculations of kidney function to be patient specific, not race specific. But there is still work to be done.

Like the targeted precision of modern-day immunotherapy on cancer, we as physicians must develop and use focused, equitable methods of practicing medicine and treating racism. In the meantime, we can start by simply pushing back on the racial dogma that still permeates our hospitals and academic centers. To be silent is to pick a side that endangers Black and Brown lives. To be silent is to commit medical malpractice.

Dr. Brandon Mogrovejo is a first-generation Latino physician at the Columbia Morgan Stanley Children's Hospital where he trains in Pediatrics. Before becoming the first in his family to go to medical school at the Columbia Vagelos College of Physicians & Surgeons, he attended college at Fordham University where he double-majored in African & African-American Studies and Biology, and minored in Theology. He is a very proud New Yorker who lives in his favorite borough, the Bronx, with his ever-entertaining wife. In his spare time, he makes inclusive medical comic books with diverse, underrepresented characters for young adults and families, hoping to improve patient support and learning. His work can be viewed at [www.BrandMDDrawings.com](http://www.BrandMDDrawings.com) or on his Instagram @BrandMDDrawings.

# SPOTLIGHT ON 2019-20 EVENTS

## AFRICAN & AFRICAN AMERICAN STUDIES 50TH ANNIVERSARY

NOVEMBER 2, 2019

On November 2nd, the department celebrated its 50th anniversary. This all day celebration featured a panel of department founders: Mark Naison, Ph.D., Fawzia Mustafa, Ph.D., Irma Watkins-Owens, Ph.D., Claude Mangum, Ph.D., and Selwyn Cudjoe, Ph.D. The second was a panel of African community leaders in the Bronx: Christelle Onwu, NYC Human Rights Commission, Sheik Drammeh, Islamic Community leader, and Ramatu Ahmed, council of African Imams. The third panel was comprised of emerging Fordham scholars: Laurie Lambert, Ph.D. (AAAS), Vivia Lu Ph.D. (Anthropology), Tyesha Maddox, Ph.D. (AAAS), Brandeise Monk-Payton, Ph.D. (Communication & Media Studies), Nana Osei-Opore (History), Dennis Tyler, Ph.D. (English), and Isaie Doughnon (Modern Languages). Farah Jasmine Griffin, chair of the newly formed African and African Diaspora Studies at Columbia University, delivered the keynote speech. There were many notable Fordham alumni in attendance who enjoyed a buffet-style dinner and a dance party with Fordham's own DJ Charlie "Hustle" Johnson. *All photo from this event are courtesy of Artemis Apolinario*



Panel of Department Founders



Panel of African Community Leaders



Panel of Emerging Scholars



Farah Jasmine Griffin  
Keynote Speaker



Saidiya Hartman  
Feb. 2020



Saidiya Hartman with  
AAAS Faculty and CDO

## NARRATING SLAVERY: ARCHIVES, POETICS, POLITICS

OCTOBER 3, 2019 & NOVEMBER 14, 2019

For the 2019-2020 academic year Laurie Lambert, Assistant Professor of African and African American Studies and Yuko Miki, Associate Professor in the department of History and Associate Director of Latin American and Latinx Studies, were granted funding from the Dean's office to support "Narrating Slavery," a multi-disciplinary project to study the Trans-Atlantic slave trade from historical, literary, and theoretical perspectives. This project was concerned with archival, historical, and literary representations of slavery and its aftermaths. The group met twice in Fall semester creating a collaborative space for faculty and graduate students working on questions related to slavery to share work and receive feedback on their research-in-progress. The first meeting was held on Thursday, October 3, and it discussed the "The 1619 Project," a series of articles (now Pulitzer prize-winning) from the New York Times Magazine, remembering the landing of the first Africans in Virginia. The second meeting on Thursday, November 14, discussed "To Tame or to Kill: African Epistemologies and Slavery's Archives in 19th-Century Brazil," work in progress by Prof. Miki.

## WILD THOUGHTS AND RUMORS ABOUT THE AUSPICIOUS ERA OF EXTENSIVE FREEDOM, OR A SPECULATIVE HISTORY OF THE DEMISE OF WHITE SUPREMACY

February 21, 2020

Each year for Black History Month the Department of African and African American Studies at Fordham University invites a guest speaker to address the Fordham community. For February 2020 the department invited Prof. Saidiya Hartman to speak about her current research and her most recent book, *Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval* (Norton, 2019). She gave a lecture entitled "Wild Thoughts and Rumors about the Auspicious Era of Extensive Freedom, or A Speculative History of the Demise of White Supremacy." The essay included an analysis of W.E.B. DuBois's short story "The Comet," about interracial relationships in a dystopian future. The audience of approximately 100 people was composed mainly of Fordham students.

## LECTURE SERIES: HISPANIC CARIBBEAN WOMEN WRITERS

SEPTEMBER 26, 2019 & NOVEMBER 6, 2019

In Fall 2019, Prof. Laurie Lambert collaborated with Prof. Arnaldo Cruz-Malavé (Modern Languages and Literatures and LALSI) to organize a speaker series featuring Hispanic Caribbean Women Writers. Both Lambert and Cruz-Malavé were teaching courses on Caribbean literature and culture in English (AFAM 3667 "Caribbean Literature") and Spanish (SPAN 3820, "Hispanic Caribbean Literature") and received funds to complement their courses lectures by distinguished Hispanic Caribbean women writers which served both our courses and the greater Fordham community. They invited to campus Prof. Dixa Ramirez (Brown University) and Marta Aponte Alsina, innovative and accomplished Caribbean women writers whose scholarly and creative work unveils hidden histories and explores the intersections of blackness, gender, and empire in the Caribbean as part of a broader meditation on ethics and justice. Co-sponsoring departments, programs and centers included: Modern Languages and Literatures, African and African American Studies, Latin American and Latino Studies, Comparative Literature, and the Center for Study of Race, Law and Justice of the Law School.

# BAAHP

# REPORT 2020

The past year has been the most challenging, and in some ways the most productive in the Bronx African American History's Project since the BAAHP was founded in 2003. During the Fall Semester, before the Pandemic changed everything, the BAAHP held an Immigrant Rights and Legal Defense Forum that attracted almost a hundred people. Organized by Dr Jane Edward, the panel featured public officials as well as community advocates who offered practical advice to immigrants and their families dealing with issues ranging from pursuing citizenship to fighting deportation. The BAAHP also started interviewing leaders of the Bronx Garifuna Community, a group of people from coastal Honduras and Belize whose African origins and unique history made them a distinctive group within the Bronx's spanish speaking majority. On top of that, the BAAHP assigned several of its student researchers to work with the new archivist at the Bronx County Historical Society on preparing collections the BAAHP donated for public use and started a new Facebook page "Eating the Bronx" to encourage Fordham students and staff to patronize Bronx restaurants in its immigrant neighborhoods

When the Spring Semester began, we continued our interviews with members of the Bronx Garifuna community, continued archiving at the Bronx Historical Society, added new updates to the "Eating the Bronx" page, and had two more Immigrant Rights events planned. Then, the Pandemic hit, and by mid March all students and faculty were forced to leave the Fordham campus, making public events impossible, For a while, most BAAHP events were put on hold. But then, two BAAHP student workers who lived in the Bronx, Veronica Quiroga and Bethany Fernandez, had an idea for an oral history project that would

capture the experiences of residents of the Bronx during the Pandemic. With the help of two other BAAHP student workers, Carlos Rico and Alison Rini, they created a website for what they called the Bronx COVID-19 Oral History Project and started interviewing. Their effort captured the imagination of Bronx residents and community leaders, as the Bronx was harder hit by COVID-19 by any place in the city and the nation. To date, 18 interviews have been completed, all done via ZOOM, with people ranging from medical workers, to restaurant owners, to leaders of non profit organizations, to essential workers, to members of families who had been hit hard by the Pandemic. Scholars around the country have praised this effort, it has been featured in print and broadcast media, and it has been made the subject of a fundraising campaign by the Fordham Development Office

But this was not the only BAAHP activity conducted during the Pandemic. This summer, we began ZOOM interviews with founding members of the Bronx chapter of Alpha Kappa Alpha, a great Black sorority which sponsors many great programs in Bronx communities. The BAAHP has now conducted 4 interviews with members of the Sorority, ranging in age from 79 to 100, whose interviews contained great stories of growing up in the segregated South and participating in the Civil Rights movement. We plan to continue these interviews during the coming year- along with the Bronx COVID-19 Project interviews, as they are a great resource for young activists, as well as students, scholars and community leaders.



*Lisa Betty, Lucy Blanco, and Dr. Mark Naison*



*Immigrant Rights Panel organized by Dr. Jane Edward*



*BAAHP team with Dr. Maximo Gonzalez for the Bronx Garifuna History Initiative*



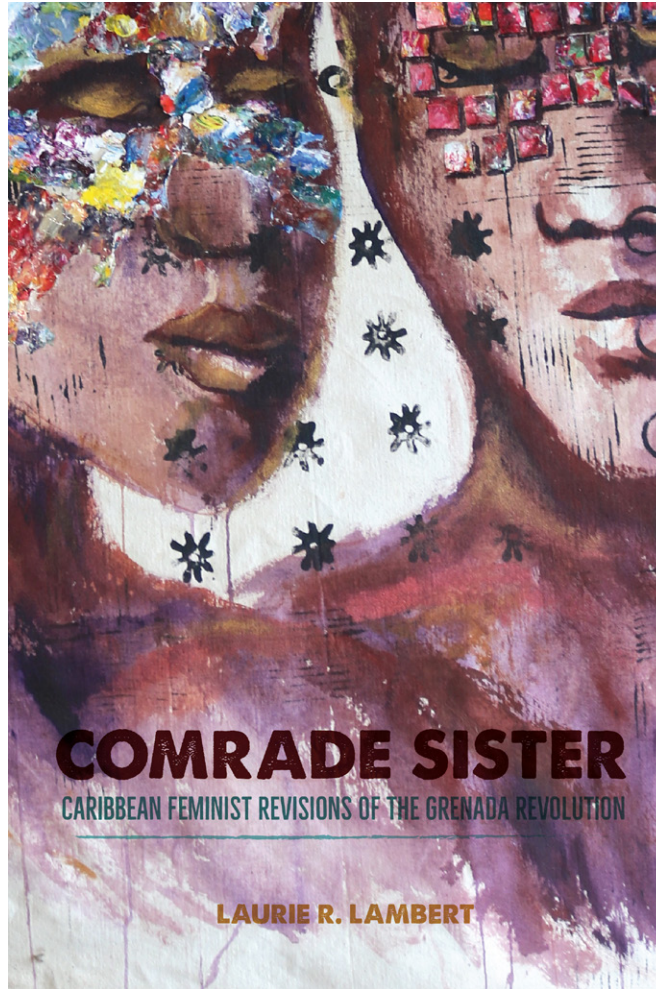
# FACULTY *Highlights*

*This* June, Prof. Lambert published her first book, *Comrade Sister: Caribbean Feminist Revisions of the Grenada Revolution* (University of Virginia Press, 2020).

In 1979, the Marxist-Leninist New Jewel Movement under Maurice Bishop overthrew the government of the Caribbean island country of Grenada, establishing the People's Revolutionary Government. The United States under President Reagan infamously invaded Grenada in 1983, staying until the New National Party won election, effectively dealing a death blow to socialism in Grenada.

With *Comrade Sister*, Laurie Lambert offers the first comprehensive study of how gender and sexuality produced different narratives of the Grenada Revolution. Reimagining this period with women at its center, Lambert shows how the revolution must be recognized for its both productive and corrosive tendencies. She argues that the literature of the Grenada Revolution exposes how the more harmful aspects of revolution are visited on, and are therefore more apparent to, women. Calling attention to the mark of black feminism on the literary output of Caribbean writers of this period, Lambert addresses the gap between women's active participation in Caribbean revolution versus the lack of recognition they continue to receive.

Caribbean authors frequently revisit the subject of the Grenada Revolution in an attempt to find new ways to bear witness to the trauma of revolution. These repeated grapplings with the subject underscore that



there can be no unitary history of this revolution: narrating Grenada requires multiple voices and perspectives.

The introduction to the book considers the journalism of Grenadian American Audre Lorde and Trinidadian Merle Hodge, who challenged the received imagery of heroic masculinity while attending to the way women and those with fluid sexual identities put critical pressure on definitions of radicalism and revolution. This mode of analysis, though a distinctly Caribbean feminist one, can illuminate texts and testimonies by authors of any gender. Whether it is articulated explicitly or not, revolution is always associated with a politics of gender. Paying attention to this association opens up new avenues to understanding how political change and trauma are processed and depicted in Caribbean literature. The following chapters examine writing by Merle Collins, Dionne Brand, Joan Purcell, Derek Walcott, George Lamming, and Andrew Salkey, as Lambert traces the multiple voices through which Caribbean writers revised the revolution.

On Monday, October 26th at 6 pm, Prof. Lambert will be in conversation with Ronald Cummings (Brock University, Canada) about *Comrade Sister* and Caribbean feminist literature. Their discussion will be hosted on Zoom, sponsored by the Department of African and African American Studies as well as the Freedom and Slavery Working Group.



## JOURNAL ARTICLES

*Jane Edward*, "Reconfiguring the South Sudanese Women's Movement," BRILL: HAAWA – Journal of Women of the Middle East and the Islamic World, vol. 17, issue 1, (April 2019), pp. 55-84.

*Amir Idris*, "Historicizing Race, Ethnicity, and the Crisis of Citizenship in Sudan and South Sudan", Middle East Journal, Volume 73, No. 4, Winter 2019, pp. 591-606.

## BOOK REVIEWS

*Laurie Lambert*, Grenade, Wendy C. Ed. The Grenada Revolution: Lessons and Reflections in Small States and Territories, 3.1 (2020): May 2020, 257-258.

*Laurie Lambert*, "For the Love of Theory: A Review of Dionne Brand's Theory," SX Salon 33, February 2020. Available at: <http://smallaxe.net/sxsalon/reviews/love-theory>.

## AWARDS

*Laurie Lambert*, Fordham Faculty Development Grant, Office of the Chief Diversity Officer, 2019-2020.

*Laurie Lambert*, Fordham Faculty Funding Grant (in collaboration with Yuko Miki), 2019-2020.

*Laurie Lambert*, Fordham Faculty Funding Grant (in collaboration with Arnaldo Cruz-Malave), 2019-2020.

*Tyesha Maddox* was awarded the 2019-2020 Rutgers University Race and Gender Post-Doctoral Fellowship with a monetary value of \$65,000.

*Tyesha Maddox* won honorable mention for the 2020 Andrés Ramos Mattei-Neville Hall Article Prize from the Association of Caribbean Historians

*Mark Naison* received a \$10,000 grant from the Viola Foundation to support the Bronx African American History Project's research on the history of Bronx music.

## CONFERENCE

&

## PANEL PRESENTATIONS

*Laurie Lambert*, "Comrades, Brothers: Political Speeches and Masculinist World Making in the 1970s Caribbean." Modern Language Association Annual Convention, Seattle, WA, January 2020.

*Laurie Lambert*, "Leave to Remain: The UK Windrush Scandal." Association for the Study of the Worldwide African Diaspora Biennial Conference, Williamsburg, VA, November 2019.

*Laurie Lambert*, "In Search of Our Mothers' Revolutions: Black Feminism and the House on Coco Road." Society for Caribbean Studies Annual Meeting, The Institute for Black Atlantic Research (IBAR) at the University of Central Lancashire, Preston, U.K., July 2019.

*Tyesha Maddox*, organized panels and presented at several domestic and international conferences, including the Caribbean Studies Association in May 2019, the Association for the Study of African American Life and History annual conference in October 2019, and the Association of the Worldwide African Diaspora in November 2019.

*Tyesha Maddox*, invited to give a keynote address at Columbia University's Caribbean Cultural Celebration in September 2019.

*Tyesha Maddox*, invited to serve on a panel titled "Art Criticism: The Next Generation," at Guild Hall, center for the Visual and Performing Arts, in East Hampton, NY, 2019.

*Tyesha Maddox*, in February 2020, gave a lecture and hosted a book talk at Columbia University with author Nicole Dennis-Benn for Black History Month.

## OPINION ARTICLES

*Jane Edward*, "What is Holding Women in South Sudan Back?" Radio Tamazuj (April 6, 2020),

*Amir Idris*, "3 Ways Trump administration could show US cares about South Sudan", The Hill, February 26, 2019.

*Amir Idris*, "US should choose to help Sudan's protesters promote democracy", The Hill, July 19, 2019.

*Mark Naison* posted 9 essays on the Bronx African American History Project Digital Site in Fordham Libraries in a Section entitled "Occasional Essays of the Bronx African American History Project". These essays have garnered over 450 views from people in over 15 different countries

## ONLINE RESOURCE GUIDE

*Tyesha Maddox* along with some brilliant colleagues and Bronx African American History Project research assistants, created a comprehensive resource guide to help contextualize the growing protests around us and place it within the longer arc of black radical protests. The website serves as a resource to help navigate tricky conversations about systemic racism, social justice, and the purpose and outcomes of protest and civil unrest. [www.notariot.com](http://www.notariot.com)

## WORK IN PROGRESS

*Mark Naison* received a contract from Fordham University Press for a book of essays entitled

*Boogie Down Legacies: Essays on the Bronx's Contribution to Global Popular Music*

# COURSE LISTINGS: 2020-2021

This is a brief listing of our course offerings for 2020-2021. To view the complete listing and descriptions, please visit our website at [www.fordham.edu/aaas](http://www.fordham.edu/aaas).

## FALL 2020

AFAM 1600 R01 Understanding Hist. Change: Africa  
AFAM 1600 L01 Understanding Historical Change: Africa  
AFAM 1650 L01 Black Popular Culture  
AFAM 3001 C01 African American History I  
AFAM 3002 R01 African American History II  
AFAM 3071 C01 African Intellectual History  
AFAM 3142 R01 Women, Power, Leaders: Africa  
AFAM 3148 R01 History of South Africa  
AFAM 3150 R01 Caribbean Peoples and Culture  
AFAM 3630 L01 Harlem Century  
AFAM 3633 R01 The Bronx: Immigration, Race, and Culture  
AFAM 3667 C01 Caribbean Literature  
AFAM 4000 R01 Affirmative Action: American Dream

## SPRING 2021

AFAM 3037 L01 Being and Becoming Black  
AFAM 3134 R01 From Rock & Roll to Hip Hop  
AFAM 3136 R01 Civil Rights/Black Power  
AFAM 3637 C01 Black Feminism: Theory and Expression  
AFAM 3692 L01 Social Construction of Women  
AFAM 3693 C01 Contemporary African Literature  
AFAM 3695 L01 Major Debates in African Studies  
AFAM 4890 R01 Research Seminar  
FITV-3648-R01 TV, Race & Civil Rights  
HIST-1600-R01 Understanding Historical Change: Africa  
HIST-1600-R02 Understanding Historical Change: Africa  
SOC1-3405-R01 Gender, Race, and Class  
THEO-3376-R01 Spirituals Blues & African American Christianity  
DANC-2010-L01 Black Traditions in Amer Dance  
DANC-2430-001 West African Dance  
ENGL-3650-L01 Stayin' Alive: Performing Blackness & Whiteness in 1970s US Film & Literature  
ENGL-4606-L01 Seminar: James Baldwin  
HIST 3945: Africa, Race, and the Global Cold War

# MAJOR REQUIREMENTS

## **AAAS Major Requirements (9 courses)**

1. AFAM 1600 Understanding Historical Change: Africa
2. AFAM 3150 Caribbean People and Culture
3. AFAM 3001 African American History I
4. AFAM 3037: Being and Becoming Black
5. AFAM 4890: Senior Research Seminar
- 6-9. And four (4) AFAM electives

# MINOR REQUIREMENTS

## **AAAS Major Requirements (9 courses)**

1. AFAM 1600 Understanding Historical Change: Africa
2. AFAM 3150 Caribbean People and Culture
3. AFAM 3001 African American History I
4. AFAM 3037: Being and Becoming Black
5. AFAM 4890: Senior Research Seminar
- 6-9. And four (4) AFAM electives

## **AAAS Minor Requirements (6 courses)**

1. AFAM 1600 Understanding Historical Change: Africa
2. AFAM 3001 African American History I
- 3-6. And four (4) AFAM electives

## **AFST Minor Requirements (6 courses)**

1. AFAM 1600 Understanding Historical Change: Africa
2. AFAM course from a Social Science discipline
3. AFAM course from Arts & Humanities offerings
- 4-6. And three (3) African Studies elective

Language Requirement: Two (2) courses– including one 2001-level course in the following approved languages:  
Swahili, Twi, Zulu, Arabic, Portuguese, Spanish, or French.

**\*Some requirements for the AAAS major/minor may be fulfilled with courses in English, Literary Studies, History, Art & Music History, Political Science, or any field that has been cross-listed by the department. Speak to your major/minor advisor for approval.**



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