



*West African Adinkra,
symbol of life-long education and
continued quest for knowledge.*

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FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

THE DEPARTMENT OF AFRICAN AND AFRICAN AMERICAN STUDIES NEWSLETTER

Issue 2

Fordham University

Fall 2013

Letter From the Chair

On behalf of the Department of African and African American Studies, I would like to welcome you to a new academic year. Since its inception in the 1960s, the Department of African and African American Studies (AAAS) has been devoted to linking research, teaching, and community interest. The stated mission of the department is to provide an intellectual space in which students learn to critically examine, analyze, and interpret the experiences, traditions, and dynamics of people of African descent and in turn formulate a better understanding of humanity in a globalized world. To translate our mission into a reality, we introduced a three-year plan (2011–2014) that will increase our majors and minors, improve the prominence of our research and service activities and increase faculty involvement in our discipline.

Building on the achievements of the last two years, the department is poised to grow and expand our offerings and services to students. The diverse make-up of the department of AAAS faculty and our collective interest in dynamic, interdisciplinary, and community-based research are main strengths of our unique department. The department emphasizes a cross-regional and cross-cultural perspective and a comparative analysis of and between different diasporan groups and the national and global context they inhabit. One thing that makes our department distinctive is our remarkable concentration of expertise in Africa and African American Studies. Accordingly, in the fall 2013 we will begin offering a new minor in African Studies.

For undergraduates, our department is committed to providing the best environment for friendly interaction with our students. Our undergraduate classes are small and interactive, enabling us make your education a two-way street, rather than a series of lectures. Our faculty emphasize class discussion, critical writing, and developing research skills. We also believe that we provide an atmosphere of open doors and approachability. And, New York City provides some exciting further opportunities, including internships in international and nonprofit organizations.

In short, we have a lot to offer. I look forward to hearing from you if you have any questions about us.

Sincerely,
Dr. Amir Idris,
Professor and Chair



Department of African and African
American Studies

Faculty

AMIR IDRIS

Chair and Professor

R. BENTLEY ANDERSON S.J.

Assoc. Chair and Assoc. Professor

MARK L. CHAPMAN

Associate Professor

AIMEE MEREDITH COX

Assistant Professor

JANE KANI EDWARD

Clinical Assistant Professor

CLAUDE J. MANGUM

Emeritus Associate Professor

FAWZIA MUSTAFA

Associate Professor

MARK D. NAISON

Professor

IRMA WATKINS-OWENS

Associate Professor

African Studies Minor

Director Amir Idris, LC, LL 414E (212) 636-6180

Beginning in Fall 2013, students will be able to enroll in the “African Studies” minor. The purpose of this interdisciplinary minor is to provide unique opportunities for Fordham students to develop a level of expertise in African Political and Social History, Literature, Sociology, Economics, among others; learn African languages; meet with Africa’s permanent representatives at the UN; and interact with and network among the diverse African population present in the city.

Requirements for Minor

The minor consists of one required course (AFAM 1600-Understanding Historical Change: Africa), which, in general, is offered by the African & African American studies department every year. The minor also requires five electives, subject to the following provisions:

- One elective should come from a Social Science discipline
- One elective should come from Arts & Humanities discipline
- Three (3) additional electives. Students may take no more than two electives from any one discipline

In addition to the requirements listed above, students must demonstrate proficiency through the intermediate level in a language spoken on the African continent other than English such as Swahili, Twi, Zulu, Arabic, Portuguese, Spanish or French; or another language approved by the director of African Studies.

It is not necessary to study abroad to earn the minor, but credit towards the minor can be earned by studying in Ghana, South Africa, Morocco, or Tanzania. Limited scholarship funds will be available to cover the cost of traveling.

Student Reflection



Photo courtesy of KateAshley Clarke

By KateAshley Clarke

I entered Fordham as a dance student in the Ailey/Fordham BFA program. To be honest, I felt indifferent about my academic career at first—I registered for classes during freshman year merely to fulfill the requirements for my major. During the spring semester, I took Dr. Idris’ Understanding Historical Change: Africa course. Dr. Idris’ teaching style—applying in-class lectures and readings to real-life scenarios and demonstrating why the information is important—inspired me to get the most out of each of my classes as much as it piqued my interest in the cultural depth and philosophical wealth of a continent with which I was mostly unfamiliar.

As I filled my schedule the following year with more classes within the AFAM department, I discovered that I was passionate about post-conflict resolution and rehabilitation within East Africa. My professors allowed me to focus much of my course-related research on topics within this category and I began brainstorming ways to bring my passion for dance into my studies. I had already decided

to embark on a double major in the two areas, yet I was eager to find a more tangible method of combining them.

At the beginning of my junior year, I met with Dr. Idris to propose my plan: a dance exchange within Northern Uganda. Rather than scoffing at my naivete, Dr. Idris met my idea with enthusiasm. Together we developed an independent study course regarding the political history of Uganda so that I would be well-informed when interacting with the people I met there. When I did travel to Uganda the following summer, I was grateful for each of the AFAM courses I had taken. My class discussions came to mind often as my teammates and I took part in the arts exchange and interviewed the leaders of each dance group. I recognized the ideas of thinkers like Fanon and Mamdani in their dialogue. I understood the importance of societal values like deep community ties and I was therefore able to ensure that this value was reflected in the collaborative participation of our dance classes. I used the experience as a case study on the effectiveness of dance as therapy within a post-conflict, East African setting and wrote my senior thesis on the subject this spring.

As I prepare to board an airplane bound for Kenya tomorrow (as of this writing), I could not be more grateful for the personalized and well-rounded education I received as a graduate of the African and African American Studies department. Through my academic experience, I learned so much about myself, about African and African American history and culture, and really, about life. The literature and philosophies I discussed with my peers developed within me a new understanding of ideas like liberation, nationalism, and tradition. Because my professors brought these ideas to life for me within the classroom, I was able to develop them without, and I attribute much of my personal growth throughout the past four years to this process.

I will be leading a second arts exchange in Kenya over the next two weeks, working with children living in the slums of the Mathare Valley. I plan to document the process, in film and in writing, in order to continue building on my experience in Uganda last summer. My hope is to turn the project into a nonprofit organization one day. I am ever thankful that I began my journey under the mentorship of the passionate instructors of this department.

Spotlight on 2012-2013 Events

Looking Back While Moving Forward: Symposium on African & American Studies at Fordham University

On Saturday, October 6th, the Department of African & African American Studies held a symposium focusing on the future state of our discipline at the Lincoln Center Campus, McMahan Hall, room 109, from 8am to 4pm. The goal of the symposium was to bring together scholars, students, and the general public to assess the current state of African and African American Studies, providing all with the opportunity to examine ways in which the study and teaching of African and African American experiences have evolved since the 1960s. The first session brought together some of the department's former chairs, faculty and students to reflect on the history of the Department. Dr. Mark Naison, Dr. Claude Mangum, Dr. Irma Watkins-Owens, Dr. Fawzia Mustafa, and Dr. Selwyn R. Cudjoe, Professor of Africana Studies and the Margaret E. Deffenbaugh & Le Ray T. Carlson Professor in Comparative Literature at Wellesley College, shared their experiences and reflections about the historical development of the Department.

In the second session nationally prominent African & African American scholars assessed the current state of the discipline and the state of departments across the nation, including our own. The following three invited African and African American scholars participated in the second session: Dr. Rita Kiki Edozie, Associate Professor of International Rela-

tions and Director of African American & African Studies, Michigan State University; Dr. Abdul Alkalimat, Professor of African American Studies, University of Illinois at Urbana – Champaign; Dr. Mohamed Mbodj, Professor of History, and Chair of African American Studies, Manhattanville College.

The four invited scholars including Dr. Selwyn R. Cudjoe responded to the following questions: What are the challenges face the discipline? What is the place of race and color in the 21st century debate on globalization and diasporic studies? What is the place of Africa in African and African American Studies? In other words, how we strengthen each component by learning from and engaging with each other? Does the current curriculum of African and African American Studies speak to the growing interest in international and regional studies?

The final session highlighted the work being done by our own Fordham scholars: Dr. Oneka LaBennett, Dr. Bentley Anderson, Dr. Aimee Cox, and Dr. Jane Edward. Each spoke about their current research projects and future plans.

A very lively Q&A discussion followed the presentations in which speakers and moderators of each panel engaged each other as well as the audience. The speakers and the audience agreed that the debate on the future state of African and African American Studies is timely and urgently needed given the socio-economic and political realities of the world. The Fordham participants agreed that the department will need to convene another conference to discuss some concrete steps to address issues related to students' enrollment, curriculum development, and community engagement.

Approximately 50 students, faculty and community members attended the symposium. In addition to Fordham students present, there was student representation from New York University (NYU) and Columbia University as well as two faculty members from Columbia. Breakfast and lunch were provided for all in attendance.

Major Debates in African Studies: 2nd Student Led Conference

On Saturday, October 20, 2012, the Department of African & African American Studies held its 2nd Annual Student Led Conference focusing on major debates that have shaped the study of Africa in the post-colonial African academy at the Lincoln Center Campus, South Lounge, from 9:30am – 3:30pm. Students' papers addressed selected themes such as history and state formation; nationalism and the anti-colonial struggle; underdevelopment and globalization; and citizenship and political violence. The first session, moderated by Dr. Bentley Anderson, brought together two students to discuss their research and findings. Sarah Keys and Amanda Goodwin presented two papers titled, "The Mother Country and the Matriarchy", and "The Conflict between Negritude and Feminism" respectively. In the second session, Michael

Kavanagh and Bernard Moore delivered their papers titled, “National Liberation in South Africa,” and “Sankara and Nyerere”. The second session was moderated by Dr. Irma Watkins-Owens. Francesca Ruvolo and KateAshley Clarke participated in the third session. Ruvolo’s paper examined the historical origin of the Hamite, while Clarke’s paper focused on unraveling genetics of genocide in Rwanda. Dr. Jane Edward moderated the third session. The last session was moderated by Dr. Aimee Cox. Two students participated in the session. While Christopher Ferullo presented a paper titled, “Replacing History’s Viewing Lens”, Emily Weinstein delivered a paper on Ghana titled, “The Anthropological Necessity of Public Spaces”.

A very lively Q&A discussion followed the presentations in which speakers and moderators of each panel engaged each other as well as the audience. Approximately 30 students, faculty and community members attended the conference. In addition to Fordham students present, there was student representation from New York University (NYU) and two representatives from the UN. Breakfast and lunch were provided for all in attendance.

The Afterwards of Blackness: Performance and Race, held at LC on December 7, 2012, from 4-6pm.

Tony-nominated veteran stage, television and screen actor, and Denzel Washington endowed chair in Theatre, Joe Morton, joined Isaiah Wooden, Ph.D. candidate and director-dramaturg in the Department of Drama at Stanford University, in a dynamic discussion with the audience on performance, career paths, Black identity, and the politics of representation. Approximately 50 people were in attendance in an audience that included students and faculty from Fordham, students and faculty from NYU and Columbia and community members. The event was held at the Museum of Biblical Art (MOBIA) on Broadway and 61st.



Professor Annette Gordon-Reed / Photo credit: Patrick Verel

Memorializing American Slavery, held at Schomburg Center for Research in Black Culture on February 9, 2013

January 1, 2013 marked the 150th anniversary of the Emancipation Proclamation. In commemoration, the Department of African and African American Studies and several internal and external partners sponsored a symposium entitled, “Memorializing American Slavery,” held on February 9, 2013 at the Schomburg Center for Research in Black Culture. The goal was to not only encourage dialogue about America’s troubled past, but to also explore existing slave memorial models that promote engagement with the past as well as contemporary justice issues. The symposium was also organized as a scholarly enhancement for the Burial Database Project of Enslaved African Americans.

Memorializing American Slavery was originally designed as a panel to be led by Harvard law professor and historian, Annette

Gorden Reed and Yale historian David Blight. Due to a major snow storm David Blight was unable to participate, but the event was highly successful with Annette Gordon Reed as the primary speaker and New York University historian Jennifer Morgan in charge of Q&A. Over 150 attendees from New York City metropolitan community, Fordham and other New York area universities were present. A spirited Q&A followed Professor Gordon-Reed's lecture. The program was largely organized with remarkable detail by AFAM staff member and founding director of the Burial Database Project of Enslaved African Americans, Sandra Arnold, in consultation with Prof. Watkins-Owens. Profs. Idris and Cox were also important contributors to the success of the event, with Professor Cox moderating the program.

This was the first collaborative partnership between Fordham and the Schomburg Center in recent years. The forum allowed maximum exposure of the African and African American Studies Department and Fordham University within a diverse community-based setting, an outcome we outlined in previous planning documents. In addition to the Schomburg, other institutional co-sponsors included Yale's Gilder Lehrman Center for the Study of American Slavery and the New York Historical Society. All three institutions provided publicity, which resulted in a well-attended program. University Co-sponsors included Departments of English, History, Sociology & Anthropology and Political Science; American and Women's Studies and Latin American and Latino Studies Institute.

***RUINED: How do women form bonds while trapped by the extremism of civil war in the Congo?
Held on Friday, February 22, 2013 from 5:00-6:30 pm, in Fordham University's
Pope Auditorium.***

This panel was organized through a collaboration with Dr. Aimee Cox, Carla Jackson in the Theatre Program and Dr. Shonni Enelow in the English department in conjunction with the Theatre Program's mainstage production of Lynn Nottage's play "Ruined." Fordham scholars from across the disciplines discussed the complex and profound issues raised by Nottage's Pulitzer Prize-winning play. Panelists included Prof. Fawzia Mustafa from the English/African and African-American Studies/Women's Studies Departments, Prof. Aseel Sawalha in the Anthropology Department, and Prof. Evelyn Bush, a Sociologist in the Sociology/Anthropology Department who works on social movements.

***The Contradiction of Fair Hope: Film
Screening & Talk Black, held at LC on March
8, 2013.***

The evening began at 6:00 pm with a wine and cheese reception and guided tour of the Ashé to Amen: African Americans and Biblical Imagery exhibit at the Museum of Biblical Art. After the reception, we walked over to Fordham for the film screening which began at 7:30.

The Contradictions of Fair Hope, is a documentary which traces the gradual loss of tradition in one of the last remaining African American benevolent societies known as The Fair Hope Benevolent Society in Uniontown, Alabama. Executive produced by Golden Globe and



S. Epatha Merkerson / Photo credit: Dana Maxson

Emmy winner, S. Epatha Merkerson, and narrated by Whoopi Goldberg, this gripping film traces the contradictions of progress, Black community identity, and economic independence in a rural African American community. The screening was followed by an incredibly dynamic and educational Q&A with executive producers, S. Epatha Merkerson and Rockell Metcalf, that lasted for nearly an hour. The audience was a diverse mix of Fordham students, faculty and staff; professionals from the film community, faculty and students from other NYC area universities, and community members. Our co-sponsors included the Department of Sociology and Anthropology Department, the Theatre Program, and the Department of Communication and Media Studies. The event was organized by Dr. Aimee Cox.

***Panel Discussion Spring 2013 Racial Formulation in the Twenty-First Century, March 18, 2013
O'Hare Special Collections, Fordham University, Rose Hill, 5:00 - 6:30pm***

The event presented an opportunity to gather the volume's editors and a contributor for a panel discussion at Fordham University. FCRH's Dean of Faculty, John Harrington and Dean of Students, Michael Latham funded this event. The

American Studies Program served as the event's primary sponsor, however, Dr. Oneka LaBennett secured co-sponsorship from African and African American Studies, English, History and Comparative Literature. The panel featured two of the volume's editors, Daniel Martinez-HoSang and Oneka LaBennett, and one of its contributors, Nikhil Pal Singh. Professor Martinez-HoSang is the author of *Racial Propositions: Ballot Initiatives and the Making of Postwar California* and an associate professor of Ethnic Studies and Political Science at the University of Oregon. Nikhil Pal Singh is the author of multiple books including *Climbin' Jacob's Ladder: The Black Freedom Movement Writings of Jack O'Dell* and *Black is a Country: Race and the Unfinished Struggle for Democracy*. He is also associate professor of Social and Cultural Analysis at New York University. The panel included presentations on the genesis of the *Racial Formation* volume and its relation to Omi and Winant's seminal text (*Racial Formation in the United States*), and discussion of the edited volume's engagement with critical race studies and anti-racism activism. O'Hare Special Collections was filled to capacity for this event, with over 70 people in attendance. The audience included Fordham undergraduates, graduate students, faculty from multiple departments/programs including English, History, Women's Studies, Comparative Literature, and African and African American Studies. There were also several audience members who came from beyond the Fordham community. The public presentations took place from 5:00-6:30pm. There was also a special pre-event in which Daniel Martinez-HoSang met with American Studies majors for 45 minutes and discussed issues relevant to them, including applying to graduate programs in American Studies and publishing their research. Feedback from faculty and students alike confirmed that the event was a great success. The panel discussion was organized by Dr. Oneka LaBennett.

10th Anniversary Celebration & Conference of the BAAHP held at Rose Hill, April 6th



BAAHP Jazz Concert / Photo credit: Bruce Gilbert

The BAAHP's 10th Anniversary Celebration, which attracted several hundred people for both daytime and evening events, not only re-affirmed the Bronx African American History's reputation as the premiere community based oral history project in the nation, it showcased the incredible intellectual and cultural creativity that can result when students and scholars at a great university create partnerships with neighborhood leaders and community organizations. The Conference began with a keynote by Joan Morgan which focused on how a "narrative of return" among professionals and scholars who grew up in the Bronx could stimulate economic and cultural vitality in Bronx communities and was followed by a panel on women in hip hop led by Professor Oneka LaBennett which

explored creative ways of recognizing and expanding women's agency in what is often perceived as a male dominated cultural form, The afternoon sessions of the Conference focused on how African immigration has reshaped Bronx communities, chaired by Dr Jane Edward, and on how the BAAHP's research has been translated into creative programming and institution building by Bronx community organizations, chaired by Dr Mark Naison. The closing keynote, by Natasha Lightfoot of Columbia University, summarized the Bronx African American History projects many accomplishments in the sphere of scholarship, community development and university community partnerships. The Conference was a showcase for both innovative scholarship and ground breaking community projects. The Concert was a celebration of the Bronx's unmatched musical creativity. The "Bronx Suite" performed by Bronx Born trumpet player Jimmy Owens and his world class musicians may have been best single musical performance staged at Fordham in the last ten years, and the hip hop performances that followed not far behind. There will be books, articles, films and possibly music cd's that will be produced as a result of the presentations and networking that took place at this event. The event was organized by Dr. Naison, Dr. LaBennett, and Dr. Edward. African Americans, Sandra Arnold, in consultation with Prof. Watkins-Owens. Profs. Idris and Cox were also important contributors to the success of the event, with Professor Cox moderating the program.

This was the first collaborative partnership between Fordham and the Schomburg Center in recent years. The forum allowed maximum exposure of the African and African American Studies Department and Fordham University within a diverse community-based setting, an outcome we outlined in previous planning documents. In addition to the Schomburg, other institutional co-sponsors included Yale's Gilder Lehrman Center for the Study of American Slavery and the New York Historical Society. All three institutions provided publicity, which resulted in a well-attended program. University Co-sponsors

included Departments of English, History, Sociology & Anthropology and Political Science; American and Women's Studies and Latin American and Latino Studies Institute.

The Making of a Black Catholic Saint: Henriette DeLille and the Subversive Power of Love”, Sunday, April 14th, 3pm, Lincoln Center

The Department co-sponsored with Fordham's Curran Center for American Catholic Studies a lecture by Professor Shawn Copeland, professor of Theology, Boston College, to inaugurate the lecture series Black Catholics in America. Dr. Copeland, past president of the Catholic Theological Society of America, examined the process of canonization in the Roman Catholic tradition, using as a case study the cause of Henriette DeLille, foundress of the Sisters of the Holy Family (est. 1842). DeLille's story shed light on the multifaceted injustices and struggles that have marked U.S. black Catholic experiences. Just under 100 individuals attended this event; many were non-Fordham individuals who had heard of the lecture through marketing and advertising undertaken by the Roman Catholic Archdiocese of New York City. Dr. Anderson coordinated the Department's effort in sponsoring this event.

A Girl Like...? BodyVOX!, Sunday, May 12th and Monday, May 13th 7PM Kehoe Theater

Theater majors and Ailey BFA students along with the students in the AFAM 3133 course, The Poetics and Politics of Youth Performance taught by Dr. Aimee Cox, are collaborating with high school age young women from the Brooklyn based viBe Theater Experience and the national organization to end the sexualization of girls and young women, SPARK, to co-write and co-perform a performance piece that confronts the sexualization of young women. The final performance will be held in the Kehoe blackbox theater. This event was organized by Dr. Aimee Cox.



BodyVox Participants / Photo courtesy of Aimee Cox

Faculty Seminar: Black Studies in the Academy

The fortieth decade of Black Studies in the academy presented an opportunity for the Department to explore new and innovative scholarship and to consider questions about the future of the discipline. Our proposal for the purchase of books and refreshments for three two hour Seminars was funded by FCRH Dean, Mike Latham and our first seminar was held in December 2013. The second is scheduled for May 6, 2013 and the final seminar is proposed for June, 2013. In addition to ten AFAM faculty, three Fordham faculty (Profs. Kim, Ray and Tyler) from other Departments joined the Seminar. Seven faculty attended the first seminar and one faculty member, who was unable to attend, sent a review and questions about the assigned text, Martha Biondi, *The Black Revolution on Campus*, University of California Press, 2012. A lively and engaging discussion ensued about the topic of the seminar: "Black Studies' Origins: Campus and Community." There was general agreement that the book provided a very good analysis of Black Studies' roots in social movements. The May seminar entitled, "Black Studies and the Prison Crisis" will examine Michelle Alexander's, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Free Press, 2012. The topic of the June meeting is, "Black Studies and the New Diaspora" and Seminar members will choose either Jafari Sinclair Allen, *Venceremos?: The Erotics of Black Self-making in Cuba*, Duke University Press 2011; or Elisa Joy White, *Modernity, Freedom and the Black Diaspora: Dublin, New*

Forthcoming Events for 2013-2014

Fall 2013

Student-Led Conference, November 2, 2013

The theme of the third student led conference is “Understanding Africa in 21st. Century”. Selected students from LC and Rh campuses will be presenting their final papers at the conference. The conference will be open to students, faculty, and members of the public. We expect 12 students from both campuses to participate.

Spring 2014

Black History Month Lecture, February 22, 2014

The Inaugural Black History Month Lecture sponsored by the Department of African & African American Studies will be held in the 12 Floor Lounge at Lincoln Center.

Symposium on Perspectives on National Reconciliation in Africa: Lessons learnt from South Africa, Rwanda, and Sudan, April 5, 2014

The title of the symposium is “Perspectives on National Reconciliation in Africa: Lessons learned from South Africa, Rwanda, and Sudans”. The symposium will discuss the processes of reconciliation and peace in South Africa, Rwanda and Sudans. The symposium will be divided into four sessions. The first session will focus on South Africa’s Truth and Reconciliation Commission (TRC). The second session will address the experience of Rwanda after the genocide of 1994. The third session will discuss issues relate to the challenges of justice and reconciliation in South Sudan and Sudan. The fourth session will identify some of the lessons learnt from these three cases. Respected academics and representatives of the three countries at the UN will be invited to present papers at the conference.

Recent Faculty Awards & Publications

Dr. Aimee Cox was awarded a prestigious and highly competitive Ford Foundation Postdoctoral Fellowship for the 2013-14 academic year. She will be on leave from teaching during this time working to complete her first book project, *Shapeshifters: Black Girls and the Choreography of Citizenship* and begin working on her next research project.

Publications:

“Moving the Field: Young Black Women, Performances of Self and Creative Protest in Post Industrial Spaces.” *Feminist Activist Ethnography: Counterpoints to Neoliberalism in North America*. Ed. Christa Crave and Dana-Ain Davis. New York: Lexington Books: The Rowman and Littlefield Publishing Group.

“In the Dunham Way: Sewing (Sowing) the Seams of Dance, Anthropology and Arts Activism,” *Katherine Dunham: A Centennial Celebration*. Ed. Elizabeth Chin. Santa Fe: School for Advanced Research (SAR) Press.

Dr. Jane Edward was awarded the Sudd Institute Fellowship for the summer 2013 to conduct research which focuses on the participation of women in politics and society in South Sudan. The fellowship is funded by the United States Institute of Peace (USIP). She traveled to South Sudan in July 2013 for four weeks to conduct interviews and review government documents.

Publications:

“Women and Human Rights in South Sudan,” *Journal of Catholic Social Thought*, vol. 10, no. 1, (January 2013), pp. 91-115

The article examines the socio-cultural, economic and political situations of South Sudanese women to uncover how customary law as practiced in South Sudan undercuts women’s rights. It further analyzes some aspects of customary law as practiced in South Sudan and identifies their impacts on women’s rights to education, political participation, health, and property rights.

Dr. Amir Idris

Publication:

Identity, Citizenship, and Violence in Two Sudans: Reimagining a Common Future Palgrave Macmillan, 8/14/2013.
ISBN: 978-1-137-37178-2, ISBN10: 1-137-37178-1, 5.430 x 8.500 inches, 182 pages,

The 2011 split of Sudan into two nations - and the conflicts that have continued in its wake - has made it a case of ongoing significance for understanding security and state-building in sub-Saharan Africa. Examining both the north-south divide in the two Sudans as well as the spread of political violence from Darfur, this timely study has two aims: First, it shows how slavery and the legacies of colonialism continue to shape the challenges of state formation and political identity. Secondly, it charts out a possible path for overcoming historical obstacles to achieve inclusive citizenship and representative democracy.

New Core Courses

In 2012-2013 the Department proposed and received approval for 2 new courses in the core:

AFAM 3188, "Exploring Africa"

Tarzan, "Deep Dark Africa", lion safaris, diamonds: these words conjure in the western mind the image of a continent not fully comprehended. This course focuses on the exploration, representation, and understanding as well as misunderstanding and misrepresentation of the continent from the Fifteenth to Twentieth Centuries, focusing on Nineteenth-century Exploration, Exploitation and Representation of Sub-Saharan Africa.

AFAM 3692, "Social Construction of Women"

This advanced social science course examines the social construction of female identities across cultural contexts. The course will employ an anthropological approach to the study of how ideas regarding what it means to "be female" circulate and gain credence through narratives crafted by popular culture, policy and legislative definitions, science fiction, and modes of cultural consumption, for example, and are mediated by race, social status, age, national identity and cultural context.

Fall/Spring 2013–2014 Course Listings

This is a brief listing of our course offerings for 2013–2014. To view the complete listing and descriptions, please visit our website at www.fordham.edu/aaas.

FALL 2013

AFAM 1600 R01 Understanding Hist. Change: Africa
AFAM 1600 R02 Understanding Hist. Change: Africa
AFAM 1600 L01 Understanding Hist. Change: Africa
AFAM 3132 R01 Black Prison Experience
AFAM 3134 R01 From Rock and Roll to Hip Hop
AFAM 3141 R01 Women in Africa
AFAM 3146 R01 Contemporary African Immigration
AFAM 3148 R01 History of South Africa
AFAM 3150 E01 Caribbean People and Culture
AFAM 3632 E01 Harlem Renaissance
AFAM 4000 R01 Affirmative Action: American Dream
AFAM 4650 L01 Social Welfare and Society
AFAM 3030 C01 African American Women

SPRING 2014

AFAM 1100 R01 African American History I
AFAM 1100 C01 African American History I
AFAM 1600 R01 Understanding Hist. Change: Africa
AFAM 3037 R01 Being and Becoming Black
AFAM 3071 C01 African Intellectual History
AFAM 3115 R01 ML King & Malcolm X
AFAM 3133 L01 Performance in African Diaspora
AFAM 3140 E01 Contemporary Africa
AFAM 3188 R01 Exploring Africa
AFAM 3637 L01 Black Feminism: Theory and Express
AFAM 3695 L01 Major Debates in African Studies
AFAM 4650 L01 Social Welfare and Society
AFAM 4890 R01 Research Seminar



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THE JESUIT UNIVERSITY OF NEW YORK

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