Letter From the Chair

Looking Back While Moving Forward

The Department of African and African American Studies is in the midst of an exciting and transformative moment. This fall marks the forty-third anniversary of the Department. Since its establishment in 1969, the Department has remained devoted to its core mission of contributing to discussions within the field of African and African American Studies at the local, national and international levels. It strives passionately to broaden and enrich the intellectual life of Fordham community. In spring 2012, we developed a three-year strategic plan that will enable us to translate our mission and theme into reality.

Today, I can say with great confidence that the Department of African and African American Studies is rebuilding and strengthening its position as a leading resource for research on Africa and African diaspora, program and curriculum development, student mentoring and that it remains an important space for dialogue on Africa and African diaspora. We plan to increase our collaboration with other Fordham University area studies and departments including the Middle East Studies Program, International Studies Program, and Latin American and Latino Studies Institute. We will continue to work in collaboration with Fordham University departments and professional schools to offer undergraduate and graduate courses, an undergraduate major and minor. We are also exploring the possibility of offering either graduate Certificate in African and African American Studies or M.A. in the nearest future.

This past spring, in collaboration with other programs, we organized a very successful symposium on the life and legacy of Malcolm X. We also hosted a lecture given by Patricia Sullivan who spoke about the history of the NAACP and the Civil Rights Movement. The department continues to work in collaboration with community organizations in the New York area. In spring 2012, the Bronx African American History Project (BAAHP) and the department participated in the opening of Whedco’s Bronx Music Heritage Center. We continue to support and encourage undergraduate research and publication in African and African American Studies. In October 2011, the department hosted its first annual Student—led Conference at Lincoln Center Campus. The department also teamed up with other programs and student clubs to host performances of former artist—in—residence Akua Naru on both the Rose Hill and Lincoln Campuses. We plan to strengthen our outreach projects in the coming academic year by featuring new projects such as the African Diplomatic Forum and numerous lectures and roundtable discussions around issues of human rights, governance, and citizenship.

In the coming academic year, we will continue to move forward with what we have achieved and initiated. We will be keen to develop the new directions and will organize debate at academic, policy and cultural levels. The 2012–2013 academic year will feature a diverse agenda of events and activities, including symposia and conferences that engage scholars, artists, writers and policy makers. We remain extremely proud of what we have accomplished since our establishment and are confident that the best is yet to come.

Dr. Amir Idris, Professor and Chair
Critical Issues Forum

Disparate Impact Gone Awry: How the Misapplication of Civil Rights Has Encouraged the Demonization of the Nation’s Teachers

Dr. Mark Naison, Professor of African American Studies and History

One of the unexamined dimensions of the history of the School Reform Movement is the role that Civil Rights lawyers played in shaping its guiding assumptions and strategies. I was reminded of this the other day when reading an unpublished manuscript by an Oklahoma City based teacher named John Thompson, who pointed out that civil rights lawyers typically demonstrated the existence of discrimination by documenting statistical disparities between underrepresented and privileged groups, which is precisely the approach School Reformers used in devising remedies for the achievement, or test score gap, between black and white students. Reformers looked at statistical disparities between schools in Black and White neighborhoods and inferred that the lower test scores and graduation rates in the former could best be remedied by removing teachers and administrators in the underperforming institutions and replacing them with more skilled people and/or by closing such schools and replacing them with new schools that had greater flexibility in hiring.

As I read these passages, they struck a chord on multiple levels. First, I thought of my own research on the evolution of affirmative action and how civil rights leaders and federal officials developed a rationale for it. Affirmative action began when policy makers required employers to do statistical analyses of the percentage of underrepresented groups they hired or enrolled, and based remedial action on those statistics, rather than demonstrated discriminatory intent. The main agency responsible for enforcing antidiscrimination law in employment, The Equal Employment Opportunity Commission pioneered this approach, When companies complained that under representation of minori-
ties was not the result of intentional discrimination, their complaints were rejected, by both the EEOC and the federal courts, who invoked a doctrine called “disparate impact” (enshrined in a Supreme Court decision Griggs v. Duke Power) which stipulated that practices which reinforced historic patterns of discrimination, even when they were neutral in intent, and even in application, were considered discriminatory under federal law, and could be subject to remedies that increased the number of employees from the group in question even if the institutions normal standards for hiring were set aside.

Now let’s move ahead 40 years later. Civil rights lawyers began looking at disparities in achievement between Black and White students through a similar lens, treating such disparities as if they were the product of discrimination. But rather than viewing those disparities as the result of discrimination in criminal justice policy, the housing and employment markets, and access to family wealth, they chose to isolate the school from the depressed neighborhood they were located and put continuous pressure on under performing schools to do a much better job educating Black and Latino students.

One incidental outcome of the application of disparate impact theory to education was the identification of “bad teachers” and the unions which protected them, as the primary cause of discriminatory outcomes for Black and Latino students. These were factors which policy makers felt they could directly influence, unlike inter-generational poverty and discrimination in housing, employment and criminal justice, and once the schools became isolated from their neighborhood setting as discriminatory institutions, teachers quickly became the main targets of remedial action.

But demonizing teachers was not the only consequence of this style of thinking. Once policy makers began developing statistical models to reliably compare and rate schools, and gauge teacher and administrator performance, they realized that they needed a much more reliable data base upon which to do this and that meant increasing the number of standardized tests, applying them across the board to constituencies which had previously been exempted, such as ELL and special needs students, and spending huge amounts of money on software to process the information and consultants to analyze that information.

Both results, the demonization of teachers and the proliferation of testing, took place in New York City under the direction of a well known civil rights attorney, James Leibman from the faculty of Columbia Law School, who was hired by Chancellor Joel Klein, another lawyer who loved to employ civil rights rhetoric, as the Department of Education’s first Accountability Officer. Under Leibman’s direction, the DOE created complex statistical models first to grade schools, and later to evaluate teacher performance, both using criteria that based ratings on complex measures involving variations in student test scores from year to year. On the basis of the models, which were statistically flawed and often defied common sense, schools were closed and teachers were removed and placed in a much stigmatized reserve pool. The consequence was an increase in the number of tests and huge ratcheting up of stress levels associated with them. In New York City, for example, every third grader must sit through 6 straight days of testing for 90 minutes a day. Those who defend this practice still use the language of equity in explaining why they are doing. But quite frankly, the negatives associated with this level of quantification are far exceeding the benefits.

We now face a situation where school reform policies once described as necessary to achieve educational equity and reduce the racial achievement gap have resulted in uncontrolled testing, profit taking on a grand scale by test companies, and attacks on teacher integrity and collective bargaining rights that have produced the lowest level of teacher morale on record.

Such is the consequence of the misapplication of a once honorable civil rights doctrine to a setting where the most publicized causes of discrimination –teacher apathy and incompetence- are far less significant than environmental factors excluded from the analytical and statistical model, particularly poverty, and societal racism.

The notion that “School Reform is the Civil Rights Cause of the 21st Century has become a cruel joke to teachers and students who find themselves deluged with unnecessary tests and placed under intolerable stress in the name of educational equity.
Engagement Equals Impact:

My Lesson Learned Interning at the Girls Educational & Mentoring Services

By Monique John, FCLC, Class of 2013

I wondered if I had failed. Nearly three months into interning at the Girls Educational & Mentoring Services (GEMS), I still felt like an outsider. I could not laugh at office jokes about the shenanigans at last year’s camping trip. I could not act as a social worker when a GEMS member confided in me that she was kicked out of her shelter or was diagnosed with post traumatic stress disorder. I was much too inexperienced for that role. And I certainly could not relate to the girls’ experiences of being abused by pimps and johns because that was not my life.

My life was the life of a summer intern in the GEMS Youth Development and Education sector—an intern that was young, black and female, like many of the young women that walk through the doors of GEMS. But unlike the members that come to GEMS, I come for want, not need. I was drawn to the organization’s mission of fighting commercial sexual exploitation of children, human trafficking and gender-based violence. I did not need to attend GEMS’s art and writing workshops for therapy. Nor did I need GEMS’s stipends for attending the organization’s workshops, a bed in one of their housing developments or one of their court advocates to help me fight a looming jail sentence. For me, coming to GEMS three times a week was almost a luxury, something to do in my free time with mom’s gas money.

I began my time at GEMS sitting in on workshops with pretty names like “Peace Art,” “Baking Spirit” and “Sit, Breathe and Write.” In the workshops, girls talked extensively about the horrors of being used as sex slaves by men that pretended to love them. Their stories were tragic and it made the girls oddly intimidating. The more I heard, the more I became aware of my privilege, and the more I became uncomfortable.

I slowly grew into an introvert. In the mornings I quietly walked into the main office, vibrant with its chatty girls and laughing staff-members, crying babies, mod blood-orange couches and magazine collages hanging on the walls. It was quite the office-culture shock, as I was accustomed to the calm beige cubicles in the Hearst Tower. Walking to a
computer way in the back, I croaked “Good Morning” under my breath, more to myself than to the women around me. I increasingly became preoccupied with tasks I received from my supervisor: shooting emails, updating spreadsheets, coordinating organizational events and toiling away on my personal project of starting an online magazine called Voices that would feature the girls’ poetry and artwork. As a result, I spent less time in the workshops with the girls and more time in front of the computer screen.

Too much time in front of the computer screen, it turned out. Unbeknownst to me, staff members began complaining to my supervisor that I was too aloof, too focused on tasks and not focused enough on the girls. My supervisor told me I had to sacrifice releasing Voices to spend more time in workshops—either that or I had to spend less time in the office.

I was taken aback by the criticism. I didn’t know how to feel. Mad? Confused? Incompetent? All? I thought I was doing my job. However, as I talked with friends and family about what my supervisor had said, I grew to understand that in an office environment where social work—and not publishing—is the focus, making personal connections with the young women that come for aid is much more important than accomplishing generic office tasks. No, I am not a victim of commercial sexual exploitation. But I am still a woman, and as GEMS staff member once told me, “Every woman is a survivor.” I have my own narrative of discrimination and gender-based violence that is loosely connected to the girls’ struggles. What really matters is finding common ground and using the universal understanding of pain and adversity to build solidarity. I found my real job as an intern at GEMS: to support the girls by simply listening to them, and to bring awareness of their issues to unknowing and privileged classes.

I still come to GEMS three days a week, now occasionally facilitating my own workshop entitled “HERStory.” In the workshop, I talk to girls about an influential female pop icon that may be lesser known to them or are slightly before their (our) time, later leading them into a creative exercise inspired by the icon’s career. So far they’ve enjoyed conversations about Grace Jones and the Mowry twins. Sista Souljah, Esperanza Spalding and Issa Rae are also in the lineup. And thankfully, Voices is still in development. Since starting HERStory, I have gotten more enthusiasm and more contributions from the girls for the publication. I am now speaking with the officials in GEMS’s Communication and Development sector on the logistics of launching it.

Sometimes I still feel like the outsider. After all, I’ve only been at GEMS for three months, a relatively short amount of time when compared to staff members. But I now know that what I was facing was not a failure: just a lesson.

New Research Project:

**Burial Database Project of Enslaved African Americans**

*By Sandra A. Arnold, PCS, Class of 2013*

The Burial Database Project of Enslaved African Americans, which is housed and mentored by the Department of African & African American Studies (AAAS), is a research project that aims to create a national burial registry of enslaved African Americans. It was created by Sandra Arnold, a History student and staff member of AAAS, after she discovered a plantation cemetery containing the graves of her enslaved ancestors. Her discovery ignited independent research that involved collecting data on slave burial grounds throughout the United States and merited the participation of four early presidential estates: Mount Vernon, Monticello, Montpelier and The Hermitage – all of which provided her with valuable information on slave cemeteries within their property.

Initially, the searchable registry will be presented as a tool for scholars, historians and institutions that are seeking to understand this segment of American history, as well as slave life and slave culture. However, the registry will eventually be accessible to the general public to assist in genealogical research.

The project is co-directed by Sandra Arnold and Irma Watkins-Owens, Ph.D., Associate Professor of African and African American Studies and History and has an advisory team composed of scholars from The Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition at Yale University, as well as Emory University and College of William and Mary. Together, they have developed a non-intrusive website where the public may
submit information on the whereabouts of slave burial grounds in any state. The team believes that not only will the project serve to historically document many of these sites for the first time, it will also properly memorialize and dignify the enslaved – a right they were denied in life.

Michael Blakey, who serves on the advisory team and is currently National Endowment for the Humanities Professor of Anthropology and Director of the Institute for Historical Biology, College of William and Mary states: “People need to memorialize their dead; it’s a species characteristic, and as humans we all need do it and feel it is inhumane when we don’t. It marks a peoples place in the world. Burial grounds and cemeteries are monuments that remind us of the history, identity and place of enslaved African Americans.” Blakey also formally served as Scientific Director and Principal Investigator of the New York African Burial Ground Project in lower Manhattan – which uncovered the remains of more than 400 enslaved Africans.

The project will have various stages but its launch will focus on the singular goal of collecting information on the locations of burial grounds around the country. Therefore, there are planned efforts by Fordham University and others to reach out through historical journals, magazines, churches, and volunteer organizations in order to inform the public about the project. A submitted burial ground is a gravesite that includes one or more burials of persons who died enslaved or were born enslaved and died after emancipation. Although, most slave burial grounds in the United States are unmarked or abandoned, any submission is welcomed regardless of its state (marked or unmarked). The submission website is scheduled to launch during the month of January 2013 to coincide with the 150th anniversary of the Emancipation Proclamation.

The project team includes:

**Directors**
- **Sandra A. Arnold**
  Senior Secretary, AAAS
  Fordham University
- **Irma Watkins-Owens**
  Associate Professor of African and African American Studies and History, Fordham University

**Advisors**
- **Thomas Thurston**
  Education Director
  The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
- **Michael Blakey**
  National Endowment for the Humanities, Professor of Anthropology
  Director of the Institute for Historical Biology, College of William and Mary
- **David Eltis**
  Robert W. Woodruff, Professor of History
  Co-Editor of the Transatlantic Slave Trade Database, Emory University
- **Lynn Rainville**
  Research Professor in the Humanities, Sweet Briar College

For more information on the project please contact: slaveburial@fordham.edu

---

**Spotlight on 2011-2012 Activities**

**The First Annual Student-led Conference, October 29, 2011**

The conference held on October 29, 2011, focused on selected themes in African and African American Studies. The conference provided approximately seven students with the opportunity to present their work. It brought together students, faculty and members of the public. Students presented papers on topics focused on the misrepresentations of African history and culture, the economic and political legacies of colonialism, and the experiment of socialism in Africa. Kevin Todd presented his research findings on Ujamma at the Student Research Fair. One student from this conference will apply for a Fulbright Fellowship to continue her research on the Caribbean. The conference is designed to meet several of our departmental goals: to encourage undergraduate research and publication in African and African American Studies, and to foster research partnerships between faculty and students.

**Future Professors Program Revived with Lecture by Professor Alondra Nelson**

*By Dr. Mark Naison*

On November 1, 2011, the Department of African and African American Studies revived one of its most successful initiatives—the Future Professors Program—with a lecture by Columbia Professor Alondra Nelson before an appreciative audience of Fordham students, faculty and alumni. The Future Professors Program was started in the late 1990’s with a grant from the New York State legislature and lasted through 2001, when the funds ran out. Its goal was to bring prominent scholars of race in the United States to Fordham for an informal dinner, followed by a formal talk, where they
could meet our students and discuss how they decided to become researchers and teachers as well as make a presentation on their latest book. The choice of Dr. Alondra Nelson, author of the well respected new work Body and Soul: The Black Panther Party and the Struggle Against Medical Discrimination was fortuitous not only because her research was so important, but because her path to academia was long and circuitous. Our students were fascinated as Professor Nelson described how it took her eight years to complete college and was completely surprised when a professor suggested she go on to get a doctorate. Her discussion of her personal experiences provoked intense discussion, as did her discussion of the little known, but ground breaking medical programs created by the Black Panther Party. There were several students at the event decided to apply to doctoral programs because of Dr. Nelson’s presentations, and others who considered this seriously for the first time in their lives.

MALCOLM X SYMPOSIUM: BLACK HISTORY MONTH EVENT, FEBRUARY 21

By Dr. Irma Watkins-Owens

Inspired by the publication of the late Manning Marable’s controversial biography of Malcolm X, (A Life of Reinvention, and Viking 2011) the Department of African American Studies applied for and received funding to sponsor a symposium, Malcolm X: Life, Legend, Legacy held on February 21, 2012. The goal of the symposium was to address the tension between the work of historical biography and the symbolic meaning of an iconic figure such as Malcolm X. Three panelists were invited for the unique contributions they could make to the topic. Zaheer Ali, worked as a senior researcher on the Malcolm X project with Manning Marable for over ten years. His topic was: “Mapping Malcolm X’s World: Manning Marable’s Legacy as Historian.” He spoke about the research process, substantiating evidence and reconstructing the public and private life of Malcolm X. Lisa Gill, a recent Ph.D. and Fulbright scholar, who completed her dissertation at the University of Maryland on the image transformation of Malcolm X 1965-1999, spoke on: “Life after Death: The Construction and Uses of the Images of Malcolm X.” Using slides and audio, she explored images reflected in media and pop culture as well as X iconography designed in hats and T-shirts plus the production of masculinity in rap music. Most significantly she discussed the various ways politics could be read through the production of the Malcolm X postage stamp in the U.S, but internationally as well. The third panelist, activist and journalist, Herb Boyd, and co-author of By Any Means Necessary: Malcolm X Real Not Reinvented provided personal recollections of Malcolm X and a critique of Marable’s research. Mark Chapman, who has taught the popular course, “Martin and Malcolm” at Fordham for nearly two decades moderated the panel. A very lively discussion followed the presentations in which panelists and the moderator engaged with each other and the audience.

Approximately 65 students, faculty and community members attended. There was student representation from Columbia University and City College. Fordham co-sponsors included Women’s, American, Latin American and Latino and International Studies as well as the Political Science Department. Representatives from these programs were in attendance.

PATRICIA SULLIVAN LECTURE, APRIL 26, 2012

By Dr. Bentley Anderson, S.J.

Patricia Sullivan, Professor of History at the University of South Carolina is the author of Lift Every Voice and Sing: The NAACP and the Making of the Civil Rights Movement, published by The New Press on the centennial of the founding of the NAACP in 2009. Dr. Sullivan spoke on “Brown is a Black Cultural Product, Robert L. Carter, the NAACP and the Campaign for Educational Equality.” In her presentation, Dr. Sullivan focused on the life and times of Carter, legal counsel for the National Association for the Advancement of Colored People, who documented the inequalities of “separate but equal” mandated by the Plessy decision of 1896, as he and the NAACP strove to overturn this race-based decision. In addition to Robert Carter, Sullivan also focused on the work of Carter’s mentor, Charles Hamilton Houston, the NAACP’s chief legal strategist. To illustrate the nature of the struggle and the inequalities of Jim Crow schools, Sullivan showed silent footage from Houston’s famous film shot on a borrowed camera as he traveled though South Carolina in 1934. The second half of Sullivan’s lecture focused on the persistence of segregated schools in the north as well as the south decades after Brown, and Robert Carter’s relentless efforts to end inequality in education. The talk was followed by a lively and engaging discussion during Q&A.

Approximately 75 students, faculty and members of the community were in attendance. Approximately half of those in attendance were Rose Hill students. Community members included Judge John Carter, son of Robert L. Carter; faculty from neighboring John Jay College; historian Kimberly Phillips, Dean of Arts and Science at Brooklyn College; members of the NY branches of the NAACP and other prominent members of the community such as long time activist, Dorothy Burnham. Also in attendance were Lewis M. Steel, former NAACP legal Defense Fund lawyer, and his wife, Kitty Muldoon Steel, a Fordham graduate (PhD Graduate School of Social Service, class of 1996).
Forthcoming Events for 2012-2013

43rd Anniversary Celebration of the Department of African and African American Studies at Fordham, October 6, 2012

The Department, founded in 1969, is marking its forty-third anniversary in 2012-2013. The Department will host a one-day symposium on October 6, 2012 to celebrate the anniversary. The anniversary celebration will be based on the theme “Looking back while moving forward.” The first session of the symposium will involve some of the department’s former chairs, faculty and students discussing the history of the department. In the second session nationally prominent African and African American scholars will be invited to campus to discuss the current and future state of African and African American Studies departments across the nation, including ours. The third session will highlight the work being done by scholars in the Department. In making this symposium a success, the department will create links and work closely with Interdisciplinary Programs such as American, Literary, Women’s and Urban Studies as well as Fordham College of Professional and Continuing Studies.

2nd Annual Student Led Conference, October 20, 2012

The second annual conference will be held in October 20, 2012. The theme of the conference will be “Major Debates on African Studies.” It will focus on major debates that have shaped the study of Africa in the post-colonial African academy. Topics will include history and state formation; nationalism and the anti-colonial struggle; underdevelopment and globalization; and citizenship and political violence. Our objectives are to (1) bring together student, faculty, and alumni from diverse fields to discuss the major debates on African Studies and to (2) foster a mentor–mentee relationship that will last throughout the student’s tenure at Fordham and to (3) encourage students in the department to write final papers that can be selected for presentation at student-led conference.

10th Anniversary Celebration & Conference of the Bronx African American History Project’s (BAAHP), April 6, 2013

The Bronx African American History Project (BAAHP) of Fordham University will celebrate its 10th anniversary on Saturday, April 6, 2013. The goal of the BAAHP is to recover and document previously untold histories of more than 500,000 residents of African descents in the Bronx with roots in the US South, West Indies and Africa. Key research areas of the BAAHP include Bronx Jazz History, roots of Bronx Hip-Hop, Caribbean, and African Immigration to the Bronx. The event will showcase the accomplishments of BAAHP’s past ten years, highlighting scholarship based on BAAHP’s database, and the diverse music traditions of the Bronx. The event will further provide a forum for exchange of ideas among religious leaders, community activists, educators, and local government officials, as well as Bronx residents, college students and Fordham Community. This event is free and open to the public.

For more information please contact:

Dr. Mark Naison at naison@fordham.edu
Dr. Oneka LaBennett at labennett@fordham.edu
Dr. Jane Kani Edward at edward@fordham.edu

Faculty Contributions to Student Research

by Dr. Oneka LaBennett

In spring 2012, Dr. LaBennett’s AFAM 4802 Community Research Methods: Oral History, a service-learning course, placed ten Fordham undergraduates in volunteer positions at the following Bronx organizations: WHEDco, Rebel Diaz Arts Collective, and St. Stephen's Church. With help from Fordham’s Dorothy Day Center for Service and Justice, these students collaborated with community partners, worked as volunteers, and recorded oral histories. One of the enrolled students, Lauren Sepanski, said, “The service-learning component not only gave us a chance to practice our newly learned research skills but was also a way for us students to be part of the Bronx community in a positive way.” Another student, Renee White said, “It was academically liberating to develop a perspective based on grassroots, first hand experience rather than just reading it in a book.” African and African American Studies minor, Anthony Trabucco Jr. summed up the experience saying, “The class gave me the opportunity to work with community members and develop a narrative you can’t find sitting in the library.” The students’ oral histories informed final research papers and will become part of the Bronx African American History Project (BAAHP) database.

Faculty Student Research Collaboration

Recent Faculty Publications

**Oneka LaBennett, She’s Mad Real: Popular Culture and West Indian Girls in Brooklyn, New York, NYU Press, 2011.**

In She’s Mad Real, Oneka LaBennett draws on over a decade of researching teenage West Indian girls in the Flatbush and Crown Heights sections of Brooklyn to argue that Black youth are in fact strategic consumers of popular culture and through this consumption they assert far more agency in defining race, ethnicity, and gender than academic and popular discourses tend to acknowledge. Importantly, LaBennett also studies West Indian girls’ consumer and leisure culture within public spaces in order to analyze how teens like China are marginalized and policed as they attempt to carve out places for themselves within New York’s contested terrains.


Since its political independence in 1956, Sudan has witnessed the rise of armed ethnic and regional protest movements that have resulted in great human suffering and the largest number of refugees and displaced peoples in Africa. These protest movements have challenged the legitimacy of the independent Sudanese state, led by Arabized and Islamized elites at the pinnacle of power, to extend and define citizenship rights and responsibilities. In Darfur, Southern Kordofan, and Blue Nile, these movements are not only currently demanding equal citizenship rights, but they are also demanding recognition of special rights including claims to land, autonomous government, and the maintenance of ethno-national identities. They are thus opening up a debate about what citizenship entails, particularly in a multicultural context; how the current state reconciles competing claims of citizenship; and what kinds of viable institutional mechanisms are required for an effective relationship between the state, its citizens, and local power structures.

**Fall/Spring 2012–2013 Course Listings**

This is a brief listing of our course offerings for 2012–2013. To view the complete listing and descriptions, please visit our website at www.fordham.edu/aaas.

**FALL 2012**

AFAM 1100 R01 African American HIST I
AFAM 1600 L01 Understanding Hist. Change: Africa
AFAM 1600 R01 Understanding Hist. Change: Africa
AFAM 1650 L01 Black Popular Culture
AFAM 2100 L01 African American HIST II
AFAM 3037 R01 Being and Becoming Black
AFAM 3112 R01 The Sixties
AFAM 3132 R01 Black Prison Experience
AFAM 3141 R01 Women in Africa
AFAM 3146 R01 Contemporary African Immigrations to the U.S.
AFAM 3667 L01 Caribbean Literature
AFAM 4000 R01 Affirmative Action: American Dream
ENGL-3421-L01 Spectacular Black Anatomies
AFAM 3637 LC1 Black Feminism

AFAM 4650 LC1 Social Welfare and Society
AFAM 3136 E01 Civil Rights/Black Power

**SPRING 2013**

AFAM 1600 R01 Understanding Hist. Change: Africa
AFAM 2100 R01 African American Hist. II
AFAM 1600 L01 African American Women
AFAM 3115 R01 ML King & Malcolm X
AFAM 3120 L01 Black Religion & Politics
AFAM 3669 L01 Racing the City
AFAM 3684 R01 Food and Globalization
AFAM 3693 L01 Contemporary African Literatures
AFAM 3695 L01 Major Debates in African Studies
AFAM 4192 R01 Race & Religion Trans-Atlantic
AFAM 4650 L01 Social Welfare & Society
AFAM 4890 R01 Research Seminar
Department of African and African American Studies

Department Office, Rose Hill Campus
Nelsy Rivera, Senior Secretary
441 E. Fordham Road
Dealy Hall – Room 641
Bronx, NY 10458
Phone: (718) 817-3745
FAX: (718) 817-3385

Department Office, Lincoln Center Campus
Sandra Arnold, Senior Secretary
113 West 60th Street
Lowenstein Building – Room 414F
New York, NY 10023
Phone: (212) 636-6360
FAX: (212) 636-7253

Email: aaas@fordham.edu