

The College of William & Mary

Proposal for a Concentration in African Studies

Submitted by

Concentration Faculty Advising Committee (CFAC) for African Studies

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Proposal for a Concentration in African Studies

This proposal was developed by the Concentration Faculty Advising Committee for African Studies. It was approved by the International Studies Committee in the Fall of 1996, and by the Educational Policy Committee in the Fall of 1997. The Proposal provides the rationale for establishing a Concentration in African Studies (CAS), outlines the objectives and course content for the proposed concentration, and describes the faculty and library resources available at the College to support African Studies. We welcome any comments and suggestions.

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## I. Introduction

The International Studies program at William and Mary currently offers two sets of degree programs: International Relations and Area Studies. The latter consists of East Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, and Russian Studies. The Africanist faculty at William and Mary have from time to time considered the feasibility and the desirability of establishing African Studies as a full-fledged concentration. Toward this end, they have done their best to nurture the program until such time that faculty size, academic resources and student interest create favorable conditions for an upgrade. These efforts included building up library holdings of books, journals, manuscripts, and audio-visual materials with the help of special allocations; lobbying the administration and departments to retain existing Africanist faculty positions, and making the case for additional ones; and sponsoring symposia and several highly acclaimed cultural festivals with internal and external funding.

We believe that the time is ripe for establishing a Concentration in African Studies (hereafter referred to as CAS) as the sixth area-studies concentration in International Studies. There are over 25 courses and seminars listed in the College Catalog that deal primarily or significantly with African topics. These courses are taught by 16 faculty members spread over 8 departments or programs. Adequate library resources for the major are already in place, and the recently-established Middle Eastern Studies and Black Studies concentrations confer natural linkages with African Studies.

## II. The Case for the Concentration

African Studies has a well-established presence in U.S. universities. A number of universities boast "national resource centers" in African Studies which offer graduate and undergraduate degree programs (Boston, Columbia, Howard, Indiana--Bloomington, Illinois-Urbana, Michigan State, Northwestern, Ohio State, Stanford, UC-Berkeley, UCLA, Florida-Gainesville, Wisconsin-Madison and Yale). Many others offer interdisciplinary undergraduate programs (e.g., HBCUs such as Central State, Lincoln, Tuskegee; Kansas, U. Penn, Bryn Mawr/Haverford/Swarthmore, Richmond, Dartmouth, Duke, Emory, U. Michigan, St. Lawrence, Iowa, Washington--St. Louis, etc.). The 40-year-old African Studies Association has a membership of 3,200 scholars (Guyer, 1996).

Support for African Studies in U.S. and European universities rests on several considerations. Most emphasize the contributions of research and teaching on Africa to the disciplines "not only by adding knowledge but also by transforming our understanding" (Bates, et al, 1993):

In the social sciences, the intellectual core of modern Anthropology was shaped by challenges raised in African research primarily by the methodological innovations of Malinowski; work in and on Africa by distinguished economists (Stiglitz, Tobin, Diamond, Deaton, Collier, Robinson, Deane, Baldwin, Todaro, etc.) have introduced several new perspectives to the discipline--open-economy macroeconomics, segmentation of labor and capital markets, and internal decision-making by households; the field of political development (pioneered by J. Coleman) has roots in Africa with novel contributions in the politics of modernization, ethnic/ racial conflict as well as mutual adaptation, rational choice models of political economy, dependency theory, and soft-state theory.

In the humanities, African Studies has offered challenges to the tradition of "universal history" and its diffusionist conception of history as a progressive process by which the West brought other societies into a single-world history. Issues of local history and inter-civilizational conflict have received more attention as a result of this critique. Investigations of inferential reasoning in African thought systems continue to pose challenges to the familiar contrast between scientific and religious reasoning in Philosophy. Finally, studies of oral traditions in Africa have underscored the significance of "orature" in the production and transmission of knowledge even in highly literate societies.

In addition to the intellectual case of fruitful encounters between Africa and the disciplines, a number of other arguments are advanced in support of the study of Africa (Alden, et al., 1994). These include the need for the academy to internationalize not only to compete globally but also to promote the capacity for human understanding and moral conduct. Furthermore, the demand of the African diaspora to see their heritage and experience reflected in the university curriculum adds to the compelling case for inclusion. A continent of over 600 million people and some 50 states is hard to ignore in a university curriculum that aspires to universal truths and the widest global canvass possible.

## 2.1. Motivation

A careful review of African Studies programs suggests that success depends largely on program designs that reflect the resources and interests of each institution. This proposal is, therefore, motivated by the following considerations with respect to William and Mary:

1. The African Studies minor has been in the College catalog for over a decade now. African Studies is probably the first program in international area studies to go through a phased metamorphosis from a minor to a concentration. We do have a very good idea concerning what works and what does not.
2. A handful of students have graduated with a Minor in African Studies or with an Africa sub-field under International Relations. Although this is not always a good signal of how students would respond to an expanded offering of courses and a

well-designed concentration, we expect CAS to be attractive to a small number of dedicated concentrators. Double concentrations will also be encouraged.

During 1989-96, some 2,100 enrollments (not necessarily students) were registered in one or more key African Studies courses (see Appendix B). The student organization, African Cultural Society, has been active for a number of years. And, if the enormous popularity of the three Africa festivals we organized in the past is a good indication, the larger community (including the school system) has a keen interest in Africa and appreciate the outreach activities by the College.

3. The number of Africanist faculty at the College now stands at sixteen. This breaks down into a core of 6 in tenured or tenure-eligible positions (Abdalla, Abegaz, Ndegwa, Nichols, Weiss and Williams) who are directly involved in teaching about Africa and 10 more who occasionally teach on Africa or have the expertise and interest to do so (Dashti, Fritts, P. Morgan, R. Price, S. Price, Rhyne, Rodgers, Selassie, Voigt, and Welbeck). In addition, the following faculty members teach courses that include African topics (Bongie, Pinson, Rasmussen, and Reed).

The core African Studies faculty are actively engaged in research on Africa. In the past three years, the core faculty have published several articles, four books and two edited volumes. Some sit on the editorial boards of academic journals or serve as officers in professional associations. Further detail about faculty background and teaching interests is provided in section V.

4. Swem's holdings of books and journals on Africa are generally good. When Swem Library is compared with libraries within its own size class, its book collection in the Library of Congress class DT (African History) is 30% above the group average. While comparable electronic assessment data are not available for other categories, a quick search using LION turned up some 5000 entries on Africa in 1995. A Boolean search (i.e., Africa and subject), which may grossly underestimate holdings because of exact word-matching, suggests the following distribution: Anthropology (102 items), Sociology (45), Economics (70), Literature (213), History (1210), Politics (811), and Travel (287). Furthermore, Swem Library currently receives 22 African Studies journals (see Appendix D).

Materials related to specific course offerings are especially strong since new faculty have over the years taken the initiative of asking for and obtaining special funding to meet their instructional needs. Our collections of slides, video cassettes, and films are actually impressive for an institution of this size. Furthermore, some of the largest museums of African art in the U.S. are located nearby: Hampton University Museum, Virginia Museum of Fine Arts, and the Museum of African Art at the Smithsonian Institution.

## 2.2. The Case in a Nutshell

The case for establishing a concentration in African Studies at William and Mary is, therefore, not hard to make. It meets the tests of faculty support, student interest, program quality, linkage with other programs, and cost.

(1) The concentration has strong support from the faculty. A high quality program sends important signals concerning the College's commitment to a broadly-based curriculum. The establishment of CAS has numerous potential benefits to the faculty: it facilitates the institutionalization of an interdepartmental community of scholars for sharing ideas and for mentoring younger faculty; it makes it easier to obtain external funding for research and for sponsoring visitors; and it helps departments evaluate the contributions of faculty to college-wide curricular and extra-curricular undertakings. Furthermore, the key departments and centers (Anthropology, History, Government, Modern Languages, Religion, Reves Center, and Charles Center) have shown a willingness to maintain existing course offerings and to expand them modestly with existing resources. The Africanist faculty has developed three EPC-approved new courses in the 1997-98 academic year alone in support of the proposed concentration.

(2) The concentration also finds strong support from students. Course enrollments suggest strong interest in Africa-related courses--a phenomenon also observed in other universities (Guyer, 1996; Alden, et. al., 1994). While we do not expect more than a handful of concentrators in African Studies, the establishment of the concentration will ensure the availability of a wide variety of courses and related activities (lectures, study abroad, films, festivals, etc.) which will benefit non-concentrators as well. The non-western-traditions component of the new A & S curriculum will also benefit from an expanded and rationalized African Studies program.

(3) The quality of the program proposed here embodies the best ideas concerning the design of interdisciplinary programs as well as the "best suits" of William and Mary. Unlike most area-studies programs, it requires a core course (Appendix E) at the beginning and a capstone seminar/research paper at the end of the program which is intended to help concentrators integrate more coherently the disparate courses they take. The course menu is balanced across key disciplines and yet remains flexible. It also differs from other area-studies programs in that it is anchored in the social sciences rather than in languages and literatures.

The proposed African Studies concentration compares quite favorably with the established area studies programs in the range of its offerings when the course counts are properly "standardized" (see Appendix C). Since half or more of the courses in European Studies, Russian Studies and East Asian Studies are language/literature courses, a better standard for comparison would be the sum of core courses and seminars in the subject areas of the concentration. By this measure, the top three concentrations are European Studies (29), East Asian Studies (25) and African Studies (19).

(4) The College has sufficient faculty, library resources, and course offerings to support a strong concentration. We do not anticipate a more than marginal increase in resource demand: periodic needs for money for replacement faculty to cover a key course should a

key faculty go on an extended leave, seed money to start a study abroad program, and funds to fill any gaps in library holdings as new courses are developed. III. The Concentration in African Studies

### 3.1. Philosophy

The CAS offers students a unique opportunity for an in-depth interdisciplinary study of

African history, culture, literature, economics and politics. In so doing, it aims to prepare graduates for advanced study in various fields, and for careers with international organizations or African institutions.

### 3.2. Requirements

The concentration in African Studies requires 33 credit hours from the following courses and

seminars. A menu style listing of these requirements is also included as Appendix A.

(i) core courses (6): A total of 18-19 credits consisting of these courses:

INTL 390 (core): Introduction to Africa and African Studies  
Anth 335: Peoples and Cultures of Africa  
Gov 337: Politics in Africa  
Hist 308: Africa since 1800 A.D.  
Rel 300: Islam, Faith, and Institutions  
INTL 480/494-95 (capstone): Independent Study/Honors Thesis

(ii) Electives (22): The remaining 14-15 credits may be chosen from the following list, no

more than half of which should be in a single department:

#### A. Courses ( 12)

Arabic 309\*: Survey of Arabic Literature in Translation  
Arabic 310\*: Topics in Modern Arabic Literature in

Translation

Anth 320: Rise and Fall of Civilizations  
Anth 334: African Cultural Economies  
Anth 336: African Ritual and Religious Practice  
Econ 383: Survey of Development Economics  
Fren 385 (or 386): African Literature in French (or in

translation)

Gov 491: Political Development  
Hist 405C: Disease, Medicine, and Society in Africa  
Hist 307: Africa to 1800 A.D.  
Hist 406: Ethnicity and State in the Context of Africa  
Rel 368: Islam in North Africa

B. Seminars and Colloquia: (10 \*=African topics are an important part)

Anth 417\*: Special Topics in Anthropology  
Econ 300\*: Topics in Economics  
Fren 151\*: African Legends, French History

Fren 450\*: Senior Seminar in Francophone African Literature  
Hist 407C: Gender and Change in Modern Africa  
Hist 490C\*: Topics in History  
Honors 203\*: Non-Western Cultural and Intellectual Traditions  
(Africa)  
Intl 390\*: Topics in International Studies (other than core  
course)  
LCS 401\*: African Cinema  
Music 241\*: Worlds of Music  
Rel 490\*: Seminar in Study of Religion

#### C. Cognate Courses (8)

Some courses/seminars related to the African diaspora in  
African American Studies, Literary  
and Cultural Studies, Middle Eastern Studies and Latin  
American Studies may be used as  
electives when Africa-related issues constitute an important  
part of the course. Cognate courses  
are subject to approval by the African Studies and  
International Studies committees. These  
include:

Interdisc 201\*: Introduction to Black Studies  
Anth 361\*: Globalization, Democratization, and  
Neocolonialisms  
Anth 429/Hist 489\*: Exploring the Afro-American Past  
Anth 432\*: Maroon Societies  
Anth 482\*: Arts of the African Diaspora  
Govt 312\*: Politics of Developing Countries  
Govt 383\*: World Regional Geography II  
Soc 354\*: Social Development of the Third World

#### D. Freshman Seminars (4)

Anth 150: Gender and Power in Africa  
Anth 150\*: Afro-Americans of the S. American Rain Forest  
Govt 150: South African Politics  
Govt 150: Film and Politics in Africa

CAS does not have language requirements over and above those of  
International Studies.

Concentrators are, however, strongly advised to take up one or more languages with  
special relevance to Africa. The languages currently offered at the College include  
Arabic, French, and Portuguese. A second concentration is often advisable, and easy to  
fulfill, because of the interdisciplinary flexibility of the concentration.

### IV. The Minor in African Studies

The Minor in African Studies is designed to introduce students to the history, culture, and  
political economy of Africa. The program emphasizes an interdisciplinary approach to  
the study of unity and diversity among major African cultural and intellectual traditions.

Requirements include a minimum of 18 credit hours distributed as follows: Anthropology 335; Government 337; History 308 and any three courses listed in section III above. Courses in Arabic, French and Portuguese are highly recommended.

## V. The African Studies Faculty

Included here is basic information on faculty educational background, courses taught in the past in the area of African Studies, and Africa interest and future plans for new courses or seminars in support of the new concentration.

### 5.1. Core Faculty (6)

Ismail H. Abdalla, Associate Professor of History. Ph. D., University of Wisconsin, Madison. Africa interest: Medieval history, medicine, women issues, environment.

Course taught: Hist 307-308, 405C, 406-407C, 490C; and Honors 203 (Africa).  
Berhanu Abegaz, Associate Professor of Economics. Ph. D., University of Pennsylvania. Africa interest: development economics, African economies.

Courses taught: Honors 203 (Africa); Econ. 383.

Interest in new courses: African economies.

Steven N. Ndegwa, Assistant Professor of Government. Ph. D., Indiana University.

Africa interest: politics in Africa, civil society, modernization.

Course taught: Govt 337, 491, 150W (S. Africa; Film and Politics in Africa)

Interest in new courses: Democracy and Development in Africa; African Political Thought.

Eliza Nichols, Instructor in Modern Languages & Literatures. M.A., M.Phil., Yale University. Africa interest: African literature, cinema and culture

Courses taught: French 385-386, LCS 401.

Brad L. Weiss, Assistant Professor of Anthropology. Ph. D., University of Chicago.

Africa interest: African therapy, social organizations and heritage.

Courses taught: Anth 334, 335, 336

John A. Williams, William R Kenan Professor of Humanities. Ph. D., Princeton University.

Primary interest: Islam in Africa, religion and politics in North Africa.

Courses taught: Rel 300, 368.

### 5.2. Associate Faculty (10)

Abdollah Dashti, Assistant Professor Anthropology, Ph.D., University of Michigan.

African Interest: Neocolonialism

Course taught: Anth. 361; other courses under review with EPC.

Amb (ret) Robert E. Fritts, Senior Fellow in Public Policy, Thomas Jefferson Program in Public Policy, B.A., University of Michigan.

Africa interest: African politics, US-Africa relations.

Courses taught: Govt 327, 337; Washington Program

Philip Morgan, Professor of History, Ph.D., University of London.



Africa interest: African slave trade  
 Richard Price, Dittman Professor of American Studies, Anthropology and History, Ph.D., Harvard University.  
 Africa interest: African diaspora.  
 Courses taught: Anth. 432, Anth 429/Hist 489.  
 Sally Price, Dittman Professor of Anthropology and American Studies, Ph.D., Stanford University.  
 Africa interest: African diaspora.  
 Courses taught: Anth 150, Anth 482.  
 Edwin H. Rhyne, Professor of Sociology, Ph. D., University of North Carolina at Chapel Hill.  
 Africa interest: Sociology of modernization in Africa.  
 Courses taught: Honors 203 (Africa); Soc. 354.

William M. Rodgers, III, Assistant Professor of Economics, Ph.D., Harvard University .  
 Africa interest: African economic development. Alemante G. Selassie, Associate Professor of Law. J. D., University of Wisconsin.

Africa interest: law and development in Africa. Mary M. Voigt, Associate Professor of Anthropology, Ph.D., University of Pennsylvania.

Africa interest: comparative civilizations (Egypt, W. Africa)  
 Courses taught: Anth. 320.  
 Paa Bekoe Welbeck Associate Vice-Provost for Information and Technology. Ph. D.  
 Michigan State University.  
 Africa interest: Intercultural communication; technology and international education.

5.3. CFAC for African Studies  
 The Concentration Faculty Advisory Committee for African Studies, as a sub-committee of

the International Studies Committee, is in its second year of operation. It currently has an annual budget of \$1,000 to promote the existing African Studies Minor, and to develop an African Studies concentration. This Proposal is its first major undertaking. The current division of labor among the core faculty is as follows:

1. Ismail H. Abdalla: Coordinator, Advising
2. Berhanu Abegaz: Chair, 1996-98; Curriculum Development, Advising
3. Steven Ndegwa: Study Abroad Initiatives, Advising
4. Eliza Nichols: Library Resources, Advising
5. Brad Weiss: Outside Funding, Outside Speakers, Advising
6. John Williams: Advising

## VI. Opportunities for Concentrators and Faculty

4.1. Study Abroad  
 With the establishment of a concentration, we anticipate several opportunities to open up for

students. A number of the faculty have been exploring informally the possibility of establishing study abroad programs in Africa. Attractive prospects include the American University in Cairo, University of Nairobi in Kenya, University of Dakar in Senegal, and University of Zimbabwe, University of Botswana, University of Namibia, and several universities in South Africa.

In the meantime, our students can participate in several existing programs in Kenya (Kalamazoo College and St. Lawrence University), Niger (Boston University), Nigeria (Pennsylvania and Iowa), Senegal (Wisconsin-Madison), and Zimbabwe (Richmond). We have initiated communication with the director of the Richmond's program about cooperation.

#### 4.2. Research and Teaching

We also foresee a number of opportunities for external funding of research, faculty exchanges,

and curricular development. A number of external sponsors of research on Africa (e.g., the Social Science Research Council, and the Rockefeller Foundation) look favorably upon collaborative research with colleagues from African universities. Fulbright funds faculty and student visits and research.

The U.S. Government, through the Title VI and related programs, supports the development of African Studies programs and innovative courses. A number of small and medium-size colleges/universities have obtained such grants, including the University of Richmond. The work we have already done on Honors 203 and the proposed core course is quite innovative. We would like to add courses in African literature, African art and African music to our curricular offering.

In addition, there are a large number of Africanists in the Hampton Roads and Richmond areas for building a regional consortium in the future. Colleagues from ODU and VCU have in the past participate in seminars in African Studies as part of a Ford Foundation grant to the College. The commitment shown by the College in establishing a concentration is almost always a precondition for external sponsors to take our applications more seriously.

### VII. Possible Impact on Other Programs

We recognize that the addition of a new concentration to the College's area studies programs concerns a firm commitment on the part of both the Africanist faculty and the College to consolidate and rationalize the deployment of existing resources. The Ten-Year Plan of the Reves Center for International Studies (approved by the ISC in the Spring of 1994) correctly notes that "faculty positions comprise the important single factor in the development of international studies at William and Mary." With respect to future appointments in the area of African Studies, the Plan recommends the following: (1) a tenure-eligible position in International Relations in one of the world regions

represented in the IS program, including Africa; and (2) a new tenure-eligible position in African Studies in the final years of the Plan.

While we cannot honestly suggest that a new concentration will not compete for some resources with existing ones at least in the short-run, we do believe that the resources needed to fill any remaining gaps are quite modest. In due course, the program will be able to attract external funding to more than justify the modest investments in its fledgling years.

The potential for enriching existing programs (such as Middle Eastern Studies, Black Studies, Literary and Cultural Studies) would be great as the multitude of synergies are exploited with the lead taken by an energized Africanist faculty, and students attracted by a well-crafted program. It is a mark of maturity for our international studies program that it is able to cover all major world regions with sufficient depth in its degree programs.

#### VIII. References

Alden, Patricia, et al. (eds), *African Studies and the Undergraduate Curriculum* (Boulder: Lynn

Reinner, 1994).

Bates, Robert, et al. (eds), *Africa and the Disciplines: The Contribution of Research in Africa to*

*the Social Sciences and Humanities* (Chicago: University of Chicago Press, 1993).

Guyer, Jane, *African Studies in the United States: A Perspective* (Atlanta: African Studies

Association Press, 1996).

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#### Appendix A

##### A Menu Style Presentation of Required and Elective Courses

##### for the Concentration in African Studies

A concentration in African Studies requires 33 hours, which must include one course from each of the following numbered lines:

1. INTL 390 (core course): Introduction to Africa and African Studies
2. Anthropology 335: Peoples and Cultures of Africa
3. Government 337: Politics in Africa
4. History 308: Africa since 1800 A.D.
5. Religion 300: Islam, Faith, and Institutions

6. INTL 480/495-96 (Senior Paper/Honors)

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7. Arabic 309\*: Survey of Arabic Literature in Translation

Arabic 310\*: Topics in Arabic Literature in Translation French 385: African Literature in French French 386: African Literature in Translation Honors 203\*: Non-Western Cultural and Intellectual Traditions

8. Economics 383: Survey of Development Economics

Government 491: Politics of Development Anthropology 334: African Cultural Economies Anthropology 361: Globalization, Democratization, and Colonialisms

9. Anthropology 320: Rise and Fall of Civilizations

Anthropology 429\*: Exploring the Afro-American Past History 307: Africa to 1800 A.D. History 405: Disease, Medicine, and Society in Africa History 406: Ethnicity and State in the Context of Africa

10. Anthropology 336: African Ritual and Religious Practice

Anthropology 482: Arts of the African Diaspora Religion 368: Islam in North Africa LCS 401\*: African Cinema French 151: African Legends, French History

11. Seminars:

Economics 300\*: Topics in Economics French 450: Senior Seminar in Francophone African Literature History 407C: Gender and Change in Modern Africa History 490C\*: Topics in History Honors 203\*: Non-western Cultural and Intellectual Traditions INTL 390\*: Topics in International Studies Religion 490\*: Seminar in the Study of Religion Freshman Seminars (African topics--refer to List)

Concentration Writing Requirement: Refer to the CWR requirements in the Catalog under International Studies.

Note:

(\*): when African topics are an important part of the course or seminar.

New courses will be added as they are developed. Courses that do not appear on this list or

substitutions across lines require approval of relevant committees. Note that this listing is not

consistent with college catalog which duplicates listings in higher-numbered lines.

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## Appendix B

### Enrollment Data on Selected Courses in African Studies, 1989-1996

#### Courses

1989

1990

1991

1992

1993

1994

1995

1996

Total

1996

1996

Total

#### Arabic 310

7

7

4

18

#### Anth 320

29

21

35

12

19

116

#### Anth 335

39

55

19

31

29

31

204

[1]

226

Fr 151

12

11

14

37

Fr 385 (386)

11

22 (16)

49

[2]

13

Gov 327

55

57

46

22

180

[3]

182

Gov 337

86

37

78

46

62

23

31

56

419

368

His 307

49

38

27

45

47

48

254

297

His 308

49

30

44

54

50

44

41

312

174

His 405

7

10

8

25

25

His 406

6

7

13

20

His 407

5

4

5

6

20

20

**LCT 401**

25

25

Rel 300

48

58

44

42

76

48

44

54

414

Rel 368

14

5

19

9

Total

287

277

312

243

340

226

206



194  
2105

1473

Source: Office of the Registrar, 1997

[1] This course will be alternated with Anth 334/336 beginning 1997-98. [2] The instructor, on leave, will return in 1998-99. [3] Replaced by Govt. 491.

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## Appendix C

The Structures of Area Studies Concentrations at William & Mary, 1997-98

Concentr-ation

[1]

Core

Course

[2]

General

Survey

[3]

Language:

Literature

[4]

Language:

Grammar,...

[5]

Seminar/

Ind. Stud.

[6]

Core+

Semin.

(2+6)

Grand

Total:

(2 to 6)

## **E. ASIA**

23

1

5

7

2

25  
38

**EUROPE**

25  
7  
30  
0  
4  
29  
66

**L.AMERICA**

12  
13  
6  
0  
2  
14  
33

**MID-EAST**

15  
1  
3  
0  
3  
18  
22

**RUSSIA**

7  
2  
10  
2  
0  
7  
21

**AFRICA**

(proposed)  
13  
9  
2  
0  
6

Source: Based on the Undergraduate Catalog, 1997-98.

1. EXCLUSIONS: Excluding open-ended departmental, honors, and international studies seminars or independent study courses not linked to the area studies program. Also excluded are freshman seminars and literature courses in translation where duplicates in the original language are also listed.
2. DEFINITIONS: [2] Core Courses: courses whose titles suggest a focus on the concentration's primary mission. [3] General or Survey Courses: courses which are either pertinent disciplinary survey courses (e.g., economic development, Christianity, etc.) or deal with a region in a comparative framework with other regions (e.g., great civilizations). [4] Literature Courses: courses whose titles contain the words literature, novel or writers. [5] Language Courses: advanced grammar/reading courses. [6] Seminars/Independent Study: non-freshman seminars or independent-study courses dealing with selected topics or themes in the concentration's geographical focus.
3. CAVEAT: This table is a result of a quick perusal of the catalog. Area studies programs often differ in their approaches. For example, L. American Studies does not list the History 490C series separately while others do. However, it also makes the most liberal use of general survey courses.

## Appendix D

### Africana Journals Currently Received by the Swem Library

Africa Confidential	Africa: J. of the Int. African Institute
Africa Report	Africa Today (on order)
African Affairs	African Studies Association News
African Studies Review	Black Scholar--J. of Black Studies and
Research	

### Bulletin of the School of Issue: A Journal of Opinion

#### Oriental and African Studies

Canadian J. of African Studies International J. of African Historical Studies Journal of African History Journal of Asian and African Studies Journal of Black Studies Journal of Commonwealth Literature Journal of Modern African Studies Kunapipi

Source: Swem Library, 1995.

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## Appendix E

CORE COURSE: INTRODUCTION TO AFRICA AND AFRICAN STUDIES  
(Under construction; one theme per week)

### **PART ONE: AFRICAN CIVILIZATIONS AND SOCIAL STRUCTURES**

Theme 1: African Civilizations--Land and People

Theme 2: Traditional Thought and Cosmology

Theme 3: Individual, Family and Descent Group

PART TWO: AFRICAN AESTHETICS

Theme 4: African Orature or Oral Narrative

Theme 5: African Literature

Theme 6: African Art, Music and Sculpture

Theme 7: Traditional Philosophy: Oral and Written

PART THREE: EARLY AFRICAN RELIGIOUS AND POLITICAL INSTITUTIONS

Theme 8: The Institutions of Ancient Egypt and Ethiopia

Theme 9: The Early States of Western Sudan

Theme 10: Islam and Christianity in Africa

PART FOUR: CONTEMPORARY AFRICAN SYSTEMS OF THOUGHT AND

INSTITUTIONS

Theme 11: The Colonial State

Theme 12: Negritude and Cultural Revival

Theme 13: Pan-Africanism and African Socialism

Theme 14: Post-Colonial Reconstruction of State and Society