



Institute for Research in African-American Studies (IRAAS)

Undergraduate Handbook to the Program in African-American Studies

ACADEMIC YEAR
2015-2016

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TABLE OF CONTENTS

Institute for Research in African-American Studies (IRAAS)

IRAAS Overview

The Undergraduate Program in African-American Studies

- The Major
- The Concentration
- The Thesis
- Honors

Courses

- Regular Courses
- Approved Courses
- Policies Regarding Non-Columbia/Barnard Courses: Transfer/Study Abroad Credits, and Independent Study/Directed Reading
- Approved Columbia/Barnard Courses in the various departments and institutes

Academic Centers

IRAAS Core Faculty and Affiliate Faculty Listing

IRAAS Core Faculty Biographies

IRAAS Administration

OVERVIEW

African-American Studies entails a critical scholarly examination of the collective experiences of people of African descent in the Americas, the Caribbean and Africa. In the United States during the nineteenth and twentieth centuries, black studies is embodied in the black intellectual tradition, the massive body of writings and interpretations of African Americans by and about themselves and their social, cultural, economic and political conditions. Through these centuries, the black intellectual tradition has evolved certain characteristics as a body of thought. It has been “descriptive”, attempting to present a thick description or richly detailed narrative of the substance and realities of black life; it has been “corrective”, seeking to overturn racist stereotypes and misinformation about the black experience; and it has been “prescriptive”, an attempt to link theoretical work with practical endeavors to transform reality in the interests of black people. Since the establishment of the first formal department in African-American Studies at San Francisco State University in the mid-1960s, hundreds of colleges and universities have initiated black studies programs. As of 2000, twenty-five research universities have M.A. degrees in African-American Studies, and five offer Ph.D. degrees in the field.

Columbia University is located near the cultural and political heart of black America, the community of Harlem. At the end of the nineteenth century, blacks living in densely populated urban neighborhoods such as San Juan Hill and the Tenderloin began to relocate to Harlem. Black ownership of residential housing was greatly accelerated with the establishment of the Afro-American Realty Company by Philip A. Payton, Jr. in 1904. By the First World War, tens of thousands of African Americans from the South had begun to arrive in the city, as Harlem quickly became known as the urban black Mecca. In the golden age of the twenties, Harlem became the center of black literary and cultural life, home to outstanding artists, poets and novelists. Harlem was a central site for the rise of black nationalism, first in the twenties with the popular emergence of Marcus Garvey and his Universal Negro Improvement Association, and a generation later with the charismatic leadership of Malcolm X. Harlem has continued to serve as the location for the development of a series of influential African-American political figures, including Congressman Adam Clayton Powell, Jr., Benjamin J. Davis, Jr., Percy Sutton, Congressman Charles Rangel, and David Dinkins, New York City’s first African-American mayor.

For over a century, Columbia University has played a central role in the scholarly interpretation of the black experience. Columbia anthropologist Franz Boas was largely responsible for establishing critical studies that drew distinctions between race and culture. In the 1920s, Boas, Carter G. Woodson, and Elsie Clews Parsons worked together to train students in African-American Studies. Together, they transformed the social sciences and humanities. Zora Neale Hurston, Melville Herskovits, and Otto Klineberg are perhaps the best-known participants of the program, but others like Eugene L. King were integral to the university community and the Harlem Renaissance. In the 1960s, influential black scholars, such as anthropologist Elliot Skinner and political scientist Charles V. Hamilton, came to Columbia and helped to train a new generation of scholars interested in Africa, the Caribbean and black America.

OVERVIEW [cont-]

Envision, Engage, Transform...

“Envisioning the academy as a site of critical engagement for social transformation”

IRAAS is an intellectual community that bridges scholarship, teaching, and public life. We *envision* the project of African American Studies as a multi-disciplinary enterprise. Our faculty employs an array of theoretical approaches and methodological strategies to examine historical and contemporary formations in black culture, politics, and society. The Institute has a rich tradition of scholarship which capitalizes upon our unique location in New York City, especially the dynamic community of Harlem. Currently, IRAAS *engages* in a broad program of research and teaching that attends to the diversity of black experiences in the global Diaspora.

IRAAS understands education to be a necessarily transformative endeavor. To this end, our mission is threefold

To prepare students to become critical thinkers and global citizens;

To facilitate and support innovative research (working groups, collaborative and individual projects, and faculty/student grants);

To disseminate knowledge through academic and public forums including IRAAS “Conversations,” lectures roundtable discussions, conferences, and new media platforms.

The Institute for Research in African-American Studies at Columbia University (IRAAS) was established in July, 1993 by the late Professor Manning Marable with the unique mission of achieving academic excellence and social responsibility in black studies. The Institute is an academic resource center that has built a new intellectual tradition upon the rich legacy of Harlem’s history. Since its inception, the Institute has significantly expanded the array of contemporary scholarship and interpretations of the diasporic black experience. Through its events and special projects, the Institute has emerged as one of the nation’s premier intellectual centers of advanced scholarship devoted to the study of the black experience.

THE UNDERGRADUATE PROGRAM IN AFRICAN-AMERICAN STUDIES

African-American Studies is an interdisciplinary curriculum that examines the experiences of people of African descent in the United States, as well as in sub-Saharan Africa and the Caribbean. At Columbia University, the Institute offers more than sixty courses in ten different academic departments and programs each year. The academic program for undergraduate students in Columbia College includes a **Major** and a **Concentration** in African-American Studies. All undergraduate students are advised by a member of the Undergraduate Education Committee (UndEC), of which the Director of Undergraduate Studies (DUS) is a member. Students should schedule an appointment with an UndEC member to discuss their programs of study. All Majors and Concentrators are responsible for providing their permanent and local mailing addresses, phone numbers and email addresses to Sharon Harris, the Institute's Administrative Assistant (sh2004@columbia.edu).

The Undergraduate Education Committee (UndEC), & the Program Advisor System

Immediately after declaring oneself a Major or Concentrator in African American Studies, the student will be assigned to a **Program Advisor**, who will be an IRAAS faculty member who is also a member of the IRAAS **Undergraduate Education Committee (UndEC)**. At the beginning of each subsequent academic year (in the early Fall), Majors and Concentrators are assigned their Program Advisor for the year. The main functions of the Program Advisor will be to guide students through the process of declaring, designing, and completing a major/concentration course of study; to assist students who elect to study abroad in understanding how they can integrate their intellectual experiences with their academic pursuits at Columbia; and to offer advice on pursuing an advanced degree, research opportunities, internships, career opportunities, fellowships, and other postgraduate options.

The UndEC is headed by the Program's Director of Undergraduate Studies (DUS) and this year (2015-16) is composed of three other Program faculty members:

- Prof. Kevin Fellezs (kf2362@columbia.edu)
- Prof. Natasha Lightfoot (njl2106@columbia.edu)
- Prof. Carla Shedd (cs2613@columbia.edu) *on leave*

Early in each Fall semester, **on or before the second Friday in October**, the Major/Concentrator is responsible for making an appointment with her Program Advisor. The Major/Concentrator should bring to the meeting **two (2) copies** of the appropriate "**Major's Worksheet**" or "**Concentrator's Worksheet**," both of which may be obtained from the IRAAS Administrative Assistant, Sharon Harris (sh2004@columbia.edu), at 758 Schermerhorn Extension. One copy should be filled out *prior to the meeting with the Program Advisor*, and the other should be left blank (in the event that the student would need to make substantial revisions during the meeting. The Program Advisor will then sign the completed form -- also writing relevant comments -- and direct the student to deliver the form to Sharon Harris or to the mailbox of the Director of Undergraduate Study, Prof. Samuel Roberts, whose mailbox also is in 758 Schermerhorn Extension.

The Major (36 points)

A minimum of thirty-six (36) points is required for the completion of the major. The number of points allocated per course is indicated in the Columbia University Bulletin.

Core Requirements

All majors must complete to satisfaction the core required courses. The core requirements are:

- (a) African-American Studies C1001 – “Introduction to African-American Studies”
- (b) African-American Studies C3936 - "Colloquium: Black Intellectuals"
- (c) African-American Studies C3930 - "Topics in the Black Experience”

Governed Electives (three courses)

Students must also take a minimum of three (3) courses in a "**governed electives**" category from at least three different departments, providing an interdisciplinary background in the field of African-American Studies. (Note: you cannot count one of your governed electives within your designated area of study).

- (a) One Governed Elective must be a literature course
- (b) one must be a history course
- (c) one must focus primarily on cultures and societies located in Africa or within the African Diaspora outside of the United States, such as the Caribbean or Latin America.

Designated Area of Study (five courses)

In addition, five (5) courses must be taken within a Designated Area of Study, preferably within a distinct discipline (for example, history, politics, sociology, literature, anthropology, psychology, etc.). Students may also select their five courses within a particular geographical area or region or an interdisciplinary field of study. *One of these five courses must be a seminar.*

The designated area of study may be:

- Any of the departmental disciplines (history, political science; sociology, anthropology, literature, art history; psychology, religion, music, etc.)
- Any of the pertinent area studies (African Studies; Caribbean/Latin American; Gender Studies; etc.)

Please note that the major/concentrator is not allowed to “create” or “make up” a designated area of study without the direct approval of the Director of Undergraduate Studies, and that such approval must be sought before the student has embarked on the course of designated area of study, and that such approval will be granted only in very rare and exceptional cases. For example, there conceivably could be a candidate for inclusion a Designated Area of Study which the student has called “Community Development and Empowerment in the African Diaspora,” which draws from courses in Political Science, Sociology, History, the School for International and Public Affairs (SIPA), etc., but only with DUS permission. Under no circumstances should the major/concentrator hope to take a series of courses only later to “create” a Designated Area of Study around these courses.

The Concentration (24 points)

A minimum of **twenty-four (24)** points is required for the concentration. The minimum requirements of the concentration are described below:

Core Requirements

The single core requirement for the Concentration is African-American Studies C1001 ("Introduction to African-American Studies").

Governed Electives

Within the "governed electives" category, the Concentrator must accumulate a minimum of nine (9) points in course credit. One course must be in the humanities; one course must be in the social sciences, and a third course in the governed electives category must focus primarily on non-U.S. cultures and societies within the African Diaspora or Africa.

Designated Area of Study

Additionally, a minimum of twelve (12) points must be acquired from courses within a Designated Area of Study, such as a specific discipline or a regional area (please note that in the case of a Designated Area of Study being in a regional area, those courses must deal substantially with peoples of the African Diaspora or Africa).

One of the courses taken to fulfill either the governed electives category or the designated area of study must be either African-American Studies C3936 ("Colloquium: Black Intellectuals") or African-American Studies C3930 ("Topics in the Black Experience").

The African-American Studies Thesis

Purpose: Although the Senior Thesis is a prerequisite for consideration for Departmental Honors, all African-American Studies majors are strongly encouraged to consider undertaking thesis work even if they are ineligible or do not wish to be considered for Departmental Honors. The Senior Thesis gives the undergraduate major the opportunity to engage in rigorous, independent, and original research on a specific topic of her choosing, the result of which will be a paper of thirty-five to sixty (35-60) pages in length or some other work which a faculty advisor deems is comparable in effort and merit. In particular, students who are contemplating graduate work of any sort should seriously consider the benefits of thesis research. We strongly recommend that you begin consideration and exploratory reading of a thesis topic during your *junior year*, a strategy which will prove to make the senior year research and writing process much more productive. The UndEC also strongly recommends that, prior to embarking on a thesis, the student purchase and read Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press) and Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, (University of Chicago Press).

Structure: The Senior Thesis must be written under the supervision of at least one faculty member. Should the thesis writer elect to have more than one thesis advisor (either from the outset or added on during the early stages of research), these faculty in the aggregate will comprise the "Thesis Committee," of which one faculty member must be designated Chair. In either case, it is incumbent upon the thesis writer to establish with the Thesis Chair and Committee a reasonable schedule of deadlines for submission of outlines, chapters, bibliographies, drafts, etc. In many cases, the thesis writer may find that the most optimal way in which to complete a thesis is to formally enroll in an Independent Study course (C3997 for Fall or C3998 for Spring) with the thesis advisor or some other member of the Columbia faculty (this option is not mandatory, but is strongly recommended).

All students interested in writing a thesis should submit a "Declaration of Intent to Conduct Thesis Research" form to the Director of Undergraduate Studies (DUS) **on or before the second Friday in October**. In close consultation with his thesis advisor, the student should develop a viable topic, a

schedule of meetings, a bibliography, and a timeline for completion (including a schedule of drafts and outlines).

Deadlines: Students who wish to be considered for Honors should submit their thesis by the **second Monday in April**. Students who do not wish to be considered for Honors should submit on or before **the fourth Monday in April**.

African-American Studies Departmental Honors

From each graduating class the UndEC will select one or more students on whose diploma will be noted that the Major graduated “With Honors.” By College rule, the Program can grant honors to no more than ten percent (10%) of its majors. African-American Studies Majors who fulfill the below requirements are eligible for consideration to graduate “With Honors”:

- (a) All requirements for major must be completed by graduation date
- (b) Minimum grade point average of 3.5 in the major
- (c) Completion of a Senior Thesis, due to the Director of Undergraduate Studies on the **second Monday in April**.

The Ella Baker Award for Outstanding Academic Achievement

Among the pool of majors graduating With Honors, one will be selected by the UndEC to receive the Ella Baker Award for Outstanding Academic Achievement. The award is named for the brilliant activist, organizer, leader and Harlem resident, Ella Baker. Baker served as a field secretary for the NAACP before organizing the Southern Christian Leadership Conference under the leadership of Dr. Martin Luther King. Following her departure from SCLC she helped student activists organize the Student Non-Violent Coordinating Committee. She would serve as an important mentor to these young people throughout the rest of her life. The Ella Baker Prize is awarded annually to an undergraduate who has demonstrated academic excellence, intellectual commitment to the field of African American Studies and who has written a thesis that advances our understanding of the African American experience.

Majors who wish to be considered for the Ella Baker Award should notify the DUS and Administrative Assistant via email, **on or before the second Monday in April** (the same due date for submission of theses which will be considered for honors). Because the award involves consideration of the student’s whole Columbia career, the applicant is encouraged to send a brief statement describing activities which may not be readily apparent from their transcript or thesis.

COURSES

General Guidelines

The following provides general guidelines regarding what may count as part of the African-American Studies Major or Concentration:

- Courses offered by IRAAS automatically are approved for the Major or Concentration.
- “Approved Courses” (see below) taken at Columbia or Barnard count. Please note that you easily may petition to have a course approved, but must do so before completing the course.
- Some graduate courses may count, but approval must be petitioned.
- Only one (1) course counted toward the major or concentration may be taken Pass/Fail. This course cannot be a seminar. No audited courses may count.
- Some courses taken through study abroad programs or transferred from another institution. These will be evaluated according to syllabi and written work for those classes (see below).

The following provides general guidelines regarding what cannot count as part of the African-American Studies Major or Concentration:

- Advanced Placement courses from High School or British A-levels.
- Any course in which you have earned a grade of D or lower
- More than one course taken for a grade of Pass/Fail.
- Courses taken for audit credit.
- No courses already counted in another major or concentration. By College rules, “all students attempting to complete double majors, double concentrations, or a combination of a major and a concentration should keep in mind that they must complete separate sets of **required** and **related** courses for each field. A single course may not be counted twice.”¹

Regular IRAAS Courses

(Course offerings may vary by semester. The designation “MC” indicates courses that may be taken toward fulfillment of the Major Cultures requirement.)

C1001 Introduction to African-American Studies 3 pts - An interdisciplinary overview of the major themes and topics in the African-American experience since the Civil War. (MC)

C3200 African-American and African Thought 3 pts - An analysis of the political thought of selected black theorists (e.g., Edward Blyden, Frantz Fanon, Patricia Hill Collins, Cheikh Anta Diop, Kwame Appiah, and C. L. R. James) (MC)

C3300 African Civilizations in the Americas 3 pts - An introduction to the peoples and cultures of the African Diaspora. Comparative treatment of African culture in the New World and its impact on Western civilization (MC)

C3500 African-American Intellectual History: 20th Century 3 pts. - Examines the classic texts of the African-American intellectual heritage from the 20th century.

C3930 Seminar: Topics In The Black Experience 4 pts - An examination of selected topics that are central to understanding the black world, especially African Americans (e.g., black women in the U.S., African-American leadership, socialism and the black tradition, and race and political philosophy) (MC)

C3936 Black Intellectuals Seminar 4pts - Prerequisite: completion of courses equal to a least 9 points in the field of African-American Studies and the instructor's permission. An examination of the critical ideas and theories by African-American, Caribbean, and African scholars and writers (MC)

C3997–C3998 Independent study 1-4 pts - Prerequisites: completion of AFAS C1001 and courses equal to at least 9 additional points in African-American Studies: and departmental permission.

Other Approved Courses for the African-American Studies Major

Petition for Approval of Non-Approved Courses

In the event that a Major or Concentrator identifies a course which is not listed below but which s/he would like to have included in his/her program of study, the student may petition to have the course accepted. However, the course in question must deal substantially with the peoples of Africa or the African Diaspora. The petition process is simple and straightforward. The student should meet with her Program Advisor or another member of the UndEC, bringing to that meeting a copy of the proposed course syllabus or, lacking a syllabus, a basic statement (emailed or otherwise) of the course's purpose and proposed/tentative reading list. In cases where the course is very apparently germane to the Program Major/Concentration (in some cases, the very title of the courses serves as indication), the Program Advisor may approve the course on the spot, noting this on the student's Major/Concentration Worksheet and sending a notification to the Director of Undergraduate Studies (DUS) so that the DUS may then add the course to the below list of approved courses. Similarly, in cases where the course is very apparently not germane to the Major/Concentration, the Program Advisor should deny the petition on the spot. In cases where the Program Advisor may have doubts, the PA should refer the question to the DUS, who will make the appropriate determination. This process applies also to Majors/Concentrators who enroll in graduate-level courses.

Policies Regarding Non-Columbia/Barnard Courses

Please note that in all cases of the use (transfer) of credits from non-Columbia/Barnard courses, the policies of the College supersede those of the major/concentration. Please consult the *College Bulletin* (<http://www.college.columbia.edu/bulletin/>) for information on all policies.

Transfer Credits and Study Abroad Credits

“Transfer credits” are credits students have earned at an accredited college in the United States. “Study abroad” credits are credits earned at approved programs outside the United States. In both instances, the Program has a single set of procedures and requirements.

On a case-by-case basis, the Program Director of Undergraduate Studies makes the determinations regarding which outside courses may be counted in the major/concentration, and for what amount of credit. *After* the student has returned or transferred to Columbia, he must meet with the DUS to discuss the transfer of credits already earned.

The IRAAS Director of Undergraduate Studies will consider counting toward the major/concentration only those transfer or study-abroad courses taken for a letter grade. Majors may apply a maximum of twelve (12) credits toward the major, no more than six (6) of which may be applied toward the Designated Area of Study. Concentrators may apply a maximum of nine (9) transfer or study-abroad credits toward the concentration, no more than three (3) of which may be applied toward the Designated Area of Study. Transfer or study-abroad credits may not be used to fulfill the Core Requirements. Seminar requirements must be fulfilled at Columbia or Barnard.

Naturally, transfer and study abroad credits first must be approved by the College before they may be considered for application toward the major/concentration, and, by College regulations, credits that do not have College approval cannot be reviewed (on this, please consult the *College Bulletin* (<http://www.college.columbia.edu/bulletin/>)). The student must produce proof (a Columbia transcript)

showing what courses have been accepted by the College and for how much credit. As a consequence, until the student has returned with a transcript and other supporting materials, the DUS can give no guarantee that a particular course will count for any credit at all. And in fact, the student should not at all assume that a course which has been approved by the College necessarily will apply in its entirety of credits to the major/concentration (e.g., and is often the case, upon reviewing the student's earned grade and the course syllabus, the DUS may decide that only one or two credits will apply). Where application is allowed, the DUS will approve one, two, or three credits. In only very rare cases will the DUS allow a course to count for four credits.

Once College approval for outside courses has been obtained, students should bring the material listed below to the DUS. The DUS will review the material and make a determination about credit. Please be sure to provide the following:

- A copy of your Columbia transcript showing that you have received College credit
- A copy of your transcript from the other institution
- A copy of the syllabus for any course you wish to have considered for major/concentration credit.
- A new Major's / Concentrator's Worksheet form including courses transferred.

Tips to make the transfer of credits a smooth operation:

- **Before you go:** Consult the DUS before your departure. This is especially important if you are going abroad during your first term as a AAS major. The DUS may be able to give you a preliminary indication of which courses will be *likely* to count towards your requirements. Please be sure to provide your study-abroad contact information to the Administrative Assistant, Ms. Sharon Harris.
- **While you are abroad:** Email the DUS with any questions or concerns that may arise. Keep copies of syllabi and course-related material, etc.
- **Upon your return:** Schedule a meeting with the DUS as soon as possible.

Independent Study/Directed Reading Independent Study course (C3997 or C3998)

The UndEC encourages Majors and Concentrators to give careful consideration to embarking on a course of Independent Study/Directed Reading. The benefits of this course are several.

Most profitably, a course of Independent Study provides an ideal environment for the completion of thesis work. In this case, the student may enroll in two Independent Study (C3997 or C3998).

In another case, not involving thesis research, a student may find that she has a particular research interest and question which cannot be sufficiently addressed by any of the existing Columbia or Barnard courses. In this case, the student may conduct this research under the supervision of a Columbia or Barnard faculty member or adjunct instructor. Students should be discouraged from embarking upon a course of Independent Study whose subject matter is related to courses already offered at Barnard and Columbia.

Independent Study/Directed Reading Independent Study course (C3997 or C3998) cont.

Lastly, there is the less common but no less beneficial option of the internship-study. Columbia College maintains the policy that students may embark on an internship so long as that it is academically supervised by one of its faculty. The student intern in this case may work for a Columbia/Barnard faculty member. Alternately, the student intern may work within an outside organization while reporting to a non-Columbia mentor/work supervisor, but in this case must be in close and regular communication with a Columbia/Barnard faculty advisor. Unlike other Independent Study cases, in the case of the student internship, the student must have approval from the Director of Undergraduate Studies (DUS). Such approval may be attained by the submission, at least three weeks in advance of the semester, to the DUS of a *minimum two- or three-page (2-3) proposal* stating the purpose and scope of the internship, and concretely describing the final academic work product. Agreement to this arrangement will be indicated on this document by the signatures of all involved parties (student intern, faculty advisor, internship mentor/supervisor, and DUS) before the internship is to begin. *The UndEC strongly advises that the potential student intern begin conversations about the proposed plan with all involved parties well in advance of actually writing the proposal so as to streamline the approval process.*

In any case involving a course of Independent study, there are certain stipulations:

1. The student must have an Independent Study faculty instructor/advisor with whom she will remain in regular communication (the recommended minimum frequency being meetings held twice monthly). The student should ask her instructor to notify her Program Advisor via email of consent to manage the Independent Study work.
2. In consultation with the instructor and **before the semester has begun**, the student should have arrived at a stated and manageably limited purpose and set of research questions and at least a partial reading list. The stated purpose should include an agreement of final academic work product (a paper or series of papers, or some other analytical or creative work) approximating that which typically might be found in another course in the department/discipline (history, politics, psychology, literature, to which the Independent Study is most closely related). A document detailing these arrangements must be submitted for approval to the student's Program Advisor who, upon signed approval, will direct the student to deliver the document to the IRAAS office, where it will be placed in the student's file.
3. A course of Independent Study cannot fill the requirement of the Major's/Concentration's Core Requirements or Governed Electives. However, and only with the Program Advisor's approval, the Independent Study may be used within the Designated Area of Study.
4. For matters of accounting with the Registrar's Office, the student should enroll in the properly designated course, either C3997 or C3998

Course in Other Departments which Fulfill the African-American Studies Major and Concentration

Please note that from time to time a newly-offered course will not come to the UndEC's attention before the annual update of the Undergraduate Handbook. In these cases, the Major/Concentrator should consult their Program Advisor (please see above statement on "Petition for Approval of Non-Approved Courses.")

Anthropology

V3038 Ethnicity and Race

Economics

W4228 Urban Economics

W4321 Economic Development

W4438 Economics of Race in the US

English and Comparative Literature

W3237 Race and Racism

W3401 African-American Literature, II

W3661 Black Women in American Culture: Women Writers of African Diaspora (seminar)

W3740 Studies in African-American Literature (seminar)

ENHS W3911 Representations: The Politics and Poetics of "American" Identity (seminar)

W4621 African-American Texts: Early American

BC3140 Exploration of Black Literature, 1760-1890

BC3144 Minority Women Writers BC3998 Representations of Black Womanhood

Film

W3505 African-American Film

BC3047 Africa in Cinema

History

AHHS C1020 African Civilizations

W3003 African-American History Until 1865

W3004 African-American History Since 1865

W3005 Main Currents in African History

W3121 U.S. in the Era of Slavery and Jacksonian Democracy

W3122 America in the Era of Civil War and Reconstruction

W3643 Slavery and Slave Resistance in the Americas

W3644 Ethnicity and Race

W3648 History of the South

W3740 Telling about the South (seminar)

W3877 Politics, Culture, and the New Negro Movement 1900–1930

W3894 Race and Color in the Americas (seminar)
W3916 Colonialism through African Eyes (seminar)
W3924 Jim Crow South 1890–1970 (seminar)
W3929 Islam in Africa
W3931 Slavery and Race Relations
W3932 Segregation and Racism
C3948–C3949 Senior Thesis Seminar in United States history
W3971 Harlem: A Social and Cultural History, 1890–1965
W4035 Criminal Justice and the Carceral State in the 20th Century United States
W4778 Caribbean History: From Emancipation to Independence
W4905 South Africa in the 19th and 20th Centuries, Focus on Natal
W4907 History of East Africa, 1850–Present
W4909 Ecology, Gender, and History in Africa Since 1890
BC1030 History of Southern Africa PAFS
BC 3001 Medicine and Power in African History
BC3434 Memory, Orality, and African History
BC3447 Gender and Black Nationalism

Latino Studies

W3015 Latinos in Black and White: Race, Ethnicity and Identity in the Americas

Middle East and Asian Languages and Cultures

W3951 Postcolonial African Cities: Development and Citizenship in the Age of Globalization

Music

V2016 Jazz
V2018 The Brazilian Sound
V2020 Salsa, Soca, Reggae: Popular Musics of the Caribbean
V2050 Music 2000: Issues of Race and Ethnicity in New York City Musics
V3170 Studying Contemporary Popular Music
G4423 Music in West Africa
W3030 African American Music
W4031 Popular Music and Protest Movements

Political Science

W3245 Race and Ethnicity in American Politics
V3313 American Urban Politics
W3502 Political Change in the Third World
W4226 American Politics and Social Welfare Policy
W4405 Politics of South Africa
W4496 Contemporary African Politics

Religion

V3755 African-American Religion

V3803 Black Women's Religious Experiences

Sociology

V3200 Gender, Class, and Race

W3208 Sociology of Race

V3213 Culture in Contemporary America

V3247 The Immigrant Experience Old and New

V3900 Blacks and Jews: A Sociological Perspective

W3945 Seminar on Inequality and Public Policy

W3990 Research Seminar in Race and Ethnicity

G4047 Urban Poverty and Social Policy

Women and Gender Studies

V3121 Black Women in America

BC3507 Unheard Voices: African Women's Literature (seminar)

W4300 Slavery, Pornography and the Age of Contract

Academic Centers

The Institute directly contributed to the development of or is affiliated with some of Columbia's academic centers:

Center for Urban Research and Policy, The mission of the Center for Urban Research and Policy is to: create a more informal national dialogue about the challenges and successes of our nation's urban policies and programs; advance research and curriculum on pressing urban issues; prepare and train students to play a greater role in improving cities; promote the participation of urban residents, particularly women and minorities, in policy determination at the local, state, and national levels; provide public officials and community leaders with new tools for management and policy analysis.

The Center for Jazz Studies, which regularly brings prominent performing artists and scholars of jazz to Columbia's campus. The mission of Columbia University's Center for Jazz Studies is to include jazz as a part of Columbia University's core curriculum for the twenty-first century. In keeping with the great mission of Columbia University as a whole, the Center for Jazz Studies is committed to offering students a "broad range of innovative multidisciplinary programs, and through the earnest exploration of difficult questions," to provide "students from the United States and around the world with the depth of understanding and intellectual flexibility they need to respond to the challenges in the years to come."* Our mission, simply put, is to assert that to be an educated person in the new millennium means understanding jazz music as part of a complete arts and sciences curriculum, as indispensable equipment for living in our time

The Center for the Study of Ethnicity and Race, The Center for the Study of Ethnicity and Race provides a venue for collaborative and comparative projects on the subjects of ethnicity and race. It reaches: (1) across disciplinary boundaries and promotes interdisciplinary research and teaching; (2) across social formations and works at the junctures and articulations of race, gender, sexuality, and class; and (3) across national borders and compares racial and social formations transnationally and globally. The Center refuses a singular focus on ethnicity or race, and sees racializations as simultaneous, complicitous, and sometimes contrary constructions of gender, sexuality, class, and nation. In truth, the Center's intellectual mission is to expose the fraudulent natures of the ideas and practices of race and to ascertain the articulations of race with gender, sexuality, class, and nation. Columbia's ethnic studies programs -- African-American, Asian American, and Latina/o studies -- constitute the Center and collaborate to sponsor jointly listed courses and sponsored activities.

The Center on African American Politics and Society, The Center on African American Politics and Society (CAAPS) provides an intellectual infrastructure for social science research on the political, social, and economic conditions affecting black communities. It aims to support theoretically sophisticated and policy-informed research among Columbia faculty, using a variety of methods and approaches that intersect various disciplines, including political science, psychology, sociology, law, economics and urban studies. The center strives to be a cutting-edge research unit that facilitates collaborative research within and across disciplines, conducts conferences and workshops, support graduate studies in the social sciences on the black experience, and through teaching and mentoring, encourage undergraduates to pursue graduate studies on topics that inform black communities. With its emphasis on policy-relevant research, the Center on African-American Politics and Society aims to bridge the center's research with the needs and concerns of policy and community-based actors who work within and in behalf of black communities.

IRAAS FACULTY

Core Faculty

Steven Gregory

Anthropology and African-American Studies

Farah J. Griffin

William B. Ransford Professor of English and Comparative Literature and African-American Studies

Kevin Fellezs

Music and African-American Studies

Robert Gooding-Williams

Philosophy

Samuel Roberts

History and Socio-Medical Science

IRAAS Director

Carla Shedd

Sociology and African-American Studies

Josef Sorett

Religion and African-American Studies

Director of Undergraduate Studies

Sudhir Venkatesh

William B. Ransford Professor of Sociology and African-American Studies

Research Fellows

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English and Comparative Literature

Director of Graduate Studies

Fredrick C. Harris

Political Science

Carl Hart

Psychology-Psychiatry

Obery Hendricks

Professor Emeritus at NY Theological Seminary

Visiting Scholar of African American Studies and Religion

Kellie E. Jones

Art History and Archaeology

Natasha Lightfoot

History

Mabel Wilson

Architecture, Planning and Preservation

Affiliated Faculty

Christopher Brown

History

June Cross

Journalism

Mamdou Diouf

Middle East and Asian Languages and Culture-Leitner Family Professor of African Studies

Ann Douglas

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Maguette Camara

Dance and Physical Education-Barnard College

Geraldine Downey

Psychology

Barbara Fields

History

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MARCELLUS BLOUNT *Director of Graduate Studies; Associate Professor of English and Comparative Literature; Ph.D., Yale (1987)* At Columbia since 1985, Prof. Blount teaches American and African American literary and cultural studies. He has been a Research Fellow at the Carter G. Woodson Institute at the University of Virginia, a Visiting Fellow at Wesleyan's Center for Afro-American Studies, a Rockefeller Fellow at the Center for the Study of Black Literature and Culture at the University of Pennsylvania, and a Visiting Fellow at the W.E.B. Du Bois Institute at Harvard University. He has published essays in PMLA, Callaloo, American Literary History, and Southern Review. He co-edited "*Representing Black Men*" with George Cunningham. His first study is entitled "In a Broken Tongue: Rediscovering African American Poetry." His current project is entitled "*Listening for My Name: African American Men and the Politics of Friendship*". He was the Sterling Brown '22 Visiting Professor of English at Williams College.

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KEVIN FELLEZS – *Assistant Professor of Music and African American Studies. PhD, University of California- Santa Cruz.* His book titled *Birds of Fire: Jazz, Rock, Funk and the Creation of Fusion* (Duke University Press, 2011) is a study of fusion (jazz-rock-funk) music of the 1970s. He has published articles in *Jazz Perspectives*, *Journal of Popular Music Studies*, and the *Institute for Studies in American Music Newsletter*. He has also published essays in a number of edited anthologies including *Alien Encounters: Asian Americans and Popular Culture* (Duke University), *One World Periphery Reads the Other: Knowing the "Oriental" in the Americas and the Iberian Peninsula* (Cambridge Scholars), and *Heavy Metal: Controversies and Countercultures* (Equinox).

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ROBERT GOODING-WILLIAMS - *M. Moran Weston/Black Alumni Council Professor of African-American Studies, Professor of Philosophy; Ph.D., Yale University* Robert Gooding-Williams holds appointments in both the Philosophy Department and the Institute for Research in African American Studies (IRAAS), where he is a member of the Core Faculty and founding director of the Center for Race, Philosophy, and Social Justice. His areas of research and teaching interest include Social and Political Philosophy (esp. antiracist critical theory), the History of African-American Political Thought, 19th Century European Philosophy (esp. Nietzsche), Existentialism, and Aesthetics (including literature and philosophy, representations of race in film, and the literary theory and criticism of African-American literature). Gooding-Williams is the author of *Zarathustra's Dionysian Modernism* (Stanford, 2001); *Look, A Negro! Philosophical Essays on Race, Culture, and Politics* (Routledge, 2005); and *In The Shadow of Du Bois: Afro-Modern Political Thought in America* (Harvard, 2009). In 2010, *In the Shadow of Du Bois* received two book commendations: one, for the Best Book on Race, Ethnicity and Political Thought, awarded by the Race, Ethnicity, and Politics section of the APSA (American Political Science Association); and the second, an Honorable Mention citation in connection to the David Easton Award, awarded by the Foundations of Political Theory section of the APSA. Over the course of his career, Gooding-Williams has been awarded numerous fellowships, including an NEH Independent Scholars and College Teachers Fellowship, two Andrew Mellon Faculty Fellowships, and a Laurance A. Rockefeller Fellowship awarded by Princeton University's University Center for Human Values.

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STEVEN GREGORY – *Associate Professor of Anthropology and African-American Studies; PhD, New School for Social Research* Professor Gregory's research interests include race and gender studies, urban ethnography, political economy and globalization. His work has appeared in the American Ethnologist, Cultural Anthropology, Public Culture and Social Text. He is the author of Black Corona (1998), Santeria: A Study in Cultural Resistance (1999), Devil Behind the Mirror: Globalization & Politics in the Dominican Republic (2006) and the co-editor of Race (1994).

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FARAH JASMINE GRIFFIN -; *William B. Ransford Professor of English and Comparative Literature and African-American Studies; Ph.D., Yale University.* Professor Griffin's most recent books include: Beloved Sisters and Loving Friends: Letters from Rebecca Primus of Royal Oak, MD and Addie Brown of Hartford, CT. 1854-1868, edited volume (1999), Stranger in the Village: Two Centuries of African American Travel Writing, edited with Cheryl Fish (1998) and Who Set You Flowin'? (1995), Professor Griffin authored If You Can't Be Free Be A Mystery: In Search of Billie Holiday and Uptown Conversations: The New Jazz Studies with Brent Edwards

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FREDRICK C. HARRIS - *–Director, Center on African American Politics and Society; Professor of Political Science; IRAAS Research Fellow Ph.D., Northwestern University* Dr. Harris's publications include Something Within: Religion in African-American Political Activism (Oxford University Press, 1999), which was awarded the V.O. Key Award for the Best Book on Southern Politics by the Southern Political Science Association, the Distinguished Book Award by the Society for the Scientific Study of Religion, and the Best Book Award by the National Conference of Black Political Scientists. He is also the author of Countervailing Forces in African-American Civic Activism, 1973-1994 with Valeria Sinclair-Chapman and Brian McKenzie (Cambridge University Press, 2006), which received the 2006 W.E.B. DuBois Book Award from the National Conference of Black Political Scientists and the 2007 Ralph Bunche Award for best book in ethnic and racial pluralism from the American Political Science Association. Professor Harris's current book project, The Price of the Ticket: Barack Obama and the Rise and Fall of Black Politics, explores the implications of the Obama candidacy for black politics and is forthcoming with Oxford University.

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CARL HART Associate Professor Psychology; Ph.D., University of Wyoming

Behavioral and neuropharmacological effects of psychoactive drugs in humans. We are interested in investigating the behavioral and neuropharmacological effects of psychoactive drugs in human research participants. A major focus of this laboratory-based research is to understand factors that mediate drug self-administration behavior and to develop effective treatments. Publications: Colfax G, Santos GM, Chu P, Vittinghoff E, Pluddemann A, Kumar S, Hart C (2010) Amphetamine-group substances and HIV. The Lancet 376, 458-74. Kirkpatrick MG, Gunderson EW, Johanson CE, Levin FR, Foltin RW, Hart CL (2012) Comparison of intranasal methamphetamine and d-amphetamine self-administration by humans. Addiction 107, 783-91. Hart CL, Marvin CB, Silver R, Smith EE (2012) Is cognitive functioning impaired in methamphetamine users? A critical review. Neuropsychopharmacology 37, 586-608. Hart CL, Ksir C (2013) Drugs, Society, and Human Behavior, 15th Edition. McGraw-Hill: New York (Textbook)

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KELLIE E. JONES - *Associate Professor of African American, African Diaspora and Latin American Art; IRAAS Research Fellow; PhD Yale University.* Her research interests include African American and African Diaspora artists, Latino/a and Latin American Artists, and issues in contemporary art and museum theory. Her book *EyeMinded: Living and Writing Contemporary Art* (Duke University Press 2011) was named one of the top art books of 2011 by *Publishers Weekly*. Dr. Jones's writings have appeared in numerous exhibition catalogues and the journals *NKA*, *Artforum*, *Flash Art*, *Atlantica*, and *Third Text* among others. Her project *Taming the Freeway and Other Acts of Urban HIP-notism: African American Artists in Los Angeles in the 1960s and 1970s* is forthcoming from The MIT Press **Office: 911 Schermerhorn Hall; Phone: (212) 854-8084; E-mail: kej2110@columbia.edu**

NATASHA J. LIGHTFOOT – *Assistant Professor of History; IRAAS Research Fellow; PhD New York University* Natasha Lightfoot, assistant professor, specializes in slavery and emancipation studies, and black identities, politics, and cultures in the fields of Caribbean, Atlantic World, and African Diaspora History. Her forthcoming book focuses on black working class people's everyday forms of freedom in Antigua after emancipation. "Africa's Legacy on Antigua's Shores: The African Presence in Antiguan Cultural Identity," in *A Herança Africana no Brasil e no Caribe/The African Heritage in Brazil and the Caribbean*, eds. Carlos Henrique Cardim and Rubens Gama Dias Filho (Brasilia: Fundação Alexandre de Gusmão, 2011), 17-32. "'Their Coats Were Tied Up Like Men': Women Rebels in Antigua's 1858 Uprising," *Slavery & Abolition*, 31: 4 (2010), 527-545. "A Transnational Sense of 'Home': Twentieth-Century West Indian Immigration and Institution Building in the Bronx," in *Afro-Americans in New York Life and History*, 33 (2009), 25-46. "If Not Now, When?: Lessons Learned from GSOC'S 2005-6 Strike," in *The University Against Itself: The NYU Strike and the Future of the Academic Workplace*, eds. Monika Krause, Mary Nolan, Michael Palm and Andrew Ross (Philadelphia: Temple University Press), 149-161. "The History of Mary Prince as a Historical Document of Slavery in Antigua and the British Empire," in *Antigua & Barbuda International Literary Festival Magazine*, no. 2, 28-32. **Office: 523 Fayerweather; Phone: (212) 851-5915; Email: njl2106@columbia.edu**

SAMUEL K. ROBERTS – **Director of IRAAS; Professor of History (Joint appointment with Socio-Medical Sciences; IRAAS Research Fellow; Ph.D., Princeton University.** Dr. Roberts specializes in the history of post-emancipation African-American social movements, class formations, and urban political economy. His book, titled *Infectious Fear: Politics and the Health Effects of Segregation in the Jim Crow Urban South* is an exploration of the political economy of health and tuberculosis control from the late nineteenth century and the mid-twentieth century. He is currently researching the development of late nineteenth- and twentieth- century patterns of labor and West Indian migration in the Republic of Panama.

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CARLA SHEDD - *Assistant Professor of Sociology and African-American Studies. Ph.D., Northwestern University.* Her research and teaching interests focus on: crime and criminal justice; race and ethnicity; law and society; social inequality; and urban sociology. Dr. Shedd wants to use New York City as her urban laboratory, but is now focused on expanding her dissertation research into a larger multi-method project that places the micro-level interactions of youth with police, teachers, and their parents within the overarching structural context of racial, class, and gender dynamics in Chicago neighborhoods and schools.

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JOSEF SORRETT - Director of Undergraduate Studies ; Director of the Center on African American Religion, Sexual Politics & Social Justice; *Assistant Professor of Religion and African-American Studies; Ph.D., Harvard University*; An interdisciplinary historian of religion in America, with a particular focus on black communities and cultures in the United States. His research and teaching interests include American religious history, African American religions, hip hop and popular culture, religion in/and the arts, and the role of religion in public life. Josef earned his Ph.D. in African American Studies from Harvard University, and he holds a B.S. from Oral Roberts University and an M.Div. from Boston University. In support of his research, Josef has received fellowships from the Louisville Institute for the Study of American Religion, The Fund for Theological Education, Harvard's Charles Warren Center for American History and Princeton University's Center for African American Studies. He has published essays and reviews in *Culture and Religion*, *Callaloo*, the *Journal for the Scientific Study of Religion*, and *PNEUMA: Journal of the Society for Pentecostal Studies*. He is currently at work on a book project that explores the significance of religion and spirituality in debates regarding racial aesthetics.

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SUDHIR A. VENKATESH; *William B. Ransford Professor of Sociology and African-American Studies and the Committee on Global Thought; Ph.D. University of Chicago*. Professor Venkatesh's research is rooted in ethnographic investigation of urban neighborhoods in the United States (New York, Chicago) and Paris, France. His book, *Off the Books: The Underground Economy of the Urban Poor* (Harvard University Press, 2006), an ethnographic study of illegal economies in Chicago, received the C. Wright Mills Award (2007) and a Best Book Award from Slate.com (2006). His first book, *American Project: The Rise and Fall of a Modern Ghetto* (2000), explored the social organization, moral universe, and history of a Chicago housing development, The Robert Taylor Homes. His most recent book, *Gang Leader for a Day*, is a reported memoir (Penguin Press, 2008). He is also the co-editor of *Youth, Globalization and the Law* (Stanford University Press 2006) and Director of the Youth and Globalization Collaborative Research Network at the Social Science Research Council. He is currently completing a long-term project on sex work in New York and Chicago with the economist Steven Levitt. Other ongoing research projects include a study of immigration and settlement in the suburbs of Paris, an in-depth study of re-entry among the formerly incarcerated in New York, and a ten-year documentation of transformation of public housing in Chicago. His documentary film "Dislocation," follows families as they relocate from condemned public housing developments. The documentary aired on PBS in 2005. For more information on the film and other activities and events: <http://www.sudhirvenkatesh.org/>. A frequent guest blogger on the New York Times' Freakonomics website, Venkatesh is also featured on Slate.com.

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MABEL O. WILSON - *Nancy and George E. Rupp Professor Architecture, Planning & Preservation; IRAAS Research Fellow, PhD. New York University*, Professor Wilson directs the program for Advanced Architectural Research, co directs the Global Africa Lab. She is an award winning designer and scholar. Her collaborative design practices (KW: a and Studio &) have worked on speculative and built projects. The (a)way station, in the collection of SFMoMA, received a design award from ID Magazine and has been exhibited widely. Her practice has been a competition finalist for several important cultural institutions including lower Manhattan's African Burial Ground Memorial (with Dean Wolfe Architects) and the Smithsonian's National Museum for African American History and Culture (with Diller Scofidio + Renfro.) The Wexner Center for the Arts, the Cooper Hewitt National Design Museum's Triennial, the Storefront for Art and Architecture, and SF Cameraworks have exhibited her installations.

She is currently compiling the rich photographic archive from her book *Negro Building* into an experimental exhibit and database as part of the *Becoming History* Project. Her research on African Cities and modern architecture appeared in the video and photography exhibition *listening there: Stories from Ghana*.

Her scholarly research investigates space and cultural memory in black America, race and visual culture, and new technologies and the social production of space. Her essays have appeared in numerous journals and books on critical geography, cultural memory, visual culture, and architecture. Her recent book *Negro Building – Black Americans and the World of Fairs and Museums* studies how the spaces of world's fairs, emancipation expositions, and grassroots public museums became sites to imagine Afro-modernity. Selected Publications: *Negro Building – Black Americans and the World of Fairs and Museums*, University of California Press, 2012. "The Opposite of Forgetting: Global Architects, Collective Memory and Cultural Exchange," essay in *Where are the Utopian Visionaries?*, edited by Hansy Better, New York Periscope Press, 2012; "

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