Africana Studies
Africana Studies
A Survey of Africa and the African Diaspora

Fourth Edition

Edited by
Mario Azevedo

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Contents

Part I
Intellectual Foundations of the Black Experience

1 · African Studies and the State of the Art 3
Mario J. Azevedo
Introduction 3
Definition and Historical Evolution of African Studies 4
The Disciplines and the “State of the Art” in African Studies 8
The African Studies Association 21
The Surfacing and Re-Emergence of Old and New Issues in African Studies:
   The Twenty-First Century 28
Summary 32
Study Questions and Activities 35
References 35

2 · African American Studies and the State of the Art 41
Rico D. Chapman
Introduction 41
Historical Context 42
African American Studies and Their Pivotal Role 44
Black Studies at HBCUs 47
Early Funding for African American Studies and the Ford Foundation 48
Foundation and Structure 49
Summary 50
Study Questions and Activities 52
References 53

Part II
Peoples of African Descent and Their Place in History

3 · Africa and the Genesis of Humankind 57
R. Hunt Davis, Jr.
Introduction 57
Physical Environment and Human Development 58
   From Sahelanthropus Tchadiensis to Homo Sapiens 60
The Evolution of Cultures and Civilizations | 62
The Shift to Food Production and Use of Metals | 63
Early African States | 64
  Bantu Expansion | 64
  Egypt | 65
  The Middle Nile | 68
  Other Early and Late African States | 70
Summary | 72
Study Questions and Activities | 73
References | 73

4 · Transatlantic Slavery and the Underdevelopment of Africa | 75
  Agya Boakye-Boaten
Introduction | 75
Underlying Actors of the Transatlantic Slave Trade | 77
Slavery and the Dynamics of Internal African “Slavery” | 79
Nature of the Transatlantic Slave Trade | 82
The Transatlantic Slave Trade and Africa’s Underdevelopment | 87
Summary | 90
Study Questions and Activities | 91
References | 91

5 · Diaspora Africans and Slavery | 93
  Raymond Gavins & Marsha J. Tyson Darling
Introduction | 93
The New World Slave System | 98
Resistance and Rebellion: A Recurring Response to Oppression | 101
Slavery in the United States | 102
The Response to Slavery | 108
Antislavery and Emancipation | 112
Summary | 114
Study Questions and Activities | 116
Glossary | 116
References | 118

6 · European Exploration and Conquest of Africa | 123
  Mario J. Azevedo
Introduction | 123
The Scramble for Africa and African Response | 124
Colonial Policies in Africa | 133
Impact of Colonial Rule in Africa | 135
Summary | 137
Study Questions and Activities | 139
References | 139
PART III
THE PRESENT AND THE FUTURE OF THE BLACK WORLD

11 · The Contemporary African World 239
Luis B. Serapiao
Introduction 239
Nation-Building and Economic Development 239
Africa in World Affairs 246
The African Union (AU) 250
Southern Africa 253
The Chinese Puzzle: Neo-Colonialism or Assistance to “Comrades in Arms”? 257
Summary 258
Study Questions and Activities 261
References 261

12 · The Contemporary African Diaspora 263
Msia Kibona Clark
Introduction 263
Overview of Black Migration in the US 263
Causes for Migration to the US: Push Factors 266
Pull Factors 268
Caribbean Migration 270
The First Phase 271
The Second Phase 271
The Third Phase 272
Caribbean Communities 273
African Migration 273
The First Phase 275
The Second Phase 276
The Third Phase 276
African Communities 277
Popular Culture Representations of African and Caribbean People 278
Television and Film 279
Music 280
Identity 282
Other Diasporas 283
The Americas 284
The Middle East and Asia 285
Europe 285
Summary 286
Discussion Questions and Activities 288
References 288
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
</table>
| 13      | **Continental Africans and Africans in America: The Progression of a Relationship**  
*F. Ugboaja Ohaegbulam* |      |
|         | Introduction                                                          | 291  |
|         | Naming the Race in the Diaspora                                        | 293  |
|         | Pre- and Post-Garvey Emigration Schemes                                | 295  |
|         | Africa and African American Institutions and Scholars                   | 304  |
|         | Tensions in African and African American Relations                      | 313  |
|         | Summary                                                                | 316  |
|         | Study Questions and Activities                                          | 317  |
|         | References                                                             | 317  |

### PART IV

**CONTRIBUTIONS OF THE BLACK WORLD**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
</table>
| 14      | **Music in Africa and the Caribbean**  
*Roderic Knight & Kenneth Bilby* |      |
|         | Introduction                                                          | 323  |
|         | Music in Africa                                                       | 324  |
|         | Cultural Context and Genres                                           | 324  |
|         | Musical Instruments: An Overview                                      | 326  |
|         | Singing Styles and Content                                            | 326  |
|         | Stylistic Features of Ensemble Performance                             | 328  |
|         | The Music of the Caribbean                                            | 330  |
|         | Survey of Caribbean Music                                             | 333  |
|         | Popular Music and Its Links with Tradition                             | 346  |
|         | Caribbean Music and the Rest of the World                              | 352  |
|         | Summary                                                                | 356  |
|         | Study Questions and Activities                                         | 356  |
|         | References                                                             | 357  |
| 15      | **African American Music: An Introduction**  
*Eddie S. Meadows* |      |
<p>|         | Introduction                                                          | 359  |
|         | Cultural Spheres                                                      | 360  |
|         | Richard Waterman                                                      | 360  |
|         | Olly Wilson                                                           | 360  |
|         | Eddie S. Meadows                                                     | 361  |
|         | Old-Time Music                                                        | 361  |
|         | Africa in Blues                                                       | 363  |
|         | Blues: Country, Classic, Early Urban, Urban                           | 363  |
|         | Classic Blues                                                         | 365  |
|         | Early Urban and Urban Blues                                           | 366  |
|         | Boogie Woogie and Ragtime                                             | 367  |</p>
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans Ragtime</td>
</tr>
<tr>
<td>Jelly Roll Morton Influence</td>
</tr>
<tr>
<td>St. Louis Ragtime</td>
</tr>
<tr>
<td>Eastern Ragtime</td>
</tr>
<tr>
<td>Boogie Woogie compared to Ragtime</td>
</tr>
<tr>
<td>Africa in Jazz</td>
</tr>
<tr>
<td>Jazz Styles</td>
</tr>
<tr>
<td>5-Man Group</td>
</tr>
<tr>
<td>7-Man Group</td>
</tr>
<tr>
<td>Swing</td>
</tr>
<tr>
<td>Musical Attributes of Swing</td>
</tr>
<tr>
<td>Duke Ellington</td>
</tr>
<tr>
<td>Duke Ellington’s Musical Attributes, Contributions, and Innovations</td>
</tr>
<tr>
<td>Count Basie</td>
</tr>
<tr>
<td>Count Basie’s Musical Attributes, Contributions, and Innovations</td>
</tr>
<tr>
<td>Bebop</td>
</tr>
<tr>
<td>Hard Bop</td>
</tr>
<tr>
<td>Jazz Fusion and Funky Style</td>
</tr>
<tr>
<td>Soul Jazz</td>
</tr>
<tr>
<td>Jazz Rock</td>
</tr>
<tr>
<td>Third Stream</td>
</tr>
<tr>
<td>Avant-Garde, Free, and Creative Music</td>
</tr>
<tr>
<td>Issues, Trends, and Developments in Jazz, Past and Present</td>
</tr>
<tr>
<td>Musical</td>
</tr>
<tr>
<td>Non-Musical</td>
</tr>
<tr>
<td>Doo-Wop and Rhythm and Blues</td>
</tr>
<tr>
<td>White Covers of Black Rhythm and Blues</td>
</tr>
<tr>
<td>Soul Music</td>
</tr>
<tr>
<td>Funk</td>
</tr>
<tr>
<td>Musical Attributes of Funk</td>
</tr>
<tr>
<td>Recording Labels</td>
</tr>
<tr>
<td>Motown</td>
</tr>
<tr>
<td>Phase I, 1959–1963</td>
</tr>
<tr>
<td>Phase II, 1964–1967</td>
</tr>
<tr>
<td>Phase III, 1968–1972</td>
</tr>
<tr>
<td>Stax Records</td>
</tr>
<tr>
<td>The Stax Sound</td>
</tr>
<tr>
<td>Neo Soul</td>
</tr>
<tr>
<td>Hip Hop</td>
</tr>
<tr>
<td>Hip Hop Culture</td>
</tr>
<tr>
<td>Elements of Hip Hop Culture</td>
</tr>
<tr>
<td>Additional Core Hip Hop Cultural Elements</td>
</tr>
<tr>
<td>Regional Rap</td>
</tr>
<tr>
<td>New Directions and Criticism</td>
</tr>
</tbody>
</table>
Contents

Religious Music 400
Spirituals 400
Gospel 403
1900–1930 403
1930s 403
1940s 404
1950s 404
1960s 405
1970–2017 405
Euro-American Classical Music
Summary 407
Study Questions and Activities 411
Selected References 412
African Origins, Retentions, Transformations, and Reinterpretation 412
General 413
Jazz (Text and Reference) 413
Blues, Popular Music 414
Spirituals 415
Gospel 416

16 · The Art of Africa and the Diaspora 417
Sharon Pruitt
Introduction 417
Toward an Approach to Understanding Traditional African Art 418
A Study of Traditional African Art 421
Contemporary Art in Africa: Nigeria 424
Africanisms and Pioneers in African American Art 427
Some Aspects of Caribbean Art 433
Summary 434
Study Questions and Activities 435
References 435
Images in Videos and Website Articles of Artwork for the Early Part of This Chapter 437
Rock Art 437
Ancient Nigerian Art 437
Maasai 438

17 · Literature in Africa and the Caribbean 439
Tanure Ojaide
Introduction 439
Definition 440
Traditional Oral and Written Literature in Africa 441
Literary Trends in the English-Speaking Caribbean 447
Summary 450
Study Questions and Activities 452
References 452

18 · African American Literature: A Survey 455
Trudier Harris
Introduction 455
Oral Tradition and Slave/Freedom Narratives 456
African American Poetry 459
African American Fiction and Drama 462
Summary 468
Study Questions and Activities 471
References 471

19 · Contributions in Science, Business, Film, and Sports 473
Mario J. Azevedo & Jeffrey Sammons
Introduction 473
Patenting by African Americans 474
African Americans and Business Ownership 476
African Americans in the Film Industry 481
African Americans in the Sports Arena 483
Summary 490
Study Questions and Activities 491
References 492

PART V
SOCIETY AND VALUES IN THE BLACK WORLD

20 · The African Family 497
Mario J. Azevedo
Introduction 497
Family Structure 497
Patrilineal and Matrilineal Societies 499
Modes of Transmission of Tradition 505
The Impact of Modernization on the Family 506
Summary 510
Study Questions and Activities 511
References 511

21 · The African American Family 513
Gwendolyn Spencer Prater
Introduction 513
The Black Family from Slavery to Freedom 514
The Black Family from Freedom to Civil Rights 519
A Look at the Present Conditions 525
Contents

The Survival of the African American Family 526
Summary 531
Study Questions and Activities 533
References 533

22 · Religion in Africa
Mario J. Azevedo 537
Introduction 537
Traditional Religion 537
Impact of Christianity 542
The Expansion of Islam 550
Summary 558
Study Questions and Activities 561
References 561

23 · Religion in the Diaspora
Kevin D. Butler 565
Introduction 565
The United States: The Conjure (Hoodoo) Tradition 565
The Church in the United States and Slavery 567
The Roots of the Independent Black Church Movement 568
The Black Church Movement after Slavery 569
The Caribbean and Brazil: African Religious Traditions 574
The Church in the Caribbean: Missionary Work on the Islands Prior to Emancipation 576
Emancipation and the Church 577
Rastafarianism 578
Islam in the United States 578
Summary 580
Study Questions and Activities 581
References 581

24 · The Evolving Roles of African Women
Agnes Ngoma Leslie 583
Introduction 583
Matriarchy and Patriarchy 583
Dual-Sex Political System 584
Women and the Economy 585
Religion and Status 586
Women and Supernatural Powers 588
Women's Political Engagement 588
Two Queen Mothers 590
Women's Status in Colonialism 591
Women's Activism against Colonialism 592
### Contents

- **Women’s Movements: Post-Independence** 593
- **The Contemporary Situation** 594
- **Case Study: Rwanda** 594
- **Summary** 595
- **Study Questions and Activities** 595
- **References** 596

#### 25 · Women of the Caribbean

* A. Lynn Bolles & Barbara Shaw

- **Introduction** 599
- **Legacies of the Caribbean History** 600
- **Family Structure and Kinship** 605
- **Tourism and Women’s Work** 610
- **Health, Sexuality, and HIV/AIDS** 611
- **Overview of Caribbean Women’s Literature in the Diaspora** 612
- **Study Questions and Activities** 613
- **Glossary** 614
- **References** 615

#### 26 · Lifting as We Rise: Women in America

* Marsha J. Tyson Darling

- **Introduction** 619
- **Key Conceptual and Methodological Issues** 621
- **Assessing African Roots and Women’s Status** 623
- **The Enslavement of African Females** 626
- **Free Black American Women** 634
- **Freedwomen** 637
- **Summary** 647
- **Study Questions and Activities** 652
- **References** 652

#### 27 · Africa Anew: Reinventing Community Alliances and Indigenous Ways in the Age of HIV/AIDS

* Almaz Zewede

- **Introduction** 657
- **African Traditional Medicine** 658
- **The Development of Western Medicine in Africa: A Brief Overview** 660
- **Centering African Traditional Medicine** 661
- **Africa: HIV/AIDS and Associated Disorders** 663
- **Western Medicine and Africa’s Campaign against Major Diseases** 665
- **Health and African Population Growth** 669
- **Empowerment and Development through Health: Positive Lessons from the Anti-River Blindness Project in Africa** 670
- **Future Africa: Community Self-Mobilization in the Age of HIV/AIDS and Other Challenges** 673
Community Responses to the Health Crisis: The Stephen Lewis Foundation Model in Africa 674
Summary 676
Study Questions and Activities 677
References 677

28 · Debunking the Myth of the Doctrine of the Discovery of Africa 683
Jeremias Zunguze
Introduction 683
The Papal Bulls: A Brief Historical Background 685
From Non-Christians to People without Religion: Christendom's Conquest, Cosmological Fundamentalism, and the Origins of Modern Africa 686
From Non-Christians to the “Zone of Non-Being”: Conquest and the Order of the Colonial World 689
From Non-Humans to People without Art, History, And Science: The Scramble for Africa, Epistemic Fundamentalism, and the Secular Reconquest of the Continent 691
Summary 693
Discussion Questions and Activities 694
References 695

PART VI
APPENDICES

Appendix A 701
Selected Maps 701
Physical Map of Africa 702
Pre-Colonial Africa 703
Colonial Africa 704
Present-Day Africa 705
The Caribbean 706

Appendix B 707
Landmarks in the History of Peoples of African Descent 707

Appendix C 717
Selected Periodicals and References in Africana Studies Available in the United States 717

Index 719
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**Trudier Harris** (B.A. Stillman College, 1969; M.A., The Ohio State University, 1972; Ph.D., The Ohio State University, 1973—African American literature and folklore) is University Distinguished Research Professor, Department of English, the University of Alabama, Tuscaloosa, and formerly J. Carlyle Sitterson Distinguished Professor of English at the University of North Carolina at Chapel Hill. Her authored books include *From Mammies to Militants: Domestics in Black American Literature* (1982), *Exorcising Blackness: Historical and Literary Lynching and Burning Rituals* (1984), *Black Women in the Fiction of James Baldwin* (1985, for which she won the 1987 College Language Association Creative Scholarship Award), *Fiction and Folklore: The Novels of Toni Morrison* (1991), *Saints, Sinners, Saviors: Strong Black Women in African American Literature*. ...
ican Literature (2001), The Scary Mason-Dixon Line: African American Writers and the South (2009), and Martin Luther King Jr., Heroism, and African American Literature (2014). Choice designated The Scary Mason-Dixon Line one of the “Outstanding Academic Titles” for 2009 in its “best of the best” listings. It also won The College Language Association Creative Scholarship Award for 2010. Harris’s co-edited volumes include The Oxford Companion to African American Literature (1997), Call and Response: The Riverside Anthology of the African American Literary Tradition (1998), and The Literature of the American South: A Norton Anthology (1998). She published her memoir, Summer Snow: Reflections from a Black Daughter of the South, in 2003. During the fall semester of 2006, she was Faculty Director of an Honors Study Abroad Seminar in Cape Town, South Africa. She is at work on “Ungraspable? Depictions of Home in African American Literature,” which she will complete during a residency at the National Humanities Center in 2018–2019. In March of 2014, the University of North Carolina at Chapel Hill created the “Trudier Harris Distinguished Professorship” in her honor. Other honors include: recognition as the first tenured African American faculty member at the College of William and Mary (2017), an honorary degree from William and Mary (2018), the Richard Beale Davis Award for Lifetime Achievement in Southern Literary Studies (2018), and the Clarence E. Cason Award for Nonfiction Writing (2018).

R. Hunt Davis, Jr., is Professor Emeritus of History and African Studies, former Interim Director of International Studies and Programs, and former Director of the Center for African Studies at the University of Florida. He was Editor of the African Studies Review, 1980–1988, and Editor-in-Chief of the African Studies Quarterly, 2008–2018, and he served as the Coordinator of the University of Florida–Cornell University project that published Global Research on the Environmental and Agricultural Nexus for the 21st Century (1995). He holds a B.A. in History from Grinnell College and an M.A. and Ph.D. in History from the University of Wisconsin, Madison. His publications include Bantu Education and the Education of Africans in South Africa (1972), Apartheid Unravels (1991), Mandela, Tambo, and the African National Congress (1991), which he co-edited with Sheridan Johns, and numerous chapters in edited books, journal articles, and reviews. He is the editor and senior author of the last two volumes and of the revised first three volumes of the five-volume Encyclopedia of African History and Culture (2005). He was a Senior Fulbright Scholar and Visiting Professor of History at the University of Cape Town in 1999.

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sics (ed. Michael Church, 2015). He has also done field research in Central India, and in organology (the scientific study of musical instruments), with articles in *Asian Music* and the *Galpin Society Journal*. He is also known as the producer of audio and video documentaries on the music of Gambia and India. The titles are *Kora Manding* (Ethnodisc, 1971); *Gambie: l’art de la kora par JaliNyamaSuso* (OCORA orig. 1972, rereleased 1996); *Tribal Music of India* (Folkways, 1983); *JaliNyamaSuso*, (Original Music VHS 1991); *Music and Dance of the Baiga of Central India* (Original Music VHS, 1993); *Mande Music and Dance DVD* (Lyrichord DVD, 2005); *Village and Town Music of India and Nepal* (Lyrichord DVD, 2007); *Music of West Africa: the Mandinka and Their Neighbors* (Lyrichord DVD, 2010).


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I am extremely pleased that, after years of careful thought, methodical planning, and close consultation with colleagues and friends, the fourth revised edition of African Studies is finally here. First and foremost, I wish to thank and congratulate all contributors, original and new, who dedicated their time, energy, and talent, to the completion of this unique volume and its timely submission to the publisher. I appreciate the encouragement I received from Dr. Gwendolyn S. Prater at the conception of the project and the support from Dr. Hunt Davis, Jr., Dr. Marsha Jean Darling, and Dr. Luis Serapiao for suggestions as how to proceed with the original work. I still acknowledge as well my former colleagues at the University of North Carolina at Charlotte, Dr. Gregory Davis and Dr. Tanure Ojaide, who, like me, taught the “Introduction to Afro-American and African Studies” course. They were an important source of inspiration for me.

I would also like to acknowledge the role my own students played in the "Introduction to Afro-American and African Studies" course. I used them to classroom-test the suitability of the textbook by providing them with bound copies of the manuscript as reading materials. Dr. Gregory Davis adopted the same strategy during the Fall 1992 semester. The subsequent response of both classes and others in the Africana Studies Department convinced me that this was a sound and critical undertaking, one that was perhaps long overdue.

My gratitude also goes to Carolina Academic Press, particularly to its untiring first editor, Philip Menzies, and to Linda, Ryland, and Davis, the editors of the fourth volume. Their vision, patience, and encouragement made the enterprise less onerous for me and the contributors. Last but not least, words of thanks go to my family, Ernestine Azevedo, Margarida Azevedo, and Linda Azevedo, for their patience and understanding, as well as to our former departmental secretary, Mrs. Roberta Duff, who spent many hours at the computer preparing the manuscript, and to Mrs. Charlotte Simpson in UNCC Computer Academic Services, who assisted Mrs. Duff and me efficiently and expeditiously whenever we needed a professional and competent hand. At Jackson State University, I would like to thank the work of Miss Fallon Sutton, our Administrative Assistant in the Dean’s office, who spent hours trying to ensure this fourth edition would be completed timely.

Mario J. Azevedo
Introduction

This textbook was designed to respond to the present and future student generation’s needs and questions regarding the nature of the disciplines that constitute the African, African American, Afro-Caribbean, and Afro-Latin-American Studies programs, once generically designated as Black Studies. The editor’s objective is, first, to make readily available the basic content of these broad fields and discuss their methodologies and themes in an introductory textbook that is comprehensive in its analysis of the experiences, contributions, and aspirations of the peoples of Africa and the scattered African Diaspora. The editor’s goal has been to provide this material on a reading level that is appropriate to American undergraduate and graduate students. Second, unlike the few textbooks available on the subject at the moment, the present fourth edition of Africana Studies takes into account, in a single volume, the practical needs of those programs, departments, institutes, or centers that either combine into one unit or separately deal with the fields of African, African American, Caribbean, and Pan-African Studies. In short, this introductory volume attempts to address and represent fairly and adequately the experience and contributions of blacks in Africa, the Americas, and other parts of the world, from the earliest times to the present, and provide a balanced view of the function of the disciplines and the perspectives of those scholars who have labored arduously to make the fields academically sound and respected as they are today, and who, by and large, continue to determine their future place in the academy.

With these premises in mind, each chapter begins with an introductory statement and a list of the crucial concepts or terms pertinent to the topic, followed by a discussion of the content, as well as the theoretical framework and the controversial interpretations (if any) that have dominated the theme(s) covered, a succinct summary of the chapter, and study questions to help the student grasp the focus and relevance of the content to generate class discussion. Each chapter concludes with a short reference list of books and articles, which may be consulted to get a fuller understanding of the topic, while capturing student research interests.

The contributors are experienced and respected scholars in the fields of African, African American, and Diaspora Studies, and provide, therefore, a perspective and content that is both relevant and accurate, consonant with the “state of the art” in their own disciplines. Others have been teachers of an introductory course for one or all three fields. The accrued advantage is that, as “toilers in the trenches and frontlines,” these contributors are not academics teaching in a platonic world but are class-
room educators who, well aware of the needs and the level of understanding of their students, have made the chapters readable and the content concise and realistic in relation to the common coverage time frame (usually one or two semesters or quarters), rejecting academic dogmatism, single points of view, and tendencies of exclusiveness that have often marred similar academic undertakings.

For years, the editor and many of his colleagues in African American, African, and Pan-African Studies have relied on one or two texts, for lack of better texts. Many of us, to be sure, have tolerated numerous shortcomings in most of the present introductory level textbooks. In general, these texts, without an index, tend to be ideological, a pitfall the present textbook attempts to avoid or at least minimize. Since we are dealing with young minds, easily impressionable, we prefer a textbook that exposes the students not to a pontificating, dogmatic point of view, but to a variety of perspectives. Moreover, as many of the textbooks we have used in the past focus primarily on the African American experience and often leave the African and the Caribbean Diaspora Africans in the “tracks of the slave trade,” instructors find themselves constantly photocopying or adding supplementary reading materials in order to cover more comprehensively the aggregate experience of all peoples of African descent. Similar shortcomings apply to most textbooks we have attempted to adopt for the African past and future: they focus on Africa and fall short on the Diaspora.

Although this work provides a discussion of the basic content, methodologies, and issues in Africana Studies, we realize that some chapters are more relevant than others to specific programs; that a few chapters are more complex in focus and style than most; and that, for some programs, adequate coverage may require two semesters or two quarters rather than one semester or one quarter. Whatever the circumstances, however, the role played by the instructor will be extremely crucial for the successful use of the textbook. In fact, on certain occasions, only the instructor’s specific guidance will allow students to discern what is important, as they attempt to fulfill the course requirements and satisfy any further interests they might develop during the course of the academic year.

Finally, we believe that, unless a superficial coverage of topics is tolerated (which goes against our training and academic standards), a multi-authored volume, in principle, has a better chance of doing justice to the totality of the black experience by combining the knowledge of many scholars. Let it also be said that, to conform with new trends in the fields of African and African Diaspora Studies, the textbook explicitly avoids terms and expressions which elicit negative connotations, such as tribe (for ethnic group, society, or people), paganism, animism, and heathenism (for African traditional religion), brideprice (for bridewealth), huts (for homes or houses), negro (for African American), pygmy (for BaMbuti, Twa), bushman (for Khoi, San), and natives, a term particularly preferred by the British colonial administrators when referring to Africans. This volume is not only concerned with providing accurate information to students but also to sensitize (and not indoctrinate) them about the feelings of the people whose culture they are learning.

Insofar as the organization is concerned, the volume is divided into six parts, each with several chapters. Part I focuses on the disciplines that have given us our knowledge
of the cultures and experiences of peoples of African descent. Part II traces the evolution and history of the black race, and Part III deals with the state of black people and their relationships with each other and the rest of the world at present, while outlining the challenges the black community is expected to face in the future. While Part IV looks at the specific contributions of black people in a wide array of areas, Part V delves into some of the most significant aspects of the social life and values of the black communities scattered across the continents. Part VI, the appendix, provides a chronology of important events in the history of black people and a list of selected periodicals and references that should become part of the student’s repertoire of knowledge.

In conclusion, the fourth edition of *Africana Studies: A Survey of Africa and the African Diaspora* introduces students of all racial and ethnic backgrounds to a multidisciplinary as well as an interdisciplinary study of the fields of African and African Diaspora Studies. It focuses on the interaction of cultures, particularly of black people, in the shaping of past and contemporary societies and on the methodologies and key interdisciplinary issues, discipline-specific canons, themes, and problems, all of which provide legitimacy to the two academic fields. Ours is not, as it were, just a textbook on slavery, on colonialism, on racism and discrimination, or on the suffering and hardships of peoples of African origin and descent, or simply on their contribution record. *Africana Studies* goes beyond that, as it probes into all related fields and focuses on both the individual and aggregate experiences of black people, not in a vacuum or in isolation, but within the context of the cultural crisscrossing between peoples of African descent and the rest of humankind across time and space. *Africana Studies* is, therefore, a saga of both the pains and joys (and aspirations) of black people the world over and an exposé of the key to their future, not as a separate and monolithic group but as a dynamic, ever changing part of the world community, with a uniqueness and a heritage worth studying and preserving.