Self-Study Report for Academic Program Review
Department of African-American Studies
December 1, 2004

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“Promoting Academic Excellence and Social Responsibility”
Founded in 1994
Department of African-American Studies
Self-Study Report

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Self-Study Report for Academic Program Review

Department of African-American Studies
December 1, 2004

Section A: Historical Context

According to its mission statement, the Department of African-American Studies at Georgia State University (GSU) is committed to both the advancement of knowledge of people of African descent and to their empowerment within the local, national and international arena. As an interdisciplinary field of concentration, the GSU African-American Studies Department offers an interdisciplinary approach to the study of African people nationally and globally. The GSU African-American Studies Department provides critiques of knowledge presented within traditional disciplines and professions; scholarly and artistic accounts of the realities of lives of African people; and perspectives on social change to empower black people.

Similar to many of its counterparts in academe, the creation of the Department of African-American Studies at Georgia State University was the by-product of student protest. During the 1990-1991 and 1991-1992 academic years, the Provost appointed the “African-American and Inter-Group Relations Studies” Task Force to examine the viability and structure of African-American Studies at Georgia State University. However, it was a 1992 student sit-in that served as the primary catalyst for the formation of the African-American Studies Department at Georgia State University. Among the eleven demands of the student protesters was the “immediate formation of an African-American Studies department by Fall 1993.”

In November 1992 at the request of the University President Carl Patton, the Dean of the College of Arts and Sciences investigated the feasibility of developing a Department of African-American Studies within the College. During the 1992 Fall quarter, both the Executive Committee and the Chairs’ Council of the College of Arts and Sciences endorsed a proposal for establishing African-American Studies at Georgia State University. Professor Jacqueline Rouse (Department of History) provided leadership for the implementation of the Departmental mandate. Dr. Rouse served as the Coordinator of African-American Studies for FY 1992-1993. She was assisted by a Steering Committee based largely in Arts & Sciences and by the Advisory Committee on African-American Studies that was composed of interested faculty in the other Colleges within the University. Dr. Rouse consulted with nationally recognized scholars in the field of African-American Studies to devise a proposal for the formation of the Department.

In January 1993, the Office of the Dean issued the College of Arts and Sciences’ “Vision for the Department of African-American Studies” which included an undergraduate and graduate component. It was agreed that the Department of African-American Studies would consist of a core of tenure-track faculty members within the African-American Studies Department, augmented by a cohort of associate faculty drawn from other academic units within the College and across the University.

During the 1993 Winter quarter, the University received authorization to appoint a chair and additional African-American Studies faculty members for the 1993-1994 academic year. A national search directed by Dr. Rouse and the Steering Committee culminated in the appointment
of Charles E. Jones as Associate Professor and founding chair of the Department of African-American Studies. However, professional obligations precluded Dr. Jones from assuming the chair position until June 1994. During the 1993-1994 academic year, Dr. Jones served as a consultant, conducting a national search for faculty members, developing new African-American Studies courses and co-sponsoring a public teachers’ workshop on African-American philosophy with the Department of Philosophy. During the 1994-1995 academic year, two tenure-track assistant professors and the founding chair constituted the core African-American Studies faculty. During the 1994 Fall quarter, the Board of Regents conferred Departmental status. During the 1996-1997, academic year, the Department appointed a fourth tenure-track appointment (assistant professor). During the 1997-1998 academic year, the Department’s second associate professor and fifth overall faculty member joined Georgia State University from Tulane University. Over the course of the next four years, the core African-American Studies faculty remained at five members until the 2001-2002 academic year when a sixth tenure-track faculty member joined the Department.

In March 1998, the Department received final authorization from the Board of Regents to offer a Bachelor of Arts degree in African-American Studies. At the time of the approval of its undergraduate major, the Department added twenty-four courses focusing on people of African descent to the University’s curriculum, bringing the total offerings to 34 courses. Approximately 90% of all African-American Studies courses are cross-listed with other traditional departments throughout the University. In December 1998, the Department graduated its first class of three students. Since its inaugural class, the Department graduates approximately ten students per academic year and now has a fifty-course curriculum.

Section B: Current Context

Currently, the Department of African-American Studies has a seven-member core faculty whose tenure home resides solely within the African-American Studies Department. In FY 2004-2005, a seventh faculty member was appointed at the rank of assistant professor. Among the seven-member faculty, four individuals are tenured and hold the rank of associate professor, while the remaining three members are assistant professors who have tenure-track appointments. Currently, there are no full professors in the Department. All seven faculty members are African-Americans and the Department enjoys excellent gender representation in that females comprise three of the seven tenure-track core faculty members (See Table B-1).

Since the 2001-2002 academic year, the Department has benefited from a half-time visiting lecturer who teaches two sections of the Introductory African-American History class (AAS 1140/Hist 1140). Moreover, the seven-member African-American Studies core faculty is further augmented by an impressive cohort of scholars who constitute the Department’s associate faculty (See Appendix D.1 and D.2). The two-pronged structure of core and associate faculty that undergirds the Department of African-American Studies comports with the 1993 Departmental vision statement submitted by the Dean of the College of Arts and Sciences.

The research productivity of the core African-American Studies’ faculty has been good. During the FY 2002-2004 program review period, the core faculty published 13 refereed articles, six book chapters, and delivered thirty-five conference presentations (See Table B-2). However, the Department of African-American Studies was not successful at securing external funding during FY 2002-2004.
The Department offers a minor and a B.A. degree in African-American Studies. It enjoyed a steady increase in both its majors and graduates. The Department’s major increased from 58 students in FY 2002 to 79 students in FY 2004. (See Table B-1). Similarly, the number of graduates increased from 5 in FY 2002 to 15 graduates in FY 2004. The Department’s three-year average (FY 2002-2004) was 68 majors and an 11-member graduation class. Credit-hour generation by the African-American Studies department also increased during the three-year review period. In FY 2002, the AAS faculty generated 3,304 credit hours, which increased to 3,726 credit hours in FY 2004 (See Tables B-4a through B-4c). The Department’s upper division courses experienced the largest increase (1,978) in credit hours. Conversely, generation of lower-division core credit hours remained relatively stable from FY 2002 to FY 2004. For example, the Department generated 1,749 undergraduate core credit hours in FY 2002, compared to 1,788 in FY 2004. The stability evident in the generation of lower division core credit hours is largely due to the Department’s inability to increase its offering of undergraduate core courses. In order to meet the curricula needs of its majors, the Department can only offer a limited number of undergraduate core courses. Consequently, the Department offers on average three sections per semester of AAS 1140/Hist 1140 and four sections per semester of AAS 2010 “Introduction to African-American Studies” (See Table B-4a).

The overwhelming majority of the credit hours accumulated during the three-year review period were generated by the Department’s tenure-track faculty. Specifically, the tenure-track faculty accounted for 81.8% (2,701) of the total credit hours in 2002; 80% (2,775) of the total credit hours in 2003 and 76% (3,726) of the total credit hours in FY 2004 (See Tables B-4a through B-4c). The non-tenure generated credit hours were primarily attributed to the Department’s half-time visiting lecturer. In short, in FY 2004 the Department faculty taught over 1200 students, which produced 3,726 credit hours. This credit hour generation is impressive in light of the Department’s six-member faculty, several of whom received course reductions from the normal 3-2 teaching load in accordance with the College of Arts and Sciences’ workload policy.

The Department of African-American Studies has furthered the promotion of several goals of the University’s strategic plan, including fostering interdisciplinary inquiry, promoting intercultural and international perspectives among students and “participating in scholarly pursuits, especially those that make contributions through research or professional activities in the intellectual, cultural and social well-being of the regional, national and international communities” (University Strategic Plan).

African-American Studies is a model of interdisciplinary and interdepartmental collaboration. Over 90% of all African-American Studies courses are cross-listed with other departments in the College of Arts and Sciences and the College of Health and Human Sciences. This cross-listing feature of the African-American Studies curriculum enhances cross-fertilization between the Department of African-American Studies and other traditional departments, benefiting the students in each of the respective programs. The Department of African-American Studies has enhanced the multicultural courses offerings of thirteen traditional departments and programs. In several instances, the members of the African-American Studies core faculty have borne the primary responsibility for staffing other departments’ courses that focus on people of African descent. For example, both courses in the Religious Studies program that focus on people of African descent, “Religions of the African World” (AAS 4230/Rels 4230) and “African-American Religion” (AAS 4250/Rels 4250), were taught by core faculty African-American
Studies faculty members during the past three years. A similar pattern also exists between the Department of African-American Studies and the Department of Anthropology and Geography. The Department also promoted interdisciplinary perspectives via its faculty affiliation with other academic units. Members of the African-American Studies Department serve on the faculty of the Women’s Studies Institute, the World History faculty, as well as the professional education faculty of the College of Arts and Sciences. African-American Studies faculty members also served on the thesis and dissertation committees of students in other departments.

The Department of African-American Studies assumes a critical role in the University’s efforts to promote intercultural perspectives. It offers two of the only three permanent undergraduate core multicultural courses: “Introduction to African and African-American History” (AAS 1140 Hist 1140) and “Introduction to African-American Studies” (AAS 2010). The Department also promotes intercultural perspectives via its annual lecture series and the sponsorship of scholarly conferences. During the FY 2002 – FY 2004 period, the Department sponsored twenty public lectures and two national conferences.

As an urban university, Georgia State is committed to contributing to the well-being of the Atlanta Metropolitan area. Since its inception, community outreach has been an integral component of the African-American Studies Department. During the three-year review period, the Department sponsored a rich blend of social responsibility initiatives, which included: 1) service-learning; 2) an education outreach program; 3) the “Behind the Walls: Lifeline Prison Project;” and 4) the Sapelo Island Oral History and Genealogy Project. Moreover, the Department developed linkages with a host of local cultural institutions and organizations, such as the Auburn Avenue Research Library on African-American Cultural and History; Hammonds House Galleries and Resource of African-American Art; the Malcolm X Grassroots Movement; and Project South-Institute for the Elimination of Poverty and Genocide. These partnerships have enriched the cultural, social and intellectual life of Atlanta.

Since its formal approval in 1994, the African-American Studies Department has made tremendous strides in fulfilling the mandate of the University’s Advisory Committee on African-American Studies “to become a regionally and ultimately a nationally recognized department of African-American Studies.” The Department has achieved the following: departmental status, hired an accomplished faculty, developed an in-depth curriculum, garnered strong student support (79 majors), and established extensive community outreach programs and partnerships. These activities, in particular the extensive community outreach component, distinguish African-American Studies at Georgia State University from many of its southern counterparts. Since 2002, the Department has housed the national office of the National Council for Black Studies (NCBS), the premier professional association in the field. In short, as noted in the University’s action plan: “The Department of African-American Studies has built a strong foundation with its BA degree and may be ready to seek authorization for a M.A. degree.” Consequently, in order to build upon this momentum, it is prudent to select peer programs that would elevate the Department. Therefore, the Department has selected peer programs that offer a MA degree in African-American Studies. Those programs include the Department of Pan-African Studies at the University of Louisville, the Department of African and African-American Studies at The Ohio State University and the Africana Studies and Research Center at Cornell University. These programs were selected on the basis their autonomous status, longevity, degree offerings, community outreach efforts and national prestige (See Appendix A).
The Department of Pan-African Studies at Louisville University recently celebrated its 30th anniversary this past February. It is the oldest African-American Studies Department in the South. Founded in 1974, the Department of Pan-African Studies has ten tenure-track faculty members. Among the faculty are one full professor, five associate professors and four assistant professors. The Department of Pan African Studies offers both a B.A. and a B.S. undergraduate degree. From 1998 through 2003, the Department of Pan-African Studies averaged approximately 23 majors and graduated an average of seven students per year. In 2002, the Department initiated a M.A. degree program that currently has 22 full-time graduate students. The M.A. degree offers two areas of specialization, African-American Studies and African/Diaspora Studies. Qualified graduate students receive a $10,000 per year assistantship with a tuition waiver. Ten assistantships per year are allocated and have approximately 22 graduate students. The Department of Pan-African Studies’ community outreach efforts include a future scholars program for prospective minority college students and a Teachers’ Summer Institute that serves public school educators.

Established in 1970, the Africana Studies and Research Center at Cornell University, is one of the nation’s oldest Black Studies academic units. The Department has ten tenure-track faculty members, four lecturers and three visiting professors. The tenure-track faculty includes three full professors, five associate professors and one assistant professor. It offers a B.A. degree, as well as one of the country’s first M.A. degrees in African-American Studies. The M.A. degree offers an African-American concentration and an African concentration. There are approximately 15 students enrolled in the graduate program, many of whom receive a $16,000 per year stipend and tuition waiver. The program only admits students who are eligible for full funding. Graduates of the M.A. program have entered doctoral programs at UCLA, Indiana University, Emory University and Yale University. Cornell’s Africana Studies and Research Center, contrary to many of its counterparts in the field, has enjoyed success in securing external funding.

Another noteworthy program is the Department of African and African-American Studies at The Ohio State University. Formally approved in 1972, it has the largest Black Studies’ faculty in the nation and is among the most prestigious Black Studies academic units in the country. The Department offers a B.A. degree and a M.A. degree with an African-American and African Studies foci. It has extensive African language offerings (six) and study abroad programs in three African countries. Similar to Cornell’s Africana Research Center, The Ohio State University Department of African and African-American Studies has secured external funding ($420,401). Its undergraduate program graduated 9 students in 2002, 35 students in 2003 and 25 students in 2004.

Section C.1: Progress Toward Goals and Objectives Since the Last Academic Program Review

During the 1994 Fall quarter, the Board of Regents formally approved the Department of African-American Studies. At the onset of its second decade, the Department is undergoing its first academic program review. During the initial decade (1994-2004), the Department’s major goals were derived primarily from two documents: the College of Arts and Sciences’ “Vision for the Department of African-American Studies” and the proposal for a B.A. degree in African-American Studies submitted to the University System of Georgia (See Appendix F.1 and F.2).

The following goals identified in these two documents guided the Department’s development:
1. Instruction:

Goal 1.1: To recruit a tenure-track faculty.

Goal 1.2: To enhance faculty diversity and provide opportunities for faculty development.

Goal 1.3: To develop a curriculum for a B.A. degree in African-American Studies.

Goal 1.4: To provide students with historical and cultural grounding in an area which has been treated marginally in the academic canon.

Goal 1.5: To further the University’s mission of providing a curriculum reflective of the multicultural components of the state and nation.

Goal 1.6: To advance interdisciplinary inquiry at the University.

Goal 1.7: To develop a M.A. degree in African-American Studies.

2. Scholarship:

Goal 2.1: To establish Georgia State University among the premier institutions in the region and nation for academic preparation in African-American Studies.

Goal 2.2: To develop a distinguished faculty with a high level of scholarly accomplishments.

Goal 2.3: To secure external funds.

3. Service:

Goal 3.1: To promote the University’s commitment to service-learning and community outreach.

Goal 3.2: To establish partnerships with cultural and educational institutions in the Atlanta Metropolitan area and state.

Section C2: Implementation of the Department’s Initial Goals

During the past ten years, the Department made significant progress in fulfilling the initial goals set forth in the College of Arts and Sciences’ “Vision for the Department of African-American Studies” and the proposal for a B.A. degree in African-American Studies (See Appendix C.1 and C.2). The findings of this self-study report indicate that only two of the twelve goals (Goal 1.7 and Goal 2.3) identified in the aforementioned documents were not accomplished. Specifically, the Department has not developed a M.A. degree (Goal 1.7) and it demonstrated a lack of success in securing external funding (Goal 2.3).
On the other hand, the Department did make substantial inroads on the remaining ten goals, which provided the building blocks for African-American Studies at Georgia State University. The Department recruited a seven-member, tenure-track core faculty (Goal 1.1), four of whom are tenured. Undoubtedly, the appointment of seven African-Americans enhances the diversity of the University’s faculty (Goal 1.2). Moreover, the presence of a vibrant African-American Studies Department assisted the recruitment efforts of other Departments to attract prospective African-American faculty candidates to Georgia State University (Goal 1.2). The Department of African-American Studies has been instrumental in the successful recruitment of African-American faculty members by several academic units within the College of Arts and Sciences, including the School of Art and Design, the Department of English, the Department of History and the Department of Sociology (Goal 1.2). In several instances, African-American Studies faculty members have served on the recruitment committees of other Departments.

The Department of African-American Studies has a fifty (50) course curriculum and degree program highlighted by a two-course theory sequence; several “writing across the curriculum” classes; and a research methods and senior capstone sequence that requires all majors to complete a senior thesis (Goal 1.3; Goal 1.4; and Goal 1.5). The B.A. degree in African-American Studies was authorized by the Board of Regents during the 1998 Winter quarter (Goal 1.3). All fifty (50) courses focus on people of African descent, which not only provides students with a historical and cultural grounding of black people (Goal 1.4), but also furthers the University’s strategic goal of promoting intercultural perspectives (Goal 1.5). The presence of this fifty (50) course curriculum ensures that students at Georgia State University have opportunities to become acquainted with the experiences of people of African descent. In several instances, the Department’s courses enhance the diversity of course offerings of other academics units, including Anthropology and Geography, Sociology, History and Religious Studies.

The African-American Studies curriculum also advances interdisciplinary inquiry at the University. Nearly all of the African-American Studies courses (over 90%) are cross-listed with other academic units (Goal 1.6). Department courses are cross-listed with the School of Art and Design, Anthropology and Geography, Communication, Criminal Justice, English, History, Music, Philosophy, Political Science, Psychology, Religious Studies, Women’s Studies and the Honors Program. In addition, the chair of African-American Studies served on the now defunct Interdisciplinary Committee, led by the Provost (Goal 1.4). Lastly, several African-American Studies courses are grounded in interdisciplinary inquiry, such as AAS 2010 “Introduction to African-American Studies;” AAS 3120/Anth 3120 “African Diaspora” and AAS 3975 “Concepts and Theories in African-American Studies” (Goal 1.6).

The Department has made significant progress toward establishing Georgia State University among the premier institutions in the region for academic preparation in African-American Studies (Goal 2.1). In academe, the scholarly reputation of the faculty constitutes a major linchpin of a department’s regional and national prominence. While the Department’s faculty has not achieved national excellence in terms of sustained scholarly publications (i.e. an average of at least two refereed journal articles a year per faculty member), its productivity, in light of the responsibilities associated with developing a new academic program and its heavy service role, has been impressive. During the Department’s first decade, the scholarly efforts of the faculty include two books, 34 refereed journal articles, and 17 book chapters. The AAS faculty also delivered over 100 papers at professional conferences and 65 invited lectures. Invited lectures
were given at such institution as Yale University, Mount Holyoke College, Virginia Commonwealth University Medical School, University of Durban, South Africa, University of Connecticut and Ochanomizu University in Tokyo, Japan (See Appendix O.1-O.7). Furthermore, the faculty frequently provided expert media commentary. Over fifty (print and broadcast) interviews were given to local, national, and international media outlets, including the British Broadcasting Corporation (BBC); Canadian Television; Washington Post; Christian Science Monitor; the Atlanta Journal and Constitution; Atlanta Daily World; Miami Herald, National Public Radio, BET; CNN, Channel 5-Fox News, and the Chronicle of Higher Education. (See section F for faculty productivity during the three-year review period FY 2002-FY 2004). During its first decade, the Department of African-American Studies has enriched the intellectual and cultural life, both on campus and within the Atlanta metropolitan area. It hosted seven academic conferences and sponsored sixty campus and community lectures (See Table C).

The Department of African-American Studies has embraced enthusiastically the University’s strategic goal of promoting the “social well-being of regional, national and international communities (2000 Strategic Plan). Community outreach is a critical component of the African-American Studies academic enterprise. From its onset, the Department has been highly responsive to public service. In 1994, a faculty member served on the community empowerment task force of the Southern Christian Leadership Conference (SCLC). During the 1995 Winter quarter, the Department initiated a service-learning mandate in its AAS 2010 “Introduction to African-American Studies” class. Students are required to volunteer at least 15 hours per semester with a non-profit community organization. Service-learning is an educational process that involves young people in their own learning as they give valuable services to their communities. Faculty members have sought to blend instruction and community service to enhance academic outcomes, stimulate civic participation and benefit the larger community. All sections of AAS 2010 include a mandated service-learning assignment. Between the 1995 spring quarter and the 2003 Fall semester, the Department offered thirty-four sections of AAS 2010. During this nine-year period, thirty-three of the thirty-four sections complied with the service-learning mandate. As a result, 1,352 students enrolled in the sections of AAS 2010 participated in service-learning projects. Students enrolled in service-learning volunteered with nearly fifty community organizations. These groups address a wide range of social, educational, political and economic issues confronting the Black community. For example, our students assisted AIDS research with AIDS Education Services for Minorities; youth outreach with the Malcolm X Center for Self-Determination; mentoring African-American children with Inner Strength and Cool Girls Inc.; and homeless advocacy while working with the Victory House.

In addition to service-learning, the Department has incorporated several other community outreach initiatives. During the 1998-1999 academic year, the Department launched its Education Initiative in which faculty members give presentations and workshops to students and teachers in the Atlanta metropolitan area. Under the auspice of this social responsibility initiative, the African-American Studies core faculty delivers approximately 35 presentations at elementary, middle and high schools each year. In the following academic year (1999-2000), the Department sponsored the Sapelo Island Oral History and Genealogy Project in conjunction with the Sapelo Island Community Revitalization Society (SICRS). In this project, students conducted interviews with residents of Sapelo Island, as well as performed community service activities. The final ongoing community outreach program is the “Behind the Walls; Lifeline Prison Project,” first initiated during the 2000-2001 academic year and co-sponsored with the education
office of the United States Federal Penitentiary in Atlanta. The “Behind the Walls” community outreach project has entailed various educational activities, such as lectures and theater workshops (Goal 3.1).

Community partnerships are also an important aspect of the University’s outreach efforts. During its first decade, the Department established linkages with several cultural and educational institutions, as well as community organizations in Atlanta and the state of Georgia (Goal 3.2). As mentioned earlier, the Department sponsors an oral history project with the Sapelo Island Cultural and Revitalization Society (SICRS). African-American Studies has also co-sponsored lectures, public forums and conferences with the Auburn Avenue Research Library on African-American Culture and History, and with the Hammonds House Galleries and Resource of African-American Art. African-American Studies majors volunteer with a tutorial program sponsored by the Malcolm X Grassroots Movement. The Department, along with Project South—Institute for the Elimination of Poverty and Genocide, and the Auburn Avenue Research Library co-sponsors the Atlanta Book Club program. In short, the Department of African-American Studies has fostered the University’s highly valued objective of community outreach (Goal 3.1 and 3.2).

The African-American Studies Department faculty has conducted teacher workshops, delivered lectures to numerous community groups and served on the boards of a host of non-profit organizations in the Atlanta metropolitan area and nation. Board participation by African-American Studies faculty includes the Community Aid and Development in DeKalb county, the APEX Museum of African-American History, Aid to Children of Imprisoned Mothers (AIM); the Hammonds House Galleries and Resource Center of African-American Art; and the Atlanta International School (See Appendix O.1-O.7). Another faculty member also serves on the board of the Amistad Research Center in New Orleans, Louisiana. One faculty member received the 1998 Fannie Lou Hamer award for outstanding community service from the National Conference of Black Political Scientists (NCOBPS). In 2003, another African-American Studies faculty member received the Honorary Guardian of Human Rights Award for outstanding community service, sponsored by the National Center for Human Rights Education.

Section D: Quality of the Curriculum

The curriculum of the Department of African-American Studies is structured so that students achieve five learning outcomes: I. Analytical Skills; II. Critical Thinking Skills; III. Communication Skills; IV. Acquisition of Knowledge; and V. Civic Participation (See Appendix G.1). The African-American Studies curriculum is highlighted by a six course upper-division core which includes two theory classes (AAS 3975 “Concepts and Theories in African-American Studies” and AAS 4120/Pol SC 4560 “African-American Political Thought”); a two-course research method senior capstone course (AAS 3980 “Research Methods in African-American Studies” and AAS 4980 “Senior Seminar and Practicum in African-American Studies”); and an African-American literature class. The Department offers three approved “writing across the curriculum” courses, including AAS 3120/Anth 3120 “African Diaspora” which is the sixth required upper-division course. The other two writing intensive courses are AAS 4600/Hist 4280 “Enslavement and Resistance in North America” and AAS 4950/Jour 4950 “African-American Popular Culture” (See Appendix H.1 through H.3). In addition to the six course upper-division core, African-American Studies majors are required to take five (15 credit hours) additional
upper division African-American Studies courses. A Freshmen Learning Community (FLC) and a study abroad program in Ghana augment the Department’s degree requirements (Appendix I).

Survey data gleaned from the Department’s alumni and majors underscore the quality of the African-American Studies’ undergraduate experience. The response rate among the African-American Studies alumni was 51.6%, compared to the University alumni response rate of 37.5%. Moreover, the African-American Studies majors’ response rate was 55.1%, which also exceeded the University majors’ response rate of 42%. Figures D-1 through D-3 represent three composite indexes of the items which address the quality of the curriculum, faculty and mentoring within the Department. Four questions serve as indicators of the quality of the African-American Studies curriculum. Those indicators include the following questions: 1) The African-American Studies program is academically challenging; 2) African-American Studies prepared me for my professional career and/or further study; 3) What is your assessment of “frequency of African-American Studies course offerings;” 4) What is your assessment of the “variety of African-American Studies course offerings?” (Figure D-1 and Appendix K). In most instances the percentage of positive responses (either a 4 or 5) to each of the four questions was over 80% (See Figure D.1 and Appendix K). Both the alumni (88%) and majors (83%) agreed that the African-American Studies curriculum was academically challenging (See Figure D.1 and Appendix K). Both cohorts responded positively to questions pertaining to the frequency and variety of African-American Studies course offerings. Indeed, 81% of the alumni agreed that the Department frequently offers its courses while 88% of the alumni noted that the Department offers a variety of African-American Studies classes (See Figure D.1 and Appendix K). Similarly, African-American Studies majors also expressed high satisfaction with both the frequency (71%) and variety (81%) of course offerings. The only response rate below 60% pertained to the degree to which the African-American Studies curriculum prepared students for further study. Fifty-seven percent (57%) of the alumni respondents agreed with the question compared to a 91% response rate among the majors (See Figure D.1 and Appendix K). This discrepancy may be attributed to the curriculum changes implemented by the Department after the matriculation of the members of the alumni group. Chief among the curriculum changes were the adoption of a research methods and senior thesis requirement, as well as the addition of several “writing across the curriculum courses.”

The quality of African-American Studies’ program also extends to the faculty. Three questions comprise selected indicators of the quality of the African-American Studies faculty. These questions address faculty preparation, teaching and evaluative methods (See Figure D.2 and Appendix K). Survey data indicate that the alumni and majors expressed a high degree of satisfaction with the quality of classroom instruction. The response rate to all three indicators among each group did not fall below 72% (See Figure D.2 and Appendix K). Among the alumni cohort, 81% agreed that the faculty was prepared compared to 76% of the majors who responded affirmatively (See Figure D.2 and Appendix K).

The quality of the African-American Studies’ undergraduate experience is furthered enhanced by a nurturing, cohesive, student-oriented community. Activities include the African-American Studies Department’s “Rap and Relax: Community Building” in which faculty, majors and minors meet the second Tuesday of each month to discuss current events, and Departmental news. For nine years the Department has sponsored an annual Student Appreciation Day in
which three awards are given for outstanding academic performance (the W.E.B. DuBois/Anna J. Cooper Award); outstanding community service (the Kwame Toure Award) and outstanding service to the Department (John Henrik Clark Award). In addition, all African-American majors and minors with a 3.0 GPA are recognized. The Department also sponsors graduation receptions in honor of its graduates and their parents as well as student travel to academic conferences. The Department has also incorporated pro-active advisement in which the chair advises all majors and minors. Students can make appointments for an advisement session with the chair throughout the academic year (See Appendix L). Also, the Department publishes a bi-annual newsletter *The Drum* and hosts a pre-Kwanzaa celebration for its majors, alumni and supporters across the University campus. Finally, the Department houses the Sankofa Society, an active student organization that fosters fellowship among the students and faculty.

The presence of conscientious mentoring in the Department of African-American Studies is evident by the positive responses to five quality indicators of faculty mentoring. Those indicators address: 1) faculty interest in student academic development; 2) open faculty /student communication; 2) faculty availability outside of class; 4) the availability of academic advisement; and 5) the availability of career advisement (See Figure D.3 and Appendix K).

Both the alumni and majors responded extremely positively to the five aforementioned issues pertaining to faculty mentoring (See Figure D.3 and Appendix K). For example, 94% of the alumni cohort and 86% of the majors’ cohort agreed that the African-American Studies faculty was interested in student academic development (See Figure D.3 and Appendix K). Nearly 90% of both groups agreed that the African-American faculty was available outside of class (See Figure D.3 and Appendix K). Moreover, 78% of the alumni respondents and 80% of the majors’ respondents noted that there was open communication between faculty and students in the Department of African-American Studies. While only 44% of the alumni cohort agreed that the Department provided adequate career advisement compared to 74% of the majors, the alumni 44% response rate, nonetheless is a higher rate than most other Departments at the University (See Figure D.3 and Appendix K).

The Department utilizes its upper division core courses to serve as a course-embedded procedure (See Appendix G.1). The Department’s assessment plan is not scheduled for activation at the end of the Fall 2004 semester. However, goals associated with the Department’s two lower division core courses were assessed in a social science pilot project during the 2004 summer session (See Appendix G.2). The results were extremely positive in which the lowest score was 74% (See Appendix G.2).

**Section E: The Quality of the Students in the Program**

The systematic investigation of people of African descent in the United States as a scholarly field of inquiry has always been beset with a host of critics. Administrators, faculty, students and parents have all questioned the legitimacy and utility of African-American Studies. Its liberal arts foundation, multidisciplinary mode of inquiry and subject matter, i.e. people of African descent, have led many to raise doubts about the value of an undergraduate degree in African-American Studies. Indeed, the Department’s faculty and majors are often deluged with inquiries of “What can you do with an African-American Studies degree?” The Department’s response to its
detractors and naysayers has been to produce high quality graduates who are critical thinkers that are well-grounded in knowledge pertaining to people of African descent. In addition, the Department graduates possess the skills of a solid liberal arts education and are committed to civic engagement.

During the three-year review period, African-American Studies majors have regularly delivered papers at the annual conference of the National Council for Black Studies. In 2002, the Department sponsored five students who presented papers at the NCBS conference held in San Diego, California. Ten African-American Studies’ majors delivered papers at the 2003 NCBS conference in Atlanta and seven majors read papers at the 2004 annual conference of the National Council for Black Studies, which was also held in Atlanta. One of our majors won 2nd place in a nationwide undergraduate student essay contest sponsored by the National Council for Black Studies in 2002. Currently, an African-American Studies major serves as a student representative on the Board of Directors of the National Council for Black Studies. Moreover, an African-American Studies major also served on the College’s Dean Search Committee. The quality of the Department’s majors is also reflected student publications. A student of the class of 2004 has a forthcoming book chapter co-authored with a member of the African-American Studies’ associate faculty. After completing AAS 3450/Hist 4890D “History of African-Americans in Georgia” a student founded the African-American Historical Society of Walker County Georgia in order to highlight the social and political development of black people living in Northwest Georgia.

The most impressive output quality indicator of Department’s majors is their graduate school matriculation. During FY 2002-2004, thirty-eight students graduated from the Department and (26%) among this group are attending graduate school. Students among this cohort are pursuing graduate degrees at the University of Wisconsin at Madison, Georgia State University, Central Michigan University and Clark Atlanta University. Former African-American Studies majors are pursuing graduate degrees at UCLA, Temple University, Morehouse School of Public Health, DePaul University and Georgetown School of Law. Other African-American Studies’ graduates are employed as educators, probation officers, business managers, union representatives and employees of non-profit organizations, such as Aid to Children of Imprisoned Mothers (AIM) and DEVCORP North, a community economic development organization in Chicago.

Section F: Quality of the Program Faculty

The faculty of the Department of African-American Studies is committed to academic excellence and social responsibility. They operate in a collegial, congenial and cohesive environment undergirded by a high esprit de corps. Members of the faculty have benefited from conscientious, proactive mentorship and excellent professional development support. During the review period FY 2002-2004, one assistant professor was promoted to the rank of associate professor and two assistant professors received positive pre-tenure review assessments. One faculty member noted in the faculty survey report that, “I am very happy to have the opportunity to work in the Department of African-American Studies at Georgia State University. Charles E. Jones is a good leader and mentor. He has a vision for the department and encourages and inspires his team.”

During the FY 2002-2004, the six-member faculty published 13 refereed journal articles and six book chapters, and delivered thirty-five conference papers. The African-American Studies faculty publication record (19) during the review period is less than the 24 publications produced...
by the eight-member faculty of the Department of Pan African Studies at the University of Louisville. Although the overall research productivity is slightly down during the past three years, the GSU African-American Studies faculty enjoy a well-respected scholarly reputation, particularly for their expertise in Black activism, as indicated by the impact of their scholarship, reprints of publications, invited lectures, expert media commentary and leadership in the field of Black Studies. Faculty research in the areas of gender participation in African social movements; the civil rights movement and the Black Power Studies is widely cited and drawn upon by other scholars. One faculty member’s book is required reading in a core graduate seminar in the Ph.D. program in the Department of Afro Studies at the University of Massachusetts-Amherst. Several publications of faculty members have been reprinted in various anthologies that also reflect the quality of their scholarship, as does the translation of a faculty member’s first book into Japanese.

In addition, the core African-American Studies faculty delivered twelve invited lectures at such universities and colleges as Hood College, Mount Holyoke College, Delaware State University, University of Illinois of Urbana-Champaign, University of Durban South Africa, Central Missouri University and the Virginia Commonwealth University Medical School. Members of the African-American Studies faculty serve on several editorial boards, including the Journal of Black Studies, International Journal of Africana Studies, National Political Science Review, Journal of Marital Family Therapy and the Journal of Systemic Therapy. Finally, the African-American Studies core faculty has frequently provided expert media commentary. During the three-year program review period (FY 2002-2004), the faculty gave fourteen (print and broadcast) interviews to local and national outlets, such as the Atlanta Journal and Constitution, Philadelphia Inquirer, Christian Science Monitor, Miami Herald, National Public Radio, CNN, Channel 5-Fox News, WHAT 1340AM (Philadelphia, PA), WSB TV Atlanta (ABC Network), WPBS 30 Atlanta and WOLB-AM (Baltimore, MD). Leadership participation in professional association is a final indicator of the quality of the faculty. One faculty member is the current vice-president of the National Council for Black Studies; another African-American Studies faculty member served on the Fulbright selection committee for Africa and another faculty member was selected for a Fulbright in Brazil.

The faculty is equally distinguished by its service commitment to the university and broader Atlanta community. The Department’s relatively small seven-member core faculty has assumed an unusually heavy service burden. Faculty members served on a host of College and University committees, including the curriculum committee, undergraduate core assessment committee, and presidential scholar’s selection committee, “writing across the curriculum” committee, and the minority faculty task force. African-American Studies’ faculty members are also active in the University Senate. One faculty member previously served on the Senate’s Executive Committee, while another member currently chairs the Senate’s Diversity committee. African-American Studies faculty members are model university citizens by providing invaluable assistance to other academic units in the areas of instruction, faculty recruitment and mentorship, particularly to students, majors and non-majors. The Department’s faculty members serve on the faculty of the Women’s Studies Institute, the World History program in the History Department and the professional education faculty. They have also served on the faculty recruitment committees in the School of Art, the Women’s Studies Institute and the Department of History.
Community outreach has been a key component of the Department of African-American Studies. During FY 2002-2004, the Department sponsored four social responsibility initiatives which include 1) a service-learning mandate; 2) an Education Outreach program; 3) the “Behind the Walls: Lifeline Prison Education Project”; and 4) the Sapelo Island Oral History and Genealogy Project. The Department has a mandated service-learning requirement in all sections of AAS 2010 “Introduction of African-American Studies.” Students enrolled in AAS 2010 have volunteered with over fifty community organizations in the Atlanta metropolitan area. An education outreach program under the leadership of Professor Cora A. Presley was created to form closer links with public schools in the Atlanta area. Professors and students in the Department volunteer to speak at school programs for Black History Month, College Day, Social Science Fairs and other special events. The AAS faculty gives approximately 35 talks per academic year to elementary, middle and high school students. Collaborative educational efforts also included tutoring and participation in teacher workshops. The Department’s “Behind the Walls: Lifeline Prison Project” is directed by Professor Akinyele Umoja in conjunction with the education office of the United States Federal Penitentiary in Atlanta. Under the auspices of this program, the Department sponsored an introductory African-American Studies class and theater workshops. Professor Akinyele Umoja also coordinates the Sapelo Island Oral History and Genealogy Project in which AAS majors conduct oral interviews with residents of Sapelo Island. Students also perform community service with the Sapelo Island Cultural and Revitalization Society (SICRS).

Section G: Adequacy of Resources

Similar to many of its counterparts, African-American Studies at Georgia State University is the product of student protest. To the University’s credit, once it conceded to the demand to create a Department of African-American Studies, Georgia State University administrators were committed to developing a first-rate academic unit. The Department has benefited from excellent support (budgetary, space and technological resources), particularly from the office of the Dean of the College of Arts and Sciences. Nonetheless, in order for the Department to achieve national recognition, additional resources are required for additional faculty members to staff a new M.A. degree, to hire a full-time staff person and to provide graduate research assistantships.

Faculty Resources

The current (FY 2004) student/faculty ratio for the African-American Studies faculty is comparable to the College’s other smaller academic units. In fact, the African-American Studies student/faculty ratio has increased over the three-year review period from 10 in FY 2002 to 13 in FY 2004 (See Appendix P). This increase in the student/faculty ratio is clearly linked to the Department’s successful recruitment of additional majors, which increased from 58 in FY 2002 to 79 in FY 2004 (See Appendix P). Indeed, the African-American Studies Department at Georgia State University has more majors than its three peer institutions, the Department of Pan-African Studies at the University of Louisville, the Africana Studies and Research Center at Cornell University and the Department of African and African-American Studies at The Ohio State University.
Moreover, in FY 2004, approximately 1,242 students enrolled in African-American Studies classes. The African American Studies Department generated 3,726 credit hours. The six-member tenure-track faculty was responsible for 75% of these credit hours (See Tables B4a, B4b and B4c). Additional tenure-track faculty members are needed to offer more lower level core classes and to staff a M.A. degree program.

Administrative Resources

Currently, the Department has only one full-time permanent staff member who holds the title of business manager. In order to maintain an efficient department, the business manager is supplemented with a student assistant, work-study students and student volunteers. Despite the growth in majors, various activities (i.e. Student Appreciation Day), numerous community outreach programs and organizing the annual conference of the National Council for Black Studies, the Department has not received any additional staff allocation since its formation in 1994. While 67% of the faculty rated the level of clerical staff support as excellent, their assessment is more a function of the dedication and outstanding performance of our business manager who often goes beyond the call of duty to ensure an efficient and supportive department (See Appendix K.9). In light of the growth in the number of majors, multiple departmental activities, extensive community outreach programs and recent responsibilities associated with housing the national office of the National Council for Black Studies, at least one additional full-time staff member, such as an administrative assistant, is an absolute necessity. Indeed, African-American Studies is the sole department in the College of Arts and Sciences with only one permanent staff member. It is critical that we provide our business manager with much needed critical assistance. To continue to rely on student staff support is an untenable situation, particularly when the Department adds a graduate component.

Technological Resources

The Department has very good technological resources. Each faculty member has an office computer workstation. In addition, the majority of the faculty (five out of seven) has been allocated a lap-top computer as well. Indeed, findings from the faculty survey indicated that 83% reported that the availability of computer/data base software “relevant to your work” was either very good or excellent (See Appendix K.11 and K.12). The Department has recently upgraded the office workstation of two faculty members, which should undoubtedly improve this response rate.

Space Allocation

The Department also enjoys very good office space. During the FY 1998-1999 period, the Department moved from its original location at 549 One Park Place to Suite 962, which has seven offices, a copy room and a storage room. During the 2003-2004 period, the Department was allocated three additional offices from Suite 948 as part of a CBSAC agreement with the Department of Communications. The agreement also calls for the Department to acquire additional office space from Suite 948 (also located at One Park Place South) with the appointment of new African-American Studies faculty members.
Finally, the Department currently has two foundation accounts, one of which is an African-American Alumni Club Scholarship.

Library Resources

Library holdings are sufficient to offer a M.A. degree in African-American Studies (See Appendix Q for the library report).

Section H: Strengths and Weaknesses of the Program

The Department of African-American Studies is a vibrant academic unit with high visibility both on campus and in the Atlanta metropolitan area. In a short time span, a dedicated faculty, outstanding staff and enthusiastic students have propelled the Department onto the national landscape of the field of Black Studies. The national headquarters of the National Council for Black Studies (NCBS) is currently housed in the Department. The Vice-President of NCBS is a Georgia State University African-American Studies faculty member. Although it has a relatively small faculty (seven tenure-track appointments) and one full-time staff person, the Department fosters several strategic goals central to the mission of the University.

One of the Department’s many strengths is its 50-course curriculum that promotes intercultural perspectives at the University. The Department’s curriculum has provided the foundation for a nurturing, cohesive student-oriented program that has attracted high levels of student interest in terms of majors and enrollment in African-American Studies by non-majors. At the time of the approval of the B.A. degree in African-American Studies, the former Dean of the College of Arts and Sciences, Ahmed Abdelal, noted that a small Department should have at least 50 majors in order to constitute a viable academic unit. The Department’s current number of majors (79) has surpassed this criterion. Moreover, the Department of African-American Studies at Georgia State University has surpassed the number of majors of its three peer programs, all of which have existed for over thirty years. In FY 2004 the Department of Pan-African Studies at the University of Louisville had approximately 23 majors and graduated seven students. The Africana Studies and Research Center at Cornell University, established in 1970, had eight undergraduate students and 14 graduate students. Finally, the Department of African and African-American Studies at The Ohio State University, with the nation’s largest Black Studies’ faculty (22), graduated 25 majors and had a graduate class of 19 students in FY 2004.

Contrary to popular perception which doubts the rigor of African-American Studies, survey data from the Department’s undergraduates and alumni indicated that the program was academically challenging: 88% of the alumni respondents answered either “4” or “5” (strongly agree) that the African-American Studies program was academically challenging. A similar pattern exists among the current undergraduate students, as noted by 83% of the respondents who also answered either “4” or “5” on that indicator (See Figure D.1).

A second important asset of the Department lies in its extensive public service and community outreach activities. The Department has systematically incorporated several social responsibility
initiatives: 1) a Service-Learning mandate; 2) an Education outreach program; 3) The “Behind the Walls: Life Line Prison Project;” and the Sapelo Island Oral History and Genealogy Project. These community outreach activities are invaluable for enhancing the quality of life within Atlanta and the state. For example, in sheer work hours, students enrolled in the Department’s designated service-learning classes volunteered over 22,000 hours with non-profit organizations since the inception of the service-learning requirement in 1995. African-American Studies faculty members serve on numerous community boards and their extensive public service has garnered recognition in the form of several awards. Although the African-American Studies Department faculty is smaller than that of its peer programs, the extensive community outreach activities are only surpassed by The Ohio State University’s Department of African and African-American Studies, which sponsors a community extension center.

The Department’s strength is also found in its accomplished faculty. Several faculty members enjoy national professional reputations. Their research is widely cited and they serve on the editorial boards of several scholarly journals and have given numerous invited lectures, although their research productivity is down somewhat for the FY 2002-2004 review period.

In order for the Department to build upon its accomplishments and move toward new levels of excellence, several weaknesses warrant attention. First, the Department must devise strategies to increase its overall research productivity. Unlike the Department of Pan-African Studies at the University of Louisville, the Department’s faculty did not average one refereed publication per year for each faculty member during the three-year review period. Secondly, the Department’s faculty did not demonstrate success at securing external funding. Two of the three peer programs, the Africana Studies and Research Center at Cornell University and the Department of African and African-American Studies at The Ohio State University, secured substantial external funding during the FY 2002-2004 review period. The Africana Studies and Research Center at Cornell University garnered a $750,000 grant from the Ford Foundation to sponsor a summer institute on “Critical Theory, Black Women’s Scholarship and Africana Studies” for three summers. Similar success was enjoyed by the Department of African and African-American Studies at The Ohio State University, which secured $420,401 in external funding. It received a $165,000 grant from the National Endowment for the Humanities and $255,401 in funding from the Association of Schools of Public Health. Finally, the Department did not accomplish the important goal of establishing a M.A. degree program. The development of a M.A. in African-American Studies is critical to the Department’s efforts to achieve national prominence.

Section I: Program Goals and Objectives for the next APR cycle

The Department of African-American Studies is firmly committed to become a nationally recognized program. In order to achieve national prominence, the Department has identified several critical goals:

I. Teaching.

A. Goal: To develop a M.A. degree in African-American Studies.

Objective 1: Add three new tenure-track lines.
**Rationale:** A graduate program in African-American Studies would further distinguish the Department and University. Presently, there are fewer than 20 such graduate programs in the nation and only two exist in the southern region of the country. There is a great demand and interest for graduate education in African-American Studies in Atlanta. The addition of three tenure-track faculty members would permit the department to meet its undergraduate obligations and establish a Community Development/Public Policy concentration. This concentration would distinguish the Department’s M.A. degree program from its counterparts.

**Resources/Implementation:** The Department would create a graduate committee to co-ordinate the development of courses and degree requirements for a M.A. degree. The Department would need authorization to appoint three tenure-track assistant professors over the next three years. Requested resources: $180,000.

**Objective 2:** Provide adequate graduate funding packages for prospective graduate students.

**Rationale:** In order to attract high quality graduate students, adequate funding is critical. The Department is poised to take advantage of its Atlanta location with the allocation of sufficient funding needed to recruit high caliber graduate students.

**Resources/Implementation:** The Department seeks to admit a six-member graduate class each year. Qualified students would receive a minimum of $8,000.00 per year in order to compete for high quality graduate students. Requested resources: $48,000 per year.

**II. Creative and Scholarly Activity.**

A. **Goal:** To develop a nationally recognize department.

**Objective 1:** To enhance research productivity of the faculty.

**Rationale:** While some members of the faculty do enjoy a national reputation, it is important to ensure that all faculty members acquire and sustain national recognition in order to elevate the Department to national prominence. To that end, the Department seeks to have each faculty member publish at least one refereed article per year.

**Resources/Implementation:** The Department will create a research publication committee which will monitor and link Departmental resources (i.e. GRA support, summer research support, and teaching responsibilities) to research productivity. The Department will initiate a “Brown-Bag Works-in-Progress” series to facilitate the conversion of the faculty’s many conference papers into refereed publications. Finally, the Department will adopt a policy to discourage writing book chapters for anthologies in order to concentrate on refereed journal articles. Additional resources are not needed.

**Objective 2:** To secure external and internal funding for research.
Rationale: The lack of success in securing external funding is the Department’s greatest shortcoming. Funded research is critical to the overall well-being of the Department. Indirect funding enhances the Department’s overall capacity.

Resources/Implementation: The Department will recruit future faculty members with research interests more compatible with securing external funding. Faculty members will be encouraged to seek external funding opportunities. No resources are necessary.

III. Service.

A. Goal: Continue the Department’s service to the College, the University, the Atlanta metropolitan area, state of Georgia and the field of African-American Studies.

Objective 1: To secure funding for community outreach activities.

Rationale: Service to the broader community fosters an important University strategic goal and serves as a key component of the African-American Studies academic enterprise.

Resources/Implementation: The Department’s “Social Responsibility Initiatives” committee will monitor and implement community outreach activities. This committee will pursue funding opportunities for the Department’s community outreach activities.
Table B-1  
Faculty Distribution by Numbers for FY 2002-2004

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<th>Year</th>
<th>Status</th>
<th>Tenured</th>
<th>Tenure-Track</th>
<th>Non Tenure-Track</th>
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<td>Assoc.</td>
<td>Asst.</td>
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<td></td>
</tr>
<tr>
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<td>Gender</td>
<td>3</td>
<td></td>
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<td>(2F/1M)</td>
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<tr>
<td></td>
<td>Minority</td>
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<tr>
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Table B-2
Faculty Productivity for FY 2002-2004

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<th>Year</th>
<th>Name</th>
<th># Refereed Publications</th>
<th># Creative/ Scholarly Works (specify as many types as necessary)</th>
<th>Amt. Of External Funding</th>
<th>Amt. Of Internal Funding</th>
<th>Conference Presentations</th>
<th>Other Invited Lectures</th>
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<td>1</td>
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<tr>
<td></td>
<td>A. Livingston</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>0</td>
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</tr>
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<td>2004</td>
<td>C. Jones</td>
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<td></td>
<td></td>
<td></td>
<td>2</td>
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<td></td>
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<tr>
<td></td>
<td>P. Dixon</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Umoja</td>
<td>1</td>
<td>1 Book Chapter</td>
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<td></td>
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<td></td>
<td>C. Presley</td>
<td>0</td>
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<td></td>
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<td>M. Akinyela</td>
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<td></td>
<td></td>
<td>4</td>
<td>2</td>
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<tr>
<td></td>
<td>A. Livingston</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
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</tr>
</tbody>
</table>
Table B 2.1
Aggregate Faculty Productivity
FY 2002-2004

<table>
<thead>
<tr>
<th>Year</th>
<th># Faculty</th>
<th># Referred Publications</th>
<th>Avg. # Faculty</th>
<th>Book Chapters</th>
<th>Avg.</th>
<th>Conference Presentations</th>
<th>Avg.</th>
<th>Other Invited Lectures</th>
<th>Avg.</th>
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</thead>
<tbody>
<tr>
<td>FY 2002</td>
<td>6</td>
<td>4</td>
<td>.66</td>
<td>5</td>
<td>.83</td>
<td>16</td>
<td>2.6</td>
<td>7</td>
<td>1.6</td>
</tr>
<tr>
<td>FY 2003</td>
<td>6</td>
<td>4</td>
<td>.66</td>
<td>1</td>
<td>.16</td>
<td>7</td>
<td>1.16</td>
<td>2</td>
<td>.33</td>
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<tr>
<td>FY 2004</td>
<td>6</td>
<td>5</td>
<td>.83</td>
<td>1</td>
<td>.16</td>
<td>9</td>
<td>1.5</td>
<td>3</td>
<td>.50</td>
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Table B-3
Program Types by Majors and Number of Major Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th># of Majors</th>
<th># of Graduates</th>
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<tbody>
<tr>
<td>2002</td>
<td>AB</td>
<td>58</td>
<td>5</td>
</tr>
<tr>
<td>2003</td>
<td>AB</td>
<td>68</td>
<td>8</td>
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<tr>
<td>2004</td>
<td>AB</td>
<td>79</td>
<td>21</td>
</tr>
<tr>
<td>2002-2004</td>
<td></td>
<td>68</td>
<td>11</td>
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<td>3 Year Average</td>
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### Table B-4a
2002 Credit Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
</tr>
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<tbody>
<tr>
<td>Tenure-Track</td>
<td>1146</td>
<td></td>
<td></td>
<td>1555.5</td>
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<tr>
<td>Non Tenure-Track</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTI</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>½ Visiting Lecturer</td>
<td>603</td>
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</table>

### Table B-4b
2003 Credit Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>963.0</td>
<td></td>
<td></td>
<td>1812.0</td>
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<tr>
<td>Non Tenure-Track</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PTI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>½ Visiting Lecturer</td>
<td>732.0</td>
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### Table B-4c
2004 Credit Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>891.0</td>
<td></td>
<td></td>
<td>1938.0</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTI</td>
<td>102.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>½ Visiting Lecturer</td>
<td>795.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Description</td>
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</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>“Meeting the Challenge of the Millennium: Students and the Reparations Movement,” September 8-10, 2000. Co-Sponsored with the Black Law Students Association, GSU; Atlanta Chapter of N’COBRA; Southern Region Black Law Students Association; and the Office of African-American Services and Programs (GSU).</td>
<td></td>
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</table>
Figure D.1
Quality Indicators of the African-American Studies Curriculum

Figure D.1: Positive Response (i.e. either a 4 or 5) to survey questions about the quality of the curriculum.
Figure D.2
Indicators of the Quality of the African-American Studies Faculty

Figure D.2: Positive Response (i.e. either a 4 or 5) to survey questions about the quality of the faculty.
Figure D.3
Mentoring Indicators of the Department of African-American Studies

Figure D.3: Positive Response (i.e. either a 4 or 5) to survey questions about the quality of mentoring in the Department of African-American Studies.
Appendix A

Rationale for Choices of Peer Institutions and Programs

The three peer programs selected for the academic program review of the Department of African-American Studies at Georgia State University are:

1) Department of Pan-African Studies at University of Louisville;
2) Africana Studies and Research Center at Cornell University;
3) Department of African and African-American Studies at Ohio State University.

These programs were selected on the basis of:

a) **Departmental Status**: Each program has tenure granting authority.
b) **Longevity**: Each program is among the oldest existing Black Studies units in the nation
c) **Degree Offerings**: Each program offers a M.A. degree in African-American Studies.
d) **Community Outreach Efforts**: Each program sponsors public service activities and programs.
e) **National Prestige**: Each program enjoys regional and national stature among Black Studies academic units on the basis of their respective facilities research productivity and record of securing external funding.
Appendix B
Organizational Chart of the Department of African-American Studies’ Unit of Governance and Committee Structure

Chair

Executive Committee

Curriculum Committee

Social Responsibility Committee

“Ye Ye” Scholarship Committee

Ad hoc Committees

Sankofa Society
African-American Studies
Student Organization
Appendix C

BYLAWS OF THE DEPARTMENT OF AFRICAN-AMERICAN STUDIES

GEORGIA STATE UNIVERSITY

These bylaws and all amendments shall constitute the rules governing the faculty of the Department of African-American Studies in the College of Arts and Sciences at Georgia State University. These bylaws are subject to the Statutes of Georgia State University and the Policies of the Board of Regents of the University System of Georgia and the Bye-laws of the College of Arts and Sciences of Georgia State University.

ARTICLE I. MEMBERSHIP

Section 1.

Article I. Membership
In these bylaws, faculty members shall consist of tenure track, full-time faculty and full-time visiting faculty. The voting members of the faculty of the Department of African-American Studies shall consist of all faculty in with the rank of professor, associate professor, or assistant professor. Faculty who are visiting lecturers, visiting instructors, or affiliated faculty appointed in other departments in the university may participate in faculty meetings and have the right to be heard, but may not vote, hold office, or serve on committees of the department. Student members of the department shall consist of one student elected from Sankofa, the department’s student organization.

Section 2. Committee Membership

Visiting Professors, part-time or full-time regular or visiting lecturers or instructors, part-time instructors, graduate teaching assistants, graduate research assistants, and African-American Studies majors may serve on designated committees, at the invitation of the Chair of the department, and shall have voting rights in those committees, but may not vote in departmental meetings.

Article II. Chair

The position and duties of the department Chair are as defined the Statutes of Georgia State University, Article X, Section 2. The chair of the department shall preside over meetings of the faculty. The chair shall be responsible for coordinating and executing departmental policies policies of the University and college insofar as they affect the work of the department.

The chair shall be responsible to the academic dean and shall have general direction of the work of the department; The Chair shall be evaluated by the faculty of the department at least every three years through an evaluation conducted by the dean. The dean shall notify the President of the results of this evaluation which shall be used in the overall evaluation of the chair’s performance.
The chair shall be responsible for coordinating and executing departmental policies of the University and college insofar as they affect the work of the department. The chair shall:

A. Represent the department in all official communications with the administration;
B. Represent the department in all official communications with the students;
C. Communicate with the members of the department pertinent information from the administration;
D. Appoint all non elected chairs of department committees;
E. Consult with faculty and assign courses within the department;
F. Consult with the Executive Committee about faculty and staff salary, salary supplements and merit raises;
G. As provided in the Policies of the Board of Regents of the University System of Georgia, Section 808.07 and Section 311.01, the chair shall annually evaluate each faculty member and discuss with the faculty member in a scheduled conference the content of that faculty member's annual evaluation;
H. Recruit new faculty whose qualifications are consistent with the objectives of the department and, after consultation with the members of the department, recommend appointments, reappointments, promotions, and consistent with tenure policy, dismissals of members of the faculty;
I. After consultation with the faculty, prepare the annual budget for the department; and
J. Hire and apportion duties to the office staff.

**Article III. Executive Committee**

The Executive Committee shall consist of at least three tenured members of the faculty.

The Executive Committee shall:

A. Be chaired by a faculty member who shall be appointed by the chair of the department.
B. Meet at least once each semester at the call of the chair.
C. In accordance with Article VII, Section 4(d) of the bylaws of the College of Arts and Sciences, the Executive Committee shall advise and consult with the department chair in departmental governance on:
   1. Policies and procedures;
   2. Recruitment for faculty;
   3. The annual budget;
   4. Work loads;
   5. Allocation of space and equipment;
   6. Merit raises for faculty;
7. Goals in instruction, research and service.

The Executive Committee shall conduct the Third Year Review for all tenure track faculty in accordance the policies for Third Year Review as stipulated in the policies of the College of Arts and Sciences. The Executive Committee shall serve as the departmental Promotion and Tenure Committee. In its function as the P&T Committee, the Executive Committee shall submit its recommendation to the department Chair. For candidates being considered for promotion to professor, the subcommittee shall consist of all full professors in the department. When the numbers of full professors is less than two, the Chair shall, in consultation with the Dean, select an ad hoc committee from the faculty of the College of Arts and Sciences to serve as the P&T Committee for the candidate. The Ad Hoc committee chair shall be appointed by the department Chair. The P&T committee will submit its recommendation to the department Chair.

Article IV. FACULTY MEETINGS

Departmental meetings shall take place as specified in the Statues of Georgia State University, Article X, Section 3. The faculty of the Department of African American Studies shall hold at least one (1) regular meeting each semester of the academic year, except during the summer semester. Regular and special meetings shall be held on dates to be determined by the chair of the department. Minutes shall be approved at the next faculty meeting and kept on file. Minutes shall be maintained and distributed to faculty, and transmitted to the Dean of the College of Arts and Sciences. A majority of the voting members of the departmental faculty shall constitute a quorum. All meetings shall be conducted according to the most recent edition of Robert’s Rules of Order.

The chair of the department shall be the presiding officer of both regular and special meetings. In the absence of the chair, the associate chair shall preside.

ARTICLE V. Curriculum Committee

The Curriculum Committee of the Department of Africa-American Studies is nominated by the departmental Executive Committee and approved by the whole department. The Chair of the Department shall serve as an ex officio member. The duties of the committee shall include: (a) soliciting and organizing curriculum changes sought by the faculty in addition, deletion, or changes in course offerings; (b) overseeing program changes and descriptions in undergraduate catalogs and other materials; and (c) conducting assessments of the departments’ curriculum, including college outcomes and goals assessments.

Article VII. Ye Ye Awards Committee

The Ye Ye Graduate Scholarship is in memory of Mrs. Willie Mae Smith, Mrs. Inez Jones, Mrs Nanaver James and Mrs. Katie Ann Hamilton, the grandmothers of Professor Charles E. Jones and Professor Kimberly M. James-Jones. This scholarship, which is sponsored by Dr. Charles Jones and Dr. Kimberly James-Jones, is a $1000 award to an African American Studies major who has been admitted to an accredited graduate school. The Ye Ye Scholarship committee shall be composed of the Advisor of the Sankofa Society, the officer manager of the Department
of African American Studies and a faculty Associate of the Department of African American Studies.

**Article VIII. Social Responsibility Initiatives**

The Department’s Social Responsibility Initiatives committee shall consist of the Directors of the Education Initiative, Service Learning, Behind the Walls, and the Sapelo Island Oral History and Genealogy Project. The directors of each program shall be appointed by the Chair of the Department, in consultation with the department faculty.

A. Education Outreach

The duties of the Director of Education Outreach shall include:

1. Serving as liaison between the department and the School of Education of Georgia State University;
2. Coordinating the department’s outreach efforts with the Atlanta area schools; and
3. Advising students who are pursuing the Pre-Education major degree with African American Studies as their concentration.
4. Presenting an annual report on education outreach to the department.

B. Service Learning

The duties of the Director of Service Learning shall include:

1. Coordinating the service learning program
2. Serving as the department’s liaison with host organizations;
3. Advising students and faculty about service learning opportunities
4. Presenting an annual report on Service Learning to the department.

C. Behind the Walls Project

The duties of the Director of Behind the Walls Project.

The Behind the walls program is a department 12 week, non-credit, non-fee introduction to African-American Studies class that is taught within the united States Federal Penitentiary in Atlanta, Georgia.

The duties of the Director of the Behind the Walls program shall include:

1. Serving as the liaison between the Department and the Director prison’s educational program.
2. Soliciting faculty and student volunteers to participate in the program;
3. Securing necessary documentation for volunteers for submission to Penitentiary authorities;
4. Coordinating the annual schedule of classes; and
5. Reporting on the progress of the program to the Department Chair.
D. Sapelo Island Oral History and Genealogy Project

The Sapelo Island Oral History and Genealogy Project is a collaboration between the Department of African-American Studies and the Sapelo Island Culture and Revitalization Society. The goals of the partnership are: to engage in research to document the history of the Island; to provide student volunteers for Sapelo Culture Day; to provide interns for the Sapelo Island Culture and Revitalization Society.

The duties of the director are shall include:

1. Serving as the liaison between the Department and the Director prison’s educational program;
2. Soliciting faculty and student volunteers to participate in the program;
3. Serving as the lead member of the research team;
4. Coordinating the annual schedule of activities; and
5. Providing and annual report on the program to the department.

Article IX. Faculty Grievance Procedures
A faculty member who has a grievance regarding an alleged capricious, arbitrary, or discriminatory decision or action within the department shall attempt to resolve the issue informally in a conference with the Chair of the Department.

If the informal conference fails to resolve the issue, the faculty member may initiate a mediation process or a formal written appeal as described in the Faculty Appeals Policy and Procedures of the College of Arts and Sciences.

Faculty may also consult the faculty ombudsperson and/or the Equal Opportunity Development Office.

Article X. Elections
All elections shall routinely take place at the spring semester departmental meeting. Should a vacancy occur at another time, the Chair may either call a special election (to be conducted by ballot or meeting) or appoint a temporary replacement.

Article XI. Parliamentary Authority

The rules contained in the latest edition of Robert’s Rules of Order Revised shall govern this department in all cases to which they are applicable, and in which they are not inconsistent with these bylaws.

Article XII. Adoption and Amendments to the By-Laws
Section 1. Adoption.
These bylaws shall become effective upon approval of a majority vote of the faculty of the department.

Section 2. Amendment.
These bylaws may be amended at any regular meeting of the department by a two-thirds vote, provided that written notice of the proposed changes is given the faculty ten days in advance of the meeting.
## Appendix D.1
### Current Faculty Roster

<table>
<thead>
<tr>
<th>Name</th>
<th>Hire Date</th>
<th>Hiring Rank</th>
<th>Current Name</th>
<th>Tenure Status</th>
<th>Fuller PT Status</th>
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<tr>
<td>Makungu Akinyela</td>
<td>2000</td>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
<td>UT</td>
<td>F</td>
</tr>
<tr>
<td>Particia Dixon</td>
<td>1994</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Malcolm Foster</td>
<td>2001</td>
<td>Visiting Lecturer (1/2)</td>
<td>Visiting Lecturer (1/2)</td>
<td>NA</td>
<td>PT</td>
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<td>Jonathan Gayles</td>
<td>2004</td>
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<td>Assistant Professor</td>
<td>UT</td>
<td>F</td>
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<td>Charles E. Jones</td>
<td>1994</td>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>T</td>
<td>F</td>
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<td>Arleta Livingston</td>
<td>2001</td>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
<td>UT</td>
<td>F</td>
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<tr>
<td>Cora A. Presley</td>
<td>1997</td>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Akinyele Umoja</td>
<td>1996</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
Appendix D.2
Associate Faculty of the Department of African-American Studies

Mohammed Hassen Ali, Ph.D.
(University of London)
Associate Professor of History

Allison Calhoun-Brown, Ph.D.
(Emory University)
Associate professor of Political Science

Barbara Jean Hall, Ph.D.
(University of Arizona)
Assistant Professor of Philosophy

Geoffrey J. Hayden, D.M.A.
(University of Texas)
Academic Professional in Music

Asa G. Hillard, III, Ed.D.
(University of Denver)
Fuller E. Callaway Professor of Urban Education and Professor Educational Policy Studies

Shirlene Holmes, Ph.D.
(Southern Illinois University)
Associate Professor of Communication

Nicole Hood, Ph.D.
(University of Michigan)
Assistant Professor of Art

Kimberly M. James-Jones, Ph.D.
(University of Michigan)
Assistant Professor of Political Science

Carrie Manning, Ph.D.
(University of California at Berkeley)
Assistant Professor of Political Science

Carol P. Marsh-Lockett, Ph.D.
(Howard University)
Associate Professor of English

Layli Phillips, Ph.D.
(Temple University)
Associate Professor of Women’s Studies

Jacqueline A. Rouse, Ph.D.
(Emory University)
Associate Professor of History

Frederick J. Taylor, D.M.A.
(Temple University)
Associate Professor of Music

Gordon J. Vernick, D.A.
(University of Northern Colorado)
Associate Professor of Music

Roderick J. Watts, Ph.D.
(University of Maryland, College Park)
Associate Professor of Psychology

Elizabeth West, Ph.D.
(Emory University)
Assistant Professor of English

Mary B. Zeigler, Ph.D.
(University of Georgia)
Associate Professor of English
Appendix E: Research Centers

The Department of African-American Studies does not have any Research Centers.
Appendix F.1

College of Arts and Sciences
Vision for Department of African-American Studies
January, 1993

Background

In November 1992, at Presidents Patton’s request, Dean Abdelal agreed to pursue the establishment of a Department of African-American Studies (AAS) within the College of Arts and Sciences (A&S). Dean Abdelal also obtained support in principle for this commitment from the A&S Executive Committee and the Chair’s Council at meetings in the same month.

Vision for Department of AAS

The Department. A proposal for the establishment of a Department of AAS ill be submitted to the Board of Regent during AY 93/94. This proposal is expected to be brief focusing on the vision of the department. The Department of AAS will consist of a core faculty appointed within the department and contributing faculty from other departments within the College and across the University. The faculty will be recruited from disciplines in the Social Sciences and /or the Humanities with sufficient focus for scholarships, thus enabling the development of a graduate program. Faculty associates from other departments of the College and across the University will participate in offering an array of courses contributing to the undergraduate degree program and, where relevant, the graduate program. Faculty associates might also collaborate on AAS departmental research projects. The appropriate faculty bodies will investigate available options for faculty from departments other than AS who wish to be associated with departmental programs.

The core and associate faculty together will reflect the interdisciplinary nature of the program. At the same time, it is desirable that the core faculty collectively reflect a substantive focus by which the department can gain a national reputation. The College goal is the incremental recruitment of tenure-track faculty for appointment within the department. The personnel and operating budgets for the new department will grow at a level of support commensurate with programmatic developments and course demand.

The Curriculum. A minor in AAS is already available through the College’s Bachelor of Interdisciplinary Studies (BIS) structure. Summer, 1993, is the target date for submission of the proposal for a BIS concentration (major) in AAS. At a future date a proposal will be submitted to the College of Arts & Sciences faculty for the major to become a BA rather than a BIS degree. A logical consequence of departmental faculty’s active research agenda is the development of a M.A. in AA, which would be accompanied by appropriate departmental support for graduate research assistants. It is expected that the graduate and research program will earn the department a regional and ultimately a national reputation for its work.
Implementation

Leadership for implementation of the plans will be provided by Professor Jacqueline Rouse, who was appointed in September 1992, as Coordinator of AAS for AY 92-93. She will be assisted by a Steering Committee based largely in A&S and an Advisory Committee whose membership links the proposed A&S department to the interested colleges and faculty. Dr. Rouse will consult with nationally recognized individuals with expertise in AAS scholarship and the administration of AAS programs.

Prior to the President’s commitment to develop a department, the University administration had already agreed to provide two new faculty positions designated for an AAS program. These positions now will be utilized to recruit for a Director/Chair and an Assistant/Associate Professor for the anticipated department.

The BIS Council has already approved an AAS minor. Dr. Rouse will develop a proposal for submission to the Council for a BIS major in AAS. At a later date, we envision that proposals for BA and MA degrees in AAS will be developed for consideration by the College faculty.

The scholarly focus of the department in the area(s) of social sciences and/or the humanities was selected for two primary reasons. First, the successful, nationally recognized programs in AAS focus in these areas. Second, these are areas of high unmet student demand at the upper and lower division levels within the College. Recruitment of additional faculty with expertise in social sciences and/or humanities will enable additional course offerings in social sciences and/or humanities will enable additional course offerings to alleviate some of the pressure that currently exists.
Appendix F.2
Objectives of the B.A. Degree in African American Studies

To further the University’s mission of providing a curriculum reflective of the multicultural components of the state and nation.

The proposed B.A. major in African-American Studies is an appropriate academic endeavor at Georgia State University. African-Americans constitute 27% of the state population and 70% of the population in the city of Atlanta. A formal B.A. degree in African-American Studies operationalizes the University’s strategic goal of the inclusion of intercultural and international emphases in the curriculum of Georgia State University. Moreover, the proposed major reflects the University System’s vision as expressed within “Access to Academic Excellence for the New Millennium.” The B.A. degree offering in African-American Studies insures that “the curriculum continues to be revitalized to acquaint students with diverse cultures and to prepare them for global citizenship” (GSU Strategic Plan, p.8). The knowledge provided by a major in African-American Studies in an open academic environment assists all students in becoming more informed citizens whose effectiveness is enhanced in a multicultural and global interdependent world.

To provide students with historical and cultural grounding in an area which has been treated marginally in the academic canon.

The proposed formal degree in African-American Studies provides a vehicle for transmitting the dynamics, richness and contributions of people of African descent. The major would facilitate the much needed dialogue about the substantive nature of the role that people of African descent have played in the generation of knowledge and their contributions to human civilization. The proposed baccalaureate degree would acquaint students to the broad array of issues, theoretical models and research methods of the discipline of African-American Studies. The B.A. major in African-American Studies would prepare students for graduate work which increasingly involves knowledge of African-American scholarship or for occupational opportunities that involve African-Americans as clients, customers or co-workers. Moreover, a formal degree in African-American Studies provides an excellent complement to other social science and humanities degrees.

To advance interdisciplinary inquiry at the University.

The proposed major in African-American Studies is consistent with the goal of the University’s strategic plan to provide innovative interdisciplinary academic programs. The academic enterprise of African-American Studies is inherently interdisciplinary. The scholarly investigation of the experiences of people of African descent mandates an interdisciplinary approach. The appropriate model of inquiry in the field of African-American Studies transcends traditional boundaries, in that the systematic study of African-Americans requires the synthesis of multiple discipline-based knowledge, theoretical frameworks and methodological approaches. In its first two years of operation, the Department of African-American Studies at Georgia State has demonstrated its value in furthering the goal of innovative interdisciplinary education. The Department if African-
American Studies has been a model for collaborative education and the efficient and effective use of cross-departmental resources. Indeed, 90% of the department’s courses are cross-listed. The Department of African-American Studies has also co-sponsored with the Department of Philosophy an African-American Philosophy workshop for local area school teachers. Thus, the newly established Department of African-Americans Studies has enriched the curriculum of long-standing departments. The proposed degree would, undoubtedly, further stimulate collaborative teaching and research across various departments and colleges within the University.

To promote the University’s commitment to service learning and community outreach.

A critical component of the African-American Studies academic enterprise is providing an academic liaison between the academy and the community. Heretofore, the Department of African-American Studies has been highly responsive to Georgia State University’s commitment to linking the institution to the broader community. It has embraced the University’s interest in service learning and community outreach by both (1) engaging students in what President Carl Patton refers to as “value-added” community service (that is service that teaches or contributes to research) and (2) lending faculty talents to community interests. One department faculty member was recently honored with a University service-learning award.

In addition, the Department of African-American Studies continues to serve as an educational resource for the Atlanta metropolitan area. Members of the core departmental faculty have generously given their own time to community requests for presentations and service on non-profit boards. Among the local organizations to benefit from the faculty involvement are the Georgia Army National Guard, Downtown Atlanta Senior Services, the APEX (African-American Panoramic Experience) Museum, Southern Christian Leadership Conference, and area school teachers. Two of the required courses of the proposed major, AAS 2010 Introduction to African-American Studies and AAS 4980 Senior Seminar and Practicum, have significant service learning components which advance the University’s commitment to community service and outreach. The adoption of a major in African-American Studies would stimulate further curriculum development in “value-added” community service learning.

To enhance faculty diversity and provide opportunities for faculty development.

The proposed B.A. degree ensures that the Department of African-American Studies will become a vibrant and innovative academic unit. The African-American Studies enterprise had traditionally promoted cultural diversity and multicultural education in higher education. The proposed formal degree offering in African-American Studies creates an academic focal point for the systematic scholarly investigation of people of African descent. The presence of a degree-granting African-American Studies entity represents an attractive University feature for prospective minority faculty candidates. The major in African-American Studies serves as a catalyst to developing an intellectually stimulating environment for scholars who are committed to this area of study.
To establish Georgia State University among the premier institutions in the region and nation for academic preparation in African-American Studies.

The Department of African-American Studies is strategically poised to assume a leading role in the advancement of African-American Studies in the southern region of the nation. Georgia State University is unique in that its African-American Studies academic unit has departmental organizational status. Currently, only two other universities, University of North Carolina at Charlotte and Tennessee State University, have a Department of African-American Studies. In addition, the administration of Georgia State is committed to developing a first-rate academic enterprise in African-American Studies. Five tenure-track faculty positions have been allocated to the Department of African-American Studies. The four current appointments include a chair and three junior faculty members. Moreover, the Dean of the College of Arts and Sciences has encouraged other departments to appoint faculty members who will contribute to the curriculum of Department of African-American Studies.

The two-pronged core and associate faculty structure which undergirds the Department of African-American Studies comports with the 1993 Departmental Vision Statement submitted by the Dean of the College of Arts and Sciences (See Appendix C). Currently, the University enjoys an impressive group of scholars (16) who are committed to the systematic study of people of African descent. This critical mass of scholars who have produced a substantial body of scholarship in the field of African-American Studies enjoys the respect and esteem of the professional colleagues nationwide. Included among these scholars is Asa G. Hilliard, the Fuller E. Callaway Professor of Urban Education, and internationally renowned expert, in the area of the educational socialization of African-American children and multicultural curriculum development.

The demographics of Atlanta, with its characteristics as an educational, cultural economic and political hub for African-Americans position Georgia State University to attract extraordinary faculty, students, and research funding in African-American Studies. The presence of the Atlanta University Center, the Martin Luther King Center, the Herndon Home, the Hammonds House Gallery of African-American Art, the APEX (African-American Panoramic Experience) Museum and the new Auburn Avenue African-American Research Library all within close proximity to Georgia State University suggest an excellent opportunity to leverage resources to build a premier department. The proposed B.A. major permits the Department of African-American Studies to capitalize on these strengths, which would propel the department to regional and national prominence. Moreover, it allows the University to offer a much needed degree program without a substantial infusion of resources.
Appendix G.1:  
Learning Outcome Statement and  
Assessment Procedures  
Department of African American Studies’ Assessment Plan

Mission:
The Department of African American Studies is committed to both the advancement of knowledge of people of African descent and to the empowerment of black people in the local, national and international arena.

Scope of Assessment Plan
This Assessment Plan will address the achievements and outcomes for undergraduate majors in African American Studies and undergraduate students in African American Studies courses in the University’s general education core curriculum.

Outcomes and Methods
The Department of African American Studies has identified five sets of learning outcomes that reflect the core set of skills that students should master. The outcomes include:

I. Analytical Skills
   A. Students acquire the skills to collect data.
   B. Students are able to read, understand and critique both social science and humanities research on the experience of people of African descent.
   C. Students are able to understand interdisciplinary scholarship.

II. Critical Thinking Skills
   A. Students formulate research questions and formulate testable hypotheses.
   B. Students are able to analyze and interpret data.
   C. Students demonstrate the ability to assess data and formulate new interpretations.

III. Communication Skills
   A. Students develop effective written communication skills.
   B. Students develop effective oral communication skills.
   C. Students demonstrate the appropriate writing conventions and formats.

IV. Acquisition of Knowledge
   A. Students articulate key concepts and theories of African American Studies.
   B. Students demonstrate an understanding of global linkages between African Americans and people of African descent throughout the world.
   C. Students demonstrate an ability to understand interdisciplinary scholarship.
   D. Students can apply data to understand the impact of societal, economic and political factors on the life chances of people of African descent.

V. Civic Participation
A. Students apply knowledge on behalf of the broader community in general and the black community in particular.
B. Students develop an ethos of volunteerism and civic engagement.

The Department of African American Studies employs a myriad of assessment procedures for the aforementioned learning outcomes, including: 1) Student course work; 2) Student participation in Departmental community outreach activities; and 3) the Department’s honors and awards structure.

The Department of African American Studies will utilize its upper division core courses to constitute its course-embedded assessment procedure. Six upper division courses are required of all African American Studies majors. AAS 3120, African Diaspora, will be used to assess the student’s Analytical Skills (B, C); Communication skills (A, B and C); and Acquisition of Knowledge (B). AAS 3120 is a designated writing across the curriculum course. The final examination and writing assignments will be used to assess the above-mentioned learning outcomes. The course instructor will use the final examination and research proposal in AAS 3980, Research Methods in African American Studies to assess Analytical Skills, (A and B); Critical Thinking Skills (A,B and C); and Communication Skills (A and C). The course instructor will use the final examination and written assignments in AAS 3975, Concepts and Theories and AAS 4120, African American Political Thought to assess: Analytical Skills (C); Communication Skills (A,B and C); and Acquisition of Knowledge (A,B, C and D). The course instructor will use the final research paper in AAS 4980 Senior Seminar and Practicum to assess: Analytical Skills (A); Critical Thinking Skills (A,B and C); Communication Skills (A and C); and Civic Participation Skills (A and B) via the final research project. Finally, the Department’s literature requirement, which can be fulfilled by taking one of three courses--AAS 3880 African American literature; AAS 3960 African American Literature by Women; or AAS 4890 Caribbean Literature—will assess Analytical Skills (C) and Communication Skills (A and C) via the final examination and final paper. In addition to the course-embedded assessment procedure, the Department will analyze student participation in its community outreach activities to assess Civic Participation Skills (A and B). One such means is through the nominations for the Department’s annual Kwame Toure Award for outstanding community service and the John Henrik Clarke Award for outstanding contributions to the discipline of African American Studies.
<table>
<thead>
<tr>
<th>Analytical Skills</th>
<th>AAS 3120</th>
<th>AAS 3880</th>
<th>AAS 3960</th>
<th>AAS 3975</th>
<th>AAS 3980</th>
<th>AAS 4120</th>
<th>AAS 4890</th>
<th>AAS 4980</th>
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<tbody>
<tr>
<td>A. Students acquire the skills to collect data.</td>
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<td>B. Students are able to read, understand and critique both social science and humanities research on the experience of people of African descent.</td>
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<td>C. Students are able to understand interdisciplinary scholarship.</td>
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<th>Critical Thinking</th>
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<td>A. Students formulate research questions and formulate testable hypotheses.</td>
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<td>B. Students are able to analyze and interpret data.</td>
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<td>C. Students demonstrate the ability to assess data and formulate new interpretations.</td>
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<th>Communication Skills</th>
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<td>A. Students develop effective written communication skills.</td>
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<td>B. Students develop effective oral communication skills.</td>
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<td>C. Students demonstrate the appropriate writing conventions and formats.</td>
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<th>Acquisition of Knowledge</th>
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<td>A. Students articulate key concepts and theories of African American Studies.</td>
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<td>B. Students demonstrate an understanding of global linkages between African Americans and people of African descent throughout the world.</td>
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<td>C. Students demonstrate an ability to understand interdisciplinary scholarship.</td>
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<td>D. Students can apply data to understand the impact of societal, economic and political factors on the life chances of people of African descent.</td>
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<th>Civic Participation</th>
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<td>A. Students apply knowledge on behalf of the broader community in general and the black community in particular.</td>
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<td>B. Students develop an ethos of volunteerism and civic engagement.</td>
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**General Education Outcomes provided by African American Studies courses in the core.** The two courses in the university core curriculum include AAS 1140 Introduction to African and African American History and AAS 2010 Introduction to African American Studies.

**Goal Ia. Communication**-- Students use writing and speaking effectively for different audiences and purposes.
1. Students develop their ideas in written and oral formats.
2. Students use appropriate writing and speaking conventions and formats.
3. Students use writing as a tool for learning.
4. Students demonstrate the ability to incorporate written and oral feedback into revised work.

**Goal Ib. Students use speaking effectively for different audiences and purposes.**
1. Students develop their ideas in oral formats.
2. Students use appropriate speaking conventions and formats.
3. Students communicate orally one-on-one and in group settings.
4. Students demonstrate the ability to incorporate oral feedback into revised work.

**Goal II. Analysis of Information**—Students collect, analyze, and interpret data effectively in a variety of settings.
1. Students collect and weigh evidence.
2. Students distinguish the relationships among evidence, hypothesis, and theory.
3. Students draw inferences from written, quantitative, qualitative, mathematical, and sensory data.

**Goal III. Critical Thinking**-- Students identify important questions and formulate hypotheses and arguments to answer them effectively.
1. Students identify, select, and analyze questions.
2. Students use their proposed answer to generate and explore new questions.
3. Students analyze interdisciplinary scholarship.

**Goal IV. Students analyze important contemporary questions effectively.**
1. Students analyze contemporary issues within the context of diverse disciplinary perspectives.
2. Students analyze contemporary multicultural, global, and international questions.

The two courses are designed to provide students with competence in critical thinking (Goal III.1); the analysis of important contemporary questions (Goal IV1 and Goal IV2); and Communication (Goal Ib). Instructors will use embedded assessments based on performance on exams to assess these outcomes.
I. African American Studies Graduates

The Department of African American Studies uses the Georgia State University Survey of Recent Graduates to assess student outcomes. Thirteen competencies are included:

1. Ability to articulate ideas in a clear and concise manner
2. Organize and interpret data appropriately
3. Ability to locate and organize information from multiple sources
4. Effectively use technology
5. Work effectively with others
6. Work effectively on your own
7. Apply scientific reasoning in problem-solving
8. Ability to integrate new information with past knowledge
9. Analyze problems from different points of view
10. Develop original ideas
11. Ability to set goals, prioritize tasks, and meet deadlines
12. Get along with people of other racial/ethnic backgrounds
13. Understanding of values and ethical standards

II. Determine how the results will be disseminated and used for program improvement.

The Department of African American Studies’ Assessment committee, appointed annually and chaired by the Chair of the Department, will be charged with the evaluation of the data provided by the course-embedded assessments of the learning outcomes of majors, and the general education outcomes provided by African American Studies courses in the core. Data are also drawn from student participation in Departmental community outreach activities and exit interviews. After reviewing the data, the Assessment committee will ascertain the degree to which each of the learning outcomes are mastered by majors and by students in several education courses.

The Assessment committee will report its findings to the faculty. Data that reflect a good to excellent performance indicate that the learning outcomes are being successfully achieved. When data do not meet this standard (good to excellent), the Assessment committee will develop appropriate proposals to modify departmental curricula to improve the quality of student learning. The Assessment committee will also be charged with regularly reviewing and developing assessment indicators, which include course-embedded procedures, student community outreach participation, exit interviews and results from the University’s survey of recent graduates for African American Studies graduates.

III. Implementation Timeline

The Department of African American Studies’ Assessment Plan will be activated in Fall 2005 after the department completes its program review. In the interim period, the Assessment committee will develop questions for the exit interview during the Fall 2004. The Assessment committee will make its first report to the faculty during Spring 2006. At
that time, the Department will submit a yearly Assessment report of the learning outcomes to the Provost’s Office.
Appendix G.2: 
Template for Social Science Assessment Pilot Project Summer Semester 2004

Department
African American Studies

Goal Assessed
African American Studies Assessment of General Education learning outcomes for Area E of the core requirements.

AAS 1140 & AAS 2010 are the two courses that will be assessed for the following 3 goals:

1. Students effectively analyze contemporary issues within the context of diverse disciplinary perspectives. (across courses)

2a. Students effectively analyze contemporary multicultural questions. (within each course)

2b. Students effectively analyze global and international questions. (within each course)

Assessment Method
Each instructor has agreed to add the assessment questions listed below to their final exams.

Number of Sections
1140 Course
There are two instructors teaching AAS 1140 in the summer 2004 semester, Livingston & Foster and Foster will be teaching two sections in the Fall 2004 semester. All instructors choose their own textbooks. Each instructor has quizzes, assignments, a midterm and a final exam. Questions are multiple choice, True/false and essay. All instructors use WebCT.

2010 Course
Umoja is teaching a section of AAS 2010 during the summer semester and Livingston, Gayles and Akinyela are teaching four sections during the Fall 2004 semester. There is a common textbook for all sections of the course. But, the instructor may introduce supplemental reading at their discretion. Each instructor has quizzes, papers, group projects, community service, a midterm and a final exam. Format of the exam varies and is left to the discretion of the instructor. Some instructors use WebCT.

Questions
1140 Assessment Questions
Goal 1.
MAAFA is a Ki-Swahili term that means ‘great disaster’, and is used to describe the holocaust of enslaved experienced by African people beginning in the 15th century. Discuss what effect the Maafa has on the contemporary conditions of people of African descent.

Goals: 2a.
List the 5 major language families of Africa
2b. List two reasons why gerontocracies evolve tears hereditary monarchies. Give two examples.

2010 Assessment questions
Goal 1.
MAAFA is a Ki-Swahili term that means ‘great disaster’, and is used to describe the holocaust of enslaved experienced by African people beginning in the 15th century. Discuss what effect the Maafa has on the contemporary conditions of people of African descent.

Goals: 2a
How has the emergence of multiculturalism and ethnic studies been influenced by Black (African American) Studies?

2b.
How does the reparations movement speak to the global inequities of people of African descent? (refer to The Debt by Randall Robinson)

Results from pilot
Summer 2004

AAS 1140
Goal 1:
85% of students answered correctly.

Goal 2a:
76% of students answered correctly.

Goal 2b:
81% of students answered correctly.

AAS 2010
Goal 1:
97% of students answered correctly

Goal 2a:
84% of Students answered correctly.

Goal 2b:
74% of students answered correctly.
Appendix H.1
African Diaspora
AAS/ANTH 3120W

Fall 2004 TTH 11:00-12:15       General Classroom Room 321
Associate Professor C.A. Presley
Office: One Park Place South, Suite 948
Office Hours: M W 12:00- 2:30, and by appointment
Email: WEBCT using the mail function
Telephone: (404) 651-0772

Course Description: This course investigates the dispersal, growth and influence of people of African descent throughout the world through a comparative analysis of historical, political, cultural, economic, and social developments of the African Diaspora.

Since the 1940s an important popular and scholastic debate has revolved around questions about the persistence of Africanisms in American culture. This debate began as a bitter contestation between E. Franklin Frazier, a black sociologist, and Melville Herskovits, a white anthropologist. Up until the 1970s Frazier appeared to have won the debate with his assertion that slavery was so severe and traumatic that it stripped the enslaved Africans of their Africanity, producing Negro Americans. However, during the decades of the 1950s and 1960s, scholars produced significant amounts of research proving that there were extremely strong survivals of African derived culture in the Caribbean and South America. The study of Africanisms in US culture took on new life in the post-civil rights era, when masses of African-Americans embraced their Africanity via the cultural aspects of the Black Power movement. From the mid-1970s, this expression of identification with Africa has evolved into a school of thought known as Afrocentrism. This course examines the linkages between African derived peoples and examines their contributions to the black Atlantic world.

Required texts:
Primary documents from the African Diaspora WEBCT on-line course reader

Course Reader (Reader available at Bestway Copy Center on Decatur Street):
2. Joseph E. Holloway, *Africanisms in America Culture*
3. Thornton, John, *Africans in the Making of the Atlantic World*

**Recommended texts:**

Asante, Molefi, *The Afrocentric Idea*

Foster, Gwendolyn A., *Women Filmmakers of the African and Asian Diaspora: Decolonizing the Gaze, Locating Subjectivity*

Ferguson, La Ray and C. Higgs, *Stepping Forward: Black Women in the Diaspora*

Gaspar, David and Darlene Clark Hine, *More than Chattel: Black Women and Slavery in the Americas*


Hine, Darlene Clark and Jacqueline McLeod, *Crossing Boundaries: Comparative History of Black People in the Diaspora*

- Earl Lewis, "To Turn as on a Pivot: Writing African Americans into a History of Overlapping Diasporas", pp.3-32
- Dwayne E. Williams, "Rethinking the African Diaspora", pp. 105-120
- Rosalyn Terborg-Penn, "Free Women Entrepreneurs from the 1820s to the 1850s: Nancy Prince and Mary Seacole," pp. 159-175

Lemelle, Sidney and Robin D. G. Kelley, *Imaging Home: Class, Culture and Nationalism in the African Diaspora*

Ojior, Omoh T., *Africa and Africans in the Diaspora*

Terborg-Penn, Rosalyn, *Women and Slavery in the African Diaspora: A Cross-Cultural Analysis*

Uya Okon, *The African Diaspora and the Black Experience in New World Slavery*

Walters, Ronald, *Pan Africanism in the African Diaspora*
**Course Schedule**

This schedule is a general outline of the course activities. From time to time, changes may be necessary.

August 24  Introduction

August 26  African Origins of Humanity  
Explore: Human Evolution on WEBCT  
Film: Ape-man

August 31  African Geography and Cultural Background  
WAC Assignment #1  
Read: Hine, pp. 3-32, 105-120; Holloway, pp. ix-xxi  
Film: Mastering a Continent

September 2  Film: Different but Equal

September 7-9  African Civilizations in the Ancient World  
Explore: Egypt, Meroe, and Harkuf on WebCT  
WAC Assignment #1A

September 14  West African Societies  
Read: Holloway, pp.1-18; Recommended: Thornton, pp. 1-42, 72-97  
Explore: Ghana, Mali and Songhai on WebCT  
Explore: African Feminism on WEBCT

September 16  Film: Caravans of Gold

September 21  Central African Societies  
Recommended: Thornton, pp.43-71  
Explore: Kongo State, Kongo Art, Kongo Kingdom on WebCT  
WAC Assignment #2
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Read/Recommended</th>
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</thead>
<tbody>
<tr>
<td>September 23</td>
<td>African Connections in the Pre-modern world</td>
<td>Hine, pp. 319-342, 87-104</td>
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<tr>
<td>September 28</td>
<td>The Slave Trade</td>
<td>Hine pp. 33-44; Thornton, pp. 98-128</td>
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<tr>
<td>September 30</td>
<td>Film: A Son of Africa</td>
<td>WAC assignment # 3 The Middle Passage</td>
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<td>Film: Black Sugar</td>
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<td>WAC Assignment #4 (online midterm option)</td>
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<td>October 7</td>
<td>Film: Garifuna</td>
<td>Garifuna WEBCT</td>
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<td>October 12</td>
<td><strong>Midterm Exam</strong></td>
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<td>October 14</td>
<td>Comparative Systems of Enslavement: Latin America</td>
<td>Hine, pp. 202-222; Thornton, pp. 152-182</td>
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<tr>
<td>October 19-21</td>
<td>Film: Quilombo</td>
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<td>October 28</td>
<td>Film: Africans in America</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Notes</td>
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<td>October 30</td>
<td>Organized Resistance to Captivity</td>
<td>Read: Recommended: Thornton, pp.272-303</td>
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<tr>
<td>November 2</td>
<td>The Haitian Revolution</td>
<td>Conniff, pp. 62-64, Hine pp. 202-222, 161-188, 45-70, 121-133</td>
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<td>November 4</td>
<td>Gender and Family in the African Diaspora</td>
<td>Read: Jones, pp. 11-44; Hine, pp. 159-178; Painter, Slavery and Soul Murder (in-class handout)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommended: Thornton, pp.183-205; Terborg-Penn, Rosalyn, Women and Slavery in the African Diaspora: A Cross-Cultural Analysis</td>
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<tr>
<td>November 9</td>
<td>Exploring Back to Africa Movements I</td>
<td>Film: Africans in America (1790-1831)</td>
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<td>November 11</td>
<td>Exploring Back to Africa Movements II</td>
<td>WAC assignment #5</td>
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<td>November 16- Dec 9</td>
<td>Oral Reports</td>
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<tr>
<td>Nov 16</td>
<td>Religion in the African Diaspora</td>
<td>Read: Holloway, pp.119-147; Holloway, pp. 98-147; Holloway, pp. 34-97;</td>
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<tr>
<td></td>
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<td>Recommended: Thornton, pp. 235-27</td>
</tr>
<tr>
<td>November 18</td>
<td>Literatures of the African Diaspora</td>
<td>Read: Holloway, pp. 211-224</td>
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<tr>
<td>November 23-27</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Nov 30</td>
<td>The Visual Arts in the African Diaspora</td>
<td>Read: Holloway, pp. 148-184, 185-210; Recommended; Thornton, pp.</td>
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<tr>
<td></td>
<td>206-23</td>
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<tr>
<td>Dec 2</td>
<td>The Ebonics Debate</td>
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</table>
Read: Holloway, pp.19-33

Dec 7   Afrocentricity: Con
Read: Holloway, pp. 225-240
Recommended: Asante, Molefi, The Afrocentric Idea

Dec 9   Afrocentricity: Pro
Read: Holloway, pp. 225-240
Recommended: Asante, Molefi, The Afrocentric Idea

December 16 Final Exam 10:15 AM

Class Attendance: The format of the course will be lecture/discussion. I expect you to read your materials by the day they are under discussion. Students are required to attend all class sessions and to participate actively in class discussions. Chronic absence—missing 4 or more of the class sessions—will result in a significant lowering of your final course grade by 10%.

Grades: You will be expected to complete two exams and several writing assignments. These assignments have been designed using principles of writing across the curriculum. Some of them are short, in-class essays, others require that you produce on-line writing with a classmate; and one will be an in-class group writing assignment. These essays are a part of your course work and will be graded. You may substitute participation in a group oral report for one part of the final exam. Your performance will be assessed on the following scale:

Midterm       25%
WAC essays    25%
Final exam    40%
Class participation  10%

Grade Scale
A+ = 100-98      B+ = 89-88      C+ =79-78      D+ = 69-68      F= 59 and below
A    = 97-94      B = 87- 84      C = 77-74      D + =67-64
A-  = 93- 90     B-  = 83-80     C+  =73-70     D-  = 63-60

Federal law and university policy govern the release of grades. Grades may not be reported over the telephone nor posted. For your final grades, view the University website and follow instructions for receiving your grades on-line.
Appendix H.2
Enslavement and Resistance in North America
AAS 4600/History 4280
Fall 2004

Akinyele Omowale Umoja, Ph.D.
Assistant Professor of African-American Studies
Office:  Park Place South, Room 962
Hours: Monday, Wednesday, 3:15 p.m. to 4:30 p.m., or Tuesday by appointment
404-651-1195
aadaku@gsu.edu

Course Description:

“Enslavement and Resistance in North America” will examine the character of the system of chattel slavery and racial oppression in Colonial America and the United States and insurgent responses to it by the captive and “free” population of African descent in North America. Forms of insurgency by captive Africans include armed insurrection, escape, day-to-day and cultural resistance. The advocacy and organization of various liberation strategies among “free” communities, including armed struggle, emigration, and moral suasion as well as efforts by “free people of color” to maintain and defend their own integrity will also be a focus of this course. A special emphasis will be the African origins of the captive Black population and its transformation from a multiplicity of African ethnic groups into a community with a common identity and culture.

Course Objectives:
Students will be able to:

Examine major questions in the historiography of enslavement of Africans in North America

Identify African ethnic groups that contributed to the enslaved African population in North America.

Discuss the role of the MAAFA (Middle Passage) in the development of British North America and the United States.
Identify significant Black insurgent leaders, spokesperson, and militants of the 18th and 19th centuries.

List the various forms of Black resistance to captivity and racial oppression in Colonial America and the United States up to the end of Civil War.

Analyze the debate on African continuities on Black culture in the United States.

Evaluate the Civil War as a “war of liberation” for captive and “free” Africans in the United States.

Contrast and Compare the various liberation strategies of Black leaders in the Nineteenth century.

Describe the character and activity of kilombo (maroon) communities in the United States.

Evaluate the success and failure of insurrections organized by captive Africans.

Distinguish the nature of the captivity and resistance of African women in North America.

Distinguish the character of chattel slavery in different regions of colonial America.

Discuss the impact of enslavement of Africans in North America on contemporary American society.

Course Readings:

Michael Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South*

Colin Palmer, *Passageways: An Interpretive History of Black America, Volume I*

Vincent Harding, *There is a River: The Black Struggle for Freedom in America*

Deborah Gray White, *Aren’t I A Woman: Female Slaves in the Plantation South*

The instructor will assign an assortment of other readings from various sources.

Attendance:
Attendance is required. A student’s final grade will be devalued one grade for more than three unexcused absences. Three tardies and/or early exits will equal one absence.
**Evaluation:**

Students will be evaluated on a variety of mediums. This class will be writing intensive. *Any written assigned must be typed (12 point). Written work not typed will not be accepted.*

**A) Essays**

Examinations will come in the form of essay. Essays will be “take-home.”

**B) Research project**

Students will participate in a research project. Student will also be assigned a take home essay on September 25th to be turned in on October 2nd and on November 18th to be turned November 25th. The research project will have group and individual dimensions. The instructor will assign students to a particular body of records in an archive. Each student will develop an individual research topic from the archival resource to be presented to the professor on Monday, November 11th. Research paper should be written in Turabian style) and include a bibliography and appendix with supporting documents.

**C) Discussion Questions**

Students will receive between two to four discussion questions over the semester. The discussion questions are to be turned the next class after being assigned. Students who e-mail response to professor by 9 a.m. the day to be turned in will receive extra credit. Any assignment sent to instructor via e-mail must have the student’s name and the assignment identified in the “Subject” section (Example: A. Umoja Discussion Question 1). Discussion questions will not be accepted late.

**D) Pre-test/ Exit Exam**

Students are required to complete a pre-test upon entering class. This allows the professor to access previous knowledge. Students won’t be penalized for responses, only for not turning in. The exit exam on the other hand is content the instructor believes the student should know after completing the course. It will be evaluated based upon your knowledge of the content.

**E) Portfolio**

Students will turn in a portfolio on December 2nd. The portfolio will include a) pre-test b) discussion questions c) essay (including any revisions after consulting with professor) d) a copy of research paper e) post-test.

**F) Class participation**

Class participation will be evaluated based upon a) attendance b) attentiveness in class c) participation in class discussion d) preparedness to work and participate in class e) students performance in leading and participating in discussion based on reading.

Students will be evaluated by the following methods:
Value to Final Grade

<table>
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<th>Activity</th>
<th>Value</th>
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<tr>
<td>Essay (2)</td>
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<tr>
<td>Discussion Questions (2)</td>
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<tr>
<td>Research project</td>
<td>20</td>
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<tr>
<td>Pre-Test/Exit Exam</td>
<td>20</td>
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<tr>
<td>Portfolio</td>
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<td>Class Participation</td>
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<td><strong>Total Grade</strong></td>
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Important Dates: "Important Dates"

First Discussion Question: September 8th (based on Gomez reading)

Proposal for Research Project: September 13th

First Essays Due: September 22nd

Second Discussion Question: September 29th (based on White reading)

Individual Research/ First Draft: October 13th

Second Essay: November 3rd

Individual Research: November 22nd

Portfolio Due: December 1st

Final Examination: December 15th at 12:30 p.m. (Students are expected to be here).

Dates due to change at the prerogative of the instructor.

Course Topics:


Reading:


II. The African Roots of Black Folks in North America
   Senegambia
   Bight of Benin
   Sierra Leone
   Gold Coast
   Bight of Benin
   West Central Africa
   Readings:
   
   September 1: Palmer, Chapter 1;
   
   September 8: Gomez, 1-153; Harding, *There is a River*, 3-23

III. The Social and Cultural Foundations of Captive Africans in North America, 1526-1730
   Reading:
   
   September 15: Palmer, Chapter 2

IV. From Africans to Creoles: the Indigenization of Africans in North America, 1730-1863
   Reading:
   
   September 20: Palmer 52-58, 76-90, Chapter 6; Gomez, Chapter 7 and 8

V. Labor and the Enslaved African
   Reading:
   
   September 22: Palmer, 58-73

VI. Gender, Family and Enslaved African Communities
   Reading:
   
   September 27: Palmer, Chapter 4;
   
   September 29: White, Chapters 2, 3,
   
   October 4: White, Chapters 4, 5.

VII. Religion of Enslaved African
   Reading:
   
   October 6: Palmer, Chapter 5, Gomez, Chapter 9

VIII. Rebellion and Escape: Insurrection, Kilombo Communities and the Underground Railroad
   Reading:
   
   October 11: Harding, Chapters 2, 3, 4 and 5; Palmer, Chapter 8
IX. Not Slave, Not Free: “Free” People of African descent
   Reading:
   October 18: Palmer, Chapter Seven

   Reading:
   October 20: Bill McAdoo, Pre-Civil War Black Nationalism, 8-18, 23-54, 72-78,
   October 25: Harding, Chapter 6, 7,
   October 27: 8, 9.

XI. The American Civil War as a national liberation struggle
   Reading:
   November 1: Akinyele K. Umoja, “The Union Army: A Liberation Force for Captive Africans”
   November 3: Harding, Chapter 10, 11, 12 13.

XII. Slavery and Contemporary America
   The Reparations Debate
   The Prison/industrial complex
BIBLIOGRAPHY


African American Popular Culture

Hip Hop Voices
MW 5:30-6:45pm, 306-CS

Dr. Arletha Livingston

Department of African American Studies
Office: One Park Place South, Suite 955
Phone: (404) 651-1305  Fax: (404) 651-4883
Email: alivingston2@gsu.edu
Office Hours: MW 3-5pm & by Appt.

Names and telephone numbers of two classmates:

_________________________________  _______________________________________

Course Overview
Hip Hop cultural agents unfold texts and textures that not only entertain, but also raise questions about various contexts: social, economic, political and cultural. From an Afrocentric methodological standpoint, the political significance of music in the current era is a particularly critical issue. This class will survey some of these disparate voices; the ideologies they articulate and critique how adaptive these ideas are for the constituencies they represent. The aim of this course is to explore the dynamics of social discourse in the medium, context and form of Hip Hop music. The class will observe and examine the development of the cultural context known as Hip Hop, which includes rap music, public speech, dance, graffiti art, and clothing and hair styles. Students will be introduced to key figures, artistic innovations, institutions and social settings through readings, guest speakers, electronic media, videos and hands-on projects. Students will discuss issues that are presented in Hip Hop such as cultural identity, cultural genocide, misogyny, racism, classism and freedom of speech.

Course Objectives

- Operationalize the purpose of Africalogical scholarship;
- Understand African historiography and historical consciousness;
- Understand the significance of culture to the empowerment of Pan-African people;
- Understand major perspectives on the Black cultural experience;
- Understand the importance of the “living” (oral) tradition in Pan-African culture;
- Identify historic and contemporary institutions which facilitate the transmission of history and culture and help to maintain cultural continuity;
- Discuss Hip Hop as the heir to African American cultural praxis & as a conduit of cultural values;
- Suggest African liberation praxis based on historical and contemporary information.
**Required Texts:**
Droppin Science, Critical Essays on Rap Music and Hip Hop Culture- William Eric Perkins
The Hip Hop Generation-Bakari Kitwana
Docuweb Articles, marked with a 📚

**Recommended Texts:**
The following texts, although not required, will enhance student understanding of the historical and contemporary issues in Hip Hop Music:
Spectacular Vernaculars- Russell Potter
Black Noise-Tricia Rose
African Oral Literature- Isidore Okpewho

_Fight the power: Rap, Race and Reality-_ Chuck D

_Spectacular Vernaculars-_ Russell Potter

_When Chickenheads Come Home to Roost-_Joan Morgan

Nation Conscious Rap- Spady

**Expectations and Requirements**
The student should expect the following from the professor and this course:
1) Fair and consistent grading criteria,
2) Clear delineation of course material, key concepts and topical sequence,
3) Facilitation of discourse about African/ African American culture, and
4) Active conceptualization of praxis aimed at empowering African people.

In return, I will require the following from all students enrolled in the course:
- Responsibility for all information disseminated
- Completion of reading assignments, which are key to discussions
- Daily attendance (on-time) and Constructive participation are mandatory (your class participation grade will be devalued one letter grade for more than three unexcused absences. Three tardies and/or early exits will equal one absence)

**Evaluation**

<table>
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<tr>
<th>Component</th>
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<tr>
<td>Group Project</td>
<td>40%</td>
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<td>Presentation of Reading &amp; Paper (2)</td>
<td>30%</td>
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<td>Assignments (4)</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Final Grade</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>
COURSE OVERVIEW

Week One
Introduction & The Paradigm: An Afrocentric Lens on Black Popular Culture

Readings: The African Aesthetic and National Consciousness
“Rap Attack” Chapter 1-Perkins
Location Theory

Week Two
African Creativity and the African Oral Tradition
Readings: Nommo on the Block, The Living Tradition

Week Three
Verbal Masking and Identity Construction
Readings: Prophets of Rage, Flashes of the Black Past

Week Four
Construction of Sacred Time
Readings: “Hip Hop 101” Chapter 8 Perkins, Soul-Sonic Forces

ASSIGNMENT #1

Weeks Five & Six
Gendered Voices Part I: Womanism/Feminism

Readings: “Women Writin, Rappin, Breakin” Chapter 2 Perkins
Bad Sistas: Black Women Rappers and Sexual Politics in Rap Music, Hip-Hop Feminist,
Movin Closer to an Independent Funk; A Black Feminist Theory, Standpoint, and Women in Rap.

Week Seven
Gendered Voices Part II: Masculinity

Readings: A Small Introduction to the G-funk Era: Gangsta Rap
and Masculinity in Contemporary LA, Hazy Shade of Revolutionary

ASSIGNMENT #2

Week Eight
The Class Dynamics and Economic Considerations in Hip Hop
**Readings:** Rhythm Nation, The Political Economy of Black Music

**Week Nine**
Spring Break, Be Safe!

**Weeks Ten & Eleven**
**Reading:** The Hip Hop Generation (entire book due)

**Assignment #3**

**Week Twelve**
Aesthetics and Developing a New Approach: Neo-soul & Afrocentric Hip Hop
**Readings:** “Dance In Hip Hop Culture” Chapter 9 Perkins, Stakes is High

**Assignment #4**

**Week Thirteen**
**Guest Speakers-TBA**

**Weeks Fourteen & Fifteen**
**Group Project Work**

**Week Sixteen**
**Presentation of Group Projects**

**FINAL PROJECT**
**DUE April 30, 2003 BY 3PM**
**NO EXCEPTIONS!!!!!!**

This syllabus represents the best judgment of the instructor,
All items are subject to change
Appendix I
Degree Requirements

Degree offered:
Bachelor of Arts
Major in African-American Studies
Pre-Education African-American Studies Track

Majors should complete the following:
1. “Undergraduate Core Curriculum,” previously described (specific recommendations listed below);
2. “Area F: Course Appropriate to the Major,” listed below;
3. “Major Courses,” listed below; and
4. “Minor and/or Additional Courses,” listed below, if needed.

Alternatives are available to some core and major requirements. Please see a degree program advisor for specific guidelines.

Area A: Essential Skills (9 hours)

Area B: Institutional Options (4 hours)

Area C: Humanities and Fine Arts (6 hours)

Area D: Science, Mathematics, and Technology (11 hours)

Area E: Social Science (12 hours)

Area F: Courses Appropriate to the Major Field (18 hours)
1. Required Courses (12)
   - AAS 1140 Introduction to African and African-American History and Culture (3)
   - AAS 2010 Introduction to African-American Studies (3)
   - ART 1850 Arts of Africa, Oceania and the Americas (3)
   - ForL 1002 Elementary Level II (3)

2. Select two additional courses from the following (6):
   Anth 2020, Econ 2105, Econ 2106, Geog 1101, Hist 1111, Hist 1112, Phil 210, PolS 2401, Psyc 1101, Psyc 2040, Psyc 2103, Soci 1101, Soci 1160, Wst 2010

Area G: Major Courses (33 hours)
(A grade of “C” or better is required in all major courses.)

1. Major Requirements (18)
   - AAS 3120 African Diaspora (3)
   - AAS 3975 Concepts and Theories in African-American Studies (3)
AAS 3980 Research Methods in African-American Studies (3)
AAS 4120 African-American Political Thought (3)
AAS 4980 Senior Seminar and Practicum (3)

2. Literature Course. Select one course (3)
AAS 3880 African-American Literature (3)
AAS 3960 African-American Literature by Women (3)
AAS 4890 Caribbean Literature (3)

3. A minimum of 15 hours must be taken from African-American Studies courses at 3000-4000 level which must include three (3) courses from one of the two areas (Humanities and Social/Behavioral Sciences) of concentration and two (2) courses from the remaining area of concentration:

**Humanities Concentration**
AAS 3080 History of African-American Philosophy (3)
AAS 3450 History of African-Americans in Georgia (3)
AAS 3500 Jazz History (3)
AAS 3810 History of African-American Music (3)
AAS 3880 African-American Literature (3)
AAS 3955 Language in the African-American Community (3)
AAS 3960 African-American Literature by Women (3)
AAS 4125 Black Feminist Thought
AAS 4230 Religions of the African World (3)
AAS 4250 African-American Religion (3)
AAS 4300 African Art (3)
AAS 4310 Art of Egypt, Nubia and Maghrib (3)
AAS 4320 African-American Art (3)
AAS 4600 Enslavement and Resistance in North America (3)
AAS 4620 Enslavement in the Americas (3)
AAS 4640 African-American People (3)
AAS 4650 African-American Theatre (3)
AAS 4660 African-American Women (3)
AAS 4750 African-American Ethical and Legal Issues (3)
AAS 4760 Eastern Africa and the Horn of Africa (3)
AAS 4765 Central and Southern Africa (3)
AAS 4770 Western Africa (3)
AAS 4772 Women in Africa (3)
AAS 4774 African Rebellions (3)
AAS 4776 Africa and Hollywood: Myth, Romance and Savage Imagery (3)
AAS 4890 Caribbean Literature (3)
AAS 4950 African-American Popular Culture (3)

**Social/Behavioral Science Concentration**
AAS 3000 African-American Family (3)
AAS 3050 Introduction to African-American Psychology (3)
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<td>AAS 3240</td>
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<td>African-American Lesbian and Gay Activism (3)</td>
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<td>AAS 4900</td>
<td>African-Americans in Film (3)</td>
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**Pre-Education African-American Studies Track with a concentration in History**

The Department of African-American Studies offers a pre-education track with a concentration in history for students who wish to become public school teachers. The Pre-Education track in African American Studies develops teachers to work effectively in multi-cultural classrooms. The Pre-Education track in African American Studies prepares teachers to teach students from diverse ethnic, gender, cultural and social class groups by offering curricula that examine the histories and experiences of people of African descent, and aspects of cultural identity formation in the U.S., Africa, and the Caribbean. This track also prepares educators to develop their students to be citizens of a global community. Students who wish to pursue the Pre-education track in African-American Studies must take ten (33 credit hours) designated upper division major courses and complete the course work in three of the following four allied fields which are Political Science (9); Sociology (9); Geography (9) and Economics (9). After completion of the above requirements the student will be awarded a **Broad Field Social Science Pre-Education Certificate**.

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<td>Enslavement and Resistance in North America</td>
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<td>Enslavement in the Americas</td>
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<td><strong>TOTAL</strong></td>
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Allied Fields (27 credit hours)
Select three out of the following four allied fields.

Political Science 9
Sociology 9
Geography 9
Economics 9

Please consult the 2001-2002 undergraduate catalog for a list of the specific classes under each allied field.

Area H: Minor and/or Additional Courses
1. Students majoring in African-American Studies are not required to take a minor.

2. Students majoring in African-American Studies must take additional courses as electives to complete a minimum of 120 hours, exclusive of 1000/2000 physical education or military science courses.

Minor Offerings

1. Students who wish to minor in African-American Studies should complete the following requirements. (15)
   a. Complete the following three courses (9)
      - AAS 2010. Introduction to African-American Studies (3)
      - AAS 3120. African Diaspora (3)
      - AAS 4120. African-American Political Thought (3)
   b. Select two African-American courses at the 3000 level or above (6)
   c. A grade of “C” or better is required in all courses counting toward the minor.
Appendix J:
Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students
2002 - 2004

<table>
<thead>
<tr>
<th>COURSE NAME AND NUMBER</th>
<th>TERM/YEAR</th>
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<td>Intro to Afr. Am Hist. AAS 1140</td>
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<td>Undergrad Lower Division</td>
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### Appendix J:
Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students
2002 - 2004

<table>
<thead>
<tr>
<th>Course Offering</th>
<th>Year</th>
<th>Level</th>
<th>Sections</th>
<th>Students</th>
<th>Average Students</th>
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Appendix J:
Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students
2002 - 2004

<table>
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<tr>
<th>Course</th>
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<th>Level</th>
<th># of Sections</th>
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### Appendix J:
**Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students 2002 - 2004**

<table>
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## Appendix J:
Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students
2002 - 2004

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<th>Term</th>
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## Appendix J:
Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students
2002 - 2004

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Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students
2002 - 2004

<table>
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<th>Course Offerings</th>
<th>Year</th>
<th>Level</th>
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## Appendix J:
Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students
2002 - 2004

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Term</th>
<th>Level</th>
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Appendix J:
Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students
2002 - 2004

<table>
<thead>
<tr>
<th>Courses Offered</th>
<th>Year</th>
<th>Term</th>
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<th># of Sections</th>
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** denotes cross-listed courses data do not reflect complete student headcount.
## Appendix K.1

### DEPARTMENT OF AFRICAN-AMERICAN STUDIES
### UNDERGRADUATE ALUMNI: SURVEY FINDINGS

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### APPENDIX K.2

#### DEPARTMENT OF AFRICAN-AMERICAN STUDIES

**UNDERGRADUATE ALUMNI: SURVEY FINDINGS**

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### APPENDIX K.3

#### DEPARTMENT OF AFRICAN-AMERICAN STUDIES

**UNDERGRADUATE ALUMNI: SURVEY FINDINGS**

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*a Minimum/Maximum range denotes Negative/Positive range (1=Strongly disagree to 5=Strongly agree). Don't know/Not applicable and No response/missing data excluded from analysis.*
**APPENDIX K.4**

**DEPARTMENT OF AFRICAN-AMERICAN STUDIES**

**UNDERGRADUATE ALUMNI: SURVEY FINDINGS**

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<th>Std. Deviation</th>
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*a Minimum/Maximum range denotes Negative/Positive range (1=Poor to 5=Excellent). Don't know/Not applicable and No response/missing data excluded from analysis.*

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Appendix K.5

DEPARTMENT OF AFRICAN-AMERICAN STUDIES
UNDERGRADUATE STUDENT SURVEY FINDINGS

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<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
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<td>15 55.6</td>
<td>3 11.1</td>
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<td>I feel the undergraduate program in African-American studies is preparing me for my professional career and/or further study.</td>
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## Appendix K.6

### DEPARTMENT OF AFRICAN-AMERICAN STUDIES
#### UNDERGRADUATE STUDENT SURVEY FINDINGS

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Appendix K.7

DEPARTMENT OF AFRICAN-AMERICAN STUDIES
UNDERGRADUATE STUDENT SURVEY FINDINGS

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<th>Mean</th>
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<td>4.38</td>
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<td>I feel the undergraduate program in African-American studies is preparing me for my professional career and/or further study.</td>
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<tr>
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* Minimum/Maximum range denotes Negative/Positive range (1=Strongly disagree to 5=Strongly agree). Don't know/Not applicable and No response/Missing data excluded from analysis.*
### Appendix K.8

**DEPARTMENT OF AFRICAN-AMERICAN STUDIES**  
**UNDERGRADUATE STUDENT SURVEY FINDINGS**

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<th>Minimum</th>
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<td>Academic advisement available in the department</td>
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<td>4.16</td>
<td>1.106</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>19</td>
<td>3</td>
<td>5</td>
<td>4.11</td>
<td>0.809</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>24</td>
<td>3</td>
<td>5</td>
<td>4.50</td>
<td>0.722</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>24</td>
<td>3</td>
<td>5</td>
<td>4.42</td>
<td>0.717</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>25</td>
<td>3</td>
<td>5</td>
<td>4.28</td>
<td>0.891</td>
</tr>
<tr>
<td>Frequency of African-American studies course offerings</td>
<td>25</td>
<td>2</td>
<td>5</td>
<td>3.60</td>
<td>1.041</td>
</tr>
<tr>
<td>Variety of African-American studies course offerings</td>
<td>26</td>
<td>1</td>
<td>5</td>
<td>4.27</td>
<td>1.002</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>26</td>
<td>2</td>
<td>5</td>
<td>4.46</td>
<td>0.859</td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=Poor to 5=Excellent). Don’t know/Not applicable and No response/Missing data excluded from analysis.

### Appendix K.9

**DEPARTMENT OF AFRICAN-AMERICAN STUDIES**  
**FACULTY SURVEY FINDINGS**

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>%</th>
<th>3</th>
<th>%</th>
<th>4</th>
<th>%</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in the department</td>
<td>3</td>
<td>50.0</td>
<td>3</td>
<td>50.0</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>3</td>
<td>50.0</td>
<td>3</td>
<td>50.0</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>1</td>
<td>16.7</td>
<td>5</td>
<td>83.3</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
<td>66.7</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>4</td>
<td>66.7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>1</td>
<td>16.7</td>
<td>2</td>
<td>33.3</td>
<td>3</td>
<td>50.0</td>
<td>6</td>
<td></td>
</tr>
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</table>
### Appendix K.10

**DEPARTMENT OF AFRICAN-AMERICAN STUDIES**

**FACULTY SURVEY FINDINGS**

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>The department’s program of study is academically challenging.</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>1</td>
<td>16.7</td>
</tr>
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</table>

### Appendix K.11

**DEPARTMENT OF AFRICAN-AMERICAN STUDIES**

**FACULTY SURVEY FINDINGS**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in the department</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4.50</td>
<td>.548</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4.50</td>
<td>.548</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4.83</td>
<td>.408</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4.67</td>
<td>.516</td>
</tr>
<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>4.50</td>
<td>.837</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
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<td>2</td>
<td>5</td>
<td>4.17</td>
<td>1.169</td>
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a  Minimum/Maximum range denotes Negative/Positive range (1=Poor to 5=Excellent).
Don’t know/Not applicable and No response/missing data excluded from analysis.
### Appendix K.12

#### DEPARTMENT OF AFRICAN-AMERICAN STUDIES

#### FACULTY SURVEY FINDINGS

<table>
<thead>
<tr>
<th>Statement</th>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
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<tr>
<td>The department's program of study is academically challenging.</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5.00</td>
<td>.000</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>4.17</td>
<td>.983</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>4.50</td>
<td>.837</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4.67</td>
<td>.516</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4.83</td>
<td>.408</td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=Strongly disagree to 5=Strongly agree). Don't know/Not applicable and No response/missing data excluded from analysis.
Appendix K.13

Faculty members in the department were interested in the academic development of undergraduate African-American studies majors. (Alumni)

Appendix K.14

The African-American studies program of study was academically challenging. (Alumni)

Appendix K.15

Faculty in the department were appropriately prepared for their courses. (Alumni)

Appendix K.16

I feel the undergraduate program in African-American studies prepared me for my professional career and/or further study. (Alumni)
Appendix K.17

There was open communication between faculty and undergraduate students about student concerns.

(Alumni)

Appendix K.18

Academic advisement available in the department

(Alumni)

Appendix K.19

Career advisement available in the department

(Alumni)

Appendix K.20

Availability of faculty to students outside the classroom

Alumni
Appendix K.21

Effectiveness of teaching methods used by faculty

(Alumni)

Appendix K.22

Procedures used to evaluate student performance

(Alumni)

Appendix K.23

Frequency of African-American studies course offerings

(Undergraduate)

Appendix K.24

Variety of African-American studies course offerings

(Undergraduate)
Appendix K.25

Clarity of degree requirements

(Undergraduate)

Appendix K.26

Faculty members in the department are interested in the academic development of undergraduate African-American studies majors.

(Undergraduate)

Appendix K.27

The African-American studies program of study is academically challenging.

(Undergraduate)

Appendix K.28

Faculty in the department are appropriately prepared for their courses.

(Undergraduate)
Appendix K.29

I feel the undergraduate program in African-American studies is preparing me for my professional career and/or further study.
(Undergraduate)

Appendix K.30

There is open communication between faculty and undergraduate students about student concerns.
(Undergraduate)

Appendix K.31

Academic advisement available in the department
(Undergraduate)

Appendix K.32

Career advisement available in the department
(Undergraduate)
Appendix K.33

Availability of faculty to students outside the classroom

(Undergraduate)

Appendix K.34

Effectiveness of teaching methods used by faculty

(Undergraduate)

Appendix K.35

Procedures used to evaluate student performance

(Undergraduate)

Appendix K.36

Frequency of African-American studies course offerings

(Undergraduate)
Appendix K.37

Variety of African-American studies course offerings
(Undergraduate)

Appendix K.38

Clarity of degree requirements
(Undergraduate)

Appendix K.39

Scholarship of the faculty in the department
(Faculty)

Appendix K.40

Frequency of required course offerings
(Faculty)
Appendix K.41

Variety of advanced course offerings

(Faculty)

Appendix K.42

Level of clerical staff support

(Faculty)

Appendix K.43

Availability of computer/data base software relevant to your work

(Faculty)

Appendix K.44

In our department, faculty feel comfortable expressing different views and opinions.

(Faculty)
Appendix K.45

I have adequate opportunities to influence decisions made in the department about our programs.

(Faculty)

Appendix K.46

Guidelines regarding job performance are clear to faculty in the department.

(Faculty)

Appendix K.47

Research tasks

(Faculty)

Appendix K.48

Service to department

(Faculty)
Appendix K.50

How many formal presentations have you given at other colleges or institutions?

- 4 or fewer: 17%
- 5: 33%
- 8 or more: 50%

(Faculty)
Appendix L:
Undergraduate Advisement Procedures

The Chair of the Department advises all majors and minors. Students contact Mrs. Belinda Futrell, the Department’s Business Manager, for an appointment with the Chair. Appointments can be made throughout the semester. Advisement sessions last between 15 to 30 minutes.
Appendix M: Definition of Graduate Faculty and Criteria for Selection of Graduate Faculty

The Department of African-American Studies employs the definition and criteria of the College of Arts and Sciences to determine graduate faculty.
Appendix N:
List of Graduate Faculty

1. Makungu Akinyela
2. Patricia Dixon
3. Charles E. Jones
4. Arletha Livingston
5. Cora A. Presley
6. Akinyele Umoja
Appendix 0.1: Professor Akinyela’s CV.

CURRICULUM VITAE

Makungu M. Akinyela, Ph.D., LMFT

4467 Luxembourg Drive, Decatur, GA 30034
Home Phone: (770) 981-1311       Email: AADMMA@GSU.EDU

EDUCATION

Emory University, Atlanta, Georgia
Graduate School of Arts and Sciences: Institute of Liberal Arts
History, Culture and Theory (Family and Human Development)
Ph.D., 1996

Dissertation Chair: Delores P. Aldridge, Ph.D., Emory University School of Sociology.

Pacific Oaks College, Pasadena, California
Human Development (Marriage, Family and Child Counseling)
MA, 1989

Thesis: *New Afrikan family traditions and values, and cultural continuity.*
Thesis Chair: Antonia Darder, Ph.D., Claremont Graduate School of Education.

California State University at Northridge
Pan African Studies / Journalism
BA 1978

RESEARCH INTEREST

My research interest is in family therapy and human development. I am particularly interested in theoretical and clinical practice models that begin with the cultural knowledge of Black families. My primary theoretical influences are African centered theory, critical pedagogy and narrative therapy.

Recent Research

2000 to 2002. I served as a consultant for a research project sponsored by the Department of Geriatric studies at Georgia State University. Research examined the impact of small private elder care homes on African American elders self-reliance and relationship with their families.

2002 to present: I am currently a co-Investigator on research project sponsored by the Department of Geriatric studies at Georgia State University. *Religion and health in multi-generational black families.* The project examines the use of metaphors of spirituality to make decisions about health care of elders in multi-generation house-holds.
TEACHING EXPERIENCE

1999 to Present: Georgia State University, Department of African American Studies.
Assistant Professor.

Courses taught
- Introduction to African American Studies (AAS 2010)
- African American Family (AAS 3000)
- Issues in the African American Community (AAS 4000)
- African American Religion (AAS 4250)
- Theories and Concepts of African American Studies (AAS 3975)

1998 (Spring) Pacific Oaks College, Pasadena, California
Visiting Instructor

Courses taught
- Critical Pedagogy in Theory and Practice
- Seminars in Bicultural child development and education
- Socio-linguistics and Educational Policy and Practice (On-line Course).

1997 Spring: Agnes Scott College, Decatur, Georgia
Adjunct Professor

Courses taught
- Marriage and the Family (Sociology 211)

1995 Fall: Emory University, Atlanta, Georgia
Student Instructor

Courses taught
- *The politics of identity* (institute of liberal arts course).

AWARDS AND HONORS


2001 Pyramid Award: National Association of Black Social Workers (NABSW).
PUBLICATIONS

In Publication


Under Review

Akinyela, M., King, S., Burgess, E. et al. “*Your body is God’s Temple: The spiritualization of health benefits in multigenerational African American families.*” (Revise and Resubmit)
PRESENTATIONS

By invitation


**Refereed**

Paper presentation. “I don’t want to be sick like grand mom:: Health attitudes and behaviors in multigenerational African American families.” S.V. King 1, M. Akinyela 1, M. Counts-Spriggs 2, & N. Johnson 1. 1 Gerontology Institute, Georgia State University, Atlanta, GA. 2 Whitney M. Young, Jr. School of Social Work, Clark Atlanta University, Atlanta, GA. A paper presented at the 27th Annual Conference of the National Council for Black Studies, Inc., March 2003, Atlanta, GA.


MEDIA INTERVIEWS


COMMUNITY WORK

February 2004 – Black History Month Presentation – Dean Rusk Elementary School. Atlanta, Georgia.

PROFESSIONAL MEMBERSHIPS

Clinical member: American Association of Marriage and Family Therapists (AAMFT)

Clinical member: African American Psychotherapists Society (AAPsyS)

Member: National Council of Black Studies

LICENSES AND CERTIFICATIONS

Licensed Marriage and Family Therapist (LMFT) GAMFT # 000671.
Georgia Board of Professional Counselors, Social Workers and Marriage and Family Therapists.
Approved Supervisor

PROFESSIONAL BOARDS AND ORGANIZATIONS

Editorial Advisory Board Member
Journal of Marital & Family Therapy. 2002

Editorial Advisory Board Member

Editorial Advisory Board Member

Board Member – 2003 - 2004

Chairperson – 2003 -2004
Metro-Atlanta Chapter of the Georgia Association of Marriage and Family Therapists (GAMFT).
Appendix 0.2: Professor Dixon’s CV.

PATRICIA DIXON
2725 River Tree Drive
Decatur, GA  30034
hm:  (404) 241-8666
wk:  (404) 651-4882

PROFESSIONAL EXPERIENCE

Instruction

9/00-present  **Associate Professor;** Georgia State University, African-American Studies Department, Atlanta, GA. Developed and teach the following courses: African American Male-Female Relationships, African American Family, Introduction to African American Studies, Issues in the African American Community, African American Woman Activism, African American Women in the U.S., Research Methods and Seminar and Practicum in African American Studies.

9/94-8/00  **Assistant Professor;** Georgia State University, African-American Studies Department, Atlanta, GA.. Developed and teach the following courses: African American Male-Female Relationships, African American Family, Introduction to African American Studies, Issues in the African American Community, African American Woman Activism, African American Women in the U.S., Research Methods and Seminar and Practicum in African American Studies.

9/93-9/94  **Visiting Professor;** University of Massachusetts at Boston, Black Studies Department, Boston, MA. Developed and taught several courses in African Americans Studies. Courses include: Black Intellectual Thought, History of Black Education, Blacks on Stage, Screen and Television, Introduction to Black Studies, Black Religion, the Civil Rights Movement and Black History.

Research

1/91-8/93  **Research Assistant** on a multi-million dollar project funded by the National Institute of Alcoholism and Alcohol Abuse (NIAAA) to investigate the efficacy of several drug treatment programs. Interviewed homeless, primarily crack-addicted African American males who resided in a homeless shelter using various assessment and psychometric instruments. Also assisted in the design of the ethnographic research component of the study.
Project Manager for the National Association of Real Estate Brokers (NAREB), Wash, DC. Responsible for daily operations of a nationwide economic research and development grant funded by the Department of Housing and Urban Development (HUD) and administered by the Minority Business Development Agency (MBDA). Key assignments included: Writing proposals, performance and research reports, interfacing with grant administrators, inspector general, and housing officials, contract administration, and budget management. Also collected data from various federal, state and local governmental housing agencies to be used in the development of strategies to assist minorities in purchasing homes and to increase their participation with public firms such as HUD and Fannie Mae and private real estate enterprises.

GRANTS

Internal
GSU Strategic Initiatives in African American Studies, 1998, $2,482

External
Community House Recourse Center, Neighborhood Development Intership Partnership Inc., AService Learning Initiative, @ Summer/fall, 2000, $6000

PUBLICATIONS

Referred Journal Articles


**Research in Progress**

Dixon, P. *We Want for Our Sisters What We Want For Ourselves: Polygyny~Co-partnering: A Relationship, Marriage and Family Alternative.* (Forthcoming Black Classic Press, Baltimore, MD).


Dixon, P. *The Relationships Guide for African American Singles and Couples.* Work in Progress

**CONFERENCE PAPERS**

*TLC-Talking and Listening With Care*, Smart Marriages Conference, Reno, NV, 7/2003


*We Want For Our Sisters What We Want for Ourselves: Polygyny in the African Hebrew Israelite Community*, National Council of Black Studies, Atlanta, 3/2000


*Reconstructing Polygyny and its Implications for African American Communities*, Southern Conference on Afro-American Studies, 2/96


*Employment Factors in Heterosexual Relationships: Some Views from Women*, Southern Conference on Afro-American Studies, 2/96
Performing African-American Women’s Voice/s: The Conceptualizing Rhetoric of Mary Church Terrell, Sadie Tanner Moss Alexander and Mary McLeod Bethune, In Their Own Right Conference, Georgia State University, 11/95

Crack and Oppression Among African American Males, National Council of African American Men, Indianapolis, 10/95

Defining Notions of Treatment Success For Homeless Poly-drug Users, American Psychological Association Annual Meeting, 8/93


SERVICE

University

Panelist, Daughters; Georgia State University, November, 2002
Panelist, Diversity & Dating in the New Millennium, Georgia State University, October, 2002
Panelist, Graduate School Workshop, Georgia State University, April, 2002
Panelist, Raising Our Sons and Daughters, Black Herstory Task Force, Emory University, March, 2002
Panelist, What=s Love Got to Do With It? International Theological Center, February 2002
Panelist, NAACP, Reflective Imaging Series-Sister to Brother, 11/2000

Development & Coordination, Service Learning Initiative, Summer, 1999-present

Panel member, Love and Relationships, Eta Mu Chapter, Mind, Body & Soul Week, Fall, 1998
Chair, Chair Evaluation Committee, African American Studies Department, Spring, 1997
Member, Dissertation Committee, Psychology Department, Winter, 1997
Member, Specialty Examination Committee, Sociology Department, Summer, Fall, 1997
Member, Committee on Service Learning, African American Studies Department, 1997
Member, Search Committee, African American Studies Department, Spring, 1996, 1997
Panel Chair, Black Panther Conference, African American Studies Department, Fall, 1996

Initiated, Organized and Facilitated, African American Male/Female Relationships forum, African American Studies Department Spring, 1996
Initiated, Organized and Facilitated, Community Service Learning forum, African American Studies Department, Spring 1996

Presentation, Socio-Environmental Factors in Addiction in among a Population of African America Males: “An Ethnographic Performance, Black History Month Georgia State University, February, 1996

Presentation, A Historical Analysis of Monogamy and the Implications of Polygamous Arrangements or "Mansharing" as an Alternative in the African-American Community, Black History Month, Georgia State University, February, 1995

Invited Presentation - The Black man's Responsibility to Black Women, Kappa Alpha Psi Week, Boston College, October, 1993

Organized and Facilitated, Conference, "Behind the Eurocentric Veils," University of Massachusetts, Spring 1993

Professional

Founding President, CEO & Director, National African American Relationships Institute, 2002-present

Executive Director, National Council of Black Studies, 2002-present

Board of Directors, Sisterlove-Aids Prevention for African American Women, 2003-present

Advisory, Board, Imhotep-An African Americans Studies Journal, 2002-present

Editorial Board, Encyclopedia of Black Studies, 2002-present

Reviewer, ERASING RACISM: The Survival of the American Nation, Molefi Asante, 2002

Member, Collegiate Press Editorial Advisory Board, A Turbulent Voyage, Spring, 1998

Reviewer, The Womanist, Fall/Winter 1996-97


Program Participants sub-committee, Southern Conference on Afro-American Studies, Inc.

Community

Presentation, African American Relationships, Marriages and Families, Department of Children & Family Services, 10/2003

Workshop, African American Healthy Marriage Initiative Forum, TLC-Talking and Listening With Care, 11/2003

Featured Guest, AM (WOLB 1010) radio station, Baltimore, MD, We Want for Our Sisters What We Want For Ourselves, 12/2002

Interview, FM (89.3) radio station, Atlanta, GA Dating & Diversity, Interview
Featured Guest, AM (WOLB 1010) radio station, Baltimore, MD, We Want for Our Sisters What We Want For Ourselves

Invited Panelist, Signs of the Times, AT&T Community Television, Family Matters, 10/14/01

Invited Panelist, The Relationships Forum, Atlanta, Pleasing Your Partner, 3/2/01

Invited Panelist, Signs of the Times, AT&T Community Television, Male-Female Relationships, 3/5/01
Invited Panelist, Signs of the Times, AT&T Community Television, Women and Health, 3/19/01

Featured Guest, Signs of the Times, AT&T Community Television, Male-Female Relationship: Polygyny, 1/8/01


Invited Panelist, A New Direction in Male/female Relationships, African Hebrew Israelites, 10/2000

Featured Guest, Polygyny A Viable Alternative for the African American Male Shortage, WRFG FM (89.3) radio station, Atlanta, GA 2/97

Invited Panelist, Race Gender & Ethnicity in Society, Symposium, 1997

Featured Guest, Polygyny A Viable Alternative for African American Women, WRFG FM (89.3) radio station, Atlanta, GA 4/95

Paper Presentation, African Culture, at Downtown Atlanta Senior Services, Atlanta, GA 1/95


Presentation, African American History and Culture, Ridge Avenue Shelter and Diagnostic Rehabilitation Center in Philadelphia, PA. 9/91-8/93

EDUCATION

Ph.D, African-American Studies, May, 1995
Temple University, Philadelphia, PA

MBA, August, 1986 (Beta Gama Sigma Honor Society)
Howard University, Washington, DC

Bachelor of Science, 1984
Howard University, Washington, DC

Mortgage Broker License, Fall, 2003
Capstone, Mortgage FinanceB40 hours, Atlanta, GA

PROFESSIONAL AFFILIATIONS/HONORS/AWARDS

National African American Relationships Institute -founder, 2002-present
National Alliance for Radical Prison Reform, *Board of Directors*, 2003-present
National Council for Black Studies - *Executive Director*, 2002, present
Saving the Family Foundation - *Board of Directors*, 2002
Womanist Consortium - *Member*, 1999
Council of Family Relations - *Member*, 1994-1996
National Association of Real Estate Brokers - *Dedication and Distinguished Services Award*
Howard University - *Beta Gamma Sigma Award*

REFERENCES

Dr. Charles E. Jones, *Chairman, Dept. of African American Studies*, GSU, (404) 651-2157
Dr. Sonya Peterson-Lewis, *Associate Professor*, Temple University, (215) 204-8491
Dr. Gerald Stahler, *Associate Professor*, Temple University, (215) 204-6939
Dr. Molefi Asante, *Associate Professor*, Temple University, (215) 204-8491
JONATHAN I. GAYLES

400 Fitzgerald Place
Residence: 770.774.1288

College Park, GA 30349
Office: 404-654-5852
jgayles@gsu.edu

EDUCATION

Ph.D., Applied Anthropology August 2002
University of South Florida
Research interest: Educational Resilience

This research investigates high-achieving African-American High School seniors in different socioeconomic environments and the strategies they develop to assign and maintain positive meaning in relation to academic achievement.

M.S., School Psychology May 1993
Winthrop University
Specialization in ecological assessment and school-based counseling, consulting and intervention.

B.A., Psychology May 1991
Morehouse College
Focus on clinical methodology.

PROFESSIONAL EXPERIENCE

GEORGIA STATE UNIVERSITY
Atlanta, Georgia

Assistant Professor, Department of African American Studies
August 2004-present

Courses Taught
Introduction to African American Studies, AAS 2010 (Fall 2004)
A review of the fundamental historical concepts and contexts that led to the development of the discipline of African American Studies. The interdisciplinary nature of African American Studies and the manner in which the discipline intersects various aspects of the lived experiences of African Americans is also considered.

Critical Perspectives on Brown v. Board of Education, AAS 4970 (Special Topics Course, Fall 2004)
A critical and interdisciplinary review of the Brown v Board of Education decisions considering the broader historical, psychological, economic, political and cultural contexts of these decisions.

UNIVERSITY OF SOUTH FLORIDA
Tampa, Florida

Assistant Professor, Department of Anthropology
August 2002 - present

Courses Taught

Anthropology, Media and Culture, (Graduate Course), ANG 6393 (Spring 2004)
A critical examination of the manner in which media and our interaction with media reflect our impact cultural constructions of reality. Focal points are race, gender and class.

Masters/Doctoral Proseminar (Graduate Course), ANG7938/6931 (Spring 2004, Co-taught with Professor Kevin Yelvington)
Gateway course for graduate program as it represents the equivalent of our comprehensive exams.

Contemporary Applied Anthropology (Graduate Course), ANT 6701 (Fall 2003)
A critical survey of applied anthropology as practiced today in the major branches of Anthropology, focusing on Applied, Medical, and Urban Anthropology. Required entry class for M.A., MPH and Ph.D. students.

Anthropology of Education, ANT 4930 (Fall 2003)
A new special topics class developed to provide upper-level anthropology majors with an opportunity to place educational outcomes in a cultural context.

Introduction to Anthropology, ANT 2000 (Fall 2002)

The cross-cultural study of the human species in biological and social perspective.

Surveys the four major branches of anthropology.

Educational Anthropology (Graduate Course), ANG 6448 (Spring 2003)
Graduate course engaging qualitative methodology in schools, social and cultural foundations of education, distinctions between schooling and education and inequality. Course culminated in a “conceptual” charter school application.

Independent Study/Directed Reading Sections

Laura Freidman, Spring 2004
Undergraduate enrollee in graduate Anthropology, Media and Culture course.

Anthony Schmidt, Spring 2004
Project: Supervised annotated bibliography of the anthropology of war.

Autumn Slate, Spring 2004
Project: Comparative analysis of educational programs for college students that are single mothers

Teresa Calta, Spring 2004
Project: Supervised annotated bibliography of anthropological engagement of the efforts of the office of student health services to reduce the occurrence of sexually transmitted diseases.

Schelle Solano (Graduate Student), Fall 2003
Project: Analysis of the media construction of “Arab” and “terrorist” in post 9-11 America.
Terri Wonder (Graduate Student), Spring 2003
Project: Supervised annotated bibliography of the legal references for school reform.
Carla Jimenez, Fall 2002
Project: Supervised annotated Bibliography of literature on environmental activism.
Nicole Sealey, Summer 2000
Project: Review of literature on the music of Robert Nesta Marley.

**Thesis and Dissertation Committees**
Rebecca Heppner
Ph.D. student, Applied Anthropology
Lawrence McBride
M.A. student, Applied Anthropology
Thomas Murray
Ph.D. student, Secondary Education
Jon Godwin
M.A. student, Applied Anthropology (Graduated Dec 2003)

**Teaching Assistant, Department of Anthropology**
*Fall 1999 – Spring 2001*

**Courses Taught**

*Cultural Anthropology, ANT 2410* (*Spring 1999, Fall 2000, Fall 2001*)

*Discussion of major methods and orientations to the cross-cultural study of the world's peoples. Representative case studies are used to demonstrate variations in human adaptations and to encourage an appreciation of diverse values and lifestyles.*

- Received the Provost’s Award for Outstanding Teaching by a Graduate Student.

**Associate Faculty Member, Department of Africana Studies**
Spring 2000 - Present

**Courses Taught**
*Major Black Thinkers, PHM 4120* (Summer 2002)
*An examination of the intellectual contributions of women and men of color.*
*Introduction to the Black Experience, AFA 2000,* (two sections in Fall 1999, Spring 1999)
*Fundamental perspectives on the nature and significance of the African diaspora.*
*Racism in American Society* (Cross-listed as a graduate course), AFA 5935/3700, (Spring 2001, Fall 2001)
*Examines the institutional aspects of racism and individual acts of prejudice. Also includes whiteness studies and the social construction of race.*

**Graduate Teaching Coordinator, Department of Anthropology**
University of South Florida
Primary Teaching Assistant for the department. Responsible for coordinating and directing regular “in-service” meetings of Teaching Assistants in the department.

**Research Associate, David C. Anchin Center**
University of South Florida
(Spring - Fall 1999)
Responsible for conducting school-level observations, interviews and data-collection in conjunction with the National Science Foundation’s Urban Systemic Initiative.

**INDIANA UNIVERSITY PENNSYLVANIA**
Indiana, Pennsylvania

**Frederick Douglass Teaching Fellow, Department of Anthropology**
2001 Summer Session “B”
Co-taught Contemporary Anthropology (EDU 411) with Professor Sang-Hee Lee during the inaugural year of this fellowship.

**FLORIDA EDUCATION FUND**
Tampa, Florida

**Minority Science Improvement Program Director**
Florida Education Fund/University of South Florida
Coordinated all programming, disbursement and reporting activities in conjunction with the USF College of Medicine for this United States Department of Education grant-funded program. The purpose of this program was to increase minority student interest and participation in the sciences.

**Program Officer**
Tampa, Florida (1994 - 1997)
Directed, supported and evaluated eleven Centers of Excellence (COE’s) across the state of Florida and managed a budget of over $500,000. Each COE managed programs designed to increase the positive academic achievement of “minority” youth.

**TOUGALOO COLLEGE**
Jackson, Mississippi

**Coordinator of Special Academic Projects**
Jackson, Mississippi (1993 - 1994)
Developed Tougaloo College’s first community-service program requirement and established community outreach programming. Also coordinated all special academic projects including
domestic and international exchange programs and intramural and interscholastic academic competitions.

- Coached Tougaloo’s Honda Campus All-Star Challenge team to its highest placing in the history of the Institution
- Created Tougaloo’s first Community Service Fair which brought various service institutions to campus
- Named to the United Way advisory board

Adjunct Instructor, Department of Psychology
Jackson, Mississippi (1993 - 1994)

Taught introductory-level “General Psychology” course in conjunction with administrative duties.

- Instructor of the year winner
- Advisor of the year winner

PUBLICATIONS

- Visual Anthropology at the Movies: Jerry McGuire as ‘Expeditionary Discourse’
  (Elizabeth Bird, Ph.D. co-author)
  Book chapter in American Visual Cultures by David Holloway and John Beck, ed.(in press)
  An analysis of the “missionary/colonial discourse” inherent in this film and the manner in which this thematic reference primarily frames that which happens in the film.

- Ignored Expertise: Teacher Response to School Reform at a “D” School
  A qualitative analysis of the perspectives and experiences of teachers and the impact that the lived experience of teachers impacts classroom-level implementation of school reform.

- Standing in the Right Place: Race and Affirmative Action in the Classroom
  Multicultural Education, Fall 2004, Volume 13, Number 1, pp. 41-46
  An article describing a pedagogical strategy that I developed to provide students with a concrete reference point for more constructive discussions of affirmative action.

ARTICLES CURRENTLY UNDER REVIEW

- “Black Macho and the Black Superwoman Redux: Reminiscent Masculinity and Misogyny in the Blade Series”
  Under Review, International Journal of Africana Studies

- “Carrying It for the Whole Race:” Stereotypes, Identity and Achievement
  Under Review: Journal of Negro Education

- Counting Language: An Exercise in Stigmatization
  Under Review: Journal on Excellence in College Teaching

- “Playing the Game:” Strategic Narratives at Benjamin High School
  Under Review: Anthropology and Education Quarterly

- Race, Reward and Reform: Incestuous Incentives in the State of Florida
FORTHCOMING SUBMISSIONS

Ranking Race: Examining Racial Hierarchies
A primarily quantitative examination of how students perceive and construct racial and ethnic hierarchies.

Indexing Freshmen: Examining Admissions Decisions at Georgia State University
An examination of the value of the “freshman index” in predicting student outcomes at Georgia State University.

ACADEMIC PAPERS AND PRESENTATIONS

Policy, Power and Purpose: Critical Perspectives on School and Schooling
Panel Chair and Moderator, 2004 Florida Education Fund McKnight Doctoral Fellowship Conference

Professional Development Policy Issues in Carrying out Systemic Reform: Lessons for Experienced Principals (in “Low-Performing” Schools)
Presented at the 2003 American Educational Research Association Conference
Kathryn M. Borman, Jonathan Gayles, Gladis Kersaint and Reginald Lee
A multi-site examination of the challenges principals in low-performing schools face as a result of systemic school reform.

The Meaning of Performance and the Performance of Meaning
Presented at the 2003 National Council of Black Studies Conference
An examination of the cultural context of academic performance

Testing, Scientific Knowledge and the Myth of Standardization”
Invited Session: “Imagining the Future of the Anthropology of Education If We Take Laura Nader Seriously
Presented at the 2002 American Anthropological Association Annual Meeting
An examination of the role that standardization and high-stakes plays in reproducing inequality rather than resolving inequality.

Chair, The Rosenwald Schools: History and Legacy
Presented at the 87th Annual ASALH Convention Meeting, 2002
Panel examining the historical role that the Rosenwald schools played in creating viable African American educational communities.

Invited Session: Applied Anthropology in Education: Facing Goliath
Presented at the 2001 American Anthropological Association Annual Meeting
An examination of the role that anthropological research plays (or fails to play) in the critique of educational systems, structures and theoretical assumptions that ultimately ignore, mystify and validate societal inequality.

“‘Jerry McGuire’ as Expeditionary Discourse
Presented at the 2000 University of South Florida Institute for Black Life Annual Conference
An examination of the use of racial meaning in the film “Jerry McGuire” and how this meaning employs “missionary discourse” to cue shared and understood symbols within the viewing audience.

Kidnapping Numbers: The SAT, Race-Based Admissions and Affirmative Action
Presented at the 1999 University of South Florida Institute for Black Life Annual Conference
An examination of the fallibility of the Scholastic Achievement Test as a fair and just mechanism for college admissions decisions.

**RECENT WORKSHOPS**

**Workshop Co-Presenter, Center for Teaching Enhancement**  
University of South Florida, February 2003  
Conducted workshop on teaching classes that challenge student beliefs.

**Workshop Co-Presenter, Center for Teaching Enhancement**  
University of South Florida, August 2002  
Conducted workshop addressing the experiences of teaching assistants at USF to incoming teaching assistants.

**RECENT RELEVANT CONSULTANCY**

**Consultant, Duval County Public Schools**  
Jacksonville, Florida  
Eugene Butler Middle School (2003)  
*Conducted research identifying barriers to effective leadership in order to assist a new principal in successfully transitioning into leadership. This project culminated in a summer “leadership retreat.”*

S.P. Livingston Elementary School  
*Completed a documentation of the “math culture” of S.P. Livingston Elementary School and provided recommendations for improving the school’s math performance.*

**Consultant, African-American Cultural Center (AACC)**  
Indiana University Pennsylvania (IUP)  
Indiana, Pennsylvania (2001)  
*Assisted AACC in developing an instrument to measure the AACC’s impact on African American IUP students as well as ascertaining the general experience (academic and social) of African American students at IUP.*

**Consultant, Florida Education Fund**  
Third Annual Center of Excellence Convention  
Tampa, Florida (2001)  
*Assisted with the management of the Third Annual COE Convention. Moderated academic quiz bowl competitions and hosted the general assembly.*

**Consultant, Center for 21st Century Teaching Excellence**  
University of South Florida  
*Tampa, Florida (2000)*  
Assisted in delivering an “intake workshop” for incoming international teaching assistants. Developed and coordinated instructional role-playing exercises as well as critiques of videotaped lectures.

**Consultant, Hillsborough County Center of Excellence**  
Tampa, Florida (2001 - Present)  
Responsible for coordinating activities for a community-based youth leadership initiative for “inner-city” students funded by Capital One.
UNIVERSITY AND COMMUNITY SERVICE

University of South Florida

**Founding Advisor**, 2003-2004 The Poets (undergraduate poetry collective)
**Presenter**, 2004 Provost’s Award for Outstanding Teaching by a Graduate Student
**Member**, 2004 Search Committee for Instructor Position in Department of Anthropology
**Member**, 2004 Anthropology Honors Colloquium Organizing Committee
**Member**, 2004 Africana Studies Department Advisory Board
**Reviewer**, 2004 Honors College Research Symposium
**Reviewer**, 2004 Review Committee for Provost’s Award for Outstanding Teaching by a Graduate Student
**Presenter and Creator**, 2003 inaugural departmental workshop on strategies for pursuing admission to graduate school
**Member**, 2003 Search Committee for Assistant Professor Position in Department of Educational Measurement and Research, University of South Florida
**Member**, 2002 “Teaching Classes that Challenge Student Beliefs” Conference Organizing Committee, University of South Florida

**Member**, Undergraduate Curriculum Committee, Department of Anthropology, University of South Florida, (Ongoing)
**Member**, Budget Committee, Department of Anthropology, University of South Florida (Ongoing)
**Mentor**, McNair Scholars Program, University of South Florida (Ongoing)
**Mentor**, Anthropology Honors Program, University of South Florida, 2003
**Participant**, Tampa Housing Authority Scholarship Committee, Tampa, Florida, 2001

SELECTED HONORS, AWARDS AND ACCOMPLISHMENTS

**2002-2003 Advisor of the Year Nominee**
University of South Florida
This award recognizes outstanding undergraduate advising activity.

**Inaugural Frederick Douglass Teaching Scholar, 2001**
Indiana University Pennsylvania (IUP)
This program affords selected applicants the opportunity to teach one course at IUP during the second summer session of the academic year. Teaching scholars have their teaching reviewed and critiqued by faculty.

**2001 Provost’s Award for Outstanding Teaching by a Graduate Student**
University of South Florida
This award recognizes outstanding teaching by graduate students. One of three awardees during the 2001 competition. Applications consist of a teaching portfolio and letters of recommendation by faculty. There are three levels of award: The award itself, commendations and certificates of participation.

**2000 Richard F. Pride Fellow**
Named after the first African American graduate of the University of South Florida, the “Pride Fellowship” provide a monetary award to promising “minority” graduate students.
**2000 Commendation, Provost’s Award for Outstanding Teaching by a Graduate Student**
University of South Florida
This award recognizes outstanding teaching by graduate students. Applications consist of a teaching portfolio and letters of recommendation by faculty. One of seven commended students during the 2000 commendation. There are three levels of award: The award itself, commendations and certificates of participation.

**Summer University Scholar Recipient, 1998**
University of South Florida
One of twelve students to participate in this program sponsored by the office of graduate studies.

**Instructor of the Year, 1992**
Tougaloo College, Tougaloo, MS
This award is given to a member of the faculty (including adjuncts) on the basis of student evaluations.

**Freshperson Advisor of the Year, 1993**
Tougaloo College, Tougaloo, MS
This award is determined by vote of the current Freshperson class for outstanding service as advisor.

**Co-Founder, Akenti Rites of Passage Program, 1991**
Atlanta, Georgia
Co-founded this rite of passage program for teenage African-American males that has operated in the city of Atlanta for more than a decade.

**PROFESSIONAL MEMBERSHIPS**

- American Anthropological Association
- Association of Black Anthropologists
- **Council on Anthropology in Education**
- National Council for Black Studies
- Society for Applied Anthropology
Appendix 0.4: Professor Jones’ CV.

Curriculum Vitae

Charles E. Jones       April 5, 2004
Department of African-American Studies
Georgia State University
University Plaza
Atlanta, Georgia 30303-3083
(404) 651-4880
cjones@gsu.edu

EDUCATION

Ph.D. in Political Science, Washington State University (May 1985).
   Dissertation: “Three Conditions for Effective Black
   Legislative Participation: An Inquiry of the Congressional
   Black Caucus, 1970-1982.”

M.A. in Political Science, University of Idaho (December 1979).

B.A. in Political Science, Cum Laude, Fayetteville State University,

PROFESSIONAL EXPERIENCE

June 1994 - present: Associate Professor and Founding Chair of the Department of African-American Studies, Georgia State University.

August 1989 - May 1994: Associate Professor of Political Science and Director of
   The Institute for the Study of Minority Issues, Old Dominion University (Norfolk, Virginia).

February 1985 - May 1989: Assistant Professor of Political Science, Old Dominion University.

August 1983 - January 1985: Instructor of Political Science, Old Dominion University.


September 1979 - December 1982: Teaching Assistant, Department of Political Science, Washington State University.

August 1976 - May 1979: Research Assistant, Department of Political Science, University of Idaho.
COURSES TAUGHT

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<tr>
<th>Course</th>
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<tr>
<td>Introduction to African American Studies</td>
<td>African-American Politics</td>
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<td>Introduction to American Government</td>
<td>Politics of Civil Rights Movement</td>
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<td>American Legislative Process</td>
<td>African-American Political Thought</td>
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<tr>
<td>Political Research Methods</td>
<td>Race, Culture and Public Policy</td>
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GRANTS, FELLOWSHIPS, AND AWARDS

2001  Presidential Award for Exemplary Service and Outstanding Contributions to the Field of Black Studies, National Council for Black Studies.

1999  Malcolm X Self-Determination Award for Outstanding Community Service”, Sponsored by the Malcolm X Community Center, Atlanta, GA.

1999  Co-Project Director, ”Education for Liberation Conference” Funded ($50,000) by the Spencer Foundation.

1998  Outstanding Faculty Award, Black Student Alliance and the Sankofa Society (Georgia State University).

1998  President’s Award for Outstanding Service, National Conference of Black Political Scientists.

1996  Benjamin E. Mays-Marian W. Edelman Award for Outstanding Administrator Sponsored by the Office of African-American Student Services and Programs, Georgia State University.

1995  National Council of Black Studies Administrative Institute Fellow. March 2-5, California State University, Dominguez Hills, funded by the Ford Foundation.

1995  African-American Research and Development Grant, Provost Office, Georgia State University.

1994  African-American Research and Development Grant, Provost Office, Georgia State University.

1994  Outstanding Faculty Award, Old Dominion University (Division of Student Services).

1993  College of Arts and Letters Faculty Research Grant, Old Dominion University.

1992  Outstanding Faculty Award, Old Dominion University (Division of Student Services).

1992  Co-Project Director, ”Beyond the Vote: Contributions of African-American Women to Community Life in Hampton Roads” funded by Virginia Foundation for the Humanities and Public Policy.

1990 Project Director, "Faculty and Curriculum Development in African-American Studies" funded ($89,394) by the Virginia State Council of Higher Education.

1990 Outstanding Faculty Award, Old Dominion University (Division of Student Services).

1990 Outstanding Faculty Service Award, Old Dominion University (Office of Minority Student Programs).

1990 Outstanding Faculty Award, Old Dominion University (National Association for the Advancement of Colored People Student Chapter).

1990 Summer Faculty Research Fellowship, Old Dominion University.

1989 College of Arts and Letters Faculty Research Grant, Old Dominion University.


1988 Indiana University Minority Faculty Fellow (June 15 - August 15).


1986 Participant in the Non-Western Studies Seminar funded by the U.S. Department of Education.

1983 College of Arts and Letters Faculty Research Grant, Old Dominion University.

1983 Congressional Black Caucus Graduate Legislative Fellow.

1982 Recipient, Dissertation Travel Grant, Graduate School, Washington State University (June-July).

PUBLICATIONS

Books


Referred Journal Articles


Book Chapters


RESEARCH IN PROGRESS


Charles E. Jones, Audrea Dunham and William Taylor, As Fierce as War and Uncompromising as Love: An Illustrated History and Narrative of the Boston Chapter of the Black Panther Party (Book Manuscript).

Charles E. Jones and Arletha D. Livingston, “Engendering Africana Studies: Clues from the Journals.”

CONFERENCE PRESENTATIONS


2004 “The Other Hampton: Race, Radicalism and Repression in Houston, Texas” Annual Meeting of the National Conference of Black Political Scientists, March 17-20, Atlanta, GA.


1999 “Educate to Liberate: The Educational Philosophy and Practice of the Black Panther Party,” Education for Liberation Conference sponsored by Center for Urban Education
Excellence, School of Education and the Department of African American Studies, Georgia State University.


1998 “Revisiting Black Nationalist Politics: An Assessment of Matthew Holden’s critique of the “Politics of Withdrawal,” Annual Meeting of the National Conference of Black Political Scientists, April 8-11, Atlanta, GA.


1996 “Don’t Believe The Hype: Debunking the Panther Mythology,” “The Black Panther Party Revisited: Reflections and Scholarship,” 30th Anniversary Commemorative Conference of the Founding of the Black Panther Party, Department of African-American Studies, Georgia State University, October 24-25, Atlanta, Georgia


1994 "Don't Believe the Hype: Furthering Our Understanding of the Black Panther Party," Annual Meeting of the Association for the Study of Afro-Life and History, October 13-15, Atlanta, GA.


1993 Invited Paper, "Where Do We Go From Here?," 5th Annual Diversity Conference College of Wooster, Wooster, Ohio, March 26-27.


Political Science Association Annual Meeting, November 4-7, Memphis, Tenn., co-author Michael L. Clemons.


1988  "The Black Electorate and the Election of Congressman Owen Pickett: Power Brokers or Political Pawns?," Western Political Science Association Annual Meeting, March 10-13, San Francisco, CA.


1985  "United We Stand, Divided We Fall: An Analysis of CBC Voting Behavior," Southern Political Science Association Annual Meeting, November 6-9, Atlanta, GA.


PROFESSIONAL PARTICIPATION

2004  Chair, External Academic Review Committee of the W.E.B. Du Bois Department of Afro-American Studies University of Massachusetts, Amherst (April 14-16).


2004  Vice-President, National Council for Black Studies.

2004  Associate Editor, International Journal of Africana Studies.


2004 External Tenure Reviewer, Department of Government, Lafayette College.

2003 External Tenure Reviewer, School of International Affairs, American University.

2003 External Tenure Reviewer, Department of Adult Literacy, Kent State University.


2002 External Tenure Reviewer, Department of Political Science, Occidental College, Los Angeles, CA.


2002 Member, External Academic Review Committee of the Department of Africana Studies, San Diego State University (April 24-26).


2001 Manuscript Reviewer, University of Illinois Press (*Huey P. Newton: The Radical Theorist*)

2001 Manuscript Reviewer, *Ethnic and Racial Studies*


2000 **Invited Lecture**, “Don’t Believe the Hype: Debunking the Panther Mythology” George Teamoh Colloquium on Minority Issues, Institute for the Study of Minority Issues, Old Dominion University, Norfolk, VA, October 26.

2000 External Tenure Reviewer, Department of Political Science, Ohio University.

2000 External Pre-tenure Reviewer, School of International Affairs, American University.


2000 Chaired, Local Arrangement Committee, the National Council for Black Studies, Annual meeting Atlanta GA. March 16-19.


1999 Manuscript Reviewer, *Social Science Quarterly*.

1999 External Tenure Reviewer, Department of Africana Studies, Rutgers University.


1999 **Invited Lecture**, “Don’t Believe the Hype” Debunking the Panther Mythology”
Department of African American Studies, University of Maryland at College Park,
February 25.

1999 Roundtable Participant, “Black Power Politics” Auburn Avenue Research Library on African-
American Culture and History February 18.


1998 Roundtable Participant, *The Decline of Representative Democracy* authored
by Alan Rosnethal. Annual meeting of the Southern Political Science Association,
October 29-31.

1998 Advisor to Black Panther Party documentary to be produced by Archipel 33
Company.

1998 Member, Board of Directors, National Council for Black Studies.

1998 Consultant, Office of Academic Affairs, Board of Regents of the University
System of Georgia.

1998 Member, Executive Council, National Conference of Black Political Scientists.

1998 Member, Local Arrangement Conference Committee, National Conference of Black
Political Scientists.

1998 Member, Editorial Board, *National Political Science Review*.


1997 Member, Executive Council, National Conference of Black Political Scientists.

1997 Member, Executive Council, Urban Politics Section, American Political
Science Association.


1997 Member, Local Arrangements Committee, National Conference of Black
Political Scientists Annual Meeting, April 8-11, Atlanta, GA.

1997 Chaired, "Race and Urban Politics" Urban Affairs Annual Conference,
Toronto, Canada, April 17-20.


1996 **Invited Lecture**, “Don’t Believe the Hype: Debunking the Panther
Mythology,” Avery Center of African-American Culture and Research, College of
Charleston, November 21.


1996 Roundtable Participant, Black State Legislative Caucuses Southern Political Science Association Annual Meeting, November 7-9, Atlanta, Georgia.


1995 Chaired, "Closing Plenary Session", "In Their Own Right: Women’s Solutions to Black/White Issues of Race, Class and Gender, 1895-1995," Conference sponsored by Georgia State University and Spelman College with financial support from the Georgia Humanities Council, November 12-14.


1995 Member, Planning Committee, "In Their Own Right: Women’s Solutions to Black/White Issues of Race, Class and Gender, 1895-1995," Conference sponsored by Georgia State University and Spelman College with financial support from the Georgia Humanities Council, November 12-14, Atlanta, Georgia.

1995 External Tenure Reviewer, Department of Political Science, Ohio University, Athens, Ohio.

1995 External Tenure Reviewer, Department of Political Science, Virginia Commonwealth University, Richmond, Virginia.


1995  Member, Committee on the Status of African-Americans in the Profession, American Political Science Association

1995  Manuscript Reviewer, National Political Science Review

1994  External Tenure Reviewer, Department of African-American Studies, Temple University, Philadelphia, PA.


1994  Chaired, "Race and Urban Politics" panel. Annual Meeting of the Southern Political Science Association, November 3-5, Atlanta, GA.

1994  Manuscript Reviewer, Political Research Quarterly.

1994  Member, Committee on the Status of Blacks in the Profession, Southern Political Science Association.

1994  Co-chaired Local Arrangements Committee, National Conference of Black Political Scientists Annual Meeting, March 9-12, Hampton, VA.


1994  Workshop Facilitator, "Workshop on African-American Philosophy" (SDU credits for secondary teachers) sponsored by the Department of Philosophy, Georgia State University, January 29 and February 5.


1993  External Tenure Reviewer, Department of Political Science, University of Delaware.


1993  Manuscript Reviewer, National Political Science Review.

1993  Consultant, African-American Studies Program, Georgia State University.


1991  Chaired, "Black Caucuses in State Legislatures" panel, National Conference of Black Political Scientists Annual Meeting, March 14-17, Jackson, Mississippi.

1990  **Invited Participant**, "Women, Black, and Hispanic State Elected Leaders" The 1990 Symposium on the State of the States, sponsored by the Eagleton Institute of Politics, Rutgers University and the Center for Public Service, University of Virginia, December 6-7, Charlottesville, VA.


1990  Member, V.O. Key Book Award Committee, Southern Political Science Association.

1990  Panel Discussant, "The Deracialization of Black Politics," National Conference of Black Political Scientists Annual Meeting, March 14-17, Atlanta, GA.

1990  Chaired and organized Political Science Panel, Virginia Science Association Annual Meeting, April 6-7, Harrisonburg, VA.


1986  Roundtable Participant, "The Congressional Black Caucus: Fifteen Years of Struggle," National Conference of Black Political Scientists Annual Meeting, April 2-6, Chicago, IL.

1986  Panel Discussant, "Race, Politics and Public Policy," Southern Political Science Association Annual Meeting, November 4-7, Atlanta, GA.
1985  Panel Discussant, "Political Parties," National Conference of Black Political Scientists Annual Meeting, April 19-22, Columbus, OH.

MEDIA PRESENTATIONS

Guest, Interviewed, story on the Gubernatorial election, November 6, 2001, Channel 5-Fox News.


Interviewed, story on the Black electorate support of President Clinton during the Kenneth Starr Investigation, Channel 5-Fox News, October 27, 1998.


Interviewed, story on the origins and meaning of Kwanzaa, WGST-News Radio, December 26, 1996.

Interviewed, story on the political legacy of the Black Panther Party, CNN, October 26, 1996.

Interviewed, story on the 30th anniversary of the founding of the Black Panther Party, 89.5-WRFP, October 19, 1996.

Interviewed, story on the state of race relations in Atlanta, Canadian Television, July 3, 1996.

Interviewed, story on the commercialization of Dr. Martin Luther King and the Civil Rights Movement, “Market Place,” National Public Radio, April 25, 1996.


Interviewed, story on the arrest of Malcolm X's daughter, WGST News Radio, Atlanta, Georgia, October 8, 1994.


Interviewed, story on the first 100 days of the Wilder Administration by Channel 13 WVEC-ABC, May 13, 1990.


Interviewed, story on first year of President Bush's Administration by Channel 13, WVEC-ABC, January 20, 1990.


Interviewed for several feature stories on Black politics by various newspapers which include the *Virginian-Pilot and the Ledger-Star* (Norfolk); *Daily Press* (Hampton); and *Journal and Guide* (Norfolk), *Richmond Times Dispatch*; *Washington Post*; *Atlanta Constitution Journal*; and the *Philadelphia Inquirer*.

**UNIVERSITY SERVICE**

Faculty Senate, Georgia State University, 1994 to present.
Judge for Student Essay (undergraduate and graduate) Contest, 1996 Ethnic Crossroads Conference, sponsored by the Division of Student Life, Georgia State University, April 4-6, 1996.

Presentation, “Developing Curriculum Appropriate to Growing Racial and Ethnic Diversity” Ethnic Crossroads on College Campuses National Student Conference, sponsored by the Division of Student Life, Georgia State University, April 4, 1996.

Presentation, “Race and the United States Congress,” Black History Month Committee, Georgia State University, February 27, 1996.


Faculty Senator 1991-1992, Old Dominion University, Norfolk VA.

Curriculum Chair, Coalition of Black Faculty and Administrators, 1989 to 1992.


Panelist, Forum on “Recruitment and Retention of Black Faculty Members,” sponsored by The Office of Affirmative Action and College of Arts and Letters, October 17, 1989.
Member of the Steering Committee of the University's Institute for the Study of Minority Issues (1985-1989).


Advisor, Political Science Club 1986 to 1988.


Faculty Mentor, Black Students Mentoring Program 1983-1986.

Panelist, forum on "The Political Process and the Underserved" which featured former Congresswoman Yvonne Brathwaite Burke, sponsored by The Martin Luther King Celebration Committee, January 21, 1985.

Secretary, School of Arts and Letters' Advisory Council (1984-1985).

Panelist, forum "Foreign Policy and Economic Development" which featured Andrew Young, former Ambassador to the United Nations, Sponsored by the Office of Community Relations, November 17, 1984.

UNIVERSITY COMMITTEE SERVICE

2001-2002 Georgia State University
Chairs and Director’s Council (College)
Academic Programs and Continuing Education Committee (University Senate)
Minority Faculty Task Force (University)
Presidential Scholars Selection Committee (University)
Writing Across the Curriculum Committee (University)
Adhoc Student Center Utilization Committee (University Senate)
Senate Executive Committee (University Senate)
Andrew Young School of Public Policy Five-Year Review Committee (University)
Undergraduate Council (University Senate)

2000-2001
Chairs and Director’s Council (College)
Academic Programs and Continuing Education Committee (University Senate)
Minority Faculty Task Force (University)
Presidential Scholars Selection Committee (University)
Writing Across the Curriculum Committee (University)
Undergraduate Council (University Senate)
1999-2000
Chairs and Director’s Council (College)
Academic Programs and Continuing Education Committee (University Senate)
Minority Faculty Task Force (University)
Presidential Scholars Selection Committee (University)
Writing Across the Curriculum Committee (University)

1998-1999
Chairs and Director’s Council (College)
Academic Programs and Continuing Education Committee (University Senate)
Minority Faculty Task Force (University)
Presidential Scholars Selection Committee (University)

1997-1998
Chairs and Director’s Council (College)
Academic Programs and Continuing Education Committee (University Senate)
African-American Faculty Recruitment and Retention Committee (University)

1996-1997
Chairs and Director’s Council (College)
Academic Programs and Continuing Education Committee (University Senate)
Black History Month Committee (University)
Interdisciplinary Committee (University)
African-American Faculty Recruitment and Retention Committee (University)
Community Service Learning Steering Committee (University)
Library Director Search Committee (University)
Affirmative Action Ad Hoc Committee

1995-1996
Chairs and Director’s Council (College)
Academic Programs and Continuing Education Committee (University Senate)
Planning and Development (University Senate)
Black History Month Committee (University)

1994-1995
Chairs and Directors Council (College)
Academic Programs and Continuing Education Committee (University Senate)
Planning and Development (University Senate)
Interdisciplinary Committee (University)
Black History Month Committee (University)

1993-1994 Old Dominion University
Chairs and Directors Council (College)

1992-1993
Chairs and Directors Council (College)

1991-1992
Chairs and Directors Council (College)
Black History Month Committee (University)
Academic Appeals Committee (College)
Curriculum Committee (Coalition of Black Faculty and Administrators)

1990-1991
Chairs and Directors Council (College)
Black History Month Committee (University)
Academic Appeals Committee (Committee)
Recruitment Committee (Department)
Curriculum Committee (Coalition of Black Faculty and Administrators)

1989-1990
Resource Committee (Department)
Recruitment Committee (Department)
Strategic Planning Committee (College)
Research and Publication Committee (College)
Long Range Planning (College)
Search Committee for Director of Minority Student Services (University)
Black History Month Committee (University)
Chilly Climate Committee (University)
Assessment of Affective Development Committee (University)
Chairs and Directors Council (College)
Curriculum Committee (Coalition of Black Faculty and Administrators)

1988-1989
Recruitment Committee (Department)
Library Committee (College)
Strategic Planning Committee (College)
Faculty Development Committee (University)
Steering Committee, Institute for the Study of Minority Issues (University)

1987-1988
Curriculum Committee (Departmental)
Black History Month Committee (University)
Academic Appeals Committee (College)
Affirmative Action and Equal Opportunity Committee (University)
Steering Committee Institute for the Study of Minority Issues (University)

1986-1987
Curriculum Committee (Departmental)
Academic Appeals Committee (College)
Steering Committee, Institute for the Study of Minority Issues

1985-1986
Curriculum Committee (Departmental)
Academic Appeals (College)

1984-1985
Curriculum Committee (Departmental)
Elections Committee (College)
Advisory Council (College)
COMMUNITY SERVICE

Member, Board of Directors, Atlanta International School, May 2002 to the present.

Member, African-American History and Culture Committee, Atlanta History Center, January 2002 to the present.


Judge, Social Science Project Contest, Grady High School, December 13, 2001.


Judge, Social Science Fair, Stanton Elementary School, Atlanta, GA, November 16, 2000.


Presentation, “Keys to a Successful Graduate Education,” Political Science Club, Spelman College, Atlanta, GA, November 17, 1999.


Graduation Speaker, Slater Elementary School, Atlanta, GA, June 4, 1999.

Guest Speaker, Career Day, Price Middle School, Atlanta, GA, April 22, 1999.


Presentation, “Dr. Martin Luther King and the Struggle, for Black Equality,” Long Middle School, Atlanta, GA, February 19, 1998.


Member, Board of Directors, Aid to Imprisoned Mothers, December 1996 to December 1998.

Member, Board of Directors, Hammonds House Galleries, August 1997 to present.


Presentation, "Revolutionary Sisterhood: The Political Life of Assata Shakur," co-sponsored by the Atlanta Book Club and the Women’s Studies Institute of Georgia State University, October 14, 1996.

Member, Board of Directors, Apex Museum of African-American History, Atlanta GA. June 1995 to December 1996.


Founding member and program chair, Tidewater Jazz Society, 1992.


Keynote Lunch Speaker, “The Role and Purpose of the Institute for the Study of Minority Issues, "Old Dominion University Black Alumni Council Weekend, November 12, 1989.


Member, Creative Workshop, a prison support group for inmates at the Virginia State Penitentiary in Richmond 1985 to 1987.

**MEMBERSHIP IN PROFESSIONAL SOCIETIES**

- Organization of American Historians
- National Conference of Black Political Scientists
- National Council of Black Studies
- Southern Conference on Afro-American Studies
- Southern Political Science Association
Appendix 0.5: Professor Livingston’s CV.

ARLETHA D. LIVINGSTON

Department of African American Studies
Georgia State University
University Plaza
Atlanta, Georgia 30303-3083
Telephone: (404) 651-2157
Fax: (404) 651-4883
email: alivingston2@gsu.edu

EDUCATION

Temple University, Africana Studies Department, Philadelphia, Pennsylvania

Ph.D. 1998
Field: African Culture, emphasis on African Science and Traditional Healing
Thesis: “Po Tolo: The Convergence of Science and Culture Among the Dogon”

M.A. 1993

Spelman College, History Department, Atlanta, Georgia

B.A. 1991

PROFESSIONAL EXPERIENCE

Assistant Professor, African American Studies Department, Georgia State University, Atlanta, Georgia
August 2001-present. Responsibilities include teaching courses (Introduction to African American History and Culture, Introduction to African American Studies, Africana Women’s Activism, African American People), departmental service, and creative scholarship (research). SEMAU (Southeastern Model African Union) Advisor, Ghana Study Abroad Program Director.

Lecturer, African American Studies Department, Georgia State University, Atlanta, Georgia, August 1999-August 2001. Responsibilities include teaching courses (Introduction to African American History and Culture, Introduction to African American Studies, Africana Women’s Activism, African American People), departmental service, and creative scholarship (research). SEMAU (Southeastern Model African Union) Advisor, Ghana Study Abroad Program Director.

Founder and CEO of the Heritage Institute, Inc. (501c3) The Heritage Institute is an educational initiative whose mission is to stimulate and preserve the cultural heritage of people of African descent through the transfer of knowledge to children via educational programming, publishing and consulting services. Responsibilities include: Recruitment, Hiring, Supervision and Training of Staff; Grants
Writing, Public Relations, Development and Implementation of Curriculum Materials; Program Management, Budget, Enrollment, Staff development; and Marketing.

**Assistant Professor**, African American Studies Department, Loyola Marymount University, Los Angeles, California 1995-1999 Responsibilities included: Academic Advising, Curriculum Development, Program Development, Service on University Committees, Ghana Study Abroad Coordinator, Creative Scholarship (research), Teaching three classes per semester.

**RESEARCH/GRANTS/FELLOWSHIPS**

**Awards/Fellowships**
Georgia State University, Center for Teaching and Learning, Scholarship of Teaching and Learning Project Grant, November 2003

Fulbright-Hayes Fellowship to Brazil, Summer 2003

Writing Across the Curriculum Course Development Grant. Summer 2003

Chancellor’s Award for the Kenya/Tanzania Faculty Seminar sponsored by the University System of Georgia May 2002


**Research Associate**
"Cross-Cultural Study of Compassion and Altruism: An African-Centered Model" Grant proposal in process. Quantitative and Qualitative field research to study the Akan concept of Awerekyere (deep compassion) and Tiboa (inner head - conscience) and the Yoruba concept of Aanu or Ibakedun or Inu rere or Iwa inu rere or Inure (kindness, generosity, charity).

**Research Associate**
“Akan Conceptualizations of Consciousness” with Dr. Cheryl Grills grant funded by the University of Arizona Center for Consciousness Studies May 1999-August 2000 Field research conducted on the subject of Akan (Ghana) traditional healing and medicine. Report completed November 2000.

**Senior Research Associate**, the Imoyase Group, Inc. Los Angeles, California, December 1996-Present, Consultant specializing in qualitative/quantitative research design, project development/management and organizational evaluation. Technical assistance provided to United States and international community based organizations with a 501c3 designation. Clients include the Center for Community Change, Hyde Park Community Development, Ward Economic Development Corporation, the Ghana National Association of Traditional Healers, and the California Wellness Association.

**Research Assistant** to Dr. Charles Finch III, Atlanta, Georgia Kheniti Publication, 1988-present Assist with on-going research and the editing of manuscripts for his research in Traditional Medicine in Africa and the History and Philosophy of Science in Africa.

Faculty Summer Research Grant, Loyola Marymount University, 1996, 1999
Loyola Marymount University American Cultures Course Development Grant May, 1998

Loyola Marymount University Liberal Arts Technology Grant, May 1998

Publications


NON-REFERRED PUBLICATIONS


RESEARCH IN PROGRESS

“African-Centered Research and Program Evaluation: The Imoyase Model” Under Review

“The Women of Ifa” Under Review


“Engendering Africana Studies: Clues from the Journals”, Co-Authored with Charles E. Jones

Papers Presented at Professional Conferences


“Contested Identities: The History of Science in Africa, the Dogon and the Implications for the Teaching of World History” 12th International Conference of the World History Association June 27, 2003 Atlanta, Georgia


“The Cultural Aspects of Tanzanian Primary School Education: a Case Study of Uhuru Primary School, Arusha Tanzania” at the *Into the Classroom: Incorporating Faculty Seminars and Teaching Abroad into the Curriculum Symposium* March 14-15, 2003


*UNIVERSITY SERVICE*

Social Service Core Assessment
Appendix 0.6: Professor Presley’s CV.

Cora Ann Presley, Ph.D.
Department of African-American Studies
Georgia State University
P. O. Box 4109
Atlanta, GA 30302-4109
Telephone (404) 651-0772
FAX (404) 651-4883
Email: cpresley@gsu.edu

Vita

A. Education

Ph.D. African History /minor in U. S. History, Stanford University, 1986
MA African History, Stanford University, 1976
BA History, Stanford University, 1974

B. Grants and Awards

National Security Education Program Grant, "Institutional Collaborative for HBCUs and Non-HBCUs in the South" 1996-99, Associate Director/ Chair Advisory Committee, Member of the Selection Committee
Visiting Scholar, University Center in Georgia, Spring, 1996
Sophie Newcomb Foundation Grant: A Social History of Xhosa Women, 1996
Fulbright Lecturer, National University of Lesotho 1990-1991
Meritorious Teaching Award, Humboldt State University, June 1985
Humboldt State University Affirmative Action Faculty Development Grant, Spring Quarter 1983
Humboldt State University Affirmative Action Faculty Development Grant, Winter 1981
Foreign Language and Areas Study Fellowship (US Government), September 1979-June 1980
The Weter Fund Fellowship for Graduate Study, 1979
National Fellowships (Ford Foundation) to conduct Doctoral Research in England and Nairobi, Kenya November 1977- June 1979
National Fellowships (Ford Foundation) Scholarship for Graduate Study 1975-1978
The Weter Fund 1974-1976
National Merit Semi-Finalist 1970

C. Employment History

Acting Chair, Department of African American Studies, May 2003-January 2004
Associate Professor, African American Studies, Georgia State University, 1997-present
Director, African and African Diaspora Studies Program Tulane University, 1996-1997
Acting Director, African and Diaspora Studies Program, Tulane Fall Semester, 1995
Tulane University Graduate Faculty, 1993-1997
Women's Studies Faculty Associate, Tulane University 1992-1997
Associate Professor of History, Tulane University, 1990-1997
Fulbright Lecturer, National University of Lesotho, 1990-1991
Associate Professor of History, Loyola University, 1985-1990
Associate Professor of Afro-American Studies, Humboldt State University, 1984-1985
Assistant Professor of Afro-American Studies, Humboldt State University, 1980-1984
Graduate Teaching Fellow, Stanford University, Winter 1980
Teaching Assistant, Stanford University, Winter 1976
Grader for History course, Stanford University, Spring 1975
Facilitator, A Better Chance Program, Stanford University, Summer 1974
Instructor in Conversational English, Adult Education Program, Felsbach Germany, Winter 1972
Teaching Assistant, Educational Enrichment Program, Milton, Massachusetts Summer 1969
Teaching Assistant, A Better Chance Program, Carleton College, Northfield, Minnesota Summer 1968

D. Administrative Experience
Acting Chair, Department of African American Studies, June 2003- January 2004
AAS Education Initiative Coordinator, Georgia State University, 1998-present
Acting Chair, Education Committee, Amistad University, Tulane University, 1998-2001
Director, African and African Diaspora Studies Program, Tulane University, 1996-1997
Acting Director Africa Diaspora Studies Program, Tulane University, Fall Semester, 1995
Chair, Personnel Committee Amistad Research Center 1995-present
Director, Louisiana Endowment for the Humanities Summer Institute, 1989
Minor in Family Studies Coordinator, 1984

II. Research And Scholarly Activity

A. Publications

1. Books
Mau Mau’s Daughter The Life History of Wambui Otieno. Edited and with an Introduction by Cora Ann
Presley. Lynne Reinner, Publishers, 1998

2. Articles/ Book Chapters
“Gender and Political Struggle in Kenya, 1948-1948,” The Japan Center for Area Studies, Occasional
“Gender and Political Struggle in Kenya, 1948-1998” in Stepping Forward: Black Women Africa and
the Americas, Ed. by Catherine Higgs, Rae Fergueson and Barbara Moss, Ohio University Press, 2002

3. Reviews

Review of Mau Mau: Analysis of a Peasant Revolt by W. Maloba, American Historical Review October 1995
Review of Restoring Women to History: Teaching Packets for Integrating Women's History into Courses on Africa, Asia, Latin America, The Caribbean and the Middle East, by Organization of American Historians,
The International Journal of African Historical Studies, Volume 24, Number 1, 1991

B. Work in progress
Voicing the Struggle The Autobiography of Jamilla Jones , Edited and with an Introduction by Cora Ann Presley
Africa and Hollywood: Myth Romance and Savage Imagery
African Women, Feminism and Rebellion: A Comparative Analysis of Women's Nationalism in Kenya, South Africa, Namibia, Zimbabwe, Angola, Algeria and Mozambique in progress with Jacqueline Howard- Matthews Director, UNCFSP, Washington, DC
“African Women’s Political Narratives of Liberation,” in International Journal of Africana Studies under

Papers Read
“Aging in Kenya,” Panel Discussant, Gerontology Program, Georgia State University, June 19, 2003
“Women and Activism in Kenya,” Women and Activism colloquium Women’s Studies Program, Georgia State University, March 25, 2003
“Women & Gender: Pedagogical Practices and Political Action” Panel Chair, ASA Conference, Washington DC, December 6, 2002
"(Re) Presenting the Middle Passage: Race, Gender and Narrative in Hollywood's Slave Trade" “Southeast Regional African Studies Conference, Clemson University, South Carolina, November 9, 2002
“(Re) Presenting the Middle Passage: Race, Gender and Narrative in Hollywood’s Slave Trade,” 1st Annual; Film and History Conference, Cape Town, South Africa, July 6, 2002
“Narratives and Political Discourse in Kenya,” The Twelfth Berkshire Conference on the History of Women
University of Connecticut, Storrs, June 8, 2002
“Writing Across the Curriculum Methodologies and Teaching the African Diaspora Experience, Fifth National Writing Across the Curriculum Conference, Bloomington, IN, June 2, 2001
Panelist, “Growing a New WAC Program: Exemplary Assignments,” Fifth National Writing Across the Curriculum conference, Bloomington, IN, June 2, 2001
“Feminism and Nationalism in Africa: Finding Female Space,” Sixth Annual Interdisciplinary Women's Studies Conference, March 2, 2001 Valdosta, Georgia
"Women and Nationalism in Africa," Institute for Gender Studies, Ochanomizu University Tokyo, Japan, November 9, 2000
" Women in the Mau Mau Rebellion" Miyagi Gakuin Women's College Osaka, Japan, November 6, 2000
Panel Moderator, “A Forum and Gathering-Celebrating the Spirit, Continuing the Struggle,” Auburn Avenue Research Center, October 2, 2000

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“Gender and Politics in the Narrative of Wambui Waiyaki Otieno” Emory University, February 12, 1998
“History and Memory in Kenya: the Memoir of Wambui Otieno,” African Studies Association, Columbus, Ohio November 14, 1997
"Memory is a Weapon: Politics and Gender in Black Women’s Autobiographies", Triangular Exchanges Conference, University of Chicago, October, 1997
Panel Discussant/Chair, "Slavery and West African Life," Tulane-Cambridge Atlantic World Conference, November 22, 1996
"From Recollections to Oral History," Georgia State University, Morris Brown College, Clark Atlanta University and University of Georgia at Athens, April 9-14, 1996 as Georgia Humanities Center Visiting Scholar
"Discourse or Discordance?: Colonized and Colonizing Women in Africa and Their Resolutions", November 15, 1995 In Their Own Right Conference, Spelman College, (co-presented with Dr. J. Howard-Matthews)
Panel Discussant/Chair, "The Ugandan State in Historical Perspective, "African Studies Association, Toronto, Canada, November 5, 1994
"Mau Mau, Women and Nationalism: Knitting the Threads of Women's Activism," Gender Studies Program, University of Transkei, Umtata, South Africa, August 18, 1994
"Women, the Media and Mau Mau: Putting 'the Spin' on Women Rebels," African Studies Association, December 6, 1993
"Gender and Nationalism in Kenya- A Look at Kikuyu Women" Clark Atlanta University, November 4, 1993
"Incident at Fort Hall: The Excision of Women's Agency in the Mau Mau Revolt” Women’s Issues Forum, Loyola University, October 28, 1993
“ 'A chief is like a sack of dung': Chieftainship and Gender in Rural Lesotho," Ninth Berkshire Conference on the History of Women, June 11, 1993
“ 'A Chief is like a sack of dung': Chieftainship and Gender in Rural Lesotho," American Historical Association, December 29, 1992
“ 'A Chief is like a sack of dung': Chieftainship and Gender in Rural Lesotho," Southern Conference on Afro-American Studies, February 20, 1992
"African American Studies and Black Women's Literature," Louisiana Endowment for the Humanities Seminar, University of New Orleans, June 1988
"African Women, the Mau Mau Rebellion and Social Change," Area History Seminar, Tulane University, Spring Semester 1988
"Kikuyu Women and the Mau Mau," Women in Development Seminar, Stanford University, May 1985
"Kikuyu Women, Culture and Nationalism," Chico State University, February 1981
"Kikuyu Women and the Coffee Estates," University of Nairobi Departmental Seminar, May 1979

Seminars Given
“The History of South Africa and Apartheid,” NEH Seminar, “Literary Perspectives on Race and Rights in the American South and in South Africa, Georgia State University, July 17, 2002
“Political History of South Africa,” International Training in Development Seminar, Clark-Atlanta University, June 4-7, 2001
“Southern African History,” International Training in Development Seminar, Clark-Atlanta University, June 6-12, 2000
“Becoming an Africanist Researcher,” Women in Development and Research Seminar, Clark-Atlanta University, April 18, 2000
“Southern African History,” ITD Seminar, Clark-Atlanta University, June 6-12, 2000
"Zimbabwean History and Politics" Fulbright Summer Institute for Teachers, June 10, 24,1995
Director, Amistad Summer Teachers' Program 1994-95
"African Heritage of the Americas" Louisiana Endowment for the Humanities Summer Institute on The Caribbean Basin directed by Professor Lee Woodward, June 23, 1994
"African State and Society” Wazazi Parent/Teacher Seminar, James E. Lewis School, February 23, 1994
Co-panelist for "Research and Fieldwork in Africa Workshop," Clark Atlanta University, November 4, 1993
Amistad Summer Teachers' Institute "Africa Since 1400," Director and Principal Scholar, August 2-20, 1993

E. Other scholarly activities
Reader for Journal of Women’s History, 2003
Grant Review Committee, Education for Development and Democracy Initiative (EDDI), 2002, Washington, DC
Master’s Thesis Supervision, Clark-Atlanta University, 1998-2000
Newcomb Fellow 1992
Editorial Board Mohlomo, 1990-1991
Master's Thesis supervision Humboldt State University
Reader for Signs Journal, 1989

III. Teaching Record

A. Courses Taught

The Dynamics of Black Culture and Social Thought (HSU)
Patterns of Pan-Africanisms (HSU)
Topical Research in Minority/ Majority Relations (HSU)
Discovering Africa (Loyola)
Afro-American Culture and History (Loyola)
Slavery/ Race Relations (Loyola)
Black Leadership in USA (Loyola)
Third World Films (HSU)
Introduction to Cultural Minorities in the US (HSU)
Survey of US History (HSU)
World Civilization from 1650 (Loyola)
African American History and Culture (Georgia State University)
Gender Issues in Africa (GSU)
Peoples of Africa (GSU)
History of Southern Africa and the Region (Clark-Atlanta University)
Comparative Political History (Clark-Atlanta University)

B. Courses Created

The Black Experience to 1865 (HSU)
The Contemporary Black Experience (HSU)
The Black Family in America (HSU)
Minority Women in the US (HSU)
Black Women's Literature (HSU)
Africa 1880 to the Present (Loyola)
U. S. Black History (Loyola)
African Civilization (Tulane)
Southern Africa (Tulane)
African Since 1880 (Tulane)
Women in Africa (Tulane & GSU)
West African Society and Culture (Tulane)
African Rebellions (Tulane & GSU)
Africa & Hollywood: Myth, Romance and Savage Imagery (Tulane & GSU)

C. Curriculum Development

Member of ad-hoc committee to establish an African/ African Diaspora Studies Program and major (1991-1997)
I was instrumental in the design and establishment of a new Minor in: Afro American History (Loyola); Family Studies (HSU)

IV. Service to the Community

A. Service on university, college and/or department committees
University Senate, 2001-2004
University Senate APACE Committee, 2003-2004
University Senate Ad Hoc Committee of Chairs, 2003-2004
Chair, University Senate Diversity Committee, 2003-2004
Diversity Committee, University Senate, 2001-2004
Acting Chair, Department of African American Studies, June 2003-December 2003
Chair, Grade Appeals Committee, Department of African American Studies, Spring 2003
Chair, Third Year Review Committee, Department of African American Studies, Spring 2003
Chair, Department Chair’s Evaluation Committee, Department of African American Studies, Spring 2003
Director, Education Initiative, Department of African American Studies
Chair, Disabilities Subcommittee, Senate Cultural Diversity Committee

Executive Committee, Women’s Studies Program, 2000-2004
Member, Ad Hoc Committee on African American Male Initiative, 2003-2004
Professional Education Faculty Cultural Diversity Committee
Member, Executive Committee, Women’s Studies Program
Senate Academic Program Review Committee, 2003-2004
University Senate Council of Chairs Committee, 2003-2004
Department Chair Search Committee, Women’s Studies Program 2004
Search Committee, Women’s Studies Program, 1999-2000
Comparative Perspectives Committee, Georgia State University, 1998-2003
PEC Diversity Committee, Georgia State University, 1997-2003
PEC Diversity Subcommittee on Curriculum, Georgia State University, 1998
PEF Committee, Georgia State University, Georgia State University, 1997
PERS 2000 Comparative Cultures Committee, Georgia State University, 1997
Evaluation Committee, Newcomb College Center for Research on Women, 1996-1997
Amistad Research Center, Educational Consortium Committee, 1997-present
University College Council Tulane University, 1996-1998
Provost Search Committee, Tulane University, 1996
Department Chairs and Program Leaders Committee, LAS 1995-1998
LAS Graduate Program Review Committee, 1995
Africa and African Diaspora Studies Program Committee 1991
Chair, Amistad Research Center Personnel Committee, 1994- present
LAS International Programs Committee, 1994
History Department Undergraduate Studies Committee, 1994

History Department Graduate Studies Committee, 1992-1994
University Senate Development Committee, 1992-1995
Newcomb College Dean's Search Committee, 1992-1993
Tulane University Freshman Advisor, 1991-1994
Amistad Research Center Board of Directors, 1991
Committee for the Newcomb College Center for Research on Women, 1991-1994
Academic Senate, Loyola 1988-1990
Instructional Development Advisory Committee, 1988-1990
University Committee on Intercollegiate Athletics (Loyola) 1986-1988
Chair, Admission Review Committee (Loyola) 1987-1990
Admissions Review Committee (Loyola) 1985-1987
Biever Guest Lectures Committee (Loyola) 1985-1990
Affirmative Action Advisory Committee (HSU) 1984-1984
Academic Senate (HSU) 1983-1985
Women's Faculty Association, Officer (HSU) 1983-1984
President's Roundtable on Minority Enrollment at Humboldt State University, September 1983-February 1984
Women's Studies Program Advisory Board (HSU) 1982-1984
Subcommittee on Minority Retention (HSU) December 1982
Core Student Affirmative Action Search Committee (HSU) 1982
President's Committee on Recruitment and Retention of Minority Students (HSU) 1983-1985
Chair, Committee on Multi-disciplinary Minor in Family Studies (HSU) 1982-1984
Interdisciplinary Studies Division Personnel Committee (HSU) 1981-82
Program Leader's Committee for Interdisciplinary Studies and Special Programs (HSU) 1981-1982, 1983-1985
Economic Opportunity Screening Committee (HSU) 1980-1984
Core Student Affirmative Action Advisory Board (HSU) 1980-1985
University Teacher Preparation Committee (HSU) 1980-1985
Ethnic Studies Program Committee (HSU) 1980-1985
Ethnic Studies Curriculum Committee (HSU) 1980-1985

B. Service to the New Orleans Community

Long-range Planning Committee, Amistad Research Center 1992-95
Amistad Research Center Educational Consortium Advisory Committee 1988-1989
Amistad Research Center Sesquicentennial Celebration Steering Committee, 1988-1989
Consultant for Orleans Parish Public Schools Anti-Apartheid Pilot Project, January 1987-June 1989

Talks presented to university audiences:
“African Languages” ESL Program, Georgia State University, October 9, 2003
"Ebonics, The Media and the Mis-education of America," Ebonics Forum, Tulane University, March 6, 1997
"Women in Lesotho" African Congress of Tulane, October 15, 1992
"Gender, Resistance and Social Change in Colonial Kenya," Graduate Anthropology Colloquium, Tulane University, October 9, 1992
"The Effects of Apartheid on Women and Children in South Africa," for Alpha Kappa Alpha Sorority, November 19, 1986
Co-organizer and member of discussion panel for special viewing of "The Africans," October 12, 1986
"Zora Neale Hurston," in English Department, Loyola University, April 23, 1987
"Socio-economic Status of Minorities in the US," Philosophy Department (Loyola) December 10, 1986
The State of Black America," Psychology Department (HSU), May 17, 1984
"Kikuyu Women and Missionaries," Anthropology Department, April 18, 1984
"Women and Labor in Kenya," Anthropology Department, April 11, 1984
"Perspectives on the Civil Rights Movement," Sociology Department, October 31, 1984
"Ethnic Studies and Liberal Education at Humboldt State University," Ethnic Studies 10th Anniversary Colloquium, December 14, 1983
"Socio-economic Dimensions of Black Culture," Psychology Department (HSU), May 6, 1982
"Political and Economic Context of Apartheid in South Africa," Women's Studies Film Festival (HSU), February 11, 1982
"Historiography of the Black Family," Home Economics Department (HSU), Winter Quarter, 1982
"Health and Cultural Diversity," Nursing Department (HSU), January 23, 1981
"The Historical Roots and Literary Background of the Harlem Renaissance," Black Students' Union, February 17, 1981

Selected talks presented at public schools:

“ Why Study the African Diaspora,: McNair High School, Keynote Black History Month Speaker, February 4, 2004
“Great African Kingdoms”, McNair High School, 9& 19th, 11th & 12th Grade, February 4, 2004
"Hollywood and the Middle Passage," Crimm High School, October 24, 2003
“African Culture”, King Middle School, 3rd Grade, October 11, 2002
“Great Kingdoms of Africa”,” King Middle School 4th Grade, October 11, 2002
“West African Societies”, King Middle School, 5th Grade October 11, 2002
“Slavery in America,” Usher Middle School, February 22, 2001
“Students in the Civil Rights Movement, Adamsville Elementary School, February 28, 2002
“African Culture”, Boyd Middle School, February 28, 2002
“The Amistad Revolt” Herndon Middle School February 26, 2002
The Slave Family of John and Sarah,” Boyd Elementary School February 22, 2002
Slavery and Blacks Americans, 3rd and 4th grade class, Woodson Elementary School
“African Culture and Society,” Weinstein Senior Center, February 21, 2002
“African American Slavery,” 5th grade Tull Water Elementary School, February 19, 2002
“West African Kingdoms,” Slater Elementary School, February 5, 2002
“The Amistad Revolt” Usher Middle School, February 22, 2001
“The Amistad Revolt”, Therrell High School, February 27, 2001
“African Culture” Kelsey Middle School, February 20, 2001
“The Amistad Incident”, Capitol View Elementary School, February 16, 2001
“Queens and Kings of Egypt,” Luther Judson Price Middle School, May 4, 1999
Career Motivation Day, Luther Judson Price Middle School, April 22, 1999
“African Art,” Garden Hills Elementary School February 26, 1999
“African Culture and the Slave Trade,” Dunbar Elementary School, February 19, 1999
Career Motivation Ben Hill Community Center Youth Program, July 6, 1998
Career Motivation Day, Martin Luther King Middle School, April 16, 1998
“The Amistad Incident”, Ralph Bunche Middle School, February 6, 1998
“Journey to Jo’burg. - Families and the Apartheid System,” Crimm High School, February 20, 1998
"Women and Children Under Apartheid," Gregory Junior High School, April 2, 1987
"Women and Children Under Apartheid," McDonough #35, March 31, 1987
"Women and Children Under Apartheid," Abramson Senior High School, March 24, 1987
"Women and Children Under Apartheid," Landry High School, March 10, 1987
"Women and Children Under Apartheid," Livingstone Middle School, February 17, 1987
"The Civil Rights Movement," McDonough #36, December 11, 1986
"Jessie Jackson and the Presidential Race," Fortuna High School, December 15,1983
"Affirmative Action and the Civil Rights Act of 1964," US Government Class, Fortuna High School,
December 13, 1982

Talks presented to community audiences:
"Recent Theories on the Role of Black Women in America," Eureka Branch NAACP, March 21, 1983
Sexual Harassment in the Workplace," Unitarian Fellowship Church, November 14, 1982
"Visions of Afro-American Women’s Literature," Eureka Branch NAACP, October 18, 1983

C. Selected community service

Vice-president of Eureka Branch NAACP, 1983-1985
Member of Eureka Branch NAACP, 1980-1985

D. Service at the state/national level

Women's Studies Consortium of Louisiana
African Studies Association, Member
Canadian African Studies Association, Member
Co-Convener, Women's Caucus of the African Studies Association 1991-1993
Southern Conference on Afro-American Studies, Member
Alpha Lambda Chapter of the Phi Beta Delta Honor Society for International Scholars, Member
National Council of Black Studies, Member
Association of Black Women Historians, Member
CURRICULUM VITAE

Akinyele K. Umoja
3130 Frost Lane
Lithonia, Georgia, 30038
(770) 987-4132
aadaku@gsu.edu

EDUCATION


August 1990: Masters of Arts, Institute of Liberal Arts, Emory University, Atlanta, Georgia.

June 1986: Bachelor of Arts, Afro-American Studies, California State University, Los Angeles, Los Angeles, California.

TEACHING EXPERIENCE

Fall 1996-Present: Associate Professor, Department of African-American Studies
Georgia State University

July 1997: Visiting Professor, Summer Institute, Department of African-American Studies, University of New Mexico
Areas of Instruction: African-American Experience

1995-1996: Lecturer, Department of History, Clark Atlanta University

1991-1995: Instructor (Part-Time), Department of History, Morehouse College, Atlanta, Georgia
Areas of Instruction: World History, United States History, African-American History

1992, 1993: Instructor (Adjunct), Department History, Clark Atlanta University, Atlanta, Georgia
Area of Instruction: African-American History

1986-1991: Instructor, Upward Bound, Atlanta Metropolitan College, Atlanta, Georgia
Area of Instruction: African-American History

1987-1989: Teacher, Social Studies, Secondary, Atlanta Public Schools, Atlanta, Georgia
Areas of Instruction: World History, U.S. History, Black Studies, Political Behavior, Economics

1983-1984: Teacher, Social Studies, Secondary, Mid-City Alternative, Los Angeles Unified Schools, Los Angeles, California
Area of Instruction: Multicultural Studies

AWARDS, GRANTS And FELLOWSHIPS

1999  Writing Across the Curriculum, Georgia State University.

1999  Strategic Initiative in African-American Studies, Georgia State University.


1998  Fannie Lou Hamer Award for Community Service, National Conference of Black Political Scientist.

1998  African-American Research and Development Grant, Georgia State University.


1997  Marcus Garvey/Fannie Lou Hamer Award for Community Service, Office of African-American Student Services and Programs, Georgia State University.

1997  African-American Research and Development Grant, Georgia State University.

1995  National Golden Key Honor Society, Honorary Member.


1994  National Endowment for the Humanities Fellowship for Faculty at Historically Black Colleges.

1990-1993  Patricia Harris Fellowship, Emory University.

PUBLICATIONS


Akinyele O. Umoja, review of *Enemies of the State* by Marilyn Buck, David Gilbert, and Laura Whitehorn in *Socialism and Democracy* (2000).


**Works in Progress**

“From Hubert Brown to H. Rap: The ‘Movement’ Background of Jamil Al-Amin” *Griot* (under review).

“‘Political Prisoners Set Free, Debt Free’: Amnesty, Reparations, and Reconciliation” (essay).


**PRESENTATIONS**

*Conference Presentations*


“Reparations: The Human Rights Issue of the Twenty First Century,” Minority Faculty Lecture, Central Missouri University, October 2003.


“From Dahomey to Haiti: The Vodun Paradigm and Pan-Africanism,” (invited presentation), Black Studies Symposium on Pan-Africanism, University of Nebraska Omaha, May 2001.


“‘Passing the Akoben’: the Continuation of a Military Tradition from West Africa to North America,” Inaugural Conference of the Association of the Study of the Worldwide African Diaspora (ASWAD), September 2000.

“‘Passing the Akoben’: the Continuation of a Military Tradition from West Africa to North America,” Annual meeting of the National Council of Black Studies, Atlanta, Georgia, March 2000.


“Ifa, Identity, and National Consciousness,” (invited presentation) Conference on Yoruba Culture and Ethics, University of California, Los Angeles, February 1999.


“The Black Panther Party Reconsidered,”(invited presentation) Ujamaa Graduate Political Science Roundtable, Clark Atlanta University, Atlanta, Georgia, April 1998.

“Eye for an Eye: The Role of Armed Resistance in the Civil Rights Movement,”


“1964: The Beginning of End of Nonviolence in the Mississippi Freedom Movement,” (invited presentation) Clark Atlanta University Political Science Seminar Clark Atlanta University, Atlanta, Georgia, October 1996.


*Other Professional Activity*

“Lifeline: Liberation Voices from Behind the Walls,” (chair), national meeting of the National Council of Black Studies, Atlanta, Georgia March 2003.

“Gender and Africana Development,” (chair), national meeting of the National Council of Black Studies, San Diego, California, March 2002

“Student Presentations” (commentator), National Reparations Symposium, Georgia State University, Atlanta, Georgia, February 2002.


Other Presentations


“Armed Resistance in the Civil Rights Movement,” Central Missouri University, October 2003.

“The Matrix and Your Future,” (commencement speech), Mary Lin Elementary, Atlanta, Georgia, May 2003.


“Slavery and Resistance,” Jean Young Middle School, Atlanta, Georgia, February 2003.


“Preparation for Graduate School,” GRE Preparation and Graduate School Workshop II, Sankofa Society, Georgia State University, November 2001.

“Let the Circle Be Unbroken,” (keynote address) Black Student Survival and Success Assembly, Office of African-American Student Services and Programs, Georgia State University, March 2001.


“Folklore of Africa,” Inman Middle School, Atlanta, Georgia, February 2001.

“Enslavement and Resistance,” Inman Middle School, Atlanta, Georgia, February 2001.


“Kwanzaa: Its Symbols and Songs,” Georgia State University Child Care Center, Atlanta, Georgia, November 2000.

“Kwanzaa: Its Symbols and Meanings,” Georgia State University, Spotlight Programs: Black Life and Culture, Atlanta, Georgia, November 2000.


“Slavery in Georgia,” Salem Middle School, Lithonia, Georgia, February 2000.


“African Spiritual and Cultural Resistance in the New World,” Carribean Forum, Carribean Students Association, Georgia State University, April 1999.


“Enslavement and Resistance,” African-American History Month (keynote address), Veteran Affairs Hospital, Decatur, Georgia, February 1999.


“Success and Service,” Black Student Survival and Success Assembly, Office of African-American Student Services and Programs, Georgia State University, January 1997.

“The Significance of Unity in the African-American Community,” Metropolitan Atlanta Kwanzaa Association City-wide Atlanta Kwanzaa Celebration, Atlanta, Georgia, December 1996.


**RESEARCH EXPERIENCES**


Sapelo Island Oral History Project, Department of African-American Studies, Georgia State University and African-American Studies Program, Savannah State University, 1999- Present


**REFERENCES**

Upon Request
### Appendix P:
Student/Faculty Ratios

<table>
<thead>
<tr>
<th></th>
<th>AY 2002</th>
<th>AY 2003</th>
<th>AY 2004</th>
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<td># TT Faculty</td>
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<td>6</td>
<td>6</td>
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<td># Undergraduate Majors</td>
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<td>79</td>
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<tr>
<td># Graduate Majors</td>
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<td>NA</td>
<td>NA</td>
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<tr>
<td>UG/TT Ratio</td>
<td>10</td>
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<tr>
<td>Grad/TT Ratio</td>
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<table>
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<tr>
<th></th>
<th>AY 2002</th>
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<th>AY 2004</th>
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<tr>
<td># Graduate Faculty</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<td># Ph.D. Students</td>
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<tr>
<td>Ph.D/Grad Faculty Ratio</td>
<td>NA</td>
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</table>
Appendix Q:
AFRICAN AMERICAN STUDIES DEPARTMENT REVIEW
LIBRARY RESOURCES

Summary: Strengths and Weaknesses of the University Library Collection and Services

Currently, the University Library’s African American Studies holdings adequately support the research areas of the faculty and of the students who are Bachelor of Arts and Master of Arts degree candidates in African American Studies. In anticipation of the awarding of a Master of Arts degree program to the department in the coming year, the library has been collecting material on the graduate level. The University Library offers a strong foundation of research works for African American Studies students as evidenced by the fact that the library has 90%, 57% and 90% respectively of the titles listed as core African American Studies monographs and serials listed in core bibliographies and checked against the holdings in the library catalog.¹

An analysis of the books automatically sent to the University Library on approval from Yankee Book Peddler indicates that last fiscal year (2003-2004) we received at least 42% or more of the available books in the subject field of Black Studies. This would include books in the call number ranges of BL2390-2490; BP221-223; DT1-3415; E184-185; E423-433; HT851-862; HT1501-1595; HT 869-1445; JQ1870-3981; JS7525-7819; JV8790-9025; KQ2 – KU; LC2699-2913; ML350; ML544; PJ 8991-9293; PL8000-8844; PN841; Z1361; Z3501 – 3975.

An analysis of the call number ranges from the years 2000 - 2004 in the University Library catalog (GIL) gives an indication of the library’s collection strength in the following areas: 5,458 titles in the call number range DT 1- DT 3415 (History of Africa); 2,232 titles in the call number range E184 – E185 (History of Afro-Americans); 952 titles in the call number range E441-E453 (Slavery in the United States) 378 titles in the call number range of HT 851-HT1445 (Slavery)and 306 titles in the call number range HT 1501 – HT1595 (Races - including race as a social group and race relations in general).

The Library needs to further strengthen the African American Studies collection by purchasing, when funds are available, databases such as: The Schomburg Clipping File
(The Schomburg Clipping File mirrors the black experience, not only in North America, but worldwide. Essentially a periodical and newspaper clipping file, this unique collection also includes typescripts, broadsides, pamphlets, programmes, book reviews, menus and various other short publications dealing with black history and culture. An important source for research into all aspects of black activities and accomplishments, the file brings together a huge diversity of material organized by subject and totaling almost a million pages not duplicated elsewhere.) In addition a comprehensive international database of periodical literature on the subject of African American Studies needs to be purchased.

Of the numerous resources available, the library provides several other services. Most importantly, each academic department is assigned a library liaison. In addition to collection development activities and serving as an advocate for their individual academic departments, liaisons provide in-depth reference and consultation services, instructional and orientation activities, create instructional materials such as subject and course web guides, and develop new information services. Of the African American Studies full time and part-time faculty in the department, unfortunately only one or two faculty take advantage of the library instruction classes available to be taught by the liaison librarian. Fortunately for the students, some faculty refer students to the liaison librarian for one-on-one consultations.
## Relevant Library Statistics

<table>
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<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
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</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>89</td>
<td>Derived form the Serials Review Process</td>
</tr>
</tbody>
</table>
| Number of monograph titles supporting program: | **12,249** | Call number ranges:  
BL1710 – 2490  
| Number of serials titles supporting program: | 118       | Call number ranges used:  
BL1710 – 2490  
| Percentage of circulation in key call number ranges (monographs) 01/2002 – 01/2004 | See the attached spreadsheet |                                                                                           |
| Percentage of growth in key call number ranges (monographs) 01/2002 – 01/2004 |            | BI2390-2490 – **5.89%**  
BP221-223 – **10.00%**  
DT1-3415 – **7.00%**  
E184 – **185 – 10.6%**  
E423 -433 – **8.52%**  
E 441 – 453 – **6.81%**  
HT1501 – 1595 - **13.2%**  
HT851 – **862 – 7.02%**  
HT869 – **1445 – 9.27%**  
JV8790 9025 – **20.00%**  
KQ2 – KTZ490 – **9.82%**  
LC2699 – **2913 – 12.21%**  
ML350 – **0.00%**  
ML544 – **0.00%**  
PJ8991 – **9293 – 11.11%**  
PL8000 – **8844 – 4.83%**  
PN841 – **25.00%**  
Z1361 – **0.80%** |
<table>
<thead>
<tr>
<th>Code</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>JQ1870 – 3981 – 10.99%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JS7525 – 7819 – 6.25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z3507 – 3975 - 0.86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of available universe of related monograph titles purchased through approval plan during previous fiscal year</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Percentage of monograph titles held by library which make up the CORE TITLE LIST (discipline specific)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of journal titles held by library which make up the CORE TITLE LIST (discipline specific)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles and databases added in last three fiscal years</td>
<td>1 (plus additions to African American Newspapers)</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles and databases cancelled in last three fiscal years</td>
<td>8 (The Wilson Company Indexes cancelled by GALILEO)</td>
<td>1)Arts &amp; Humanities Index 2)Business &amp; Industry 3)Humanities Index 4)Social Sciences Index 5)Essay and General Literature Index 6)Book Review Digest 7)Index to legal Periodicals 8)Reader’s Guide to Periodical Literature</td>
</tr>
</tbody>
</table>

**Services**

| Number of library instruction courses taught for department during previous fiscal year | 3 classes | 07/01/2003 – 06/30/2004 |
| Number of library consultations held with students from department during previous fiscal year | 4 consultations | 07/01/2003 – 06/30/2004 |

**Collection Development Policy**

The library creates a collection development policy for each department it serves. This policy identifies subject areas and types of materials that are most important to the research and curriculum needs of the department. Under the collection development policy for the *African American Studies* collection, priorities include:

*Acquiring material which facilitates the study of African people nationally and globally. This approach facilitates a non-traditional examination of issues and factors, in addition to race that*
affect Black life anywhere in the world. Although there is considerable overlap with other disciplines, the Africa-centered viewpoint of scholarly and popular Africana materials has earned African American Studies a place in higher education and its libraries. Therefore, support of present and anticipated needs in Africa-centered scholarship is emphasized in collection building by purchasing materials to support faculty research, as well as instruction at the lower and upper undergraduate levels.

**Electronic Resources**

Students and faculty in the Department of *African American Studies* rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for *African American Studies* research.

<table>
<thead>
<tr>
<th>GSU Subscription Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible Archives (including: African American Newspapers: The 19th Century; Godey's Ladys Book; The Pennsylvania Gazette; and The Civil War: A Newspaper Perspective)</td>
</tr>
<tr>
<td>African American Newspapers – 19th Century</td>
</tr>
<tr>
<td>America: History &amp; Life</td>
</tr>
<tr>
<td>American Humanities Index</td>
</tr>
<tr>
<td>HARPWEEK – 1857-1883 Black Thought and Culture</td>
</tr>
<tr>
<td>Historical Abstracts</td>
</tr>
<tr>
<td>Columbia International Affairs Online</td>
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<tr>
<td>Project Muse</td>
</tr>
<tr>
<td>ComAbstracts/ComIndex                                                Web of Science</td>
</tr>
<tr>
<td>Contemporary Women’s Issues                                        Women’s Resources International</td>
</tr>
<tr>
<td>Ethnic NewsWatch                                                   World News Connection</td>
</tr>
<tr>
<td>GenderWatch                                                        Lexis-Nexis Academic Universe</td>
</tr>
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</table>

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<thead>
<tr>
<th>GALILEO Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABI Inform</td>
</tr>
<tr>
<td>Academic Search Premier</td>
</tr>
<tr>
<td>Lexis-Nexis Academic Universe</td>
</tr>
</tbody>
</table>
The Georgia State University Library contains over 1.3 million volumes, including 7,989 active serials, and almost 22,000 media materials. The library has access to 276 electronic periodical and resource indexes (many with full text), almost 14,000 electronic journals, and about 30,000 electronic books. Additionally, the library is a Federal Document Depository and holds more than 820,000 government documents with electronic access to many additional titles. (Source: 2002/2003 Library Annual Report)

**Other Library Services**

For resources not available at the University Library, patrons can now (on their own) request materials through the library’s GIL Express Request Service. Patrons can request, online, material from any University System in Georgia Library. Delivery of the items usually takes a maximum of four days. In addition, patrons may use the ILLIAD Service to request, online, photocopies of journal articles or request books that the GSU Library does not own. Audio-visual materials may be requested, but are sometimes difficult to obtain on loan. These services are free of charge to Georgia State University faculty, staff and students.

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