

PROPOSAL FOR A BACHELOR'S PROGRAM IN AFRICANA STUDIES

CIP Code 05.0201

[CIP Code Description](#)

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Fall 2017

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Proposal Template – Africana Studies Major
Projected for Fall 2019

Program Objectives

The Africana Studies Program is one of the oldest interdisciplinary minors at Stockton University. It was first proposed as a “Topical Concentration in Afro-American Studies” in the spring of 1983. In their proposal, committee members stated:

Since Stockton State College first offered instruction in September of 1971, a wide range of Stockton students have strongly indicated their interest in Black related courses by their significant enrollment in these courses. In addition, the college has consistently promulgated and adhered to its goal and mission statement of cultivating and maintaining strong educational ties with the community by organizing/implementing viable community projects and programs. Consequently, a topical concentration in Afro-American Studies would not only meet the educational needs of the Stockton community, but also those of the outside community.

This same argument holds true today. There is a continued need for courses that examine the cultural, intellectual and historical contributions of people of African descent, and there is continued interest. According to the university’s recent enrollment figures, the number of African American students is on the rise and enrollment goals are targeting a continued rise in the number of diverse students by approximately 1 – 2% annually for the next four consecutive years. Furthermore, according to a recent survey of current Stockton students, nearly 40 percent of those surveyed expressed an interest in pursuing a BA in Africana Studies if it were offered at the institution.¹

As such, the primary objective of this committee is to initiate the process for developing a Bachelor’s Degree Program in Africana Studies at Stockton University. Currently, within the School of General Studies curriculum, Stockton University offers students the opportunity to

complete a minor in Africana Studies. We wish to expand that minor into a Bachelor's Degree Program. Within the state of New Jersey, several institutions offer their students this opportunity, including: New Jersey City University, Princeton University, Rowan University, Rutgers University, Ramapo College of New Jersey, Seton Hall University, and most recently The College of New Jersey. If we are to remain a competitive option among state students and reach our strategic enrollment goals through 2021, we must consider offering this important program. In our current political climate, issues of race, ethnicity and this country's sordid history with people of African descent, makes this the perfect time to move forward toward this objective.

Evaluation and Learning Outcomes Assessment Plan

Admittedly, as a minor, the Africana Studies Program has struggled to prepare a consistent assessment plan. This is partially due to the nature of an interdisciplinary minor, which has no faculty who are solely committed to the program. Faculty have a primary obligation to their major program and a secondary commitment to the interdisciplinary minor of their choice. It is all voluntary. As such, we have had difficulty securing a faculty member who can commit to solidifying our assessment plan, particularly since the retirement of Linda Nelson in 2014, who was working on our assessment plan during the final years of her tenure at Stockton. Dr. Nelson, along with a small group of Africana Studies faculty, had agreed to try the portfolio method. We attempted to collect portfolios during the final months before our minors were to graduate from the institution. This method proved to be challenging for a number of reasons: (1) With so many other obligations, it was difficult to find faculty who could serve as readers for the portfolios; (2) Given that students are allowed freedom of choice for their classes, aside from the two required (GSS 2201 and GIS 4601), it was difficult to determine the consistency of the students' knowledge; (3) Because the portfolio was not a part of any particular

course in Africana Studies, nor was it offered for credit on its own, it was difficult to require students to turn it in before graduation and have them all comply. In other words, there is no consequence for them not to turn in a portfolio, so we simply had to appeal to their commitment to the program and to their desire to participate in our closing Rite of Passage ceremony. As such, this committee has determined that we will work towards preparing a survey method for our students, shortly before graduation, whereby we will attempt to measure their knowledge and appreciation of the discipline. We also intend to discuss incorporating this assessment survey into the capstone course as a required measure. Moreover, we intend to design a survey that we can send out to our alumni to ascertain how their knowledge in Africana Studies has been applied to their careers. Nonetheless, attached is a detailed curriculum map representing our three most popular and most consistently offered courses – GSS 2201 Africana Studies: An Introductory Perspective, GIS 4601 African-Americans: A Seminar, and GIS 3190 Black Power (see also in APPENDIX).

Academic Program Curriculum Map and Assessment Matrix										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement / Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
<i>The Africana Studies Program</i>										
Learning & Global Perspectives	Critical Thinking, Global Awareness, Information Literacy & Research Skills	N/R	Gain factual knowledge of the history and contributions of people of African descent; Gain a broader understanding and appreciation of the intellectual/cultural activities of people of African descent; Learn how to conduct research regarding an issue specific to people of African descent; Learn to analyze and critically evaluate ideas, arguments, and points of view, as they relate to the psychology,	GSS 2201 - Intro to Africana Studies	To introduce students to the field of Africana Studies - including a broad overview and introduction to the core areas in Africana Studies: Black History, Black Psychology, Black Religion, Black Sociology, Black Economics, Black Expressive Culture and Black Politics.	Rubric	Reaction papers, exams, final research paper.	85% of students who took GSS 2201, during the spring 2017 semester, passed the course with a C or better.	Over the past several years, 75 - 85 percent of students who enroll in GSS 2201 have consistently passed the course with a grade of C or better. Students appear to be achieving our program outcomes and goals. And nearly half of those students enrolled take additional Africana Studies class after taking GSS 2201.	Members of the program are currently re-evaluating assessment procedures while developing a proposal to make the Africana Studies Program a major.

Learning	Critical Thinking, Program Competence, Global Awareness, Communication Skills (Writing-Across-the-Curriculum), Teamwork and Collaboration	N/R	Interdisciplinary systematic study, analysis and evaluation of topics pertaining to African Americans and their core culture in a global and historical perspective from an Afrocentric perspective.	GIS 4601 African Americans: A Seminar	Development of critical thinking and writing skills; mastery of seminar topics	Rules of grammar, spelling, essay formating, and professional presentation	Essay assignments pertaining to required readings, essay midterm and final examinations, small group work, media critiques	100% of the students who completed GIS 4601 in the spring semester 2017 and 90% between spring 2014 and spring semester 2017 received a C or better as their final grade	The majority of the students earn credits towards their writing requirement and achieve a level of expertise on the subject of African American culture, critical theory and history	The program will consult with service learning to create another project like the successful African American Experience Oral History Project (2013-2016) which was a requirement for this course
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Learning	Adapting to Change, Communication Skills, Critical Thinking, Global Awareness	N/R	Demonstrate an understanding of past and present day issues as it relates to U.S. and world demographics regarding ethnicity, race, culture, religion, language, and socioeconomic status.	GIS 3190 Black Power	Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of race and social justice, through readings, documentaries and written assignments.	Rubric	Book Review, Online Discussions	24 students enrolled in GIS 3190 during the spring 2017 semester and the following is the grade distribution: A=12 A-=5 B=2 B-= C=1 F=1 W=1 50% of students passed with an A and 21% passed with an A-	The 50% and 20% statistics have remained consistent over the past 2 years. The course has been modified from the original version, as the course was preiously taught by the one faculty member for 20 years until he retired. The course has since been revised to include technology, consistent readings, book reviews, documentaries and online discussions.	The course is now offered as a hybrid and totally online course.
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Finally, as was suggested by the external reviewer for Africana Studies last spring (2016), we will add the following statement to each syllabus that fulfills credit toward the Africana Studies major, such that it that specifically orients the course and content toward the discipline of Africana Studies.

AFRICANA STUDIES MINOR

This course fulfills a history/cultural requirement for a minor in Africana Studies which in total requires five courses minimum. For the minor, each student is required to take a minimum of four core courses. Two of these must be GSS 2201 Africana Studies: An Introductory Perspective and GIS 4601 African-Americans: A Seminar, the capstone course. The remaining two core courses must be selected from a different group (arts-related, history/culture-related, science-related). The final course may be selected from the core and/or cognate group. Students selecting an independent study as a substitute should discuss this with the program coordinator prior to registration. Students who earn a minimum 2.0 grade point average in their required courses qualify for the minor. Students who earn a 3.5 or greater average in core courses qualify for Ankh Maat Wedjua, the National Honor Society for Africana Studies majors and minors for the National Council for Black Studies (NCBS). Core and cognate courses are listed in the Bulletin. Interested students should contact the Africana Studies coordinator (allisond@stockton.edu, Ext. 4721) each term for updates.

Relationship of the program to the institutional strategic plan and its effect on other programs at the same institution

As a minor, the Africana Studies Program has relied heavily on other programs and faculty across disciplines to offer courses that fulfill its requirements. For instance, while most of the core courses come from the General Studies curriculum, Africana Studies also offers several courses that come directly from other programs, such as Literature and History. We anticipate that most of those courses that are currently housed within other disciplines will remain a part of those programs, but will be cross-listed as AFAN courses. As such, we will still need faculty from outside programs to contribute courses to the Africana Studies Major. Several faculty members have already agreed to do so, and two have expressed a desire to leave their current programs and be housed fulltime in Africana Studies. Those faculty are listed below.

Additionally, we anticipate that we will need two new lines designated specifically for Africana Studies at the start of this program, which we anticipate rolling out in the fall of 2019.

The rationale for utilizing two existing faculty members is based on the fact that the two existing faculty – Dr. Pat Reid-Merritt and Dr. Donnetrice Allison – have led the minor for many years and have both been largely dedicated to the program in that they currently contribute 1/3 or more of their annual course loads to Africana Studies. Neither, however, hold their terminal degrees in Africana Studies; as such, it would be necessary to hire *at least* two additional faculty, in year one, who hold terminal degrees in Africana, African American Studies or the like, in order to build a strong foundation for the major. There are also important courses that we would need to add to the curriculum, based on our research of area institutions that have an Africana Studies major. For instance, we currently have no one in our faculty who is sufficiently trained to teach a course in Ancient African Civilizations, African and African American contributions to the sciences, African and Diaspora Religious Traditions, African languages, African-American

Economics, Politics or Psychology. Moreover, we only have one literature professor and one history professor trained to teach Africana literature and history courses for our program.

Additionally, there is the question of whether a major in Africana Studies might negatively impact other majors at the institution, causing students to leave their current major in favor of Africana Studies. This may indeed happen, but we contend that the acceptance or rejection of this proposal should not be based on whether or not Africana Studies might cause other programs to lose students. Furthermore, Stockton's goal for 2021 is to increase student enrollment and student diversity. Therefore, we believe that it will be beneficial to have a major that might draw the interest of a more diverse student population.

On the other hand, in terms of the perception that a major in Africana Studies might attract few majors, we assert that the Philosophy Program at Stockton had 15 majors during the 2016-2017 academic year, and employed six full-time faculty. Hence, there is clearly justification for having 4 – 6 full-time faculty devoted to our program, even if our numbers are similar to those of the Philosophy Program. Moreover, it is our expectation, based on a student survey administered last year, that our major enrollment will likely hold similar to our minor enrollment. We currently have 18 minors enrolled.

Finally, developing this major would certainly be in keeping with the university's current mission statement:

To develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

In keeping with the institution's stated commitment to diversify the faculty, it is important that we note that it is not the intention of this proposal or the development of a major in Africana Studies, to move most of the Black faculty, who currently contribute to the minor, out of their current home programs and into the Africana Studies Program. There was a concern expressed among committee members that such a move would absolve the institution of its responsibility to pursue campus-wide diversity. Instead, it would segregate Black faculty within one program, while the rest of the campus remains largely homogeneous. For instance, Dr. Darrell Cleveland is currently the only Black faculty member in the entire School of Education. If he were to move to the Africana Studies Program as a fulltime faculty member, then EDUC would essentially lose a significant portion of its diversity. As such, below is the list of faculty who have agreed to contribute courses to the major, but remain members of their current programs:

1. Janice Joseph – contributor
2. Robert Barney – contributor
3. Christina Jackson – contributor
4. Adalaine Holton – contributor
5. Anne Pomeroy – contributor
6. Maya Lewis – contributor
7. Richlyn Goddard – adjunct
8. Jonathan Johnson – adjunct
9. Louise Gorham-Neblett – adjunct
10. Kaleem Shabazz – adjunct

The following faculty wish to be listed as having dual appointments with the Africana Studies major and their current major programs:

1. Shawn Donaldson – dual apt
2. Darrell Cleveland – dual apt
3. Beverly Vaughn – dual apt

And the remaining faculty wish to move from their major program to become fulltime contributors to the Africana Studies major:

1. Donnetrice Allison – full time

2. Pat Reid-Merritt – full time

Justification

In 1968, San Francisco State University established the first Black Studies Department on a four-year college campus in the United States, which came after several years of student-led protests. Those students were speaking out against the traditionally Eurocentric perspective that dominated the educational system. Eventually, the students' voices were heard, and several institutions across the country followed the lead of SFSU to establish their own Black Studies Departments. Their justification is simply and eloquently stated on the Africana Studies Department website at SFSU. It asserts:

Every student should know about the unparalleled and unmatched contributions African and African American people have made to human civilization. These contributions include the formulation of the first system of government for a territorial state; creation of the foundations of science, mathematics, and advanced technology; the first written script, the foundations of philosophy and psychology; the building of the great pyramids and such modern inventions as the first electric light filament, the first gas mask, the double effect evaporator, and the first design of a three-stage rocket capable of interstellar flight. In the Africana Studies program, students are able to learn about, critique, and be inspired by the accomplishments of African men and women who shaped and are shaping the moral conscience, artistic genius, scientific and technical achievements, and political activism of their time.

This statement is as true today as it was nearly 50 years ago. Every student needs to have the opportunity to understand and appreciate the contributions of people of African descent; not only here in the US, but around the world. The hope is that armed with such knowledge, those students can begin to chip away at the old negative stereotypes and prejudices held about people of African descent.

Interest in moving the Africana Studies Program from a minor to a major is not new. In fact, in the spring of 2011, Dr. Molefi Kete Asante of Temple University – founder of the first Ph.D program in Africana Studies – served as external reviewer for the Africana Studies five-year review here at Stockton. In his report, he stated:

I believe that Richard Stockton College – given its prominence in the field by virtue of the work of Dr. Patricia Reid-Merritt as an active scholar and as a Board Member of the National Council of Black Studies for many years, the perennial presence of Richard Stockton College’s undergraduate students in the honor society of the profession, and the administrative support for the program – should move to create a major in the field. Most professionals across the country believe that Richard Stockton College already grants the degree in Africana Studies because of the presence of your students in the national competitions, the success and national recognition of the Program’s community outreach and civic engagement projects, the increased presence of Stockton’s Africana faculty at national conference gatherings, and the eminence of Dr. Reid-Merritt. I am in agreement with the Self Study that the Minor “is viewed as an essential component of a broad-based, multicultural education.” However, I am even suggesting that it is now essential for a college in the State of New Jersey, one of the most urban states in the nation, to have a Major in Africana Studies.

Students

As previously noted, according to a survey distributed by a recent Stockton graduate, who will matriculated into a Master’s Degree Program in Africana Studies at Temple University this fall, among the 75 Stockton students surveyed, 45 percent stated that they had taken at least one Africana Studies course at Stockton and nearly 40 percent noted that if it were offered, they would be interested in majoring in Africana Studies. The students surveyed were either in an Africana Studies course, or members of a student club that the researcher visited requesting volunteers to participate. Additionally, it is important to note that since fall 2012, the Africana Studies Program has averaged about 16 students pursuing the minor each semester. And as noted

above, our numbers are similar to that of the Philosophy Program, which has been a major at Stockton for many years. It is also important to note that nationally, Africana Studies majors have gone on to do great things. They have gone on to excel in health care as nurses, primary care doctors, surgeons and dentists. They have excelled in science, engineering and technology, such as astronaut Mae Jemison, who earned her B.A. in Afro-American Studies from Stanford University. They have excelled in the law, as judges, lawyers and police officers; as well as in politics, as council members, mayors and ambassadors (see APPENDIX A). In fact, our very own alumni, Councilman Frank Gilliam, who earned his B.A. in Criminal Justice with a minor in Africana Studies (known as African American Studies at that time), was recently selected as the Democratic nominee for the mayoral primary in Atlantic City. Additionally, two of our Africana Studies alumni are Assistant Deans at Stockton – John Gray in the School of Education and Ariane Newman in the School of Health Sciences.

Africana Studies majors also excel in Education, as many go on to teach in primary and secondary schools, serve as principals, college and university professors, and administrators. And some of the most notable Africana Studies graduates include: actress Angela Bassett (*What's Love Got to do with it*), actress Sanaa Lathan (*Love and Basketball*), director Ava DuVernay (*Selma*, *13th*, *Queen Sugar*), sports analyst and former NBA player Jerry Stackhouse, Pulitzer Prize-winning journalist and activist Jose Antonio Vargas, and former First Lady Michelle Obama, who earned her B.A. in Sociology with a minor in African American Studies at Princeton University. Hence, we have no doubt those students who major in Africana Studies here at Stockton will on to make great contributions to our state, our nation and beyond. Additionally, as indicated above and in the chart below, many of our alumni have gone into fields of education and service.

Stockton Alumni	Graduation Year	Profession
Carlos Andujar	1991	Attorney
Frank Asante	1990	Principal
Sherell Bayard	1995	Social Worker
Stashia Bryant	1993	College Administrator
John Cash	1991	Finance Manager
Tamar La-Sue-Owens	1995	Teacher
Edward Marshall	1988	College Administrator
Earsala Roberson	1993	Teacher
Darchele Todd	1994	Teacher
Malvena Todd	1991	Social Worker
Stephen Townsend	1990	Principal
Shelia Williamson	1993	Principal
Lisa Woody	1988	College Administrator

Program Resources

Currently, the Africana Studies Program is housed in the School of General Studies; however, we believe that the program should move to the School of Arts and Humanities. The School of General Studies is a unique school, one that typically does not offer traditional bachelor's degree programs, but it serves the entire campus community with general studies courses, first year studies, interdisciplinary minors and one Master's Degree program. Moreover,

the previously named area schools that offer bachelor's degree programs in Africana Studies house those programs in schools more similar to Arts and Humanities or Social Sciences.

Therefore, upon researching local and national programs in Africana Studies, speaking with the Deans of GENS, SOBL and ARHU here at Stockton University, and surveying full-time faculty, we have come to the conclusion that ARHU can provide Africana Studies the greatest resources and support. In fact, the ARHU faculty who participated in the survey unanimously supported the idea of Africana Studies joining ARHU, and the Dean of ARHU also expressed her support. Finally, upon examining our curriculum, we determined that the majority of our core and secondary courses are arts and humanities courses, covering history, literature, religion, language, and performing arts. The remaining courses are primarily divided between social sciences and general studies, as indicated below.

Degree Requirements

Core Courses (24 credits) and brief course descriptions

1.AFAN 1000x Africana Studies: An Introductory Perspective

This course will introduce students to the field of African American Studies. It offers a broad overview and introduction to the core areas in African American Studies including: Black History, Black Psychology, Black Religion, Black Sociology, Black Economics, Black Expressive Culture and Black Politics.

2.AFAN 2000x Ancient African Civilizations

A survey of Africa's contributions to world history and civilization from 5000 B.C. to 1800 A.D.

3.HIST 2330 African-American Civilization to 1865

This course examines the history and culture of the African-American people of the United States through the Civil War.

4.HIST 2331 African-American History since 1865

This course is a survey of the African-American experience from Reconstruction to the present, with emphasis on political, cultural, social, and economic issues.

5.AFAN 3000x Research Methods

Introduction to basic methods of research and methodological issues in African American Studies. This course provides an overview of social research methods, addresses sociocultural issues in research conceptualization, operationalization and design, and introduces basic analytic concepts and operations.

6.AFAN 4601 Senior Capstone (prerequisites: AFAN 1000x Africana Studies: An Introductory Perspective, AFAN 2000x Ancient African Civilizations, HIST 2330 African-American Civilization to 1865, HIST 2331 African-American History since 1865, AFAN 3000x Research Methods), which will include a service learning requirement.

This course will be a forum for intellectual exchange on the dynamics of Africana life and culture. The focus may vary each term, but will range across historical perspectives, religious issues, social organizations, politics, economics, psychological perspectives, the creative and performing arts, and scientific/technological perspectives. The primary goal of the course will be to determine students overall wealth on knowledge on the experiences and contributions of people of African descent within various fields.

- **Select four (4) courses from among the following (16 credits)**
 - 1.AFAN 1215 African-American Dance
 - 2.AFAN 1216 African-American Theater Workshop
 - 3.AFAN 1248 Music of Black Americans
 - 4.AFAN 2000x African and Diaspora Religious Traditions
 - 5.AFAN 2000x History of Black Education
 - 6.AFAN 2000x African Americans and the Law
 - 7.AFAN 2000x African Study Tour
 - 8.AFAN 3000x The Psychology of Race
 - 9.AFAN 3000x The Languages & Rhetoric of the African Diaspora (to replace GIS 4634 Rhetoric of the African Diaspora)
 10. AFAN 3190 Black Power
 11. AFAN 2184 Hip Hop Culture
 12. AFAN 3295 African-American Movies
 13. AFAN 2350 Black Men in America
 14. AFAN 2236 Black Scientists and Inventors
 15. AFAN 2610 African-American Economic Experience
 16. AFAN 3162 Africana Male/Female Relations
 17. SOCY 2355: Black Lives: Social and Economic Realities

- **Courses Accepted as Cognates – Select 6, one must be 3000-level (24 Credits)**
 - 1.GAH 1360 Topics in African-American History and Culture
 - 2.GSS 2451 South Africa Now
 - 3.CRIM 3715 Race, Class and Gender in Criminal Justice
 - 4.LITT 2148 Introduction to African-American Literature
 - 5.LITT 3121 African-American Women Writers

- 6.LITT 3122 The Contemporary African-American Novel
- 7.LITT 3309 Literature of the Harlem Renaissance
- 8.COMM 2414 African Americans on Television
- 9.GAH 2360 The Civil Rights Movement
- 10. GAH 3207 Blaxploitation: Cinema During the 1970s
- 11. HIST 3605 Comparative Slavery and Emancipation
- 12. PHIL 2201 African-American Philosophy
- 13. POLS 2245 Race and Politics
- 14. GIS 4656 Documenting Hemmings and Jefferson
- 15. ANTH2245 Race, Ethnicity, and Immigration
- 16. GAH 3109 Women, Minorities and the Media
- 17. GAH 3206 Race and U.S. Culture
- 18. GSS 2278 Dealing with Diversity
- 19. GSS 2480 The Sixties
- 20. HIST 2128 Atlantic History, 1492-1888
- 21. MUSC 1143 Vocal Jazz Ensemble
- 22. SOCY 2213 Minority-Majority Relations
- 23. SOWK 2504 Ethnic and Minority Relations

Potential Course Offerings in Year One (2019 – 2020)

Course	Fall 2019	Spring 2020	Instructor
AFAN 1000x Africana Studies: An Introductory Perspective	X	X	Reid-Merritt F19 Allison S20
AFAN 2000x Ancient African Civilizations	X	X	New Faculty 1
HIST 2330 African- American Civilization to 1865	X	X	New Faculty 2
HIST 2331 African- American History since 1865		X	Murphy
AFAN 3000x Research Methods	X	X	Allison
AFAN 1215 African- American Dance	X		Reid Merritt
AFAN 1216 African- American Theater Workshop		X	Gorham-Neblett (adjunct)
AFAN 1248 Music of Black Americans	X		Vaughn

AFAN 2000x African and Diaspora Religious Traditions	X	X	New Faculty 1
AFAN 2000x History of Black Education		X	Cleveland
AFAN 2000x African Americans and the Law	X		Donaldson
AFAN 2000x African Study Tour	X		Allison
AFAN 3000x The Psychology of Race	X	X	New Faculty 2
AFAN 3190 Black Power	X		Cleveland
AFAN 2184 Hip Hop Culture		X	Allison
AFAN 3295 African-American Movies	X		Reid-Merritt
COMM 2414 African Americans on Television	X		Allison
SOCY 2213 Minority-Majority Relations		X	Reid-Merritt
GAH 3109 Women, Minorities and the Media		X	Allison
AFAN 4601 Senior Capstone/ GIS 4601 African-Americans: A Seminar		X	Reid-Merritt
AFAN 3162 Africana Male/Female Relations		X	Reid-Merritt
GIS 4656 Documenting Hemmings and Jefferson		X	Donaldson
HIST 2128 Atlantic History, 1492-1888	X		Murphy
LITT 2148 Introduction to African-American Literature	X		Holton
AFAN 3000x The Languages & Rhetoric		X	New Faculty 1

of the African Diaspora			
GAH 2360 The Civil Rights Movement			New Faculty 2

It is important to note that only the core course offerings – AFAN 1000x Africana Studies: An Introductory Perspective, AFAN 2000x Ancient African Civilizations, HIST 2330 African-American Civilization to 1865, HIST 2331 African-American History since 1865, AFAN 3000x Research Methods, AFAN 4601 Senior Capstone – will be closed for majors only. All other courses will be open to all Stockton students, as we recognize the importance of campus-wide access to Africana Studies content. Further, we do not want to negatively impact the history and popularity that many of these courses have enjoyed in the 30-year history of the minor. Additionally, our faculty will continue to contribute to G-course offerings, as indicated in the above chart; and contributing faculty (those not committed full-time to Africana Studies) will continue to focus their primary attention on their program courses. In short, contributing faculty will offer no more than one AFAN core or cognate course per semester. Finally, note that in year one the classes designated for new faculty take into consideration the fact that new faculty receive one course release in their first semester in order to participate in the IFD program.

¹ Survey conducted by graduating senior, Toyo Aboderin, as an independent study. In May 2017, she earned her BA in Communication Studies with a minor in Africana Studies and in the fall of 2017 she will begin the Master’s Degree Program at Temple University in African American Studies. Ms. Aboderin surveyed a total of 75 Stockton students.

APPENDIX A