REQUEST FOR OFFERING
NEW ACADEMIC DEGREE PROGRAM (MAJOR)
THE UNIVERSITY OF ARIZONA
(Unique Program: 050201)

I. A. PROGRAM NAME AND DESCRIPTION
Degree: Bachelor of Arts
Department: Africana Studies
College: Humanities

B. Mission and Function

The Africana Studies Program is an academic unit within the College of Humanities. It currently offers a minor in Africana Studies and received ABOR authorization to plan for a degree in Africana Studies in November 2002.

We use the term "Africana Studies" to indicate the study areas that encompass the breadth of the African American, African, the Caribbean, and Afro-Latino experiences, in other words, "Africana" denotes the academic study of the experiences of peoples of African descent not just in the United States, but in other parts of the Black world, notably, Africa, the Caribbean, and Latin America. We are distinctive from the African American Studies Program at Arizona State University for instance, in that our curriculum embraces the totality of the African American, African continental, Caribbean, and Afro-Latino experiences, and our faculty hires reflect this integrated and distinctive character. "Africana Studies" signifies an expansion of the understanding of African American Studies and provides curricular opportunities for students interested in pursuing African continental studies and studies of African-descended communities in the Caribbean and in Latin America. It is currently available at major research I universities such as Cornell University, the University of Massachusetts, and the University of Pittsburgh.

Africana Studies has two full-time faculty members of whom one is tenured, plus a Director who is full Professor, with expertise in areas of history, religion, philosophy, politics, and literature. Additionally the program is staffed by four graduate teaching associates and five adjunct faculty members, who specialize in religion, psychology, law, education, anthropology, and politics. Following an Academic Program Review in October 2001, in which a comprehensive report was compiled with several recommendations by the review team, Provost George Davis decided that all recommendations from the review will be implemented, including, among other initiatives, the filling of eight full-time faculty lines and the advancement of a major in Africana Studies and a graduate degree in the near future. Resultantly, Africana Studies is currently engaged in a search for three new positions this year, one in Africana History.
Africana Studies hosted an Africana Studies scholars conference in October 2002, in which six nationally renowned scholars in the field were invited to confer, with the objective of compiling a comprehensive strategic plan that will serve as the foundation for the development of the Africana Studies major, lay the groundwork for the offering of a graduate degree, detentize the academic disciplines of future faculty hires, and craft a funding/development plan for the establishment of a research center on Blacks in the Southwest at the University of Arizona in conjunction with the Dunbar Coalition in Tucson. The Dunbar School in Tucson (corner 2nd and Main) is currently under renovation and will be ready for fall use by mid-August 2004. Africana Studies will be actively involved in working to establish an African American Historical Museum and archive at the Dunbar Community Center, which will become a focal landmark site for the African American community in Tucson. These diverse elements constituted the core of the report of the Academic Program Review team.

The Africana Studies Program at the University of Arizona views its mission at the University of Arizona as enhancing the general academic quality of the institution through a comprehensive program of learning and study about the African American and African world, that is the people of the African Diaspora in the Americas and of Africa and around the globe, and in so doing promoting an educational ethos of cultural and ethnic diversity. It is committed to preparing students to live in an increasingly complex and diverse world.

The function of Africana Studies at the University of Arizona is to expand the understanding and deepen the knowledge of students in particular, and the campus community in general, regarding the historical, geographical, political, economic, social, and religio-cultural complexity of peoples of African descent, through a rigorous theoretical education on campus and study at one of the university's Africa Study Abroad sites in Egypt, Kenya, Zimbabwwe, and South Africa, with future study centers planned in Ghana and Senegal, via the Africana Studies major, and a graduate degree in Africana Studies in five years. An equally important objective of the Africana Studies Program is to equip students with tangible skills necessary for graduate study in the Africana Studies discipline and in preparation for vocations in areas such as education, law, medicine and health, social work, counseling, human resources, business, international relations, public administration, and other professions that are geared toward the upbuilding and social transformation of the lives of African American people in the United States with national and global implications. Africana Studies also views itself as an academic unit that seeks to cultivate the best of the intellect through critically grounded and analytically sound research, scholarship, publication, and creative reflection concerning the Africana experience, with the objective of disseminating the insights of such study in service to the existential needs of the Black community. It intends the transformation of the current program into a major teaching and research center in the southwestern part of the United States that can both produce and attract scholars of consequence who are involved in
ground-breaking intellectual production as this pertains to the ongoing effort toward the
e empowerment of people of African descent today and the enhancement of all humanity.

Africana Studies seeks to implement a B.A. degree in Africana Studies within the
College of Humanities beginning in fall, 2005. Africana Studies intends retaining its
minor because of the pressing demand by university students, substantiated by the
attainment of optimal enrollments in all of our classes and has over 80 minors presently.

C. Program Requirements

Students will be required to take 36 units of core courses for the major in Africana
Studies, of which 24 units will be required as part of Common Core requirements, 6 units
in a primary area of concentration (single area), and 6 units in a secondary area.

15 units of the Common Core requirements will be upper-division courses. 9 units of the
minor must be upper-division courses. 12 units of Study Area I, II, or III will be upper-
division and the balance of the requirement will be fulfilled with upper-division electives.

Area to be exempt for Africana Studies majors will be General Education Humanities.

Secondary areas for concentration will include History; Political Economy; and Public
Policy; Language, Literature and Communication; Religions, Philosophies, and
Worldviews; Organizational, Business, and Political Behavior; Individual, Family and
Social Behavior; Arts and Aesthetics; and Science and Technological Development.

Students majoring in Africana Studies will be required to take 18 units for their minor in
another academic field.

In addition to the standard university requirements for the major, the following core
requirements will be required of all majors in Africana Studies, with the qualification that
no double-dipping of Tier II General Education courses will be permitted by Africana
Studies majors:

Common Core Requirements

A. General Requirement (6 units)
   AFAS 220 Introduction to African American Studies (3)
   AFAS 222 History of Ideas (3)** (this course will be removed from the General
   Education designation)

B. Foundational Requirements (6 units)
   AFAS 205 Introduction to African American History (3)—New Course Proposed (see
   appendix)
   AFAS 365 Ancient African Civilizations (3)—(pending COH approval)

C. Capstone Requirement (3 units)
AFAS 496A  Seminar in Africana Studies (3)  New Offering Proposed (see appendix)

D.  Research Methods (6 units)
AFAS 302  Africana Studies Research Approaches
AFAS 495C  Senior Research Methods Colloquium (3)  New Offering Proposed (see appendix)

E.  Practicum or Internship (3 units)
AFAS 494A  Practicum (3)  New offering proposed (see appendix)

Areas of Concentration
Students should receive the approval of the department advisor and Director of Africana Studies prior to developing areas of specialization.

STUDY AREA I: AFRICANA SOCIETY, HISTORY, POLITICS AND ECONOMICS

Study Area I contrasts and compares the forms, functions and significance of processes in the historical formation of contemporary demographic, economic, and political patterns that characterize African-descent populations in Africa, the Caribbean, and the Americas. Of the required 6 credit hours for this concentration, at least three (3) credits should be devoted to a study primarily focused on Africa, and three (3) credits devoted to an African-descent population outside the United States. Students need to select 6 units from the following courses:

AFAS 255  African American Politics (3) **(this course will be removed from the General Education designation)

AFAS 346  Caribbean Politics (3)—approved (and needs to be entered into the university on-line system by May 1, 2004)

AFAS 348  South Since the Civil War (3)  (Identical with HIST 348)

AFAS 384  Topics in African History (3)  (Identical with HIST 384)

AFAS 430  Business, Management, and Diversity (3)—Proposed New Course (see appendix)

AFAS 435  The Coming of the U.S. Civil War: 1845-1861 (3)  (Identical with HIST 435)
AFAS 436 Civil War and Reconstruction, 1861-1878 (3)  
(Identical with HIST 436)

AFAS 468 Government and Politics of Africa (3)  
(Identical with POL 468)

AFAS 470 African Americans and U.S. Foreign Policy (3)—approved, (and needs to be entered into the university on-line system by May 1, 2004)

AFAS 475 USA and South Africa: Comparative Historical Perspectives

STUDY AREA II: AFRICANA PHILOSOPHY, IDEOLOGY, AND IDENTITY

Study Area II surveys and analyzes processes of cultural production, systems of knowledge, institution building, construction of group and individual identities among African-descent populations in the Americas, the world and on the African continent. Courses in this area examine past and current theories of culture formation, personality development, stages of moral development, and socio-political integration. Special attention is paid to comparative paradigms within and across the categorical distinctions generally referred to as “racial groups,” gender, and class stratifications. Students need to select 6 units from the following courses:

AFAS 160 Minority Relations and Urban Society (3)  
(Identical with SOC 160)

AFAS 204 Introduction to African Religion and Culture (3)

AFAS 304A or B The Social Construction of Race (3)

AFAS 329 Cultures and Societies of Africa (3)  
(Identical with ANTH 329)

AFAS 344 African American Religion (3)

AFAS 351 Race and Class in Latin America (3)  
(Identical with HIST 351)

AFAS 381 African/Indigenous Religions (3)

AFAS 405 The World Through African Eyes (3)—Proposed New Course (see appendix)

AFAS 415 Sociology of the African American Experience (3)—Proposed New Course (see appendix)
AFAS 473        Public Policy, Race, and Gender (3)—Proposed New Course (see appendix)
AFAS 487A and B Race and Public Policy (3-6)
                     (Identical with POL 487A and B)
AFAS 495b       Colloquium: Studies in Black America (3)(Identical with HIST 495)

STUDY AREA III: AFRICANA LITERATURE AND CULTURE

Study Area III explores the multifaceted elements of the Africana creative ethos in literature and culture. At least three (3) units in this area ought be devoted to the study of gender influences on artistic creativity. At least three (3) credit hours should be devoted to the visual arts. The courses include Africana literature and criticism; the visual arts and their histories; dance, music and drama. Study Area III examines historical developments and contemporary expressions in the literary, performing and visual arts in African-descent populations. Courses in this area consider the socio-political and economic contexts of artistic processes and products and broader implications. Students need to select 6 units from the following courses:

AFAS 230       Introduction to African Literature (3)
AFAS 300       African Cinema (3)
AFAS 306       African American Autobiographies: Women, Writing, and Their Histories (3) (Identical with WS 306)
AFAS 310       Africana Aesthetics in Dance, Theatre, and Film (3)—Proposed New Course (see appendix)
AFAS 320       The Slave Narrative: History and Literature (3)
AFAS 339       Introduction to African and African American Art (3)
                     (Identical with ARH 339)
AFAS 342       Writers, Women, and the Gods (3)
                     (Identical with English 342)
AFAS 360       Research Methods and Skills: Writing the Africana Experience (awaiting approval after revisions requested by the COH Curriculum Committee)
AFAS 478A and B African American Literature (3)—(Identical with ENGL 478)

D. Curricular Offerings

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The Africana Studies Program is extremely well-positioned to offer a major in Africana Studies. Currently, our full-time faculty, adjunct faculty, and graduate teaching assistants offer the following courses that have Africana Studies as the home department: AFAS 195 (Africana Aesthetics), AFAS 204 (Introduction to African Diasporan Religion and Culture), AFAS 220 (Introduction to African American Studies), AFAS 222 (History of Islam), AFAS 223 (African Philosophical Worlds), AFAS 224 (Models of Resistance: Post 16th Century African Liberation Movements), AFAS 230 (Introduction to African Literature), AFAS 300 (Historical Views of African Cinema and Film Making), AFAS 306 (African American Autobiographies: Women and their Histories), AFAS 307 (Race, Ethnicity, and Culture), AFAS 342 (Writers, Women and the Gods), AFAS 344 (African American Religion), and AFAS 478 (African American Literature). Many of these courses are General Education courses. We have several new courses that have been offered over the past three years that reinforce our curricular offerings in the various concentration sub-fields described in B above, all of which are also university-wide Tier I and Tier II General Education courses. They are TRAD 101 (Africana Experience) and AFAS 200 (Africana Studies), TRAD 104 (Introduction to African American Literature: Three Centuries of Poetry, Drama, and Prose), AFAS 255 (African American Politics), AFAS 294 (The Social Construction of Race), AFAS 222 (History of Ideas), and AFAS 320 (The Slave Narrative: History and Literature). Additionally, there are three recently approved courses that are being offered in the current year: AFAS 340 (The Politics of Race in African American Experience), AFAS 381 (African/Indigenous Religions), and AFAS 440 (History of African American Women from Slavery to Freedom). Two new courses in Africana politics, AFAS 346, Caribbean Politics, and AFAS 470, African Americans and U. S. Foreign Policy, have recently been approved for offering in the coming academic year and need to be inserted into the university on-line system by May 1, 2004. Three new courses are awaiting approval by the College of Humanities Curriculum Committee and as General Education courses, AFAS 315, African/African American Psychology, AFAS, AFAS 360, Research Methods and Skills: Writing the Africana Experience, and AFAS 365, Ancient African Civilizations.

Africana Studies is fully cognizant that existing courses that are also Tier I General Education courses cannot be used to meet the core of our major requirements. Some of the courses identified in the section on Common Core Requirements and Study Areas for Concentration detailed above presuppose the offering of new courses. Faculty members would need to make adjustments and teach proposed new courses that function to meet major requirements, and which do not simultaneously serve the university General Education curriculum. Our three new faculty hires anticipated this year, two next year, and one in the year after next, will position Africana Studies favorably to meet this major curricular need.

For our current offerings for the minor, we have 2 courses taught in the Art Department, 2 in the Department of French and Italian, 2 in the Department of Anthropology, 5 in the Department of History, 2 in the Department of Political Science, and 1 in the Department of Sociology. All these courses are cross-listed with Africana Studies, substantiating the solid inter-departmental support that we have for our curriculum. For the curricular
offerings for the Africana Studies major, we are assured of support from these various departments.

An important recent development has been the appointment of ten courtesy faculty members from diverse departments across the university in Africana Studies, all with expertise in some facet of the Africana experience. These faculty members are: Manadou Bairo (Bureau of Applied Research in Anthropology); Sheila Parker (Public Health); Leslie Onsora (Law); Irene D’Almeida (French and Italian); Lehman Benson III (Business Administration); Charles Bollong (Anthropology); David Gibbs (Political Science); Charlie Scruggs (English); Eliana Rivero (Spanish and Portuguese); and Zelda Harris (Law).

E. Course Needs

Africana Studies needs 2 upper division courses in Sociology, needs which can be filled with the hiring of at least two new full-time faculty over the next two years, one hire in Political Science and the other in Sociology.

F. Accreditation

The program’s ongoing interaction with the National Council of Black Studies would certainly be helpful with regard to the accreditation process and criteria for national accreditation. Given the solid academic foundation that the Africana Studies Program at the University of Arizona has worked industriously to consolidate over the past three years, the program is assured of accreditation by the new accrediting commission in African American Studies. It will also develop strong collaborative ties with the National Association of African American Studies.

II. STATE’S NEED FOR THE PROGRAM

The State of Arizona needs such an academic program where students can major in Africana Studies for the following reasons:

A. FULFILLING THE NEEDS OF THE STATE AND REGION

(a) There is a rapidly expanding African American and multi-ethnic community in the state, particularly in Tucson and Phoenix, attracted by the proliferation of industries in these commercial centers of the state and migrating from states east of the Mississippi where larger Black populations exist.

(b) There is a critical need for educational and curricular diversity at the university level in Arizona, especially in the area of African American Studies, since there is a substantial lack of diverse ethnic curricula within the elementary, middle, and secondary school systems.

(c) Africana Studies implies enriching the university curriculum with distinctive pedagogical, philosophical, and cultural perspectives, thus enriching the academic program of the university as a whole.
(d) Africana Studies perspectives will expand the limits of knowledge of all students and faculty, given its emphasis on African and African American history, experience, and culture.

(e) Africana Studies describes the experiences of African American and African people which parallel those of other groups of people of color in the state, such as Native Americans, Latinos, and Asian Americans, sparking interest in comparative ethnic studies.

(f) The general level of ignorance about African American/African life on the part of the dominant Euro-American culture necessitates constructive educational programs such as African American Studies that can function to erase this ignorance, often the cause of unnecessary interracial tensions and misunderstandings.

(g) The offering of a major in Africana Studies provides a unique opportunity for students at the University of Arizona to combine study interests in the African American experience, as well as those of the continent of Africa and the African Diaspora in Latin America and the Caribbean.

B. STUDENT DEMAND FOR THE PROGRAM

The enthusiasm for classes in Africana Studies is boundless. We currently have 85 minors. All of our classes have had optimal enrollments over the past five years. The 2002-2003 academic year saw the highest student enrollments ever in the program, with a total of 3,690 student credit hours. In many instances, courses such as AFAS 204 (African Diasporan Religion and Culture), AFAS 222 (History of Ideas), AFAS 200 (Historical Views of African Film Making), AFAS 306 (African American Autobiographies: Women and Their Histories), and AFAS 344 (African American Religion), faculty members have had to significantly increase enrollment caps, from 35 to 45 as an average. In the case of AFAS 300, the cap was increased from 55 to 85. It is also exciting to see that there is a demand for the Africana Studies major emanating from African American students, other students of color, and Euro-American students. Evident is the broad reach and scope of Africana Studies that has attracted students from across the ethnic and academic spectrum. The Africana Studies Program embodies diversity in its essence, both in terms of full-time and cross-listed faculty, and students from all walks of life.

Many departments have assisted in strengthening our curricular offerings (indicated in section C). Anthropology (designated ANTH) offers 2 courses on archaeology and cultures; Art History (designated ARH) offers 2 courses on African and African American Art; English offers 3 courses on African and African American Literature; History offers 6 courses in African, African American, and Latin American history; Political Science offers 2 courses on race and public policy; and Sociology offers a course on Minority Relations and Urban Society. Africana Studies intends maintaining these strong inter-departmental offerings and expanding the listing of courses with new faculty hires offering courses that broaden such areas of interest.

As a result of the various cross-listed courses and interdisciplinary offerings, for FY 1999-2000, there was a total of 3,300 student credit hours, for FY 2000-2001, there was a
total of 2,374 student credit hours, for FY 2001-2002, there was a total of 2,345 student credit hours, for FY 2002-2003, there was a total of 3,690 student credit hours. For fall, 2003, there was a total of 2,087 student credit hours.

There is an insatiable thirst for courses in Africana Studies, principally because students are increasingly realizing that Africana Studies represents a gateway to an array of vocations and skills that other disciplines and programs do not offer, such as preparation for vocations in education, law, medicine, social work, the diplomatic corps, business management, health care, and graduate study. Students are constantly highlighting the fact that they find it abominable that they were not given the opportunity to take Africana Studies courses while they were still in high school.

C. Anticipated Enrollment

Currently, the program has 85 minors. Our classes have always had maximum enrollments. Only one course has ever been under-enrolled. We are confident that future courses will meet minimum enrollment levels given the high levels of current enrollment trends. The following enrollment is projected for the program:

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<tr>
<th>Year</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
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<td>No. Students</td>
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<tr>
<td>Majors</td>
<td>75</td>
<td>97</td>
<td>135</td>
<td>176</td>
<td>227</td>
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2. At least 55 students have inquired about the major and indicated that they would major in Africana Studies if it was available. Fifteen students have expressed interest in doing graduate work in Africana Studies. There are also 55 high school students and students from Pima Community College who have expressed serious interest in taking Africana Studies as a major. The plan to institute a Study Abroad program in Africa for majors has also attracted students to our program.

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<th>Year</th>
<th>1st Year</th>
<th>2nd Year</th>
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<th>4th Year</th>
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<tr>
<td>No. Degrees</td>
<td>7</td>
<td>12</td>
<td>21</td>
<td>28</td>
<td>42</td>
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III. APPROPRIATENESS FOR THE UNIVERSITY

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The program is consistent with the university's mission to produce graduates for living responsibly in an increasingly diverse and enlightened world. The university's Strategic Plan affirms the centrality of cultural and ethnic diversity in a sound undergraduate education for all students. The University of Arizona, as a premier Research I university within the State of Arizona, is ideally placed to launch this program. The distinguished academic reputation of the University of Arizona, and the fact that it already has a growing Africana Studies Program with two full-time faculty, plus a Director, makes it the most appropriate location within the state university system. Since no Africana (dealing specifically with Africa) Studies Program or Caribbean Studies Program exists within the state university system, the program is placed in an opportune ethos where it could be a pioneer in the field of Africana Studies in the state as well, providing for international educational exposure. The university's international programs office would be strengthened through the Africana Studies major, particularly its Study Abroad in Africa is planned as a requirement for majors. The Study Abroad program is supported by faculty across the university as represented by the Africa Study Abroad Committee, chaired by Julian Kinnie, Director of Africana Studies.

IV. EXISTING PROGRAMS AT OTHER CAMPUSES AND JUSTIFICATION FOR UNIQUE PROGRAM

A EXISTING PROGRAMS AT OTHER CAMPUSES

1. Arizona University System—Arizona State University has a major in African American Studies, with one full-time Director and one full-time faculty member. However, all of the program's courses are dependent on faculty from various other departments and programs.

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<th>CIP CODE</th>
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<th>LOCATION</th>
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<td></td>
<td>Major</td>
<td>ASU</td>
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2. No private institutions in Arizona have Africana Studies Programs.

3. PROGRAMS OFFERED IN OTHER WICHE STATES

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<tr>
<th>PROGRAM</th>
<th>WICHE INSTITUTION &amp; LOCATION</th>
<th>NCA Accreditation y/n</th>
<th>Program Accreditation y/n</th>
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B. JUSTIFICATION FOR UNIQUE PROGRAM: As elucidated on page 1, Africana Studies requests approval for a major in Africana Studies, whose scope exceeds that of African American Studies at Arizona State University, since Africana Studies denotes study about the African American, African continental, and African Diaspora experiences in the Caribbean. The academic thrust of the Africana Studies Program at the University of Arizona is quite different and distinctive from the one at ASU, particularly in terms of curriculum, faculty resources, and program. For instance, Africana Studies at the University of Arizona has five exchange programs with African universities. Africana Studies is planning to publish an international academic journal in Africana Studies and intends to establish a research center/think tank as part of its overall program expansion. Africana Studies has launched a major peer-mentoring program with the Urban League schools in Tucson and has launched a mentoring with Doolen Middle School and Davidson Elementary School, in conjunction with the African American Studies Department at TUSD. It is currently involved in developing an outreach program for upgrading the skills of African American professionals in the area of Mathematics education, in collaboration with the Mathematics department at UA and a mentoring program in Mathematics at some Tucson high schools with assistance from the university's Mathematics department.

The establishment of an Africana Studies Community Advisory Council, in existence for the past three years, has facilitated the intensification of outreach within the African American community, with two Town Hall meetings in spring 2002 and other community ventures involving the Tucson Urban League, the NAACP, the Tucson Black Chamber of Commerce, the Black Ministerial Alliance, and the Dunbar Coalition.

The distinctive character of Africana Studies at the University of Arizona, its location just 60 miles from the Mexican border, its ability to attract a highly diverse ethnic population, and its collaborative relations with other Ethnic Studies programs such as American Indian Studies and Mexican, American Studies, make this program one of a kind in Ethnic Studies, with great potential for eventually offering a Comparative Ethnic Studies Ph. D. degree, with a concentration in Africana Studies. Africana Studies is expanding at an incredible rate, particularly in terms of faculty and program. There is no other Africana Studies program expanding at a comparable rate at any neighboring university within the state.

Finally, Africana Studies is singularly positioned in Southern Arizona to develop a major research center on Blacks in the West. One of our faculty, Geta LeSeur, has already published a prize-winning book on a history of Black cotton-pickers in Arizona.
African Studies is involved in discussions with planners of the Dunbar Center in Tucson, now site of a major community center built from the old Dunbar school, in developing a collaborative program with Dunbar that would establish a historical archive and community center that describes the history of African Americans in the West and functions to provide educational resources and organize cultural events in the advancement of Black educational empowerment and skills development.

V. EXPECTED FACULTY AND RESOURCE REQUIREMENTS:

A. Library

The existing library resources at the University of Arizona would need to be updated so that we are in line with resources in African Studies at other research I universities. African Studies has worked with the library to acquire archival collections on the slave narratives, NAACP papers, Civil Rights documentation, and other important historical materials. These acquisitions will be extremely helpful in assisting the University of Arizona in becoming a primary archival center in African Studies in the west and attract nationally and internationally renowned scholars in African Studies history, including the historical role of African Americans in the southwest. The library has been very supportive of efforts to upgrade and update the African bibliographical collection. The Director of African Studies, Julian Kunnite, has had meetings with staff librarian Karen Tallman to discuss the process of advancing African Studies library acquisitions. The library has generally honored acquisitions requests of books, journals, and video materials from African Studies.

B. Faculty/staff

We have 2 full-time faculty, plus a full-time Director. Total FTE’s are: administrative staff, including an Administrative and Administrative Secretary, 3.0 FTE; tenured/tenure-track faculty, 2.0 FTE; adjunct faculty, 3 FTE; Graduate Teaching Associates, 2.0, for a total of 10.0 FTE. We have two student workers assisting administrative staff throughout the year. We are planning on hiring a new web designer to constantly update our department website as the public express increased interest in developments and curricular offerings in African Studies, such as our weekly lecture and film series and scholarship conferences.

We hired one tenured Associate Professor in Literature in spring, 2003. We hired another Assistant Professor in the area of Political Science/Sociology, in fall, 2003. In 2003-2004, we have launched a search for three new positions, one in History and the other two in interdisciplinary areas of African/Ethnic Studies. We plan to hire at three new faculty in the next two years, subject to approval of the Provost, quite adequate for an academic department and for the disciplinary variety and representation needed for the major. The Black Studies Scholars Conference held in the African Studies department in October, 2002 strongly urged interdisciplinary specialties in areas of critical race theory, Business and Management, African Dance, Theater and Music, and Cultural and Historical
Studies. Provost George Davis has indicated publicly a firm university commitment to filling the 8 faculty lines in Africana Studies.

C. Physical Facilities and Equipment

We have moved to the new Learning Services Building on campus with two faculty members, five adjunct faculty members, four graduate teaching associates, the director, and the administrative staff located in offices in the same building. We have a growing department library and a conference room that can seat 12 people. This move has given a tremendous moral boost to the program and enhanced our profile in the eyes of the community.

All faculty, staff, and graduate associates have access to personal computers in the program. Two new computers were purchased by the College of Humanities for the graduate teaching associates over spring 1999, since the computers used were inadequate. We purchased new computers for the Director and for the Administrative Associate in 2000. New tables and chairs for the conference room, and new desks were purchased for use by faculty and staff in summer 2002. In fall, 2003, a new copier and fax machine was purchased for Africana Studies by the Dean of the College of Humanities. The Dean of the College of Humanities has pledged to support the program’s acquisitions of computers and other office equipment for incoming faculty as may be needed in the immediate future.

D. Financial Support

i. Internal

The program has done extremely well in terms of securing funding from various departments on campus in co-sponsoring visiting lecturers and speakers in Africana Studies throughout the academic year, including international colleagues. Africana Studies offered a variety of courses during the summers over the past five years, and monies made from these summer sessions were used to pay for travel for visiting lecturers. Owing to the vigorous summer school schedule planned with seven faculty, adjuncts, and GAT’S teaching, we anticipate the highest returns ever from summer session 2004. These funds have helped to supplement funding allocations towards operational expenses from the university.

All Africana Studies faculty are fortunate to have research support packages for three years as a way of encouraging faculty to engage in more intensive national and international research, publication, and conference participation. The administration has provided written assurances that notwithstanding a tight budgetary climate, the university is committed to funding new 7 hires in Africana Studies over the next three years, as part of the contractual agreement signed between former President Kofler and the African American community in Tucson and part of the university’s commitment to multi-ethnic diversity.
Africana Studies received a collaborative grant of $75,000 with the Arid Lands Studies program from the U.S. Department of Energy to host the 2000 African Energy Institute where energy officials and technocrats from eight African countries participated. In 2001, it received a $25,800 collaborative grant from the Vice Provost of Technology in conjunction with American Indian Studies and the Faculty Center for Instructional Innovation to develop DVD’s for instruction in Africana Studies. Africana Studies is currently working with Associate Dean of Development of COH, Dennis Evans, and the Executive Director of the University of Arizona Foundation, Tom Sanders, to launch a grant-writing that will result in funding for an international Pan African Literature Conference in Spring, 2006, specifically from the Ford Foundation and the Rockefeller Foundation. This conference is planned as a major international academic gathering with noted Prize Winners in Literature from the U.S., Africa, and the Caribbean invited. Funds from the conference will be used to spearhead the formation of a fund for an Endowed Chair, the W.E.B. Du Bois Chair in Africana Studies.

Partnership grants with the African American Studies/African Diasporan Studies Department at the University of California, Berkeley, is planned for 2004-2005, particularly since we are on the verge of recruiting a faculty member from Florida International University who is a co-primary investigator of a Ford Foundation Grant in conjunction with Berkeley. Africana Studies is planning on applying for a million dollar grant from the Kellogg and Ford Foundations, that will fund the program’s academic journal; Study Abroad in Africa for students; Faculty Development in the international arena, including visit to universities abroad; an annual visiting professorship for distinguished scholars in various Africana Studies fields; faculty research; the development of the Dunbar Community Center as a historic African American landmark and historical archive in Arizona and the southwest; and funds for domestic internships for Africana Studies majors at Historic Black Colleges and Universities. We have already begun strategizing sessions to plan writing of grants and solicitation of private donors as part of a Capital Campaign for Africana Studies, led by one of our adjunct faculty members. The grants that we anticipate receiving will be used to supplement existing state funding of the program and will be used to expand the current curriculum and offerings of Africana Studies, particularly in areas of research and scholarship, funding graduate student scholarships, and the new outreach initiatives described above.

The key to successful grant proposals will be the hiring of new faculty who bring grant writing expertise, which is a foundational component of all our job announcements, and the expansion of our critical mass of faculty, since major foundations are more inclined to fund programs with significant faculty members, signifying an indication of the institution’s commitment to such programs.
APPENDIX

Proposed New Courses:

AFAS 205: *Introduction to African American History:* This course will provide a foundational survey to African American history, starting with the West African background, through the period of enslavement, the Civil War, Reconstruction, the Garvey Movement, the Harlem Renaissance, World War II, Desegregation, Civil Rights and Black Power, and Post-Civil Rights era.

AFAS 310: *Africana Aesthetics in Dance, Theater, and Film:* This course will provide an illumination of the wonder of aesthetics in Africana dance, theater, and film, with study of theatrical giants and dance icons as diverse as August Wilson, Gcina Mhlophe and the Alvin Alley Dance Ensemble, and filmmakers such as Oscar Micheaux and Ousmane Sembene, and the implications of such productions for contemporary Africana Aesthetics.

AFAS 405: *The World Through African Eyes.* This course will focus on issue of culture, migration, community formation, and the construction of group identity of peoples of African descent in the Americas, Caribbean, Africa, Asia and the Pacific, and Europe, with discussion of the dynamics of race, class, and gender.

AFAS 415: *Sociology of the African American Experience:* This course will discuss the sociological dimensions of contemporary African American experience, with special emphasis on familial dynamics, social mores, and socio-political attitudes in urban communities and rural Southern cultures where African American communities have historic roots.

AFAS 430: *Business, Management, and Diversity:* This course will focus on cultivating theoretical knowledge and practical skills to equip students pursuing business and organizational leadership vocations in the African American community. It will be taught by a faculty member in the Management and Policy program, Lehman Benson III,
who has submitted a syllabus for this course to Africana Studies, and will be cross-listed with the Management and Policy program in the Eller College of Business.

AFAS 473: Public Policy, Race, and Gender: This is a course designed to deepen the discourse on ways in which public policy vis-à-vis African Americans is shaped by historical and contemporary attitudes, dispositions, and prejudices, delving into areas such as housing, employment, education, government assistance, affirmative action, and health care and how race and gender feature as pivotal categories in policy making.

AFAS 495C: Senior Research Methods Colloquium. This final year colloquium will function as a course in advance research methods, specifically for those students who intend pursuing graduate work in Africana Studies.

AFAS 494A: Practicum. This practicum will serve as a practical experience by which majors will be enabled to put critical theory and knowledge in Africana Studies into constructive practice in an educational, business, political, social, economic, or cultural context within some facet of African American or African experience.

AFAS 496A: Seminar in Africana Studies: This seminar will function as the capstone in Africana Studies for Africana Studies seniors, where students will be able to discuss the cumulative value of Africana Studies coursework for the major, with the particular objective of preparing students for future vocations.
I agree to the following changes below, for our document on the Africana Studies Major proposal:

Ahmit Kunnie
Director, Africana Studies

15 units of the Common Core requirements will be upper-division courses. 9 units of the minor must be upper-division courses. 12 units of Study Area I, II, or III will be upper-division and the balance of the requirement will be fulfilled with upper-division electives.

Area to be exempt for Africana Studies majors will be General Education Humanities.
### Schedule Planning: Africana Studies Major

#### First Semester (Fall)

<table>
<thead>
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<td>AFAS 220³</td>
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#### Second Semester (Spring)

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</table>

#### Third Semester (Fall)

| AFAS 205 (Core)  | 3             |
| Nats             | 3             |
| Minor            | 3             |
| Tier Two Art      | 3             |
| Indiv & Soc      | 3             |
| **TOTAL**        | **15**        |

#### Fourth Semester (Spring)

| AFAS 302 (Core)  | 3             |
| Tier Two Nat Science | 3      |
| Minor             | 3             |
| Elective          | 3             |
| Tier Two Indiv & Soc | 3      |
| **TOTAL**        | **15**        |

### Notes

¹ Students who do not demonstrate second semester proficiency in a second language at entrance will be required to complete up to four courses (3-20 units) in a second language. This coursework would be best completed in the freshman and sophomore years and would reduce the number of elective courses needed.

³ Every undergraduate degree program requires satisfactory of the Mid-Career Writing Assessment (MCWA). A grade of A or B in the second semester English composition
* Students must have earned a minimum of 42 upper-division units (300-499 level) within their major, minor, general education requirements, or electives to be eligible for graduation. A minimum of 9 upper-division units must be earned in the minor.

- An 18 unit minor is assumed. Some minors may require more units and would replace elective units.

# One course in a student's degree program must have focus on non-western cultures or gender/race/ethnicity/class.