Dear Curriculum Committee:

Please find attached the proposal for a major in African American Studies, and the supporting materials. Included in this packet are:

- New Major Proposal Form
- Letters of Support from English, History, Theater, Sociology/Anthropology, and Religious Studies
- New Course Proposals for AAST 319: Contemporary Constructions of Black Womanhood, AAST 401: Capstone in African American Studies, and AAST 250: Readings in Social Science Research

Please note that in response to the question "What percentage of courses could count towards another major?" we responded 50%. The History department provides the largest possible number of courses that count toward the AAST major. That said, a student can not complete a major in History (or any other major for that matter) by simply completing the requirements for the major in AAST. And a student could only complete 50% of their History major by taking AAST courses if they chose to use all their History electives to do so.

I look forward to discussing the rest of the proposal with you.

Consuela Francis
Director, African American Studies
A. CONTACT INFORMATION.

Contact Name: Conseula Francis Email: francisc@cofc.edu Phone: 953.7738
School Name: LCWA Department Name: African American Studies

B. TYPE OF REQUEST. Please check all that apply and fill out the requested information.

☐ Add a New Degree
___________ Degree Type (Bachelor of Arts, Bachelor of Science, etc.)
___________ Number of Hours

☐ Add a New Major
African American Studies Name of Major Degree: BA, AB
33 Number of Hours
AAST Requested Acronym
05.0201 CIP code (see nces.ed.gov/ipeds/cipcode/search.aspx)
N/A Concentration/emphasis (if any)

Note: Concentrations requiring fewer than 18 hours will not be tracked in Banner or DegreeWorks and will not be on the transcript. All concentrations, emphases, tracks, cognates, etc., that do appear on the transcript are listed as “concentrations.”

☐ Proposed program is eligible for LIFE/Palmetto Fellows Math/Science Scholarship Enhancement

How many courses could count for both this major and another one? ___24___
What percentage of courses could count towards another major? No more than 50% of any one major (please see explanation in cover letter)

C. RATIONALE AND EXPLANATION. Attach a narrative that addresses the following:

The major in African American Studies aims to (1) provide students an understanding of the history and culture of African Americans, and of race and diversity in the U.S.; (2) introduce students to the diversity of methodological approaches to these issues by studying them in a variety of disciplines; (3) promote the study of African American history and culture in Charleston and Lowcountry; and (4) make African American Studies an integral part of intellectual life at the College of Charleston.

Given the historical significance of our location, and the particular history of our institution, the College of Charleston is long overdue for a major in African American Studies. Indeed, many prospective students, job applicants, and community members assume we already have one. With this major in place, all College of Charleston students—whether they are majors, minors, or non-majors—will have a richer array of opportunities to study African American history and culture. In addition, an African American Studies
major will allow us to make more intentional and coordinated use of the unique history, places, and resources available to us in Charleston. Students will have access to museums, plantations, historic homes, churches, historical archives, the Avery Research Center, the Medical University of South Carolina, the Charleston School of Law, the International African American Museum, the Preservation Society, etc.

Many of these institutions have a particular focus on African American history and culture; some are just developing this interest. The College of Charleston should be providing intellectual leadership in this area. A major in African American Studies will allow us to attract and cultivate that leadership, leading to expanded employment opportunities for students. For examples, one of students who graduated with a minor in African American Studies is currently the Community Outreach Manager for the Preservation Society of Charleston. She began as a Diversity Intern and had knowledge and expertise the Society was able to make immediate use of.

Not only does this major make good curricular sense, but it also meets student demand. Students enrolled in all courses that count toward the AAST minor were surveyed in Fall 2012. Of 198 respondents, 24% indicated that they would major or double major in African American Studies, if such a major were available. These students, too, recognized the necessity of and possibilities for African American Studies at CofC. One student asserted, "I think it's a great idea. There is so much applicable history about African American history in this city. This would be a perfect place for it. It would add a great deal of diversity to curriculum and show how this university can culturally contend with the best of them." And another wrote, "I believe this is a major that needs to be at the college, not because its a liberal arts school, but our location has so much African American history embedded in it. It's highly informative and an interesting subject that I started off taking for fun, but now am pulled into the subject and eager to learn more." We can give students the "more" they are seeking.

Since the late 1960s, African American Studies has been at the vanguard of interdisciplinary education in American colleges and universities. There are more than 300 degree granting institutions in the United States with programs in African American Studies. Most of those programs are in California and New York; relatively few are in the South. USC is currently the only public university in South Carolina that offers a major in African American Studies. Clemson is proposing a major in Pan-African Studies. The College of Charleston is uniquely positioned to offer a distinctive major. Given our location in Charleston, the African American Studies major at the College will offer students ample opportunities for unique experiential learning. We can provide opportunities for students to "do" African American Studies in ways that other programs in the state, and across the nation, cannot.

African American Studies is a dynamic interdisciplinary field of inquiry that requires students to master a diverse set of intellectual tools and understandings derived from a host of disciplines in the humanities and social sciences. In many ways it is a model major for the College's core purpose of pursuing and sharing "knowledge through study, inquiry and creation in order to empower the individual and enrich society."

The College's Strategic Plan lists three Core Values: educational excellence, student-focused community, and the history, traditions, culture and environment of Charleston and the Lowcountry. The minor in

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1 Survey data available from the director of African American Studies, upon request.
African American Studies is a natural outgrowth of these values and adding a major demonstrates a continued commitment to those values. The College aims to promote educational excellence through the development of interdisciplinary educational opportunities. The African American Studies major will provide such an opportunity. The major's opportunities for experiential learning are part of the AAST program's commitment to a student-focused community. Any consideration of the history, traditions, culture and environment of Charleston and the Lowcountry is incomplete without an examination of African American history and culture.

In addition, establishing a major in African American Studies is a major priority in Phase 1 of the College's recently approved Diversity Strategic Plan. The Board of Trustees' resolution on the Plan asserts the value of an "inclusive perspective" that "is essential to developing well-educated and enlightened students as they prepare to become leaders and productive members of an increasingly pluralistic and complex global society and economy." The major in African American Studies can help to prepare students for this world.

Following in the liberal arts tradition, interdisciplinary education asks students to consider a variety of questions through a number of disciplinary lenses and develop the intellectual tools to move easily between and within disciplines. African American Studies is already firmly established at the College of Charleston, having offered a minor for nearly 20 years. African American Studies complements, without duplicating, the work of other interdisciplinary programs on campus such as Women's and Gender Studies, Jewish Studies, and Latin American and Caribbean Studies, and International Studies. All of these programs have been recently approved as majors, and so a major in African American Studies would continue the College of Charleston's efforts to fully develop our interdisciplinary programs.

In addition, African American Studies works collaboratively with a number of units on campus, fulfilling one its purposes, namely making the study of African American history and culture/race in the U.S. an integral part of the intellectual life at the College of Charleston. We cross-list courses with Women's and Gender Studies, English, History, Political Science, Theater, Anthropology/Sociology, and Religious Studies. (Please see departmental letters attached.) We work collaboratively with the Avery Research Center on programming. Latin American and Caribbean Studies, as well as International Studies, will be able to take advantage of our new study abroad programs to Barbados and Ghana. We are currently working with the Halsey and Avery on a yearlong, campus wide project on African retentions in contemporary African American expressive culture. African American Studies is filling curricular and programmatic gaps that numerous units on campus benefit from. (Please see Appendix A for a comparison of the proposed AAST major to other interdisciplinary majors at CoC and to other AAST majors in the state and at peer/aspirational institutions.)

The major will provide students with practical skills and knowledge that they can take into the workforce and higher levels of education. A Fall 2012 survey of current minors and students who have graduated with a minor in AAST\(^2\) indicates that students most likely most likely to major in African American Studies plan to go into a variety of public service fields: public health, K-12, counseling, and community service.

\(^2\) Source: http://pcdaeicofc.edu/documents/Resolution-BOT-DSP

\(^3\) Survey data available from the AAST director, upon request
administration. As the chart below indicates, the Bureau of Labor Statistics projects faster than average growth for careers in all of these fields.⁴

<table>
<thead>
<tr>
<th>Career</th>
<th>Projected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Careers</td>
<td></td>
</tr>
<tr>
<td>• Health Educator</td>
<td>37%</td>
</tr>
<tr>
<td>• Epidemiologist</td>
<td>24%</td>
</tr>
<tr>
<td>• Medical and Health Services Manager</td>
<td>22%</td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>• School Counselor</td>
<td>19%</td>
</tr>
<tr>
<td>• Marriage and Family Counselor</td>
<td>37%</td>
</tr>
<tr>
<td>• Social Worker</td>
<td>25%</td>
</tr>
<tr>
<td>Social and Community Service Management</td>
<td>27%</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>• Elementary Teachers</td>
<td>17%</td>
</tr>
<tr>
<td>• Middle School Teachers</td>
<td>17%</td>
</tr>
<tr>
<td>• High School Teachers</td>
<td>7%</td>
</tr>
</tbody>
</table>

The South Carolina Department of Commerce reports that people employed in Education and Health fields (the fields AAST majors are most likely to go into) make up 12% of the SC workforce, the same percentage as those employed in Manufacturing, and a greater percentage than those employed in Finance/Insurance/Real Estate (5.1%).⁵

Students prepared to work effectively with diverse populations, as students completing the African American Studies major will be, are extremely marketable. "Diversity issues are now considered important and are projected to become even more important in the future due to increasing differences in the U.S. population. Companies need to focus on diversity and look for ways to become totally inclusive organizations because diversity has the potential of yielding greater productivity and competitive advantages (SHRM, 1995). Stephen G. Burtler, co-chair of the Business-Higher Education Forum, believes that diversity is an invaluable competitive asset that America cannot afford to ignore (Robinson, 2002). Managing and valuing diversity is a key component of effective people management, which can improve workplace productivity (Black Enterprise, 2001)".⁶

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⁵ Source: http://sccommerce.com/data-resources/state-facts

Cited sources:
Because the major is friendly to a double major/minor, a student could, for instance, double major in Psychology and African American Studies, and minor in Spanish, giving her a wealth of professional, historical, cultural, and linguistic information and tools. That student is much more prepared to work as a psychologist in a public school, a large metropolitan community, or multinational corporation, than a student who majored in Psychology alone.

D. ENROLLMENT. If there are any admission criteria specific to the program, state them here. In addition, complete Tables A and B below and explain how these estimates were made.

Table A: Projected Total Enrollment over Five Years. This table should enumerate all students, including those who are already enrolled at the College, those who transfer into the new program from other majors, and those who are new to the institution and to the program.

As of Fall 2012, the majority of the 25 African American Studies minors were interested in pursuing a major. If only half of those interested declared a major in African American Studies, the program would begin with 7-8 majors. We anticipate the number of majors would then quickly grow to match the current number of minors. With increased exposure, more students would be aware of and declare an African American Studies major. We predict that the program will add 8-10 majors per year. This rate of growth would give the program approximately 40-50 majors by Spring 2018, five years out. The table below assumes that each major completes 15 credit hours per semester.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credit Hours</th>
<th>Spring</th>
<th>Credit Hours</th>
<th>Summer</th>
<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td>2013-2014</td>
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<td>120</td>
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<tr>
<td>2014-2015</td>
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<tr>
<td>2015-2016</td>
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<td>420</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2016-2017</td>
<td>36</td>
<td>540</td>
<td>36</td>
<td>540</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2017-2018</td>
<td>44</td>
<td>660</td>
<td>44</td>
<td>660</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

E. CURRICULUM. Note: additional information will be required for SACS notification. Please attach the complete curriculum for the proposed major. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

NOTE: The following curriculum is based on the Black/Africana Studies Model Core Curriculum, developed by the National Council of Black Studies. NCBS recommends students have an introduction to the discipline, as well as a foundation in African American history and literature, and coursework in social and structural analysis. Our required courses reflect these recommendations. The AAST major at CofC stresses experiential learning and interdisciplinary synthesis. To that end, the major also requires students to complete an internship and a capstone seminar. Students will have 12 elective hours. (See Appendix B for a demonstration of a how a student can successfully complete this major in four years.)

African American Studies Major

Degree: Bachelor of Arts

Major Hours: 33

African American Studies is an interdisciplinary major in which students explore African American history and culture, and race in American identities, communities, institutions. Courses examine U.S. race relations, early African diasporic history, African Americans expressive culture, the social, historical, political, and economic status of African Americans, and the theoretical concerns about the relationship between race and the production of knowledge. Many courses in African American Studies may be used to satisfy the College's general education requirements in the humanities and social sciences.

REQUIRED COURSES (21 hours)

AAST 200: Introduction to African American Studies

   NOTE: AAST 200 should be taken early in the major, preferably in the first three courses. This course can satisfy a humanities general education requirement.

ENGL 216: Introduction to African American Literature

   PR: ENGL 110 or equivalent

HIST 216: African American History to 1877

   PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://advising.cofc.edu/general-edu).

HIST 217: African American History since 1877

   PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://advising.cofc.edu/general-edu).

AAST 250: Social and Structural Analysis (NEW COURSE)

AAST 381: Internship in African American Studies

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7 Source: http://www.ncbsonline.org/black_africana_studies_model_core_curriculum
PR: The student must have completed AAST 200, have sophomore standing, be an African American Studies minor, and have the permission of the African American Studies director. The student must also be in academic and personal good standing with the College of Charleston.

AAST 401: Capstone in African American Studies (NEW COURSE)
PR: Only open to senior students with a declared major or minor in African American Studies.

ELECTIVES (12 hours)
Majors must choose at least four additional courses from the list below. At least three of the four must be at the 300 level or above. Students must meet the pre-requisites for individual courses.

AAST 300: Special Topics in African American Studies
AAST 319: Contemporary Constructions of Black Womanhood
AAST 400: Independent Study
AFST 101: Introduction to African Civilization
ANTH 322 Peoples and Cultures of Africa
PR: ANTH 101 or permission of instructor
ANTH 323 African American Society and Culture
PR: ANTH 101 or permission of instructor
ANTH 327 People and Cultures of the Caribbean
PR: ANTH 101 or permission of instructor
GEOG 219: Reading the Lowcountry Landscape
HIST 211: American Urban History
PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://advising.cofc.edu/general.edu).
HIST 366: Comparative Slavery in the Americas
PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://advising.cofc.edu/general.edu).
HIST 272: Pre-Colonial Africa
Prerequisites: EITHER HIST 115-116 OR any other combination of courses that satisfies the general education history requirement.

MGMT 351: Minority Entrepreneurship
PR: Junior standing

POLI 330: Southern Politics

ENGL 313: Survey of African American Literature
PR: ENGL 110 or equivalent

REIS 270: African American Religions

SOCY 337: Prejudice
PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 366: Race and Ethnic Relations
PR: SOCY 101 or HONS 167 or SOCY 102

THTR 316: African American Theater
PR: Junior or senior standing
The following Special Topics courses could count for the major if they have a sufficient amount of content relevant to the major, as certified by the instructor and the director of African American Studies:

AFST 202: Special Topics in African Studies
REL 298: Special Topics in Religious Studies
MUSC 222: Special Topics in Music
HIST 210: Special Topics in U.S. History
   PR: Either HIST 115-116 OR any other combination of courses that satisfies the general education history requirement.

HIST 304: History of the United States: Civil War and Reconstruction
   PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://advising.cofc.edu/general-edu).

HIST 310: Special Topics in U.S. History
   PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://advising.cofc.edu/general-edu).

HIST 320: Special Topics in Lowcountry History
   PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://advising.cofc.edu/general-edu).

HIST 323: Society and Culture of Early Charleston
   PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://advising.cofc.edu/general-edu).

PHIL 298: Special Topics in Philosophy
SOCY 349: Special Topics in Social Problems
   PR: SOCY 101 or HONS 167 or SOCY 102

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will learn how African American Studies began, how the discipline has grown, and what constitute the major ideas/questions in the discipline.</td>
<td>Specific questions about the discipline of African American Studies will be included on the final exam in each section of AAST 200. All students enrolled in AAST 200 will be responsible for this information; a score of 70% will be acceptable.</td>
</tr>
<tr>
<td>2. Students will apply concepts, terms, and theories from social science to the analysis of African American life and culture.</td>
<td>Students in AAST 250 will design a final research project employing social science methodology to student an issue in African American life and culture. Projects will be graded with a common rubric. A score of 70% will be acceptable.</td>
</tr>
<tr>
<td>3. Students will be able to identify major writers/movements in the African American literary tradition, and major figures events in African American history.</td>
<td>Students in HIST 216 and 217, and students in ENGL 216 will be give a pre- and post-test assessing their knowledge. Comparative data from these tests will be collected.</td>
</tr>
<tr>
<td>4. Students will design and implement a research project that synthesizes knowledge gained in the major.</td>
<td>Students will be assessed on a preliminary research project/paper proposal that frames their larger research project. Proposals will be assessed with a common rubric.</td>
</tr>
<tr>
<td>5. Students will engage constructively with the community around issues of race.</td>
<td>Students in AAST 381, as well as internship site coordinators, will complete a pre- and post-survey assessing goals, and goals met. Comparative data will be collected from the surveys.</td>
</tr>
</tbody>
</table>

**Additional Outcomes or Comments:**

The learning outcomes listed here aim to assess the required elements of our curriculum, i.e. those courses that every major will complete. As we will have control over AAST 200 and AAST 250, it will be relatively simple for the program to include specific questions on exams for assessment purposes. ENGL 216 and HIST 216/217, obviously, reside in other departments. A pre- and post-test assessing student knowledge of the course material will be an effective way to capture student progress toward program goals. The pre- and post-survey in the internship course will give us a record of what the issues/needs/goals are at a given internship site (both for the site and the student), and allow us to assess how effectively those needs are being met by our students, and how effectively an internship requirement helps us to meet program goals.

**G. FACULTY.** Note: additional information will be required for SACS notification.

We have successfully hired the first full-time, tenure track faculty member in African American Studies. Anthony Greene began work here in August 2012, increasing our ability to offer for AAST courses, and our ability to add permanent AAST courses to the catalog. We are currently (Fall 2102) conducting another search for a faculty member who can come in with tenure. Both of these hires will go a long way in helping to expand the number and variety of courses the program can offer. In addition, we have 13' Affiliate faculty members spread out over 8 departments in three Schools.

We anticipate no new teaching duties for existing faculty. Affiliate faculty currently teach courses that count for the AAST minor, and we anticipate that they will continue teaching those courses, in their home departments, for the major.

AAST faculty will take advantage of the departmental, School-wide, and campus-wide professional development opportunities available to all faculty.
Table C. Provide the requested information for all faculty who will be involved in the new program.

<table>
<thead>
<tr>
<th>List Participating Faculty by Name and Rank</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
<th>Teaching in Field (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conseula Francis</td>
<td>PhD</td>
<td>English</td>
<td>Yes</td>
</tr>
<tr>
<td>Anthony Greene</td>
<td>PhD</td>
<td>Sociology</td>
<td>Yes</td>
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<tr>
<td>Valerie Frazier</td>
<td>PhD</td>
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<tr>
<td>Patricia Williams-Lessane</td>
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<td>Anthropology</td>
<td>Yes</td>
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<tr>
<td>Von Bakanic</td>
<td>PhD</td>
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</tr>
<tr>
<td>Katie Hladky</td>
<td>PhD</td>
<td>Religious Studies</td>
<td>Yes</td>
</tr>
<tr>
<td>Assan Sarr</td>
<td>PhD</td>
<td>History</td>
<td>Yes</td>
</tr>
<tr>
<td>Joy Vandervort-Cobb</td>
<td>BA</td>
<td>Theater</td>
<td>Yes</td>
</tr>
<tr>
<td>John White</td>
<td>PhD</td>
<td>History</td>
<td>Yes</td>
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<tr>
<td>Julia Eichelberger</td>
<td>PhD</td>
<td>English</td>
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<tr>
<td>Bernard Powers</td>
<td>PhD</td>
<td>History</td>
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<tr>
<td>Jon Hale</td>
<td>PhD</td>
<td>Education</td>
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<td>Mike Duvall</td>
<td>PhD</td>
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</tr>
<tr>
<td>Vincent Spicer</td>
<td>PhD</td>
<td>Psychology</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table D. Please list the number (i.e., a head count) and full-time equivalent (FTE) of the faculty, administrators, and staff to be used in the program. Note that new and existing personnel should be listed separately.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>NEW</th>
<th>EXISTING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
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<tr>
<td>Adminstration</td>
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</tbody>
</table>
H. SPACE REQUIREMENTS. What are the space requirements for the new program? To what extent can existing facilities be used to accommodate teaching and research requirements? Please provide a five-year space plan for the proposed program; note when existing space can be used and when new space will be required. If modifications to existing facilities are required, please explain in detail.

By Fall 2013, African American Studies will have 2 permanent faculty members, a director, an active affiliate faculty base, and students enrolled in a minor and a major. The program is in need of permanent space on campus. We will outgrow our current temporary space in RSS with the addition of a new faculty member in Fall 2013. We need at least two faculty offices and a conference room, all within close proximity to each other.

I. EQUIPMENT. Please note any equipment needs unique to the proposed program over the next five years. We have no new equipment needs.

J. LIBRARY RESOURCES. Note: additional information will be required for SACS notification.

See Appendix C

K. ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION.

N/A

L. STATE ARTICULATION. Describe the ways in which the proposed program links to similar programs offered by other South Carolina institutions. Specifically, explain the entry path for students from two-year institutions; highlight any collaboration with other state institutions (or explain the lack thereof).

See Appendix D for degree completion for student entering the College with an AA degree from a two-year state institution.

We are in contact with faculty members in the African American Studies Program at the University of South Carolina about possible collaborations.

M. ESTIMATED COSTS. Complete Table E below showing estimated annual costs for the first five years of the program and note the sources of funds to cover new costs. Sources of funds might include tuition generated by students in the program; reallocation of existing funds from institutional sources; federal funding; and/or grant funds. In identifying sources of funds, program faculty should work closely with Academic Deans and Academic Affairs prior to the proposal submission. Also describe a contingency plan in case expected funds do not materialize. NOTE: Any new fees associated with the program must be approved by the Board of Trustees.

Most hours required by the major will be taken in (a) courses developed specifically for the major or (b) existing courses for which additional sections would be required. The major requires 33 hours. For ease of calculation, we assume these will be taken as an average of 11 hours per year over the sophomore to senior years, an assumption consistent with the sample curricula and which does not affect the long-term calculation of revenue.
In addition, we expect that the number of students taking a minor will remain steady, even with the major in place, at approximately 25 per year. Each of those students will take approximately six credit hours per year, and while those students were not included in the headcounts in Table A, they will play a significant role in allowing faculty to offer courses that will fill to capacity. Thus we include an estimate of their headcount and credit hours taken in courses offered by this program in Table A2 (a modified version of Table A). We base our estimate of the costs of the program as well as revenue generated on credit hours taken by both minors and majors.

The courses that would count toward the major also currently enroll significant numbers of students who take the courses as electives and do not complete a minor. The calculation of revenues and costs are based on credit hours taken by only those students completing the major or minor, and thus do not capture either the costs or revenues associated with offering courses as electives to the general student population.

We include a modified version of Projected Total Enrollments that includes (a) the projected headcount for majors, (b) the number of hours per year for courses required by the major itself, (c) the estimated number of sections needed annually, based on an average section size of 20 in the early years of the program, and (d), the faculty required annually, based on a faculty teaching load of 3 courses per semester. Cost and revenue calculations for courses required by the major are based on the following table.

**Table A2 (modified Table A) —projected enrollments and SCH in major, minor courses only**

<table>
<thead>
<tr>
<th></th>
<th>Headcount of majors and minors</th>
<th>Hours required by majors and minors annually</th>
<th># of sections needed (average section size of 20)</th>
<th>Faculty required annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>33</td>
<td>238</td>
<td>4.0</td>
<td>0.7</td>
</tr>
<tr>
<td>2014-15</td>
<td>43</td>
<td>348</td>
<td>5.8</td>
<td>1.0</td>
</tr>
<tr>
<td>2015-16</td>
<td>53</td>
<td>458</td>
<td>7.6</td>
<td>1.3</td>
</tr>
<tr>
<td>2016-17</td>
<td>61</td>
<td>546</td>
<td>9.1</td>
<td>1.5</td>
</tr>
<tr>
<td>2017-18</td>
<td>69</td>
<td>634</td>
<td>10.6</td>
<td>1.8</td>
</tr>
</tbody>
</table>
Table E - Costs to the Institution and Sources of Financing

<table>
<thead>
<tr>
<th>Category</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration (director's stipend of $5,000 and .25 faculty FTE based on average salary of $65,000 + 32% benefits)</td>
<td>$26,450</td>
<td>$26,450</td>
<td>$26,450</td>
<td>$26,450</td>
<td>$26,450</td>
<td>$132,250</td>
</tr>
<tr>
<td>Faculty Salaries (based on average salary of $65,000 + 32% benefits)</td>
<td>$60,060</td>
<td>$85,800</td>
<td>$111,540</td>
<td>$128,700</td>
<td>$154,440</td>
<td>$540,540</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Personnel (.10 of FTE)</td>
<td>$3,900</td>
<td>$3,900</td>
<td>$3,900</td>
<td>$3,900</td>
<td>$3,900</td>
<td>$19,500</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Library Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Operating)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$95,410</td>
<td>$121,150</td>
<td>$146,890</td>
<td>$164,050</td>
<td>$189,790</td>
<td>$717,290</td>
</tr>
</tbody>
</table>
## Sources of Financing by Year

<table>
<thead>
<tr>
<th>Source of Financing</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
<th>2028</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated FTE Revenue* (Please see comment below)</td>
<td>$6,784</td>
<td>$26,474</td>
<td>$46,164</td>
<td>$65,348</td>
<td>$75,952</td>
<td>$220,722</td>
</tr>
<tr>
<td>Tuition Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other State Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation of Existing Funds (Program Administration, faculty salaries, supplies)**</td>
<td>$91,510</td>
<td>$117,250</td>
<td>$142,990</td>
<td>$160,150</td>
<td>$185,890</td>
<td>$697,790</td>
</tr>
<tr>
<td>Federal Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Funding (Foundation funding of clerical support)</td>
<td>$3,900</td>
<td>$3,900</td>
<td>$3,900</td>
<td>$3,900</td>
<td>$3,900</td>
<td>$19,500</td>
</tr>
<tr>
<td>TOTALS</td>
<td>$98,294</td>
<td>$143,724</td>
<td>$189,154</td>
<td>$225,498</td>
<td>$261,842</td>
<td>$918,512</td>
</tr>
</tbody>
</table>

* Calculation of Estimated FTE Revenue ($413 per credit hour for in-state students is used to calculate revenue from students taking courses in the major, but certain amounts being reallocated are already funded by tuition dollars and thus are subtracted from revenue indicated in this row and appear instead under Reallocation of Existing Funds)

** Existing faculty and one faculty member to be hired this year, as well as funding for supplies and the director's stipend, will be reallocated to cover this program.
XII. Approval and Signatures

1. Signature of Department Chair(s) or Program Director(s):

[Signature]

Date: 10/5/12

2. Signature of Academic Dean(s):

[Signature]

Date: 10/5/12

3. Signature of Provost:

[Signature]

Date: 10/17/12

4. Signature of Curriculum Committee Chair:

Date:

5. Signature of Budget Committee Chair:

Date:

6. Signature of Academic Planning Committee Chair:

Date:

7. Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate:
Appendix A
African American Studies at the College of Charleston
Major Curriculum/Faculty Comparisons

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Hours in Major</th>
<th>Required Courses</th>
<th>Total Number of Available Courses</th>
<th>Total Faculty</th>
</tr>
</thead>
</table>
| AAST @ CofC (proposed)                       | 33                   | 7 courses (Intro, 1 Lit, 2 Hist, 1 Social Science, Internship, Capstone)          | 35 in 10 Depts. and Programs     | 1 Full-time TT Faculty  
13 Affiliates in 3 Schools  
1 TT search |
| JWST @ CofC                                  | 36-40                | 7 courses (4 sem Hebrew, 2 JWST hist, Research Sem)                               | 34 in 7 Depts. and Programs      | 5 Faculty and 5 Affiliates                                                   |
| WGST @ CofC                                  | 33                   | 3 courses (Intro, Internship, Capstone)                                           | 28 in 11 Depts. and Programs     | 1 (appt. in English/teaching full time in WGST)  
47 affiliates |
| UNC-Greensboro African American Studies Program | 30                   | 5 courses (Intro, Social Science Intro, Hist, Lit, Seminar)                       | 23 in 12 Depts. and Programs     | 5 Faculty (1 Joint appt)  
8 affiliates |
| USC-Columbia African Studies Dept            | 30                   | 3 courses (2 intros [which are hist], seminar)                                   | 34 in 10 Depts. and Programs     | 4, all joint appts  
32 affiliates (handful actively teaching) |
Appendix A, cont.
African American Studies at the College of Charleston
Peer Institutions Program Comparison
(Peer Institution list derived from most recent CUPA-HR salary report)

<table>
<thead>
<tr>
<th>Peer Institutions with AAST Majors</th>
<th>Peer Institutions with AAST minors</th>
<th>Peer Institutions with no AAST program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humboldt State University (Major in Critical Race. Gender, Sexuality Studies--26 hours)</td>
<td>Appalachian State*</td>
<td>Murray State University</td>
</tr>
<tr>
<td>Ramapo College of New Jersey (Africana major--30 hours)</td>
<td>James Madison University*</td>
<td>University of Northern Iowa</td>
</tr>
<tr>
<td>Rowan University (Africana major--39 hours)</td>
<td>Miami University**</td>
<td>University of Wisconsin-Eau Claire</td>
</tr>
<tr>
<td>SUNY-Genesco (Black Studies major--39 hours)</td>
<td>Millersville University</td>
<td></td>
</tr>
<tr>
<td>UNC Greensboro (AAST major--30 hours)</td>
<td>St. Mary's College***</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Citadel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The College of New Jersey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Truman State University****</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Hampshire****</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UNC-Asheville*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Washington University</td>
<td></td>
</tr>
</tbody>
</table>

* = Africana Studies minor
** = Black World Studies Minor
*** = African and African Diaspora Studies minor
**** = African and African American Studies minor
Appendix B

Sample four-year curriculum for a student, including general education requirements (* indicates courses that count for AAST major)

<table>
<thead>
<tr>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>HIST 102</td>
</tr>
<tr>
<td>HIST 101</td>
<td>MATH 103</td>
</tr>
<tr>
<td>ASTR 129 (+lab)</td>
<td>ASTR 130 (+lab)</td>
</tr>
<tr>
<td>FREN 101</td>
<td>FREN 102</td>
</tr>
<tr>
<td>Elective, 3 credits</td>
<td>Elective, 3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>FREN 202</td>
</tr>
<tr>
<td>FREN 201</td>
<td>ENGL 216*</td>
</tr>
<tr>
<td>AAST 200*</td>
<td>HIST 217*</td>
</tr>
<tr>
<td>HIST 216*</td>
<td>AAST 250*</td>
</tr>
<tr>
<td>Elective, 3 credits</td>
<td>Elective, 3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 102</td>
<td>AAST 319*</td>
</tr>
<tr>
<td>SOCY 366*</td>
<td>THTR 316*</td>
</tr>
<tr>
<td>PHIL 298*</td>
<td>Elective, 9 credits</td>
</tr>
<tr>
<td>ENGL 207</td>
<td></td>
</tr>
<tr>
<td>Elective, 3 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 381*</td>
<td>AAST 401*</td>
</tr>
<tr>
<td>Electives, 12 credits</td>
<td>Electives, 12 credits</td>
</tr>
</tbody>
</table>

A minimum of 122 credit hours is required for graduation. This sample curriculum shows a student earning 122 credit hours, with ample room for the AAST major and a minor or double major.
There are two major collections of African American resources available at the College of Charleston. Together the resources at the Addlestone Library and the Avery Research Center for African American History and Culture include more than 22,000 books, manuscript collections, vhs and dvds ranging from African American abolitionists to African Americans in the World Wars. In addition, students and scholars of African American Studies have access to 129 full text electronic journals and newspapers. The College library is also leading the region’s efforts to digitize historic materials as part of the Lowcountry Digital Library and its partnership with the South Carolina Historical Society gives students free and easy access one of the region’s largest and preeminent collections of African American history.

African American Resources at Addlestone Library

African American Experience
This database which includes the full text of thousands of resources examines the experience of African Americans over several historical eras. A collection of resources on African American life covering such topics as history, biography, literature, arts, education, civil rights, politics, folklore, etc.

African American Newspapers
This database contains the text of African American newspapers covering the years from 1827 to 1998.

African American Poetry (LION)
This database covers the early history of African American poetry from the first recorded poem by an African American (Lucy Terry Prince’s ‘Bars Fight’, c.1746) to the major poets of the nineteenth century, including Paul Laurence Dunbar and Frances Ellen Watkins Harper.

Slavery and Anti-Slavery: A Transnational Archive Part I (Full Text)
The first part of Slavery and Anti-Slavery: A Transnational Archive is available now and contains more than 6,000 books and pamphlets, more than 60 newspaper and periodical titles, and a dozen major manuscript collections. Varied sources — from well-known journals to private papers — open up endless possibilities for academic researchers, historians, undergraduate and graduate students, faculty and others studying the history of slavery.
INTERLIBRARY LOAN SERVICES AT ADDLESTONE LIBRARY

The Addlestone Library was a charter member of PASCAL (Partnership Among South Carolina Academic Libraries). PASCAL expands the universe of available books and interlibrary loan material to include all public and private colleges and universities in South Carolina, encompassing the research collections at Clemson, Medical University of South Carolina, and the University of South Carolina campuses. All members of the College of Charleston community may use the interlibrary loan service at no cost to acquire books and journal articles not owned by the library. The library has cooperative agreements and reciprocal borrowing privileges with The Citadel, Charleston Southern University, Charleston County Library, the Medical University of South Carolina, and Trident Technical College as well as all higher education institutions in South Carolina.

BUILDING AFRICAN AMERICAN COLLECTIONS AT ADDLESTONE LIBRARY

Faculty and students play an important role of the selection of materials. There are separate funds for the selection of materials in African American Studies, African Studies and the Avery Research Center. These funds have been increased as shown in the table below. The Library receives material automatically on an approval plan which allows faculty to view materials for selection prior to purchase. The faculty liaison system also allows each department or area to assign a selector to choose appropriate materials to add to the collections. Due to the interdisciplinary nature of African American Studies, faculties with expertise across all courses have selected library holdings through their departmental budgets. Each year faculty make recommendations for the selection of new journal subscriptions and new databases. Students also make suggestions through the library’s online suggestion box available at all workstations through the campus network. The library regularly assesses its subject collections, evaluating its holdings and collecting scope.

THE LOWCOUNTRY DIGITAL LIBRARY AT ADDLESTONE LIBRARY

Other significant materials can be found in the Lowcountry Digital Library. Several years ago, the library established this project to document the history and culture of the region as well as support current research initiatives, cultivate creative content and digital information in appropriate formats across disciplines in support of scholarly inquiry. The Lowcountry Digital Library digitizes and makes accessible unique local resources. In order to provide a well-rounded digital collection, the library works with 13 partner institutions in a collaborative manner to ensure the overall quality of the digital library. Collections such as "We are marching to Zion": Zion Church and the distinctive work of Presbyterian slave missionaries in Charleston, South Carolina, 1849-1874; "Prejudicial to the Public Health": Class, Race, and the History of Land Reclamation, Drainage, and Topographic Alteration in Charleston, South Carolina, 1836-1940; Desegregation Not Integration: Charleston County Schools and the Struggle Over Consolidation, 1963-1980 and many others are included.
Thanks to a recent partnership between the Addlestone Library and the South Carolina Historical Society, students now have easy access to the pre-eminent collection of African American slave related materials of the South Carolina Lowcountry, including scores of plantation records, documenting the ownership, sale, genealogies, tasks, and contributions of enslaved Americans, as well as historical collections researching the origins and earmarks of Gullah language and culture. Included as well are the papers of the first President of the NAACP in Charleston, and the papers of Pulitzer Prize winning Julia Peterkin, who documented and wrote of Gullah culture. The SC Historical Society also holds unique printed and published materials regarding the 1822 slave rebellion of Denmark Vesey, as well as some of the capitation books listing free people of color who were a part of the Charleston population. It is no overstatement to say that over three quarters of the materials documenting Lowcountry history include elements of African American history as well. The Historical Society has published a listing of some of these materials in Slave Records in the Manuscript Collection of the South Carolina Historical Society: A Catalog (Charleston: SCHS, 2005). Another excellent resource is the online SC Historical Society research guide about African American resources - http://libguides.library.cofc.edu/content.php?pid=158279&sid=1390438

The Avery Research Center for African American History and Culture at the College of Charleston was established in 1985. The mission of the Avery Research Center is to evaluate, acquire, organize, preserve and make available materials that document the African American experience in Charleston, the Lowcountry, South Carolina and beyond. The Avery Research Center maintains an archive of primary and secondary source material of nearly 4,000 holdings that encourage scholarship, research, and presentations by scholars, researchers, and students. Through its research facilities, museum exhibits, tours of its historic site, and cultural center, Avery tells the story of African Americans from their origins in Africa through slavery, emancipation, segregation, migration, the civil rights movement, and the ongoing struggle for social and political equality. The Avery Research Center sponsors conferences, lectures, film festivals, and exhibits about African and African American history and culture that attract local, regional and national audiences. Avery’s public programs convey the importance of collecting and preserving the records and documents of not only public figures, but also ordinary people whose stories reveal the “grassroots” experience of everyday Lowcountry life. Avery’s regional focus distinguishes it from other archives in South Carolina and the nation and it is the only collection of its kind in the country.

Avery contains the papers of several distinguished Gullah linguistic scholars. And contains papers relating to the most famous runaway slaves of their day – William and Ellen Craft. Avery is home to approximately two hundred manuscript collections, varying in size from a few items to over fifty
linear feet; over five thousand printed items, ranging from standard texts, rare books and pamphlets to dissertations and journals; over four thousand photographs; hundreds of reels of microfilm, VHS tapes, clipping files, and digital formats. There are also dozens of collections of artifacts ranging from those that document slavery to material culture from West Africa and a sweet grass basket collection. Processed manuscript collections and other catalogued items can be searched via the College of Charleston's Addlestone Library's online catalogue. Reference staff can be queried on unprocessed collections.
Appendix D

Sample two-year curriculum for a student who enters with 60 hours, including general education requirements, completed at a state two-year institution (* indicates courses that count for AAST major)

**Fall 2013**
- AAST 200*
- HIST 216*
- ENGL 216*
- Elective, 6 credits

**Spring 2014**
- HIST 217*
- AAST 250*
- SOCY 366*
- PEAC 113
- Elective, 6 credits

**Fall 2014**
- AAST 381*
- PHIL 298*
- THTR 316*
- Elective, 6 credits

**Spring 2015**
- AAST 401*
- AAST 319*
- Elective, 9 credits

A minimum of 122 credit hours is required for graduation. This sample curriculum shows a student earning 122 credit hours, with ample room for the AAST major and a minor or double major.
A. CONTACT INFORMATION.

Name: Consuela Francis  Phone: 953-7738  Email: francisc@cofc.edu

Department or Program: African American Studies  School: LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are proposing a new major in African American Studies. This course, AAST 250: Readings in African American Social Science Research, will be a required course in the proposed major.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

No impact on existing courses. Will be required for African American Studies majors.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: ______________________________ School: ______________________________ Subject Acronym: ______________________________ Course number: ______________________________

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: ______________________________

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: African American Studies School: LCWA Subject Acronym: AAST Course Number: 250

Credit hours: ___3___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___3___ lecture ___ lab ___ seminar ___ independent study

Course title: Readings in African American Social Science Research

Course description (maximum 50 words, exactly as it appears in the catalog):
In this course students will analyze African American life and culture using the tools of social science in order to understand and explain the functioning of power in society, the creation and maintenance of oppression, the formation of individual and community identities, and resistance.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
None

Cross-listing, if any (submit approval from relevant department):
None

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no
Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? ________________ Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs associated with this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will be able to apply concepts, terms, and theories from social science to the analysis of African American life and culture</td>
<td>Students in AAST 250 will design a final research project employing social science methodology to study an issue in African American life and culture. Projects will be graded with a common rubric. A score of 70% will be acceptable. Data from the rubric will be reported to the Director of African American Studies.</td>
</tr>
<tr>
<td>2. Students will be able to recognize and explain the major theoretical perspectives and key issues social science debates in African American Studies.</td>
<td>Students will be assessed on their content knowledge through a midterm and a final.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The learning outcomes for this course directly fulfill learning outcomes established for African American Studies majors. As a core class in the African American studies curriculum this course gives students the intellectual and theoretical tools that are required for competence in the field.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This course is a new course in the proposed AAST major.
J. CHECKLIST.

- I have completed all relevant parts of the form.
- I have attached a cover letter that describes my request and lists all the documents I am submitting.
- (For new courses only) I have attached a syllabus.
- (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.
- (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   ![Signature](signature1)
   
   Date: 10/5/12

2. Signature of Academic Dean:
   
   ![Signature](signature2)
   
   Date: 10/5/12

3. Signature of Provost:
   
   ![Signature](signature3)
   
   Date: 10/17/12

4. Signature of Curriculum Committee Chair:
   
   ![Signature](signature4)
   
   Date: 

5. Signature of Faculty Senate Secretary:
   
   ![Signature](signature5)
   
   Date: 

Date Approved by Faculty Senate: 

Page 4 of 4
AAS 250: Readings in African American Social Science Research

Course Description: Social science research provides a scientific approach for studying social phenomena. In this course students will analyze African American life and culture using the tools of social science in order to understand and explain the functioning of power in society, the creation and maintenance of oppression, the formation of individual and community identities, and resistance.

We will begin the semester by exploring the foundations of research in African American studies. Next, we will examine scholarship from a range of qualitative traditions, including cultural studies, legal studies, history, and sociology. We will have training session from various resources on and off campus (e.g. library, research institutes) where we are able to utilize primary sources.

Course Objectives:
At the conclusion of this course, the student will be able to:

(1) Construct a conceptual framework and vocabulary to describe theory and practice in scientific and research terms;
(2) Apply appropriate resource materials correctly to document research work;
(3) Evaluate a repertoire of basic statistical, measurement, and design tools and computer applications to utilize in actual research practice;
(4) design and implement a research project that synthesizes knowledge gained in the class by executing the actual steps of a major research project through simulation of research projects on research questions;
(5) apply concepts, terms, and theories from social science to the analysis of African American life and culture
(6) recognize and explain the major theoretical perspectives and key issues social science debates in African American Studies

Textbooks:

**Additional Readings made available on OAKS.

Course Requirements

Examinations: There are a mid-term and a final examination given for this course. All tests will cover material from the text and the chapter lectured on for the week. The test format will include, but is not limited to; short answer, definitions, interpretations, short paragraph. Both objective and essay methods will be used.
RESEARCH PAPER AND PRESENTATION: Students are required to prepare a research paper. The paper will be a minimum of 10-12 pages excluding references. The guidelines are provided below. Due dates for different components of the paper will be administered over the course of the semester. You will:

- Define a research problem;
- Pose necessary question(s) to research the problem;
- Clarify hypotheses, if necessary;
- Determine the field(s) of literature to be reviewed;
- Select procedures for data collection, instrument use, data analysis, etc; and
- Clarify before a simulated “thesis committee” your plan to commence and complete the planned research project.

This allows you to receive feedback from me in order to progress successfully on the project. In addition to the final paper, students will present a 20-minute summary of their projects. Students must be prepared to address questions raised by their peers and the professor. The paper/presentation accounts for 30% of your overall grade.

GRADING AND EVALUATION: Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>73 – 75</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Exam 1  35%
Exam 2  35%
Research Paper/Presentation  30%

HONOR CODE: All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

AMERICANS WITH DISABILITIES ACT (ADA): In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to
reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services at 843.953.1431.

**Religious Accommodation:** Reasonable accommodations will be made for religious observances that conflict with class meeting times. It is always the student’s responsibility to communicate with me about these absences and to make up any missed work. The College of Charleston’s complete statement on religious accommodation is available on our OAKS site under “Course Policies and Syllabus.”

**Tentative Course Schedule:** The attached class schedule is provided to indicate the dates on which specified topics will be discussed and the associated assigned readings for each class. Students are expected to read all assigned materials before class and be prepared for discussion of the topic.

**Week 1**  
**Overview of the Course: Issues in Research**  
We will specifically discuss the nature of social and behavioral research and the kinds of pitfalls encountered in the study of African-American (and other minority) populations.

**Week 2**  
**The Research Process**

1. Babbie, Chap. 1  
   
**Topics:** How research studies begin; concepts, constructs, indicators, operational definitions, and variables; the unit of analysis; relationships between variables. Relationship between power in society and the research question studied.

**Week 3**  
**Theory, Research, Causation, and the Study of Minority Populations**

1. Babbie, Chap. 2 & 3  
   
**Topics:** Ethics in social research; link between theory and research, ethnomethodology; critical race theory.

**Week 4**  
**Study Design, Measurement, and Measurement Error**

1. Babbie, Chap. 4-6  
Topics: The nature of empirical measurement; validity, reliability, and sensitivity; levels of measurement; bias in measurement; issue of bias in the SAT, GRE, LSAT; differential validity and the comparison of two ethnic groups; cross sectional versus longitudinal research; the stages in research.

Week 5  Sampling and Sample Design

1. Babbie, Chap. 7
Topics: What "representative sample" means; measurement error versus sampling error; population versus sample; response rate; sampling frame; probability samples (random; systematic; stratified; multistage cluster; and combined designs); non-probability sampling (purposive; quota; volunteer; accidental).

**Exam 1: Friday, February 24th**

Week 6  Experimental Designs

1. Babbie, Chap. 8
Topics: The classical design; varieties of experimental designs (such as randomized groups; randomization versus random sampling; matching; internal validity versus external validity).

Week 7  No Class: Spring Break

Week 8  Survey Research

1. Babbie, Chap. 9
Topics: The nature of survey research; pitfalls and dangers of survey research on minority populations; the case study versus the survey; questionnaire construction; polarity; levels of measurement; closed versus open ended questions; probes; pretesting and piloting; the process of coding; the mail-back survey; response rate; and response set.

Week 9  Field Observation

1. Babbie, Chap. 10
2. Patillo-McCoy, M., Black Picket Fences. Selected readings.
3. MacLeod, L. Ain’t No Making It.
Topics: Participant observation; roles of the observer; direct observation; the case study. Ethnomethodology. “Going native”; snowball sampling; pitfalls in drawing conclusions; strengths and weaknesses of field observation.

Week 10  Qualitative vs. Quantitative Methods

1. Babbie, Chap. 13 & 14
Topics: Regression and multiple regression analysis; Path analysis and Factor analysis; ethical issues in research; ethical issues in the study of minority populations.

Week 11  Techniques of Data Analysis
1. Babbie, Chap. 16
2. W.J. Wilson, The Declining Significance of Race. Selected readings.

Week 12  Multivariate Analysis; Ethics in Research
1. Babbie, Chap. 16
   OLS Multiple Regression

Week 13  Writing Social Research
   Chap. 17: Reading & Writing Social Research

**Reading List**


FACULTY CURRICULUM COMMITTEE
COURSE FORM

A. CONTACT INFORMATION.

Name: Conseula Francis  Phone: 953-7738  Email: francisc@cofc.edu

Department or Program: African American Studies  School: LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are adding courses to the AAST major that build on the expertise of our faculty and that broaden and deepen our curriculum. Black Women's Studies is a major sub-field in African American Studies (and Women's Studies) and all major AAST programs have at least one course focusing specifically on black women. There are currently no other catalog courses at the College of Charleston focused specifically on black women's history and culture.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

No impact on existing courses. Will be required for African American Studies majors.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  School:  Subject Acronym:  Course number:

Credit hours:  _ lecture  _ lab  _ seminar  _ independent study
Contact hours:  _ lecture  _ lab  _ seminar  _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):
Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no  If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: African American Studies  School: LCWA  Subject Acronym: AAST  Course Number: 319

Credit hours:  _3_ Lecture  _ _ Lab  _ _ Seminar  _ _ Independent Study
Contact hours:  _3_ Lecture  _ _ Lab  _ _ Seminar  _ _ Independent Study

Course title: Contemporary Constructions of Black Womanhood

Course description (maximum 50 words, exactly as it appears in the catalog):
This course is a critical examination of contemporary representations of black women in film, music, and literature. Taking black feminist scholarship as our guide, we will also investigate the ways in which black womanhood is characterized through intersectional racial, sexual, gender, and class identities.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
None

Cross-listing, if any (submit approval from relevant department):
None

Is this course repeatable? □ yes □ no  If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? □ yes □ no
Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course?  _____________  Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs associated with this course.
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will demonstrate written competency in the analysis of African American women’s history and culture.</td>
<td>Students will be assessed, with a grading rubric, through their ability to develop an argument in defense of a coherent thesis statement using and analyzing supporting evidence from primary and secondary sources in a final paper.</td>
</tr>
<tr>
<td>2. Students will be able to identify major figures and ideas in black feminist history.</td>
<td>Students will be assessed through content-based midterm and final exams.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course teaches and assesses foundational content knowledge in the field of AAST while also beginning to develop and strengthen independent research skills needed for the capstone. Content knowledge from HIST 216/217 and ENGL 216 will be reinforced and developed.

1. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This course is a new course in the proposed AAST major.

J. CHECKLIST.

- I have completed all relevant parts of the form.
- I have attached a cover letter that describes my request and lists all the documents I am submitting.
- (For new courses only) I have attached a syllabus.
- (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.
- (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature] Date: 10/5/12

2. Signature of Academic Dean:

[Signature] Date: 10/5/12

3. Signature of Provost:

[Signature] Date: 10/17/12

4. Signature of Curriculum Committee Chair:

[Signature] Date: __________

5. Signature of Faculty Senate Secretary:

[Signature] Date: __________

Date Approved by Faculty Senate: ______________
AAST 319: Contemporary Constructions of Black Womanhood
Dr. Conseula Francis
Spring 2012 | TR | 9:25-10:40 | MYBK 208
Email: francisc@cofc.edu | Office: 22 Glebe #202 | Ofc. Hrs.: W 2-3; TR 11-12

Required Texts
Sister Citizen, Melissa Harris-Perry

Course Objectives
This course is a critical examination of contemporary representations of black women in film, music, and literature. Taking black feminist scholarship as our guide and using contemporary pop and hip hop, controversies surrounding First Lady Michelle Obama, and the films Why Did I Get Married? and The Help as test cases, we will also explore the question of who gets to define black womanhood and for what purpose. We will also investigate the ways in which black womanhood is characterized through intersectional racial, sexual, gender, and class identities.

Students will:
- Critically analyze popular culture and its significance
- Become familiar with how black women have been represented in popular culture and how they have represented themselves
- Examine the cultural construct of race, gender, sexuality, and other social categories in American popular culture

Assignments
In Class Writing/Quizzes           approx. 50 points
Critical Responses                125 points (5-25 point responses)
Mid-Term                          50 points
Final                             50 points
Final Project Proposal            50 points
Annotated Bibliography            50 points
Final Project                     100 points

Grading Scale
The grading scale for the class is as follows:
100-96 (A); 95-92 (A-); 91-88 (B+); 87-84 (B); 83-80 (B-); 79-77 (C+); 76-73 (C); 72-70 (C-);
69-67 (D+); 66-63 (D); 62-60 (D-); 59 and below (F)

Attendance and Participation
Come to class everyday.
Come to class on time.
Come to class prepared.
You are allowed two absences (excused or unexcused). Use them wisely. After the second absence, I will deduct 2 points from your final grade for each class missed.

Late and Missing Work
Missing class is not an excuse for missing work. It is your responsibility to get things in on time. I will deduct two points for every day or fraction of a day that an assignment is late. You cannot make up in class writing or quizzes.

I do not accept papers over e-mail and a paper slipped under my door doesn’t count.

If you are having problems with a paper (or any assignment), please come and see me before the problem gets out of hand.

Academic Dishonesty
The College of Charleston enforces a strict policy of academic honesty, as detailed in The College of Charleston Student Handbook: A Guide to Civil and Honorable Conduct, available online at <http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html>. Any student who incorporates the words or ideas of others in an essay without proper acknowledgment, or who commits any other form of academic dishonesty, will be turned in to the College Honor Board. If the Honor Board finds a student responsible for academic dishonesty, that student will receive a grade of XF for the course (for more information, see <http://www.cofc.edu/studentaffairs/general_info/honor_system/>). If you are unsure about whether you are using proper documentation, refer to a MLA style manual or see me about your questions.

Accommodations for Students with Disabilities
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying their instructor as soon as possible and for contacting their instructor one week before accommodation is needed. Should you have questions about disability services at the College of Charleston, please contact the Center for Disability Services at 953-1431 or visit their website at <http://www.cofc.edu/~cds/>.
Reading Schedule

**Week 1**
**Thursday—January 12**  
*Sister Citizen*—Chapter 1

**Week 2**
**Tuesday—January 17**  
In Class Essay

**Thursday—January 19**  
*Sister Citizen*—Chapter 2

**Week 3**
**Tuesday—January 24**  
*Sister Citizen*—Chapter 3  
“Rape and the Inner Lives of Black Women in the Middle West” (handout)  
**DUE: Analysis of Cultural Myth**

**Thursday—January 26**  
*Sister Citizen*—Chapter 5

**Week 4**
**Tuesday—January 31**  
*Sister Citizen*—Chapter 6

**Thursday—February 2**  
*The Help*

**Week 5**
**Tuesday—February 6**  
*The Help*

**Thursday—February 8**  
*The Help*  
Melissa Harris-Perry on *The Help* (OAKS)

**Week 6**
**Tuesday—February 14**  
Responses to *The Help* (OAKS)

**Thursday—February 16**  
McGuire—*At The Dark End of the Street* (OAKS)  
**Meeting with Danielle McGuire—4pm (Multicultural Center)**  
**Danielle McGuire Lecture—6:30pm, Alumni Center, 86 Wentworth**

**Week 7**
AAST 319
Spring 2012

Tuesday—February 21
Library Resource Day
DUE: The Help Critical Response

Thursday—February 23
EXAM

Week 8
Tuesday—February 28
Why Did I Get Married?
Perry interview

Thursday—March 1
Why Did I Get Married?
DUE: Research Proposal

Week 9
No Class—CofC Spring Break

Week 10
Tuesday—March 13
Responses to Tyler Perry

Thursday—March 15
Music Essays

Week 11
Tuesday—March 20
Music Essay
Music Videos—Nicki Minaj; Rihanna; Nelly; Usher
DUE: Why Did I Get Married? Critical Response

Thursday—March 22
Music Videos—Dead Prez; Jill Scott; Beyonce; Erykah Badu

Week 12
Tuesday—March 27
Sister Citizen—Chapter 6
DUE: Annotated Bibliography

Thursday—March 29
"First Lady Got Back"
DUE: Black Women in Music Critical Response

Week 13
Tuesday—April 3
Michelle Obama Essays
Thursday—April 5
The Misadventures of Awkward Black Girl

Week 14
Tuesday—April 10
The Misadventures of Awkward Black Girl
DUE: Michelle Obama Critical Response

Thursday—April 11
Writing Day—No class
DUE: Research Critical Summary—by 5pm

Week 15
Tuesday—April 17
DUE: Awkward Black Girl Critical Response

Thursday—April 19
In Class Writing
FACULTY CURRICULUM COMMITTEE
COURSE FORM

A. CONTACT INFORMATION.

Name: Conseula Francis    Phone: 953-7738    Email: francisc@cofc.edu

Department or Program: African American Studies    School: LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- ☑ Add a New Course (complete parts C, D, F, G, H, I, J, K)
- ☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - ☐ Course Number
  - ☐ Course Name
  - ☐ Course Description
  - ☐ Credit/Contact Hours
  - ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- ☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- ☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are proposing a new major in African American Studies. This course, AAST 401: Capstone in African American Studies, will be a required course in the proposed major.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

No impact on existing courses. Will be required for African American Studies majors.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:    School:    Subject Acronym:    Course number:

Credit hours:    __ lecture   __ lab   __ seminar __ independent study
Contact hours:    __ lecture   __ lab   __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):
Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: African American Studies  School: LCWA  Subject Acronym: AAST  Course Number: 401

Credit hours: _3_ lecture __ lab __ seminar __ independent study
Contact hours: _3_ lecture __ lab __ seminar __ independent study

Course title: Capstone in African American Studies

Course description (maximum 50 words, exactly as it appears in the catalog):
An intensive reading and writing seminar open to seniors pursuing a major or minor in African American Studies. This course will create a synthesis of their studies in the field and deepen their skills in AAST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
Open only to senior students with a declared major or minor in African American Studies

Cross-listing, if any (submit approval from relevant department):
None

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes □ no
*Note: All fees require approval from the Board of Trustees.*

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? ______________ Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs associated with this course.
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will design and implement a research project that synthesizes knowledge gained in the major.</td>
<td>Students will be assessed on a preliminary research project/paper proposal that frames their larger research project. Proposals will be assessed with a common rubric.</td>
</tr>
<tr>
<td>2. Students will demonstrate written competency in the analysis of African American history and culture.</td>
<td>Students in the Capstone course will write a synthesis/reflective essay that will be graded with a common rubric. A score of 70% will be acceptable.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The learning outcomes for this course directly fulfill learning outcomes established for African American Studies majors. As the senior capstone, this course gives students the opportunity to synthesize interdisciplinary knowledge and apply the intellectual and theoretical tools they have acquired in African American Studies.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This course is a new course in the proposed AAST major.

J. CHECKLIST.

- I have completed all relevant parts of the form.
- I have attached a cover letter that describes my request and lists all the documents I am submitting.
- (For new courses only) I have attached a syllabus.
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- (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature] Date: 10/5/12

2. Signature of Academic Dean:

   [Signature] Date: 10/5/12

3. Signature of Provost:

   [Signature] Date: 10/17/12

4. Signature of Curriculum Committee Chair:

   [Signature] Date:

5. Signature of Faculty Senate Secretary:

   [Signature] Date:

Date Approved by Faculty Senate: ________________________
AAST 401: Capstone in African American Studies  
Spring 2012, TR 9:25-10:40  
Conference room at 2 Greenway (HSS Dean’s Office) 

Professor Conseula Francis  
Office: 22B Glebe, #202  
francise@cofc.edu; 953-7738  
Office hours: TR 1:30-3:00 and by appointment 

This class is a capstone—a culminating experience in the African American Studies major. This means that it’s a class that will draw from and expand upon your scholarly work in AAST. It’s less an exploration of a particular content area and more an exploration of how scholars (and then how you) pursue a set of complex questions. The assignments for the class will allow you to demonstrate critical thinking skills, strong verbal skills, and writing and research skills. You will generate your own research questions and answers, with attention to exploring the complexities of race in America. 

Books: 
Black Macho & the Myth of the Superwoman  
By Michele Wallace   
Straight, No Chaser: How I Became a Grown-up Black Woman  
By Jill Nelson  
Coming of Age in Mississippi  
By Anne Moody  
Black, White, and Jewish  
By Rebecca Walker  
But Some of Us Are Brave  
Ed. Gloria T. Hull  
Longing to Tell  
Ed. Tricia Rose  
Willow Weep For Me: A Black Woman’s Journey Through Depression  
By Meri Nana-Ama Danquah  
Sugar in the Raw: Voices of Young Black Girls in America  
By Rebecca Carroll 

Assignments (see separate handout for more details):  
- Everyone picks a chapter from But Some of Us Are Brave and leads a class discussion on it  
- Reflective essay/intellectual autobiography  
- Research paper initial proposal  
- Research paper final proposal  
- Annotated bibliography  
- Analyzing a secondary source  
- Rough draft  
- Final research paper
Research presentation

Grading:
- Intellectual autobiography: 10%
- Research paper initial and final proposals: 10%
- Annotated bibliography: 15%
- Analyzing secondary source: 10%
- Rough draft and final research paper: 30%
- Leading class discussion of RWGS: 15%
- Class participation: 10%

Accessibility: If you have a disability and anticipate needing accommodations in this course, please meet with me soon. The Center for Disability Services and I will work with you to make this course fully accessible.

Expectations: This class will require active and sustained class participation. If you aren’t ready to speak, listen, disagree, and argue when you come to class on any given day, then you aren’t prepared for class. The African American Studies classroom is a place that demands open, honest discussion; we will be covering material that may challenge your beliefs and values. Because this can be a difficult process, I expect that you will often argue with me and with each other. Disagreement is expected, encouraged, and necessary for growth; however, abusive and insulting language has no place in this class. While you may not agree with everything said, you owe it to each other to listen carefully and respectfully to other people’s views. Remember that you are never being graded on your views or your politics, only on the degree to which you have engaged with the readings and the discussions.

This is an upper-level AAST class, and I will expect each of you to perform at your highest level. This expectation includes all the previously listed assignments and regular, thoughtful participation in class discussions. It also includes, of course, the expectation that you will do your own work. Plagiarism or any undocumented borrowing of anyone else’s work is not tolerated in this class or at the College.

Class calendar:

<p>| Jan. 10 | Introduction to the class and the semester |
| Jan. 12 | But Some of Us Are Brave--Intro |
| Jan. 17 | Methodology Panel discussion with AAST faculty |
| Jan. 19 | Eileen Callahan visits to discuss the IRB. |
|         | - Before class please complete the online required training for research involving human participants: |
|         | <a href="http://www.orga.cofc.edu/pub/compliance_ird_index.shml">http://www.orga.cofc.edu/pub/compliance_ird_index.shml</a> |
|         | Reflective essay/intellectual autobiography is due. |
| Jan. 24 | But Some Us Are Brave, section 1 |
| Jan. 26 | Coming of Age in Mississippi |
| Jan. 31 | Coming of Age in Mississippi |
| Feb. 2  | Initial proposal for your final paper is due. We’ll discuss them in class. |
| Feb. 7  | But Some of Us Are Brave, Section 2 |</p>
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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Feb. 9</td>
<td><em>But Some of Us Are Brave</em>, Section 3</td>
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| Feb. 14    | *Black Macho & The Myth of the Superwoman*
|            | **Proposal for your final paper is due.**                                   |
| Feb. 16    | *Black Macho & The Myth of the Superwoman*                                  |
| Feb. 21    | *Straight No Chaser*                                                         |
| Feb. 23    | *Straight No Chaser*                                                         |
| Feb. 28    | *But Some of Us Are Brave*, section 4                                        |
|            | **Annotated bibliography is due.**                                           |
| March 1    | *Black, White and Jewish*                                                    |
| March 6, 8 | Spring break                                                                 |
| March 13   | *Black, White, and Jewish*                                                   |
|            | **Analysis of a secondary source is due.**                                   |
| March 15   | *Longing to Tell*                                                            |
| March 20   | *Longing to Tell*                                                            |
| March 22   | *Willow Weep For Me*                                                         |
| March 27   | *Willow Weep For Me*                                                         |
| March 29   | **Rough draft is due.** In-class peer feedback.                             |
| April 3    | "Crooked Room," from *Sister Citizen*                                       |
| April 5    | "When and Where I Enter," from *A Voice From the South*                     |
| April 10   | Writing Day—Class Cancelled                                                  |
| April 12   | Student research presentations                                               |
| April 17   | Student research presentations                                               |
| April 19   | Student research presentations                                               |
|            | **Final research paper is due.**                                            |
August 26, 2012

Memorandum

To: College-wide Curriculum Committee

From: Todd, McNerney, Chair, Department of Theatre and Dance

Dear Committee Colleagues,

I am writing to you to express the Department of Theatre and Dance’s support of and excitement for this proposal of a new major in African American Studies. This college (and this city) is without question the perfect place for such a program and in fact such providing such a program here is long over due. Our Department has been committed to teaching courses in African American Theatre for twenty years, and has been an eager partner in the African American Studies minor since its inception. Over the years we have supported the minor with our regularly offered (every semester) THTR 316 African American Theatre and with Special Topics courses such as an African American Theatre II – Contemporary Voices.

We are excited to see the minor grow into a major and fully support it doing so. Since our courses serve the new major as elective choices; we do not anticipate negative impact in terms of enrollments nor do we anticipate that these courses would be dropped from our curriculum in the foreseeable future, which could thereby causing a negative impact on the new major.

In conclusion, let me once again express our Department’s full support of this program and should it be so desired I am available to respond to any questions or concerns about that support.

Respectfully,

Todd McNerney, Chair
Department of Theatre and Dance
MEMO

TO: Dr. Consuela Francis, Director
   African American Studies

FROM: Dr. Bernard Powers, Chair
      History Department

DATE: October 3, 2012

RE: African American Studies Program

For the History Department it is my pleasure to write in support of the proposed African American Studies Program. There are a number of thematic programs of study on campus and this new addition will fill what has been a glaring deficit in our overall programmatic offerings. As we view the present and near future, as the country becomes increasingly multiracial and multicultural due attention to this area will be vital. The College has recognized the pivotal role it ought to play in addressing these themes in its recently approved Strategic Plan. That document aims to improve the academic experience by “enhanc[ing] undergraduate academic programs that are strongly linked to the history, traditions, culture and environment of Charleston and the Lowcountry.” An African American Studies Program is tailor made to promote this goal. Beyond this, it is a broadly based and interdisciplinary program that will provide our students with the opportunity to profit from the different perspectives, research skills and sensibilities of each. Finally another important aspect of this program is the required internship. This experiential component ensures that our students will have practical experiences that allow them to apply what they have learned in the classroom to real world situations. This will be vital to their learning; it will give The College a higher community profile and no doubt make our graduates more appealing to potential employers.
Dr. George Hynd, Provost  
Academic Affairs  
College of Charleston  

Re: Proposal for a new African American Studies Major

I am writing on behalf of the Department of Religious Studies to endorse the proposal for a new African American Studies major. The creation of this new major is in harmony with several of the goals of the Diversity Strategic Plan approved by the Board of Trustees, and particularly its goal of infusing diversity into the curriculum by focusing on the African American history, traditions, and cultures in Charleston and the Lowcountry. The AAST major would truly be unique in its ability to take advantage of our region’s distinctive African American history, culture, and religions.

Currently our Department offers a core course on African American religions (RELS 270) at least once every two years. We have significant student demand for this course because it satisfies requirements for the AAST program and our RELS major. Enrollments for RELS 270 are equal or above department norms, but we expect that enrollments would increase with the development of the AAST major. With increased enrollments in RELS 270 we could offer the course more frequently than once every two years.

In 2011 our department hired Dr. Kathleen Hladky, a scholar of African American religions, who plans to create new courses that will diversify and expand on the African American component of the Religious Studies major. For instance, in spring 2013 Dr. Hladky will offer a Special Topics seminar (cross-listed with AAST) on “Exploring the Holy City”, a field-trip based course which will train students to critically examine religion’s role in the African American cultural, historical, and political landscape of Charleston and the Lowcountry. Topics will include slavery, religion of the “Lost Cause,” Denmark Vesey, and the religious worldview of the Gullah/Geechee.

Dr. Hladky also anticipates developing new courses on the intersection of race, ethnicity and religion in America, which would add a new theoretical focus to our department and benefit AAST too. Her long-term plan is to develop several new courses related to the African Diaspora in America, which will explore how African religions were transplanted to the Caribbean region and then to North America. I am confident that Dr. Hladky will contribute significantly to the African American studies curriculum and attract new majors to both AAST and RELS.
Religious Studies faculty members also expect that a new AAST major will improve the College’s ability to recruit and retain African American students to the College. Religious Studies courses are enriched immensely by the presence of students with diverse heritages and cultures; the more diverse our student body is, the more multi-cultural and multi-religious our classrooms may become. We in Religious Studies are enthusiastic in our support for the proposed AAST major because it will foster more interdisciplinary collaboration and enable students to acquire tools to live in an ethnically and religiously diverse, global society.

Sincerely,

Zeff Bjerken, Chair  
Dept. of Religious Studies  
College of Charleston
August 28, 2012

Jannette Finch and Jen Wright, Co-Chairs
Faculty Curriculum Committee

Re: Proposal for a new African American Studies Major

On behalf of the Department of English, I am writing in support of the African American Studies Major proposal. The major as proposed helps meet the goals of the College’s Strategic Plan by offering a strong interdisciplinary curriculum that relates academic study to the cultural heritage of the Carolina Lowcountry. The African American Studies minor has grown significantly under Conseula Francis’s direction, to the point where there is clearly sufficient demand for a major.

I anticipate no adverse effects on our ability to staff courses as a result of the proposed African American Studies major. The English Department offers one of the core courses for the AAST major, ENGL 216: Introduction to African American Literature, every other semester, and we will continue to do so. Should demand for the course increase significantly, our department will work with the director of African American Studies toward adding sections of this course. Another upper-level course, ENGL 313: Survey of African American Literature, is also offered approximately every other semester, and our department is dedicated to meeting student demand for this course as well. In consultation with the director of African American Studies, I am more than willing to cross-list additional courses in English that focus on special topics in African American literature. The English Department has two specialists in African American literature, Conseula Francis and Valerie Frazier, as well as two other faculty members formally affiliated with the African American Studies program, Julia Eichelberger and Mike Duvall.

The English Department fully supports the creation of an African American Studies major, which we believe is vital to fulfilling the College’s goals of promoting interdisciplinary education, emphasizing place, and enhancing diversity in the curriculum.

Sincerely,

Scott Peeples
Chair, Department of English
TO: Dr. Consuela Francis  
   Director, African American Studies Program
FROM: Heath Hoffmann  
   Chair, Department of Sociology and Anthropology
DATE: August 27, 2012
SUBJECT: Departmental Support for Proposal for African American Studies Major

I am writing to express the Department of Sociology and Anthropology’s support for the proposed major in African American Studies. The Department will be able to offer at least one of the Sociology courses (SOCY 337, SOCY 349 or SOCY 366) each year that are included in the proposed curriculum as electives. The Department will also offer at least once of the elective ANTH courses once per year (ANTH 322, ANTH 323, or ANTH 327).

Thank you for your tireless work in representing the African American Studies Program and in serving our students.