

DRAFT
New Major Program Proposal

- I. School: IUPUI School of Liberal Arts**
- II. Department: African American and African Diaspora Studies**
- III. Proposed Major: African American and African Diaspora Studies**
- IV. Related Degree Program: B.A. in African American and African Diaspora Studies**
- V. Projected Date of Implementation: Fall 2008**
- VI. List the major objectives of the proposed major and describe its chief features briefly:**

The proposed African American and African Diaspora Studies major (hereafter referred to as AAADS) is a 33 credit discipline specific, interdisciplinary major.

The major aims to help prepare students for graduate work in the discipline and for a variety of careers in an increasingly multicultural, multi-ethnic and multi-racial world. Such careers could include work in business, health-care, social work, education, law; journalism; non-governmental organizations and the non-profit sector.

The AAADS major prepares students for productive local, state, regional, national and international careers or graduate work in a number of ways. First, it grounds students in the essential theory and basic information about people of African descent that serves as a foundation of knowledge for advanced study in the discipline. Second, recognizing the importance of cross-cultural understanding and regional differences of the African experience, it provides students with

transnational perspectives on the life, history and culture of people of African descent and the societies of which they are a part in North and South America, the Caribbean and Africa. Third, recognizing the value of university-community partnerships to enhance student learning the major offers undergraduates a range of community research, internship and service learning opportunities with local private and public organizations. Finally, recognizing the educational and experiential value of learning abroad, the major offers students the opportunity for a 3 to 6 credit AAADS study abroad option. To ensure coherence within the overall major, students must also complete three AAADS specific courses, which include one introductory course and one senior seminar capstone course. A full listing of the major's requirements can be found in Appendix I. Appendix II lists acceptable courses for the major.

VII. Why is the major needed? (Rationale):

The proposed AAADS major serves a number of purposes. Today students with a desire to major in Black Studies find themselves denied such an opportunity in central Indiana--unless they are willing to attend either Indiana University Bloomington or Purdue University in West Lafayette, Indiana. A major in African American and African Diaspora Studies at IUPUI provides a sorely needed, timely and long overdue opportunity for students in Indianapolis who want to learn about the history life and culture of people of African descent locally, regionally, nationally and internationally. As African American and African Diaspora Studies encompasses the full range of the African experience, a cross-cultural, transnational approach is essential in offering the global and

comparative coverage to study this experience comprehensively. The cross-cultural/transnational design of the major promotes an understanding of society and culture, defined in IUPUI's *Principles of Undergraduate Learning* as "the ability to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally." Second, the AAADS major cultivates the ability of students "to use information and concepts from studies in multiple disciplines in their intellectual, professional and community lives." Third, the AAADS major fosters the "ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems." Additionally, the major promotes critical thinking as well as intellectual depth and adaptiveness demonstrated by mastery of substantial knowledge and understanding of at least one field of study and modification of one's approach to issues or problems based on the contexts and requirements of particular situations."¹ The major's thematic requirements reinforce breadth with intellectual depth by optimizing opportunities for students to concentrate their coursework regionally.

Black Studies is an increasingly popular option at college and university campuses throughout the United States. It is arguably one of the most important majors not offered at IUPUI. A spring, 2001 article in the *Journal of Blacks in Higher Education* identifies 400 Black Studies programs at U. S. colleges and universities. More than 140 (35 percent) colleges and universities offer degree programs in Black Studies. At the nation's 27 highest ranked universities, 22

¹ IUPUI Principles of Undergraduate Learning. http://www.iupui.edu/academic/undergrad_principles.html. (Accessed September 1, 2007).

have Black Studies programs. Of those 27 highest ranked universities, students may now earn a bachelor's degree with a major in Black Studies at 18 (67 percent) of them.² An online listing of colleges and universities in Illinois, Michigan, Iowa, Ohio, and Wisconsin reports a total of 41 institutions in those states offering a Black Studies major.³ There is every reason to believe that IUPUI's approximately 30,000 students can support such a major. The growth of the African American and African Diaspora Studies major at IU Bloomington, which currently has 80 declared majors also demonstrates the viability of its prospects at IUPUI. If we were to attain a similar number of majors on our campus, AAADS would become the 4th largest major in the School of Liberal Arts. Even if we only obtained half that number AAADS would still rank as the seventh largest major in the School of Liberal Arts at approximately the same number of majors as the Department of Sociology. Additionally, that same number would make IUPUI's AAADS major the second largest major in the state of Indiana. Our own preparatory survey (see Appendix III) identified 20 existing Black Studies departments or programs which offer a major at leading research institutions, including many Big 10 Universities (Illinois, Indiana, Iowa, Ohio State, Wisconsin), and a number of comparable urban research universities (Alabama-Birmingham, Cincinnati, Georgia State Atlanta, University of Illinois Chicago, Wayne State, and the University of Wisconsin Milwaukee).

² "A JBHE Survey: Is Black Studies Central to the Mission of a Great University?" *The Journal of Blacks in Higher Education*. No. 31 (Spring, 2001), 38.

³ "A to Z List of Schools, Colleges and Universities & Institutes Offering Afro-American (Black Studies) Majors in U. S. A". http://www.a2zcolleges.com/Majors/Afro_American_Studies.html (Accessed 10/27/07)

The career opportunities for Black Studies graduates are potentially vast in business, education, law, government, higher education, social work, and philanthropy. For example, AAADS majors who choose education as a career will enter the second largest industry in the United States. According to the U. S. Department of Labor's *Occupational Handbook*, about 1 in 4 Americans are enrolled in educational institutions, accounting for about 13 million jobs. Most teaching positions--which constitute almost half of all educational jobs--require at least a bachelor's degree, and some require a master's or doctoral degree."⁴ The *OOH* also notes that retirements in a number of education professions will create many job openings.

The AAADS major also contributes to the broader diversity goals of the campus. It not only helps fulfill the University's promise to infuse more Black History into the curriculum, including "the development of an academic credential," but also answers African American students' call for "an undergraduate degree curriculum in African American Studies."⁵ A 2004 "IUPUI State of Diversity" report also noted that despite recent growth, IUPUI still lags behind peer institutions in the recruitment, retention and graduation of African American, Hispanic and Native American students. The report further noted that "minority students, and especially African Americans, are retained at a lower rate than the majority white

⁴ U. S. Department of Labor, *Occupational Outlook Handbook*, 2006-2007 <http://stats.bls.gov/oco/ocos069.htm> (Accessed 10/24/07).

⁵ Karen Whitney, "Diversity Planning & Improvement: Community Comments." (November 6, 2006). http://www.iupui.edu/diversity/planning/toe_response.html (Accessed 9/6/07); "Through Our Eyes: The State of the Black Student at Indiana University Purdue University Indianapolis (November 2, 2006), 8.

population”⁶ It is diversity deficiencies in IUPUI’s curriculum, campus climate and undergraduate demographics such as this that the proposed major in African American and African Diaspora Studies will in many ways address.

VIII. Describe the student population to be served and market to be targeted.

The AAADS major will serve the IUPUI School of Liberal Arts’ existing student population and it will attract new students to the School. It will provide a new academic outlet for students of all races and ethnicities with an abiding interest in the experiences and improvement of the social, economic and political condition of people of African descent. The major’s greatest appeal will most likely be among IUPUI’s native and foreign-born Black student population as well as serve as a potential recruiting tool to make IUPUI the university of first choice among students of color. Given the fact that the three top majors for African American students nationally are business management, social sciences and education, it will also prove to be an attractive possibility for double majors from Liberal Arts departments such as History, Economics, Political Science, and Sociology as well as several other schools on campus such as Business, Education, Public & Environmental Affairs and Social Work.⁷ Given that the major not only draws upon existing courses already offered in all Liberal Arts departments as well as courses unique to AAADS itself, students will have great flexibility in terms of fulfilling the major’s requirements. This flexibility will appeal to part-time

⁶ “IUPUI State of Diversity,” (2004) http://www.iupui.edu/administration/state_of_diversity_04.pdf. 2, 6. (Accessed 11/2/07).

⁷ “Let’s Banish the Stereotype that African American College Students Major Primarily in Black Studies.” *The Journal of Blacks in Higher Education*. No. 19 (Spring, 1998), 87.

students, non-traditional students and other students with schedule constraints that limit the times or days of the week they can spend on campus.

IX. How does this major complement the departmental and campus missions?

While African American and African Diaspora Studies is not a department per se, the AAADS major clearly supports the School of Liberal Arts' mission to create and exchange "knowledge that promotes understanding of the human experience."⁸ The major also supports many of the teaching and learning goals identified in the IUPUI Strategic Plan for campus development which includes attracting and supporting "a better prepared and more diverse student body" and enhancing "undergraduate student learning and success. Additionally, the AAADS major complements and supports that document's goals in research, scholarship and creative activity as well as civic engagement. Finally, the major supports a number of goals within IUPUI's "Vision, Mission, and Values" statement. Amongst others, these include goals II E) "Encourage and support initiatives that promote curricular and co-curricular integration of the Principles of Undergraduate Learning, and community-based academic learning (service learning)"; and III F) "Provide curricular experiences that increase student understanding of other cultures."⁹

⁸ IU School of Liberal Arts Indiana University Purdue University Indianapolis, "Strategic Plan, 2006-2010." (fall, 2005). <http://liberalarts.iupui.edu/downloads/dean/strategicplan.pdf>. (Accessed 11/07/07).

⁹ Indiana University Purdue University Indianapolis, "Vision, Mission and Values: Context for Planning at IUPUI," (Revised July 10, 2002), 6.

X. List and indicate the sources (including reallocation) of any resources (personnel, financial, learning, etc.) required to implement the proposed program:

The AAADS major intentionally makes extensive use of existing courses that are already offered on our campus in order to minimize its demand for new resources. We believe that the AAADS major not only minimizes its demand for resources by utilizing existing course offerings but that it actually contributes positively toward a better utilization of these existing resources within the School of Liberal Arts. There are only four new IU system courses that will be created for this major: A140 Introduction to the African Diaspora; A200 Research in African American and African Diaspora Studies and A306 Globalization, Survival and Empowerment in the African Diaspora Studies; and the A414 African American and African Diaspora Studies Capstone Seminar. We already have full-time faculty--primarily public scholars but also adjuncts from various School of Liberal Arts departments--who are capable of teaching these new courses. The AAADS program will work with departments who contribute faculty to teach A140, A200, A306, or A414 by crediting enrollment to their department or buying out their faculty time.

The African American and African Diaspora Studies program currently has four main resources: 1) a director (Monroe Little) supported by an annual course release; 2) a half-time administrative secretary; 3) four part-time, three half-time

and eleven adjunct faculty from various Liberal Arts departments; and 4) \$15,000 in funding from the Dean's office of the School of Liberal Arts. These resources are sufficient for the initial planning and start-up phase of the major. As students begin enrolling in the major in significant numbers, the School of Liberal Arts will need to increase its support for the program by adding a full-time secretary and additional office space. When the number of majors increases to seventy or more resources might ultimately need to be augmented for a lead advisor. These resources can be paid for in whole or in part by the increased tuition revenues generated by the program for the school. The program will start with existing resources and build up gradually as student enrollment justifies these increased resources.

XI. Describe any innovative features of the program (e.g., involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.):

The major is fundamentally premised upon interdisciplinary coursework both within and outside the program. Students have to take three interdisciplinary core AAADS program courses; and they must take courses from at least two different Liberal Arts departments within their AAADS area concentration requirement. All four of the AAADS major's core courses--A140 Introduction to African American and African Diaspora Studies, A200 Research in African American and African Diaspora Studies, A306 Globalization, Struggle and Empowerment in the

African Diaspora and A414 Seminar in African American and African Diaspora Studies Capstone--are interdisciplinary in nature.

Perhaps the most innovative feature of the major is its utilization of the teaching, research and scholarly expertise of three newly hired Public Scholars in undergraduate research, museum studies and civic engagement & entrepreneurship. The Public Scholar in AAADS and Undergraduate Research's chief responsibility is to develop a strong cohort of undergraduate students who engage in meaningful research and creative activity with local community organizations. Primary duties will include direct mentoring of students as well as promoting and facilitating relationships between student researchers and other university faculty in AAADS and allied disciplines. This scholar also administers research funds that support undergraduate research, including internships at the university's community partnership institutions--especially among students of color, to improve the university's student retention and graduation rate. The Public Scholar in African American History and Museum Studies will develop relationships and sustainable partnerships with area museums and other cultural institutions, and involve IUPUI students in meaningful ways in those collaborations. Community engagement and undergraduate education constitutes the core of this faculty member's research and teaching agendas. Finally, the Public Scholar in Civic Engagement and Entrepreneurship's primary responsibility is that of crafting relationships and sustainable partnerships with institutions at the center of African American life in Indianapolis. These include

area schools, businesses, government agencies, newspapers, performing arts and civic organizations, media outlets, and churches. All three positions complement each other in promoting undergraduate research, civic involvement and high academic achievement as well as encourage students--especially students of color--to pursue post-baccalaureate training and professional careers.

Another unique feature of the AAADS major the way that students can tailor their different area concentration to meet their individual academic interests and career goals. A student interested in pursuing a career in the diplomatic corps, the international business or the non-profit sector could select an area concentration in Africa or Latin America/Caribbean. Another student with an interest in local, regional or national U. S. community development could select a North American area concentration. Likewise, a student wishing to pursue graduate work in Latin American Studies could combine an Afro-Latin area concentration with the study of Spanish or Portugese as their foreign language. In short, students can tailor their area coursework in a variety of ways to meet a number of different career interests and needs.

The AAADS major is also innovative in that it offers students the opportunity to study abroad in partial fulfillment of the major's requirements. This requirement can again be met in a variety of different ways that correspond to individual student interests. For example, two \$5,000 study abroad scholarships are currently available to IUPUI undergraduates to study at Moi University in

Eldoret, Kenya. Recognizing many IUPUI students' local family and job obligations which make it difficult or impossible for them to participate in a semester or year long study abroad experience, this opportunity combines intensive preparatory and concluding coursework at IUPUI and a shortened four to six week on-site residence at Moi University. This study abroad experience is already funded. Undergraduates are also eligible for study abroad funding through the IUPUI Undergraduate Research Opportunities Program. The planned initiation of the IUPUI International Experience Scholarship and the P. M. G. Harris and Marianne S. Wokeck Study Abroad Scholarship will further enhance student funding opportunities in this area. US citizens who receive federal Pell Grant funding are also eligible for up to \$5,000 of support for study abroad through the Benjamin A. Gilman International Scholarship Program administered by the Institute of International Education.

XII. List the major student outcomes (or set of performance-based standards) for the proposed major. That is, what learning will the program produce in a comprehensive sense? What will graduates know and be able to do as a result of their experiences, and where will they learn these things?

Students completing the African American and African Diaspora Studies major will possess the ability to:

- Express ideas and facts to others effectively in a variety of written formats
- Comprehend, interpret and analyze texts.

- Communicate orally in both one-on-one and group settings.
- Make efficient use of information resources and technology for professional needs.
- Analyze complex issues and make informed decisions.
- Synthesize information in order to arrive at reasoned conclusions.
- Use their knowledge and understanding of issues to generate and explore new questions.
- Meet professional standards and competencies.
- Demonstrate depth and breadth of knowledge and understanding of at least one field of study as well as the ability to compare and contrast approaches to knowledge across disciplines.
- Compare and contrast the range of diversity and universality in human history, societies and life as well as draw analytical conclusions which will help them determine their own intellectual, professional and community contributions to the world.
- Analyze and understand the interconnectedness of global and local concerns.
- Develop sensitivity and respect for other cultures and an ability to
- operate with civility in a complex, diverse and globalized world.
- Have intellectual depth and substantial knowledge of one particular
- region of the world
- Demonstrate expertise in a specific area/regional competency
- Gain confidence in their own ability to interact, travel and live abroad
- Cultivate their intellectual capacity for critical, reflective and integrative

- thinking about the world around them
- Specialize their coursework to position themselves successfully for a
- given career or graduate school interest of their own choosing

XIII. Explain how each of the student learning outcomes identified in XII above will be assessed using, for example, course-embedded assessments, graduate follow-up, employer surveys, standardized tests, etc? Will assessment take place in courses? In practice settings? In a culminating project or seminar? (Please use the matrix in the Attachment to indicate how the outcomes will be assessed and in what setting(s).) On what basis will you demonstrate that this program has been successful after its fifth year of implementation? What performance indicators will you use?

Student learning outcomes, as per IUPUI's Principles of Undergraduate Learning, will be assessed both quantitatively and qualitatively. Specific learning will be evaluated in individual core and elective courses which comprise the major through in-class discussions, quizzes, exams, written assignments and reflective projects. This includes the ability of students to:

- Write, read, speak and listen, perform basic quantitative analysis of social, political and economic datum and use information resources and technology.
- Analyze carefully and logically information and ideas from multiple perspectives.

- Use information and concepts from studies in multiple disciplines in their intellectual, professional and community lives.
- Examine and organize disciplinary ways of knowing and applying them to specific issues and problems.
- Recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.
- Make judgments with respect to individual conduct citizenship and aesthetics.

In addition to the assessment of specific learning outcomes for undergraduates in individual courses, the African American and African Diaspora Studies program will also maintain quantitative data on student satisfaction via course evaluations each semester. Additional empirical data will be maintained for enrollment, graduation rates and the retention of majors. Graduating seniors will also complete exit interviews or surveys of overall assessment of the major as part of their A414 Seminar in African American and African Diaspora Studies experience. The program will also maintain data on the post-graduate placement of its majors by career track or graduate school. From its inception, the African American and African Diaspora Studies program will also employ IUPUI's forthcoming e-portfolio system to assess outcomes and facilitate student reflection.

Appendix I

Requirements for the African American and African Diaspora Studies Major

- 33 Credit major which utilizes AAADS program specific courses as well as courses from established SLA Departments.
- Total of 9 credits in three **core** courses: A140 Introduction to African American and African Diaspora Studies; A200 Research in African American and African Diaspora Studies; and A306 Globalization, Struggle and Empowerment in the African Diaspora are required for **all** majors. **N. B.** These are all **new** courses.
- 9 credit area concentration requirement in one of the following geographical regions: Africa, Latin America & the Caribbean or North America. Area concentration must include courses from at least 2 different SLA departments and at least 2 courses at the 300 level or higher.
- 12 elective credits selected from the following AAADS program specific and/or SLA department courses: A202 The West & the African Diaspora; H227 African Civilizations; L245 Introduction to Caribbean Literature; A255 The Black Church in America; A265 Sport and the Afro-American Experience; A303 Topics in African American Studies; E310 Cultures of Africa; R314 Religion and Racism; R328 Religions of the African Diaspora; Y338 African Politics; F341 Latin America: Conquest and Empire; F342 Latin America: Evolution and Revolution Since Independence; G323 Geography of Latin America; G324 Geography of the Caribbean; H301 Africa, Oceania and the Americas; H351 African Art I; H352 African Art II; F354 African American Folklore/Folk-life/Folk Music; A355 African American History I; A356 African American History II; R363 African American Religions; A369/I300 The African American Experience; L370 Black American Writing; L411 South African Literature and Society; R370 Islam in America; L382 Fiction of the Non-Western World: 20th Century African Literature; E384 The African Diaspora; M393 History of Jazz; M394 Black Music in America; L406 Topics in African American Writing; A411 Literature and Society (South African Literature and Society; H421 Topics: Peoples and Cultures of Africa; H421 Topics: Modern Africa; R461 Race and Ethnic Relations; A495 Individual Readings in Afro-American Studies; A499 Community Experience Internship; A499 Honors Thesis.

N. B. New courses can be added to the list of approved elective courses as they become available.

- 3 credit A414 Seminar in African American and African Diaspora Studies senior capstone course requirement or, with approval from the director, a 3 credit A495 independent study capstone project. **N. B.** A414 is a **new** course.

- There is no double counting within the major. Courses which can potentially count in two or more areas can only fulfill one requirement within the major. Students cannot take more than 6 hours of A495 independent study, A499 Community Experience Internship or A499 Honors Thesis for credit.

Appendix II

African American and African Diaspora Studies Major Area Concentrations Course List

This list was last revised on November 10, 2007.

Students may take up to 6 hours of A495 independent study credit, but no more than 3 credits in any specific area concentration.

AAADS Major Area Concentrations

Africa

AFRO A202	The West and the African Diaspora
HIST H227	African Civilizations
HIST H421	Peoples and Cultures of Africa
HIST H421	Modern Africa
ENGL L411	South African Literature and Society
ENGL L382	Fiction of the Non-Western World: 20 th Century African Literature
POLS Y338	African Politics
ANTH E384	The African Diaspora
ART H301	Africa, Oceania and the Americas
REL R314	Religion and Racism
ART H351	African Art I
ART H352	African Art II

Latin America & the Caribbean

ENGL L245	Introduction to Caribbean Literature
GEOG G323	Geography of Latin America
GEOG G324	Geography of the Caribbean
REL R328	Religions of the African Diaspora
POLS Y337	Latin American Politics
HIST F341	Latin America: Conquest and Empire
HIST F342	Latin America: Evolution and Revolution Since Independence
ENGL L406	Caribbean Women Writers
ENGL L406	Anglophone Caribbean Writers

North America

AFRO A255	The Black Church in America
AFRO A265	Sport and the Afro-American Experience
AFRO A303	Topics in African American Studies

POLS Y325	African American Politics
FOLK F354	African American Folklore/Folk-life/Folk Music
HIST A355	African American History I
HIST A356	African American History II
REL R363	African American Religions
AFRO A369/I300	The African American Experience
ENGL L370	Black American Writing
REL R370	Islam in America
POLS Y386	African American Political Thought
MUS M393	History of Jazz
MUS M394	Black Music in America

Appendix III
Universities Offering a Major in Black Studies

College University	Location	Offers Major?
University of Alabama	Birmingham, AL	Yes
University of Cincinnati	Cincinnati, OH	Yes
Columbia University	New York, NY	No
Georgia State University	Atlanta, GA	Yes
Harvard University	Cambridge, MA	Yes
University of Illinois	Chicago, IL	Yes
University of Illinois	Urbana, IL	Yes
Indiana University	Bloomington, IN	Yes
University of Iowa	Iowa City, IA	Yes
University of Michigan	Ann Arbor	Yes
Michigan State University	East Lansing	Yes
University of Minnesota	Minneapolis	Yes
Northwestern University	Evanston	Yes
Ohio State University	Columbus	Yes
University of Pennsylvania	Philadelphia	Yes
Pennsylvania State University	University Park	Yes
Princeton University	Princeton, NJ	Yes
Purdue University	West Lafayette	Yes
Wayne State University	Detroit, MI	Yes

Appendix III
Universities Offering a Major in Black Studies
(Continued)

College University	Location	Offers Major?
University of Wisconsin	Milwaukee, WI	Yes