

MEMORANDUM

TO: Committee on Academic Programs
FROM: Steering Committee
RE: African American Studies Major Proposal
DATE: April 15, 2015

Background:

On April 10, 2015, Dean Ben Rifkin forwarded the attached proposal to Steering. Dean Rifkin wrote:

Attached to this message please find the proposal for a (revised) new major in African-American Studies and appended to it (in the same pdf) the endorsements from the relevant supporting or affiliated departments. With this message I confirm that it has been approved by the HSS Curriculum Committee and it carries also my enthusiastic approval as dean of HSS.

Charge:

CAP should consider whether there are any units that might be affected by the proposal that have not been consulted and whether the proposal is consistent with the College's mission. If CAP agrees that all affected units have been consulted and that the new program is consistent with the College's mission, it may prepare a final recommendation without seeking further testimony.

Timeline:

CAP should complete its work on this charge by the end of the semester.

TCNJ Governance Processes

Step #1 -- Identifying and reporting the problem: When a Standing Committee receives a charge from the Steering Committee, the first responsibility is to clearly articulate and report the problem to the campus community. The problem may have been set out clearly in the charge received from the Steering Committee, or it may be necessary for the Standing Committee to frame a problem statement. The problem statement should indicate the difficulties or uncertainties that need to be addressed through new or revised policy, procedure, or program. The problem statement should be broadly stated and should include a context such as existing policy or practice. Problem statements may include solution parameters but should not suggest any specific solutions. Clearly stated problems will lead to better recommendations.

Step #2 -- Preparing a preliminary recommendation: Once the campus community has received the problem statement, committees can begin to collect data needed to make a preliminary recommendation. Committees should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups.

When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community through regular updates and the Governance website. At this point, committees typically receive input or testimony through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups. Committees must be proactive in inviting stakeholder groups (including Student Government, Staff Senate and Faculty Senate) to provide formal testimony. In cases where testimony results in significant and substantive changes to the preliminary recommendation, the new recommendation will be considered to be in step #2.

Step #3 -- Making a final recommendation: Committees must use sound judgment to give the campus adequate time to review the preliminary recommendation before making their final recommendation. Again, committees are expected to be proactive in receiving feedback on the preliminary recommendation. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community. When, in the best judgment of the committee, the campus community has responded to the proposed resolution of the issue, the committee shall send its final recommendation (with documentation) to the Steering Committee. That final recommendation should include a suggested implementation date. Accompanying the final recommendation shall be a report of how testimony was gathered, the nature of that testimony, and how the Committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Testimony

The presenting of testimony, prior to both the preliminary and final recommendations, is central to the concept of shared governance. All stakeholder groups will have an opportunity to provide input into governance issues through direct membership as well as invited testimony. Individuals appointed or elected to the governance system are expected to take a broad institutional perspective relative to issues being considered. In contrast, invited testimony will reflect the stakeholder perspective on the issue being considered. Committees are expected to be proactive in inviting stakeholder groups to provide testimony at both steps # 2 and #3 of the process. Committees need to identify stakeholder groups that are interested in each particular issue and invite their testimony at scheduled Committee meetings or hearings. Committees should report in their transmittal memos which groups were targeted as stakeholders, how testimony was invited, the form of the testimony (written, oral, etc.), and the substantive content of the testimony.

To see the Steering Committee's guidelines for gathering testimony and making a final recommendation, see the "Governance Toolbox" at <http://academicaffairs.pages.tcnj.edu/college-governance/a-governance-toolbox/>

**Proposal to Establish
Bachelor of Arts Degree Program in African American Studies
School of Humanities and Social Sciences**

**Sponsoring Faculty: Winnifred Brown-Glaude, African American Studies,
and Christopher Fisher, Department of History (affiliated faculty).**

Sponsoring Department: African American Studies

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The Proposed Major

In both its mission and aspirations, The College of New Jersey commits itself to fostering a “diverse community of learners” of those who “seek to sustain and advance the communities in which they live.”¹ The proposed program in African American Studies supports these ideals by providing students with the analytic tools, knowledge and experiences vital to understanding, illuminating and responding constructively to the myriad consequences of historical and contemporary manifestations of race, slavery and colonialism in Africa and its diaspora. AAS takes the stories and experiences of people of African descent as a lens for examining intersections among local, national, global, cultural, political, and historical conditions.

Majors in AAS will follow a developmental arc that (1) demonstrates a foundational knowledge in African American history, the formation of racial and ethnic differences, and sources of inequalities in the United States; (2) synthesizes their understanding of race, inequality and power in local and global contexts, and expands their knowledge of the experiences of people in the African diaspora; and (3) applies their knowledge in a final research project. Students will acquire and demonstrate competence in a range of research methods employed in the humanities and social sciences.

In addition to its strengths as a liberal arts major, the proposed AAS major will be an ideal complement to professional majors and programs at TCNJ, including TCNJ’s 7-year medical degree program with UMDNJ. The proposed major is designed to accommodate minors, second majors, and international travel, and will be housed in the School of Humanities and Social Sciences where its core faculty reside.

I. African American Studies Major: A Need and an Opportunity

In 2007, the American Association of Colleges and Universities listed the following attributes and traits that employers most like to see from college graduates:

- The ability to work well in teams—especially with people different from yourself
- An understanding of science and technology and how these subjects are used in real-world settings
- The ability to write and speak well
- The ability to think clearly about complex problems
- The ability to analyze a problem to develop workable solutions
- An understanding of the global context in which work is now done
- The ability to be creative and innovative in solving problems
- The ability to apply knowledge and skills in new settings

¹ TCNJ Mission Statement <http://tcnj.pages.tcnj.edu/about/mission/>

- The ability to understand numbers and statistics
- A strong sense of ethics and integrity²

It is important to note that many of these attributes – *the importance of cultural diversity, communications skills, global awareness, ethical awareness and the ability to analyze and solve complex problems* – are core values in the AAS Department and this proposed major. The Department envisions a major that combines the strengths of the traditional liberal arts major with the community engagement, cultural and social awareness, and practical problem-solving orientation that is at the heart of the African American scholarly tradition. Consequently, students graduating with a degree in African American Studies will have the intellectual and practical tools to pursue any number of careers requiring analytical ability, cultural competence, and creative problem-solving skills.

II. Philosophy

The African American Studies (AAS) major acquaints TCNJ students to the social, political, economic, and cultural history of people of African descent in the modern world. The major combines the multiple expressions of Africa and its diasporas—primarily the black experience in the United States and the encounter of people of African descent with the world—into a unified and coherent program (or study) of race, identity, and societal development. The core objectives of the African American Studies Department are to interrogate the multiple dimensions of race, slavery and colonialism, and their continued political, social and cultural significance. With its interdisciplinary strengths in the humanities, social sciences and the arts, the major provides students with the analytical skills for effective research, writing, communication of ideas, and information literacy.

In addition to coursework, majors (and minors) in African American Studies are strongly encouraged to participate in TCNJ's Study Abroad opportunities to the Caribbean, Africa, Europe, and within the United States (New Orleans and Washington DC). Travel beyond TCNJ's campus and scholarly texts will provide students with valuable insights that will enhance their undergraduate experience.

As a field, African American Studies is an interdepartmental and interdisciplinary study of history, culture, and socio-economic interconnections between world communities. With the African American story as the analytical focus, the Department trains successful students to examine America and the world community through an alternate, yet complementary, lens. As a traditional liberal arts discipline, African American Studies enhances the student's ability to

² "How Should Colleges Prepare Students to Succeed in Today's Global Economy?" (Results of a national poll by Peter D. Hart Research Associates, 2007). <http://www.aacu.org/leap/students/employerstopten.cfm>

engage in critical reasoning and analytical thought, with a premium on written and oral communication skills. African American Studies prepares its graduates for law, politics, public policy, education, business, as well as graduate or professional school. There are no limitations.

III. Performance Goals and Outcomes

In accordance with the *learning goals of the School of Humanities and Social Science*, students who complete the African American Studies Major will:

- Develop Information Literacy
- Learn how to read and think analytically
- Solve problems creatively
- Develop a cosmopolitan outlook premised upon an awareness of the interplay between their country and culture, and the broader world
- Work with diverse partners
- Communicate effectively in speech and writing
- Use technology wisely

Additionally, and in accordance with the *learning goals of the Department of African American Studies*, students who complete the African American Studies Major at TCNJ will have learned to use multidisciplinary perspectives to:

- Articulate how the construct of race has been developed and used in historical and contemporary contexts to define human beings and establish hierarchical relationships between them
- Explain global constructions of race
- Describe and critique theoretical and applied models for analyzing and dismantling racialized hierarchies
- Develop research-based analyses and/or initiatives that address problems resulting from these racialized hierarchies
- Demonstrate knowledge of the strengths and weakness of theoretical models related to African Diaspora courses, scholarship, and issues
- Articulate an enhanced awareness of the socioeconomic and political implications and consequences of a multiracial world
- Demonstrate an understanding of the diversity of Africa and its Diaspora
- Identify women and men central to the history, religious practices, literary traditions, artistic production, intellectual movements, institutional developments, and study of people of African descent.

IV. Curriculum

The African American Studies ten (10) course major will be divided into three significant stages: **Foundational, General Electives, and Senior Capstone**. The Foundational courses are primarily concerned with providing introductory knowledge in African American history, the formation of racial and ethnic differences, and inequalities in the United States; and the rudimentary skill of analysis, writing, and information literacy. Students will develop their understanding of race, particularly the constructs of “blackness” and “whiteness” from a multidisciplinary perspective. General Electives, which may be theoretical or applied, are devoted to the study and analyses of models, strategies and initiatives that have been developed to examine critically the complex experiences of people of African descent in the U.S and the diaspora. Courses at this level allow students to further specialize in one of the Department's strength, or to continue to broadly sample the range of scholarly production in the field. These courses help expand students’ knowledge of the experiences of people in the African diaspora and deepen the skills necessary for comprehending and explaining that information. Some of the skills students will acquire at this stage include (but are not limited to) learning how to read and think analytically; communicate effectively in speech and writing; explain global constructions of race; assess the strengths and weaknesses of theoretical models used to explain issues related to the African diaspora; and demonstrate an understanding of the diversity of Africa and its Diaspora. The Senior Capstone course, will be an independent research study with an option of involving an internship. This course may be theoretical or applied, and is designed to stimulate original research and programmatic endeavors that are intended either to improve our students’ understanding of racial issues or specifically address a problem faced by people of African descent in the U.S or abroad. This advanced research course will require students to demonstrate proficiency in critical thinking, writing, and the presentation of their ideas. We want to ensure that students are exposed to a comparable set of ideas as they progress through the curriculum, as opposed to a single introductory course, intermediate sequence and required capstone. Our goal is a curriculum that is both coherent and flexible enough to spark cross-disciplinary conversations and collaborations between students and faculty.

Methodologies: Using an interdisciplinary and comparative approach the major allows undergraduates to apply the methodologies and insights of many disciplines in the Humanities and Social Sciences including those in English, History, Sociology, Philosophy, Women and Gender Studies, Psychology, and Communications to understand the cultural, historical, political, economic, literary, religious and social development of people of African descent. Methodological approaches will include qualitative and/or quantitative methods, literary criticism, historical research, film analysis, among others.

Co-requisite Methods/Statistics Courses: It is anticipated that many students will choose the option of double majoring in African American studies and other disciplines as our curriculum offerings complement other departments within and beyond the School of Humanities and Social Sciences. In these cases the department of African American Studies has collaborated with other

departments to provide a list of methods/statistics courses that students can take in their initial majors which can be double counted towards the course requirements for African American studies making it possible for students to manage both majors. Students who are not double majors can also take one of these courses to fulfill their methods/statistics requirements for African American Studies (see list of co-requisite methods/statistics courses below in section b)

a) **Requirements:** Ten (10) one-unit courses comprise the major. Four (4) one-unit courses must be selected from the AAS Departmental Core courses, one (1) Co-requisite Methods/Statistics course that can be taken in a different department that relates to a student's particular interest, and five (5) one-unit courses must be selected from our General Electives. African American Studies majors must maintain a grade minimum of C- within the major.

b) **Department Core Requirements:** Five (5) one-unit courses. African American Studies majors must complete the following five (5) one-unit courses that comprise the Core requirements of the major: three (3) Foundation courses, one (1) Co-requisite Methods/Statistics course and one (1) Capstone/Independent Research Study course.

Foundation Courses: Students must complete these three courses (3)

- 1) AAS 179/HIS 179: African American History to 1865. This course includes a public speaking component.
- 2) AAS 180/HIS 180: African American History 1865 to 1950's and 1960's
- 3) AAS 378/LIT 378: (formerly AAS 222/LIT 282) African American Literature 1920-1980)

Co-requisite in Methods/Statistics: Students must complete at least one (1) of the following courses (student should choose one that relates to their particular interests)

Methods of Communication Research Analysis (COM 390) [prereq. COM 103]
 Craft of History (HIS 210)
 Approaches to Literature (LIT 201)
 Research Methods (CRI 306) [prereq. STA 115]
 Applied Economics and Business Statistics (ECO 231) [prereq. STA 215 or equivalent]
 Research for the Health-Related and Social Sciences (NUR 328) [prereq. STA 115]
 Methods and Tools (PSY 121)
 Quantitative Research Methods (SOC 302) [prereqs. STA 115 & SOC 101]
 Inferential Statistics (STA 215) [prereq. MAT 125 or MAT 127]

Capstone Course: Students must complete the capstone course

- 1) AAS 495 Senior Capstone- Independent Research Study with an option of involving an internship.

The remaining five (5) one-unit courses should be taken from the options in the list of General Elective courses. This allows students to further specialize in one of the Department's strength,

or to continue to broadly sample the range of scholarly production in the field. African American Studies majors can double count three (3) courses that might be used in another major, interdisciplinary concentrations may share two (2) courses, and minors may double count one (1) course.

General Electives: Students must complete five (5) one-unit courses from this list.

Note: Of the choices below, one course (1) must be on Africa and one course (1) must be in the Social Sciences. Courses that focus on Africa are identified by *, courses in the Social Sciences are identified by @.

- 1) AAS 201/Hon 220: African and Diaspora Religious Traditions *
- 2) AAS 207/HIS 351: Ancient and Medieval Africa*
- 3) AAS 208/HIS 352: Colonial and Modern Africa*
- 4) AAS 210: Race, Ethnicity, and Gender in the English-Speaking Caribbean @
- 5) AAS 211: The Caribbean: A Socio-Historical Overview @
- 6) AAS 235: African American Film
- 7) AAS 240/MUS 245: History of Jazz
- 8) AAS 251: Harlem Renaissance When in Vogue
- 9) AAS 252: Gendering the Harlem Renaissance: Black Paris
- 10) AAS 280/WGS 260: Women of Color: A Global Perspective @
- 11) AAS 281/SOC 281: The Sociology of Race in the U.S. @
- 12) AAS 282/HIS 190: History of Race Relations in the U.S
- 13) AAS 310: Great Lives African American History I
- 14) AAS 321/JPW 321: Topics: Race, Gender, and the News. This course includes a public speaking component
- 15) AAS 335/LIT 335: Caribbean Women Writers
- 16) AAS 348: African American Music
- 17) AAS 353/CRI 352 Advanced Criminology: Race and Crime @
- 18) AAS 365/INT 365: African Cinema: Francophone African Experience Through Film *

- 19) AAS 370: Topics in African American Studies
- 20) AAS 375/WGS 365: Womanist Thought (Prerequisites: AAS 280, WGS 260 Women of Color: A Global Perspective)
- 21) AAS 376/HIS365/WGS 361: Topics in African American Women's History
- 22) AAS 377/LIT 377: (formerly AAS 221/LIT 281) African American Literature to 1920
- 23) AAS 390: Advanced Research in African Studies*
- 24) AAS 391: Independent Study
- 25) AAS 392: Guided Study in African American Studies
- 26) AAS 393: Independent Research
- 27) AAS 477/Honors in African American Studies
- 28) HIS 109: Ancient Egypt and Neighbors*
- 29) HIS 150: Topics Africa/Latin America*
- 30) HIS 153: Imagining Africa*
- 31) HIS 165: Topics North America/United States (When appropriate)
- 32) HIS 350: Topic Africa/Latin America (When appropriate)*
- 33) HIS 354: South African History*
- 34) HIS 355: East African History*
- 35) HIS 356: State and Slavery in West Africa*
- 36) HIS 357: Religion and Politics in Africa.*
- 37) HIS 365: History of the Caribbean
- 38) HIS 365: Topics North America/United States (When appropriate)
- 39) HIS 400-464: Reading Seminar (When appropriate)
- 40) WGS 375/Global Feminisms

Department Course Map

The Department Course Map for each African American Studies major will be as follows:

Step 1: Foundation Courses (Student must complete all three)	Step 2: General Electives Student can select five 5 from this list	Step 3: Co-requisite methods and Capstone Courses (Student must complete both)
1) AAS 179/HIS 179: African American History to 1865 2) AAS 180/HIS 180: African American History 1865 to the 1950's and 1960's 3) AAS 378/LIT 378: African American Literature 1920-1980	Select from the list of 40 courses (dependent upon the course offerings) one course (1) must be on Africa and one course (1) must be in the Social Sciences. Students can double count three (3) courses that might be used in another major, two courses (2) in an interdisciplinary concentration, and one course (1) in the minor	1) Co-Requisite Methods/Statistics course 2) AAS 495 Senior Capstone- Independent Research Study

V. Assessment

Upon approval of the major, the department of African American Studies will devise an assessment plan to evaluate how students are achieving the department's learning outcomes. We anticipate an assessment plan that will include direct and indirect measures of student achievement in relation to the major's learning outcomes.

Direct measures: These will likely include the following: 1) course-based learning assessments based on graded course assignments for selected courses and 2) senior capstone assessments based on the extent to which the essays exemplify the kinds of knowledge and skills expected of African American Studies majors.

Indirect measures: This will likely include the following: 1) alumni surveys designed to determine the extent to which our graduates believe that their undergraduate major in African American Studies has helped to prepare them to pursue their career objectives.

V1. Resources

Faculty and Support of Instruction

The proposed major is a truly interdisciplinary one that utilizes resources and faculty expertise from the fields of English, History, Sociology/Anthropology, Music, Education, Psychology, Communication Studies, Journalism, Women and Gender Studies, Criminology, and Nursing.

Core Faculty:

The Three core faculty: Winnifred Brown-Glaude (AAS/Sociology), Moussa Sow (AAS/World Languages and Culture) and Piper Kendrix Williams (AAS/English) are experts in their specific disciplines and well as in the interdisciplinary courses that currently make up the AAS minor. They have 15 years of experience at TCNJ.

Affiliated Faculty:

The AAS major also draws on an extensive list of affiliated faculty with recognized expertise in a broad range of fields. The affiliated faculty are: Gary Feinberg (Music), James Graham (Psychology), Christopher Fisher (History), Matthew Bender (History), Trina Gipson-Jones (Nursing) Cassandra Jackson (English), Marla Jaksch (Women and Gender Studies), Lorna Johnson (Communication Studies), Ann Marie Nicolosi (Women and Gender Studies/History) Ruth Palmer (EASE), and Kim Pearson (Journalism).

Courses:

The AAS major draws upon the existing courses offered in a number of departments and programs across the campus, which in addition to Humanities and Social Sciences include Arts and Communication and Nursing. New courses will also be developed that will support both its own and existing programs, as well as offer new Liberal Learning options.

Library

The TCNJ Library houses the library materials and services supporting all of The College of New Jersey's programs. Current resources are sufficient for the African American Studies major but we will work closely with our Library liaison to develop our resources and organize them in a way that makes them more accessible to our students.

Equipment, and Computer Support

The AAS major is well served by the College's equipment.

Facilities

The major will be housed in the Social Sciences building, where the majority of the core faculty of the African American Studies Department is housed. As a major, AAS will need priority access to at least one classroom in the Social Sciences building. There will also be a need for access to appropriately-equipped labs for the research methods courses and the Race, Gender and the News course. The research methods courses will require students to use software for

quantitative and qualitative social science research. Race, Gender and the News requires students to have access to facilities for multimedia production.

Administration/Organization

The Chair of African American Studies will need one semester course release time each semester, along with a summer stipend commensurate with that of other departments with majors.

The African American Studies Department currently shares an administrative support person with the Sociology/Anthropology Department. The department will require the ability to hire student workers to assist with the anticipated increase in administrative responsibilities.

Additional resource needed

Additional faculty lines will be needed to fill in the gaps in the upper division courses proposed above.

APPENDIX

Appendix A: Courses within the African American Studies Major. Courses that focus on Africa are identified by *, courses in the Social Sciences are identified by @.

AAS 179/HIS 179: African American History to 1865

Instructor: Dr. Christopher Fisher

An examination of the history of African Americans from their ancestral home in Africa to the end of the United States Civil War. The course encompasses introducing the cultures and civilizations of the African people prior to the opening up of the New World and exploring Black contributions to America up to 1865. The course includes a public speaking component.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity

Social Change in Historical Perspectives.

AAS 180/HIS 180: African American History 1865 to the 1950' and 1960's

Instructor: Dr. Christopher Fisher, Dr. David McAllister

An examination of the history of African Americans from the end of legal slavery in the United States to the civil rights revolution of the 1950s and 1960s. The course is designed to explore the history of African Americans since the Reconstruction and their contributions to the civil rights revolution.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity

Social Change in Historical Perspectives.

AAS 201/Hon 220: African and Diaspora Religious Traditions*

Instructor: Faculty

This course chronicles the artistic expressions of African, Caribbean, Latin American, and African American people by exploring the links among indigenous African religious values, rituals and worldview, and the visual arts, musical, literary, and dramatic practices created throughout the African Diaspora. The ways in which African religions have informed global artistic preservations of an African worldview and the worldview's fusion with European and American cultures will be emphasized.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity and Gender

World Views and Ways of Knowing.

AAS 207/HIS 351: Ancient and Medieval Africa*

Instructor: Dr. Matthew Bender

This introductory course surveys ancient and medieval African history through the eyes of male and female royalty, archaeologists, peasants, religious leaders and storytellers. While the course reconstructs the great civilizations of ancient Africa including Egypt, Zimbabwe, Mali, and others, it is not primarily focused on kings and leaders. Rather, the course explores how ordinary Africans ate, relaxed, worshiped, and organized their personal and political lives.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity and Global.

Social Change in Historical Perspectives.

AAS 208/HIS 352: Colonial and Modern Africa*

Instructor: Dr. Matthew Bender

This course explores African history from 1800 up to the present. Using case studies, it will examine how wide-ranging social, political, and economic processes, the slave trade, colonial

rule, African nationalism, independence, and new understandings of women's rights changed local people's lives.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity and Global Social Change in Historical Perspectives.

AAS 210: Race, Ethnicity, and Gender in the English-Speaking Caribbean@

Instructor: Dr. Winnifred Brown-Glaude

A sociological examination of race, ethnicity, class and gender in the English-speaking Caribbean. The course seeks to understand social inequalities in the English-speaking Caribbean and the consequences of those inequities on human experiences.

Civic Responsibility: Race/Ethnicity, Gender.

Behavioral, Social, and Cultural Perspectives.

AAS 211: The Caribbean: A Socio-Historical Overview@

Instructor: Dr. Winnifred Brown-Glaude

A sociological approach to the Caribbean that uses history to explore the evolution of family, community, politics, faith, and the economy.

Civic Responsibility: Race/Ethnicity, Global.

Behavioral, Social, and Cultural Perspectives.

AAS 235: African American Film

Instructor: Dr. Lorna Johnson

A survey of the images of African Americans as presented in American film. Emphasizes the viewing of a selected number of works which depict various types of movie-myth African Americans.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity

Literary, Visual, and Performing Arts.

AAS 240/MUS 245: History of Jazz

Instructor: Faculty

An introduction to jazz music through an examination of its content, history and cultural legacy. The course begins with the emergence of jazz out of early African American musical forms, and considers the profound connection between the African American experience and the development of jazz. It is an examination of how jazz evolved through artistic and technological innovations as well as through cultural, commercial and political forces. The course engages students in critical listening and research-based writing skills.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity

Literary, Visual, and Performing Arts.

AAS 251: Harlem Renaissance: When in Vogue

Instructor: Dr. Piper Kendrix-Williams

A survey of the philosophical, political, literary, and artistic activities and celebrated figures from the Harlem Renaissance era, 1920 to 1935.

Meets Liberal Learning Categories:
Civic Responsibility: Race/Ethnicity.

AAS 252: Harlem Renaissance: Black Paris

Instructor: Dr. Moussa Sow

This course focuses on the International aspects of Harlem Renaissance, the resonance of which was particularly important in Paris during after the First World War. Paris became the capital of the Black Diaspora hailing from America, but from Africa and the Caribbean as well.

Foundational diasporic ideas sprung out of the city of lights to shape the future of people of African descent. The Pan-African Congress meetings led by W.E.B. Dubois among others gave birth to the Pan-Africanism, which in turn led to the movements of decolonization.

Meets Liberal Learning Categories:
Civic Responsibility: Race/Ethnicity.

AAS 280/WGS 260: Women of Color: A Global Perspective (formerly “Africana Women in Historical Perspective”)

Instructor: Dr. Winnifred Brown-Glaude

This course examines historical and contemporary experiences of women of color in a global context including the United States. The term ‘women of color’ refers to women of various racial and ethnic backgrounds. Students will gain an understanding of the intersection of race, ethnicity, gender, class, sexuality and how they help shape women’s experiences in distinct ways in the era of globalization. Themes addressed in this course include colonization, development, globalization, paid and unpaid labor, poverty, sex work, among others. One assumption of this course is that while women of various backgrounds share similar experiences that are largely shaped by constructions of gender, significant differences exist *among* them. To understand this complexity, we attempt to develop a framework for analyzing women’s experiences that emphasizes the specificity of difference among women while celebrating their commonalities.

Meets Liberal Learning Categories:
Civic Responsibility: Gender and Global Behavioral, Social, and Cultural Perspectives.

AAS 281/SOC 281: The Sociology of Race in the U.S.

Instructor: Dr. Winnifred Brown-Glaude

A broad sociological study of race in the dynamics of American power, privilege, and oppression. The course argues race, as a concept and social phenomenon, is fluid, malleable, and socially constructed and those characteristics have made it a persistent and useful feature in US historical development.

Meets Liberal Learning Categories:
Civic Responsibility: Race/Ethnicity Behavioral, Social, and Cultural Perspectives.

AAS 282/HIS 190: History of Race Relations in the U.S.

Instructor(s): Dr. Christopher Fisher, Dr. David McAllister

A socio-historical examination of race as a category in the United States. The course approaches the United States as a multiracial society and discusses how the various racial groups negotiate their differences politically, economically, intellectually, socially, and culturally.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity
Social Change in Historical Perspectives.

AAS 310: Great Lives African American History I

Instructor: Faculty

A biographical study of notable African American contributions to, and participation in, the struggles for justice and freedom from colonial times to the present.

AAS 321/JPW 321: Race, Gender, and the News

Instructor: Professor Kim Pearson

Through interactive discussion, case study analysis, ongoing research, and old-fashioned reporting, this class explores the role and influence of the news media as it covers stories related to race, gender and religion.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity.

AAS 335/LIT 335: Caribbean Women Writers@

Instructor: Dr. Piper Kendrix Williams

Anglophone and English translations of Hispanophone and Lusophone writings by Caribbean women writers of African descent will be examined. Post-Colonial and Africana feminist literary criticism will be used to explore the intersectionalities of race, gender, class, and sexuality on this literature as well as its connection to the writings African and other Diaspora women.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity and Gender

Literary, Visual, and Performing Arts.

AAS 348: African American Music

Instructor: Faculty

A survey of African American music as a social document. The types of music discussed in the course include Negro spirituals, the work song, blues and jazz, various forms of religious music, and popular music. Field trips may be required at student expense.

Civic Responsibility: Race/Ethnicity.

AAS 353/CRI 352 Advanced Criminology: Race and Crime

Instructor: Faculty

Prerequisite: CRI 205 or permission of instructor

A critical examination of the correlation between race and crime in America. The course will focus on four major areas: race and the law, race and criminological theory, race and violent crime, and myths and facts about race and crime. Through critical examination of readings and official statistics, students will come to understand the complexity of the relationship between race and crime within the American criminal justice system and broader social context.

AAS 365/INT 365: African Cinema: Francophone African Experience Through Film*

Instructor: Dr. Moussa Sow

An in-depth exploration of Francophone African cinema by Africans in front of and behind the camera. Cinema, as an ideological tool, has played a major role in colonial as well as postcolonial Africa. Using Third world cinema theory and a comprehensive corpus of visual arts on Africa, this course examines Francophone African cultural, political and historical experiences.

This course does not count toward a French minor, but can be taken for LAC.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity and Global

Literary, Visual, and Performing Arts.

AAS 370: Topics in African American Studies

Cross-list: Varies

Instructor: Faculty

Focuses on different topics of significance to Africa and its diaspora.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity.

AAS 375/WGS 365: Womanist Thought

Prerequisites: AAS 280, WGS 280/ Women of Color: A Global Perspective , or WGS 375/Global Feminisms, or by permission of the instructor

Instructor: Faculty

This course traces the evolution of feminist consciousness among African women. Students will trace the thoughts, social and political activism and ideologies generate by women of African ancestry from the early 19th century free black “feminist abolitionists” to contemporary times. “Womanist,” “Feminist,” “Critical Race Feminist,” and “Black Feminist” ideologies will be emphasized through course readings and assignments that explore the emergence and perpetuation of an African women’s feminist consciousness.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity and Gender

World Views and Ways of Knowing.

AAS 376/HIS365/WGS 361 : Topics–African American Women’s History

Instructor: Dr. Ann Marie Nicolosi

This course is a study of the experience of African American women in the US, from both historical and contemporary perspectives. Through a survey of critical time periods, key social institutions, and crystallizing experiences the course will explicate the role of African American women in shaping present American society.

Readings, lectures, discussions, recordings and movies will be used to present a comprehensive and cohesive understanding of African American women.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity and Gender

Social Change in Historical Perspectives.

AAS 377/LIT 377: (formerly AAS 221/LIT 281) African American Literature to 1920

Instructor: Dr. Piper Kendrix-Williams

A study of selected African American Literature from the colonial period to the Harlem Renaissance, this course will build your knowledge and confidence as readers and critics of

African American culture and society in the US. We will focus on the oral folk productions of the colonial period, slave narratives, poetry, speeches, autobiography, essays of the 19th century and the poetry and prose of the Harlem Renaissance.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity

Literary, Visual, and Performing Arts.

AAS 378/LIT 378: (formerly AAS 222/LIT 282) African American Literature 1920-1980

Instructor: Dr. Piper Kendrix-Williams

A study of literature in the African American tradition, focusing on the realist, naturalist and modernist writings of the 1940s, the prose, poetry, essays and speeches of the Black Arts Movement and contemporary African American literature. The course will also explore the canon of African American Literature, its literary tradition, and the intersections with and diversions from the canon of American Letters.

Meets Liberal Learning Categories:

Civic Responsibility: Race/Ethnicity

Literary, Visual, and Performing Arts.

AAS 390/Advanced Research in African Studies*

Instructor: Faculty

Seminar or lecture based format specific to interdisciplinary research in African and Diaspora studies.

AAS 391/Independent Study

Instructor: Faculty

Individual pursuit of topics in African and/or Diaspora studies that transcends the regularly available curriculum. Faculty direction and evaluation required but not intensive mentoring.

AAS 392/Guided Study in African American Studies

Instructor: Faculty

A faculty member leading a small group of students or assisting the students in leading themselves through a shared topic. This course will have a community engaged learning (CEL) component.

AAS 477/Honors in African American Studies

Prerequisites: HON 220, HON 243, or by invitation

Instructor: Faculty

Special projects for those in the Honors Program and for other highly qualified students. For more information, see the department chair.

AAS 495/Senior Capstone- Independent Research Study

Instructor: Faculty

Co-requisite: Methods/Statistics Course

Intensively mentored undergraduate research in African American Studies. This course has an option of involving an Internship.

Appendix B - AAS Faculty-led Study Travel Opportunities. Opportunities that focus on Africa are identified by *, courses in the Social Sciences are identified by @.

Winter Term; January 2-17

Caribbean Culture and Society: Trinidad & Tobago@

AAS 392/SED 392/SOC 392

Led by Dr. Winnifred Brown-Glaude, Associate Professor of African American Studies and Sociology, and Dr. Ruth Palmer, Associate Professor of Educational Administration and Secondary Education and Affiliated Professor of AAS, students will travel to Trinidad and Tobago to learn firsthand of the richness and diversity of Caribbean culture as Trinidad prepares for Carnival. Students will develop their critical thinking skills by paying close attention to ways in which racial, ethnic, religious, and gender identities are expressed through the cultural practices surrounding Carnival, and gain an appreciation for the region's complex realities.

For more information and to apply, please see the listing under faculty-led programs on the TCNJ Center for Global Engagement website or email Dr. Brown-Glaude at wbrown@tcnj.edu.

Winter Term; January 2-19

African American Women's History—New Orleans

AAS 376/HIS 365/WGS 361

Satisfies *Social Changes in Historical Perspective, Gender, Race and Ethnicity* Requirements. In this course, led by Prof. Ann Marie Nicolosi, Associate Professor of Women and Gender Studies, students will combine classroom instructions with archival research to explore the experiences of African American women in the New Orleans area specifically and in the South generally. New Orleans provides a unique perspective to study African American women's history as it was the location of both free and slave communities. In addition to classroom and archival work, students will explore the worlds of African American women with experiences such as plantation, museum and city tours.

For more

For more information and to apply, please see the listing under faculty-led programs on the TCNJ Center for Global Engagement website.

TCNJ Tanzania – Summer*

Summer 2014 Dates TBD (June-July: 5-6 WEEKS)

**WGS 377: Gender Politics of Development in East Africa
Tanzania (1 unit)**

Program Director: Dr. Marla Jaksch, Assistant Professor of Women and Gender Studies

This unique experiential program focuses on learning about the intersections of gender & development through visits with grassroots organizations, artists, activists, development specialists, policy makers as well as through participation in development related community-based projects.

This year the program focus will be on health and renewable energy. Building on the successes of last year, students will learn about solar energy and train to be solar “ambassadors” resulting in the facilitation of workshops in 2 communities – in Longido in a Maasailand girls school, and in Nungwi on the island of Zanzibar with former sex workers and youth in forced, unpaid labor. In the workshops TCNJ students will share their new knowledge about solar energy, how to create a compact solar suitcase, and how to install, maintain, and repair solar suitcases.

In addition students will go on safari at Ngorogoro Crater (8th natural wonder of the world), attend an international African film festival, learn how to cook Swahili food, visit museums and other significant cultural/historic sites in all locations visited!

Prior to departure students will be able to learn Kiswahili!

For more information and to apply, please see the listing under faculty-led programs on the TCNJ Center for Global Engagement website.

Appendix C: TCNJ Mission and Core Beliefs

MISSION:

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ’s exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live

CORE BELIEFS:

The College of New Jersey affirms the following Core Beliefs as fundamental to its Mission:

1. The College comprises a caring, friendly, and respectful community where the contributions of students, faculty, staff and alumni are valued and recognized.
2. The College provides a seamless, engaging educational environment characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and service learning.
3. The College’s faculty and staff take pride in offering a personal educational experience to every undergraduate and graduate student.
4. The College’s cultural, social, and intellectual life are enriched and enlivened by diversity.

5. The College provides facilities, programs, services, and amenities that enhance opportunities for formal and informal interaction in a living-learning environment.
6. The College promotes wellness and fosters the development of the whole person.
7. The College embraces its heritage and is committed to reevaluating its mission in response to the changing needs of society.
8. The College prepares its students to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.
9. The College believes that an educated individual possesses an understanding of his or her own culture, an appreciation of other cultures, and the capacity to facilitate genuine cross-cultural interaction.
10. The College regards education in the service of human welfare as its chief end.

Appendix D: Faculty Biographies: Full Time Faculty Affiliated with African American Studies

CORE FACULTY:

WINNIFRED BROWN-GLAUDE, CHAIR.

Associate Professor of African American Studies and Sociology

Winnifred Brown-Glaude received her Ph.D. in Sociology from Temple University (2003). Her primary fields of research include, Race and Ethnicity in the Anglophone-Caribbean; Race, Gender and Informal Economies; Gender and Globalization. Her most recent book is *Higgler's in Kingston: Women's Informal Work in Jamaica* (Vanderbilt University Press, 2011). Her other publications include several articles and an edited collection, *Doing Diversity in Higher Education: Faculty Leaders Share Challenges and Strategies* (Rutgers University Press, 2009). She has written several articles and is currently working on her third book project, *Feminist Mosaics: The Politics of Embodiment in the English Speaking Caribbean*.

PIPER KENDRIX-WILLIAMS

Associate Professor of English and African American Studies

Piper Kendrix Williams. B.A. Spelman College, M.A., Ph.D. Rutgers, the State University of NJ. Professor Kendrix Williams is an Associate Professor in the English and African American Studies Departments. At the College she teaches various classes on topics in 19th and 20th Century African American Literature, African Diaspora Literature, and Multicultural Studies. Her book, *Re-presenting Segregation: Toward and Esthetics of Living Jim Crow*, co-edited with Brian Norma, was published by SUNY Press in 2010

MOUSSA SOW

Associate Professor of World Languages and Cultures and African American Studies

Moussa Sow received his B.A. from Université Gaston Berger, his MA from Brandeis University and the University of Montana, and his Ph.D. from Louisiana State University. He teaches Francophone African literatures, cultures and cinemas as well as the literatures of the Black

Diaspora. His research interests include Islam in the West African novel, migrating texts, Senegalese women writers, postcolonialism and African literatures. He is originally from Senegal, a country where French is the official language. He also speaks Fulani, Wolof, and Spanish. He co-coordinates the minor in African Studies for the International Studies program at The College of New Jersey. He also encourages student to study abroad in Africa

AFFILIATED FACULTY:

MATTHEW BENDER

Associate Professor of Sub-Saharan Africa, Agrarian and Environmental History

Director, Program in International Studies

Professor Bender is the author of “Being Chagga: Natural Resources, Political Activism, and Identity on Kilimanjaro,” *Journal of African History* 54, 2 (July 2013), and “Millet is Gone: Considering the Demise of Eleusine Agriculture on Kilimanjaro” *International Journal of African Historical Studies* 44, 2 (2011), and is currently working on his forthcoming book manuscript entitled *Water Brings No Harm: Knowledge, Power, and the Struggle for the Waters of Kilimanjaro*

GARY FEINBERG

Assistant Professor of Trumpet

Dr. Fienberg is the coordinator of Brass Studies and Jazz Ensemble Director in the Department of Music. He has served as Department Chair of Music from 2008 to 2013. He currently teaches MUS 144: Jazz Lab, MUS 211: Intermediate Private Trumpet Lessons and MUS 245: History of Jazz.

CHRISTOPHER FISHER

Associate Professor of History

Associate Professor of 20th-Century American diplomacy, the Cold War, and Race Politics in the United States. Professor Fisher teaches various classes on topics in the twentieth century, American diplomatic, and African-American history. He received his doctorate from Rutgers University's History Department.

JAMES GRAHAM

Professor of Psychology

Professor Graham teaches graduate and undergraduate courses that focus on child development, research methods, and racial and ethnic diversity. He is the co-author of two books, *Developmental Science: An Introductory Approach* (Harris and Graham, 2009); and *The African American Child: Development and Challenges* (Harris and Graham, 2007). He is also a co-editor of *Children of Incarcerated Parents: Theoretical, Developmental, and Clinical Issues* (Harris, Graham, and Oliver Carpenter, 2010).

CASSANDRA JACKSON

Professor of English

Cassandra Jackson is a Professor of English. She received a B.A. in English from Spelman College and a Ph.D. in English from Emory University. Her research and teaching interests focus on African-American literature, critical race theory, and visual culture. She is the author of *Barriers Between Us: Interracial Sex in Nineteenth-Century American Literature* (Indiana University Press, 2004) and *Violence, Visual Culture, and the Black Male Body* was published by Routledge in 2010 (Routledge, 2010). Professor Jackson is an alum of the OpEd Project, a nonprofit organization that aims to increase the number of women and minority thought leaders in key commentary forums. Her public commentary on race in American culture can be found on the Huffington Post.

MARLA JAKSCH

Associate Professor of Women's and Gender Studies

A Fulbright Scholar to Tanzania in 2009-2010, Dr Jaksch received her Ph.D. in Women's Studies and Art Education from The Pennsylvania State University. Her research interests include: transnational feminisms, gender and development, indigenous rights and grassroots organizing, arts & culture of East Africa, cultural tourism, heritage, and preservation, and global experiential-learning. Recent publications include: Marla Jaksch & Endsley, C. (2012). "The Troubadour: K'naan, East African Hip Hop and Social Justice," in *Hip Hop(e): The Cultural Practice and Critical Pedagogy of International Hip Hop* and "Feminist Ujamaa: Reflections on the Intersections of Family, Community, and Teaching in East Africa" in Toby Jenkins [ed] *Family, Community, & Higher Education*, Routledge.

LORNA JOHNSON

Associate Professor and chair of Communications Studies

Lorna Ann Johnson (also known as Lorna Johnson Frizell) is a filmmaker whose previous works have been screened at film-festivals within the US, including the New Orleans Film Festival, the Mill Valley Film Festival and Women in the Director's Chair as well as internationally. Her film *My Wolverine* received the Jury Award at the 5@5 Program at the 1998 Mill Valley Film Festival and Best Experimental from the National Black Programming Consortium. Her documentary *Freedom Road* (2004) which profiles women prisoners in a memoir writing workshop has been broadcast nationally on US television and has been screened internationally. It is currently distributed by Women Make Movies. In late 2006 she was invited to present her body of work at the Whitney Humanities Center at Yale University. *Just Another War* chronicling the impact of war on three women is her most recent work. It has recently been screened at the 2008 Athens Film Festival in Ohio and the 2009 Montreal Internal Human Rights Film Festival.

ANN MARIE NICOLOSI

Associate Professor and chair of Women's and Gender Studies, associate professor of History.

Ann Marie Nicolosi, a specialist in women's and gender history, received her Ph.D. from Rutgers University. In addition to teaching gender history courses, she teaches courses on feminist theories, sexual politics, and GBLT studies. Her current research focuses on a comparative account of women using media in the first and second feminist waves. Dr. Nicolosi is chair of the Department of Women and Gender Studies at TCNJ.

RUTH PALMER**Associate Professor of Elementary and Secondary Education**

Dr. Palmer is an associate Professor in the Department of Educational Administration and Secondary Education in the School of Education. She is an Educational psychologist; she currently teaches Adolescent Learning and Development, Curriculum in the Secondary School, and Research and Inquiry. Her research interests include teacher education specifically identity construction, the scholarship of teaching and learning, and middle-level education. She is the co-chair for the School of Education Council on Undergraduate Research and advisor for the student-led, Secondary Education Teachers Association (SETA), and its subcommittee, Undergraduate Research Advocacy Initiative (URAI). Dr. Palmer is the vice-president of the Board of Education in Ewing Township Public Schools.

KIM PEARSON**Associate Professor of Journalism/Professional Writing**

Kim Pearson is an associate professor of Journalism and Interactive Multimedia. Her research on computing diversity and civic engagement has garnered support from Microsoft and the National Science Foundation. Pearson teaches various courses on writing for interactive multimedia, news games and race, gender and the news. Pearson holds an MA in journalism from New York University.

ADJUNCTS:

MICHAEL CONKLIN**Adjunct Instructor of Music**

As a historian, Prof. Conklin specializes in jazz history and American music, with particular focus on: jazz and race, music of the antebellum South, and the Harlem Renaissance. At TCNJ, he teaches History of Jazz.

DAVID MCALLISTER**Adjunct Instructor of African American Studies and History**

Professor McAllister is an adjunct professor in the African-American Studies department. He teaches History of Race Relations, among other courses

April 2, 2015

Winnifred Brown-Glaude
Chair
African American Studies Department

Dear Dr. Brown-Glaude:

The Department of Communication Studies is happy to accommodate students who are African American Studies major in our Research Methods Com 390 course. Please note that our Research Methods course's pre-requisite is Com 103- Introduction to Communication Theory.

We pre-register our students into many of our courses prior to the beginning of registration each semester. Please notify us if you would like students placed in classes with our majors before the beginning of general registration.

Best

Lorna Johnson-Frizell
Chair
Department of Communication Studies

Zimbra

wbrown@tcnj.edu

African American Studies

From : Cynthia Paces <paces@tcnj.edu>

Thu, Apr 02, 2015 04:44 PM

Subject : African American Studies**To :** Winnifred Brown-Glaude <wbrown@TCNJ.EDU>

Dear Winnie,

The history department endorses the proposed major in African American Studies. We are pleased to have several history courses that count for this important program.

Best,
Cynthia

Cynthia Paces, Ph.D.
Chair, Department of History
The College of New Jersey
Ewing, NJ 08628

E) paces@tcnj.edu
P) 609.771.2742
F) 609.637.5176

Zimbra

wbrown@tcnj.edu

Craft of History (HIS 210) for AAS Majors

From : Cynthia Paces <paces@tcnj.edu>

Wed, Apr 08, 2015 01:53 PM

Subject : Craft of History (HIS 210) for AAS Majors**To :** Winnifred Brown-Glaude <wbrown@tcnj.edu>,
Benjamin Rifkin <rifkin@tcnj.edu>

Dear Winnie and Ben,

The history department unanimously approved your request for AAS Majors to take the Craft of History as their foundation course.

Best,
Cynthia

Cynthia Paces, Ph.D.
Chair, Department of History
The College of New Jersey
Ewing, NJ 08628

E) paces@tcnj.edu
P) 609.771.2742
F) 609.637.5176

7

Zimbra

wbrown@tcnj.edu

Re: Follow up on my Request for permission to include one of your methods courses to count towards the AAS major

From : Jeanine M. Vivona <jvivona@tcnj.edu>

Thu, Apr 02, 2015 02:48 PM

Subject : Re: Follow up on my Request for permission to include one of your methods courses to count towards the AAS major

To : Winnifred Brown-Glaude <wbrown@tcnj.edu>

Hi again, Winnie,

We, the Psychology Department, support the creation of the AAS major and agree to have PSY 121 (Methods and Tools of Psychology) listed as a course in the major.

PSY 121 is our introductory methods course, which teaches students about the scientific method as used in Psychology. We offer several (6-7) sections of this course each semester. The course is taken primarily by majors and minors in Psychology. PSY 121 has a prerequisite of PSY 101. We offer many (8-9) sections of that course each semester and the course is taken by majors and non-majors alike.

Congratulations on your new major!

Jeanine

From: "Winnifred Brown-Glaude" <wbrown@tcnj.edu>

To: "Jeanine M. Vivona" <jvivona@tcnj.edu>

Sent: Thursday, April 2, 2015 12:08:52 PM

Subject: Follow up on my Request for permission to include one of your methods courses to count towards the AAS major

Dear Jeanine

I want to follow up on our conversation yesterday. Thank you for informing me that your course, PSY121, may be a better methods course for AAS majors to take since it is more introductory. I have revised my major proposal to reflect that change. Would you give the department of AAS permission to have our majors take this course and have it counted towards the AAS major? If so, can you please send me an email that indicate 1) your support of the creation of the AAS major and 2) that these courses that are listed in the AAS major are offered on a regular basis (regular enough that students will be able to take them as needed)?

Thanks!

Zimbra**wbrown@tcnj.edu**

African American Studies Major

From : Bruce D. Stout <bstout@tcnj.edu>

Wed, Apr 01, 2015 12:32 PM

Subject : African American Studies Major**To :** Winnifred Brown-Glaude <wbrown@tcnj.edu>

Dear Winnie,

I write to enthusiastically support the creation of an African American Studies major. The impact of race on decisions made in the criminal justice system is of critical importance, so I can envision Criminology students who are interested in these issues double majoring in African American Studies and Criminology.

CRI 306, the Department of Criminology's research methods course, which would be available to African American Studies majors, is offered every semester and will be readily available to African American Studies majors.

Bruce

Bruce D. Stout, Ph.D.
Associate Professor & Chair
Department of Criminology
The College of New Jersey
PO Box 7718
Ewing, NJ 08628-0718
609.771.2443

Zimbra

wbrown@tcnj.edu

Re: Request for permission to include one of your methods courses to count towards the AAS major

From : Math/Stat Department <mathstat@tcnj.edu> Wed, Apr 01, 2015 12:50 PM**Subject :** Re: Request for permission to include one of your methods courses to count towards the AAS major**To :** Winnifred Brown-Glaude <wbrown@tcnj.edu>

Dear Winifred,

1. I support the creation of the AAS major
2. The STA 115, 215 courses referenced below are regularly offered and we welcome additional students. We will be able to take them as needed.

Sincerely,
Tom

On Apr 1, 2015, at 12:04 PM, Winnifred Brown-Glaude <wbrown@tcnj.edu> wrote:

> Dear Professor Hagedorn,

>

> As you may know, the African American Studies department is the midst of the Major Proposal Process. We have recently presented our proposal to the HSS Curriculum Committee and the major was approved, with a few contingencies. One area of concern is our need for students to meet their methods course requirement through a Co-requisite course in other departments. This process would be akin to the choice of method courses approved for use in the Public Health minor. (For reference see: <http://sociology.pages.tcnj.edu/academic-programs/public-health-minor/>).

>

> We imagine that many students will choose the option of double majoring in African American studies and another discipline as our curriculum offerings complement other departments within and beyond the School of Humanities and Social Sciences. In these cases the methods courses that students take in their initial majors can be double counted, with your permission, towards the course requirements for African American studies making it possible for students to manage both majors.

Zimbra

wbrown@tcnj.edu

Re: Request for permission to include one of your methods courses to count towards the AAS major

From : Glenn Steinberg <gsteinbe@tcnj.edu>

Wed, Apr 01, 2015 12:56 PM

Subject : Re: Request for permission to include one of your methods courses to count towards the AAS major**To :** Winnifred Brown-Glaude <wbrown@tcnj.edu>**Cc :** Piper Kendrix Williams <williamp@tcnj.edu>

Winnie,

I support the creation of the AAS major wholeheartedly (it's about time, in fact).

LIT 201 is offered regularly (every semester). The only difficulty that we might have is that LIT 201 is currently closed in PAWS to any students other than English majors. We would either need to add AAS majors to those allowed to enroll in the course, or AAS students who wanted to take LIT 201 would need to be enrolled in PAWS by the chair of English. Either solution is acceptable to me.

Glenn

Glenn A. Steinberg, Chair
English Department
The College of New Jersey
<http://gsteinbe.instrasun.tcnj.edu/>

On 4/1/2015 11:53 AM, Winnifred Brown-Glaude wrote:

> Dear Glenn,

>

> I hope all is well on your end. As you may know, the African American Studies department is the midst of the Major Proposal Process. We have recently presented our proposal to the HSS Curriculum Committee and the major was approved, with a few contingencies. One area of concern is our need for students to meet their methods course requirement through a Co-requisite course in other departments. This process would be akin to the

Zimbra

wbrown@tcnj.edu

Re: Request for permission to include one of Soc methods courses to count towards the AAS major

From : Elizabeth Borland <borland@tcnj.edu>

Wed, Apr 01, 2015 02:02 PM

Subject : Re: Request for permission to include one of
Soc methods courses to count towards the AAS
major**To :** Winnifred Brown-Glaude <wbrown@tcnj.edu>

Hi Winnie. Sounds good. We support the creation of the AAS major and offer SOC302 each semester, so AAS students will be able to take it.

Please note that in addition to STA115, SOC101 is also a prerequisite.

Best wishes,

Liz Borland, Chair, SOC/ANT

Winnifred Brown-Glaude wrote on 4/1/2015 11:59 AM:

> Dear Liz,

>

> I hope all is well on your end. As you know, the African American Studies department is the midst of the Major Proposal Process. We have recently presented our proposal to the HSS Curriculum Committee and the major was approved, with a few contingencies. One area of concern is our need for students to meet their methods course requirement through a Co-requisite course in other departments. This process would be akin to the choice of method courses approved for use in the Public Health minor. (For reference see: <http://sociology.pages.tcnj.edu/academic-programs/public-health-minor/>).

>

> We imagine that many students will choose the option of double majoring in African American studies and another discipline as our curriculum offerings complement other departments within and beyond the School of Humanities and Social Sciences. In these cases the methods courses that students take in their initial majors can be double counted, with your permission, towards the course requirements for African American studies making it possible for students to manage both majors.

>

> I am writing several department chairs to request that students with an African American Studies Major be permitted to take one of the courses listed below, including one that is

Zimbra

wbrown@tcnj.edu

Re: Request for permissin to use one of your courses to count towards the AAS major

From : Ann Marie Nicolosi <nicolosi@tcnj.edu>

Thu, Apr 02, 2015 09:02 AM

Subject : Re: Request for permissin to use one of your courses to count towards the AAS major**To :** Winnifred Brown-Glaude <wbrown@tcnj.edu>**Cc :** Piper Kendrix Williams <williamp@tcnj.edu>

Hi Winnie,

We wholeheartedly support the creation of the AAS major and are proud to corsets WGS 375 Global Feminisms. Global Feminisms is usually offered at least once a year.

Best,
Annie

Ann Marie Nicolosi, Ph.D.
Associate Professor Women's and Gender Studies/History
Chair, Women's and Gender Studies
The College of New Jersey
PO Box 7718
Ewing, NJ 08628-0718
(609) 771-2276
nicolosi@tcnj.edu

----- Original Message -----

From: "Winnifred Brown-Glaude" <wbrown@tcnj.edu>

To: "Ann Marie Nicolosi" <nicolosi@tcnj.edu>

Cc: "Piper Kendrix Williams" <williamp@tcnj.edu>

Sent: Wednesday, April 1, 2015 11:02:29 AM

Subject: Request for permissin to use one of your courses to count towards the AAS major

Dear Annie

As you know, the African American Studies department is the midst of the Major Proposal Process. We have recently presented our proposal to the HSS Curriculum Committee and the major was approved, with a few contingencies. One contingency is that the proposal must include email letters of approval from the chair of departments whose courses are listed as possible courses that count towards the AAS major. I am writing to request your

Zimbra

wbrown@tcnj.edu

Re: African-American Studies Proposal

From : Susan Mitchell <smitchel@tcnj.edu>

Fri, Apr 03, 2015 11:38 AM

Subject : Re: African-American Studies Proposal**To :** Winnifred Brown-Glaude <wbrown@tcnj.edu>**Cc :** Benjamin Rifkin <rifkin@tcnj.edu>

The Department of Nursing supports this proposal.

----- Original Message -----

From: "Winnifred Brown-Glaude" <wbrown@tcnj.edu>

To: smitchel@tcnj.edu

Cc: "Benjamin Rifkin" <rifkin@tcnj.edu>

Sent: Friday, April 3, 2015 8:49:44 AM

Subject: Re: African-American Studies Proposal

Dear Susan

Please find attached the proposal for our major in the department of African American Studies. As you will see on page 7, we would like students with an African American Studies Major be permitted to take one of the methods courses listed, including one that is offered by your department, and have that course counted towards the AAS major.

As I mentioned in my earlier email, we imagine that many students will choose the option of double majoring in African American studies and other disciplines as our curriculum offerings complement other departments within and beyond the School of Humanities and Social Sciences. In these cases we are asking that the methods courses that students take in their initial majors be double counted towards the course requirements for African American studies making it possible for students to manage both majors. We do not anticipate a large number of students to register for your course, especially in the first few years, but we hope if we do have a student who wants to take your methods course, that s/he can have that course double counted.

Thank you for your consideration

Winnie

Zimbra

wbrown@tcnj.edu

Re: Request for permission to include one of your methods courses to count towards the AAS major

From : Subarna K. Samanta <ssamanta@tcnj.edu>

Fri, Apr 10, 2015 11:53 AM

Subject : Re: Request for permission to include one of your methods courses to count towards the AAS major**To :** Winnifred Brown-Glaude <wbrown@tcnj.edu>

The Economics department supports the new AAS major and agrees to the proposal that ECO231 will be eligible (or can be used) for one of the research method courses.

Regards,
Subarna Samanta
Chair, Economics

----- Original Message -----

From: "Winnifred Brown-Glaude" <wbrown@tcnj.edu>

To: ssamanta@tcnj.edu

Cc: "Benjamin Rifkin" <rifkin@tcnj.edu>

Sent: Friday, April 3, 2015 9:03:39 AM

Subject: Re: Request for permission to include one of your methods courses to count towards the AAS major

Dear Dr Samanta

I have taken the liberty of sending you the full proposal for the major in African American Studies in case you have any questions as you consider my request.

best,

Winnifred

----- Original Message -----

From: "Winnifred Brown-Glaude" <wbrown@tcnj.edu>

To: ssamanta@tcnj.edu

Sent: Wednesday, April 1, 2015 12:03:33 PM

Subject: Request for permission to include one of your methods courses to count towards the AAS major

Dear Dr. Subarna Samanta,