AGENDA

I. APPROVAL OF THE APRIL 2008 CAC MINUTES

II. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)
   Submitted by Carol Miner, Presented by Robert Carlson

   A. Curricular Changes for Approval:  ABSC 679, BIOL 631, CHEM 631, COMS 130, COMS 131, COMS 150, COMS 230, EALC 302, HIST 302, JWSH 327, JWSH 572, KOR 562, POLS 685, REL 326, REL 527, REL 528

   B. Degree Requirements/Policy Changes for Approval:
      1. New Non-Western Culture Designation – EALC 302, HIST 510, REL 510

   C. Other, for discussion
      1. Selective Admissions to Majors

   D. Report of Action
      1. Curricular Changes: LA&S 101

III. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
    Submitted by Leatrice Smith, Presented by Julie Kaarbo

   A. Curricular Changes for Approval: HIST 975

   B. Degree Requirements/Policy Changes for Approval:
      1. Masters in African and African-American Studies

IV. DISCUSSION OF PROPOSAL TO CHANGE COLLEGE BYLAWS

*The following committee members’ terms are complete: Frank Gong, James Hartman, Chris Haufler, Ray Hummert, Christie Jones, and Terry Slocum. Thank you for your service on the College Academic Council.*
I. APPROVAL OF THE APRIL 2008 CAC MINUTES

College of Liberal Arts & Sciences
College Academic Council
April 8, 2008
Minutes

Committee Members in attendance include: Stuart Day, Ray Hummert, Jim Mielke, Terry Slocum, Rick Ingram, Holly Storkel, Juliet Kaarbo, Chris Haufler, and John Staniunas

Others in attendance include: Rob Weaver, Paul D’Anieri, Danny Anderson, Juliet Kaarbo, Bob Carlson, Kim McNeley, Ilya Vakser, Becca Peterson, and Abby Lee

- The meeting was called to order by Associate Dean Rob Weaver.
- CAC unanimously approved the March 2008 CAC minutes.
- CAC unanimously approved a recommendation from CUSA for curricular changes to the following courses: BIOL 571, HIST 629, HIST 630, LING 110, PLSH 104, PSYC 651, PSYC 679, PSYC 687, PSYC 692, PSYC 693, PSYC 694, PSYC 695, PSYC 696, UYGR 102, UYGR 104, UYGR 108, UYGR 201, UYGR 202
- CAC unanimously approved a recommendation from CUSA changes to the BA degree in Human Biology
- CAC unanimously approved an amended recommendation from CUSA to grant a minimum of 100 hours in liberal arts & sciences required for an undergraduate degree in the College of Liberal Arts & Sciences
- CAC unanimously approved a recommendation from CUSA motions for specific implementation dates of the following proposed changes to the General Education requirements that were recommended during the current semester:
  1) Students with initial term of Fall 2008
     [Require a CLAS approved minor, co-major, or second major by the B.G.S. degree. Eliminate the option of a Junior/Senior Concentration requirement]
  2) Current students in Fall 2008
     [Reduction of the number of principal courses required for a B.A. degree from three courses to two courses in each major area of study (i.e., Humanities, Natural Sciences, Social Sciences)]
  3) Students with initial term of Fall 2008
     [Change in Second Math and NM (Math 111, 115, 121, 141, 365 – REMOVE AS NM PRINCIPAL COURSES); (Math 116, 122, 142, 526 – ADD AS NM PRINCIPAL COURSES)]
  4) Students with initial term of Fall 2008
     [A minimum of 100 hours in liberal arts and sciences is required for an undergraduate degree in the College of Liberal Arts & Sciences.]

In accordance with the College’s bylaws, a meeting of the College Assembly must be held to discuss changes in general education requirements and College-wide degree requirements. A
College Assembly meeting will be held on May 6, 2008 to discuss the motions approved by CAC pertaining to general education requirements including the 100 minimum hour requirement, a required minor for the B.G.S. degree, and reduction of the number of required principal courses for the B.A. degree. After this meeting, a vote via electronic mail ballot will be conducted on the proposed general education and degree changes.

- CAC unanimously approved a recommendation from CGS for curricular changes to the following courses: BIOL 848, ENGL 730, ENGL 885, GEOL 751, LA&S 700, PHIL 835, PHIL 852, PHIL 855, PHIL 860, PHIL 862, PHIL 868, PHIL 870, PHIL 872, PHIL 877, PHIL 880, PHIL 884, PHIL 888, PSYC 737, PSYC 886, PSYC 887, PSYC 889, PSYC 892, PSYC 893, PSYC 895, PSYC 896, PUAD 835, PUAD 837, PUAD 855, TH&F 818

- Executive Assistant Dean Rebecca Peterson discussed various changes made to the College’s bylaws. CAC reviewed these possible revisions and discussion will continue.

- The meeting was adjourned at 4:40 p.m.

- A College Assembly meeting will be held on Tuesday, May 6 at 4:00 p.m. in the Kansas Room of the Kansas Union

- The next CAC meeting will be Tuesday, May 13 at 4:00 p.m. in 210 Strong Hall.
II. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)

A. Curricular Changes for Approval

### APPLIED BEHAVIORAL SCIENCES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>(Old) Description</th>
<th>(New) Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSC 679</td>
<td>PRACTICUM IN BEHAVIOR: ANALYTIC RESEARCH IN EARLY CHILDHOOD</td>
<td>3-6 S</td>
<td>A two-semester practicum providing opportunities for supervised training in one of several ongoing research projects in the field of behavior analysis, either basic or applied. Students assist in conducting research and participate in individual and group meetings to discuss and evaluate research and related methodological issues. Prerequisite: ABSC/HDFL 308 and instructor permission.</td>
<td>A two-semester practicum providing opportunities for supervised training in one of several ongoing research projects in the field of behavior analysis, either basic or applied. Students assist in conducting research and participate in individual and group meetings to discuss and evaluate research and related methodological issues. Prerequisite: ABSC/HDFL 308 and instructor permission.</td>
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### BIOLOGICAL SCIENCES

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<tr>
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<th>Course Title</th>
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<th>Description</th>
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<tbody>
<tr>
<td>BIOL 631</td>
<td>BIOMOLECULAR MODELING AND SIMULATION</td>
<td>3 N</td>
<td>Computational biology course designed to introduce the most important and basic concepts, methods, and tools used in biomolecular modeling and computer simulations. Topics include (but are not limited to) molecular mechanics, minimization, molecular dynamics, Monte Carlo simulation, explicit and implicit solvation, continuum electrostatics, statistical mechanics, advanced sampling techniques, and free energy calculations. The understanding of these concepts and algorithms as well as their applications to well-defined practical examples involving currently important biological problems are emphasized. The class is divided into a 2-hour lecture and 1-hour computer laboratory. (Same as CHEM 631) Prerequisite: CHEM 184 and 188; MATH 115 or MATH 121; PHSX 114 and 115 or PHSX 211 and 212; Or permission of instructor.</td>
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### CHEMISTRY

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<tbody>
<tr>
<td>CHEM 631</td>
<td>BIOMOLECULAR MODELING AND SIMULATION</td>
<td>3 N</td>
<td>Computational biology course designed to introduce the most important and basic concepts, methods, and tools used in biomolecular modeling and computer simulations. Topics include (but are not limited to) molecular mechanics, minimization, molecular dynamics, Monte Carlo simulation, explicit and implicit solvation, continuum electrostatics, statistical mechanics, advanced sampling techniques, and free energy calculations. The understanding of these concepts and algorithms as well as their applications to well-defined practical examples involving currently important biological problems are emphasized. The class is divided into a 2-hour lecture and 1-hour computer laboratory. (Same as BIOL 631) Prerequisite: CHEM 184 and 188; MATH 115 or MATH 121; PHSX 114 and 115 or PHSX 211 and 212; Or permission of instructor.</td>
</tr>
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### COMMUNICATION STUDIES
CHANGE: COURSE DESCRIPTION

COMS 130  SPEAKER-AUDIENCE COMMUNICATION  3  U
(OLD) Study of rhetorical theory and its application to the preparation, presentation, and criticism of oral discourse in audience situations. Special consideration of listening behavior and of the ethical conduct of speech in a free society. This course fulfills the College oral communication requirement.

COMS 130  SPEAKER-AUDIENCE COMMUNICATION  3  U
(NEW) Study of rhetorical theory and its application to the preparation, presentation, and criticism of oral discourse in audience situations. Special consideration of listening behavior and of the ethical conduct of speech in a free society. This course fulfills the College argument and reason requirement.

CHANGE: COURSE DESCRIPTION

COMS 131  SPEAKER-AUDIENCE COMMUNICATION, HONORS  3  U
(OLD) The study of rhetorical theory and its application to the preparation, presentation, and criticism of oral discourse in audience situations. Special consideration of listening behavior and of the ethical conduct of speech in a free society. This course fulfills the College oral communication requirement. This is an honors section of COMS 130 open only to students in the Honors Program.

COMS 131  SPEAKER-AUDIENCE COMMUNICATION, HONORS  3  U
(NEW) The study of rhetorical theory and its application to the preparation, presentation, and criticism of oral discourse in audience situations. Special consideration of listening behavior and of the ethical conduct of speech in a free society. This course fulfills the College argument and reason requirement. This is an honors section of COMS 130 open only to students in the Honors Program.

CHANGE: COURSE DESCRIPTION

COMS 150  PERSONAL COMMUNICATION  3  U
(OLD) This course is an introduction to communication theory, process, and skill. The course seeks to increase the student's understanding of communication theory, both interpersonal and public, and of his or her own communicative behavior. Class projects and participation urge students to apply this theoretical knowledge to a variety of settings, including interpersonal and addressing groups and audiences. This course does not fulfill the College oral communication requirement. Not open to those who have credit in COMS 130.

COMS 150  PERSONAL COMMUNICATION  3  U
(NEW) This course is an introduction to communication theory, process, and skill. The course seeks to increase the student's understanding of communication theory, both interpersonal and public, and of his or her own communicative behavior. Class projects and participation urge students to apply this theoretical knowledge to a variety of settings, including interpersonal and addressing groups and audiences. This course does not fulfill the College argument and reason requirement. Not open to those who have credit in COMS 130.

CHANGE: COURSE DESCRIPTION

COMS 230  FUNDAMENTALS OF DEBATE  3  U
(OLD) Introduction to the principles of debating. Emphasis on debating techniques, analysis of the question, methods of using evidence, refutation, and brief making. This course fulfills the College oral communication requirement.

COMS 230  FUNDAMENTALS OF DEBATE  3  U
(NEW) Introduction to the principles of debating. Emphasis on debating techniques, analysis of the question, methods of using evidence, refutation, and brief making. This course fulfills the College argument and reason requirement.

EAST ASIAN LANGUAGES & CULTURES
EALC 302  CIVILIZATIONS OF JAPAN AND KOREA  3  H  W
An introductory course designed to provide students with the broad outlines of Japanese and Korean culture. Course materials include translations of folklore, literary works, films, and other writings. The class will identify cultural commonalities and differences in these two important Northeast Asian societies. The course is designed for students with no background in Asian culture.

KOR 562  MODERN KOREAN TEXTS  3  H
Readings and discussions of modern Korean texts from various genres, including short stories, newspaper editorials and articles, and other expository and literary writings. Through reading these materials, students will build the vocabulary and reading proficiency needed to approach the level of an educated native speaker while learning about Korean culture and society. Prerequisite: KOR 508.

HIST 302  THE HISTORIAN'S CRAFT, HONORS  3.0  H
This course introduces students to the practice and methods of the study of history and serves as the gateway to the major. Students learn (1) to think historically; (2) to understand how historians construct and write about the past through narratives, theory and analytical discussion; (3) to critically evaluate historical arguments and the material used to substantiate those arguments, including an introduction to the process of peer review; (4) to develop writing and research skills including the interpretation of primary sources; and (5) to master professional standards of presenting their findings. This course, or HIST 301 - its non-honors equivalent, is required of all history majors and is a prerequisite for HIST 696 Seminar in:________. Prerequisite: Open only to students admitted to the University Honors Program who are declared History majors, or by consent of instructor.

POLS 685  INTERNATIONAL LAW: WAR, TERRITORY, AND DIPLOMACY  3.0  S
(OLD) International law has assumed an increasingly significant role in international life. This course will examine major issues including (but not limited to): the role of diplomacy and the international court; law of the sea and space; and rules of warfare. The course will examine the central questions and the relevant international legal principles associated with each issue. Prerequisite: Six hours of Political Science, including POLS 170.

POLS 685  INTERNATIONAL LAW: LAWS OF ARMED CONFLICTS  3.0  S
(NEW) This course examines the principles, roles, and functions of international law in the conduct of war. As the course reviews the development and application of the basic rules of armed conflict, several current issues and conflicts are addressed including: the legitimate use of force; the proper definitions of combatants and civilians; actions that constitute war crimes, the legality of new weapons technology, and, if the laws of armed conflict apply to the current "war on terrorism." Prerequisite: Six hours of Political Science, including POLS 170.

JWSH 327  JEWISH SECULAR CULTURE  3  H
By examining the modern concept of Yiddishkeit (Jewishness), this course explores Jewish secularism as a set of modern intellectual, literary, and cultural practices that
redefined the relationship between the secular and religious in literature, music, theatre, art, humor, and foodways. This interdisciplinary course draws on theoretical approaches from history, cultural studies, religious studies, folklore, and linguistics to examine the different secularizing cultural practices of the Jews in Central and Eastern Europe, as well as in North America.

CHANGE: NEW COURSE  
JWSH 572  
JEWSH 572  
JEWHISH FOLKLORE  3  H  
Jewish folklore is extraordinarily rich and varied. From folktales to riddles, from legends about the exalted rabbis to irreverent jokes, folklore is central to the Jewish way of life. This course traces the extent to which oral elements appear in traditional Jewish literary texts such as the Bible; read and discuss folktales, and examine minor genres such as proverbs, riddles and jokes. Topics include the supernatural beings of Jewish folklore dybbucks, seductive female demons, and golems. Students acquire theoretical tools with which to analyze folklore (Jewish or otherwise), read stories, watch movies, and collect samples of folklore from informants.

CHANGE: NEW COURSE  
REL 326  
INTRODUCTION TO THE TALMUD AND INTERPRETATION  3  H  
A study of the Talmud and the main lines of its reception and interpretation from Late Antiquity through Modernity in Rabbinic literature and the broader context of Western religion and philosophy. Prerequisites: REL 104, REL107, or REL124/125, or permission of the instructor.

CHANGE: NEW COURSE  
REL 527  
ANCIENT MESOPOTAMIAN CULTURE AND RELIGION  3  H  
A study of the basic features of Mesopotamian history, culture and religion from the origins of writing (ca. 3500 B.C.E.) to the rise of Greek rule in the region (ca. 350 B.C.E.). Prerequisite: A principal course in religious studies or consent of instructor.

CHANGE: NEW COURSE  
REL 528  
THE APOSTLE PAUL AND EARLY CHRISTIAN PAULINISM  3  H  
Biographical issues related to the Apostle Paul, his teachings in relation to Greek and Jewish thought as exemplified in his letters, and his reception by later diverse Paulinists. Prerequisite: REL124/125, or REL 315.

B. Degree Requirements for Approval:

1. New Non-Western Culture Designation

ACTION: New Course  
EALC 302  
CIVILIZATIONS OF JAPAN AND KOREA

DESCRIPTION  
An introductory course designed to provide students with the broad outlines of Japanese and Korean culture. Course materials include translations of folklore, literary works, films, and other writings. The class will identify cultural commonalities and differences in these two important Northeast Asian societies. Course format will be lecture and discussion. The course is designed for students with no background in Asian culture.

JUSTIFICATION  
For those interested in an NW course that is broad in scope and but limited to 25-30 students, this will offer another junior/senior level choice. The course will be supported in part by development funds from the Title VI grant applied for through the Center for East Asian Studies.
ACTION: New Course

HIST 510 TOPICS IN: ISLAMIC FUNDAMENTALISM

DESCRIPTION
After a brief introduction, this course begins with the dispute over succession, after Muhammad’s death. The legends of the early medieval period and the evaluation of them by modern scholarship will be analyzed. The teachings and present day application of Ibn Tamiyyah’s ideology will be examined. In sixteenth century Iran, the Shi’a interpretation was embraced. The course will move on to the teachings of the Wahhabi movement, and its connection with the Saudi family. In the 19th Century, the course moves on to Jamal ad Din al Afghani and Muhammad Abdu in Egypt. The Deobandi movement in India significantly impacted the development of the Taliban in Afghanistan. In 20th century Egypt, the Muslim Brotherhood emerged under the leadership of Hassan al Banna. The course concludes with the coming to power of the Taliban in Afghanistan, its defeat, and its current condition, and the life and teachings of Usama bin Laden.

JUSTIFICATION
Topics Course HIST 510/43815 is the same as INTL 750/43315. This course will focus on Islamic Fundamentalism.

ACTION: Existing Course

REL 510 RELIGION IN KOREA

DESCRIPTION
Course description: Survey of religious thought and practice in Korea from the Three Kingdoms period to the present. Prerequisite: REL 106/EALC 105; EALC 104; or permission of instructor.

JUSTIFICATION
The course acquaints the students with the culture, and values of Korea through the study of religion in Korea

C. Other, for discussion
   1. Selective Admissions to Majors: To abandon all GPA requirements for admission into the Majors. Departments wishing to establish entrance requirements must select 1 to 4 courses in the department with a C minus or better grade for entry into their major.

D. Report of Action
   1. Curricular Changes

LIBERAL ARTS & SCIENCES

CHANGE: NEW TOPIC

LA&S 101 LEARNING COMMUNITIES SEMINAR: THE TREE OF LIFE: CREATIVITY ORIGINS & EVOLUTION 1
Students explore the interplay between sciences and the fine arts, in search of common grounds of creativity. Through interdisciplinary discussions, lectures, as well as performances and personal experience, this Learning Community helps students to discover how creativity plays a crucial role in all fields of study. Students in the community, through artistic works and enhanced understanding of nature and science, see learning outcomes in cultural awareness, engagement and interdisciplinary participation, leading the way to a more creative campus of the future.
II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)

A. Curricular Changes for Approval

**HISTORY**

**CHANGE: Course Title**

HIST 975  
Seminar in American Diplomatic History (3). An intensive study of United States foreign policy during a selected period. LEC

HIST 975  
Seminar in the History of U.S. Foreign Relations (3). An intensive study of United States foreign policy during a selected period. LEC

B. Degree Requirements/ Policy Changes for Approval

1. Masters in African and African-American Studies

CGS approved this proposal with the following recommendations (the proposal following contains these recommendations):

- CCF forms be processed for new course #’s 801-804 (page 16 of proposal)
- Course names should be changed for AAAS 803, 804, & 899
- **Course Work Required**, page 16 of proposal, correction to minimum graduate-level credits to say 33 where ever noted, and total core courses = 4
- Page 17 of proposal, Non These option should be changed to reflect total number of research papers required
- Under **Specific Procedures and Criteria for Admission** page 14, all notations of ‘Graduate School’ should be changed to Office of Research and Graduate Studies
- In this same section, paragraph 1, strike last sentence ‘exceptional cases’ admission
- Admission to the program will be limited ‘normally’ to the Fall Semester beginning Fall 2009, and will be based on the following specific criteria:
- AAAS 774 must appear in catalog before 788

MASTER’S PROGRAM IN AFRICAN AND AFRICAN-AMERICAN STUDIES

BASIC PROGRAM INFORMATION

Proposing Institution: The University of Kansas

Title of Proposed Program: African and African-American Studies Master’s Program

Degree to be offered: M.A. Degree

Anticipated Date of Implementation: August 2009

Responsible Department: African and African-American Studies Department, University of Kansas

Center for Education Statistics Code: N/A
Table of Contents

Introduction

A. Justification
   1. Relationship to the Mission of the University of Kansas
   2. Student Demand for African and African-American Studies
   3. Demand for Graduates of African and African-American Studies
   4. Locational and Comparative Advantages of the Program
   5. Characteristics of Students
      a. Anticipated Pool
      b. Admission Criteria
      c. Student Support

B. Curriculum
   1. Description of Academic Objectives
   2. Course Work
   3. Required Internships and Practice

C. Program Faculty
   1. Faculty
   2. Scholarly Specialization of Faculty
   3. Scholarly Accomplishments of Faculty
   4. Relationships to Other Programs
   5. Faculty Needs

D. Academic Support
   1. Library Resources
   2. Computing Services
   3. Advisory Services
   4. General Resources

E. Facilities and Equipment
   1. Space Requirements
   2. Normal Office Requirements

F. Program Effectiveness and Assessment
   1. Program Governance
   2. Periodic Program Review
   3. Annual Student Assessment
PROGRAM PROPOSAL NARRATIVE

MASTER’S PROGRAM IN AFRICAN AND AFRICAN-AMERICAN STUDIES

Introduction:

This document is a proposal submitted by the Department of African and African-American Studies to establish a new program—the M.A. program in African and African-American Studies—at the University of Kansas. We seek approval of this program to enable the admission of students by the 2009-2010 academic year. The proposed master’s program in African and African-American Studies will place the University of Kansas among the few but influential institutions offering advanced specialized education in African and African-American Studies. In response to a growing demand for such a program and the willingness of a large body of faculty to engage itself in the operation of the program, an ad hoc committee was formed by faculty associated with the Department of African and African-American Studies to develop this proposal to establish the M.A. program in African and African-American Studies. We want to state clearly that the proposed program will draw upon available resources to offer an M.A. degree in African and African-American Studies.

(A) Program Need and Student Characteristics

1. Program Centrality to the Mission of the University of Kansas

The mission of the University of Kansas establishes the broad context within which the proposed Master of Arts program in African and African-American Studies will carry out its educational programming.

As a major comprehensive research and teaching university that serves as a center for learning, scholarship and creative endeavor, the University of Kansas in its mission statement, approved by the board of Regents, commits itself to:

- Offering the highest quality of undergraduate, professional and graduate education.
- Attaining high levels of research productivity in such a way that research and teaching are mutually reinforced.
- Serving Kansas, the nation and the world through research, teaching, and the preservation and dissemination of knowledge.
- Preparing students for the challenges of an increasingly complex and diverse global community.
- Fostering a multicultural environment in which the dignity and rights of the individual are respected.

The mission of the Department of African and African-American Studies is precisely to educate students to function in a multicultural environment and a world that is an increasingly complex and diverse global community. In pursuing this goal, the department contributes in vital ways to the institution’s general education requirements, providing undergraduates throughout the College as well as in other schools with courses through which they can deepen their knowledge and enrich their understanding of the history, culture and experience of African people in Africa as well as the peoples of African descent in the Americas. Its undergraduate major recognizes the centrality of Africans to the initial establishment of these United States and the continuing significance of their descendants to the nation’s social, cultural, political, economic and spiritual growth and vigor. The department teaches these realities as integral to the
American experience. The major also seeks to impart a sound knowledge of Africa and its diaspora in the Americas as a necessary specialized preparation for effective leadership and service domestically and internationally. The Department of African and African-American Studies takes pride in this program that is designed and is appropriate for all students at KU without reference to race, ethnicity, gender or national origin.

The proposed Master of Arts program will take this preparation to a level that is at once deeper and more comprehensive, more complex and sophisticated, equipping qualified students to be effective in circumstances that may be culturally challenging domestically or abroad.

Concentrated training and education will expose students to African and African-American cultures and experiences from several perspectives. The program will thus provide a broad basis for understanding the variety of issues and concerns relating to the African continent and the diaspora, essential knowledge for all Americans who may aspire to work in any field with an international reach. It will be similarly instructive in respect of African Americans in the United States. This expanded and specialized basis for interpreting and understanding the historical, cultural and contemporary realities of African people in Africa and their descendants in the Americas, including their relatedness, gives this program a unique position in preparing KU students to function with dignity and effectiveness at the highest levels in our multicultural environment and the larger global community. It will also prepare students for more advanced studies, should they wish to pursue them.

The steady rise of the department over the past decade to regional and national prominence and international recognition has in part dictated this development. It also indicates the need for an amendment to the University Statement of Aspiration to include the program. Our rationale is as follows:

1. That the department’s mission to educate the highest caliber of graduate students within an international context is consistent with the university’s emphasis on advancing knowledge and skills which will support full participation in the global community.

2. That to serve the state, the region, the nation, and the international community adequately and fully, a graduate program in African and African-American Studies is essential and the Department of African and African-American Studies (the only department of its kind among Big 12 institutions) is uniquely situated to undertake it.

3. That a graduate program in African and African-American Studies will advance the university’s commitment to promoting an academic environment and a broader society that is truly multicultural.

4. That the central plains states, especially Kansas, have produced more than their share of nationally noted African Americans. For the most part, their contributions have gone unrecognized and under-reported. Thus, a Master of Arts degree program in the African and African-American Studies Department would reveal and promote these outstanding blacks while providing scholars and laypersons alike with a greater understanding of the factors within the region that have nurtured the development of these noteworthy people.

2. Student Demand for the Program

Along with the enhanced profile of African and African-American studies at KU over the past several years there has also been a gradual increase of interest in this field of study. This has been notably evident in the social sciences, particularly anthropology, linguistics, history and political science; and in the professional schools, particularly Education, Journalism, and Architecture & Urban Design. There are many indicators of this, but among the most readily available and reliable is the production of M.A. theses and Ph.D. dissertations on African and African-American topics. In the absence of a graduate program dedicated to these studies, students have had to be satisfied with the next best arrangement, namely, a degree in Special Studies, or a degree in another department with as much concentration as may be permitted and available on African and/or African-American subject matter. Between 1980 and 1995, 123 such M.A. theses and
Ph.D. dissertations were successfully defended in twenty-three departments and two interdisciplinary programs.

Quite worthy as scholarly output in themselves, to which members of this department can attest having served on these committees, these outcomes were nonetheless (a) largely dependent on the level of specialized knowledge and the extent of faculty interest in the fields in which these students preferred to concentrate, and (b) forced to conform to program structures that may not have, from the student’s point of view, always focused adequately on the chosen area. Students have been wise to take advantage of such opportunities, even if they did not offer the kind of concentration they would prefer. In one or two programs/departments distinctive expertise existed, and gradually one or two departments began to recruit the odd faculty member with relevant interest and expertise, even if other interests in a given department might substantially restrict the attention they may be able to give to their other specialization. It would be true to say, however, that adequate specialized coverage remains uneven over the range of units listed in this proposal. Nonetheless, much has happened in the past few years to alter the situation to the point where KU can offer graduate students an authentic M.A. program in African and African-American studies. Colleagues recruited to other departments and units, others who have taken advantage of this department’s funded program of faculty and curriculum development, and our own enhanced complement of budgeted faculty constitute a resource that can replace KU’s hitherto “invisible” graduate program at the master’s level.

While the department conducts ongoing informal studies of various aspects of the student experience within the program, a formal survey was conducted specifically to investigate student need for a graduate level program in African and African-American studies. Questionnaires were distributed very widely across campus among students who were either enrolled in African and African-American Studies courses or taking such courses cross-listed in other departments. Two hundred and eighty-eight questionnaires were returned, a response rate of 34%.

In addition to basic demographic data, which allow us to describe the sample, the questionnaires collected data in the following areas:

1. Affirmation of the need for a graduate program in African and African-American Studies.
2. Willingness to consider taking such a graduate degree at KU.
3. Perceived desirable graduate coursework areas.

Description of the Sample Surveyed

The 288 students who responded to questionnaires were equally divided between men and women and had an average age of 22 years. Although respondents were not asked to indicate their ethnicity, data profiling KU minority enrollment (2,444 out of a total enrollment of 28,046 at the time of the survey) suggest that the majority of the respondents were white.

Of the respondents, 79% were juniors of graduating seniors. Among these upper level undergraduates, 45% were majoring in psychology, social welfare, communications, business and education.

Affirming the Need for a Graduate Program

Of these respondents, 85% supported the establishment of such a graduate program, providing thoughtful, informed and clearly articulated reasons. Numerous students were mindful of the fact that the KU undergraduate program in African and African-American Studies is the only one of its kind in the State of Kansas and one of the leading undergraduate programs in the country. Some commented on the need to
expand the current course offerings in the Department, one student remarking that available classes allow one to touch only the tip of the iceberg. Other typical responses follow:

- “[It is] an important and growing field of study.”
- “[I] believe that any major institution should provide a variety of majors with appropriate and effective opportunities to pursue the majors [further].”
- “I know of numerous older students who would come back to school to major in a Master of Arts Program in African and African-American Studies.”
- “[It will] bring a new perspective to knowledge building.”
- “The B.A. program is excellent and should be extended to a graduate program. Continuity would be maintained if students could do both undergraduate and graduate work on the same campus.”

It was also noted by 26% of the respondents that African culture and history were important factors in the evolution of cultures in the United States and beyond, and should therefore be an integral part of advanced study at KU.

**Willingness to Enroll in the Proposed Program**

Students were asked to indicate their readiness to enroll in a master’s degree program in African and African-American Studies at the University of Kansas. Seventy-nine students expressed an interest in pursuing such a master’s degree in KU’s Department of African and African-American Studies. Students who expressed such an interest felt that their personal and professional development would be enhanced.

- “It is important to educate students about all cultures.”
- “Provides opportunities for new growth and development of self and this area of study.”
- “Because current course offerings in African and African-American Studies are very diverse and interesting.”
- “I am looking for a comprehensive M.A. degree to encompass my interest in the languages and music of Africa.”

Some respondents felt that it would be an appropriate degree to pursue prior to entering law or medical schools. In all cases, students expressed an opinion that African and African-American issues had great bearing on many aspects of social work, of law and politics, and of human development. For example, one student who responded positively is specializing in communications and counseling, and intends to pursue African studies at the graduate level in the hope of better understanding the nature of U.S. racism, and of participating in the development of programs which promote racial reconciliation.

**Other Considerations**

The United States Army has for years now encouraged its personnel to include coursework in the Department of African and African-American Studies at the University of Kansas as a component of their pursuit of a graduate education. To accommodate such students our department has worked with other departments including Political Science, History, and Geography (assisting in the fulfillment of, among others, an African language requirement). There have also been international inquiries from students in Africa.

Our alumni/alumnae have constantly encouraged us to offer a graduate program in African and African-American Studies. They have inquired from us when such a program would start, and what other
institutions to direct them to in the interim. A master’s program in African and African-American Studies will enable us to meet this demand and boost our national and international stature.

3. Demand for Graduates of this Program

Training in African and African-American studies would appear to appeal to students intending to enter a number of demanding and highly competitive career areas whether in teaching at the college level or outside the academy. Students surveyed indicated a range of such fields, from international law, for instance, to music and history, and felt that the greater specialization of the advanced degree is necessary to make them more competitive in these fields. The results of the survey point to an interest as much in a less research-oriented and a more applied degree for hands-on field-oriented disciplines as in pure research with a theoretical orientation preparatory to a Ph.D. It is also evident from the survey that there is a wide range of careers anticipated by those interested in the M.A. program at KU. One very perceptive response among them, indicative of a serious interest in the application of knowledge and training, was the potential of the proposed M.A. program to prepare them for mounting new and innovative assaults on social problems that have become institutionalized in both Africa and the United States—problems such as poverty, malnutrition, poor health, racial and economic discrimination, juvenile crime, and cultural intolerance. It was felt by students that education in general and the advanced degree in particular were indeed the first and perhaps the most important steps toward understanding and eventually solving such problems.

Our students’ views are correct and insightful. In an increasingly multicultural environment and workforce, it is becoming quite evident that an advanced degree in African and African-American Studies will put graduates at a great advantage. Available evidence suggests that graduates with advanced degrees from programs such as the one being proposed will be in great demand in the marketplace.

4. Locational and Comparative Advantages of the Program

The proposed M.A. degree in African and African-American Studies will be the first and only one of its kind in the Regents system. Moreover, the University of Kansas at Lawrence is the only Regents institution with an undergraduate degree curriculum in African and African-American Studies. An undergraduate degree helps to lay the foundation for a higher degree by providing for the latter a basic infrastructure, in terms of a student pool as well as a faculty population knowledgeable in the area of the program’s specialization and possessing teaching and research skills honed through continual practice. African and African-American Studies at the University of Kansas has these strengths and as a direct result enjoys regional, national and international recognition.

The only department with this focus and scope in the State of Kansas, it has since 1990 received five Title VI federal grants and with the Kansas African Studies Center (KASC), one of only nine federally funded National Resource Centers for Africa. Preparations are underway for the next NRC Title VI competition. The Department has also benefited from relationships with important African and Caribbean universities, and was funded by USIA for a three-year faculty and staff exchange program with the Université Gaston Berger de Saint-Louis in Senegal. Recently, KU Chancellor Robert Hemenway extended the grant for a fourth year and is currently reviewing it for another extension. A study-abroad program to Senegal began in the fall of 2001. Another successful grant application to the US Department of Education funded a group of teachers under Center leadership to spend five weeks in Ghana during the months of June and July 1997 for in-country experience and training in the curricular use of African material. This project was organized in conjunction with the University of Ghana. Similar projects are planned for the future. Since 2000, the Department has run a study-abroad program in North Africa. What began in Tunisia has now been consolidated in Morocco. New study-abroad programs have been created for 2008 in South Africa and Tanzania. There have been exchanges with Nigeria and Kenya, though these are yet to be formalized.

The Department has also played a key role in the activities of the Langston Hughes Committee (LHC). In 2002, the Langston Hughes Symposium was organized to celebrate the Poet’s centennial anniversary. The symposium brought distinguished national and international scholars and creative artists, such as Danny Glover, Amiri Baraka, and Alice Walker, to the University of Kansas. A national poetry presentation of
Langston Hughes’ works, the publication of the poet’s rare works, and of papers presented at the symposium are on-going projects since the symposium. In 2001, the Department organized a LHC outreach for teachers in Nicodemus, Kansas, with the support of the Chancellor and the Office of Continuing Education. In 2000, the LHC and the Department collaboratively worked with the Lied Center of Kansas in the JazzTrain Project for year-long artistic and educational activities on jazz that brought artists, educators, students, and civic leaders together. When fully established, the LHC could perform similar activities continuously, seek grants, and be a research center on African-American culture and a pedagogical outreach about African Americans in the Great Plains. A Hall Center Ford grant allowed the examination of the relationship between African Americans and Native Americans. Most recently (March 2004) the Department teamed up with American Studies and the KU Library to organize the Brown vs. Topeka Board of Education conference at the University of Kansas. The conference brought national luminaries to KU and Lawrence.

The University of Kansas is home to a chapter of the Association for the Study of African-American Life and History (ASALH), the nation’s oldest and one of the most prestigious organizations devoted to the examination and promotion of African-American history. Founded by the eminent historian Carter G. Woodson (who, in 1926, launched a Negro History Week that has evolved into African-American History Month), ASALH, through its conferences and publications, continues to promote African-American history and to effect social and cultural change. KU faculty members Jacob Gordon (African and African-American Studies) and William Tuttle (American Studies and History) co-chaired the program committee for the 1999 ASALH national conference.

The Department is also the permanent home of the Langston Hughes Visiting Professorship which, since 1977, has attracted national and international scholars, five of whom have become permanent members of the KU faculty. Further supporting the appropriateness and timeliness of the proposed M.A. program are the recent hirings of a sizeable number of Africanists and African-Americanists (see Program Faculty section).

The uniqueness of KU’s Department of African and African-American Studies also extends to its offerings in the history and culture of peoples of African descent in the Caribbean and Latin America. The department is home to the Institute of Haitian Studies, one of the most prestigious such institutes in the United States. Founded and headed by KU faculty member Bryant C. Freeman (African and African-American Studies, and French and Italian), not only does the Institute facilitate the teaching of Haitian Studies (Haitian Creole, Haitian history and culture), it is frequently consulted by the Haitian and U.S. governments on issues related to politics, including the matters of human rights and Haitian refugees. During the on-going (2004) political upheaval in Haiti that saw the ouster of its president from office, it was Freeman who was approached by the US State Department to translate President Aristide’s letter of resignation from Creole to English.

The Department’s success in attracting external funding has made possible the enhancement of both human and material resources. Also, the Department’s overall success has played a part in encouraging other departments to recruit a few specialists in our areas of teaching and research. However, external funding is both competitive and its availability is subject to fiscal policies and the shifting interest of donor agencies. Recognizing these inescapable realities, the Department continues to explore a variety of potential funding sources, and seeks to remain competitive in this regard. The College remains committed to assisting the Department to maintain its high quality and profile even, and especially, in those periods when the flow of grants might be interrupted, as they always are for all institutions from time to time.

At the University of Kansas, the proposed M.A. program will benefit from related experience in KU’s other area studies programs that, however, cover entirely different areas of the world. Occasionally, one of the area programs has a faculty member with overlapping interests: for example, a faculty member in African and African-American Studies whose diaspora coverage is relevant to Latin American Studies, or a Latin Americanist with an interest in African historical and cultural elements in Latin America, or a scholar in Russian and East European diplomacy that necessarily includes the former Soviet-African relationships. In all such cases the convention of sharing will enrich the proposed M.A. even more than it presently enriches the undergraduate program. Earlier in this document, we discussed the “invisible” but valuable
opportunities which the core disciplines have offered to students in the absence of a formal graduate program in African and African-American studies. As observed above, the successes of the Department of African and African-American Studies have helped in a small but meaningful way to strengthen and diversify the ethnic and international tracks in certain other departments. Colleagues in those departments are often and understandably compelled by territorial imperatives to curtail their activity in these recognized but peripheral areas in favor of the core interests of their department. Their contribution at the undergraduate level is therefore difficult to sustain. At the graduate level it will be more manageable for them, and their interest in being part of the M.A. program has encouraged us to proceed with this proposal. The students will benefit from the interaction between these scholars and those in African and African-American Studies who devote all their time to the pursuit and practice of scholarship in their area. The faculty will also benefit from this interaction, and as a result the M.A. program will offer more than is now possible within the departments of core disciplines. The co-existence in the department of the historically related experiences of Africa and the African diaspora will facilitate a more specialized examination of past and contemporary linkages than is possible at the undergraduate level. The existence of this focus in a discrete M.A. program will encourage a greater contribution than is presently available on the part of any colleagues in American Studies with related expertise and interests.

There are no programs offering the M.A. degree in African and African-American Studies in Kansas, the former Big Eight universities, nor the present Big 12. There are also no such programs in other institutions in the states thus represented. The University of Denver, Colorado, has an “African Area Concentration” whose “general approach is political economy.” The University of Iowa, Iowa City, Iowa, has graduate degrees in “traditional disciplines with an Africa concentration.” Moreover, African studies is a separate entity from African-American studies at the University of Iowa.

KU’s claim to a master’s program in African and African-American studies rests in part on its uniqueness in the State and the region securely grounded in over 30 years of program building. The Department’s status in the region has been further enhanced by its pioneering and leadership role in promoting a scholarly and institutional interest in African and related studies in our region. In 1992 the Department began exploring the possibility of developing an alliance for promoting African studies in the general region. An exploratory conference was soon held at KU and by 1995 the Mid-America Alliance for African Studies (MAAAS) was established and its inaugural conference held at Lawrence. The then chair of the Department was elected to be the first and founding president. The second annual conference was held on schedule in 1996 at the University of Missouri at St. Louis, where the present chair of our Department was elected vice president and president-elect. The third annual conference was held in Norman, Oklahoma in September, 1997; the 1998 conference shifted to Wichita, Kansas. And, in 1999, 2003, and 2007 MAAAS returned to KU. A central objective of the Alliance is to assist lonely Africanists in developing interest and curricular activity in African studies at two-year and four-year institutions and universities in the region. The Alliance is aware that full-fledged programs and departments do not come into being that easily, but in encouraging this initial development across the region we are, without intending it, creating a potential pool of student interest from which our M.A. program is bound to benefit to some extent. On the international level, KU was selected to host the 26th annual conference of the prestigious African Literature Association. Dubbed as the Association’s “Millennial Conference,” it featured Nobel laureates Wole Soyinka and Derek Walcott, and other literary luminaries. It was broadcast worldwide by the Voice of America (VOA). Recently (2003), the Department received a $25,000 endowment to establish an Africana Lecture Series.

We have indicated above ways in which the proposed M.A. program, while being freestanding, will benefit from collaboration with other departments and units. It is in the very nature of ethnic and area studies as multi- and inter-disciplinary units, to cooperate with several core disciplines. This relationship has the mutual advantage of making a larger pool of scholarly resources available to area studies and providing a focused, operational group of scholars for the colleagues(s) in the core discipline. Within the core department itself such colleagues usually have to concentrate on their department’s priorities, which are not those of the ethnic or area studies programs. As mentioned above, another aspect of both our undergraduate program and the M.A. program being proposed is the attention paid to the relationship between the two historical and contemporary experiences of Africa and the diaspora. We are one of the few programs in the country that examines these linkages as part of the curriculum. The M.A. program will be particularly well placed to encourage further scholarship in this area, provided it protects its freedom to
take this avenue of intellectual enquiry and others to their justifiable limits. This is best secured by
avoiding shared jurisdiction, especially since there is no existing unit at KU inside which this M.A.
program can expect undiluted attention necessary for its curricular, research and supporting activities. One
advantage of a joint program is pooling and sharing resources, and this is what African and African-
American Studies already carries to its academically productive limits. Beyond that, the objectives and
mission of the M.A. program dictate that it be freestanding.

5. Characteristics of the students who will participate in the proposed program

**Characteristics of the Anticipated Pool**

A diverse pool of potential student applicants is anticipated. The results of the student survey already
referred to indicate a large number of students who will have completed an undergraduate degree at the
University of Kansas. These applicants can be expected, as indicated by the survey, to come from a wide
range of disciplines and professional studies programs across the undergraduate curriculum. Based on their
responses regarding course work at the undergraduate level, most, if not all, of them will have taken at least
one course in African studies or African-American studies associated with their area of academic
concentration. There will also be students drawn from other Regents and other institutions in and from
outside the state. Some will have substantial undergraduate preparation in the specific or cognate fields;
others, as a consequence of the limited options available to them as undergraduate students, may not have
this. As is accepted practice, applicants without sufficient preparation will be expected to demonstrate
knowledge and competence in subjects and courses deemed to be prerequisites. The program will also
extend a warm welcome to non-traditional students, whose greater maturity and in many cases related life
experiences make such persons excellent graduate students. The international focus of the program’s
African and Caribbean components will surely attract an additional pool of candidates who will have
completed degrees from outside the region or nation. Overall, it is anticipated that the program will attract a
cosmopolitan pool of students, including those who have ethnic ties with the program components, as well
as those whose intellectual and professional interests alone will provide the basis of their interest and
motivation.

**Specific Procedures and Criteria for Admission**

The Department of African and African-American Studies will establish a Graduate Studies Committee
that, among other things, will review all application materials submitted by applicants for admission into
the Master of Arts program. The Committee will make a recommendation to the Office of Research and
Graduate Studies regarding the applicant’s overall desirability for admission to graduate study in the
Department. The Department will require a bachelor’s degree and a grade-point average of at least a 3.0 or
B, both overall and in the applicant’s major, whether from the University of Kansas or from another
regionally accredited institution or from a foreign university, the latter to have substantially equivalent
requirements for the bachelor’s degree.

Admission to the program will be normally limited to the Fall Semester and will be based on the following
specific criteria:

- The applicant must have completed a bachelor’s degree, preferably in the social sciences or
  humanities, and have a demonstrated interest in African or African-American studies as expressed
  in a statement of purpose focusing on relevant experience and intellectual or professional goals.

- The applicant must provide an official transcript of all previous academic work.

- The applicant must provide three academic letters of recommendation from persons familiar with
  the applicant’s work.

- The applicant must submit the official scores of the Graduate Record Examination.
• The applicant may submit other evidence of promise such as exposure to language and culture, field experience, or other accomplishments relevant to the field.

• The applicant must be accepted by the Graduate Division of the College of Liberal Arts and Sciences.

The Department anticipates about 10 students entering the program the first two years and, after the first two years, four or five students per year finishing. At the end of the first five years, the maximum number of students we expect in residence would be from 25-30.

Specific Opportunities for Student Interaction

It is the aim of the proposed Master of Arts program to assure that students are exposed to the breadth and depth of teaching and research. The approach for involving students in the program will be implemented through graduate assistantships, research assistantships, and ongoing faculty/student colloquia. These program activities will, in part, evolve out of current and planned classroom activities and research projects that are a part of the Department’s ongoing activities. Several members of the core faculty have established national, and in some instances international, recognition as pre-eminent scholars in advancing new paradigms for conceptualizing emerging social and political issues related to Africa and the Americas. It is envisioned that student involvement will play a major part in advancing this critique. Beyond that level of involvement, these exposures will provide a useful context for student graduate thesis, for advance studies and overall enhancement of their graduate education. There will be opportunity for involving students in outreach, in grant-related activities and in field work as deemed appropriate. All graduate students enrolled in the program will be encouraged to establish a “brown bag” discussion group to meet on a weekly basis for the purpose of academic and professional development. This meeting will also serve as a forum for discussing current issues of interest to students in the program. Forum topics would go beyond the traditional curriculum to include sources of research funding, how to write grant proposals and how to use various new computer software packages. Faculty Seminar series, visiting lectures and external evaluators also provide opportunities for student interaction.

(B) Curriculum of the Proposed Program

Academic Objectives and Range of Skills and Knowledge

The Department of African and African-American Studies proposes to offer an interdisciplinary substantive and language courses leading to the Master of Arts degree in two areas of concentration: (1) African, and (2) African-American studies.

The master’s degree in African and African-American Studies has two related objectives: (1) it fulfills the educational needs of persons who seek positions with organizations in both the public and private sectors, and (2) it prepares persons who desire to pursue the terminal degrees in their field. The program emphasizes the broader concepts in the humanities and the social sciences, but provides an option for concentration in either African or African-American Studies.

The integrative focus of the curriculum is an important characteristic of the interdisciplinary nature of this program. In this regard, the candidate should develop the capacity to continue as a self-educator throughout his/her career. Broad background study in this field enables the graduate to assimilate newly acquired skills and methodologies quickly. Graduates should be prepared to cope with the rapid changes in Africa and the African diaspora. The program places considerable emphasis on both the internal and external forces which affect African and African-American societies. The continuity and change in Africa and its impact on world civilization are emphasized in both the required courses and through electives.
Required courses emphasize basic tool areas, such as research methods and languages. Through elective courses the student may obtain a concentration in an area of African or African-American Studies. All students, except those in the non-thesis option, must prepare and defend an M.A. thesis.

**Course Work Required**

Students must take a minimum of 33 graduate-level credit hours in approved courses with African and/or African-American content in accordance with the concentration chosen.

18 credit hours shall be in required courses and 15 credit hours shall be in elective courses.

Students, regardless of concentration, will take 4 core courses (an introduction to Africana Studies, a research methods course, and a seminar).

Students will fulfill a language/research skills requirement in accordance with the concentration chosen. Language/research skills courses must be at the 500 level or above to be counted toward the 33 hours required for the degree.

Approved elective courses will normally be in the humanities and social sciences, but courses in the natural sciences and in the professional schools may be approved if the content is deemed appropriate and relevant and if the courses meet all other stipulations set forth in this section.

No more than 6 thesis hours may be applied toward the 33 credit hours.

**Common Requirements for the African and African-American Concentrations**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AAAS 801</td>
<td>Introduction to Africana Studies: African American</td>
<td>(3)</td>
</tr>
<tr>
<td>AAAS 802</td>
<td>Introduction to Africana Studies: African</td>
<td>(3)</td>
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<tr>
<td>AAAS 803</td>
<td>Research Methods in Africana Studies</td>
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<tr>
<td>AAAS 804</td>
<td>Seminar in Africana Studies</td>
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<tr>
<td>AAAS 899</td>
<td>Thesis</td>
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**Core Course Descriptions**

AAAS 801 Introduction to Africana Studies: African American (3)
An introduction to, and overview of, the historical, intellectual, and professional foundations of African-American Studies; a multidisciplinary examination of the key texts and issues in the field.

AAAS 802 Introduction to Africana Studies: African (3)
An introduction to, and overview of, the historical, intellectual, and professional foundations of African Studies; a multidisciplinary examination of the key texts and issues in the fields.

AAAS 803 Research Methods in Africana Studies (3)
A multidisciplinary introduction to the range of research methods employed to examine African and African-American history, cultures, and societies.

AAAS 804 Seminar in Africana Studies (3)
An interdisciplinary, comparative exploration of the histories, cultures, and societies of Africans and peoples of African descent. Students will be required to utilize the skills gained in AAAS 801 and 802 to design and implement a project that will be critically assessed in the seminar.
AAAS 899 Thesis (1–6)
Investigation and research of a topic for a master’s thesis. A maximum of 6 thesis hours may be counted toward the 33 hours required for the degree.

- A non-thesis option of 6 credit hours of course work and research papers in one’s area of concentration is also available. If this option is chosen, the student would take two more courses, each of which would have two large research-orientated essays for their final projects.

Electives (15) [No more than 6 hours may be taken outside of the Department]

African-American Studies Concentration Electives

AAAS 720 Intercultural Communication: The Afro-American
An examination of the barriers to effective communication between Black Americans and non-Black Americans.

AAAS 730 Black Leadership
The course focuses on the concept of leadership and on Black leadership in the United States. An in-depth analysis of selected case studies of Black leaders both historical and contemporary. Some attention will be given to the dispersion of Africans into the Americas and the leadership that emerged, conditioned both by environmental factors and the psychology engendered by the system of slavery. Selected successful Black leaders will be invited to visit the class from time to time.

AAAS 740 The Afro-American Family: A Psychological Approach
The examination of the structure, values, and behavior patterns of the contemporary African-American family as influenced by African cultures and kinship systems and the institution of slavery in association with other factors. Social and psychological forces that have enhanced or blocked family survival, stability, and advancement will be explored. The orientation of Black family life will emphasize its strengths, weaknesses, adaptations, strong kinship bonds, and equalitarian family roles.

AAAS 760 Topics and Problems in African and African American Studies
Individual investigation of special topics in African and African-American studies. May not be repeated for credit toward the major.

AAAS 788 The Black Woman
An interdisciplinary study of the role of Black women in our society, from the African background through the plantation experience to the present.

AAAS 810 Comparative Racial and Ethnic Relations
An examination of constructions of race and ethnicity around the world. Emphasis is on the social, political, historical, cultural and economic factors that lead to the creation of ethnic and racial identities, ethnic conflict and accommodation, ethnic movements, and ethnic political organization. Racial and ethnic relations in the U.S. are compared with other countries. Major focus is placed on ethnicity in Africa, Asia, Latin America, the Caribbean, and/or the Middle East.

AAAS 811 The Civil Rights Movement
An examination of the Civil Rights Movement in American History. Emphasis is placed on the activities of major Civil Rights organizations, Civil Rights legislation and its impact on American life, and conflicts between integrationist and separatist forces in politics, economics, education, culture and race relations in the United States.
AAAS 812  The Black Power Movement
This course will examine the Black Power Movement in its many manifestations, beginning with a
discussion of its political and cultural background: the transition from Civil Rights to Black Power
in the Afro-American freedom movement of 1960's; the impact on African Americans of African
decolonization and the spread of anti-colonial and anti-imperialist movements throughout other
parts of the globe. There will also be some examination of the Black Arts Movement and its
influence on the Black Power Movement and vice versa. Therefore, some attention will also be
paid to the music, literature, theater, and the graphic arts of the period, and the aesthetic and
political critiques of these artistic forms.

AAAS 822  African & African-American Religions
Historical development, systematic ideas and rites of selected periods, cultural settings, and
movements.

AAAS 825  Social History of Black Aging in America
The purpose of this course is to provide a comprehensive historical examination of American
society’s changing attitudes and responses to aging and older adults, with emphasis on the Black
aged. Beginning with the African background where older adults were highly valued, the course
explores the impact of slavery, the industrial Revolution, urbanization and the development of the
youth-oriented culture prevalent in the United States today. Subsequently, the course focuses on
the emergence of twentieth century social gerontological problems and the role of the modern
Black movements, public agencies, and private organizations in addressing the issues. Film,
theses, drama, and/or fiction are utilized to illustrate the cultural attitudes of each historical period.
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AAAS 830  The Life and Times of W.E.B. Du Bois
A critical examination of the life and thought of W. E. B. Du Bois, paramount black scholar and
activist whose massive body of scholarly work spans the period from late 19th through the mid-
20th centuries. Course covers the major works of Du Bois: The Philadelphia Negro; The Souls of
Black Folk; Black Reconstruction; and Dusk of Dawn. The Autobiography of W. E. B. Du Bois,
The World and Africa, and The Education of Black People, as well as selected essays by Du Bois,
are also addressed. Topics include Du Bois as sociologist, historian, propagandist, and creative
writer, taking into account his often shifting views on art and culture, politics, leadership, civil
rights and the color line, trade unionism, Pan-Africanism, socialism, internationalism, and, of
course, double consciousness, among other issues. Moreover, the course will deal with Du Bois as
an intellectual in conversation with other black thinkers, including individuals such as, Booker T.
Washington, Alexander Crummell, Anna Julia Cooper, Ida B. Wells-Barnett, Marcus Garvey, E.

AAAS 834  The Rhetoric of Black Americans
A study of the rhetoric of Black Americans, from their earliest protest efforts to the contemporary
scene, with the focus on the methods and themes employed to alter their status in American
society.

AAAS 874  Slavery in the New World
Introduction to the arts and cultures of Central Africa. Emphasis is given to the major art-
producing cultures of the Equatorial forest and the Southern Savanna regions of Cameroon,
Gabon, Congo, Zaire, and Angola. The historical and cultural contexts for the visual arts
associated with centralized leadership and non-centralized societies are explored.

AAAS 884  Black American Literature
A study of the literature written by Black Americans from the pre-Civil War period to the present.
Emphasis upon specific historical periods in the development of Black literature as well as on a
critical analysis of major autobiographical, poetic, and fictional works.

AAAS 885  Race and the American Theatre
The representation(s) of race in significant texts and performance styles in American theatre analyzed according to political ideologies, dramatic movements and the impact of these factors on the representation of the “other” in the theatre.

AAAS 832  Comparative Black Literature
Reading, analysis, and discussion of contemporary fiction, poetry, and drama from Africa, the Caribbean, and the United States. Brief attention will be paid to historical development and to traditional literature.

African Studies Concentration Electives

AAAS 700 Africa in World Politics
A 20th-century study of the combined internal and external forces that precipitated the rise of Africa, the major African issues in international relations, and Africa’s impact on the modern world.

AAAS 701 Politics in Africa
A survey of politics in Africa, focused on the countries of sub-Saharan or Black Africa. The course includes a historical discussion of precolonial Africa, colonization and the creation of contemporary states, and the politics of independence, before examining contemporary political systems and the forces influencing patterns of politics on the continent.

AAAS 715 Seminar in African Art
A concentrated study of a special topic relating to African Art studies. Different topics are offered in different semesters.

AAAS 732  Francophone African Literature
This course is an introduction to 20th century Francophone African literature covering selected works by major authors from both sub-Saharan Africa and the Maghreb. Attention will be given primarily to the novel, although some poetry will also be read. Topics and themes include négritude, African identity in the wake of colonialism, Islam, and women’s writing. Classes will be conducted in English. Students may read the texts in French or in translation.

AAAS 733  Islamic Literature
Contemporary literature that is set in the context of Muslim cultures provides for an examination of Muslim identity on its own terms. This course focuses on the literary examination of works by Muslim authors from Egypt, Sudan, Senegal, Guinea, Mali, Morocco, Nigeria, and Niger. From the perspective of both male and female authors, the issue of what it means to be a Muslim is considered through fictional accounts set in contemporary contexts. Some works will be read in translation from Arabic or French; others are written originally in English. Cultures considered in this course vary widely in their origins and customs, which allows for a focus on the one pervasive element they share in common: Islam as it shapes people’s lives.

AAAS 734  African Women Writers
This course focuses on four decades of African women’s writing from all regions of the continent. Works included deal with a wide variety of issues relevant to African women, as well as universal issues of conceptions of gender roles, and the struggle to attain personal rights and freedom within traditional cultural frameworks.

AAAS 735  Muslim Women’s Autobiography
This course examines the realities of Muslim women’s experiences as conveyed in their own voices. Works are drawn from all over the world, from Africa and the Middle East to Europe and the U.S. and cover the nineteenth and twentieth centuries.
AAAS 740 Arab Thought and Identity
The intention of this course is to present a comprehensive portrait and a deeper understanding of the Arab society and its cultural background. We will focus on the debate that is still raging about traditionalism versus modernity, and authenticity (assala) and specificity (Khususiyya) versus westernization. Moreover, we will discuss the question of Arab identity which manifests itself through a sense of belonging and diversity of affiliations, and relies as well on shared culture and its variations, and shared place in history and common experiences. It is designed for any student interested in this ethnic group.

AAAS 750 Popular Culture in the Muslim World
A study of pop songs, television, comics, and other idioms of popular culture from different parts of the Muslim world, with attention to Muslims’ sense of humor, tragedy, aesthetics, and pertinent issues of the day.

AAAS 760 Language and Society in Africa
Examines issues and problems associated with language use in sub-Saharan Africa from a sociological perspective. Topics covered include an overview of the types of languages spoken on the continent: indigenous languages, colonial languages, pidgins and creoles, and Arabic as a religious language; problems associated with the politics of literacy and language planning, writing and standardization of indigenous languages; and the cultural and ideological dilemmas of language choice.

AAAS 774 Topics in Literatures of Africa and the African Diaspora
An intensive study of the literatures of Africa and/or African diaspora (people of African descent dispersed around the world). This study will focus on the major characteristics of a particular period, genre, mode, and/or theme in literatures such as African, Caribbean, Afro-Brazilian, African American, African Canadian, Black British. Critical theories pertinent to writers and their work will be covered. Topics may include studies in drama, poetry, or the novel; migration narratives; literature of a particular era, such as the Harlem Renaissance, Negritude, or the Black Arts Movement; representations of gender, etc. As topics vary by semester, the course may be repeated for credit.

AAAS 822 African & African-American Religions
Historical development, systematic ideas and rites of selected periods, cultural settings, and movements.

AAAS 827 Popular Culture in Africa
This course examines multiple expressions of popular culture in contemporary Africa, focusing on the aesthetics of forms such as music, theatre, dress, street art, and popular literary genres, as well as the social themes they deal with and the societies that produce them. The approach will be based on a critical reconsideration of notions such as traditional versus modern culture, elite versus folk art, westernization, and cultural hybridity, in order to find better ways of discussing the cultural vibrancy of everyday life in contemporary Africa.

AAAS 843 Language and Culture in Arabic Speaking Communications
The course examines the links between language structure, patterns of use, language choice, and language attitudes in the diglossic and bi-lingual Arabic-speaking communities. It also explores language as a reflector and creator of Arab culture (e.g. linguistic encoding of politeness, the Quranic text as the spoken and written word, the role of tropes in Arabic rhetoric). The topics for discussion range from the micro-level language choice to the macro-level issues of national language policies and planning within the domain of government and education across the Arab world.

AAAS 845 Unveiling the Veil
This course seeks to unveil a complex cultural practice that has been misconstrued by many scholars. It explores the versatility of the meaning of the veil. It examines the ways in which the veil has become a symbol of privacy, cultural identity, religious assertion, resistance and liberation, besides being a symbol of constraint, oppression, backwardness, and sexual mystery.

AAAS 851 Environmental Issues in Africa
Acquaints students with the complexities of debates on environmental problems in Sub-Saharan Africa. Topics addressed may include deforestation, desert expansion, wildlife conservation, soil erosion, climate change, coral reef destruction, water resources development, mangrove preservation, and the environmental effects of war, industrialization, and urbanization. Class presentations and projects synthesize the perspectives of both human and physical geography.

AAAS 852 Classical Islamic Literature
An examination of major developments in classical Islamic literature in the Middle East and beyond, with attention to the poetic and prose works (in translation) that emerged from them.

AAAS 853 Geography of African Development
Acquaints students with the values and social parameters of African agricultural and pastoral practice. Topics include customary land rights, African perspectives on the natural world, gender issues in African agriculture, and the urbanization of African cultures. The course also contrasts African views with those of Western development practitioners and donor agencies. Case studies from different countries are used to highlight the continent’s regional differences.

AAAS 855 African Film and Video
A critical study of Africa and its peoples as depicted in films and videos. The aesthetic, cultural, economic, political, historical, and ideological aspects of African films and videos will be examined.

AAAS 857 Cities and Development
An intermediate level course in urban geography, with an emphasis on cities in the developing world. Example cities in Latin America and the Caribbean, Sub-Saharan Africa, the Middle East, South Asia, and/or Southeast Asia may be examined. The main focus is on the intersection between urbanization and economic development, but social, political, and cultural aspects of development in cities are considered. Other topics include the geographic impacts of European colonialism, urbanization and industrialization, rural-to-urban migration, urban structure and spatial dynamics, urban planning, and environmental sustainability.

AAAS 860 Race, Gender and Post-Colonial Discourses
An examination of the ways in which the concept of race, gender, and post-colonialism frame African literatures from the Caribbean, North America, and the continent itself. The course will focus on these discourses grounding them in critical frameworks within which they can be contextually analyzed and evaluated, at the same time examining their impact in literacy praxis and theory.

AAAS 880 Introduction to Modern Africa
An interdisciplinary approach to cross-cultural understanding of Africa’s place in the modern world. Specific emphasis will be given to the role of Africa in world history, African cultures, modern African history, and problems of development and nation building in Africa.

AAAS 880 The Rise and Fall of Apartheid
This course will deal with the last fifty years of South African history during which apartheid came to be formulated, supported, and perpetuated, and the forces that were responsible for its disintegration by 1990. Reference will also be made to the transformation process since April 1994.

AAAS 898 Sexuality & Gender in African History
An examination of the history of sexuality and gender in Africa with a focus on the 19th and 20th centuries. Major issues and methods in the historical scholarship on gender and sexuality will be covered. Topics of historical analysis include life histories, rites of passage, courtship, marriage, reproduction, education, masculinities, homosexuality, colonial control, and changing gender relations. Prior course work in African history is suggested. Graduate students will complete an additional project in consultation with the instructor.

Approved African-American Studies Concentration Electives Outside of the Department

ANTH 512 Ethnohistory
ANTH 670 Contemporary American Culture
ANTH 775 Seminar in Cultural Anthropology
AM S 576 Cultural Geography of the United States (Same as GEOG 576)
AM S 579 Geography of American Foodways
AM S 580 American Art
AM S 629 Sociology of Sport (Same as SOC 629)
AM S 694 Directed Readings
AM S 696 Studies In:
AM S 737 Music in America
AM S 805 American Pluralism: Race, Ethnicity and Religion in American Life
COMS 534 Interpersonal Communications in Organizations
COMS 647 Issues in Intercultural Communication
ECON 515 Income Distribution and Inequality
ECON 530 American Economic Development
ECON 534 Economic History of the Caribbean Region
ECON 540 Recent American Economic History
ECON 595 Regional Economics
ECON 675 Introduction to Welfare Economics
ECON 761 Public Sector: Urban and Regional Finance
ECON 866 Selected Problems in American Economic History
ENGL 574 African-American Literature
ENGL 590 Studies In: Black Writing in Kansas (Same as AM S 696, AAAS 520)
ENGL 632 Comparative Black Literature
ENGL 679 American Poetry of the 20th Century
ENGL 971 Seminar in African-American Literature and Culture
ENGL 974 Seminar in Literatures of Africa and the African Diaspora
GEOG 571 Topics in Cultural Geography
GEOG 575 Geography of Population
GEOG 752 Topics in Urban/Economic Geography
GEOG 771 Topics in Cultural Geography
GEOG 772 Problems in Political Geography
GEOG 802 Urban Geographic Information Systems
HAIT 500 Directed Studies in Haitian Language and Literature
HAIT 501 Directed Studies in Haitian Culture
HAIT 700 Investigation and Conference
POLS 513 Power in American Communities
POLS 519 Community Development
POLS 614 Urban Politics
POLS 616 Interest Group Politics
POLS 619 Topics in American Politics:
POLS 623 The Politics of Social Policy
HIST 510 Topics In:
HIST 531 History of American Women: 1879 to Present
HIST 616 Contemporary American, 1841 to Present (Same as AAAS 520)
HIST 631 The Contemporary Afro-American Experience
HIST 651 History of American Business
HIST 696 Seminar In:
HA 707 Directed Readings
HA 712 Directed Museum Study
HWC 600 Biography of the City
HDFL 606 Special Projects in the Community
HDFL 692 Practicum in Community Leadership and Development
HDFL 703 Community Psychology
HDFL 712 Directed Museum Study
MUSC 744 Readings in Jazz and American Popular Music
PHIL 595 Philosophy and Race
REL 504 Millenarian Movements
REL 531 Studies in Christianity
REL 532 Studies in Islam
REL 602 Special Topics in Religion
REL 771 Religious Movements and Social Change
REL 875 Topics in Religion and Society
SOC 522 American Racial and Ethnic Relations
SOC 570 Social Conflict
SOC 571 Collective Behavior
SOC 573 Sociology of Violence
SOC 621 Cross-Cultural Sociology
SOC 626 Religion and Society
SOC 671 Social Movements
TH&F 702 Graduate Seminar in:
TH&F 703 Readings in Dramatic Literature
TH&F 529 Race and the American Theatre
WS 560 Race, Gender and Post-Colonial Discourse

Approved African Studies Concentration Electives Outside of the Department
ANTH 501 The Anthropology of Violence (Same as ANTH 775)
ANTH 501 Peoples of North Africa and the Middle East (Same as ANTH 775)
ECON 587 Economic Development of Africa
ECON 582 Economic Growth and Development
ECON 604 International Trade
ENGL 526 African Literature
ENGL 974 Seminar in Literatures of Africa and the African Diaspora
GEOG 771 Topics in Cultural Geography
GEOG 726 Remote Sensing of Environment
GEOG 990 Seminar in Regional Geography
HA 898 Graduate Seminar: Contemporary Transnational Artists
HIST 509 Multinational Corporations (Same as AAAS 520)
HIST 510 Topics in African History
HIST 561 World Natural Resources Use in the 19th and 20th Centuries
HIST 574 Slavery in the New World (Same as AAAS 574)
HIST 681 Topics in Third World History
HIST 582 Nationalism and Revolution in the Third World
HIST 600 West African History
HIST 800 Readings in: West African History
JOUR 502 International Journalism
LING 791 Topics in Linguistics
MUSC 560 Music in World Cultures
PHIL 595 Philosophy and Race
POLS 661 Politics of the Middle East (Same as AAAS 520)
POLS 689 Topics in International Relations
POLS 850 Comparative Politics
REL 602 Ancient Egyptian Culture and Religion
Language Requirement for African Concentration
A master’s degree in African and African-American Studies with an African Studies concentration requires proficiency in an African language. Proficiency may be fulfilled by one of the following:

(a) Completing two years of college level study at KU, at an equivalent institution, or through an intensive course. Language courses offered on a regular basis at KU that count towards proficiency are Arabic, Hausa, KiSwahili and Wolof. In addition, proficiency may be fulfilled by studying, on a self-instructional basis, any one of a number of African languages for which the Kansas African Studies Center has pedagogical materials and proficiency-testing capabilities.

(b) The equivalent of two years of an approved language.

(c) Proving that the student is a native speaker of an African language.

Language/Research Skills Requirement for African-American Concentration
A master’s degree in African and African-American Studies with an African-American Studies concentration requires that a student:

(a) Fulfill the African language requirement as outlined above, or

(b) Fulfill a non-African language requirement employing standards comparable to those governing the African language requirement outlined above, or

(c) Demonstrate competence in a research skill relevant to the student’s specific concentration within African-American Studies. Competence in a research skill will be certified by the Department’s Graduate Studies Committee.

Students, in consultation with their advisors and to the satisfaction of the Department, must demonstrate that their choice of a language or research skill is appropriate for their specific research interest within the field of African-American Studies.

(C) Program Faculty

1. Quality of the Faculty

The program faculty consists of two categories: (1) Core Faculty, and (2) Adjunct Faculty. The core faculty consists of faculty whose academic specializations are most appropriate to the new degree program. The adjunct faculty are faculty members in related disciplines who are normally outside the Department but devote a small proportion of their scholarship and teaching to the proposed program.

The quality of the core faculty in African and African-American Studies at the University of Kansas can be measured in several ways: academic preparation, research productivity, teaching effectiveness and public service. It is important to note that all members of the core faculty have earned terminal degrees in their field. On the average, teaching experience is estimated at 15 years. Their research activities have frequently taken them to Africa, the Caribbean, South America and the African-American community in the United States. They hold memberships in national and international professional organizations in their respective fields. Many of them are internationally recognized scholars. They have mastery of several African and European languages.

In the area of public service, the work of the faculty is generally outstanding. They make invaluable contributions to the University community, the state of Kansas and the nation. The student evaluations of
the faculty teaching effectiveness continues to be above average. The Department’s record on teaching represents a faculty that is totally committed to excellence in teaching.

Adjunct faculty perform a range of valuable services to African and African-American Studies, both in their own departments and as adjuncts to our program. Because the interests of African and African-American studies per se must be served across any campus, adjuncts are advocates for this in their own departments. They also commit to integrating African and/or African-American material in existing or in new courses as appropriate. They help by team-teaching for us with other faculty, and also by serving on an individual basis for one-on-one research-oriented courses such as Investigation and Conference. Whenever possible, they teach a full course on African and/or African-American themes. They cross-list with us any of their courses with a substantial appeal to our students.

In 1995, 1997, and in the spring of 1999, selected faculty members at the University of Kansas were surveyed as to their willingness to participate in the proposed M.A. program in African and African-American Studies. The responses were overwhelmingly positive. Below is a list of the program core and courtesy faculty. Complete current curriculum vitae of the faculty are available with the Graduate School since they already hold graduate faculty appointments within the Graduate School.

2. Core Faculty

Alexander, Shawn. Assistant Professor of African and African-American Studies; Courtesy Assistant Professor of History (Ph. D. University of Massachusetts, Amherst, 2004).
Omar, Naima. Associate Professor of African and African-American Studies. (Ph.D. University of Texas, 1999).
Pennington, Dorothy. Associate Professor of African and African-American Studies and Communications (Ph.D. University of Kansas, 1974).
Salami, Gitti. Assistant Professor of African and African-American Studies and Art History (Ph.D. University of Iowa, 2005).
Ukpokodu, Peter. Professor of African and African-American Studies; Courtesy Professor of Theatre and Film (Ph.D. University of Kansas, 1985).

3. Scholarly Specialization of Core Faculty

Alexander: African American History, African American Intellectual History, Civil Rights History

Hannoum: Anthropology and history of North Africa and the Middle East; North Africans in France; cultural identity; political modernity, historiography and memory; religion and politics, violence and the state; (post) colonialism.

MacGonagle: African History, Comparative Black History, and Gender Studies
Omar: Arabic Language, Linguistics (Sociolinguistics & Applied Linguistics), Arab Culture
Pennington: Intercultural communication, African American church culture, African American communication and culture
Salami: African Art History, African Anthropology, African Cultural Studies
Ukpokodu: African Theatre and Film, African-American Theatre, African Traditional Religion and Culture, Comparative Black Drama

4. Adjunct Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Discipline</th>
<th>Related Specialty</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenn Adams</td>
<td>Psychology</td>
<td>West Africa</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Omofolabo Ajayi-Soyinka</td>
<td>Women’s Studies/ Theatre</td>
<td>Afr. Women/Afr. Literature</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Giselle Anatol</td>
<td>English</td>
<td>African-American and Caribbean Literature</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Crystal Anderson</td>
<td>Am. Studies</td>
<td>Afr. Am. Literature and Culture</td>
<td>Asst. Professor</td>
</tr>
<tr>
<td>Elizabeth Asiedu</td>
<td>Economics</td>
<td>International economics</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Shiferaw Assefa</td>
<td>African Studies</td>
<td>African History</td>
<td>Africana Librarian</td>
</tr>
<tr>
<td>Nobleza Asuncion-Lande</td>
<td>Sociology/ Communications</td>
<td>Race Relations/ United States</td>
<td>Professor</td>
</tr>
<tr>
<td>Andrew Bentley</td>
<td>Zoology</td>
<td>Ichthyology/Africa/ South Africa</td>
<td>Collection Manager, Division of Ichthyology, Natural History Museum</td>
</tr>
<tr>
<td>Raj Bhala</td>
<td>Law</td>
<td>Islamic/International Law</td>
<td>Dist. Professor</td>
</tr>
<tr>
<td>Surendra Bhana</td>
<td>History</td>
<td>African History</td>
<td>Professor Emeritus</td>
</tr>
<tr>
<td>Hannah Britton</td>
<td>Political Science/ Women’s Studies</td>
<td>African Politics/Gender</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Chris Brown</td>
<td>Geography</td>
<td>African Geography</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Byron Caminero-Santangelo</td>
<td>English</td>
<td>African Literature</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Marta Caminero-Santangelo</td>
<td>English</td>
<td>Caribbean/Latin American Literature</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Carol Ann Carter</td>
<td>Fine Arts</td>
<td>Art/African American Art</td>
<td>Professor</td>
</tr>
<tr>
<td>Derrick Darby</td>
<td>Philosophy</td>
<td>African American and Political Philosophy</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Jacob Dorman</td>
<td>History/American Studies</td>
<td>African American History/ African American Religion</td>
<td>Asst. Professor</td>
</tr>
<tr>
<td>Jonathan Earle</td>
<td>History</td>
<td>Civil War/ 19th C US/ African American History</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Mohamed El-Hodiri</td>
<td>Economics</td>
<td>Arabic, Arab Culture</td>
<td>Professor</td>
</tr>
<tr>
<td>Tom Erb</td>
<td>Education</td>
<td>Curriculum &amp; Instruction</td>
<td>Professor Emeritus</td>
</tr>
<tr>
<td>Johannes Feddema</td>
<td>Geography</td>
<td>African Geography</td>
<td>Professor</td>
</tr>
<tr>
<td>David Frayer</td>
<td>Anthropology</td>
<td>Palentology</td>
<td>Professor</td>
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<tr>
<td>Jane Gibson</td>
<td>Anthropology</td>
<td>African American Identity</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Malcolm Gibson</td>
<td>Journalism</td>
<td>East Africa</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Tanya Golash-Boza</td>
<td>Sociology/ American Studies</td>
<td>Race/Latin America</td>
<td>Asst. Professor</td>
</tr>
<tr>
<td>Maryemma Graham</td>
<td>English</td>
<td>African American Literature</td>
<td>Professor</td>
</tr>
<tr>
<td>Sandra Gray</td>
<td>Anthropology</td>
<td>African Anthropology</td>
<td>Assoc. Professor</td>
</tr>
<tr>
<td>Lorraine Haricombe</td>
<td>Libraries</td>
<td>South Africa</td>
<td>Dean of Libraries</td>
</tr>
<tr>
<td>Williams Harris</td>
<td>English</td>
<td>African-American Literature</td>
<td>Assoc. Professor</td>
</tr>
</tbody>
</table>
5. Selected Scholarly and Professional Accomplishments of Core Faculty


Published: T. Thomas Fortune the Afro-American Agitator: A Collection of Writings, 1880-1928 (forthcoming, 2008)


MYERS: Director, Kansas African Studies Center (2006-), Acting Director (Spring 2004), Associate Director (2002-03 and 2004-06), Executive Committee Member (1998–2000), Graduate Certificate Advisor (2006-); Provost’s International Studies Award (2003); Kemper Award (2000); Vice-President/President/Past President, Mid-American Alliance for African Studies (2005-8, in order), Secretary-Treasurer (1997-2003); Distinguished Visitor Program, University College London (2005); James Sever Lecture in Humanities and Western Civilization (2006); AAAS Ambassador to Center for Teaching Excellence at KU (1997–2001); Association of American Geographers Cultural Geography Specialty Group Chair (1998–2000); recipient of research grants from the National Science Foundation (2006-08, 1999), Fulbright (2002-03), National Geographic Society (1999), and Association of American Geographers (1999).

Published: Cities in Contemporary Africa (2006); Disposable Cities (2005); Verandahs of Power (2003)


OMAR: Language Coordinator (2003-); GTA Coordinator (2003-); CTE Ambassador (2002-); Director, KU Arabic Language Summer Institute at Al Akhawan University in Ifrane, Morocco (2001-); Member, Executive Committee, Kansas African Studies Center; Visiting faculty, Cornell College, Mount Vernon, Iowa (1999-2000); Director, Department of English, University of Tunis (1990-94); Language Coordinator, School of Commerce, University of Tunis (1989–1993); American Institute for Maghreb Studies Grant (2003, 2007), New Faculty Research Grant (2002); Big XII Faculty Fellowship (2002, 2006); Faculty Research Development Grant (2001); Fulbright Student Research Award, University of Texas at Austin (1993-94); British Council Student Professional Development Award (1990).


PENNINGTON: Invited participant in Oxford Scholar’s Round Table, Oxford University, 2006, 2008; invited speaker to the Locceum Akademie, Locceum Germany, 2001; listed in Black Pioneers in Communication Research, (international) 2006; research grant on black churches, 1983; grant award for public programming on black churches, 2004; departmental Curriculum Committee Chair, 2002--; Phi Beta Delta International Scholars Association inductee, 2002; CTE Teaching Excellence Award, 2002; National Communication Association teaching award, 1997; National Communication Association award for scholarship and mentoring, 1995; educational consultant to the Department of Defense Race Relations Institute, 1976-84; educational consultant to the Department of Defense Equal Opportunity Management Institute, 1977-84; consultant to the U. S. Commission on Civil Rights for minority women in the workforce, 1989-90; nominee, Outstanding Young Teacher in the Central States Communication Association, 1978; University of Kansas Women’s Hall of Fame inductee, 2004; recipient, City Of Lawrence, Kansas Enhancement and Cultural Exchange Award, 1994; Humanist Scholar for the Kansas Humanities Council, including performing historical characterizations of 19th Century orator/activist, Sojourner Truth, 1992-1996; member, State of Kansas Brown v. Board of Education 50th Anniversary Commemoration Planning Committee, 2003-2004; member, University of Kansas Committee on Graduate Studies, 1993-96; recipient, University of Kansas Steeples Service to Kansans Award, 1999; member, University of Kansas Faculty Governance Council, 2000-2003; Service on Editorial Boards for the Journal of Black Studies; The Howard Journal of Communications; Communication Education

Published: Crossing Difference… Interracial Communication (1976); African American Women Quitting the Workplace (1999)

SALAMI: Fulbright-Hays DDRS Dissertation Award (2001); FLAS (1999); Distinguished Thesis Award of the Midwest Association of Graduate Schools (2000); Has conducted research in Nigeria, Cameroon, and Senegal.

Published in: "Catalog of the Barbier-Mueller Museum" (Geneva, Switzerland); "Catalog of the New Orleans Museum of Art: African Arts" (Under review); "TDR: Journal of Performance Studies" (Under review)

UKPOKODU: Chairperson, African & African-American Studies, University of Kansas (1996–); Kemper Award (2002); President, Mid-America Alliance for African Studies (1997–98); Consultant to International Theatre Institute on African Theatre; KU's Executive Vice Chancellor's Consultant and Liaison on University of Kansas-University of Benin Exchange Program (1987–89); Golden Poet Award, World of Poetry USA (1987); Polytechnic Literary Award (1990); Consultant to Carnegie Mellon University on African Theatre for Semester-at-Sea (1992); Oxford Round Table Member.

Published: "African Literatures at the Millennium" (2007); "It Happened to the Blind Beggar" (2002); "African Political Plays" (1999); "Socio-Political Theatre in Nigeria" (1992)

Directed/Produced: "A Day of Absence" (1997); "Happy Ending" (1997); "The Island" (1994); "Sizwe Bansi is Dead" (1993).

(D) Academic Support

Academic Support Services

The following supportive services are currently in place and would be available for students in the program.

Library Services: To support African and African-American Studies at the University of Kansas, the library acquires materials from a broad range of subjects as appropriate for interdisciplinary research in area and ethnic studies programs. Materials that are collected encompass most of the scholarly disciplines in the social sciences and the humanities, as well as a few of the physical sciences. They include, but are not restricted to, languages and linguistics, art, literature, history, political science, religious studies, geography, anthropology, philosophy, economics, and human biology.

The holdings currently available pertaining to African and African-American Studies are not inconsiderable. African holdings alone are estimated to include 30,000 printed volumes; holdings of African-American Studies comprise a considerably larger collection of possibly 60,000 volumes. (A general search of the library holdings using the Library of Congress and Dewey Decimal searches categories for African American Studies and Black America reveals over 10,000 entries.) The traditional formats of monographs and journals have been the norm, although other formats such as maps and international documents have also been collected. Collection development efforts in the recent past have emphasized the procurement of monographs at the expense of serials. Slightly more than 1,000 volumes of Africana are currently being added to the collections annually. Materials collected are primarily in English.
and French, with some materials as needed for the teaching of KiSwahili, Hausa, Wolof and Arabic. Approximately 125 to 150 serial titles are currently received, including both periodicals and newspapers. African-American materials are particularly strong in music, history and literature collections.

There are a number of special collections and formats of material pertaining to Africa and African-American Studies that are worthy of note. Holdings in the Spencer Research Library include an impressive collection of market literature from Onitsha, Nigeria. The Kansas Collection, located in Spencer Research Library, has been actively collecting archival sources, photographs, and printed materials pertaining to the role of African Americans in history and everyday life, including leadership, family records, churches, organizations and businesses, in Kansas and throughout the region. The Wilcox Collection includes newsletters and ephemera issued by organizations concerned with the Black political and social milieu. Special Collections holds a variety of travel accounts and related documents created by Europeans before 1900. Microform collections have also been added to the University's holdings in recent years, particularly for the support of African-American studies. These resources have included, for example, an important collection of African-American newspapers and files of the Federal Bureau of Investigation. Official publications of the US government and of various international organizations, available at the Documents Library, are known to be rich in materials pertaining to such broad topics as public health, education, development, and international relations. The Map Library, which ranks high nationally for its excellent collection of cartographic resources, includes a good collection of atlases and flat maps for the entire continent of Africa.

The Spencer Museum of Art has also recently adopted a collection of about 10,000 artifacts from Africa, Oceania, and the Americas. This collection is currently being cataloged; there are at least 1,000 objects from Africa, some of which are of quite high quality and some are rare. This collection is being expanded through donations of indigenous artworks and through purchase of contemporary African art. This collection is available for research purposes and affords graduate students on opportunity to curate exhibitions.

Through a faculty member's joint appointment in the Department of Art History, lecturers on African Art are brought to the university as mini-Murphy lecturers on a regular basis, usually one or two a semester. Such speakers in the past have included among others Susanne Blier (Harvard University), Sylvester Ogbechie (University of California Santa Barbara), Mary Nooter Roberts (UCLA Fowler Museum), Allen F Roberts (UCLA World Arts Program), and Sokari Douglas Camp (a Nigerian artists based in London). By the same means it was possible to bring internationally renowned curator, critic, historian Okwui Enwezor for a major-Murphy lecturer, which involves co-teaching of a graduate seminar, two public lectures, one at the Spencer Museum and one at the Nelson-Atkins Museum, and a publication. The opportunity to bring in a major-Murphy lecturer exists on a yearly basis; to bring in an Africanist in particular about every three of four years.

The availability of resources in electronic format greatly enhances the amount of material that is available to supplement materials from the University of Kansas collections. There are, for example, a growing number of electronic databases which render the collections of other university libraries more readily accessible. The entire holdings, in fact, of the Melville J. Herskovits Library of African Studies at the Northwestern University, reportedly the largest Africana collection in the US with 300,000 volumes, are searchable on the Internet, as are the online catalogs of other major Africana libraries. There are also more specialized databases available on the Internet, such as the Africana Conference Paper Index (AFRC), a database of over 62,000 conference papers pertaining to Africa. The Black American Resources webpage also provides online access to many libraries which collect heavily in the African-American field.

Another important source of research materials available for graduate study on African and African-American studies is available at the Center for Research Libraries in Chicago. The research collections there include a large assemblage of Black American newspapers, as well as African newspapers, foreign dissertations, rare monographs and journals on microfilm, foreign government documents, researchers' field notes, manuscripts, and archival collections. All of these are available to researchers at the University of Kansas by virtue of the fact the University holds membership in the Center. The University of Kansas is a participant in a national consortium of libraries from institutions that have been designated as National
Resource Centers for African studies. This consortium is currently pursuing two projects for the cooperative acquisition and access to Africana. One of these is the microfilming of archival records from Senegal, while the other seeks to collect dissertations and theses completed for higher degrees in African universities.

**Computing services:** available at the University Computer Center, the KU libraries, and through academic programs, among others. No additional computing resources will be required to support the proposed program.

**Financial assistance:** available through the Office of Student Financial Aid, Student Employment Service, and assistantships from grants. Graduate teaching assistantships are also available.

**Advisory services:** 1. The Graduate Studies Advisor (see section on Program Governance) will determine that each student fulfills graduate requirements. 2. A faculty mentor will be assigned to each student in the program. The faculty mentor will guide the student regarding the development of an integrated course of study, selection of courses, research topics, professional opportunities and further graduate studies. A student will retain the same faculty mentor throughout the duration of his/her study in the M.A. program.

**General resources:** Student Organizations and Leadership Development services will be available and an orientation will be provided to students. The Center for Teaching Excellence provides orientation for teaching assistants while the Hall Center for the Humanities is a resource for grants and research.

The above services shall be of sufficient volume and quality to support the program effectively.

**New Library Materials and other Forms of Academic Support**

It is anticipated that an additional expenditure of library funding will be needed to support this degree program. This will come in the form of annual, normal, routine funding of the KU libraries. The current level of funding annually for African materials is near $38,000. The figure for African-American materials can only be estimated, but is most likely somewhat above the figure for African materials.

**New Support Staff**

None is required beyond the normal addition of a half-time program assistant. The cost is about $20,000 - $25,000.

**(E) Facilities and Equipment**

**Anticipated Facilities Requirements (existing, renovated or new)**

Anticipated facilities required for the proposed M.A. program in African and African-American Studies already exist. The program does not require a new building; it will share classrooms, lecture halls, language laboratories, computer rooms and libraries as do other programs in the College and the University of Kansas.

**New Equipment Beyond Normal Additions**

New equipment required would be restricted to normal office requirements such as file cabinets, tables and chairs, telephones and computers.

<table>
<thead>
<tr>
<th></th>
<th>i. Recurrent Expenditures:</th>
<th>ii. Non-Recurrent Expenditures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td></td>
<td>File Cabinets $500.00</td>
</tr>
<tr>
<td>Fax</td>
<td></td>
<td>Computers $3,000.00</td>
</tr>
<tr>
<td>Photocopier</td>
<td></td>
<td>Computer software $500.00</td>
</tr>
<tr>
<td>Stationery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Estimated cost is about $8,500 for these.

<table>
<thead>
<tr>
<th></th>
<th>iii. Available Inventory:</th>
<th>Condition:</th>
</tr>
</thead>
</table>
Office telephones (16)  Good
Fax machine (1)  Good
Copier (1)  Good
Computers (16)  Good
Typewriters (1)  Good
Printers (3)  Good
Scanner (1)  Good

(F) Program Review, Assessment and Accreditation

Program Governance

1. Graduate Studies Committee
The M.A. in African and African-American Studies will be under the supervision of a Graduate Studies Committee of the Department of African and African-American Studies. Admissions, graduate awards, petitions about degree requirements, consultation with the Graduate Advisor, curricular changes, and setting general policy for the master's degree will be the responsibility of the Graduate Studies Committee.

2. Graduate Studies Advisor
Scheduling of courses, supervision of advising, supervision of master's exams, and certification for graduation will be the responsibility of the Graduate Advisor of the African and African-American Studies Department, appointed by the Department Chair. The Graduate Advisor may be chosen either from the African and African-American Studies Department faculty, or from the affiliated African-Americanist faculty, or from the affiliated Africanist faculty. If the Advisor is chosen from among faculty outside the Department, he or she will receive at least a .25 FTE appointment from the College of Liberal Arts and Sciences in the Department during his or her tenure as Graduate Advisor. The Graduate Studies Advisor will have the responsibility to notify the Department and the affiliated faculty of decisions by the Graduate Studies Committee and to bring concerns or questions about the degree program or graduate students from these affiliated members to the Committee. The Graduate Studies Advisor serves at the pleasure of the Department Chair. The Graduate Studies Advisor serves as Chair of the Graduate Studies Committee and may vote in the case of a tie.

3. Composition and Selection of Graduate Studies Committee
The Committee will be composed of eight members and one ex officio member. The nine members will be the Graduate Studies Advisor, three members chosen from the African and African-American Studies Department, two members chosen from the affiliated faculty of the Langton Hughes Center for African American Studies and two members chosen from the Kansas African Studies Center. While the Committee operates with nine members it can recommend policy and procedures to the Department with the approval of four members. The elected members may serve up to five one-year terms.

Members chosen from the Department must hold at least partial appointments in the Department. Members chosen by the affiliated African-American Studies faculty and African Studies Council may or may not hold faculty appointments in the Department. The Chair of the Department serves as ex officio member of the Graduate Studies Committee.

4. Election to Graduate Studies Committee
Before the end of each academic year, the Department, the affiliated African-American Studies faculty, and the African Studies Council will choose their representatives to the Graduate Studies Committee for
the following academic year. One-year terms will coincide with academic years. If members are not appointed by the end of the academic year, they must be appointed as soon as possible at the beginning of the next academic year. If a member resigns during the course of an academic year, the body which chose the member will select a replacement to serve out the remainder of the member’s term. The partial term served by the replacement will count as one, one-year term.

**Program Evaluation**

1. **What program review process or evaluation methods will be used to review the program?**
   a. Teaching evaluation will be predicated on two sets of materials: 1) Student evaluations submitted for all courses in the program; 2) Faculty portfolios, containing teaching plans, course materials, and peer evaluations, submitted at the conclusion of every academic year. The evaluation subcommittee in the Department of African & African-American Studies will examine student evaluations and faculty portfolios at the end of every academic year and work with individual faculty to assure the quality and effectiveness of courses in the program.
   b. Faculty scholarship will be evaluated not only by the regular processes of review established by the College and the University for tenure and promotion but also by the chair and the program’s evaluation subcommittee in considering salary or promotion. In addition, tenured faculty will be subject to outside evaluations of their scholarship every seven years.
   c. The standards for evaluating will be set forth in the Handbook and Bylaws of the Department of African and African-American Studies.
   d. The newly established Center for Teaching Excellence will be used to enhance the quality of our program.
   e. The Program will adhere to the College, University and Regents' review programs.

2. **What student learning outcome measures will be used to assess the program’s effectiveness?**
   Two measures will be used to assess the program’s effectiveness: 1) All students completing the M.A. degree will be required to respond to a written questionnaire evaluating the program and to participate in an oral interview at the time of their graduation. The evaluation subcommittee will serve as the exit interviewers. 2) Every five years, alumni/alumnae of the program will be asked to respond to a written questionnaire evaluating the program.