# CONTENTS

1. **INTRODUCTION** ........................................................................................................................................... 4

2. **GOALS AND OBJECTIVES OF THE DEPARTMENT AND THE CAMPUS MISSION** ... 4
   2.1. Campus Mission ....................................................................................................................................... 4
   2.2. History of Africana Studies Department .................................................................................................... 4
   2.3. Africana Studies Department’s Goals, Objectives, and Approach ........................................................... 5
   2.4. Mission of the Africana Studies Department at UMass Boston ............................................................... 5
   2.5. Africana Studies Majors and Minor ........................................................................................................... 6
   2.6. Africana Course Enrollments Trends ....................................................................................................... 7

3. **DEPARTMENT’S FUTURE GOALS AND OBJECTIVES** .............................................................................................................. 8
   3.1. Graduate Studies Proposal for an (M.A.) Degree in Africana Studies ...................................................... 8

4. **SUMMARY OF GOALS AND OBJECTIVES** ............................................................................................................. 10
   4.1. Undergraduate and Graduate Program Development ................................................................................. 10
   4.2. Department’s Goals and Objectives for the Next Five Years ................................................................. 10
   4.3. Enhancing Students Learning Goals ......................................................................................................... 10
   4.4. Enhance Global Understanding of Africana History and Culture ........................................................... 11
   4.5. Development of African and Haitian Language and Culture Courses ................................................... 11
   4.6. Development of Certificate Programs ....................................................................................................... 11
   4.7. Development of Study Abroad Courses: (Haiti, Jamaica, Cuba, West Africa) ........................................ 11
   4.8. Development of a Course in Africana Islamic Studies ............................................................................. 12

5. **THE AFRICANA CURRICULUM: CONTEMPORARY RELEVANCE, RIGOR AND COHERENCE** ................................................................................................................................. 12
   5.1. Contemporary Relevance .......................................................................................................................... 12
   5.2. Rigor and Coherence ............................................................................................................................... 12
   5.2.1. Proposed New Course Requirements .................................................................................................. 12
   5.3. Requirements and Recommendations .................................................................................................... 13
   5.3.1. The Major ............................................................................................................................................. 13
   5.3.2. Community Development Capstone Seminar ..................................................................................... 13
   5.3.3. The Minor ........................................................................................................................................... 14
   5.3.4. Honors .................................................................................................................................................. 14
   5.4. Africana Honors Program: Information Sheet .......................................................................................... 14
   5.5. Transfer Credit Policy ............................................................................................................................. 18
   5.6. Certificate in African Studies ................................................................................................................... 18
   5.7. Certificate in Caribbean Studies .............................................................................................................. 19
   5.9. PhD and Masters in Afro-American Studies .......................................................................................... 19
   5.10. Masters Degree in Africana Studies ...................................................................................................... 19

6. **COURSE DESCRIPTIONS OF AFRICANA STUDIES DEPARTMENT** ................................................................................... 19
   6.1. Regular and New Proposed Courses ........................................................................................................ 19
   6.2. Division of Corporate, Continuing and Distance Education .................................................................... 19
   6.3. Course Classifications in Africana studies Department .......................................................................... 20
   6.4. Courses Taken Outside of the Department ............................................................................................. 20
   6.5. Study Abroad Programs: Africa and the Caribbean .............................................................................. 20
   6.6. List of Related Africana Courses Offered by Other UMB Departments ............................................. 20

7. **AFRICANA FACULTY: QUALITY AND PRODUCTIVITY** ...................................................................................................... 21
   7.1. Short Biographies ....................................................................................................................................... 21
8. AFRICANA TEACHING ENVIRONMENTS AND STUDENT LEARNING ASSESSMENT

8.1. Student Learning Outcomes Assessment
8.2. Outcomes and Competencies
8.3. Expectations in Students’ Work
8.4. Frequency of Students’ Assessments
8.5. Methods of Assessment
8.6. Reporting, Analysis and Interpretation of Results
8.7. Assignment of values

9. AFRICANA STUDIES TRANSNATIONAL AND LOCAL PROGRAMS

9.1. Haiti: Study Abroad
9.2. Jamaica: Study Abroad
9.3. Cuba: Study Abroad
9.4. West Africa: Study Abroad
9.5. Haitian Creole Institute
9.6. Black Male Health Program
9.7. Africana Prizes and Scholarships
9.7.1. Clinton M. Jean Book Prize
9.7.2. David Walker Prize
9.7.3. Harriet Tubman Essay Prize
9.7.4. Charles E. Merrill Caribbean Fellowship
9.7.5. James Bradford Ames Fellowship Program
9.7.6. The Ames Fellowship: Organizational Restructuring

10. AFRICANA RESOURCE UTILIZATION

10.1. Center for African, Caribbean and Community Development (CACCD)
10.1.1. Research Component of CACCD
10.1.2. Teaching Component of CACCD
10.1.3. Community Outreach Component of CACCD
10.2. Resources: Their Acquisition, and Preservation

11. CONCLUSIONS

APPENDICES

APPENDIX A List of Regular and New Proposed Courses
APPENDIX B Course Classifications in Africana Studies Department
APPENDIX C List of related Africana Courses offered by other Departments
APPENDIX D NOMMO: Journal of Africana Studies
APPENDIX E Africana Studies International Conference in West Africa

ATTACHMENTS

ATTACHMENT A Proposal for a Haitian Creole Language and Culture Program
ATTACHMENT B Haitian Creole Summer Language Institute
ATTACHMENT C HAITI TODAY: Study Abroad Program
ATTACHMENT D JAMAICA TODAY Study Abroad Program
ATTACHMENT E CUBA TODAY Study Abroad Program
ATTACHMENT F WEST AFRICA: Benin / Ghana Study Abroad Program
ATTACHMENT G The African Diaspora Project: Africana Studies for Self-Empowerment
1. INTRODUCTION

Our self-study, pursuant to Procedures for Review of Academic Programs and Trustee Document T97-11, will discuss the current status of our academic program in view of the campus mission and strategic plan and our goals for the future. Secondly, it will outline the academic steps and resource allocations that are necessary to carry the Department through the next five-year period of operations.

2. GOALS AND OBJECTIVES OF AFRICANA STUDIES DEPARTMENT AND THE CAMPUS MISSION

2.1. Campus Mission

The mission of the University of Massachusetts Boston addresses six critical goals that are consistent with those of the Department of Africana Studies: access, excellence, public service, innovation, economic development and quality of life. In addition, through its strategic plan, the University has committed itself to creating a “...great student-centered, public urban university...” At the core of this vision is the creation of a “learner-centered culture,” the promotion of “intellectual and civic engagement” and the interfacing “...with institutions and communities in the U.S. and globally.”

Cognizant of the University’s Urban Mission within its research cluster on Transnational, Cultural and Community Studies, the Africana Studies Department explores past and present local, national and transnational issues using multilayered frameworks and methodologies with “an interdisciplinary social sciences focus, involving the systematic study of the history, society, politics, culture, and economics of subsets of populations with common ethnic and racial characteristics, common traits and customs.” Furthermore, we explore the languages, literatures, socio-cultural analysis, migrations, gender roles, and health needs and disparities of various African, African American and Caribbean populations with an emphasis on community development and empowerment.

2.2. History Africana Studies Department

The Africana Studies Department grew out of the struggles of African-American people to achieve human equality in American society. Through the protracted efforts of scholars and staff at the University and community activists, the Department began initially as a program. These efforts of the academy and community were a manifestation of the national social movement to make institutions of higher education more relevant to the pressing social and economic needs of inner city residents, many of whom were of African-descended peoples.

As a result of the efforts of Professor James Blackwell of the Sociology Department and other scholars, the program began its activities as “Black Studies” department in 1969. Over the past forty years, it has distinguished itself by attracting highly gifted scholars and students who engage in rigorous and exciting discourse in the field of Africana Studies, defined in our department as the study of Afro-America, Africa, and the Caribbean. While the initial impetus
for its creation and development grew out of the African-American experience, the influx of Caribbean and African people into the United States has made it even more important that the Department of Africana Studies expands its academic offerings to address the new needs of the twenty-first century. Focusing on the globalization theme, the department focuses on how patterns of trade, travel, migrations, commerce and resource extraction informed world history and the lives of African-descended peoples.

2.3. Africana Studies Department’s Goals, Objectives and Approach

The department of Africana Studies is a multidisciplinary and interdisciplinary field of inquiry which is focused upon the history, social life, culture and environment of people of African descent in the Americas, Africa and the Caribbean. Its broad educational goal is to document and disseminate a specialized body of knowledge about the Pan-African experience with a special emphasis on the United States of America. Because of its interdisciplinary and multidisciplinary character, the Africana Studies Department works in close collaboration with several other departments and programs in the University, that either cross-list Africana courses for their majors or that credit courses based in Africana toward their graduation requirements, notably American Studies, Anthropology, Performing Arts, French, Philosophy, Women’s Studies, and Public Policy. Similar relationships exist with the W.E.B. Du Bois Department of Afro-American Studies at Amherst, the William Monroe Trotter Institute, as well as with institutions of higher education in the Caribbean and Africa.

Our approach is one of systematic inquiry which illuminates specific social conditions including health, environmental and technological inequities through analysis of the history, politics, economics, culture, sociology and psychology of people of African descent and their societies. We feel that this approach will equip highly gifted scholars and motivated students to engage in rigorous and exciting dialogues in the field of Africana Studies, and to take roles of effective agency, participation, and leadership in the intellectual, research and social activist domains of professional and community life. Within the social justice theme, the department attempts to understand how has the fight for equality and against discrimination, homophobia, and misogyny and class exploitation shaped African Diasporas’ peoples.

2.4. Mission of the Africana Studies Department at UMass Boston

The mission of the Department of Africana Studies at the University of Massachusetts Boston is to teach and carry out research on a specialized body of knowledge about the established history, culture and society of the people of African Descent. The educational focus on the experiences of the dispersal of African peoples throughout the continent of Africa, the Americas, the Caribbean and other parts of the globe requires our faculty to incorporate an interdisciplinary approach to teaching and research, and to design innovative and practical solutions to challenges facing people of African descent and their societies.

As public intellectuals who engage in research, teaching and policy in Africana Studies, our strength as a faculty reflects our commitment to the standards of the University’s urban
mission policy. The substantial amount of professional time to local and international community development projects gives us the access to open doors for our students to quality and challenging internship programs in public policy and community development. The fundamental objective is to provide students access and opportunities to actively engage in pioneering work in the economic development and improvement of the quality of life of the peoples of African descent in the United States, the Caribbean, Africa, and on continents abroad. Through its interdisciplinary and intercontinental theme, the department strives to look at how gender, class, sexuality, region, nation, political ideas, and spiritual beliefs impacted the experiences of African-descended peoples.

2.5. Africana Studies Majors and Minors

From the data compiled by the department’s curriculum committee, as of spring 2010, there are a total number of forty-two (42) majors and eleven (11) minors. However, the data in (Table 1) below, which was provided by Jennifer Brown from the Office of Institutional Research and Sponsored Program (OIRSP), only reflect annual comparisons of the majors and minors from spring 2005 to the beginning of fall semester 2009. It is useful to note that the data in (Table 1) shows relative stability in the majors and minors over this period. Overall, the department has maintained an average of 32 majors and 5 minors during the last five academic years.

<table>
<thead>
<tr>
<th>Africana Studies Majors</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28</td>
<td>30</td>
<td>37</td>
<td>29</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Africana Studies Minors</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

With the department’s proposed new curriculum revisions underway, we anticipate that more students will be drawn to our academic discipline. Furthermore, the revised major and minor requirements, coupled with the new course proposals will have a positive effect on the department’s ability to increase the number of Africana majors and minors. During the past five academic years, the department has conferred a total of thirty-seven (37) BA degrees as outlined in (Table 2) below:

<table>
<thead>
<tr>
<th></th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 1: Comparison of Africana Majors and Minors (2005-2009)

Table 2: Degrees Conferred (BA) in Africana Studies
2.6. Africana Course Enrollments Trends

A quick glance at (Table 3) below provides some interesting data. The data reveal a total enrollment of 516 students during spring semester 2003 from a total number of 19 course sections compared to 542 students from 16 course sections in fall 2007. Thus, there was an increase of 36 students even with a decrease of three course sections. While the number of course sections decreased, student enrollment increased. Several factors account for this modest gain in student enrollment even with the loss of three course sections.

Furthermore, during spring semester 2005, there were 408 students enrolled as compared to 520 students enrolled during fall 2009 in 17 course sections. Thus, an increase of 112 students in fall 2009 compared to spring 2005 even with the same number of course section offerings. One factor that explains such growth in enrollments, even when the same numbers of sections are being offered, is the systematic increase of class total capacity in all of the introductory sections. Hence many introductory level classes tend to be filled to capacity in order to accommodate student demand to meet their distribution or graduation requirements. The number of introductory level sections offered has been reduced over the years, in spite of an increase in student enrollments during the past 5 years. Such demand continues as revealed by the data from (Table3).

Table 3 Africana Studies Course Enrollments from spring 2003--fall 2009

<table>
<thead>
<tr>
<th>Semester</th>
<th>S 03</th>
<th>F 03</th>
<th>S 04</th>
<th>F 04</th>
<th>S 05</th>
<th>F 05</th>
<th>S 06</th>
<th>F 06</th>
<th>S 07</th>
<th>F 07</th>
<th>S 08</th>
<th>F 08</th>
<th>S 09</th>
<th>F 09</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Students</td>
<td>516</td>
<td>390</td>
<td>394</td>
<td>307</td>
<td>408</td>
<td>361</td>
<td>332</td>
<td>399</td>
<td>375</td>
<td>542</td>
<td>408</td>
<td>529</td>
<td>453</td>
<td>520</td>
<td>424</td>
</tr>
<tr>
<td>Total # of Sections</td>
<td>19</td>
<td>14</td>
<td>16</td>
<td>13</td>
<td>17</td>
<td>14</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>16</td>
<td>14</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>100/101 Total students</td>
<td>115</td>
<td>125</td>
<td>112</td>
<td>80</td>
<td>120</td>
<td>106</td>
<td>99</td>
<td>122</td>
<td>162</td>
<td>172</td>
<td>167</td>
<td>174</td>
<td>184</td>
<td>173</td>
<td>137</td>
</tr>
<tr>
<td>100/101 # Sections</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>110/111 Total students</td>
<td>74</td>
<td>87</td>
<td>64</td>
<td>75</td>
<td>58</td>
<td>75</td>
<td>55</td>
<td>82</td>
<td>84</td>
<td>99</td>
<td>73</td>
<td>93</td>
<td>74</td>
<td>63</td>
<td>76</td>
</tr>
<tr>
<td>110/111 # Sections</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>108/260 Totals</td>
<td>223</td>
<td>156</td>
<td>155</td>
<td>160</td>
<td>175</td>
<td>164</td>
<td>161</td>
<td>161</td>
<td>40</td>
<td>200</td>
<td>129</td>
<td>174</td>
<td>142</td>
<td>183</td>
<td>156</td>
</tr>
<tr>
<td>108/260 # Sections</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>300/480 Totals</td>
<td>104</td>
<td>22</td>
<td>63</td>
<td>32</td>
<td>55</td>
<td>16</td>
<td>81</td>
<td>34</td>
<td>89</td>
<td>70</td>
<td>39</td>
<td>88</td>
<td>53</td>
<td>101</td>
<td>61</td>
</tr>
<tr>
<td>300/480 # Sections</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

A cursory analysis of the course enrollment data from spring semester 2003 to fall semester 2009 reveals a pattern of steady increase in the introductory level courses. Upper level courses show varying levels of enrollment depending upon the semester. While the number of
course offerings vary every semester, due to many factors, student enrollments show consistent growth. This steady increase is a clear indication of the significance of our course offerings and the interest students have expressed in the Africana Studies department’s curriculum. Another important observation from data in (Table 3) is the continuous growth of student enrollments in all the introductory 100’s level courses within the past 4 years, from spring 2006 to fall 2009, with an average of thirty (35) students or higher per course section.

3. DEPARTMENT’S FUTURE GOALS AND OBJECTIVES

3.1 Graduate Studies Proposal for an (M.A) Masters Degree Africana Studies

While we began with undergraduate education, we have proposed the creation of a Master’s Degree in Africana Studies.

This program would create an academic vehicle for graduates of our Department and for secondary school teachers to gain understanding of the culture and history of urban school students and their families. The Masters program will help cement the developing relationship between Boston public schools and the University of Massachusetts Boston that has been nurtured through the African Diaspora Project which was developed by the Department of Africana Studies through the Codman Academy Charter School ten years ago.

University of Massachusetts Boston
Department of Africana Studies

Degree Awarded: Masters
Tuition: $8,000
Deadlines: Early January
Financial Aid: Stipends, fellowships, teaching assistantships
Enrollment: 20 students over a four year period

Masters Program: The Department of Africana Studies offers a graduate program in the field of Africana Studies. The aim of this program is to combine an interdisciplinary training in Africana historical, cultural and social studies leading to the MA in Africana Studies. The program admits a cohort of five students a year into a two-year program. While there are no specific prerequisites, typically students either have undergraduate majors in Africana, African, African American Studies, or study in other fields with undergraduate work in Africana, African or African American studies. Preference will be given to candidates who have experience teaching in public urban school systems and who intend to return to these systems to teach at the secondary levels. Special stipends will be available for candidates who will teach in the African Diaspora Project at the Codman Academy Public Charter School, Boston English High School, Dorchester High School and Cambridge Rindge and Latin School.

Students study Africana Studies from a variety of disciplinary perspectives, participating in graduate seminars on African history and culture, Africana community development, Caribbean history and culture, African American history and culture, Africana literature and
Africana environmental and health disparities. Students will be trained to become active participants in community development projects throughout the African diasporas. They will be trained particularly to teach and motivate urban inner city young people thereby helping urban youth to understand their global history and culture become active agents of positive social change. This interdisciplinary approach will prepare students to pursue further graduate work leading to the Ph.D. degree.

The program will consist of ten courses (30 credits):

1. Introduction to Africana Studies and Methodology (6 credits)
2. Africana Literary Studies (3 credits)
3. Caribbean Social and Cultural History (3 credits)
4. African History and Culture (3 credits)
5. Africana Language and Cross-cultural Perspectives (3 credits)
6. Environmental Justice and Health Disparities (3 credits)
7. Africana Community Development (6 credits)
8. African-American History and Culture (3 credits)
9. Mis-Education in Urban Schooling (3 credits)
10. Research Methods and Policy for Urban Schools (3 credits)

Faculty in the Masters Program

JOHNSON, JR. Robert, Afro-American Studies and History
AZUONYE, Chukwuma, Africana Literature and Folklore Studies, Director of Graduate Studies
KAMARA, Jemadari, Africana Community Development
PROU, Marc, Caribbean/Diasporic Studies and Urban Education Policy
CHAVOUS, Quentin, Africana Literature
FREEMAN, Kwame Mark, Environmental Justice and Health Disparities, Research Methods

Contact

Director of Graduate Studies: Professor Chukwuma Azuonye

Department of Africana Studies
Wheatley Hall Room 098
University of Massachusetts Boston, 100 Morrissey Blvd.
Boston, MA 02125
Phone: 617/287-6790
Fax: 617/287-6797
Email: chukwuma.azuonye@umb.edu
4. SUMMARY OF GOALS AND OBJECTIVES

4.1. Undergraduate and Graduate Program Development

In five years we expect to have our Master’s Degree program running with at least five internship programs operating in the Greater Boston area. Our students should be working in some of the most important community-based organizations in Boston. The sites will include the United South End Settlements, Roxbury Comprehensive Community Health Center, Freedom House, Morgan Memorial, Haitian Multi Service Center, Roxbury Workers Association, Citizens’ Advisory Committee for the Redevelopment of the Boston State Hospital Site, Boston Pan-African Forum, Community Center for Health Education and Research and the Legislative Black Caucus.

Our strength as a faculty is that we come from the working class neighborhoods of Boston and other urban areas and have devoted a substantial amount of professional time to community development projects. We are, therefore, well respected and able to open doors for our students to quality and challenging internship programs in public policy and community development. Our faculty has played a leadership role in the urban community by developing and implementing an innovative program in the high schools (African Diaspora Project). We will publish the results of this program and market it as a paradigm for partnerships between urban universities and public schools.

4.2. Department’s Goals and Objectives for the Next Five Years:

1. Establish the Master’s Degree in Africana Studies  
   --Full-time hire necessary
2. Establish Courses for study in Cuba, Haiti and Jamaica  
   --Part-time new hire necessary
3. Establish Courses in Haitian-Creole and African languages  
   --Part-time new hire necessary
4. Establish Course in Africana/Islamic Studies  
   --Full-time hire necessary

4.3. Enhancing Student Learning Goals

i. Enhance Critical Thinking Skills.
iii. Improve Knowledge to Conceptualize Research Designs.
iv. Refine Oral Argument/ Presentation Skills.
vi. Expand Exposure to Community Experiential Learning Through Internships and Field Oriented Courses.
vii. Gain Exposure to the Breath of the field African, Caribbean, and North American Perspectives.
4.4. Enhance Global Understanding of Africana History and Culture

The Africana Studies major is designed to give students an opportunity to not only concentrate in one of three geographical areas (Africa, the Caribbean, or Afro-America), but to specialize in one of five professional fields: History and Politics; Literature and Cultural Studies; Race and Ethnic Relations; Community Development and Public Policy; and Creative and Performing Arts.

As a center of applied learning, the Department prepares students for such diverse career arenas as law, primary and secondary education and administration, social work, medicine cultural and artistic institutions, law enforcement and city government that aid the development of Africana communities, thereby assisting in the eradication of social problems arising from individual and institutional racism.

4.5. Development of African and Haitian-Creole Language and Culture Courses

To accommodate the demand for courses that address the influx of African and Caribbean families into the greater Boston area, the Africana Studies Department has developed a series of courses in Haitian Creole and African languages. The demand for Haitian language courses grew out of the very successful Haitian Creole Institute that has been directed by Professor Marc Prou for the past ten years. (Attachment A)

The demand for African languages was realized by the enthusiastic support for such languages that Professor Chukwuma Azuonye taught during his sabbatical research and teaching at Harvard University and University of Texas at Austin.

4.6. Development of Certificate Programs

We plan on developing certificate programs in African Studies, African-American Studies and Caribbean Studies. (See page 18-19)

4.7. Development of Study Abroad in Jamaica, Cuba, Haiti and West Africa

As a result of the work of Professors Prou, Van Der Meer and Johnson over the past ten years, the Department has been able to establish lasting academic and research contacts with major universities, institutes and centers in the above three countries. These contacts are invaluable to the University of Massachusetts Boston as it moves into the twenty-first century and develops closer relationships with these countries, especially Cuba. Our Department has pioneered in the obtaining licenses from the United States Treasury Department that would allow our students and faculty to study and conduct research in Cuba. As the United States normalizes relationships with Cuba, our University must maintain its leadership position in developing meaningful academic programs on the island and therefore serve as a model for the entire country. Furthermore, Professor Jemadari Kamara has developed a study abroad in West Africa, particularly in Benin and Ghana. These new courses will insure that the Africana Studies Department is able to solidify its pioneering work.
4.8. Development of a Course in Africana Islamic Studies

Islam is the fastest growing religion in Africa, yet the University does not have a course that examines the nature and evolution of Islam in Africa and the world. This course would serve both our Department and the University by closing this gap in our curriculum.

5. THE AFRICANA CURRICULUM: CONTEMPORARY RELEVANCE, RIGOR AND, COHERENCE

The curricula’s broad educational purpose is to accumulate and disseminate a specialized body of knowledge about the African experience in Africa, the Caribbean, the Americas, and especially the United States. The Department’s long-term curricular goals are to offer courses leading to the award of the Bachelor of Arts (B.A.) Degree in Africana Studies, with a specialization in African-American, Caribbean or African Studies, a Masters (MA) Degree in Africana Studies, and Certificate Programs in African, Caribbean and African-American Studies.

5.1. Contemporary Relevance

America continues to struggle with racial, ethnic, gender and class divisions within its social strata. In addition, inner city residents are expanding their efforts to develop themselves and their communities. The courses that we have offered over the past forty years have helped these individuals and communities move closer to an authentic self-realization. A review of our proposed curriculum gives testimony to the success of our academic efforts and our vision for the future.

5.2. Rigor and Coherence

5.2.1 Proposed New Course Requirements

The following revisions to the Major/Minor requirements have been submitted to the Majors, Honors and Special Programs Committee for their review and approval. In order to insure the continued rigor of our courses, we have proposed a substantial revision in the areas of specialization as well as concentration. Under the new plan, students may select among five foci and three areas of specialization. In addition, students who do not major or minor in Africana Studies can seek a certificate in Africana Studies, African-American Studies, Caribbean Studies or African Studies. This arrangement will add greater coherence to our program and thus enable students to obtain a degree that is more focused upon their desired career interests. For example, students who wish to pursue an advanced degree in African Studies may choose to concentrate in African Studies. Students who may wish to pursue advanced degrees or employment related to Caribbean Studies, may choose the option in Caribbean Studies. Therefore, the new arrangement affords students greater career options and prepares them for a more active involvement in local, national and global affairs and issues related to Africa and the Caribbean.
5.3. Requirements and Recommendations

5.3.1. The Major

The requirements for an Africana Studies major are consistent with the concept of Africana studies as a multidisciplinary academic inquiry designed to provide students with competencies in academic fields such as Historical Studies; Literature and Cultural Studies; Race and Ethnic Relations; Public Policy and Community Development; and Creative and Performing Arts. In addition, students will be exposed to a wide range of knowledge and analytical skills that are grounded in geographical studies on Africa, Caribbean or United States. All majors are required to take ten courses in the department, to be selected according to the following guidelines:

I. Introduction to Africana Studies (101) and Applied Research Methods and Theories in Africana Studies (401) must be taken before senior year.

II. At least four of the ten courses must be at the 300 level or above.

III. Two of the ten courses may be taken from other Departments within U-Mass Boston, drawn from an approved list of related courses in other disciplines.

IV. Each student majoring in Africana studies chooses an academic field in either Historical Studies; Literature and Cultural Studies; Race and Ethnic Relations; Public Policy and Community Development; Creative and Performing Arts with a geographical concentration within one of the following areas: Africa, Caribbean, and United States. Students must take at least five of their ten major courses in their academic field and at least one course in each of the other four academic areas.

V. Each major must complete a Community Development Capstone Seminar which will involve work in a community agency or institution for at least twenty hours and the submission of a major paper that grows out of their community service learning experience.

5.3.2. Community Development Capstone Seminar

As a culminating experience in the Major, all students are required to complete a community service project/seminar. The project is an opportunity for seniors to apply what they have learned in the classroom to real life challenges in the urban environment.

Process: All majors at the end of their junior year must meet with Professor Jemadari Kamara, the Director of the Center for African, Caribbean and Community Development to work out a Community Service Plan. Students will be required to work/volunteer in an organization or social service agency located within Boston’s urban community or other communities in the Caribbean or Africa. Upon successful completion of the project, the student will be given three (3) academic credits.
Potential Sites include but are not limited to:

5.3.3. The Minor

Students may minor in Africana Studies by taking six courses, selected according to the following guidelines:

I. All minors take AfrSty 101 and AfrSty 110
II. All minors take four additional departmental courses at the 200 level or above; two of these must be at 300 level or above.

5.3.4. HONORS

Students may be awarded Departmental Honors in Africana Studies by satisfying the following requirements:

1) Obtaining a 3.0 overall GPA, and a 3.5 GPA in the major;
2) Completing two courses in Africana Studies at 400 level or above
3) Completing a substantial Thesis and Oral Defense under the guidance of a faculty honors advisor.

5.4. The Africana Studies Honors Program: Information Sheet (Revised 12/09)

Overview
The Africana Honors Program presents an opportunity for highly academically-motivated students, many of whom are bound for graduate school, to complete two semesters of intensive research and writing on a research topic of the student’s choice related to Africana studies. Honors students are supervised and supported by a faculty committee comprised of the Honors advisor (typically a member of the Africana Studies faculty) and two additional faculty members who share expertise in the student’s selected topic area.

Students who are accepted into the Honors Program enroll in two consecutive semesters of what’s referred to as “Honors Seminar.” AFRSTY 498: Africana Studies Honors Seminar I (described more specifically below), is taken during the Fall semester and involves writing an extensive research proposal backed by a critical literature review and, assuming, that the Honors advisor and student agree that progress is satisfactory, begin the initial research phase of the project. At the end of the
fall term, if the student’s committee agrees that the Honors student has made satisfactory progress in AFRSTY 498 (earning no less than a B), then s/he may enroll in AFRSTY 499: Honors Paper Tutorial for the spring. In AFRSTY 499, the student completes her/his research, writes and revises the full paper and gives a public presentation of the research. (Described more specifically below)

At the end of the spring term, if the committee agrees that the final paper is worthy of the grade of A or A-, the student will be awarded departmental Honors and publicly recognized at the Honors Convocation.

**Application Process and Eligibility Requirements:**

1. If you are interested in the Honors Program, the first thing you should do is meet with your departmental advisor to see if you meet the initial eligibility requirements set out below. You should plan on doing this no later than the middle (though the sooner, the better) of the spring semester prior to the fall semester of the Honors Research Tutorial (AFRSTY 498).

**Initial Eligibility Requirements:**
To be eligible for Honors work, a student must:
1) be an Africana Studies Major
2) have completed no less than 21 credit hours (7 courses) of AFRSTY coursework
3) have an AFRSTY GPA of 3.3 or higher
4) have an overall GPA of 3.0 or higher

2. If you meet these initial requirements, you then need to take the following steps:

- Identify and develop your research idea;
- Identify an Honors Advisor (described more specifically below)
- Put together an Honors Committee (described more specifically below)
- Complete the brief application (attached)

3. Once you have done accomplished the above, you must contact the Africana Studies Department Chair for acceptance to the Honors Program and clearance to enroll in AFRSTY 498. This process should be completed no later than the end of the spring term prior to the Fall when work would begin.

**Detailed Descriptions of the Program Components**

**The Honors Advisor:** When a student applies to do an Honors Tutorial, s/he needs to identify a faculty member who is willing to work with her/him during the entire year on the extensive research and writing. Admission to the program is dependent on the identification of an appropriate faculty advisor. The student’s departmental advisor can be helpful in recommending people who might be interested in the selected topic and have the expertise to guide the research. In most cases, the faculty advisor should be one of the fulltime members of the Africana Studies faculty. However, some of the department-based faculty who have close relationships with the Africana Studies
Department might be willing to serve as advisor (or perhaps co-advisor), if the student has already worked with them, or if their expertise is essential to the research.

**The Honors Committee.** Together, the Honors advisor and Honors student will recruit two additional faculty members to serve on the Honors Committee. The committee’s role is to help support and evaluate the student’s work throughout the year. Once identified, generally, the committee members are appointed by the Honors advisor (if the advisor is a member of the Africana Studies fulltime faculty) or the Department chair, if not. The candidate will have an opportunity during the first semester to meet informally with the committee (either face to face or “virtually”).

**The Fall Honors Research Tutorial: Literature Review, Preliminary Research and Research Proposal.** When accepted to the Honors Program, the student will work on an extensive critical literature review on the topic, begin drafting a research proposal and work closely with her/his supervisor to begin the actual original research. The student and advisor will meet regularly during the fall to support her/his progress.

Before the end of the fall semester, the student will be expected to produce a thorough research proposal that:

- States the research question/s
- Provides the larger theoretical context for the research question/s
- Critically reviews the relevant literature and points to the potential contribution this research will make
- Describes study methods, such as, but not limited to, ethnography, textual analysis, literary criticism, oral historical analysis, visual cultural analysis and/or quantitative/statistical analysis.

**NOTE: If the research involves human subjects, the student will need to apply for Institutional Review Board (IRB) approval and consult the Honors advisor immediately to discuss the procedures necessary to secure IRB approval. For more information, see:**
http://www.umb.edu/research/orsp/compliance/irb.html

The Research Proposal will be submitted to the Honors advisor approximately one month before the end of the semester. The advisor will recommend revisions to the proposal and upon the completion of the second draft; the student will submit the proposal to the full committee for their review. The committee will meet to discuss the student’s progress on the basis of the proposal, and if they think s/he is sufficiently prepared to go to a full-scale Honors Paper, s/he will be admitted to the second semester Honors Tutorial (AFRSTY 499). At that time, the student will devote her/his self to conducting her/his research, even working during the Winter break if possible.

(In the event of a negative recommendation, if the student disagrees with the committee recommendation, the student may request a meeting with the committee to discuss project progress and any extenuating circumstances more fully. The committee will then vote a second time, and that vote will be binding.) In most cases, students who complete the Preliminary Paper and receive a grade of B or better will be recommended for admission to the second semester’s work.
The Spring Honors Paper Tutorial (AFRSTY 499) Completing the Research and Writing and Presenting the Final Paper.

During the second semester, the student will work intensively on the research, conduct a rigorous analysis of the findings and organize this information into a major research paper. This paper should include a revision of the information presented in the research proposal plus

- a full description of methods of research and analysis employed
- a presentation of the research findings
- an interpretation of their significance for africanist scholarship.

The student will be expected to produce a good working first draft by mid-semester, for her/his advisor's comments. A second draft will be completed and shared with the full committee. If the committee agrees that the paper is nearly done, the student and the committee will schedule the Honors Conversation.

Honors Papers Presentation and Submission of Final Paper

The Honors Conversation is a celebratory Africana Studies event open to the public (and advertised on campus). The committee will be in attendance and the student may invite family and friends to attend as well. During the Honors Conversation the student presents her/his research and fields questions and comments from those present. Committee members may suggest or require final revisions to the paper at this time.

Shortly thereafter, multiple copies of final version of the paper are submitted to the advisor: one for each committee member, one for the advisor and one for the Africana Studies archives. We ask that the student spiral bind the copy intended for the archives.

The Awarding of Program Honors In order to be awarded Program Honors, the student must have completed the first semester of Honors work with at least a B; and receive the grade of either A- or A on the completed Honors Paper. (The student will still get credit for the first semester, even if s/he does not enroll in the second semester; and for the second semester, even if s/he did not achieve Program Honors.)

Application for Honors Program in Africana Studies

Date________________________________

Name___________________________________________________________
Address_________________________________________________________________

________________________________________________________________________

Phone/email__________________________________________________________
Number of Africana Studies credits taken thus far ______________

GPA________________________

AFRSTY GPA______________________________

Future Educational Goals:__________________________________________________

__________________________________________________________________________

Preliminary Research Topic____________________________________________________

__________________________________________________________________________

Possible Honors Advisor______________________________________________________

__________________________________________________________________________

Have you completed long research papers before? (Please indicate when and with what faculty member.)___________________________________________

__________________________________________________________________________

5.5. **Transfer Credit Policy**

The Africana Studies Department will accept up to 12 credits transferred from the Africana Studies Department of another accredited institution toward the Africana Studies major and 6 credits toward the minor. Students who wish to transfer courses from another institution or department must file a course transfer petition, which is reviewed by the Department and accepted after the Department Chair’s approval.

5.6. **Certificate in African Studies**

Non degree students seeking to obtain a certificate in African Studies must complete a total of **18 credits** in Africana Studies Department, which will include the following courses:

1. AfrSty 101- Introduction to Africana Studies
2. AfrSty 150- African Images in Literature
3. AfrSty 119*- Islam and Africa
4. AfrSty 261*- Popular Culture in Africa or Anth 272 People and Cultures in Africa
5. AfrSty 401*- Applied Research Methods and Theories in Africana Studies
6. One Elective dealing with the geographic area (from Sociology, Anthropology, History)
5.7 Certificate in Caribbean Studies

Non degree students seeking to obtain a certificate in Caribbean Studies must complete 18 credits in Africana Studies Department which will include the following courses:

1. AfrSty 101- Introduction to Africana Studies
3. AfrSty G292- Afro-Caribbean Literature
4. AfrSty 310 Modern Caribbean Society or Anth 274 People and Cultures of the Caribbean
5. AfrSty 401*- Applied Research Methods and Theories in Africana Studies
6. One elective dealing with the geographic area (from any department)

5.8. Certificate in African American Studies

Non degree students seeking to obtain a certificate in African-American Studies must complete 18 credits in Africana Studies Department which will include the following courses:

1. AfrSty 101- Introduction to Africana Studies
3. AfrSty 111- African-American History II
5. AfrSty 401*- Applied Research Methods and Theories in Africana Studies
6. One elective dealing any geographic area (focusing on any related field)

* New Courses

5.9. Ph.D. and Masters in Afro-American Studies (Amherst)

Students wishing to undertake graduate work in the field of Africana Studies should note that they can do so through the M.A. and Ph.D. program in Afro-American Studies at the University of Massachusetts Amherst. Information on this Program can be obtained by contacting Professor Chukwuma Azuonye (617) 287-6790 at the Africana Studies Department.

5.10 Masters Degree in Africana studies (at UMass Boston)

(See description on pages 8-9)

6. COURSE DESCRIPTIONS OF AFRICANA STUDIES DEPARTMENT

6.1. Regular and New Proposed Courses

A series of new proposed courses have been developed and approved by the Africana studies Department’s curriculum committee. These newly proposed courses along with revised existing courses will be submitted to the Academic Affairs Committee for approval. The new courses are marked with an asterisk (*). See the list of course description in (Appendix A).

6.2. Division of Corporate, Continuing, and Distance Education

In order to provide as much academic flexibility as possible to our students, we offer a limited number of courses during the regular (fall and spring) semesters schedule (one or two
sections) through the Division of Corporate, Continuing, and Distance Education (commonly called “Continuing Education”) located in Wheatley building, second floor. In addition, we also offer through Continuing Education the following study abroad programs through their winter, and summer sessions: Jamaica Today, Cuba Today, Haiti Today, and West Africa Today, as well as the Haitian Creole Language and Culture Institute since the summer 1995. Courses that students take through CCDE count toward their undergraduate major or minor and Bachelor’s degree.

### 6.3. Course Classifications in Africana Studies Department

For the purpose of meeting the Africana Studies major and minor requirements, courses are classified as follows: Historical Studies; Literature and Cultural Studies; Race and Ethnic Relations; Public Policy and Community Development; and Creative and Performing Arts (please note that the same course may belong to more than one area) (*See Appendix B*). Majors in Africana Studies will be advised to supplement their work with recommended courses in other departments in order to understand the Africana experience within the broad framework of the world at large. Other requirements for Africana Studies majors are consistent with general University requirements. Also, for the purpose of meeting the graduation requirements, AfrSty 285/485 (Topics in Africana Studies), and 488-489 (Senior Thesis I and II) may be used as applicable in any of the areas of specialization.

### 6.4. Courses Taken Outside of the Department

Where any Africana studies course is not available in any given semester, majors may, with the approval of their advisors or the Department Chair, offer, as a substitute, a course drawn from an approved list of related courses in other disciplines. Please, note that without prior approval by advisors or the Department Chair, no credit will be given for any course taken outside the Department. Approval will usually be denied wherever a course covering more or less the same subject matter as that taken outside is available in the Department in any given semester.

### 6.5. Study Abroad Programs: Africa and Caribbean

In addition to its regular courses, the Africana Studies Department, in collaboration with various African and Caribbean universities and institutions, offers its students and other interested individuals various programs of study in Africa and the Caribbean. These programs enable students to spend a semester, academic year, Winter Inter session, or Summer Session in an African/Caribbean country, taking courses alongside Africana colleagues, undertaking excursions to places of historical interest, cultural, social or environmental significance. Credits will be given for all approved courses and projects undertaken during every study in Africa/Caribbean session. See (*Attachments C, D, E, F*) for description of these various study abroad programs.

### 6.6. Lists of Related Africana Courses Offered by Other University Departments

Where any Africana Studies course is not available in any given semester, Africana Studies Majors may, with the approval of their advisors or the Department Chair, offer any of the following courses as substitutes: (*See Appendix C*)
The Africana Studies faculty members are among the most productive members on the campus. Currently, the Department consists of five full-time faculty members who teach a full complement of courses (Azuonye, Johnson, Kamara, Prou, and Pilgrim) and four part-time faculty members (Van Der Meer, Meredith, Freeman and Chavous). Their academic accomplishments are listed below: (A curriculum vitae for each faculty is enclosed)

7.1. Faculty Short Biographies.


Robert Johnson, Jr., BA, Bowdoin College, MPS, Cornell University, JD, Cornell University, former Chairman and Associate Professor, Race and Legal System, African-American History (Nineteenth Century), African-American Playwriting. He is the co-author of Shona and the author of Race, Law and Public Policy 3rd Edition; Why Blacks Left America for Africa: Interviews with Black Repatriates from 1971- 1999, Two Plays of Initiation, Returning Home: A Century of African-American Repatriation, and Nantucket’s People of Color. He is a published and produced playwright, with his The Train Ride opening in New York City in February, 2001, Mother G in Boston in 2009 and Cell Phone Blues in Charlotte, North Carolina in 2009. He has been very active in Boston’s Black community having served as President of the Board for Roxbury Comprehensive Community Health Center, President of Boston Pan-African Forum, Chairman of Citizens’ Advisory Committee for the Redevelopment of Boston State Hospital Site and a board member of the following boards: Boston Natural Areas Fund, United South End Settlements and Thompson Island’s Outward Bound.
Jemadari Kamara, BA, Tufts University, PhD, University of Michigan, Associate Professor, Community Development and Public Policy, African-American Politics, African-American Political Development. Jemadari Kamara is the former chairman of the Africana Studies Department at the University of Massachusetts Boston. He is currently the director of the Center for African, Caribbean and Community Development. One of his recent projects was the Community Action Information Network (CAIN). Funded by a $200,000.00 Kellogg Foundation grant, this project assisted community based organizations in applying technology and data based information to community defined purposes for development. He is the editor of two books: State of the Race, 1994, “Taking Responsibility for Reconstruction of the Black Community,”(African-American Institute for Research and Empowerment), and Race, Space and Policy Issues, Vol. II (Community Action Information Network), Boston, Massachusetts. He is the co-editor and contributor (Charshee McIntrye Award, African Heritage Studies Association Outstanding Book of the Year) and Socially Responsible Investment and Economic Development (1987) editor. Dr. Kamara is also involved in educational, environmental and economic development projects in Haiti and West Africa. He served as the chairman of the Massachusetts delegation to the National Summit on Africa. Of particular interest has been his ongoing work on the utilization of photovoltaic (solar) systems for electrification and economic development. Dr. Kamara served as the dean of the College of Public and Community Service, University of Massachusetts Boston (1988-1993) and as a Fulbright Scholar at the Université Nationale du Benin (1985-1987). Previously he taught at numerous universities including the University of Michigan, Brandeis University and Dillard Universities. Active in many national and community activities, Dr. Kamara serves on the board of directors of the Freedom House, the Development Leadership Network, the Black Community Information Center, and the African American Institute for Research and Empowerment. Dr. Kamara serves as a senior advisor to the Boston Pan-African Forum, Treasurer of the West Africa Research Association and on the board of directors, of the Institute of the Black World 21st Century and the Black Community Information Center (Boston).

Marc Prou BA (Honors), University of Massachusetts, DEU, Université de Paris Pantheon-(Sorbonne), MA, Regis College, MEd, Suffolk University, EdD, University of Massachusetts, Amherst, Advanced Graduate Certificate Creole Linguistics Studies, Indiana University, Bloomington. Dr. Marc Prou is Associate Professor and Chair of the Africana Studies Department and Director of the Haitian Institute, University of Massachusetts. Professor Prou is a co-founder of the Haitian Studies Association. His research on the Caribbean addresses social history, migration, cultural studies and linguistics, education reform, national development, language and culture. He was a Visiting Associate Professor of French Caribbean Studies; and Visiting Associate Fellow at the Center for Latin American and Caribbean Studies and the Africana Studies Department at Brown University, RI (2006-2007), where he spearheaded the development of a Haitian Creole Language and Culture curriculum. His research has appeared in many refereed journals and other academic venues. He is the author of a number of book chapters and articles in scholarly journals, concerning social and cultural history, linguistics, migration, race and class, local development and educational issues in Haiti and the larger Caribbean. He is the author of Spoken Haitian Creole for Intermediate learners: Kreyòl Pale Kreyòl Konprann (2002). He is the co-author of Haitian Creole for Health Care (2007). Currently he serves as the Executive Director of the Haitian Studies Association (HSA) the premier scholarly association that focuses on academic research on Haiti from an interdisciplinary and multidisciplinary perspective. The Association published a referred journal, the Journal of Haitian Studies (JOHS) printed at UCSB Center for Black Studies Research for the Haitian Studies Association. Other publications include “Haitian-Americans,” in John Buenker and
Aminah Nailah Pilgrim, BA, Duke University, Ph.D., Rutgers University, Assistant Professor, African-American History, Women’s Studies, African Diaspora Studies. Professor Pilgrim is a current history Ph.D. candidate at Rutgers University in New Brunswick, New Jersey. She graduated with a bachelor’s degree in history and cultural anthropology in 1992, from Duke University (distinction in history). At Rutgers, her focus has been on the history of the African Diaspora in the United States. Her dissertation topic is a comparative study of Cape Verdean and Caribbean immigrants in New England during the late 19th and 20th centuries. She has worked in the New Jersey State Legislature Oral History Project and served as Research Assistant on The White Images in the Black Mind, written by Professor Mia Bay of Rutgers. As a James Bradford Ames Fellow during 2000, Professor Pilgrim conducted research into the Cape Verdean presence on Nantucket. Her essay ‘The Sea Was Also Going to be My Way Out’: The Cape Verdean Legacy of Nantucket, Martha’s Vineyard and Environ published in the edited volume, Nantucket’s People of Color: Essays on History, Politics and Community. Professor Pilgrim was born and raised in Cape Cod, Massachusetts and her interests include (besides a passion for history/oral history), Cape Verdean and Caribbean languages and cultures; music, dance and visual art.
Kwame Mark Freeman, Ph.D. Rackham School of Graduate Studies University of Michigan in Ann Arbor, Michigan. Currently, Dr. Freeman is an Adjunct Professor at the University of Massachusetts, Boston where he will be engaged in research and teaching in the areas of Health Care Policy and Environmental Health Policy. For the past eight years, Dr. Freeman was on the faculty of the Florida A&M University College of Pharmacy and Pharmaceutical Sciences in the Institute of Public Health. During that time, he headed the Health Policy and Management divisional track and engaged in both academic and professional activities, including: research, teaching, chairing graduate student research project committees, principal investigator on grants and contracts, and represented the office of the university president on two Research/service related projects. He also prepared the Health Policy and Management divisional track for national accreditation which in part led to two successful MPH (Master of Public Health) national accreditation reviews by the Council on Education for Public Health (CEPH) which is the national accrediting body for schools and programs of public health in the U.S. Prior to Dr. Freeman’s appointment at Florida A&M University, he was on the faculty at the University of Massachusetts (Boston) where he engaged in research and teaching in community planning, management, and program evaluation. He has worked in both state and local government as a manager and planner. He worked in these capacities with the Executive Office for Environmental Affairs for the Commonwealth of Massachusetts. He also headed the continuing education division at the Boston Area Health Education Center for the Boston Health and Hospitals Corporation. Dr. Freeman’s international professional work and research has been based in both East and West Africa. He worked as a planner and manager for a nutrition research project affiliated with the Africa Basic Foods Company in Kampala, Uganda. He also worked as an industrial management consultant for the Ugandan government at one of its product based operations. He also worked as a project planner and consultant to the Ministry of Environment for the government of Cape Verde, West Africa. His work entailed project planning and survey research related to the development of photovoltaic energy resources. Dr. Freeman’s professional consultant and advising work includes work with both private and public organizations and institutions, including: Sesame Street Television (New York), Florida State University Tobacco Project (Tallahassee, Florida), Health and Hospitals of the City of Boston, and the Harvard Street Neighborhood Health Center (Boston). Dr. Freeman’s research interest focuses attention on environmental planning and policy and health care policy research. He is particularly interested in examining the impact of air-borne environmental carcinogens on health outcomes. He is equally interested in examining and addressing racial health inequalities through effective health care policy.

Sociology of Self-Knowledge, Volume V, Special Issue, (Summer 2007). Co-editor of the book, State Of The Race: Creating Our Own Twenty-First Century, Tony served as the President of Boston Pan-African Forum, and board member of the Center for Instructional Teaching (CIT), Multi-cultural Youth Tours Of What’s Now (MYTOWN), and the ICA, Group, a social venture capital group for worker owned businesses and cooperatives, and former president of the Massachusetts Black Political Task Force (BPTF). He is the Administrative Assistant for the Center for Caribbean, African and Community Development, and advisor to the Black Student Center.

Quentin Chavous, (Professor emeritus) BA, MA and Ph.D. Ohio State University in Romance Languages and Literature. He has retired from the College of Public and Community Service where he served as Associate Dean and taught courses on Spanish Language, Literature and Comparative Literature. For the past five years he has been an adjunct professor in Africana Studies where he has taught courses on African-American Literature and served as acting chair of the department. He is the former President of the Boston Pan-African Forum and serves on the William Monroe Trotter Advisory Committee. He serves on the university wide Committee on Retired Faculty and has been affiliated with the university for thirty six years.

7.2. Departmental Scholarly Publication

The Department has begun the development of a professional refereed journal in the field of Africana Studies. It will be called Nommo and will solicit and publish cutting-edge research in the field from around the world. (See APPENDIX D for detailed proposal of the Journal)

7.3. Africana International Scholarly Conferences

This international conference was built upon sets of relationships established more than twenty years ago to strengthen efforts focused upon issues of democratization and development in West Africa. Involving academics, government officials, representatives from NGOs, and youth, this initiative brought together these diverse communities to reflect upon past experiences and consider practical options for future initiatives among multi-ethnic populations which will enhance and sustain the process of democratization in the West African region. (See Appendix E for details on the June 12-14, 2008 conference on Multiculturalism, Democracy and Development in West Africa).

8. AFRICANA TEACHING ENVIRONMENTS AND STUDENT LEARNING ASSESSMENT

8.1. Student Learning Outcomes Assessment

1. The faculty of the Africana Studies Department has established the following outcome based goals, i.e. rubrics which serve as a barometer of what we consider to be the core aspects of knowledge and information in the major:
   1. The students possess knowledge and understanding of ancient African history and culture;
   2. The students possess knowledge and understanding of the intellectual underpinnings of Pan-Africanism;
   3. The students possess knowledge and understanding of the intellectual underpinnings of community development and public policy;
4. The students possess knowledge and understanding of the intellectual underpinnings of cultural studies and race-relations in the African diaspora;
5. The students possess knowledge and understanding of the intellectual underpinnings of Africana literature and performing arts in the African diaspora.

2. **The Department assesses a student’s grasp of these concepts by insuring that they perform at a satisfactory level in meeting the following criteria:**

   1. Fulfilling all requirements for the major;
   2. Completing the Capstone requirement;
   3. Completing an Exit interview with his/her advisor on the following topic “*How would you assess the utility of the Africana degree to your future plans.*”

8.2. **Outcomes and Competencies**

The following rubrics will be used to evaluate the learning outcomes and competencies. They will incorporate these rubrics of learning outcomes and competencies in the course syllabi:

   **Outcome I:** Enhance critical thinking skills.
   **Outcome II:** Develop research skills.
   **Outcome III:** Improve knowledge of how to conceptualize research designs
   **Outcome IV:** Refine oral/presentation skills.
   **Outcome V:** Develop teamwork and small group process skills.
   **Outcome VI:** Expand exposure to community experiential learning through independent study courses, internships and assistantships, and field-oriented courses or fieldwork.
   **Outcome VII:** Gain exposure to the breadth of the field

8.3. **Expectations in Students’ Work**

What we expect to see in student work that demonstrates the learning outcomes.

1. **The students possess knowledge and understanding of ancient African history and culture:**
   a) Understands the nature of ancient African culture and civilization
   b) Can correctly describe the longevity of African history and its origins in East Africa;
   c) Can correctly delineate the key scholars both of European and African background who have pioneered in this area of study;
   d) Understands the influence of ancient African philosophies upon later cultures such as that of Greece and Rome.

2. **The students possess knowledge and understanding of the intellectual underpinnings of Pan-Africanism:**
   a) Understands the development of Pan-Africanism and the economic forces that precipitated the necessity of African unity;
b) Can correctly delineate the key scholars who have pioneered in this area of study;
c) Can carefully delineate the difference between Pan-African leaders of the mass population and those of intellectuals;
d) Can describe the development of repatriation concepts and their relevance to Pan-Africanism.

3. The students possess knowledge and understanding of the intellectual underpinnings of community development and public policy;
   a) Students understand the competing theories of community development;
   b) Students understand the relationship between grass roots leadership that adapts a vision of fundamental economic change and those who support gradualism as an ultimate goal;
   c) Students understand the global nature of the Africana community and the extent to which the challenges are similar;
   d) Students have developed a proficiency in Africana languages;
   e) Students have developed a comfort level in working in community development programs.

4. The students possess knowledge and understanding of the intellectual underpinnings of cultural studies and race-relations in the African diaspora;
   a) Students can carefully dissect the many cultural traits of the African diaspora;
   b) Students can correctly identify the origin of the major musical expressions in the African world;
   c) Students can write oral histories on their family traditions;
   d) Students can accurately compare and contrast the plays of an African-American and African playwright.

5. The students possess knowledge and understanding of the intellectual underpinnings of Africana literature and performing arts in the African diaspora.
   a) Students have gained an understanding of plays written by the following playwrights: Lorraine Hansberry, August Wilson and James Baldwin;
   b) Students have demonstrated through either dance, writing or music that they understand and can perform on stage or before an audience.

8.4. Frequency of Students ‘Assessment

These assessments, as grounded in the recommendations of faculty, should be divided into two categories: entry assessment and exit assessment. Entry assessments occur at the completion of required core courses: AFRSTY 100, 101, 110. Exit assessments are done by submitting final portfolio at the completion of Capstone Project and the completion of an Exit Interview with students’ assigned advisors.

8.5 Methods of Assessment

1. Entry assessments: at the completion of the core courses – AFRSTY 100, 101, and 110 that are required by the Africana Studies Department, faculty will measure students’ progress against the outcome-based goals.
2. Exit assessments: two readers (from the Africana Studies Department) and the capstone project advisor will review the final portfolio of students. The review will measure the work produced against the Department outcome-based goals.

8.6 Reporting, Analysis and Interpretation of Results

1. **Reporting of Results**: The results will be reported to the Dean of College of Liberal Arts and the Provost annually beginning in spring semester 2011.

2. **Analysis of Results**: The reviewers will analyze results against the Department’s outcome-based goals listed above for student outcome assessments. These assessments will be reported to the Curriculum Committee of the Department charged with the task of interpreting the results of the assessments, in summary form.

3. **Interpretation of Results**: The Department’s Curriculum Committee is responsible for interpreting the results of students’ assessments. The committee will summarize the results in relation to student outcome goals and make recommendations to the Chair of the Department on that summary. These recommendations will serve as basis for program improvement and/or review of assessment procedures.

8.7 Assignment of Values

4. Distinctive
3. Laudatory
2. Acceptable
1. Improving

There are nineteen (19) factors outlined in the section (8.3.) above for determining learning outcomes. A numerical value should be assigned to each outcome measure and a student should achieve a score of at least 40 in order to gain proficiency in the major or the minor.

9. AFRICANA STUDIES TRANSTATIONAL AND LOCAL PROGRAMS

In addition to the normal teaching load, many of our faculty members are engaged in teaching and conducting research in Africa, the Caribbean, and the U.S. Through special programs they are exposing our students to international scholars and to new cultures and environments.

Transnational Programs:

9.1. HAITI: Study Abroad Program
During the Summer Session, the Africana Studies Department, through the Division of Corporate, Continuing and Distance Education, offers a three credit course on location in Haiti. The course explores the history, politics, culture and economy of Haiti. Professor Marc Prou, Director of Caribbean Studies, coordinates this program. (See Attachment C).

9.2. JAMAICA: Study Abroad Program
During the Winter Session, the Africana Studies Department, through the Division of Corporate, Continuing and Distance Education, offers a six credit course on location in Jamaica. The course explores the history, politics, culture and economy of Jamaica. Professor Marc Prou, Director of Caribbean Studies, coordinates this program. (See Attachment D)
The seminar takes place in two locations: Kingston and Treasure Beach. The course explores the history, politics, culture and economy of Jamaica and provides practical internships along Jamaica’s southern seacoast at a local farm and Rastafarian retreat. The course stresses that Jamaica is a place of transition, where the people have taken deliberate steps to improve their condition through education and cultural development. Through first-hand participation, participants in this study seminar participate in grass roots development projects and gain practical insight and knowledge of Jamaica’s culture, economy, environment, history, politics and social conditions.

This seminar facilitates the understanding of Jamaica through total immersion into the culture, and environment. Students visit significant historical, cultural sites in Jamaica, including Saint Ann’s Bay (birthplace of Marcus Garvey), National Gallery of Jamaica, Maroon Town and Nine Miles (birthplace of Bob Marley). Additional activities include presentations by local experts, participation in local cultural activities, and working in agricultural projects.

The seminar includes two preparatory sessions which takes place at the University of Massachusetts Boston in November. The preparatory sessions include background lectures and readings designed to give students an introduction to the cultural, economic, political and social context of Jamaica.

Requirements
Students are expected to attend the preparatory sessions, read the assigned materials and be prepared to participate in class discussions. Additionally, participants are required to write a ten (10) page paper on “Development and Education: The Jamaican Context,” and keep a daily journal of the field study in Jamaica.

Upon successful completion of the program, participants will receive three undergraduate credits in Africana Studies, with an option for an additional three (3) credits.

9.3. CUBA: Study Abroad Program

The Department has developed a study program in Cuba that ran from (2001-2004) until George Bush’s policies made it impossible for the program to run. The four-week program was based at the University of Matanzas in Matanzas, at Union of Artists and Writers and Casa del Caribe in Santiago de Cuba and at the West Indian Cultural and Welfare Center in Guantanamo. Santiago de Cuba is the second largest city in Cuba and is located in the southeastern portion of Cuba. It has the largest concentration of Cubans of African descent, and was the cradle of the Cuban independence movement. The program ended in Guantanamo where the students lived in a large West Indian (African descent) community. The program explores the history, culture and political economy of Afro-Cuba and provides students an opportunity to become involved in community service learning based activities. It also enriched their understanding of Afro-Cuba through intense academic study and educational excursions as well as engage students in practical applications of their learning.

Students attended a preparatory session at University of Massachusetts Boston, read the assigned materials and participated in class discussions. The course was be taught by Professor Marc Prou and the late Eugene Godfried of the Africana Studies Department, and Professor William Strickland of the W.E.B. Du Bois Department of Afro-American Studies at University of Massachusetts Amherst. The Department of Africana Studies is pleased to collaborate with its sister Department at the Amherst campus. The Amherst Department has been a leader in pursuing academic research and scholarship in Cuba for a number of years. Through the efforts of Professor William Strickland, Du Bois’ Souls of Black Folk has been translated into Spanish and published by Cuba’s Fernando Ortiz Foundation. The Introduction to the Vintage and Cuba editions of the book was written by John Edgar Wideman of the University of Massachusetts Amherst. In addition, students received lectures from Cuban scholars and cultural workers as
part of their instruction.

Cuba is the largest island in the Caribbean. The Cuban people have a long and rich history of struggle for liberation from social, racial and economic oppression and exploitation. Although the system of slavery was officially abolished in 1886, independence from Spain was not achieved until 1898. The popular democratic revolution that triumphed on January 1, 1959, put an end to United States neo-colonial domination in that Caribbean nation. In 1962, Fidel Castro, then Prime Minister of Cuba, announced the socialist character of the revolution and the new state.

In addition, Cuba has produced a number of Afro-Cuban cultural and political leaders, such as Antonio Maceo Grajaures, Quintin Bandera, Jose Maceo Grajales, Mariana Grajales Coello, Jesus Menendez Larrondo and Guillermon Moncada whose views and actions have had a profound influence upon Cuban history and culture. (See Attachment E)

9.4. West Africa: Study Abroad Program

In the near future the Department initiated its first Study Abroad program in West Africa in summer 2008. Discussions are underway with the Kokrobitey Institute in Accra, Ghana to develop a semester-long program. Other programs under consideration would be located in Senegal, Cape Verdes and South Africa. Through the extraordinary work of faculty, Caribbean and African Study options are emerging in the Department. This critical work has insured that an international dimension is infused into our program of study, thus helping to prepare our students to become global citizens who are informed and experienced in developing economies. The Department’s international programs have already attracted substantial financial commitments to the University. The Charles E. Merrill Caribbean Fellowship Program is a case in point. Through this program, students, who ordinarily would not be able to afford foreign study, can obtain financial assistance for this international opportunity. These international initiatives have already enhanced the national and international visibility of our Department and University. We now have academic relationships with the University of Matanzas (Cuba), Union of Artists and Writers of Cuba, Casa del Caribe (Cuba), and the University of the West Indies (Jamaica). Other universities have inquired about our programs and have expressed interest in collaborating with our University. These schools are Wellesley College, Massachusetts College of Art and Brandeis University, Wheelock College. Our Department is poised to become a leader in New England by developing and successfully implementing these international programs. (See Attachment F)

Local Programs

9.5. Haitian Creole Language and Culture Institute

The Haitian Creole Institute has been offered in Massachusetts for the past sixteen years. Since the summer of 1995, the Institute has been conducted at the Harbor Campus of Mass Boston under the joint collaboration of the Africana Studies Department, the Haitian Studies Project, and the Division of Corporate, Continuing, and Distance Education. The following summer seminars are offered through the Institute: Haitian Creole I- Beginner. Haitian Creole II- Intermediate, Haitian Creole III-Advanced, Techniques of Haitian Creole Translation. (See Attachment A).

9.6. Black Male Health Program

The Health Education and Learning Program (HELP) for Black Males Health is a project
designed to initiate dialogue and action aimed at increasing awareness and effecting positive attitude changes relating to the health care needs of Black males in our society. The HELP for Black males has organized various conferences and workshops on suicide prevention, HIV prevention, and diabetes awareness. Senator Bill Owens coordinates this program.

9.7. Africana Studies Department Prizes and Scholarships

Our faculty has engaged in teacher enhancement programs on campus and has recognized and awarded student success through prizes and fellowships. These prizes recognize academic excellence and commitment to community service, which is a hallmark of a quality urban university.

The Department of Africana Studies at University of Massachusetts Boston has created a roster of prizes and fellowships for students and faculty. It is our hope that these awards will stimulate important scholarly inquiry into this emerging field of academic discourse, and promote community service throughout America and the African diaspora.

9.7.1. Clinton M. JEAN Book Prize

The Clinton M. Jean Book Prize in Africana Studies was established in honor of Professor Clinton Jean (1936-1993), former Professor of Black Studies. Born in Trinidad, Professor Jean came to the University of Massachusetts after completing his studies at Columbia University and his Ph.D. in Sociology at Brandeis University. A dedicated teacher and scholar, Professor Jean published a number of articles, and an acclaimed book, *Behind the Eurocentric Veils: The Search for African Realities.* His book, published by the University of Massachusetts Press, has been a pioneering work in the area of Afrocentrism, which critiques Eurocentric traditions of social and historical analysis. His death was a major loss to his family, friends, and the field of Africana Studies. The Clinton M. Jean Book Prize is given each year to a graduating senior who has the highest Grade Point Average in the Department of Africana Studies.

9.7.2. David WALKER Prize

The David Walker Prize has been established in the Department of Africana Studies to recognize achievement in both scholarship and community service. A cash scholarship is given annually to a graduating senior, who majors in Africana Studies, is nominated and shows evidence of: Involvement in Boston community development projects for at least one year while enrolled as a student at the University of Massachusetts Boston, and superior academic achievement.

9.7.3. The Harriet TUBMAN Essay Prize

The Harriet Tubman Essay Prize has been established in the Department of Africana Studies to stimulate student research on issues of Black freedom and resistance. The prize has been named after the great nineteenth century freedom fighter, Harriet Tubman, who escaped from slavery, but returned to the South to rescue at least two hundred (200) Blacks from slavery. She has been called “the greatest heroine of the age,” a freedom fighter who put her own freedom in jeopardy in order to secure freedom for others. The prize is given each year for the best student essay on a selected topic. The most recent theme was “Freedom and Sacrifice.” All juniors or seniors with a major or a minor in Africana
Studies are eligible. The application and essay, of at least fifteen pages must be submitted to the Department of Africana Studies. A faculty committee reads all essays and presents a list of finalists to the Chairperson of the Department. The Chair makes a final selection.

9.7.4. Charles E. MERRILL Caribbean Study Fellowships

These fellowships enable students at the University of Massachusetts to study, travel and conduct research abroad under the guidance and supervision of University of Massachusetts Boston faculty members. The endowed fellowship program creates a pool of financial resources from which the Department can draw to support travel and resource initiatives for students.

Eligibility—Any student can apply for a fellowship who has satisfied the following requirements:
1. Obtained at least junior status;
2. Obtained a Grade Point Average of at least 2.5;
3. Demonstrate financial need;
4. Demonstrate successful completion of the following courses: Introduction to Africana Studies (C101) and The Origins of Caribbean Civilizations (225); or comparable courses.

Priority will be given to University of Massachusetts Boston undergraduate students. While this program is primarily oriented for undergraduate students, graduate students may apply.

9.7.5. The James Bradford AMES Fellowship for Research in Nantucket, Martha's Vineyard and Cape Cod

History
The fellowship was established by Ms. Adele Ames in 1995 in memory of her late husband, James Bradford Ames. He was one of the first African-Americans to graduate with a degree in Chemistry from Massachusetts Institute of Technology. He was also a descendant of Paul Cuffe, a successful African-American businessman and emigrationist of the nineteenth century, who sought to transport interested African-Americans back to Africa and to engage in international trade with England and the British Colony of Sierra Leone.

Purpose of Fellowship Program
The purpose of the Ames fellowship program is to support long term research and publications on all aspects of African-American and Cape Verdean social life and history in Nantucket, Martha’s Vineyard and Cape Cod. Specifically, the awards are intended to encourage detailed studies of influential families and individuals from the two Islands and Cape Cod, including their professions and major occupational activities and the history of the African-American and Cape Verdean presence throughout the Islands and the Cape. The research may be approached from any discipline or comparative perspective which helps to place these communities in a broader national, regional or global perspective.

Eligibility & Submission Deadline
Full-time faculty, ABD graduate students, and professional staff in colleges and universities are invited to submit applications for consideration on or before April 15, 2009.
Some of the recent scholars who have been awarded fellowships are:

1.) **Dr. Lynn Hudson** who holds a Ph.D. from Indiana University, Bloomington in United States History, African History and Women’s Studies. Her dissertation was entitled “When “Mammy” Becomes a Millionaire: Mary Ellen Pleasant, an African-American Entrepreneur.” She is the author of a number of publications on Mary Ellen Pleasant and is currently an Assistant Professor, at California Polytechnic State University, Department of History, where she teaches African-American History. Her research topic was: “Slavery and Freedom in Nantucket: The Case of Mary Ellen Pleasant.”

2.) **Dr. John Saillant** who holds a Ph.D. in American Civilization from Brown University, Providence, Rhode Island. He has taught in the Department of History at Massachusetts Institute of Technology and at Brown University and currently teaches in the Department of English at Western Michigan University. Dr. Saillant has published numerous articles on African-American history and his book New Directions in African American History in Virginia is under contract for publication by Garland Publications this year. His research topic was “African-American Religious Life in Nantucket, 1800-1850.”

3.) **Dr. Isabel Kaldenbach-Montemayor** who holds a Doctors of Law from Georgetown University, a M.A. from Harvard University in Celtic Studies, and a B.A. in History from Princeton University. She is currently the Chief Executive Officer for Buckley & Kaldenbach. As an undergraduate at Princeton she wrote an honors thesis on Absalom Boston, the first Black whaling captain in Nantucket and as an Ames Fellow refined her research on this important figure in maritime history.

4.) **Dr. Pearlie Peters** who is an Associate Professor of English at Rider University. She holds a Ph.D. in English from State University of New York at Buffalo and a B.A. with Honors, in English and Theatre from Grambling State University. She is the author of The Assertive Woman in Zora Neale Hurston’s Fiction, Folklore and Drama, which was published in 1998 by Garland Press and of numerous articles in journals such as The Oxford Companion to African American Literature and The Zora Neale Hurston Society Forum. The title of her talk was “Nantucket’s Anti-Slavery Conventions of 1841, 1850 and 1885 and the Evolution of Black Oratory and The Slave Narrative Genre.”

5.) **Dr. Gloria D. Goode** who teaches at Montgomery County Community College. She holds a Ph.D. in American Civilization with emphasis on African-American History and Culture from the University of Pennsylvania; a Masters of Arts in Folklore and Folklife from University of Pennsylvania; a Master of Music Education from Temple University and a Bachelors of Science in Music Education from Temple University. Her “African-American Women in Nineteenth Century Nantucket: Wives, Mothers, Modistes and Visionaries” was published in Historic Nantucket and she has a chapter entitled “Get on Board and Tell Your Story” in Linda Goss’ Jump Up and Say. Her talk was “Spiritual Wives: African-American Women in Nineteenth Century Nantucket.”

6.) **Aminah Nailah Pilgrim** Ph.D. in History from Rutgers University, New Brunswick. Her areas of concentration are 19th and 20th century United States History, African Diaspora Studies, Women's Studies and Comparative History. She has worked in the New Jersey State Legislature Oral History Project and served as a Research Assistant on The White Image in the
Black Mind, written by Professor Mia Bay of Rutgers.

7.) **Teresa Dujnic Bulger (09-10) (ABD)** UC Berkeley, Anthropology.

“This project proposes to investigate the lives of the Boston, Berry and the Groves families during the mid-late 19th century on Nantucket. These families were descendants of Seneca Boston, and Thankful Micah, and early multi-ethnic couple that married in 1770. The Boston family has been instrumental in the early 19th century development of the African American Community on Nantucket, in the socially tumultuous and economically depressed mid-late 19th century, has comparatively received little attention. This research has the potential to contribute to our understanding of the 19th century African American community on Nantucket, with specific attention to the ways that families coped and thrived in the complex political and economic context I which they were living.”

8.) **Barbara White (09-10)** received an MA in African American Studies from Boston University. She is the author of *The African School: The Integration of Nantucket Public Schools*, Boston University Press, 1978, 1997

Research agenda:

“I plan to research the life of James Gardner Ross, the grandson of James Ross, a resident of Newtown in Nantucket. He was the nephew of Eunice Ross, the young woman who was denied entrance to Nantucket High School that resulted in an eight-year controversy and the passage of a law in 1845 guaranteeing equal education for students in the Commonwealth. It seems that Eunice was not the only activist in her family. James Ross’s daughter, Eunice, was responsible for the integration of the Nantucket Public School system. In 1978, I wrote a book about the integration of Nantucket public schools, which is being republished in the summer of 2009 with much added material. I strongly believe that James Gardner Ross will turn out to be a very worthy and significant subject for the Ames grant. His life story will certainly add to the history of the black church in America, as well as to the story of Nantucketers who made a difference.”

9.7.6. The Ames Fellowship: Organizational Re-Structuring

After 15 years of operations, the department has conducted a review of the Ames fellowship Program, in order to assess its structure and effectiveness. The review process has provided new and effective directions that will enhance the visibility, organization, prestige, and the broad ranging social importance of the James Bradford Ames Fellowship. Several changes were made in the current Ames Fellowship’s structure and organization that are intended to meet the four areas enhancement noted below:

1. **Governance:**

   The Ames Fellowship will greatly benefit from establishing a formal Board of Overseers which will play a critically important decision-making role related to governance matters of the Ames Fellowship program. In instituting this new structure, it is anticipated that the Ames Fellowship program will realize the following:

   ✓ Acquiring a greater “checks and balances” entity that would provide greater oversight of decision making practices related the fellowship program.

   ✓ Provide program support to the direction of the Ames Fellowship Program.
✓ It will give the fellowship program greater credibility when seeking external support both fiscally and non-fiscally.

✓ Provide a means for establishing continuity as the program grows and develops over the years.

✓ Provides a means for establishing an “institutional memory” which is necessary for the program to evolve programmatically.

✓ Provides a means for establishing new and creative ideas and new ways for developing and implementing changes both programmatically and administratively.

2. **Visibility:**

The Ames Fellowship needs to increase its visibility both locally, nationally and internationally. In an effort to meet this need, the following actions were proposed:

- Advertisements pertaining to the fellowship be sent to the appropriate local, regional, national, and global institutions.

- When fellows make their research presentations, invitations to attend the presentations should be sent to a diversity of institutions and individuals.

- Greater attention must be paid to the appropriate print and electronic news outlets when seeking publicity about activities of the fellowship program.

3. **Organization:**

A new organizational structure must be implemented, which will include nine members of a yet to be created Board of Overseers. The Board of Overseers should include:

- The director of the Ames Fellowship Program.

- The Chair of the Department of Africana Studies at the University of Massachusetts and/or his/her designee

- Professor Robert Johnson of the University of Massachusetts

- Two members from Academic Institutions.

- Three community residents representing Cape Cod, Nantucket and Martha’s Vineyard

- Ms. Adele Ames (ex-officio)
4. **Criteria for selecting Applications:**

- **Originality** - The degree to which the study is original and/or groundbreaking
- **Feasibility** – How feasible is this proposal to be completed within an appropriate time frame?
- **Importance** - Is this study of importance to scholars, the Cape Cod and Island communities from a historical perspective?
- **Methodology** – Does the candidate present adequate methods for engaging in this research study?
- **Contribution to the literature and to better understanding African American and CapeVerdean life on the Island of Nantucket** – Does the study significantly contribute to the Africana history literature and gaining a better understanding of Black life on Cape Cod and the Islands from a historical perspective?

10. **AFRICANA RESOURCE UTILIZATION**

A great deal of our resources and activities are administered through the research arm of the Department, the Center for African, Caribbean and Community Development (CACCD).

10.1. **Center for African, Caribbean and Community Development**

The Center for African, Caribbean and Community Development is a university-wide, interdisciplinary academically based program housed in the College of Arts and Sciences that offers regional research programs in Africana Studies. The Center serves as a clearinghouse for public programs and lecture series; as a center for publications on African-Caribbean scholarship; and a locus for academic study and research in the Caribbean. This center enriches our campus community and creates a fertile intellectual environment which enhances the relationship of African/Caribbean studies, culture and history to the broader field of the humanities.

10.1.1. **Research Component of CACCD**

The following steps have been initiated to achieve our research agenda.

1. **Sponsor Fellowships for Research**

The Center for African, Caribbean and Community Development has supported the James Bradford Ames Fellowship program to continue the research on Nantucket’s “New Guinea” free black community. Scholarly research activities on the history of the Revolutionary era free black population of Nantucket, have been presented by the Africana Studies Department at lecture series sponsored by the generous support of Adele Ames. Scholars from around the
country have presented significant research on the cooperative community relations between Blacks and Whites as early as Colonial times. Each summer The Africana Studies Department at UMB in cooperation with the Egan Institute of Maritime Studies; Friends of the African Meeting House on Nantucket; Nantucket Historical Society; Museum of Afro-American History, memorialize James Bradford Ames, whose ancestors lived in the “New Guinea,” neighborhood of Nantucket. This black neighborhood on Nantucket flourished during the antebellum era due to Quaker anti-slavery sentiment and access to a thriving whaling economy.

2. **Publish book** *Nantucket’s People of Color: Essays on History, Politics and Community*

Lectures and research presented in the James Bradford Ames Lecture series and new reports have been disseminated to the national scholarly community and general public through the publication of this book by University Press of America.

3. **State of the Race**

The *State of the Race - Creating Our 21st Century: Where Do We Go From Here?*, (editors – Jemadari Kamara and Tony Van Der Meer) emerged from the struggle of many activists, academics, organizers, and researchers who sought to implement changes in their communities throughout the African world. In 1994 and again in 1997 State of the Race Conferences were held at Sojourner-Douglass College in Baltimore, Maryland to give agency to these discussions, to provide a forum for dialogue among the many grassroots actors involved in community change struggles, and to put forward visions for a new world order.

This volume is an attempt to share experiences, learn from one another's perspectives, allow new voices into discussion with some of our struggle's sages, and to refine praxis. It is through dialogue and practice that we develop theory that can only then be tested against the “reality of the streets” and refined once again. There is a role for everyone (activist, academic, bureaucrat, politician, parent, educator, student, researcher, cultural worker, policy-maker) in this continuing movement for political, social, and human transformation.

This book is structured to facilitate this dialogue. Each of the five sections reflects an important dimension of our movement's work. It attempts to be analytical, stimulating, provocative and innovative, by highlighting issues that speak to our condition and pointing to new directions for our movement. Challenging our conception of change and rooting our theory in the reality of our people's experiences is the book’s agenda.

10.1.2. **Teaching Component of C ACCD**

Some of the programs we have developed are listed below.

1. **Journeying with the Amistad**

In collaboration with Amistad America, the University of Massachusetts Boston is initiating an experiential learning based, study project with four dimensions. *Journeying with the Amistad: The Multidimensions of Slavery, Freedom and the Caribbean* is an intercollegiate, multidisciplinary endeavor designed to study the history of the Atlantic slave trade, freedom, the Caribbean and issues of social justice. Communities impacted and influenced by slavery and the slave trade will be considered in a global context and connections then made to contemporary local communities. The social, economic and political aspects of these communities, particularly Caribbean communities, will be studied within the historical context of slavery and the slave
trade. The concept of freedom will be explored and linked to contemporary issues such as democracy, civic engagement and social justice.

The University of Massachusetts Boston’s College of Public and Community Service, the Department of Africana Studies and the Division of Corporate, Continuing and Distance Education have structured the academic components of this program. Students and other interested persons can participate in the journey through multiple interactive, participatory learning models. Opportunities are available for travel to join the Amistad when it ports in Puerto Rico in January, 2010 and in Haiti and then Cuba in March, 2010.

2. **African Diaspora Project**

The Department in conjunction with the Codman Academy Charter School, and the Boston Pan-African Forum has authored a curriculum for high school teachers which highlight research and scholarship about the rich contributions of African people to world history and culture. The Project has tracked over thirty (30) ninth grade students throughout their high school years and measured the extent to which the curriculum has affected their motivation and success in high school. We intend to extend and replicate this model. Also, we intend to incorporate the programs model as an essential element of our graduate (MA) program. *(See attachment G)*

3. **CommUniversity**

This Boston- based **CommUniversity Plan** is intended to stimulate the process of community development by accessing and coordinating resources of Boston - based institutions which claim to serve the urban community. It will apply existing and new resources in the service of community development with community based groups. The focus will be on accessing and using public, private and non-profit sector resources as essential elements in the community development process. The effective coordination of current resources and the application of new resources to an agreed upon agenda can more effectively maximize the disparate resources which now exist in the greater Boston area.

The program which shall be rooted in community based organizations will be a partnership between higher education institutions, non-profit organizations and the private sector. The objectives will include, but not be limited to: increasing leadership capacity within Boston’s communities, developing the skills of residents to participate in the community development process, identifying potential candidates for higher education opportunities, better coordinate urban, applied research programs and internships, facilitate targeted impact on high priority community needs, provide community access to world class leaders through a local speaker series, documenting community experiences, lessons and priorities.

An Urban Development Fellowship Program will help anchor the **CommUniversity** program and target the resources in order to facilitate strategic planning, experiential learning, collaborative research and institutional/community partnership. The program will consist of the following elements:

- An Urban Development Fellowship Program
- Leadership Development Seminar
- CommUniversity Certificate Program
10.1.3. Community Outreach Component of CACCD

The Community Outreach Component of CACCD has developed institutional partnerships and collaborations between University of Massachusetts Boston and other higher education institutions in the Caribbean and Africa (i.e. University of the West Indies, University Caraibes, and Université d’Abomey-Calaci, University of Matanzas, and University of Oriente). These collaborations may expand to include other institutions in the United States working on the Caribbean and Africa. The community outreach focuses on training, applied research, curriculum development, scholarships to students, and faculty and student exchange.

1. Martin Luther King, Jr. / Amilcar Cabral Commemorative Program

For thirteen years the Center for African, Caribbean and Community Development and the Africana Studies Department have coordinated the Martin Luther King, Jr. / Amilcar Cabral Commemorative Celebration at the University of Massachusetts Boston (UMB). Collaborating with other on campus units and community based organizations, this important annual program held at UMB has targeted raising consciousness about the significance of Dr. Martin Luther King Jr. and Amilcar Cabral among community youth. The theme varies from year to year. This year’s program focused on “Change, Leadership and Civic Engagement”. The program consisted of a panel discussion, open dialogue and questions, a cultural and musical celebration, as well as a meal. This commemorative program which attracts several hundred participants occurs annually on Dr. King’s birthday holiday.

Over the years numerous international and local speakers and students have participated in the event. We have hosted the Cape Verdean Ambassadors to the United States and to the United Nations, professors from UMass Boston, UMass Dartmouth, the University of North Carolina, Wheelock College, and many other distinguished guests. We have had particularly strong support from the Cape Verdean and African American communities for this activity.

2. Youth, Education and Sports (YES) with Africa Program

YES with Africa is an innovative public, private and non-profit sector partnership that seeks to develop the athletic prowess of young people while expanding their educational and cultural horizons. The program evolved from a basketball camp begun in 1997 in Niamey, Niger to a program for youngsters aged 7 – 19, giving them the opportunity to acquire basketball skills while learning about computers and other technology, health and environmental issues, and their own cultural heritage. The University of Massachusetts Boston has conducted summer programs in West Africa since 1999. During the summer of 2000 Vice Chancellor Charlie Titus, also the athletic director at UMass Boston joined the program as lead coach and trainer. Professor Jemadari Kamara, director of the Center for African, Caribbean and Community Development at UMass Boston has served as the project field coordinator. Both men believe strongly that the program can serve as “an ambassador of sports and
of U.S. culture”.

An essential part of the program’s mission has been capacity building through the expansion of athletics, technical education, and entrepreneurial activities. We have involved nearly 100 coaches in Senegal. YES with Africa also operates at a similar scale in Benin. The YES with Africa program presently focuses on youth ages 7-19 and has five dimensions, all integrated to form a unified project:

- Art, Culture and Music
- Health Education – targeting preventative education and personal hygiene
- Applied technological skills, focused on computer literacy and renewable energy
- Basketball coaches training and youth technique development
- Environmental awareness, including recycling and conservation

YES is a multiethnic, coeducational, sports and leadership development experience. It affords young people the opportunity to develop social and critical thinking skills, meet diverse youth from a variety of cultural, economic and ethnic groups, expand personal horizons and enjoy physical training. The program has also initiated a steel band in Senegal by training a core group of musicians. YES has served over 1,500 young African boys and girls. Each program has been encouraged to develop some self-sustaining program initiatives.

3. **Lectureship Series in Community Development and Public Policy**

In addition to sponsoring the annual conference of the Haitian Studies Association, special emergency conferences on the Caribbean focusing on economic, political and social development of the Caribbean diasporic communities have been organized in collaboration with other institutions and centers from the Caribbean and the United States.

4. **Applied Research**

Africana Caribbean Research Institute will sponsor activities in Boston’s communities in partnership with other research institutes on Caribbean and Africa. (i.e. Caribbean Studies Association, Pan-African Forum, David Rockefeller Center for Latin American Studies). The partnership will include active research in subjects of priority to the economic, political and social development of Caribbean and African communities. This research will enhance the understanding and knowledge of University of Massachusetts graduate students and faculty of the less developed world. It will also serve as a mechanism to provide practical information for the formulation of public policy in Caribbean diasporic communities. The applied research will emphasize the connection between data collection and policy formulation. It will also explore strategies which work in less developed countries. The research may be conducted in the following areas:

- Successful development strategies
- Development of micro enterprises
- Community based health and human services
- Political participation
- Social planning and policy development
- Community education
- Policy analysis
- Local government
- Economic analysis of projects
5. **The Haitian Studies Project Partnerships with Haitian Community Based Organizations (CBO's) in Boston**

As part of the collaborative partnership program, the Africana Studies Department will continue to actively support the initiatives of the Haitian Studies Project through its interactions with Haitian CBO’s and agencies in the greater Boston area. The Haitian Studies Project will provide technical support to community agencies and Haitian families. Working with local Haitian agencies and institutions will enable students and faculty from Haiti to be connected to the Boston community.

6. **WEB SITE**- Development of our websites to disseminate and showcase our work as well as enhance our distance learning capacities.

10.2. **Resources: Their Acquisition and Preservation**

- **James Bradford Ames Funds**- Ms. Adele Ames contributes $5,000.00 annually to the Fund, which is administered by the Office of Institutional Advancement of the University. Annual fellowships are disbursed upon authorization of the Department Chair. The Office of Institutional Advancement prepares periodic reports on receipts and disbursements.

- **Charles E. Merrill Fellowship Program**- Mr. Charles E. Merrill has endowed a student Caribbean Study fund in the amount of $100,000.00. In addition, he established a temporary fund in the amount of $50,000.00 for planning purposes and student fellowships. Disbursements are made to students upon review of their grades, references and financial need. Funds have been used for faculty planning and travel, particularly in Cuba and for student study in the Caribbean. Disbursements are made upon the authorization of the Department Chair. Periodic reports are issued by the Office of Institutional Advancement.

- **Haitian Studies Endowment**. Merrill Lynch Foundation has established a Haitian Studies Fund in the amount of $10,000.00 in 2001, which is administered by the OIRSP. The fund was established to assist with the Haitian Studies annual conferences and to help defray the cost of annual awards of excellence and service presented at the Association’s annual meeting. Disbursements are made upon the authorization of the Department Chair. Periodic reports are issued by the ORSP.

- **Individual Faculty Grants**- Each individual faculty member is responsible for the proper administrative and programmatic disbursement of funds. Through the Office of Research and Sponsored Projects they will account for such funds and abide by any and all University regulations associated with the solicitation, disbursement and accounting of such funds.

- **State Grants**- Each individual faculty/staff member is responsible for the proper administrative and programmatic disbursement of state funds. Through the appropriate University office, faculty and staff who receive state funds for projects will account for such funds and abide by any and all University regulations associated with the solicitation, disbursement and use of such funds.
11. CONCLUSIONS

In the foregoing pages, we have outlined the centrality of our academic programs to the mission of the University of Massachusetts Boston. The Department’s contribution to the diversity and general educational goals of the University are substantial. In addition, the Department addresses the special needs of the urban communities of Massachusetts and the world by developing and implementing quality educational programs in Massachusetts, Africa and the Caribbean. Through our well trained and community focused graduates, we send out each year a talented cadre of thinkers and practitioners who understand the nature of many social problems gripping our nation and the world.

As a result of this quality work and new initiatives, the Department is rapidly becoming one of the most recognized Africana Studies Departments in North America. In order to insure the continued expansion of these important initiatives, the University of Massachusetts Boston should expand the base of infrastructure support to enhance the development capacity of this vital unit.
APPENDICES
APPENDIX A

List of Regular and New Proposed Courses

AfrSty 100  Introduction to Africana Literatures
This course will examine the writings of representative African, Caribbean, and African American authors, focusing on their shared visions and techniques, especially in the use of literature as a fighting tool in their people’s struggle for identity and freedom. Special attention will be given to the distinctive contribution of each writer to the social, thematic, and aesthetic commitments of a major movement or generation in Africana literary history. Writers whose works may be considered will vary from semester to semester.
Specialization: Literature and Cultural Studies, (Africa, Caribbean, United States)
Distribution Area: Arts  Category: (A) Distribution I
Diversity Area: International
Mr. Azuonye

AfrSty 101  Introduction to Africana Studies
This course presents an overview of the history, environment, culture and social organization of people of African descent. It seeks to explore in an orderly, systematic, and structurally integrated fashion, the world of African-American experience and to convey an understanding of the roots of this experience. Specifically, the course will be pursued chronologically, indicating the major episodes of the African-American experience through a study of some of the key institutions, movements and individuals which have contributed to the history of people of African descent. Open primarily to freshman and sophomores, but others may also enroll.
Specialization: Historical Studies, (Africa, Caribbean, United States)
Distribution Area: Historical and Cultural Studies
Category: (H) Distribution I (WC) Distribution II
Diversity Area: International
Mr. Johnson and Mr. Prou

AfrSty 102  History of African-American Education
This course examines the history of African-American education in the United States from the slave era up to present. Topics include female educators and school founders, desegregation, the IQ controversy, busing, impact of racism and poverty, and significant individuals and events.
Specialization: Race/Ethnic Relations (United States)
Distribution Area: Historical and Cultural Studies  Category (H) Distribution I
Diversity Area: United States
Drs. Freeman, Prou and Staff

AfrSty 103  African-American History as Drama*
This course presents an overview of African-American drama as a reflection of lost stories in African-American history. Specifically, the course will explore major episodes of the African-American theatrical experience and allow students to research and write about family stories. Students will write in both historical and dramatic forms.
Specialization: Creative and Performing Arts
Distribution Area: The Arts  Category (AR) Distribution II
Diversity Area: United States
Prof. Johnson

AfrSty 107  Introduction to Haitian Creole Studies *
This course provides participants broad foundations of spoken and written Kreyòl, contextualized within a survey of Haitian culture. The language component of the course will be taught in a Kreyòl immersion format. Lectures and discussions on Haitian cultural and social history will be in a bilingual format (English and Kreyòl), and will focus on topics such as Haitian imaginative representations of the fall of Taino Indian culture in post-Columbian era in

44
Hispaniola, the linguistic materialization of pidgins and Creole languages in the Atlantic slave trade, the Middle Passage in Haitian belief system (vodou) and arts, libertine mores in colonial Saint-Domingue, and in 20th century tourism, the Haitian Revolution, the 1915-1934 U.S. Occupation of Haiti, the 1937 “Parsley Massacre” (“El Corte”) of Haitians in the Dominican Republic, the rise and fall of papa Doc/baby Doc, and the post-Duvalier democratic experience until the present. The course will provide linguistic and cultural background with a particular view to preparing undergraduate and graduate students for service, educational, or research travel in Haiti.

Prerequisite: No previous knowledge of Kreyòl is required!

Specialization: Caribbean, Literature and Cultural Studies
Distribution I Area: Foreign languages (F)
Distribution II Area: World languages (WL) and World Cultures (WC)
Diversity Area: International

Prof. Prou and Staff
3 Lect Hrs, 1 Lab Hrs, 4 Credits

AfrSty 108 African-American Social Movements
Concepts of social movements as well as the appearance of social movements among African-Americans in the nineteenth century will be examined. Examination of twentieth century African-American social movements, especially Marcus Garvey’s movement, the Nation of Islam, the Civil Rights movement, and the Black Power movement will be analyzed in depth.

Specialization: Historical Studies, (United States)
Distribution Area: Historical and Cultural Studies
Diversity Area: United States

Prof. Kamara and Staff

AfrSty 110 African-American History I
An intensive study of the social, economic, and political history of African-Americans from the period of slavery through the Civil War, with particular emphasis on the social and cultural antecedents of African-Americans.

Specialization: Historical Studies
Distribution Area: Historical and Cultural Studies
Diversity Area: United States

Prof. Pilgrim and Staff

AfrSty 111 African-American History II
Historical survey of the social, economic, and political history of African-Americans in the United States from the Reconstruction era to the present. Topics include: African-Americans in politics, religion, the Great Depression, migrations, and civil rights. The course will also cover significant leaders, events, and contributions of African-Americans.

Specialization: Historical Studies, (United States)
Distribution Area: Historical and Cultural Studies
Diversity Area: United States

Prof. Pilgrim and Staff

AfrSty 112 African-American Religion Since 1900
This course identifies and discusses the growth of non-Christian religions including: Islam, African-American Judaism, and Trans-Atlantic African religions such as Santería, (or Lukumi), Voodoo, Orisha-Voodoo, Candomble, etc. and considers their significance in terms of pluralism within the African-American community. It also assesses and defines the birth, growth, and role of the African-American church, with its “African-American ideology,” in relation to “white religion,” to women, and to Africa, and the rest of the world.

Specialization: Historical Studies, (United States)
Distribution Area: Philosophical and Humanistic Studies
Diversity Area: United States
AfrSty 113  Elementary Haitian Language and Culture*
The course is designed to help students attain basic skills of speaking, understanding, reading and writing in Haitian Creole. Communication skills are stressed with particular emphasis placed on oral-aural comprehension. This first semester elementary course is an introduction to Haitian language and culture, and it is aimed at students who have studied little, or have no prior knowledge of Haitian Creole. It emphasizes grammatical and phonetic techniques to help develop language proficiency and communicative competence in Haitian Kreyòl. No previous knowledge of Haitian Creole required.
Specialization: Literature and Cultural Studies
Distribution Area: Language and Cultural Studies, Caribbean Category: (WC) Distribution II
Diversity Area: International
Prof. Prou and Staff

AfrSty 114  Elementary African Language & Culture I*
An introduction to the cultural setting of a chosen African language (Igbo, Yoruba, Swahili or other), followed by a systematic and practical grounding in its sound system—current orthography, alphabets, consonants and vowels, syllabary, and tones (where applicable) and word classes or parts of speech (verbal, nominal, nominal modifier, conjunction, preposition; suffixes and enclitics). Intensive drills, covering everyday experiences in spelling and pronunciation; acquisition of basic vocabulary through simple conversational exercises (naming, greeting, making requests, and asking or answering simple questions). Designed for Beginners with no previous knowledge of the language. No prerequisites.
Specialization: Literature and Cultural Studies
Distribution Area: Language and Cultural Studies, Africa Category: (WC) Distribution II
Diversity Area: International
Prof. Azuonye

AfrSty 115G  Black Consciousnesses
This course examines the social, economic, cultural and political implications of the development of Black consciousness in twentieth-century United States. It considers the role played in these developments by Ida B. Wells, W.E.B. Du Bois, Marcus Garvey, the Harlem Renaissance, the Civil Rights/Black Power Movement, the Nation of Islam, and the Black Arts Movement. Counts toward the Africana Studies major.
Specialization: Literature and Cultural Studies
Distribution Area: Arts
Diversity Area: International
Prof. Van Der Meer

AfrSty 116G  Socialism in the African World *
This course will explore African-American socialist thought in America and Africa with a focus upon the writings and philosophies of W.E. B. Du Bois, Julius Nyerere and Kwame Nkrumah.
Specialization: Historical Studies, (Africa, Caribbean, United States)
Distribution Area: Arts Category: (AR) Distribution II
Diversity Area: International
Prof. Johnson

AfrSty 119  Religion and Africa*
This course is a comparative and historical survey of Islam in Sub-Saharan Africa. It will explore facets of Islam in African history, culture, and society, paying particular attention to Islamic institutions and organizations and the imprints of Islam on verbal and visual arts, politics, gender relations, religion and cultural identity.
Specialization: Race and Ethnic Relations
Distribution Area: Arts Category: (AR) Distribution II
Diversity Area: International
Staff
APPENDIX A (continued)

**AfrSty 120   African-American Religion Before 1900**
An in-depth study of the origins, development, and expansion of the African-American church, as well as an examination of its function as a pillar of strength for African-Americans.
Specialization: Race and Ethnic Relations (United States)
Distribution Area: Philosophical and Humanistic Studies
Diversity Area: United States
Category: (P) Distribution I

**AfrSty 121   Human Rights in Africa***
This course focuses on human rights and related issues and institutions in Africa, especially contemporary Africa. Topics include the notion of human rights; human rights institutions and bodies; regional and international human rights mechanisms; and protecting and enhancing human rights. Regional human rights mechanisms discussed include the African Charter on Human and People’s Rights, the New Partnership for African Development (NEPAD), the African Peer Review Mechanism (APRM), and the African Union Charter.
Specialization: Public Policy and Community Development
Distribution Area: Arts
Diversity Area: International
Category: (AR) Distribution II

**AfrSty 122   Africa and the African Diaspora***
This course provides a historical context for understanding issues and problems as they exist in contemporary Africa from the perspective of Africans on the continent and in the African diaspora. It offers an integrated interpretation of sub-Saharan history from the middle of the nineteenth century and the dawn of formal colonial rule through the period of independence until the present.
Specialization: Race and Ethnic Relations
Distribution Area: Arts
Diversity Area: International
Category: (AR) Distribution II

**AfrSty 150   African Images in Literature**
This course examines the different ways in which African writers have represented the continent of Africa by focusing on their struggle to develop authentic forms and images. Through the reading of selected texts of oral literature, novels, plays, poems, and essays from different African societies, participants consider such issues as the influence of colonialism on creative writing; the politics of African culture; race and class; the images and status of women and a variety of other themes.
Specialization: Literature and Cultural Studies, (Africa)
Distribution Area: The Arts
Diversity Area: International
Category: (A) Distribution I

**AfrSty L152 (Hist 152)   Introduction to African History**
This course is designed to provide students with a solid foundation of historical knowledge in preparation for more advanced courses in various aspects of African studies. The course emphasizes such themes as Islam in Africa, trade and politics in medieval Africa, slavery and the slave trade, European colonization, and the political economy of independent Africa (Course offered in the fall only.)
Specialization: Historical Studies, (Africa)
Distribution Area: Historical and Cultural Studies
Diversity Area: (H) Distribution I (WC) Distribution II

Staff
AfrSty L153 (Hist 153)  Africa in the 20th Century
This course focuses on major themes in the history of Africa since 1900. These include the establishment of colonial rule and colonial administrative practices, colonial economies, African nationalism and decolonization, South Africa and the politics of apartheid, and postcolonial Africa from a global perspective. Course offered in the spring only.
Specialization: Historical Studies, (Africa)
Distribution Area: Historical and Cultural Studies  Category: (H) Distribution I
Diversity Area: Staff

AfrSty 160  Introduction to African Folklore and Folk life*
An introduction to the major forms of folklore in Africa such as proverbs, riddles, tongue-twisters, oratory, folktales, folksongs and folk poetry, folk beliefs and other forms of customary folklore and various types of material folk expressions and their role in the traditional life of African peoples. Special attention will be paid to the patterns of diffusion of these traditional forms of group expression and ways of life in Africa to the Caribbean, the Americas and elsewhere in the African diaspora.
Specialization: Creative and Performing Arts
Distribution Area: Arts  Category: (AR) Distribution II
Diversity Area: International
Prof. Azuonye

AfrSty 201  Roots of the African-American Family
This course examines the African-American family, beginning with its earliest roots in Africa and slavery up to present. Topics include male-female relationships, black teen pregnancies, impact of drug and alcohol, the black matriarch, problems of black male youth, alternative relationships, and the impact of education, poverty, and racism on this institution.
Specialization: Race and Ethnic Studies (United States)
Distribution Area: Historical and Cultural Studies  Category: (H) Distribution I
Diversity Area: Staff
Prof. Freeman and Staff

AfrSty L203  Afro-Cuban Music (Latin American Studies)
This course focuses on Afro-Cuban music. It emphasizes learning through listening, reading, and analyzing. The course examines the history and evolution of Cuban popular musical forms, and the continuing evolution of Afro-Cuban popular music as its worldwide influence spreads.
Specialization: Creative and Performing Arts, (Caribbean)
Distribution Area:
Diversity Area:
Staff

AfrSty 207  Gender & Sexuality in Black America*
This interdisciplinary course will rely upon history, women’s studies, and cultural studies theory to examine the construct of gender and the concept of sexuality. For instance, we’ll explore how variables such as race-ethnicity-class-gender-sexuality-etc. are inextricably intertwined, particularly within US society where these constructs inform nearly every aspect of everyday life. Students will explore how notions of race have been informed by ideas about gender and have helped define the roles of black men/ white men/ black women/ white women, etc. since the country’s beginning—when racial stereotypes helped justify the institution of slavery and served as critical markers of racial boundaries during the Jim Crow era. Considering contemporary debates, we will study the notion that sexualities are more narrowly defined within the African Diaspora and that there is more homophobia within communities of African descent. Historical sources, feminist writings, examples of popular culture, as well as a
variety of texts from within cultural studies, will all be used in this course.

Specialization: Historical Studies, (United States)
Distribution Area: Historical and Cultural Studies
Diversity Area: United States
Prof. Pilgrim

AfrSty 220  Free and Slave in the New World, 1492-1888
A comparative examination of African-American and Afro-Caribbean societies from the European settlement of the Americas to the abolition of slavery in Brazil. Course focuses on the various systems of slavery found within the United States, Mexico, Guyana, Brazil, Cuba, Trinidad, Jamaica, and Barbados.
Specialization: Historical Studies, (United States and Caribbean)
Distribution Area: Historical and Cultural Studies
Diversity Area: International
Prof. Prou

AfrSty 221  Intermediate African Language & Culture I*
Intensive conversational drills as well as simple reading, comprehension, translation and composition exercises covering aspects of the traditional culture of the chosen African language (Igbo, Yoruba, Swahili or other).
Prerequisite: AfrSty 112, Advanced Level Credit Pass in the West African School Certificate or GCE Examination in the chosen language, or by Instructor’s Permission following an oral and written proficiency test. Satisfies the University International Diversity and CLS Arts Requirements.
Specialization: Literature and Cultural Studies
Distribution Area: Language and Cultural Studies, Africa
Diversity Area: International
Prof. Azuonye

AfrSty 225  Origins of Caribbean Civilizations
This course examines the mechanisms that account for the production and reproduction of folk, elite, and transnational civilizations in the Caribbean from the Colombian era to the Second World War. It analyzes the political and economic forces that led to the transition from slavery to the emancipation era and the migration of different ethnic groups into the Caribbean. It further discusses the role of globalization and the rise of transnational diasporic communities in the United States.
Specialization: Historical Studies, (Caribbean)
Distribution Area: Historical and Cultural Studies
Diversity Area: International
Prof. Prou

AfrSty 211  Intermediate Haitian Language & Culture*
This course is designed for those who have completed the elementary level but need practice to become more fluent in Haitian Creole at the intermediate level. Participants will develop intermediate conversation skills while improving their understanding of the structure of the language. Skills acquired in this course will enable participants to participate actively in most social and cultural conversations. In addition, participants will be develop communicative competence in writing and develop strong reading comprehension skills. Different cultural aspects will be explored as a vehicle to increase language competence. Satisfies the University International Diversity and CLS Arts Requirements.
Specialization: Literature and Cultural Studies
Distribution Area: Language and Cultural Studies, Caribbean
Diversity Area: International
Prerequisites: AfrSty 113 or permission of instructor
Mr. Prou and Staff
AfrSty 230   African-American Women’s History
History of African-American females in the United States from the slave era to present. Topics include the changes and continuities found within their work; their roles in social activism, the family, and education; male-female relationships; their accomplishments/contributions; and their problems resulting from poverty, gender oppression, and racism.
Specialization: Historical Studies, (United States)
Distribution Area: Historical and Cultural Studies  Category: (H) Distribution I (HU) Distribution II
Diversity Area: United States
Prof. Pilgrim

AfrSty L235 (Eng 235)   African-American Literature
A survey of works by African-Americans with attention to the interaction of musical, oral and literary forms in African-American expression, slave songs, blues lyrics, sermons, and works by Hughes, Wright, Baraka, and others.
Specialization: Literature and Cultural Studies, (United States)
Distribution Area: The Arts  Category: (A) Distribution I
Diversity Area: United States
Staff

AfrSty L236 (Psy 236)   Psychology and the Afro-American Experience
This course is an examination of theory and research, primarily by psychologists, that bears on the Afro-American experience. The course focuses on the psychological literature, but also draws upon other social science disciplines, case studies, and relevant works of fiction. Major topics of the course are the black family and child development, black identity and personality, black activism, and the dynamics of individual and institutional racism.
Specialization: Race and Ethnic Relations, (United States)
Distribution Area: Social and Behavioral Sciences  Category: (S) Distribution I
Diversity Area:
Staff

AfrSty 250   Civil Rights Movement
Historical examination of the social events that culminated into the 1960s Civil Rights Movement and an exploration of the significant events, leaders, and organizations that emerged during this era of American history.
Specialization: Race and Ethnic Relations (United States)
Distribution Area: Historical and Cultural Studies  Category: (H) Distribution I
Diversity Area: Arts
Mr. Kamara and Staff

AfrSty L254 (Eng 254)   Black Presence in American Literature
Nineteenth and twentieth century literary texts by African-American and white writers who wrote with a significant consciousness of African-American people in American society.
Distribution Area: Literature and Cultural Studies  Category: (A) Distribution I
Specialization: Literature and Cultural Studies, (United States)
Distribution Area:
Diversity Area: Arts
Staff

AfrSty L260 (AmSt L260)   African-American Folklore
The major genres of African-American folk tradition, dance, music, humor, verbal forms, narrative, legend and material culture will be the foundation for this course. Examining these traditional forms will allow us to increase our understanding of the African-American world view. Each student will undertake a semester long folklore collecting project.
Specialization: Literature and Cultural Studies, (United States)
Distribution Area: Creative and Performing Arts  Category: (P) Distribution I
Diversity Area: United States  Instructor: Mr. Azuonye
**AfrSty 261  Popular Culture in Africa**
This course will examine various forms and manifestations of artistic cultural expression among rural and urban masses in Africa, notably: street and other forms of popular art; popular music such as the West African highlife; popular literature such as the Onitsha market chapbooks; market and worker’s theater and related cultural projects; and such vernacular speech forms as Pidgin, Creole and Patois. Attention will be paid to the oral traditional and indigenous roots of these popular expressions as well as their European, North American and other foreign influences in the light of present-day globalization tendencies.

Specialization: Literature and Cultural Studies, (Africa)
Distribution: Creative and Performing Arts    Category: (AR) Distribution II
Diversity Area: International
Prof. Azuonye

**AfrSty L264 (Art 264)  Topics in African Art**
This course provides a broad introduction to African art, especially carved figures, masks, rock and wall paintings, textiles, and utilitarian objects. Occasionally, more specific topics are announced during the pre-registration period.

Specialization: Creative and Performing Arts, (Africa)
Distribution Area: Arts    Category: (AR) Distribution II
Diversity Area: Staff

**AfrSty 265*  Pan-Africanism: Origins, Problems and Prospects**
This course will analyze the Pan-African movement from its earliest forerunners thru the African Union. Emphasis will be placed on the translation of Pan-Africanist theory into practical organization. The course will examine the philosophical roots of the ideology, which began in the late 19th century and integrate it with mid 20th century movements to implement such an ideology. Films, records, guest speakers and lectures will all be part of the syllabus. Course participants will be expected to give an oral presentation as well as to produce a research paper. At least one examination, focused on integrating the readings and course lectures, will occur during the semester.

Specialization: Historical Studies, (Africa, Caribbean, United States)
Distribution Area: Arts    Category: (AR) Distribution II
Diversity Area: International
Prof. Kamara

**AfrSty 270  The African American Images on Stage, Screen and Television**
The evolution and development of Black characters and caricatures as they have been represented in theatrical and screen presentations. The material surveyed includes seventeenth and eighteenth century figures such as Caliban and Oroonoko; nineteenth century Black stereotypes in minstrelsy and in post-bellum productions of Uncle Tom’s Cabin; and twentieth century characters in stage, film, and television productions.

Specialization: Creative and Performing Arts/Literature and Cultural Studies (United States)
Distribution Area: The Arts,    Category: (A) Distribution I
Diversity Area: United States
Staff

**AfrSty L/C272 (Anth C272)  Peoples and Cultures of Africa**
An in-depth study of selected African societies, examining traditional institutions, the colonial situations, and modernization.

Specialization: Literature, and Cultural Studies, (Africa)
Distribution Area: Historical and Cultural Studies    Category: (H) Distribution I (WC) Distribution II
Diversity Area: International
Staff
AfrSty L274 (Anth 274)   Peoples and Cultures of the Caribbean
An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic
organization, domestic life, religion, and migration.
Specialization: Literature and Cultural Studies, (Caribbean)
Distribution Area: Historical and Cultural Studies   Category: (H) Distribution I (WC) Distribution II
Diversity Area: International
Staff

AfrSty 275   African Systems of Thought*
A comparative and intercultural study of the cyclical and other worldviews of representative African peoples, focusing on
their significance as traditional philosophical systems by examining in detail the metaphysical, criteriological, aesthetic,
epistemological, ethical, symbolic and related implications of their basic tenets through the analysis of myths, names,
epithets, proverbs, songs, oral poems, ritual chants, and similar forms of traditional expression.
Specialization: Literature and Cultural Studies
Distribution Area: Philosophical and Humanistic Studies, (Africa)   Category: (HU) Distribution II
Diversity Area: International
Prof. Azuonye

AfrSty 278   Hip Hop History & Culture*
This course will offer an in-depth study of the phenomenon known as hip hop—its “four pillars” of deejaying, rapping
(or emceeing), graffiti and breakdancing, as well as its origins and many incarnations since the first commercial hip hop
hit was released. Once considered a fad and now a global force to be reckoned with, hip hop is the subject of study in
hundreds of texts and college courses across the world. The course will examine how this phenomenon took hold, and
how and why the music has such a hold on its millions of fans despite its recent, often destructive content. Students
will read critical texts, as well as perform their own critical analyses of the music and other aspects of the culture. In
addition, students will be asked to engage in local hip hop activism, which includes work against teen street violence
and work that encourages literacy among area youth. In this way, the course will serve as not only a study of this genre
of music and the effects its had upon the world, it will also be a laboratory in which students will work actively to
experiment with the organism itself.
Specialization: Historical Studies, (United States)
Distribution Area: Historical and Cultural Studies   Category: (HU) Distribution II
Diversity Area: United States
Prof. Pilgrim

An Analysis of the varieties of African-American music. The course also examines the African roots of black music.
Specialization: Creative and Performing Arts, (United States)
Distribution Area: The Arts   Category: (A) Distribution I
Diversity Area: United States

AfrSty 285   Topics in Africana Studies
Intensive study of special topics varying each year according to instructor.
Prerequisites- AfrSt C101 and C110.
AfrSty G292 Afro-Caribbean Literature
This course examines the development and significance of Afro-Caribbean literature in the 20th century. Texts are examined both individually and in relation to each other. Emphasis is given to the development of post-colonial themes and techniques in Caribbean socio-cultural contexts, asking what “post-colonial” means to writers of different Caribbean nations. This course may count toward the major or minor in Africana studies. Capabilities addressed: Critical reading, critical thinking, clear writing, academic self assessment, collaborative learning, information technology, oral presentation.
Specialization Area: Literature and Cultural Studies (Caribbean)
Distribution Area: The Arts
Distribution Area: Historical and Cultural Studies, Diversity Area: International
Prof. Prou

AfrSty L300 (Hist 300) Ancient African Civilization to 600 B.C.
Civilization’s birth and progress in Mesopotamia, Egypt, Canaan, Minoan Crete, and Homeric Greece. This course emphasizes the role of cities and social and intellectual life with extensive slides stressing art and archaeological digs. Prerequisite: Sophomore standings.
Specialization: Historical Studies, (Africa)
Distribution Area:
Diversity Area: Arts
Staff

AfrSty 301 African-American Intellectual Thought
Examination of Pan-African political thought through the examination of Pan-African speeches, writings, and activities from the slave era to present. Topics include significant individuals from Frederick Douglass, W.E.B. Du Bois, and Edward Wilmot Blyden, Marcus Garvey, Kwame Nkrumah, Maria Stewart, Cornel West, and Lani Guinier. Contemporary issues or debates on Afrocentricism, the role of the Black Caucus, and the current “Black Political Agenda” will be examined. Specialization: Historical Studies, (Africa, Caribbean, United States)
Distribution Area:
Diversity Area: United States
Prof. Kamara

AfrSty 302 Martin and Malcolm X
An examination of the philosophical and ideological framework of Martin Luther King and Malcolm X. Their impact on African-American social movements, on modern American social and political life, and on the rest of the World is also considered. Specialization: Historical Studies, (United States)
Distribution Area: Arts
Diversity Area: United States
Prof. Van Der Meer and Staff

AfrSty 303 HIV/AIDS, Health Outcomes, Policy and Development in Sub-Saharan Africa *
This course of study is designed to provide students with the essential features and foundations of the HIV/AIDS epidemic in sub-Saharan Africa. The course will commence with an overview of the historical nature of HIV/AIDS followed by an overview of the current status of HIV/AIDS in sub-Saharan Africa. The course will present and examine strategies and programs that have reduced HIV/AIDS rates in sub-Saharan Africa and will explore policies that will sustain reductions in this critical area of public health and infectious disease. Specialization: Public Policy and Community Development
Distribution Area: Arts
Diversity Area: International
Prof. Freeman
AfrSty 304  Health Inequalities, Race and Policy in the United States *
This course of study introduces students to the major societal factors that adversely affect the health status and health outcomes of various racial populations residing in the U.S., with a special focus on the African American population. The course will explore the degree to which residential segregation as evidenced by geographic mapping findings illuminates patterns of health inequalities in both rural and urban areas in the U.S. Lastly, the course will explore the explanatory factors that lead to the persistence of health disparities and inequalities and how health and public policy can play a significant role in addressing this growing social dilemma.
Specialization: Public Policy and Community Development (United States)
Distribution Area: Arts
Diversity Area: International
Prof. Freeman

AfrSty 305  Issues in Urban Community*
A community-service oriented examination of critical issues of economic and social development in African-American urban communities.
Prerequisite-junior standing or permission of instructor
Specialization: Public Policy and Community Development (United States)
Distribution Area: Arts
Diversity Area: United States
Prof. Kamara

AfrSty 306  Environmental Justice, Race, Ethics and Policy *
This course of study provides a comprehensive overview of the genesis of the environmental justice movement and explores three central themes related to public policy and the environment, including: the concept of disproportionate community environmental impacts, various legal and public policy challenges and the role of ethics in shaping how citizens think and actively engage in environmental affairs and justice.
Specialization: Public Policy and Community Development (United States)
Distribution Area: Arts
Diversity Area: United States
Prof. Freeman

AfrSty 310  Modern Caribbean Society
This course will undertake a phenomenological and interpretive analysis of the organization and social structure of modern Caribbean society. After a brief examination of the colonization and slavery period, including the growth of the plantation system and the creolization process, it concentrates on the contemporary era, with a special focus on key cultural features that have shaped the cultural parameters and the internal dynamics of the social systems of these Francophone, Anglophone, Spanish, and Dutch-speaking Caribbean societies. Special attention is therefore given to the salient racial, social, political, economic, and cultural issues that have significantly influenced and contributed to the complex social relations of present day Caribbean societies.
Specialization: Literature, and Cultural Studies, (Africa)
Distribution Area: Historical and Cultural Studies  Category: (H) Distribution I (WC) Distribution II
Diversity Area: International
Prof. Prou

AfrSty 311  Advanced Haitian Language and Culture*
This course is designed for those who have mastered Haitian-Creole communication skills at the intermediate level and are interested in perfecting their language skills. Students will be helped in overcoming grammatical snags, increase their vocabulary, and mastering the idiomatic use of the language along with proverbs. Principal literary genres (poetry, drama, essay, and the narrative) will be studied. Authentic literary works of noted Haitian authors will be read and analyzed with regard to form and content to further understand the customs, and traditional values of Haiti.
Satisfies the University International Diversity and CLS Arts Requirements.
AfrSty 320 Problems in Urban Education
This course examines the relationship between young people growing up in the cities and the efforts to reform urban schooling. The course also examines the cultural, social, economic, and political dimensions of formal “education” in the city at the pre-college level. Questions posed will include: What is education? Why educate? What impact does who is educated have upon its recipients and their families, culture, community? What is the relationship between urban education and the American social order?
Specialization: Public Policy and Community Development (United States)
Distribution Area: Arts
Diversity Area: United States
Prof. Prou

AfrSty L321 (Sociol 321) Racial and Ethnic Relations
Conflicts and accommodations among differing racial and ethnic groups. The nature and character of prejudices and discrimination. Minority-majority relations in selected societies.
Specialization: Race and Ethnic Relations (United States)
Distribution Area: Social & Behavioral Sciences Category: (SB) Distribution II
Diversity Area: United States

AfrSty 330 Advanced African Language & Culture I *
Introduction to oral literature in the chosen African language (Igbo, Yoruba, Swahili or other), followed by advanced oral communication drills and exercises in reading, comprehension, technical translation, and composition, including creative writing. Prerequisite: AfrSty 222, Advanced Level Credit Pass in the West African School Certificate or GCE Examination in the chosen African language, or by Instructor’s Permission following an oral and written proficiency test. Satisfies the University International Diversity and CLS Arts Requirements.
Prof. Azuonye

AfrSty 331 Haiti Today: People, Culture and Environment*
This course examines the social, political and cultural history of Haiti and the significance of the environmental changes in Haitian life. It seeks to explore in an orderly, systematic and structurally integrated fashion Haitian history, contemporary politics, geography, religion, culture and society, language, literature and education, environment, migration, and transnational dynamics and how they are being addressed within existing national and local institutional structures. Linked to this issue is the impact of the global political economy on events in Haiti, particularly the role of the United States, France, and Canada.
Specialization: Literature, and Cultural Studies, (Africa)
Distribution Area: Historical and Cultural Studies Category: (H) Distribution I (WC) Distribution II
Diversity Area: International
Prerequisite: AfrSty 327 or permission of instructor
Prof. Prou

AfrSty 332 Cuba Today: People, Culture and Environment*
This course examines the social, political and cultural history of Cuba and the significance of the environmental changes in Cuban life. It seeks to foster in students knowledge and comprehension of three central elements of Cuban contemporary politics, geography, religion, culture and society. These three elements are: 1) Afro-Cubans in Cuban society, 2) Cuban people, history and culture, and 3) socio-political dimensions of the Cuban revolution. Through
various modules and independent projects students are engaged in a multidisciplinary gaze at Cuban society. Students study at The University of Matanzas, UNEAC and Casa del caribe.

Specialization: Literature, and Cultural Studies, (Africa)
Distribution Area: Historical and Cultural Studies    Category: (H) Distribution I (WC) Distribution II
Diversity Area: International
Prof. Prou

**AfrSty 333  Jamaica Today: People, Culture and Environment***
The course will explore the social and cultural history, politics and economy of Jamaica and provide practical interactions with Jamaicans from all walks of life. The course will stress the role of Jamaica in the Caribbean as a place in transition, where the people have taken deliberate steps to improve their conditions through education, culture and sustainable development. Through first-hand experience students in this program will gain practical insights and knowledge of Jamaica’s culture, economic, environment, history, politics and social conditions. Students attend daily classes at UWI, one of the premiere Universities in the Caribbean.

Specialization: Literature, and Cultural Studies, (Africa)
Distribution Area: Historical and Cultural Studies    Category: (H) Distribution I (WC) Distribution II
Diversity Area: International
Prof. Prou

**AfrSty 334  West Africa Today***
This course examines will explore the history of the great empires in Ghana and Benin. Students will study about the rich culture, history, spiritual traditions and complex society of these two West African countries. Students will travel through three countries in the West African region, as well as visit memorable sights such as: Black Star Square, the Kwame Nkrumah Museum, the University of Ghana/Legon and the W.E.B. Du Bois Memorial Center. Students will study at l’Univesité D’Abome Calavi in Cotonou, Benin.

Specialization: Literature, and Cultural Studies, (Africa)
Distribution Area: Historical and Cultural Studies    Category: (H) Distribution I (WC) Distribution II
Diversity Area: International
Prof. Kamara or staff

**AfrSty 335  African-American Nationalism Before Garvey***
This course explores the theme of black nationalism and the question of racial identity in the period from the American Revolution to World War I. Topics include the emergence of “back-to-Africa” movements, black communities in Canada, resettlement in French and English-speaking Caribbean, the black response to white colonizers, the establishment of black utopian communities, and western migration during Reconstruction.

Specialization: Historical Studies
Distribution Area: Humanities    Category: (HU) Distribution II
Diversity Area: United States
Prof. Johnson and Staff

**AfrSty 340  Free African-Americans in the Era of Slavery***
This course focuses on the emergence of free African-American communities in the United States from the early colonial era to the Civil War. Topics include the development of free and slave status, African-American involvement in the revolution, the abolition of slavery in the North, the position of southern free African-Americans, the growth of independent African-American churches, African-American abolitionists, the convention movement, and the response of free African-Americans to the Civil War.

Specialization: Historical Studies, (United States)
Distribution Area: Arts
Diversity Area: United States    Staff
AfrSty L340 (WoSt 340) Women in African Cultures
This course focuses on the daily lives of women in traditional and contemporary African societies from a feminist perspective. Topics include modes of production and gender; marriage, kinship and family roles; women’s roles in national liberation struggles, black utopian communities, and western migration during Reconstruction.
Specialization: Literature and Culture Studies, (Africa)
Distribution Area: Arts
Diversity Area: International
Staff

AfrSty L343 (Econ 343) Political Economy of Black America
A survey of the economic status of black Americans. Examination of the social and economic legacy of slavery and Reconstruction. Analysis of particular problem areas for contemporary African-Americans, e.g., housing, labor market discrimination and education. Evaluation of community economic development, black capitalism and other strategies for black economic development.
Specialization: Public Policy and Community Development
Distribution Area: Arts
Diversity Area: United States
Staff

AfrSty L350 (AmSt L350) Issues in Diversity: Race, Class and Gender
This course deals with the interrelationship of race, class and gender, exploring how they have shaped the experiences of all people in the United States. Focusing on race, class and gender as distinct but interlocking relationships within society, the course examines both the commonalities and the differences that various historical experiences have generated.
Specialization: Public Policy and Community Development
Distribution Area:
Diversity Area: United States
Staff

AfrSty L352 (Hist 352) Topics in African History
An intensive study of selected themes in African history. Although the approach is thematic, attention is given to essential chronology and to regional differences. Topics, which vary from semester to semester, and will include African economic history; pan-Africanism and nationalism; post-colonial Africa: its prospects, developments, and crises; religion in Africa; and African urban history.
Specialization: Historical Studies, (Africa)
Distribution Area:
Diversity Area:
Staff

AfrSty L355 (Engl 355) African-American Poetry
Critical and historical survey of African-American poetry from its oral beginnings to the present; minor emphasis on Harlem Renaissance and major emphasis on the contemporary African-American Arts movement; relationships between African-American poetry and African-American music; African-American social and political thought.
Specialization: Literature and Cultural Studies, (United States)
Distribution Area:
Diversity Area:
Staff
Selected works by African-American novelists from the 1850’s to the present, with an emphasis on issues of geographical and psychological transition. Novelists studied may include Brown, Delaney, Dunbar, Chestnutt, Petry, Walker, and Ellison.
Specialization:  Literature and Cultural Studies  
Distribution Area: The Arts  
Category: (AR) Distribution II  
Diversity Area: United States  
Staff

AfrSty L 357 (Engl 357)   African-American Women Writers  
The course will consider content, form and modes of expression in prose, poetry and criticism by African-American women writers from the eighteenth century to the present. Readings will include slave narratives, colonial and abolitionist writings, works from the Harlem Renaissance and by contemporary writers such as Bambara, Sanchez, Walker, and Brooks.
Specialization:  Literature and Cultural Studies  
Distribution Area:  
Diversity Area:  
Staff

AfrSty 360   African-Americans in U.S. Military History  
An historical and social analysis of African-Americans in U.S. military history. One of the goals of this course is to document the contributions that African-Americans have made in all United States wars, throughout United States history.
Specialization:  Public Policy and Community Development  
Distribution Area:  
Diversity Area:  
Staff

AfrSty L367 (Hist 367)   Modern South Africa  
With a central focus on race relations, this course examines political and economic developments in South Africa during the twentieth century. Specific themes include the rise of Afrikaner nationalism; African-American resistance movements; apartheid policies and their implications for race relations; the role of labor; and South Africa and the United States; and post apartheid of South Africa.
Specialization:  Historical Studies (Africa)  
Distribution Area:  
Diversity Area:  
Staff

AfrSty L368 (Hist 368)   Slavery in Africa  
With a focus on the period from 1400 to the twentieth century, this course examines the history of slavery and the slave trade in Africa. Broad themes include the nature of slavery in Africa; the origins, both internal and external, of the slave trade; and the dynamics, economics, and overall significance of the slave trade and slavery in Africa.
Specialization: Historical Studies, (Africa)  
Distribution Area:  
Diversity Area:  
Staff

AfrSty L380 (Anth 380)   African Pre-and Protohistory  
The archaeological record of Africa from the earliest human technologies, more than two million years ago, to the colonial period. Geographic focus on sub-saharan Africa and Ethiopia. Equal attention given to early prehistory, the Iron Age, and the protohistoric emergence of African states.
Specialization: Historical Studies, (Africa) Staff  
Distribution Area:  
Diversity Area:
APPENDIX A (continued)

AfrSty 401 Applied Research Methods and Theories in Africana Studies *
This is a research seminar geared towards providing Africana Studies majors with the necessary methodological tools and theoretical information pertinent to the field of Africana Studies. Students will also explore and examine theoretical issues relevant to the field including: Africology methodological tools in gathering oral history, quantitative data archival research, and other primary secondary data for research. Specialization: Historical Studies, (Africa, Caribbean, United States) Distribution Area: Arts Diversity Area: International Prof. Kamara &Staff

AfrSty 410 African-American Urban Politics
An Examination of the dynamics of African-American politics in the urban setting. Specialization: Public Policy and Community Development (United States) Distribution Area: Arts Diversity Area: United States Prof. Kamara

AfrSty 420 Race, Class, and Political Modernization
An exhaustive treatment of the evolution of the American sociopolitical system and the role and function of African and non-European world nationalities within that system. Special attention is given to the interplay between racial oppression and class exploitation as factors in the political process. Specialization: Public Policy and Community Development (Africa, United States) Distribution Area: Arts Diversity Area: United States Prof. Kamara

AfrSty 430 Race and the American Legal System
This course focuses on the historical relationship between race and the American legal system. It examines the social forces and events that precipitated major court decisions and legislative enactments from slavery to the present. Specialization: Public Policy and Community Development (United States) Distribution Area: Arts Diversity Area: United States Prof. Johnson and Staff

AfrSty 478 Independent Study
Independent study of a subject area by the student under the guidance of a faculty member. Students wishing to register for independent study must do so through the department. 1-3 Credits

AfrSty 479 Independent Study
See AfrSty 478

AfrSty 484 Departmental Seminar
A detailed study and critical exploration of topics related to the African-American experience. Prerequisite- Major or Minor in Africana Studies and consent of the instructor.

AfrSty 485 Topics in Africana Studies
Intensive study of special topics varying each year according to instructor. Prerequisites- AfrSt C101 and C110 and junior or senior standing as a African-American Studies major.
APPENDIX A (continued)

AfrSty  L486 (PolSci 486)  Seminar:  Africa and World Politics I
Intensive study of the newly independent states of Africa and their impact on world affairs.
Specialization: Historical Studies
Distribution Area: Arts

AfrSty L487 (PolSci 487)  Seminar:  Africa and World Politics II
A continuation of AfrSt 486, this seminar will concentrate on regional African groupings, the concept of African unity, the impact of multi-national corporations, and the effect of foreign aid and technical assistance.
Specialization: Historical Studies
Distribution Area: Arts

AfrSty 488  Africana Studies Senior Thesis I
Study in depth of a topic chosen by the student in consultation with an faculty advisor, and a paper written with the approval and under the direction of an faculty advisor.
Prerequisites:  Permission of the department  (See page 14)

AfrSty 489 Africana Studies Senior Thesis II
See AfrSt 488  (see page 14 Africana Honors Thesis Information sheet)

AfrSty 555 (Graduate Course Credit)
An intensive study of the social, economic, and political history of African-Americans from the era of Reconstruction to the present. Topics include the African-American during Reconstruction, racism in America, and a critical examination of the variegated patterns of African-American response to American social conditions in the late nineteenth and twentieth century’s.
* Courses Approval pending
## APPENDIX B:

Course Classifications in Africana Studies department

### HISTORICAL STUDIES

<table>
<thead>
<tr>
<th>AfrSty</th>
<th>101</th>
<th>AfrSty</th>
<th>108</th>
</tr>
</thead>
<tbody>
<tr>
<td>AfrSty</td>
<td>110</td>
<td>AfrSty</td>
<td>111</td>
</tr>
<tr>
<td>AfrSty</td>
<td>116*</td>
<td>AfrSty</td>
<td>L152 (Hist 152)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L153 (Hist 153)</td>
<td>AfrSty</td>
<td>220</td>
</tr>
<tr>
<td>AfrSty</td>
<td>225</td>
<td>AfrSty</td>
<td>230</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L250 (American Studies)</td>
<td>AfrSty</td>
<td>L265* (American Studies)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>270*</td>
<td>AfrSty</td>
<td>300 (Hist 300)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>301</td>
<td>AfrSty</td>
<td>302</td>
</tr>
<tr>
<td>AfrSty</td>
<td>310</td>
<td>AfrSty</td>
<td>331*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>332*</td>
<td>AfrSty</td>
<td>333*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>334*</td>
<td>AfrSty</td>
<td>335</td>
</tr>
<tr>
<td>AfrSty</td>
<td>340</td>
<td>AfrSty</td>
<td>L352 (Hist 352)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L367 (Hist 367)</td>
<td>AfrSty</td>
<td>L368 (Hist 368)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L380 (Anthro 380)</td>
<td>AfrSty</td>
<td>401*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L486 (PolSci 486)</td>
<td>AfrSty</td>
<td>L487 (PolSci 487)</td>
</tr>
</tbody>
</table>

### LITERATURE AND CULTURAL STUDIES

<table>
<thead>
<tr>
<th>AfrSty</th>
<th>100</th>
<th>AfrSty</th>
<th>107*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AfrSty</td>
<td>113A*</td>
<td>AfrSty</td>
<td>G115</td>
</tr>
<tr>
<td>AfrSty</td>
<td>113B*</td>
<td>AfrSty</td>
<td>114*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>150</td>
<td>AfrSty</td>
<td>155*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>211*</td>
<td>AfrSty</td>
<td>200*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>212*</td>
<td>AfrSty</td>
<td>221*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>227*</td>
<td>AfrSty</td>
<td>L235 (Eng 235)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L254 (Eng 254)</td>
<td>AfrSty</td>
<td>L260 (American Studies)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>261*</td>
<td>AfrSty</td>
<td>262*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L/C272 (Anth C272)</td>
<td>AfrSty</td>
<td>L274 (Anth C274)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>275*</td>
<td>AfrSty</td>
<td>G292</td>
</tr>
<tr>
<td>AfrSty</td>
<td>300*</td>
<td>AfrSty</td>
<td>311*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>312*</td>
<td>AfrSty</td>
<td>327</td>
</tr>
<tr>
<td>AfrSty</td>
<td>330*</td>
<td>AfrSty</td>
<td>331*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>332*</td>
<td>AfrSty</td>
<td>333*</td>
</tr>
<tr>
<td>AfrSty</td>
<td>334*</td>
<td>AfrSty</td>
<td>L300 (WoSt 300)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L340 (WoSt 340)</td>
<td>AfrSty</td>
<td>L355 (Eng 355)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>L356 (Eng 356)</td>
<td>AfrSty</td>
<td>L357 (Eng 357)</td>
</tr>
<tr>
<td>AfrSty</td>
<td>375*</td>
<td>AfrSty</td>
<td>411</td>
</tr>
</tbody>
</table>
### RACE AND ETHNIC RELATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AfrSty 102</td>
<td>AfrSty 119*</td>
</tr>
<tr>
<td>AfrSty 120</td>
<td>AfrSty 122*</td>
</tr>
<tr>
<td>AfrSty 150</td>
<td>AfrSty 201</td>
</tr>
<tr>
<td>AfrSty 220</td>
<td>AfrSty L236 (Psy 236)</td>
</tr>
<tr>
<td>AfrSty 250</td>
<td>AfrSty L254</td>
</tr>
<tr>
<td>AfrSty L260</td>
<td>AfrSty L/C272 (Anth C272)</td>
</tr>
<tr>
<td>AfrSty 304</td>
<td>AfrSty L321 (Sociology 321)</td>
</tr>
<tr>
<td>AfrSty 325</td>
<td>AfrSty 330</td>
</tr>
<tr>
<td>AfrSty 331</td>
<td>AfrSty 333</td>
</tr>
<tr>
<td>AfrSty L300</td>
<td>AfrSty L340 (WoSt 340)</td>
</tr>
<tr>
<td>AfrSty 350</td>
<td>AfrSty 367 L (Hist 367)</td>
</tr>
<tr>
<td>AfrSty 430</td>
<td></td>
</tr>
</tbody>
</table>

### PUBLIC POLICY AND COMMUNITY DEVELOPMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AfrSty 104</td>
<td>AfrSty 112</td>
</tr>
<tr>
<td>AfrSty 121*</td>
<td>AfrSty 303*</td>
</tr>
<tr>
<td>AfrSty 304*</td>
<td>AfrSty 305*</td>
</tr>
<tr>
<td>AfrSty 306*</td>
<td>AfrSty 325*</td>
</tr>
<tr>
<td>AfrSty 320</td>
<td>AfrSty L343 (Econ 343)</td>
</tr>
<tr>
<td>AfrSty L350</td>
<td>AfrSty 360</td>
</tr>
<tr>
<td>AfrSty 401*</td>
<td>AfrSty 410</td>
</tr>
<tr>
<td>AfrSty 420</td>
<td>AfrSty 430</td>
</tr>
</tbody>
</table>

### CREATIVE AND PERFORMING ARTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AfrSty 103*</td>
<td>AfrSty 155</td>
</tr>
<tr>
<td>AfrSty 160*</td>
<td>AfrSty L203*</td>
</tr>
<tr>
<td>AfrSty L230</td>
<td>AfrSty 242</td>
</tr>
<tr>
<td>AfrSty L260</td>
<td>AfrSty 261</td>
</tr>
<tr>
<td>AfrSty L264</td>
<td>AfrSty 270</td>
</tr>
<tr>
<td>AfrSty 278*</td>
<td>AfrSty L280(AmericanStudies)</td>
</tr>
<tr>
<td>AfrSty 370*</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C:

Lists of Related Africana Courses Offered by Other University Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AmSt</td>
<td>L355</td>
<td>Black Popular Culture</td>
</tr>
<tr>
<td>AmSt</td>
<td>L376</td>
<td>Women of Color</td>
</tr>
<tr>
<td>Anth</td>
<td>272</td>
<td>Peoples and Cultures of Africa</td>
</tr>
<tr>
<td>Anth</td>
<td>274</td>
<td>Peoples and Cultures of the Caribbean</td>
</tr>
<tr>
<td>Art</td>
<td>264</td>
<td>Topics in the Art of Africa</td>
</tr>
<tr>
<td>CrmJus</td>
<td>L321</td>
<td>Racial and Ethnic Relations</td>
</tr>
<tr>
<td>Econ</td>
<td>343</td>
<td>The Political Economy of Black America</td>
</tr>
<tr>
<td>Engl</td>
<td>235</td>
<td>Black Literature in America</td>
</tr>
<tr>
<td>Engl</td>
<td>L352</td>
<td>Harlem Renaissance</td>
</tr>
<tr>
<td>Engl</td>
<td>354</td>
<td>Black Presence in American Literature (D)</td>
</tr>
<tr>
<td>Engl</td>
<td>355</td>
<td>Black Poetry (d)</td>
</tr>
<tr>
<td>Engl</td>
<td>356</td>
<td>The African-American Novel I</td>
</tr>
<tr>
<td>Engl</td>
<td>357</td>
<td>African-American Women Writers (D)</td>
</tr>
<tr>
<td>Engl</td>
<td>358</td>
<td>Caribbean Literature (D)</td>
</tr>
<tr>
<td>Engl</td>
<td>359</td>
<td>African Women Writers (D)</td>
</tr>
<tr>
<td>Hist</td>
<td>152</td>
<td>Introduction to African History</td>
</tr>
<tr>
<td>Hist</td>
<td>153</td>
<td>Africa in the Twentieth Century</td>
</tr>
<tr>
<td>Hist</td>
<td>300</td>
<td>Ancient African Civilization to 600B.C.</td>
</tr>
<tr>
<td>Hist</td>
<td>352</td>
<td>Topics in African History</td>
</tr>
<tr>
<td>Hist</td>
<td>367</td>
<td>Modern South Africa</td>
</tr>
<tr>
<td>Hist</td>
<td>368</td>
<td>Slavery in Africa</td>
</tr>
<tr>
<td>Hist</td>
<td>373</td>
<td>American Slavery</td>
</tr>
<tr>
<td>Hist</td>
<td>482</td>
<td>Seminar in African History</td>
</tr>
<tr>
<td>LatAm</td>
<td>306</td>
<td>The Caribbean: Culture and Society</td>
</tr>
<tr>
<td>Dance</td>
<td>133</td>
<td>Jazz Dance I</td>
</tr>
<tr>
<td>Dance</td>
<td>233</td>
<td>Jazz Dance II</td>
</tr>
<tr>
<td>Music</td>
<td>G 252</td>
<td>Black American Music</td>
</tr>
<tr>
<td>Music</td>
<td>251</td>
<td>The History and Development of Jazz in America</td>
</tr>
<tr>
<td>Music</td>
<td>252</td>
<td>African and African-American Music</td>
</tr>
<tr>
<td>Music</td>
<td>Z 255</td>
<td>Jazz Harmony and Arranging</td>
</tr>
<tr>
<td>ThrArt</td>
<td>220</td>
<td>Black Theatre in America</td>
</tr>
<tr>
<td>Phil</td>
<td>200</td>
<td>African Philosophy: Personhood and Morality</td>
</tr>
<tr>
<td>Phil</td>
<td>318</td>
<td>Race and Racism</td>
</tr>
<tr>
<td>Phil</td>
<td>337</td>
<td>Third world Political Philosophy</td>
</tr>
<tr>
<td>Phil</td>
<td>405</td>
<td>African Political Philosophy</td>
</tr>
<tr>
<td>PolSci</td>
<td>391</td>
<td>The Government and Politics of Africa</td>
</tr>
<tr>
<td>PolSci</td>
<td>486</td>
<td>Seminar: Africa and World Politics I</td>
</tr>
<tr>
<td>PolSci</td>
<td>487</td>
<td>Seminar: Africa and World Politics II</td>
</tr>
<tr>
<td>Psych</td>
<td>235</td>
<td>Psychology and the African-American Experience</td>
</tr>
<tr>
<td>RelSty</td>
<td>233</td>
<td>Introduction to Islam</td>
</tr>
<tr>
<td>Sociol</td>
<td>L321</td>
<td>Racial and Ethnic Relations</td>
</tr>
<tr>
<td>Sociol</td>
<td>426</td>
<td>The Black Family</td>
</tr>
<tr>
<td>WoSt</td>
<td>L300</td>
<td>Women in African culture</td>
</tr>
<tr>
<td>WoSt</td>
<td>340</td>
<td>Women in African Cultures</td>
</tr>
<tr>
<td>WoSt</td>
<td>L376</td>
<td>Women of Color</td>
</tr>
</tbody>
</table>
APPENDIX D

NOMMO: Journal of Africana Studies

NOMMO
International Journal of Africana Studies
Department of Africana Studies
University of Massachusetts,
100 Morrissey Boulevard,
Boston, MA 02124-3393

SCHEDULE I:
EDITORIAL BOARD

Editor
CHUKWUMA AZUONYE

Copyright & Permissions Editor
ROBERT JOHNSON JR

Science Editor
TBA

Associate Editors
AMINA PILGRIM
TBA
TBA

Reviews Editors
NADIA NURHUSSEIN
PRAG-ANN ADDO

Managing Editor
MENELIK TONY VAN DER MEER

Production Manager
TBA

Promotions and Events Manager
TBA

Members of the Editorial Board
MARC PROU
JEMADARI KAMARA
MARK FREEMAN
QUENTIN CHAVOUS

SCHEDULE B:
INTERNATIONAL EDITORIAL CONSULTANTS

[ Nominations are required for setting up this segment of the Editorial profile of the Journal]

USA (NORTH-EAST)
MEMORANDUM OF AGREEMENT BETWEEN NOMMO: INTERNATIONAL JOURNAL OF AFRICANA STUDIES AND AUTHORS OF ORIGINAL CONTRIBUTIONS

Memorandum of Agreement made at Boston, Massachusetts, this __________ day of ______________________ in the year ________________

between______________________________________________ (hereinafter the Author)

Domicile Address:__________________________________________________________

Professional address:________________________________________________________

Home phone: ______________________ Professional phone: ______________________

Email address: ______________________ Fax number: ______________________

Citizenship: ______________________ Social security number: ________________

and Nommo: International Journal of Africana Studies, Africana Studies Department, University of Massachusetts, Boston, MA 02125-3393, Boston, Massachusetts 02125-3393, USA (hereinafter the Journal).

The Journal is pleased to have the privilege of publishing your contribution (the Article) entitled ____________________________

in Nommo in both print and electronic formats.

You, as Author, and the Journal hereby agree as follows:

1- Whereas the Journal is undertaking to publish the Article in Nommo, the Author grants and assigns to the
Journal the full and exclusive rights in English during the term of copyright to publish or cause others to publish the said Article in English in all forms and in all media throughout the world.

2. The Author represents and guarantees that she/he is the sole author and proprietor of the said Article and has full power to make this agreement and grant that the Article does not infringe the copyright or other proprietary right of any other person, that it contains no libelous or other unlawful matter, that it makes no improper invasion of the privacy of any other person, and that the Article is original with the Author and has not previously been published in English.

   (a). The Author agrees to indemnify and hold harmless the Journal, its agents, assigns and employees of any reprint of the Article licensed by the Journal against any final judgment for damages arising out of facts which constitute a breach of the foregoing warranties; the Author will also pay reasonable costs and attorneys’ fees incurred by the publisher(s) in defending an action in which such judgment is recovered.

   (b). The Journal shall give the Author prompt notice of any suit brought against the Journal, or its licensees, alleging facts which, if proven, could constitute a breach of the warranties specified herein. The Author may defend such suit with counsel of her/his choosing, at her/his expense, providing that the Journal may, nonetheless, participate in the defense with counsel of the Journal’s choosing and at its expense. If the Author defends such suit, the Author shall not be responsible for the Journal’s attorneys’ fees.

3. The Author agrees to permit publication of short selections in English, in either print or electronic format, from the Article for publicity and scholarly purposes, without payment to the Journal or the Author, as deemed necessary and appropriate by the Journal.

   1. The Author grants and assigns to the Journal the full, sole, and exclusive right to arrange for the sale or licensing of the following subsidiary rights to the Article in English and constitutes the Journal her/his representative and attorney-in-fact for that purpose: serial, foreign, translation, selection, abridgment, condensation, digest, anthology, adaptation, syndication, omnibus volumes, reproduction by xerography or other photocopying and related processes, Braille, and reproduction by electronic, digital, optical, magnetic, or other means.

   1. The Journal shall arrange for registration of copyright in the name of the journal in which the Article appears in accordance with the provisions of the Copyright Revision Act of 1976. The Journal shall pay all fees related to these transactions.

1. In consideration of the rights granted above, the Journal grants the Author, without charge, the right to republish the Article in revised or unrevised form, in any language, in any volume consisting entirely of her/his/their own work or in any volume edited by the Author, provided the Journal is notified of such use and that it carries the appropriate copyright notice.

   (a). The Journal also grants to the Author, without charge, the right to mount the pre-print (manuscript) version of the Article on her/his own personal website and/or that of her/his employer and/or post it on free public servers of pre-prints and/or articles in her/his subject area, as long as acknowledgement that the Article has been accepted for publication by the Journal is made. On publication of the Article in the Journal, the Author is required to remove the pre-print version from her/his personal website or that of her/his employer or free public servers of pre-prints and/or articles in the Author’s subject area.

   (b) The Author may also, without charge, post the post-print version of the Article (but not the published version itself) on her/his website, her/his institution’s website, and in institutional or subject-based repositories provided that it is not made publicly available until twenty-four (24) months after the online date of publication, and that: (1) the Author includes a link (URL) to the published version of the Article on the Journal’s website; and (2) the Journal is attributed as the original place of publication with the correct citation details given.

I. For the sake of this document, a pre-print is an unrefereed manuscript version of the article, as submitted for review by a journal; a post-print is the final draft author manuscript, as accepted for publication by a journal, including
modifications based on referees’ suggestions but before it has undergone copyediting and proof correction.

Illustrations may be included only at the discretion of the editor(s). If illustrations or any other copyrighted materials are reproduced in an article, the Author will bear all responsibility for:

(a). Preparing the illustrations according to the publisher’s specifications and providing them in final camera-ready form or digitally/electronically in a Journal-approved format;

(b). Obtaining the necessary written permissions for reproduction from the copyright holder prior to publication and submitting the original copies of those permissions to the editorial office with this form;

I. Covering all costs and fees associated with these requirements.

If the terms of this Agreement are satisfactory to you, please sign and date this Agreement and return the original copy together with all other necessary permissions to the Copyright and Permissions Editor, *Nommo*, Department of Africana Studies, University of Massachusetts, Boston, Massachusetts 02125-3393, USA.

___________________________________________________ ______________
Copyright and Permissions Editor’s Signature                      Date
For and on Behalf of the Journal
APPENDIX E

MULTI-CULTURALISM, DEMOCRACY AND DEVELOPMENT IN WEST AFRICA

June 12 – 14, 2008
Cotonou, Benin

This international conference was built upon sets of relationships established more than twenty years ago to strengthen efforts focused upon issues of democratization and development in West Africa. Involving academics, government officials, representatives from ngos, and youth, this initiative brought together these diverse communities to reflect upon past experiences and consider practical options for future initiatives among multi-ethnic populations which will enhance and sustain the process of democratization in the West African region.

The conference held June 12-14, 2008, sought several complimentary objectives. First, it reconvened the principal participants from Nigeria, Benin and the United States from the 1987 Multi-Culturalism and Constitutionalism Conference held in Benin. This significant meeting immediately preceded the historic National Conference which catalyzed the country’s current democratic electoral process. Recently having concluded the third successive peaceful transition of national democratic rule, the Republic of Benin remains a model for post independence, democratic, political transformation in West Africa. Its neighbor, Nigeria, continues to struggle with the tensions of multi-ethnicity and constitutionalism as it moves forward on the democratic path.

During this first decade of the 21st century as plans are being shaped for Africa’s democratic future, we can learn much by reflecting on the past two decades of experiences. Many of the participants in the 1987 conference moved from the academy into government service (including foreign minister, national judiciary, ministry of education, etc.). We have a record of their views on the issues concerning multi-culturalism, constitutionalism and the democratic process through the archived essays from the first conference. During this portion of the conference participants will reflect upon their experiences, document lessons learned and contribute recommendations which may enhance the efficacy of future democratic experiences.

The second objective was to enlarge the group of persons addressing these issues. Therefore, the conference included a limited number of comparative voices from the region (such as Senegal, Togo, and Ghana) who contributed their experiences to this discussion. Current and former members of government, the academy and ngos were invited to participate. Documentation of the conference in both video and a published volume will be outcomes of the interactions.
A third essential objective of these meetings was to include youth in the dialogue. Several of the conference sponsors worked with youth leadership either as institutions of higher education or in leadership development contexts. Youth from both Africa and the United States were asked to contribute presentations to the conference. In conjunction with the meetings the University of Massachusetts Boston (UMB), Wheelock College and a consortium of other institutions in the Greater Boston area sent a delegation of students who contributed to the conference along with students from Benin. We hope that students will also lead follow up conversations in their respective communities on these issues following the meetings.

Originally convened (1987) by the National University of Benin (now Universite D’Abomey-Calavi [UAC]) and the American Cultural Center in Benin, this 21st anniversary session included other institutional and ngo sponsors. Since the original meetings the UAC has formally signed a cooperative agreement with UMB and the Youth, Education and Sports (YES with Africa) Program (which fosters leadership development among more than 1500 West African youth) to jointly establish the Center for International Education and Sustainable Development. The center co-sponsored the conference and served as the follow-up vehicle to implement ideas which can impact both public policy and youth involvement in future democratic processes. Through conference workshops, plenary sessions and published materials we intend to expand and enrich the dialogue on issues related to multi-culturalism, democratization and the development process.

The contact person for the conference was:

Jemadari Kamara, Ph.D.
Founding Director
Center for African, Caribbean & Community Development
University of Massachusetts Boston
Boston, Mass. 02125
(617) 287-6793  email: adjarra@yahoo.com
ATTACHMENT A

PROPOSAL FOR A
HAITIAN CREOLE LANGUAGE AND CULTURE PROGRAM AT UMASS BOSTON

1) Overview

Since 1996, the Africana Studies Department has led a broad initiative to grow Haitian/Afro-Caribbean Studies at the University of Massachusetts Boston. This has included introducing the Haitian language and Culture Institute in the summer 1995, increasing on campus activities, cultural events, conferences and community programs through the Center for African Caribbean and Community Development. The development of a series of courses on Origins of Caribbean Civilizations, Modern Caribbean Societies, Afro-Caribbean Literature, as well as a series of study abroad programs in Haiti Today: Culture and Politics, Afro-Cuba Today: History and Culture, and Jamaica Today: culture and the environment. In addition, the Africana Studies department also has supporting members associated with UMass Boston, representatives of student organizations, and individual working with Haitian, Caribbean and other community-based organizations, including the Boston Pan-African Forum, Caribbean Cultural Center, and the Haitian Studies Association (HSA).

This report serves to outline UMass Boston’s current program of Haitian Creole language and to detail how it can be further developed with the goal of becoming the United States premiere Haitian/Afro-Caribbean studies learning institution and a leader in this field of scholarship.

2) The Context

Haiti is a country of singular importance in world history. In 1804, it became the world’s first black republic, its second established democracy, and the site of the only successful slave revolution. Haiti and the United States have had a complex relationship: American involvement in the country has ranged from foreign aid to Marine occupation and support of dictatorships. Since 1987, political turmoil and economic instability has caused spikes in immigration flows. After a massive embargo by the Clinton Administration in 1991, the U.S Marines returned to Haiti in 1994, with 20,000 strong soldiers. A regime change initiated by the Bush administration ousted its first popular democratically elected President, which was followed by a multi-national occupation by the United Nations. As Haiti entered the first decade of the twenty-first century, a massive earthquake on January 12, 2010 has destroyed its fragile infrastructure. This devastating earthquake has profoundly impacted Haiti, the Haitian Diaspora and has triggered an international response. There are currently more than 2.5 million Haitians and Haitian-Americans living in the United States. In Massachusetts alone, there are roughly 160,000 Haitians, nearly all of whom speaks a language other than English at Home.

3) Historical background

Since the summer of 1995, the University of Massachusetts Boston has been offering a Haitian Creole Language and Culture Institute. This language and Culture Institute has been conducted at the Harbor Campus under the joint aegis of the Africana Studies Department, the Haitian Studies Program and the Division of Corporate, Continuing and Distance Learning. For more than 15 years, the Institute has offered a three or four-week intensive program in different levels, geared towards the acquisition and practice of
Haitian Creole.

Over the years, participants for the summer language Institute come from a variety of settings across the United States, Canada and Europe looking to develop or improve their language skills. Although many Institute participants come from the Boston area, the Institute has assisted out-of-town participants to find housing accommodations with Haitian families where participants are immersed in a language and culture-oriented environment. To give participants an additional immersion in the Haitian-speaking environment, they have had the unique opportunity to participate, on a voluntary basis, in field work activities in different community based organizations and agencies outside the classroom time.

Also offered is a course in techniques of translation for advanced students. In addition, a study abroad course, Haiti Today: Culture and Politics has been offered following the conclusion of the Language and Culture. This study abroad is in partnership with public and private universities in Haiti. Based in Montrouis, Haiti, the study abroad program also features excursions to historically and socially significant locations including Jacmel, Cap Haitien, Goniaves, St Marc and Milot.

4) The Status of Haitian Studies in the United States

There have been two geographic centers of Haitian Studies in the United States: Southern New England and Florida, reflecting large populations of Haitian immigrants and those of Haitian descent. Indiana University pioneered Haitian language instruction in the United States. The U.S. Department of Education awarded Title VI grants to support semester-long Haitian Language instruction at the University of Florida, Indiana University and Brown University. The University of Massachusetts, Boston and the Florida International University have maintained on-going Summer Institutes that focus on language acquisitions and Haitian culture and society. The Haitian Studies Association, headquartered by the University of Massachusetts, Boston, will be holding its twenty-second annual international conference this year at Brown University on November 11-13, 2010. Although several universities have a history of teaching courses in the language, culture, and history of Haiti, there is currently no single institution of higher education that stands out as the leading center for Haitian/French Caribbean Studies in the United States.

Haitian-Creole Language and Culture Studies in the United States

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Haitian Language Instruction</th>
<th>Other Courses</th>
<th>Additional Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn College</td>
<td>Haitian classes offered</td>
<td></td>
<td>Community outreach center</td>
</tr>
<tr>
<td></td>
<td>intermittently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown University*</td>
<td>• Beginning</td>
<td>• Modern Caribbean History and Society</td>
<td>• Haitian/French Caribbean Task Force</td>
</tr>
<tr>
<td></td>
<td>• Intermediate</td>
<td>• Caribbean History (1492-1938)</td>
<td>• GISP on Haiti</td>
</tr>
<tr>
<td></td>
<td>• Advance Intermediate</td>
<td>• History, Nation and Popular Culture in the Caribbean</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Freedom in Africana Political Thought</td>
<td></td>
</tr>
<tr>
<td>Florida International University</td>
<td>Summer Institute</td>
<td>• Haiti: Language and Culture</td>
<td>Study Abroad</td>
</tr>
<tr>
<td></td>
<td>• Accelerated Beginning</td>
<td>• Haitian Seminar</td>
<td>Haitian Summer Institute</td>
</tr>
<tr>
<td></td>
<td>• Accelerated Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duke University</td>
<td>• Haitian Creole for</td>
<td>• new course connects language</td>
<td>culture, disaster relief and global civic engagement</td>
</tr>
<tr>
<td></td>
<td>Haitian Recovery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Language and Culture</td>
<td>Outreach</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>Harvard University</td>
<td>Haitian tutoring class</td>
<td>Haiti-based outreach Scholarships</td>
<td></td>
</tr>
<tr>
<td>Indiana University</td>
<td>Elementary, Intermediate</td>
<td>Creole Institute Textbook (Ann Pale Kreyòl)</td>
<td></td>
</tr>
<tr>
<td>NotreDame University</td>
<td>Elementary Creole on-Line</td>
<td>Creole Language and Culture, Haiti-based outreach programs (Currently suspended)</td>
<td></td>
</tr>
<tr>
<td>Tulane University</td>
<td>Elementary, Intermediate</td>
<td>Introduction to Haitian Language and culture grammar of <em>Haitian Creole</em>.</td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>Beginning, Intermediate</td>
<td>Haitian Culture and Society, Haitian Summer Institute</td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts, Boston</td>
<td>Summer Institute, Beginning, Intermediate, Advance</td>
<td>Caribbean Civilizations, Caribbean Literature, Modern Caribbean Society, Haitian Summer Institute, The Haitian Studies Project, Haiti Today: Study abroad</td>
<td></td>
</tr>
<tr>
<td>University of Miami</td>
<td>No Language Training</td>
<td>Race, Class and Power, Literature, Women Writers, Caribbean Cultures, Middle America and the Caribbean, Multimedia projects, The Haiti Project (Miller School of Medicine), in-country outreach</td>
<td></td>
</tr>
</tbody>
</table>

* Brown University, by far, offers a more structured program, which has the potential to become the most comprehensive program in the Northeast.

In addition to the courses and programs offered by American universities and colleges, there is a growing interest in Haitian/French Caribbean studies within agencies of the U.S. government, among intellectuals in Haiti and abroad, and with Partners in Health and other aid programs.

5) **The Proposed Program at UMass Boston**

The Africana Studies Department at the University of Massachusetts Boston proposes to offer courses, tutorials, and internships towards communicative competence skills through speaking, reading, listening and writing proficiency at the Elementary, Intermediate and Advanced levels, as well as, an introductory course in Haitian studies will be added (or offered on demand), subject to the availability of instructors, resources and student clientele.

Also offered is a course in techniques of translation for advanced students. In addition, a four-week study abroad course, *Haiti Today: Culture and Politics* will be offered during winter or summer session This study abroad is in partnership with public and private universities in Haiti. Based in Montrouis, Haiti, the study abroad program also features excursions to historically and socially significant locations including Jacmel, Cap Haitien and Milot.

6) **Goals and Objectives**

The goals and objectives of the language and culture program are eight-fold:
- First, the program offers interested students a New World language option for fulfilling the university
Foreign Language Requirement.

- Secondly, the program contributes to the World Language option of the University General Education Requirement.
- Thirdly, the program contributes to an Afro-Caribbean language dimension to the University International Diversity Requirements.
- Fourthly, the program contributes to an Afro-Caribbean derived language dimension to the CLA’s Arts and Humanities Area Requirements.
- Fifthly, the program enables uprooted younger generation of Haitian born and raised in America, Canada, Europe and Latin America to reconnect with their indigenous cultural heritage by acquiring proficiency in their mother-tongue;
- Sixthly, the program enables interested African-Americans and other persons of the African and Caribbean Diasporas in the United States to reclaim their Afro-Caribbean identity through the ability to speak and write an Afro-Caribbean language.
- Seventhly, the program is designed to meet the needs of Americans planning to conduct research in Haiti or in the Haitian diaspora, or to travel, work in a voluntary or professional capacity or do business in Haiti or with Haitians abroad, and other Caribbean Creole speaking communities with the vital linguistic communicative skills needed for their Haitian experience.
- Finally, the program is designed to fulfill the foreign language objectives and needs of the US Department of State and other departments or agencies of the federal and state departments with regard to their diplomatic, commercial, political and strategic relations with Haiti and Haitians.

7) Courses and Tutorials

Courses in the Haitian Creole are available as electives both in the regular curriculum of the Africana Studies Department or, through the Haitian Language Summer Institute, run every summer (in two sessions) in association with the Division of Corporate and Continuing Education.

Courses in Haitian Creole language are spread over Six Semesters of the regular Africana Studies Department Curriculum or Six Sessions (3 Consecutive Summers) of the Haitian Language Summer Institute, as follows:

8) List of Courses:

**Elementary Level: 1st Fall/1st Summer, 1st Session**
AfrSty 107 An Introduction to Haitian Studies 4 Cr. Hrs. (3 Lectr/Tut.; 1 Lab.).

**Elementary Level: 1st Fall/1st Summer, 1st Session**
AfrSty 111A: Elementary Haitian Creole I. 4 Cr. Hrs. (3 Lectr/Tut.; 1 Lab.).

**Elementary Level: 1st Spring/1st Summer, 2nd Session**
AfrSty 112A: Elementary Haitian Creole II. 4 Cr. Hrs. (3 Lectr/Tut.; 1 Lab.).

**Intermediate Level: 2nd Fall/2nd Summer, 1st Session**
AfrSty 211A: Intermediate Haitian Creole I. 4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.).
**Intermediate Level: 2nd Spring/2nd Summer, 2nd Session**
AfrSty 212A: Intermediate Haitian Creole II. 4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.)

**Advanced Level: 3rd Fall/3rd Summer, 1st Session**
AfrSty 311A: Advanced Haitian Creole I. 4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.).

**Advanced Level: 3rd Spring/3rd Summer, 2nd Session**
AfrSty 312A: Advanced Haitian Creole II. 4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.).

**Advanced Level: 3rd Spring/3rd Summer, 2nd Session**
AfrSty 411 Techniques of Haitian Creole Translation. 4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.).

9) **COURSE DESCRIPTIONS**

**AfrSty 107 Introduction to Haitian Studies**
4 Cr. Hrs. (3 Lectr/Tut.; 1 Lab.).
This course provides participants broad foundations of spoken and written Kreyòl, contextualized within a survey of Haitian culture. The language component of the course will be taught in a Kreyòl immersion format. Lectures and discussions on Haitian cultural and social history will be in a bilingual format (English and Kreyòl), and will focus on topics such as Haitian imaginative representations of the fall of Taino Indian culture in post-Columbian era in Hispaniola, the linguistic materialization of pidgins and Creole languages in the Atlantic slave trade, the Middle Passage in Haitian belief system (vodou) and arts, libertines in colonial Saint-Domingue and in 20th century tourism, the Haitian Revolution, the 1915-1934 U.S. occupation of Haiti, the 1937 “Parsley Massacre” (“El Corte”) of Haitians in the Dominican Republic, the rise and fall of papa Doc/baby Doc, and the post-Duvalier democratic experience until the present in 2010. The course will provide linguistic and cultural background with a particular view to preparing undergraduate and graduate students for service, educational, or research travel in Haiti. Different intellectual aspects are explored as a vehicle to increase language competence. *Satisfies the University General Education (World Languages) Requirement*

**AfrSty 113A: Elementary Haitian Creole I.**
4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.).
An introduction to the Haitian Creole language and its sound system: a study of the current orthography, alphabets (consonants and vowels), syllabify, and tones, followed by intensive drills in spelling and pronunciation related to the acquisition of basic vocabulary covering everyday experiences and competence in naming, greeting, making requests and other simple statements and asking or answering simple questions. *Designed for Beginners with no previous knowledge of Haitian Creole. No prerequisites.*

**AfrSty 113B: Elementary Haitian Creole II.**
4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.)
An Introduction to Haitian Creole word-class system or parts of Speech (verbal, nominal, nominal modifier, conjunction, preposition; suffixes and enclitics) towards the acquisition of a wider vocabulary and meaning-patterns; intensive drills in grammatical and phonological techniques based on more complex conversational exercises to help develop language proficiency and communicative competence in reading and writing simple sentences. *Prerequisite: AfrSty 111, or by Instructor’s Permission following an oral and written proficiency test. Satisfies the University Foreign Language Requirement.*

**AfrSty 211A: Intermediate Haitian Creole I.**
4 Cr. Hrs. (3 Lectr/Tut.; 1 Lab.).
Skills acquired in this course will enable students to participate actively in most social and cultural conversations, as well as simple reading, comprehension, translation and composition exercises covering aspects of traditional Haitian culture—intellectual, religious, artistic and material, and the world of business, commerce, politics, education, science and the arts, etc. This course is designed for those who have completed the beginning level but need practice to become more fluent in Haitian Creole with the use of intermediate vocabulary and grammatical form. *Prerequisite: AfrSty 112, or by Instructor’s Permission*
following an oral and written proficiency test. Satisfies the University International Diversity and CLS Arts Requirements.

AfrSty 212A: Intermediate Haitian Creole II. 4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.).
Participants will develop intermediate conversation skills while improving their understanding of the structure of the language. More intensive conversational drills as well as more complex reading, comprehension, translation and composition exercises covering aspects of the modern world of mass communication, business, commerce, politics, education, science and the arts, etc. In addition, participants will be develop communicative competence in writing and develop strong reading comprehension skills. Prerequisite: AfrSty 221, or by Instructor’s Permission following an oral and written proficiency test. Satisfies the University General Education (World Languages) Requirement

AfrSty 311A: Advanced Haitian Creole I. 4 Cr. Hrs. (3 Lec/Tut.; 1 Lab.).
At the advanced level, students will achieve a high degree of fluency and precision of vocabulary, enabling them to perform sophisticated activities. Introduction to Haitian Creole oral literature, followed by advanced conversational drills and exercises in reading, comprehension, technical translation, communication, and composition/creative writing. Prerequisite: AfrSty 222, Advanced Level, or by Instructor’s Permission following an oral and written proficiency test. Satisfies the University International Diversity and CLA Arts Requirements.

AfrSty 312A: Advanced Haitian Creole II. 4 Cr. Hrs. (3 Lectr/Tut.; 1 Lab.).
This course is designed for those who speak and understand Haitian Creole with some fluency but seeking ways of perfecting their language skills, overcoming grammatical snags, increasing their vocabulary, and mastering the idiomatic use of the language along with the proverbs. Reading and responding to authentic literature in Haitian Creole, stylistics, practical criticism and meta-language, plus further advanced conversational drills and exercises in reading, comprehension, technical translation, communication, and composition/creative writing. Satisfies the University International Diversity and CLS Arts Requirements.

AfrSty 411 Techniques of Haitian Creole Translation
This course is geared towards the native or advanced Creole language speaker who wishes to be certified as a translator or as a court interpreter. It provides participants with ample opportunities to apply techniques and skills through a series of translation assignments which form the basis for class discussion. Participants will have intensive practice in translating a variety of genres and styles both literary and non-literary. They will also be trained in techniques of consecutive and simultaneous interpretation and sight translation. Emphasis is given to accuracy, speed, delivery, command of professional lexicon, and awareness of the relationship between language and culture.

10) DETAILED COURSE SYLLABI REQUIREMENTS

AfrSty 111
• An introduction to the language: The language and its speakers: location, origins and history; the place of the language in the classification of Creole languages; dialects and the standard variety of the language.
• The sound system: Overview of the sound system (phonetics and phonology) of the language.
• Current orthography: Origins, development and current state of the standard or official system of writing the language.
• **Alphabets**: Survey of the alphabets of the current orthography and their sorting order.
• **Consonants**: Definition of the consonant. Drills in the pronunciation of consonants. Notes on special features of each consonant sound. Special note on nasals.
• **Vowels**: Definition of the vowel. Drills in the pronunciation of vowels. Notes on special features of each vowel sound. Special note on vowel harmony (in some dialectical variations, particularly the Northern and southern Haiti).
• **Syllabary**: Definition of the syllable. Types of syllables: Vowel (V), Nasal (N), and CV (Consonant + Vowel).
• **Tones and Tone-Patterns**: Vowels and Nasals as tone-bearing phonemes in V, N, and CV syllables. The High and Low Tones: Templates for various tone-patterns: basic monosyllables, bisyllables; trisyllables and four-, five-, six- and other polysyllabic patterns.
• **Drills in spelling**: Vowel harmony, dots, hyphenation, apostrophe, and other spelling conventions.
• **Drills in pronunciation**: Tones, tone-patterns and pronunciation. Templates for pronouncing basic monosyllables, bisyllables; trisyllables and four-, five-, six- and other polysyllabic patterns.
• **Basic vocabulary covering everyday experiences**: parts of the body, food and cuisine, household and office/class objects; kinship and other relations; workplace or school relationships.
• **Naming**: Personal names, titles, place names, names of common objects.
• **Greeting**: Every day greetings; greetings for various times of day; thanks, welcoming and farewell greetings.
• **Making requests and issuing commands**: Please plus give, take, bring, have, etc.
• **Other simple statements**: Asking or answering simple questions: Why, when, what, how, etc and the uses of personal pronouns and numerals to answer questions.

**AfrSty 112**

• An Introduction to Haitian Creole word classes or parts of Speech
  • verbal
  • nominal
  • nominal modifier
  • conjunction
  • preposition
  • suffixes
  • enclitics
  • wider vocabulary and meaning-patterns
  • intensive drills in grammatical tones
  • complex conversational exercises
  • exercises in reading and writing simple sentences.

**AfrSty 221**

• More Intensive conversational drills
  • reading exercises
  • simple comprehension exercises
  • simple translation exercises
  • simple composition exercises
  • aspects of traditional culture: Overview: read, comprehend, translate, talk about, write.
  • traditional intellectual culture: read, comprehend, translate, talk about, write.
• traditional religious culture: read, comprehend, translate, talk about, write.
• traditional artistic culture: read, comprehend, translate, talk about, write.
• traditional material culture: read, comprehend, translate, talk about, write.

AfrSty 222
• More Intensive conversational drills
• more complex reading exercises
• more complex comprehension exercises
• more complex translation exercises
• more complex composition exercises
• the modern world: Overview: read, comprehend, translate, talk about, write.
• modern mass communication: read, comprehend, translate, talk about, write.
• modern business and commerce: read, comprehend, translate, talk about, write.
• modern politics: read, comprehend, translate, talk about, write.
• modern education: read, comprehend, translate, talk about, write.
• modern science and technology: read, comprehend, translate, talk about, write.
• modern arts and humanities: read, comprehend, translate, talk about, write.

AfrSty 331
• Introduction to oral literature
• advanced conversational drills
• exercises in reading
• exercises in comprehension
• exercises in technical translation
• exercises in communication
• exercises in composition
• exercises in creative writing.

AfrSty 332
• Introduction to written literature
• stylistics
• practical criticism
• metalanguage,
• advanced conversational drills
• exercises in reading
• exercises in comprehension
• exercises in technical translation
• exercises in communication
• exercises in composition
• exercises in creative writing.

Afrsty 103  Introduction to Haitian Creole Studies
Listening, speaking, reading, and writing are all important skills in learning a language; this course offers the most balanced approach to developing these skills. Each lesson blends creative oral and written exercises to build expressive skills, while culture-based readings and discussions in a bilingual setting provide practice to develop receptive skills and enhance cultural understanding. The participant will develop the ability to
describe and write about events that have occurred and those that punctuate the daily living of Haitians in Haiti and abroad.

AfrSty 411 Techniques of Haitian Creole translation
The primary goal of this course is to produce well trained personnel in Haitian and English translation, becoming highly skilled full-time translators, who can pursue a career without further academic study. The rationale behind this goal is soundly based on a careful analysis of students and community needs. Most traditional language programs prepare language learners for a career in teaching. Excellent thoughts these programs are, fluency becomes secondary to the study of theoretical aspect of the language, limiting the career options of language learners. Furthermore, non-majors trained in language programs often fail to acquire fluency in the given foreign language and cannot therefore see any use in language requirements for the degree. The course in Techniques of Haitian Translation makes fluency a pre-condition for completion with a certificate or an advanced certificate in translation, and increases career opportunities for majors in any of the sciences or liberal arts. Participants will also have intensive practice in translating a variety of genres and styles both literary and non-literary. Participants will be exposed to techniques of consecutive and simultaneous interpretation. Emphasis is given to accuracy, speed, delivery, command of professional lexicon and awareness of the relationship between language and culture.

H. Federal Support for Haitian Creole Language Program in the United States
The teaching and study of Afro-Caribbean languages have enjoyed high-level support from the federal government as well as from non-governmental organizations in the United States since the 1960's. Today, Haitian Creole language is recognized among the strategic languages sponsored by the federal government not only for economic and diplomatic purposes but also by reason of national cultural heritage interests and vital national intelligence purposes.

I. Financial Incentives
The Haitian Creole Language Program at the University of Massachusetts at Boston offers a number of financial study incentives to students who opt to register for courses in any of the levels offered by the university through the Foreign Language Award Scholarship (FLAS.)

Books and Laboratory Grants for Elementary Level Courses
All students registered for first level courses (AfrSty 111 and 112) in Haitian Creole language will automatically receive grants covering all books and laboratory fees required for their studies over the first and second semesters or the summer.

Intermediate and Advanced Level Full Scholarships
Students with GPAs of 3.5 or above in elementary or intermediate level courses are eligible for full scholarships covering books and equipment as well as laboratory and tuition fees for their third and fourth or fifth and six semester studies.

Intermediate and Advanced Level Financial Aid
Students with GPAs below 3.5 but not lower than 3.00 in elementary or intermediate level courses are eligible for financial aid covering 50% of the cost of their books and equipment as well as laboratory and tuition fees for their third and fourth or fifth and six semester studies in Creole language.
The Haitian Creole Language and Culture Summer Institute has been offered in Massachusetts for over two decades. Since the summer of 1995, the Institute has been conducted at the Harbor Campus of UMass Boston under the joint collaboration of the Africana Studies Department, the Haitian Studies Program, and the Division of Corporate, Continuing, and Distance Education.

This year the Institute will have two components. There will be a three-week intensive program in different levels, geared toward the acquisition and practice of Haitian Creole. Also offered is a course in techniques of translation for advanced students.

In addition to class work, all courses make use of cultural activities to enhance the study of the language. Evaluation of student achievement and proficiency for placement and progress will be conducted both informally and formally during and at the conclusion of the course.

To give participants an additional immersion in the Haitian-speaking environment they will have an opportunity to participate, on a voluntary basis, in field work activities in different Haitian community-based organizations and agencies outside the classroom time.

Participants for the Institute come from a variety of settings across the United States looking to develop or improve their language skills. The program is designed to meet the needs of those who plan to conduct research in Haiti or in the Haitian diaspora, or who work in a volunteer or professional capacity either in Haiti or with Haitians abroad.

Although many Institute participants come from the Boston area, the Institute staff will assist out-of-town participants to find accommodations with Haitian families, where participants are immersed in a language and culture-oriented environment.

**Credit:** Optional credit for all the courses is available from the Africana Studies Department. By special permission, students may receive 3 credits for independent study from the Africana Studies Department.
Courses

Haitian Creole I - Beginner

This intensive beginning-level course is intended for students with no knowledge of Haitian Creole. In small-group teaching sessions, students will be prepared for conversational fluency with basic reading and writing skills, emphasizing communicative competence as well as grammatical and phonetic techniques.

Haitian Creole II - Intermediate

Skills acquired in this intermediate level course will enable students to participate actively in most social and cultural conversations. Sufficient writing and reading comprehension skills will be practiced and studied with the use of intermediate vocabulary and grammatical forms.

Haitian Creole III - Advanced

At the advanced level, students will achieve a high degree of fluency and precision of vocabulary, enabling them to perform sophisticated activities. Students will be able to speak, read, and write as well as use colloquialisms, proverbs, riddles, and "contes" (jokes).

Techniques of Haitian Creole Translation

This course is geared towards the native or advanced Creole language speaker who wishes to be certified as a translator or as a court interpreter. It provides participants with ample opportunities to apply techniques and skills through a series of translation assignments which form the basis for class discussion. Participants will have intensive practice in translating a variety of genres and styles both literary and non-literary. They will also be trained in techniques of consecutive and simultaneous interpretation and sight translation. Emphasis is given to accuracy, speed, delivery, command of professional lexicon, and awareness of the relationship between language and culture.
ATTACHMENT C

Division of Corporate, Continuing, and Distance Education  
CCDE | International | Haiti  
SUMMER TRAVEL PROGRAM  
Haiti Today: People, Culture & Politics  
Port-au-Prince & Montrouis, Haiti

A Summer 2009 international study program in collaboration with L’Institut National d’Administration, de Gestion et Des Hautes Etudes Internationales (INAGHEI)

About the Program

This summer the Africana Studies Department, together with the William Monroe Trotter Institute, will offer a unique academic program on location in Haiti. This program explores the history, politics, culture, and the economic and social developments taking place in Haiti, from both external and internal perspectives. It will facilitate students’ understanding of Haiti through total immersion into culture, environment, language, and the country's economic, political and social realities.

Students will visit significant historical, cultural, and ecological sites in various towns including day trips to St. Marc, Gonaives and Kenscoff. Other planned trips include a two-day eco-excursion to the beautiful, artistic and literary town of Jacmel in southeastern Haiti, and a special twoday historic and cultural field trip to the north in Cap Haitien to visit the Citadel and King Henri Christophe’s Sans-Souci palace ruins in the town of Milot. Additional activities include presentations by INAGHEI’s faculty, local experts, participation in local cultural events, and meetings with civic and political leaders. Students are expected to attend two preparatory sessions at UMass Boston, read the assigned materials, and be prepared to participate in class discussions.

Faculty

Program director Professor Marc Prou is Chair of the Africana Studies Department and director of the Haitian Institute. He has considerable travel and study experience in Caribbean countries, and regularly takes study groups abroad to Cuba, Jamaica and Haiti. He will be joined by Professor Alix Cantave, Associate Director at the William M. Trotter Institute. Professor Cantave currently directs the university-partnership development projects with public and private institutions of higher education in Haiti.
The faculty will be assisted by Shauna Murray, Research Assistant, for all logistical inquiries. Shauna may be reached at HSA@umb.edu.

Haiti (or AYITI) is an Awarak-derived name for the second largest island in the Caribbean, housing both the Republic of Haiti and the Dominican Republic. In 1804, Haiti became the second country in the Americas, after the United States, to break ties with colonial rule and has had an extraordinary social and political history since its liberation.

Location The program will take place on the campus of L’INAGHEI (UEH) located in Port-au-Prince, and also in Montrouis, which is situated on the western coast of Haiti, Côte des Arcadins, the second largest coastal area of Haiti. The town of Montrouis is centrally located about 70 km from Port-au-Prince and provides easy access to the Central Plateau, as well as both the northern and southern parts of the country. In addition to attending daily class seminars, field trips to museums and historical sites, participants will work in small field service learning projects.

Courses and Credit Participants register for two three-credit courses:

- AFRSTY 480 Haiti: Culture and Politics
- AFRSTY 478, Independent Study

AFRSTY 478 is optional (for an additional fee of $450) and will be completed after the participant’s return from Haiti. Upon successful completion of the program, students will be awarded either three or six credits from the Africana Studies Department.

By special permission, students may receive 3 credits for independent study from the Political Science Department or the International Relations Program.

**Program Fee**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Fee (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFRSTY 480 &amp; 478 (6 cr.):</strong></td>
<td></td>
<td>$2450</td>
</tr>
<tr>
<td>Optional POLSCI/IR independent study (3 cr.)</td>
<td></td>
<td>$450</td>
</tr>
</tbody>
</table>

This fee covers all instruction, field trips, room and board in Haiti, and all local transportation in Haiti. The fee does not include insurance or transportation between the US and Haiti or meals while in the towns of Gonaïves, St. Marc, Jacmel and Cap Haitien.
WINTER TRAVEL PROGRAM

Jamaica Today: People, Culture, and Environment

About the Program

This winter the Africana Studies Department at UMass Boston offers a program on location in Jamaica.

The program is designed to facilitate an understanding of Jamaica through total immersion in different aspects of the country. The program will explore the culture, environment, language and literature of Jamaica, and the country’s economic, political, and social realities. Activities will include presentations by local experts and visits to significant historical and cultural sites in Jamaica, such as the National Gallery, Bob Marley Museum, Morant Bay, Mooretown, and Maroon Settlement in Accompong Town. Participants will spend the first two weeks of the program at the University of the West Indies in Kingston and the final week in Treasure Beach in Southern Jamaica where, in addition to attending daily classes, they will work in a field project. Prior to departure, there will be a preparatory seminar at UMass Boston that will include background lectures and readings designed to give students an introduction to the historical, economic, political, and social context of Jamaica.

Courses and Credit: Participants can earn up to 6 undergraduate credits. All students register for AFRSTY 480, Jamaica Today (Special Topics). Students may elect to earn 3 additional credits by registering for AFRSTY 478, Independent Study. The Independent Study project will be completed upon participants’ return from field study in Jamaica.

Faculty: Professor Marc Prou is Director of Caribbean Studies and a faculty member of the Africana Studies Department. Professor Prou has extensive experience in Caribbean countries and regularly takes study groups abroad to Haiti, Jamaica and Cuba.
ATTACHMENT E

Afro-Cuba Today: People, Culture, and Historical Environment
June 21-July 14 2004

The Program

The Africana Studies Department of the University of Massachusetts Boston will offer a unique program to both graduate and undergraduate students who wish to study on location in Matanzas, Havana, Santiago de Cuba, and Guantanamo, Cuba. The program is designed to facilitate an understanding of Cuba and Cubans of African descent through intense academic study. The program will explore the social history, politics, culture and economy of Cuba. Native Cuban scholars and practitioners from the University of Matanzas, the UNEAC and Casa del Caribe will conduct various lectures on Cuban society within its Afrocentric dimension. Cultural activities and field trips to museums and artistic centers are designed to encourage interaction with Cubans while providing practical experiences for students in community development projects.

All participants register for two 3-credit undergraduate courses, AFRSTY 480: Afro-Cuba Today, and AFRSTY 478: Independent Study. The independent study project will be completed upon the participants’ return from Cuba. Graduate students have the option for three graduate credits by special permission of the faculty of the Africana Studies Department. Also by special permission, students may receive credit for independent study from the Political Science Department or the International Relations Program. Students are expected to attend one preparatory session at UMass Boston, read the assigned materials, and be prepared to participate in class discussions.

Fees

The fee for this program is $2,975. This fee includes tuition, visa fee, study visits, cultural activities, room and board in Matanzas, Santiago de Cuba, and Guantanamo, and all local transportation in Cuba. The fee does not include insurance or transportation between the United States and Cuba. Please note: The program is sanctioned by a license granted to the University of Massachusetts Boston by the U.S. Department of the Treasury, Office of Foreign Assets Control. In order to travel to Cuba, all students need a valid passport and a Cuban visa. Visas for Cuba take a minimum of two months to process. Students should take this into consideration when applying to the program.

To Apply:

Please contact:
Kathy FitzPatrick
Division of Corporate, Continuing,
SUMMER TRAVEL PROGRAM

West Africa Today: History, Culture and Society

About the Program

Designed to open new horizons on one of Africa’s most exciting regions, this program will incorporate academic course work, guest lectures, service learning projects, summer travel and participation in an international conference into a unique learning experience.

This once in a lifetime opportunity will explore the history of the great empires in Ghana and Benin. Guest lecturers from Ghanian and Beninois universities will discuss the complexities of the culture. Participants will engage in service-learning projects on English literacy and Early Childhood Education, as well as study and learn about the rich culture, history, spiritual traditions and complex society of these two West African countries. Students will travel through three countries in the West African region, as well as participate in an international conference on "Multi-Culturalism, Democracy and Development in West Africa."

Participants will spend fifteen days studying and traveling in the region. The group will arrive first in Ghana. Here they will explore the environmental and cultural ecology of this great ancient civilization. Not only will participants meet with American Embassy and local officials, they will also visit memorable sights such as: Black Star Square, the Kwame Nkrumah Museum in the capital city of Accra, the University of Ghana/Legon, the Mampong Traditional Plant Medicine Research Center, the W.E.B. DuBois Memorial Center, the Kakum National Rainforest, and Cape Coast and Elmina Castles (monuments of the African holocaust).

The group will then travel by road through the Republic of Togo to the economic capital of the Republic of Benin, Cotonou. This is the country often referred to as the "cradle of African spirituality." The spiritual systems of Ifa and Vodoun form the basis of the religious beliefs for millions of Africana people(s) throughout the African Diaspora. Participants will meet with scholars, artists, the U.S. Ambassador and other local officials. They will have the opportunity to observe and discuss issues concerning history, political and economic development, music and dance, art, storytelling, Vodoun, traditional healing and divination. While in Benin the group will travel to Porto Novo, the capital, the Accron Vodoun Temple, Sakete and Abomey,
the ancient capital of Dahomey. They will participate in a workshop on Yoruba naming ceremonies, visit with local teachers and school administrators, and enjoy spectacular cultural performances by "Drummers of Orisha" and other local spiritual groups.

Other features of the Benin experience will include a trip to Ouidah, called "The Museum City," and an ancient port from which hundreds of thousands of enslaved Africans were shipped to the Americas; Allada (home of Toussaint l’Ouverture); and Ganvie, a village built on stilts on a lake - called the "Venice of Africa" - where the group will visit "fish farmers" and shop at the floating markets.

The study/travel experience will culminate with the delegation participating in a unique international conference on "Multi-Culturalism, Democracy and Development in West Africa". Students will have the opportunity to present their ideas at this international forum. Formal reports, essays and documentation will be submitted upon the group’s return.

Faculty
Professor Jemadari Kamara, chairman of the Africana Studies Department and founding director of the Center for African, Caribbean and Community Development, will lead the group. Professor Kamara is a former Senior Fulbright Professor in Benin and Senegal. He will be accompanied by Professor Joyce Hope Scott of Wheelock College, who was also a former Senior Fulbright Professor in Benin and Burkina Faso. The group leaders will be joined by faculty from universities in Ghana and Benin who will present lectures prior to and during the study/travel experience.

Courses & Credit
Participants may register for two 3 credit courses: AFRSTY 480 West Africa Today and AFRSTY 478 Independent Study. All participants will be required to attend several pre-trip seminar sessions. These will be arranged during the Spring 2008 semester. The Independent Study project will be completed upon the participant’s return from West Africa.
ATTACHMENT G

The African Diaspora Project
Africana Studies for Self-Empowerment
Academic Year 2008-2009

A Project of

Boston Pan-African Forum
P.O. Box 1232
Cambridge, Massachusetts 02238-1232

Africana Studies Department
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, Massachusetts 02125

Codman Academy Charter School
637 Washington Street
Dorchester, Massachusetts 02124

Rindge and Latin School
459 Broadway Street
Cambridge, Massachusetts 02138

Dorchester High School
9 Peacevale Road
Boston, Massachusetts 02124

Boston English High School
144 McBride Street
Jamaica Plain, Massachusetts 02130

March 8, 2008

“We got to do something to save the children cause soon it’s gonna be their turn to try and save the world.” - Gil Scott Heron

CONTENTS

A. History and Purpose................................................................. 1

B. Constituency............................................................................. 2

C. Structure and Process............................................................. 3

D. The Project................................................................................ 4

1. The Method.............................................................................. 5
2. African Diaspora School Year Component………………………….  6
3. Masters in Africana Studies Component………………………….  7
4. Jamaican Summer Session………………………………………….  9
5. Republic of Benin Summer Session………………………………… 10
6. The Apex Component……………………………………………… 11

E. Budget……………………………………………………………….. 11

F. Planning Committee…………………………………………………. 12

A. HISTORY AND PURPOSE

Sponsors

In December, 2001, the African Diaspora Project was conceived of by the Boston Pan-African Forum with the assistance and guidance of the Africana Studies Department of the University of Massachusetts Boston.

Funding

Over the past seven years the sponsors have raised approximately fifty thousand ($50,000.00) dollars for the project. The major donors consist of The Haymarket People’s Fund, Hunt Alternatives Fund, The Merrill Family Charitable Foundation and the Boston Research Center for the Twenty-First Century.

Purpose

This project has been designed to help high school students from primarily urban school systems overcome internalized racial negativity by exposing them to rigorous academic study of the Africana world in an effort to create positive self-esteem. The method, adopted to implement this project, posits that there is a direct relationship between positive self-esteem, sustained hard work and achievement in school. Since internalized racial negativity is a systemic phenomenon, our project extended over seven years and sought to help students to understand the nature of racial and economic oppression, how they can gain control of their own destinies and how they can become change agents in their respective communities. The young people we have worked with at Codman Academy have improved in their overall achievement in school as a result of their exposure to this curriculum, specialized counseling/tutorials, protracted parental involvement, and study skill development. We have attached a copy of a letter from Meg Campbell, the head of Codman Academy, attesting to the efficacy of the project in her school.
We believe that students fail in urban schools because they have not had, for the most part, sufficient exposure to curricula that portrays courageous people of African descent mastering their destinies and achieving against all odds. The African Diaspora Project has helped meet this need by exposing Codman Academy high school students to facts and information on Africa and its diaspora, thereby motivating them to excel in their studies. Students have studied the African past and its relationship to the present while learning to read critically, write and speak clearly, analyze difficult materials and conceptualize history. These new skills or capabilities have, we believe, translated into improvement in all of the students’ academic courses.

Given the success at Codman Academy Charter School, we are prepared to expand the Project into three additional schools, Boston English High School, Dorchester High School and Cambridge Rindge and Latin School. We have attached letters from each of these schools indicating their willingness to participate in this project. See Attachments B, C and D.

University/ Community Connection

This project will be beneficial to both the University of Massachusetts Boston and the urban community that it serves. Academically, it will train a cadre of high school teachers in the field of Africana Studies and will motivate urban youngsters to become change agents in their communities. As the high school students reach their senior years they may be allowed to take both college and high school courses and therefore take advantage of another pipeline for inner city students to enter college.

Professor Theresa Perry of Simmons College has argued that extraordinary social, emotional, cognitive and political competencies must be acquired in order for African-American students to achieve in school. Dr. Perry has assessed competing theories of achievement and attributed particular importance to several factors: culture, lack of social mobility, color and identity.

The Boston Pan-African /forum developed this project seven years ago for Codman Academy Public Charter School because we believed that the post-civil rights movement narrative was insufficient. As Dr. Perry has maintained in her work, the old paradigms for social achievement, particularly at the high school level, do not work for African-American students in poor, racially stratified communities.

B. CONSTITUENCY

The Codman Academy Charter School

This pilot program has been operating at the Codman Academy Charter School for seven (7) years and has enrolled approximately sixty (60) students and twenty-five (25) parents and/or guardians. The school is located in the Codman Square section of Dorchester, but the Saturday classes have been held at University of Massachusetts Boston. This unique school received its Charter on

---

1 Theresa Perry, Claude Steele, Asa Hilliard III, Young, Gifted and Black: Promoting High Achievement Among African-American Students (Boston: Beacon Press, 2003).
February 27, 2001 and opened its doors to students in September, 2001. Eighty-four (84%) percent of the students are eligible for free or reduced lunch and all have expressed an interest in pursuing education beyond high school. The school has a current enrollment of 100 students, ninety-eight (98%) percent of whom are classified as being of African diasporic background. The school has a dedicated and talented staff that is committed to working on special programs that are designed to improve student performance and academic success.

Cambridge Rindge and Latin School

Once two separate schools called Cambridge High and Latin and the Rindge School of Technical Arts, the Cambridge Rindge and Latin School is the only public high school in Cambridge, Massachusetts that has a number of illustrious alumni to its credit: Patrick Ewing, NCAA Basketball Champion at Georgetown and NBA legend; Matt Damon, actor and screenwriter; Ben Affleck, actor, director and screenwriter; Casey Affleck, actor; and E. E. Cummings, poet. The school is known for the racial mix of its students.

Dorchester High School

Dorchester High School has one of the most diverse student populations in Boston with 66.4% Black, 4.3% White, 3.0% Asian, and 26.1% Hispanic. Bilingual Education programs are offered in Haitian and Spanish. It features small learning communities such as the Academy of Public Service, the Entrepreneurship/Business Academy, the Engineering/Technology Academy, the Performing Arts Academy, and the Leadership Academy. The school has had a long term partnership with U/Mass Boston (funded by the Trefler Foundation) to create Boston's first Professional Development School, bringing student teachers and university resources into the school.

Boston English High School

The English High School is the oldest public high school in our country, opening its doors in 1821. The school, located in Jamaica Plain, a section of Boston, the school serves a diverse population of over 1200 students from more than 40 countries. Some of its graduates include General Matthew B. Ridgway, Henry Kidder, Charles Hayden, Leonard Nimoy, J. P. Morgan and Samuel Langley.

Although the Project has been limited to students who attend Saturday classes, the entire school has benefited because yearly lectures and dinners are held for the entire school. For example, several years ago Dr. Charles Finch of Morehouse Medical School spoke to the entire school on the African origins of medicine. After the lecture the entire school shared in Caribbean food and continued discussions with members of the Boston Pan-African Forum.

C. STRUCTURE AND PROCESS

Accountability

Professor Robert Johnson, Jr., former chair of UMass Boston’s Africana Studies Department and former president of the Boston Pan-African Forum has been primarily responsible for the
development and implementation of the Project. Professor Johnson grew up in Roxbury and Mattapan sections of Boston and was one of the first fifty high school students to be selected to the A Better Chance (ABC) program in 1964. For over forty-four years he has successfully navigated an academic path that led him from Roxbury’s Orchard Park projects to a professorship at UMass Boston. Professor Johnson’s resume is hereby enclosed as Attachment E.

In addition, the University of Massachusetts Boston’s Office of Institutional Advancement will provide the usual financial oversight of grants that come to the Project. The two sponsors will continue to provide programmatic oversight.

The Boston Pan-African Forum

BPAF is a non-profit, tax-exempt open membership organization created in 1997 in order to promote a wide-spread understanding of current social, economic, political and other issues affecting relations between Americans and people of African descent around the world. The organization has conducted special events within the New England area, including a reception for United Nations Secretary General Kofi Annan at the Museum of National Center of Afro-American Artists and the New England Regional Summit on Africa at the Bayside Expo Center and Washington, D.C. The organization operates under the able leadership of some of this nation’s most prominent and accomplished scholars on Africa and its diaspora. One hundred (100%) of the board is of African descent and includes: Quentin Chavous, professor emeritus, University of Massachusetts Boston; Valerie Stephens, teacher and entertainer; Reginald Jackson, professor emeritus, Simmons College; Robert Johnson, Jr., professor, University of Massachusetts Boston; Frank Clarke, student; Sarah Ann-Shaw, media consultant; Joyce Hope Scott, professor, Wheelock College; Mary Burks, community activist; Willard Johnson, professor emeritus, MIT; Roy Neblett, Certified Public Account; Jemadari Kamara, professor, University of Massachusetts Boston and Valerie Stephens, spoken artist.

The Department of Africana Studies-University of Massachusetts Boston

The Department is committed to providing teaching of the highest quality to students who seek a broader understanding of Africa and its diaspora. Through research and publications, its faculty has played leading roles in the advancement of knowledge and information in the field of Africana Studies. All members of this department are of African descent: Africa-20%; Cape Verdean-20%; African-American-40% and Caribbean-20%.

D. THE PROJECT

The Project is comprehensive in focus and is designed to have an impact upon the entire school community: students, parents, staff and community (“constituency”). Through campus-wide lectures and discussion groups the constituency at Codman Academy have engaged in dialogue over topics such as “World Community: What is It?” “What is Africa to Me?” “How Do We Develop Cultural Sensitivity in School and Community?” The school year began with a campus-wide lecture by a scholar of national stature.

The heart of the Project, however, consists of a small group of students and their parents and guardians exploring Africana issues over a one year period at the University of Massachusetts
Boston. Each Saturday morning, students will be taught that they, like others, can change their academic and social condition for the better. The emphasis is upon reform, or incremental improvements in attitudes, study skills and achievement. As these skill subsets improve, so will the students’ self-esteem. This renewed self-esteem will motivate the students to tackle other academic challenges such as Math, languages and other subjects. From this knowledge, students will gain academic skills that will help them to take control of their academic destinies as well as motivate them to engage in community organization and development. The more these students learn about individuals who took control of their lives, despite adversities, the more their self-esteem will improve. The goal of the project is to get students to appreciate their academic subjects by talking and learning about models in history, including their family histories and social movements in the African diaspora.

These students will become role models for other students as the Project develops. The students will be closely monitored for the full term of their high school education and receive counseling on college/vocational choices and other life issues. This counseling will be done, for the most part, by the professors in the project. The professors will stress in all of their encounters with students that practice (hard work) is essential to success. The same message will be conveyed to parents who must pledge to support their children by providing a quiet and safe environment for learning and by getting involved in activities associated with the Project.

1. THE METHOD

The Curriculum

Over a one year period students will be exposed to a curriculum that has been developed by faculty in the Department of Africana Studies, University of Massachusetts Boston that stresses the achievements of African people from antiquity to the present. An essential part of the curriculum will focus upon African diasporic literature that portrays African people overcoming seemingly insurmountable obstacles in their lives.

Faculty and Project Coordinator
Robert Johnson, Jr., Professor of Africana Studies and Project Coordinator
Marc Prou, Associate Professor of Africana Studies
Aminah Pilgrim, Assistant Professor of Africana Studies
Chico Colvard, Adjunct Professor of Africana Studies
De Ama Battle, Cultural Artist

While the Project is limited to one year, students may continue after the first year. All first year students must take the following two courses:

A. Each semester has included a different academic focus:

One: Africana Heritage: Triumphs and Disappointments
Students who continue beyond the first year can choose among the following courses:

**Three:** Introduction to the Caribbean/ A Study of Marcus Garvey’s Philosophy and Opinions of Marcus Garvey

**Four:** Introduction to Afro-American Women’s History

**Five:** The Culture and Art of the African Diaspora

The Students

The course will be offered as a general elective in each school. In addition, course announcements will be provided to parents who are encouraged to enroll in the Project with their children.

Parental Involvement

We encourage parental involvement in the education of their students. At Codman Academy parents and guardians traveled to University of Massachusetts Boston with their children to attend Saturday morning classes. This involvement is essential to the overall success of the Project.

Mentoring and Tutorials

Each student will receive a University of Massachusetts Boston mentor. In addition, the students will receive periodic counseling/ tutorial sessions with counselor/tutors who address any life and academic issues that may impede the student’s academic progress.

Assessments

At the end of the one year period, the success of the program will be assessed and data and information presented to respective schools for their review and consideration. The sponsors will determine how the students have responded to the curriculum by assessing the extent to which students improved incrementally. Success will be determined by looking at improvement in grades and attendance, drop-out rates, teen pregnancy, attendance on the honor roll, involvement or lack thereof with the criminal justice system, or pursuit of meaningful employment. The assessment will be made by using anonymous survey instruments (“Survey Monkey”), supplemented by an outside evaluation. We have enclosed a copy of the anonymous survey to this document as Attachment F.

Movement Building

This Project will lead to systemic change in the hearts and minds of the students and their parents/guardians. As a result of racial and economic oppression, people of African descent have been taught that they have no history and that they are inferior to Europeans. Many children of African descent have internalized this myth which has resulted in violence against each other and general feelings of inadequacy and hopelessness. This Project will change those attitudes and lead to lasting personal and institutional change.
2. AFRICAN DIASPORA SCHOOL YEAR COMPONENT

A. Mentoring

During the first week of September classes, students in the African Diaspora Project will meet with students from the Black Student Center and other student organizations at University of Massachusetts Boston and be assigned mentors. The University of Massachusetts Boston mentors will take the diaspora students to classes on the campus and involve them in extracurricular activities, such as sports, lectures and social activities. The University of Massachusetts Boston students, all of whom should be at least sophomores, would meet with Professor Marc Prou of the Africana Studies Department, and work out a Community Service Project Plan as part of their Capstone Requirement. (This requirement would assume that the students are Africana majors.) The University students would meet with Dr. Prou on a weekly basis and discuss the progress of their projects. Upon successful completion of their projects, the students would be given three (3) academic credits as part of the Africana Community Service Project.

As a minimum, The University students would successfully complete the requirements if they:
1. Meet with the Diaspora students at the high school at least once per week to discuss their academic progress. Some of the meetings would be with teachers and Diaspora students.
2. Tutor the Diaspora students at the high school at least once a week.
3. Attend weekly lectures at the University with Diaspora students.
4. Write a research paper on the importance of his/her community service project.

B. Academics

The Diaspora and University students will be required to attend Saturday classes on Africana studies, which will be taught by a University of Massachusetts Boston faculty member, who will be paid a modest stipend. The course would emphasize history and literature and require students to participate in class exercises and group discussions. Students would be encouraged to work together and be required to write weekly papers and give oral presentations. The course goals would be to develop clear writing, team work and speaking/listening skills which will enable students to understand the nature of racism and economic exploitation and resistance. Students will analyze the root causes of racial and economic oppression and how collective active can bring about meaningful change. Students will study models for individual accountability and how communities have organized successfully to bring about social change. The students would not receive numeric grades, but comments and the grading criteria would be based upon the following:
1. Timely completion of assignments
2. Accuracy and precision of scholarship
3. Thoughtfulness and creativity
4. Quality of work and participation

3. MASTERS IN AFRICANA STUDIES COMPONENT
In order to train a cadre of teachers who could carry the project forward as an ongoing academic program, a teacher from each school would be encouraged to enroll in UMass Boston’s two year graduate program in Africana Studies. Teachers involved in the project will ultimately assume primary responsibility for teaching the course. In order to prepare for this task, he/she will study the method and get acquainted with the literature and the thematic concepts. The teacher would receive intensive instruction in Africana Studies, covering ancient Africa to the present, and be exposed to the history and culture of Africa, the Caribbean, Brazil and Afro-America.

Degree Awarded: Masters in Africana Studies

Tuition: $11,574 per year

Deadlines: Early January

Financial Aid: Stipend, fellowships, teaching

Enrollment: 16 over a four year period

Masters Program: The Department of Africana Studies offers a graduate program in the field of Africana Studies. The aim of this program is to combine an interdisciplinary training in Africana historical, cultural and social studies leading to the MA in Africana Studies. The program admits four students a year into a two-year program. While there are no specific prerequisites, typically students either have undergraduate majors in Africana, African, African American Studies, or study in other fields with some undergraduate work in Africana, African or African American studies. Preference will be given to candidates who have experience in teaching in public urban school systems and who intend to return to these systems to teach at the secondary levels. Special stipends will be available for candidates who will teach in the African Diaspora Project at the Codman Academy Public Charter School, Boston English High School, Dorchester High School and Cambridge Rindge and Latin School.

Students study Africana Studies from a variety of disciplinary perspectives, participating in graduate seminars on African history and culture, Africana community development, Caribbean history and culture, African American history and culture, Africana literature and Africana environmental and health disparities. Students will be trained to become active participants in community development projects throughout the African diaspora. They will be trained particularly to teach and motivate urban inner city young people thereby helping urban youth to understand their global history and culture and to become active agents of positive social change. This interdisciplinary approach will prepare students to pursue further graduate work leading to the Ph.D. degree.

The program will consist of ten courses (30 credits):

1. Introduction to Africana Studies and Methodology (6 credits)
2. Africana Literature (3 credits)
3. Caribbean History and Culture (3 credits)
4. African History and Culture (3 credits)
5. Africana Dance and Drumming (3 credits)
6. Environmental Justice and Health Disparities (3 credits)
7. Africana Community Development (6 credits)
8. Africans in Cape Verdes and Brazil (3 credits)

Faculty in the Masters Program

JOHNSON, JR. Robert, Afro-American Studies and History
AZUONYE, Chukwuma, Africana Literature, Director of Graduate Studies
KAMARA, Jemadari, Africana Community Development
PROU, Marc, Caribbean Studies
PILGRIM, Aminah, Cape Verdean Studies
CHAVOUS, Quentin, Africana Literature
FREEMAN, Kwame Mark, Environmental Justice and Health Disparities
BATTLE, De Ama, African Dance and Drumming

Contact

Director of Graduate Studies: Chukwuma Azuonye, Department of Africana Studies
Wheatley Hall, University of Massachusetts Boston, 100 Morrissey Blvd.
Boston, MA 02125, Phone: 617/287-6790, Fax: 617/287-6797
Email: chukwuma.azuonye@umb.edu

Admissions

University of Massachusetts Boston, Graduate Admissions
University of Massachusetts Boston, 100 Morrissey Blvd.
Boston, MA 02125, Phone: 617/287-5000

Africana Studies Fellowships
The teachers would be paid a stipend of ten thousand ($10,000) dollars and must attend the academic sessions in either Jamaica or the Republic of Benin.

A. Caribbean Summer Session (Two Weeks)

This summer course will run from August 1 through August 14, 2009 and be held at Treasure Beach, Jamaica. University of Massachusetts Boston faculty will teach the course. The mentor from the school year program will counsel students and work to develop a supportive involvement of parents. The sixteen (16) or so students and parents will attend classes and activities from Monday to Friday, 9a.m.-noon. Afternoon trips will be organized to museums and other cultural activities. The Africana fellows will assist with the teaching of the course.

Academic Work: Each morning for three hours, students and parents will gather to discuss the
readings (Philosophy and Opinions of Marcus Garvey) and to review their writing assignments.

Field Trips: Birthplace of Bob Marley and Peter Tosh, Mooretown, Birthplace of Marcus Garvey.

B. Republic of Benin Summer Session (Three Weeks)

This summer course will run from August 1 through August 21, 2009 and be held at Universite’ D’Abomey-Calavi, Republic of Benin, West Africa. Professor Jemadari Kamara of University of Massachusetts Boston will teach the course. The mentor from the school year program will counsel students and work to develop a supportive involvement of parents. The sixteen (16) or so students and parents will attend classes and activities from Monday to Friday, 9a.m.-noon. Afternoon trips will be organized to museums and other cultural activities. The Africana fellows will assist with the teaching of the course.

Academic Work: Each morning students and parents will gather for three hours to discuss the readings and to review their writing assignments.

Field Trips: Accra (Capital of Ghana), Goree (former slave holding fort) and other points of interest.

Cultural Interaction: The diaspora participants will live with Beninian high school students at the University and engage in an arts and culture camp and work with photography under the guidance of Professor Reginald Jackson, renowned photographer. Students and parents will dialogue with the Ghanaian students about their respective communities. This will be accomplished through pictorial presentations or through poems and short essays on their respective communities, schools and families. A total of four (4) teachers (one from each school) would study the African Diaspora Project model and gain a general grounding in Africana Studies.

4. THE APEX COMPONENT

This component will be completed on/or after the program year.

A. College and Work Counseling
Diaspora students will be counseled about vocational and other options after graduation. For students who do not choose college or vocational schools, they will be encouraged to seek meaningful employment opportunities, particularly as organizers in community agencies.

B. African Diaspora Graduation Ceremony
In May of the final year of the program, a graduation ceremony will be held. In order to keep these graduates involved, they would help nominate new students from their respective schools.

C. Evaluation
The sponsors will evaluate the academic progress of the Diaspora students over the course of the year and analyze which aspects of the project have been successful. The project has set an ambitious aim of getting 400 students through the program in 4 years.

5. BUDGET

Revenue

Merrill Family Charitable Trust………………………………….. $4,000.00
Robert Johnson, Jr. (In Kind Contributions).......................... $20,000.00

This budget is based upon a one year program and an enrollment of twelve (12) students per school, 48 students per semester, four (4) parents and/or guardians and a staff person per semester.

Expenses

A. African Diaspora School Year Component (one school) for one year

Keynote Address and Reception (yearly cost)

Speaker................................................................. $1,500.00
Reception............................................................... $1,000.00

Staffing and Supplies

1. Project Coordinator.............................................$10,000.00
2. Instructor............................................................ $7,000.00
3. Travel and Lunches for Students and Parents.............$2,000.00
4. Books and Supplies..............................................$2,000.00
5. Museum Admission, Field Trips.............................$1,000.00
6. Contingency....................................................... $1,000.00
7. Copying.............................................................. $1,000.00
8. Curriculum Materials.......................................... $2,000.00
9. Administrative Overhead.....................................$8,000.00
10. College Mentors................................................ $6,000.00

Total Costs per Year (2 Semesters) for African Diaspora School: $108,796.00

B. African Diaspora Intensive Summer Sessions

Africa Study Costs

1. Airfare- 12 students x $1,500.00..............................$18,000.00
2. 4 parents/guardians x $1,500.00...............................$6,000.00
3. 2 staff (professor and mentor) x $1,500.00.....................$3,000.00
4. Insurance $50.00 x 18.......................................... $900.00
5. Passports $60.00 x 16.......................................... $960.00
6. Inoculations $60.00 x 18......................................... $1,080.00
7. Visas $50.00 x 18................................................ $900.00
8. Professor.............................................................. $3,500.00
9. Books and expenses............................................. $6,000.00

Total Africa Travel Costs: $40,340.00

Jamaica Study Costs

1. Airfare- 12 students x $600.00................................. $7,200.00
2. 4 parents/guardians x $600.00.................................$2,400.00
3. 2 staff (teacher and mentor) x $600.00 ........................................ $1,200.00
4. Insurance $35.00 x 18 ...................................................... $630.00
5. Food 15 days x 18 people x $10.00 .................................... $2,700.00
6. Lodging 14 nights x $10.00 x 18 ....................................... $2,520.00
7. Professor ................................................................. $3,500.00
8. Books and expenses .................................................. $6,000.00

Total Jamaica Travel Costs: $26,150.00

B. Masters in Africana Studies
1. Fellowship stipends ................................................. $40,000 ($10,000 per teacher)
2. UMass Boston tuition per teacher (four) ......................... $46,296.00

Total Masters Degree costs: $86,296.00

**TOTALS**

**African Diaspora School Year Costs:** $108,796.00
**Master in Africana Studies** $86,296.00

**Summer Costs:**
- Africa Summer Session: $40,340.00
- Jamaica Summer Session: $26,150.00

Total Summer Costs: $66,490.00

**Assessment Costs:** $25,000.00

**Total School Year and Summer Costs** $286,582.00

**Total Costs for Four Schools** $1,146,328.00

6. **AFRICAN DIASPORA PROJECT PLANNING COMMITTEE**

1. Meg Campbell, Head of School, Codman Academy Charter School
2. Robert Johnson, Jr., President, Boston Pan-African Forum, Professor and Chair, Africana Studies, University of Massachusetts Boston
3. Quentin Chavous, Vice President, Boston Pan-African Forum, Lecturer, Africana Studies Department, University of Massachusetts Boston
4. Reginald Jackson, Professor Emeritus, Department of Communication Studies, Simmons College
5. Vivian Johnson, Associate Professor of Education, Boston University
6. Denise Patton, Associate Professor of Education, University of Massachusetts Boston
7. Lyda Peters, Professor, Cambridge College School of Education
8. Aminah Pilgrim, Lecturer, Department of Africana Studies, University of Massachusetts Boston
9. Marc Prou, Associate Professor, Department of Africana Studies, University of Mass Boston
10. Richard Rakobane, College of Public and Community Services, University of Mass Boston
11. Jesse Tauriac, graduate student in Psychology, University of Massachusetts Boston