

# OHIO BOARD OF REGENTS

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## APPENDIX "B"

### PROPOSAL FOR A NEW DEGREE OR NEW DEGREE PROGRAM

The University of Toledo

Institution Submitting Proposal

Africana Studies

Title of Proposed Program

☐

New Degree

☒

New Degree Program

College of Arts & Sciences

Department in Which Program will  
be Located

Dr. Abdul Alkalimat

Name of Department Head

B.A.

Degree to be Offered

September 1998

Proposed Initiation Date

Signature / Date

President / Chief Executive Approval

Date Endorsed / Approved by Institution Board

Date Received by Board of Regents

# PROPOSAL FOR A NEW DEGREE PROGRAM IN AFRICANA STUDIES

The University of Toledo  
College of Arts and Sciences

## 1. **Nature of Request**

### A. Type of Program

The University of Toledo seeks to establish a new undergraduate degree program in Africana Studies. This degree program will prepare graduates with a major in Africana Studies, and partner with existing majors to offer a double major and/or a minor.

### B. Location of Program

The program will be located in the College of Arts and Sciences on the Bancroft campus of the University of Toledo. Because it will be articulated with Associate of Arts Degree programs offered at the Community and Technical College of the university, it will also offer courses at the Scott Park campus.

## 2. **Mission and Objectives of the Proposed Program**

### A. Educational Objectives of the Program

The general mission of the Africana Studies program is to prepare students to function as leaders and professionals in a multicultural society and world by research, teaching, and service activities regarding African peoples in the United States and the world. The program hallmarks are academic excellence and social responsibility. This endeavor is essential because the historical legacies of slavery and colonialism are underlying bases for widespread societal problems here and abroad. This new major will enable the University of Toledo to provide the education necessary to develop public and private leadership within the Black community, in the broader community of the United States, and across the two.

This program is being proposed at the dawn of a new century in the midst of a great technological revolution. This technological revolution is transforming society as well as all aspects of every institution of higher education. A unique feature of the Africana Studies Program at the University of Toledo is its focus on information technology. The program already uses computers and the Internet

as the basis for its curriculum, research, and community activities. Graduates of this degree program will be fully prepared to work effectively in and give leadership to the workplace of the 21<sup>st</sup> century.

In particular, the Africana Studies program will pursue the following objectives:

1. to provide an academic curriculum for the comprehensive study of African peoples, in Africa and throughout the African Diaspora (especially the United States and the Caribbean);
2. to provide students with knowledge and skills for successful post-graduate study;
3. to provide students with knowledge and skills for professional employment in areas of public policy and human resource development and management;
4. to serve as a research and service organization for the University of Toledo in relationship to the African American community, Africa and the Caribbean.

#### B. Relationship to the Mission of the University

The role and mission of the university are summarized in its mission statement:

"The University of Toledo, a major comprehensive state university, stands for excellence in research and scholarship as it develops and disseminates knowledge through its academic programs. Providing open access to higher education and selective admission to major fields of study, the University is committed to help students achieve their highest potential.

"The University promotes cultural pluralism, racial diversity, gender representation, and respect for divergent views in its quest to improve education at all levels. High ethical values, freedom of expression, and social justice are guiding principles for the University."

The Africana Studies program will be a fulfillment and an extension of this mission. It will fill a previously existing gap in the university's degree programs. It will mobilize academic resources across the university to study the problems and teach the issues surrounding the Black community within the USA, Africa and the Caribbean.

The overall mission of the University of Toledo in spirit and concept is contained within the mission statement of the College of Arts and Sciences:

"The mission of the College of Arts and Sciences is to offer liberal education together with professional specialization at the undergraduate and graduate levels through excellence in teaching, research, creative endeavors, and service. The college encourages informed critical and creative thought in the arts, humanities, and natural and social sciences, and promotes values, skills, and knowledge important in the global community. The college also fosters cultural pluralism and respects diverse opinions and world views."

Africana Studies is a direct connection with the global community and an important representation of cultural pluralism. Moreover, Africana Studies reflects excellence, creativity, and service to the community.

The program will serve the needs of the entire student body. Any student that participates in the program will be a better citizen (more culturally literate) in a country facing fundamental changes in its demographic composition. African American student participants will gain greater self-understanding and an ability to function within their community, within the broader society, and between the two.

#### C. Suitability of University of Toledo for Africana Studies

The University of Toledo has an established commitment to the role of Africana Studies in several disciplines and campus programs. These include the following: Sociology, History, English, the Humanities Institute, and the Center for International Studies and Programs. In the case of the academic departments, it was possible to cluster and cross-list eleven courses related to Africana Studies in order to establish a broad curriculum for the program.

1. Sociology Department: One of the four areas of specialization of the department is "Class Race and Gender." There are now two cross-listed courses, more to come. The department's strong emphasis on Social Work will connect very well with Africana Studies as they serve a largely African American population. Two faculty members work in both Sociology and Africana Studies. This relationship is expected to produce a significant number of double majors and minors in Africana Studies.
2. History Department: Two faculty positions in History that focus primarily on Africana Studies. At this time seven courses are cross-listed with Africana Studies and History. More broadly, the department has a special focus on slavery and the history of the American South. This relationship is expected to result in a significant number of double majors and minors in Africana Studies.

3. English Department: One faculty position is devoted to African American Literature, usually covering five courses per year. Two of these courses are cross-listed at this time, and more are expected. The University Library has a special collection of original works and archival material on Black poets and African American women writers. This will provide the basis for double majors and minors in the study of literature and Africana Studies.
4. The Humanities Institute: One of the premier units at the University of Toledo is the Humanities Institute. The main resources for the Humanities Institute have come from five grants from the National Endowment for the Humanities totaling \$538,000. One of the achievements of the Humanities Institute was a five-week tribute to the Toledo-born jazz virtuoso Art Tatum in 1992. The Humanities Institute and Africana Studies have joined together within the Toledo Jazz Society to organize an annual concert and symposium on the tradition of the jazz piano in honor of Art Tatum. In addition, the music faculty has a strong jazz focus, including a full time faculty position for a Director of Jazz Studies. The History of Jazz course, cross listed with Africana Studies, is so strong that up to six sections run every semester with a total enrollment of around 600.
5. Center for International Studies and Programs: This center coordinates international programs, including area centers. The activities of the Africa Center have been taken over by the Africana Studies Program. This relationship will facilitate the widespread adoption of the minor in Africana Studies with a special focus on Africa. One of the most important features of this aspect of the Africana Studies Program is the opportunity for our students to participate in study abroad programs for academic credit, from more limited summer based arrangements to an entire academic year. These activities will continue to involve faculty and students from all colleges.

In addition to the existing academic programs, the suitability of the University of Toledo for a degree program in Africana Studies involves its relationship to the African American community. The 1990 census reported 65,598 African Americans living in Toledo, 20% of the total population. A large percentage of the Black leadership in Toledo graduated from the University of Toledo. There is an active Black Alumni Group, and there is a close relationship between relevant civic organizations and the university. This is carried out through a series of programs to raise scholarship funds, mentor students from high school to college, and provide opportunities for the Black community to get online and learn information technology skills.

The two main campus programs are the EXCEL project and the Office of Multicultural Student Development (OMSD). EXCEL is a program based in the College of Education that supports academically qualified minority students in grades 7-12 and provides a special mentoring enrichment program. This includes tutoring during the academic year as well as study tours to Africa during the summer. The program enjoys a high level of success in college enrollment.

The OMSD coordinates cultural programs for minority populations, including African Americans. The program specializes in art shows and cultural performance groups in music, dance, theatre, etc. Both of these projects are partners with Africana Studies in providing an environment for study and cultural exposure. They make the University of Toledo a good place for Africana Studies.

It is important to point out that the University of Toledo is developing strong community programs to promote the use of information technology. The Office of Information Technology runs Metronet, a project in coordination with local agencies to provide Internet access and free consultancy for web page development for non-profit community groups. In addition, there are several projects with the Toledo Public Schools and the Lucas County Library System. The Toledo Attic is a recent project that created a web site on local history as a collaboration between the library and the History Department. At the same time the proposed Africana Studies program has begun to collaborate with one of the branch libraries in the inner city to assemble the history of Toledo's Black community.

Another university thrust is the refocusing of the entire College of Education and Allied Professions towards training teachers for urban schools, including helping the Toledo Public Schools establish a professional development school for grades K-6 in central Toledo. In the same vein, the Africana Studies program has begun an Internet training collaboration with the public high schools in Toledo's Black community.

As these efforts move forward they will better knit the university with the surrounding area and call forth more interest in the curriculum, research and service activities of the Africana Studies program.

### **3. Rationale and Need for the Program**

#### **A. Rationale**

There is a great need for policy to solve problems and manage the affairs of a diverse population in the United States and throughout the world. This applies to analysts, policy makers, and leaders who implement policy in the public and private sector. This need also applies to the entire citizenry in their role in the electoral process and through the voluntary organizations that make up civil society, from neighborhood clubs to parent teacher organizations.

Leadership development is also needed by African societies and the African American population in the United States, specifically Toledo and Northwest Ohio. A great majority of these people remain relatively socially isolated from the mainstream and locked into a myriad of social problems. There is a pressing need for leadership development programs of the African American population.

#### **B. Benefits to the Institution, Students and the Region**

The University of Toledo seeks to be an urban research institution providing service and leadership resources for society. In relation to its role on a global, national, regional or local level of activity, it is essential for the University of Toledo to have an Africana Studies program. This program will enable the university to offer a full program to students who want to specialize with regard to areas of the world populated with Africans or peoples of African descent. As described above, this degree program enables the university to maximize existing resources by enhancing the diversity of its degree programs. Further, it enables the university to begin developing cooperative programming with the Black community of the greater Toledo area.

This proposal is one that demonstrates the University's efforts to meet the instructional needs of all students, and the proposed program has generated considerable support and interest from UT students and the Toledo community. The UT Black Student Union has strongly endorsed the development of an Africana Studies degree program. It is viewed as an academic offering, which will address students' interests in learning more about the cultural experiences of the African American community. The program also would engage students in research on opportunities for improving the quality of life for the Black community in the Greater Toledo area. This aspect of the proposed academic program would be supported by its emphasis on the use and benefits of information technology.

Overall, the entire student body will benefit from this major in several ways. Courses will meet the multicultural core general education requirements for all university degrees. Further, in all colleges, whether Business, Engineering, or Education, Africana Studies provides an education basis for leadership in a diverse multicultural world.

The region of Northwest Ohio, and the broader metropolitan Toledo area that extends into Michigan, has a growing Black community. The labor market requires that this population contribute to the skilled personnel required for economic development. Further, this extends to the people in the work force as well as the managerial staff required to hire, train, and support workers from this population. Africana Studies is a necessary source of research and skilled personnel that does not exist in any other form.

### C. Need for Graduates with Degree in Africana Studies

As previously stated, the society is being transformed by a technological revolution while at the same time it is plagued by the historical persistence of inter-group problems, racism and social oppression. This is true in the world as much as in the US. The graduates of the University of Toledo with degrees in Africana Studies will be uniquely qualified to address both sets of issues with a conceptual foundation in historical knowledge, analytical skills in research and policy formulation, and technical mastery of computers and the resources of Cyberspace.

As the society moves away from a manufacturing base to service oriented employment there is an increased need for people educated with a degree in Africana Studies. It is possible to identify several key sectors of the market where this is especially critical. All personnel jobs in the modern corporation need people with knowledge of the diverse populations that make up the work force. This applies to recruitment, training, and management of the workforce. The key task is to bridge the difference between corporate culture of the work place and the community cultural context. Skills for conflict resolution are important, but staff with degrees in Africana Studies is a preventative measure that can anticipate and prevent conflict from developing. This is cost saving.

As the urban centers of the United States become more diverse, and increasingly dominated by Black and Latino populations, it is essential that all public contract employment be sensitized to a multicultural environment. This includes commercial, public, and forms of service providers, especially the non-profit sector. Without knowledge of the diverse alternative uses of language, historical and cultural references, and various behavior patterns it is impossible



for people from varied backgrounds to communicate effectively and work together.

Finally, Africana Studies is essential for all policy jobs at the local, state, and national level. A certain number of people who are formulating and implementing policy need to be fully informed about the African American community. This is especially significant concerning urban policy, labor, the criminal justice system, education, welfare, health, immigration, and housing. Finally, the media can only be professional and responsible if it is operated by informed researchers, writers, and policy makers. The African American can be represented in the press in an adequate way, as is true for all sectors of this society and the global community, if the people involved are informed as to the facts and the "feelings" of the people involved. Unfortunately the US newsroom is still very insensitive to the cultural realities of the African American community, as well as to Africa.

#### D. Licensure/Certification Preparation

There are no specific licensure or certification requirements that our major seeks to fulfill. However, this major will support certification efforts in multicultural education for the College of Education.

#### E. Needs To Be Met Other Than Employment Opportunities

One of the roles of an institution of higher education is to sustain an informed nation better able to make moral choices in the context of difference and variety. Such a nation also protects the rights of the minority as well. It is in this context that a degree program in Africana Studies is an essential component that needs to be found in every major institution and/or in every region of the country and state. This program will contribute to social justice and a political democracy.

#### F. Student Demand

Students enthusiastically participated in the development of the degree proposal, and they have expressed their strong support for Africana Studies to the faculty and the administration through both formal and informal channels. The new program director has utilized the demonstrated student interest in Africana Studies to develop successful seminars and colloquia, which have been heavily attended by both students and faculty members. The program is now being developed so that it can continue to meet student demand and student needs, while maintaining the highest levels of academic excellence and social relevance.

As part of the preparation for this program proposal we conducted a survey to determine student interest. Twenty classes were randomly selected during the academic year 1994-95 from the list of fall classes in the College of Arts and Sciences, Community and Technical College, and Education. In all, nearly 500 students participated in the survey, roughly two percent of the student body.

The findings suggest a substantial level of student interest. For Black students, 93% indicated that they would enroll in an Africana Studies course. For a higher level of commitment to the field, 51% said they would minor in Africana Studies while 33% said they would strongly consider a major. As for the rest of the students, 33% said they would enroll in an Africana Studies course, and 6% said they would consider a minor.

Courses currently being offered by related degree programs have strong enrollments. We have the highest expectation that this will continue and be the foundation for this new degree program.

The Community and Technical College of the University of Toledo will be a direct source of students for Africana Studies. The College offers two main courses in African Studies. We consider the recent enrollment pattern in these two courses to be indicative of student demand:

	African American Culture	Africa, Land and People
1991-92	28	37
1992-93	34	36
1993-94	36	35
1994-95	71 (2 sections)	40
1995-96	91 (2 sections)	45
1996-97	113 (3 sections)	not offered
	152 (4 sections)	not offered
	164 (3 sections)	not offered

Recent enrollment data for courses in the Africana Studies program confirms this trend:

### Winter Quarter 1997

College Composition II: The Black Experience	30
Black Autobiography	17
African American History I	62
History of Jazz	689
Theories of the Black Experience	25
African Americans in the US	45

### Spring Quarter 1997

Ethnographic Art (Africa)	28
African American History II	33
Africa Since 1800	16
History of Jazz	77
African Americans in the US	33

Our five-year projection for enrollment in this program is a combination of people who we expect will declare their intention to major or minor in Africana Studies. The following chart begins in 1998. The courses were approved and advertised too late in the summer of 1997 for the enrollment pattern of fall, 1997 to be demonstrative of what we expect for the program. Furthermore, as this was the first semester in the transition from the quarter system the enrollments were not indicative of what we expect in the future.

Declared Majors and Minors	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
First Year	15	25	30	40	40
Second Year	5	12	20	24	32
Third Year	10	9	15	21	24
Fourth Year and Above	5	10	9	15	21
TOTAL	35	56	74	100	117

It is assumed that the majority of these students will be minors and double majors, although we expect that by the end of the five-year start up period there will be over 30 majors in Africana Studies.

### G. Similar Programs Within a 50-Mile Radius

There are no degree programs in Africana Studies in this region of the state of Ohio. The closest degree program is in Ethnic Studies at Bowling Green State University. This degree program is inclusive of all major non-European ethnic

groups in the US, e.g., Latino, Native American, Asian, and African American. Its main focus is to offer a comprehensive program without a great deal of specialization.

#### H. The Unique Characteristics of Africana Studies at the University of Toledo

There are many features that make this proposed degree program at the University of Toledo a unique initiative:

(1) The core curriculum of Africana Studies is rigorous and extensive. With a seven-course core, consisting of both a research-policy sequence and a theory sequence, it offers a solid foundation in the social sciences and the humanities.

(2) This core curriculum will be taught utilizing information technology, computers, the Internet, and the World Wide Web. The program advisory committee knows of no other program that is committed to this path of development. The World Wide Web will be a course reference alongside of books and journals. Students will participate in on-line academic discussions and publish their own writing as web documents.

(3) Being located in an urban area the program is committed to actively linking with community agencies and utilizing community leaders to mentor its majors and minors. The program is already working with major social institutions which can be accessed daily because of their close proximity to campus.

(4) Similarly, relevant urban internships will be designed via close community linkages.

(5) The program will offer the opportunity for double majors due to an existing emphasis on Africana Studies in Sociology, History, English, and Political Science.

(6) The College of Arts and Sciences requires two writing intensive courses, and therefore the program's students will be trained in the literary skill of self-expression and critical thinking.

(7) The University of Toledo has signed agreements or agreements pending with several institutions of higher education in Africa. These institutions are The University of Botswana, The University of Natal, The University of Ghana, The University of Zimbabwe, and The University of Cape Town. These agreements promote faculty and student research and study in Africa as well as exchange activities for University of Toledo students and African scholars.

Currently there are students at the University of Toledo from fifteen African countries.

(8) There will be new and expanded facilities based in the Southwest Academic Center allowing for anticipated growth in faculty and student participation in the program.

(9) The commitment of the University of Toledo has been expressed through its having recruited a senior scholar as Director, and provided the computers needed for an Internet-oriented academic program.

#### **4. Academic Planning**

##### **A. Institutional Planning Process**

This proposal is based on student initiative. The Black Student Union initiated a dialogue with the administration through a mass public action. Their concern was that the University of Toledo fell short in its commitment to the Black community because it lacked an Africana Studies Program. President Frank Horton facilitated the initial discussions and set up a planning process to consider the option for a solid academic program.

With the cooperation and support of President Frank Horton, and Senior Vice President Judy Hample a committee was established to begin the planning process. Professor Rubin Patterson, Sociology, was appointed chair. This committee met over the course of a year and prepared a preliminary report. During this process a Visiting Professor in Africana Studies was hired to teach (Winter Quarter, 1995) and assist with this planning process. A series of consultants were brought in to meet with committee members and give public lectures on the campus.

On the basis of the preliminary report being accepted in principle by the administration a search was conducted for a Director of Africana Studies. Dr. Abdul Alkalimat, who had been the Visiting Professor in 1995, was subsequently hired as the new Director as of fall 1996. Dean Patricia Cummins appointed a new committee and final plans were made over the academic year 1996-97.

B. Institutional Approvals

1. Arts and Sciences Council, May 20, 1997
2. University Faculty Senate, June 10, 1997
3. Academic Programs Advisory Council, June 10, 1997
4. President of the University, June 11, 1997
5. University Board of Trustees, June 11, 1997

C. Use of Consultants

During the academic years 1994-95 and 1995-96, several nationally renowned scholars were brought to campus as consultants including the following:

1. Henry Louis Gates, Harvard University
2. Cornell West, Harvard University
3. Barbara Christian, University of California at Berkeley
4. Reginald Wilson, American Council on Education
5. Russell Adams, Howard University
6. Rose Brewer, University of Minnesota
7. Sherrill Wilson, New School for Social research
8. Gwendol Mills, Temple University

The University of Toledo Advisory Committee on Africana Studies consisted of the following:

1. Abdul Alkalimat, African Studies and Sociology
2. Akua Duku Anokye, English
3. Tony Atwater, Academic Affairs
4. Elizabeth Cole, Arts and Sciences
5. Helen Cooks, Education
6. Ray Gibson, Computer Services
7. David Guip, Art Education
8. Jeff Johnson, Student
9. Damon Lee, Student
10. Ted Natsoulas, History
11. Rubin Patterson, Sociology
12. Roger Ray, Humanities Institute and History
13. Trudy Robertson, Arts and Sciences
14. James Saunders, English
15. Angela Siner, Community and Technical College
16. Carter Wilson, Political Science

The committee also contracted with the National Council for Black Studies to evaluate the preliminary report. Their report (December 7, 1994) concluded with the following summary:

"We are favorably impressed with the entire proposal for developing and instituting an Africana Studies Department at the University of Toledo. We believe that the Department basically will be set on solid ground, and that it will be able to credibly stand side by side with other academic units in the University."

The committee has consulted with a wide and diverse group of community leaders from both the public and private sectors. The committee has attended several meetings in the state of Ohio dealing with the activities of Africana Studies programs throughout the state. For the past year we have had guest speakers from many colleges in Ohio and Michigan. We anticipate that this form of cooperation will remain a permanent feature of our program.

## **5. Academic Control**

### **A. Administrative Arrangement**

The Africana Studies program will be housed in the College of Arts and Sciences at the University of Toledo. The Director will report to the Dean of that college.

### **B. Cooperative Arrangements With Other Institutions**

We have pending agreements with several local community institutions for the purposes of research, service programs, and student internships. These collaborative efforts includes the Toledo Urban League, the Toledo-Lucas County Public Library, the Toledo Public Schools, and Bowling Green State University.

### C. Articulation Agreements

The University of Toledo has a number of articulation agreements with community colleges that will facilitate students transferring into the Africana Studies Program at the University of Toledo. University articulation agreements that permit Associate of Arts students to transfer directly into the proposed program exist with Cuyahoga Community College, Hocking College, Lakeland Community College, Lima Technical College, Lorain Community College, Northwest State Community College, Owens Community College, and Terra State Community College. University agreements are pending with Central Ohio Technical College and Marion Technical College.

## 6. Curriculum

### A. Program Description

The degree program in African Studies will offer a major and a minor. The program anticipates developing a large number of double majors in related fields in the social sciences and humanities, as well as business, education, and engineering. The basis for the both the major and minor will be a core curriculum consisting of seven courses. These courses are organized in four parts: introductory sequence, theory sequence, research sequence, and senior seminar.

#### Africana Studies Core Curriculum

1. Introductory Sequence
  - a. Introduction to Africana Studies
  - b. Introduction to the African Experience
2. Theory Sequence
  - a. Foundation of Black Intellectual History
  - b. Foundation of Culture in the African Diaspora
3. Research Sequence
  - a. Black Community Research Methods
  - b. Social Policy and the Black Community
4. Senior Seminar



The requirements for the major and minor degrees are below:

Requirements for the major:

1. Total of 36 hours in Africana Studies
2. 21 hours of core courses (all seven courses)
3. 15 hours of additional Africana Studies courses at 3000 or above level

Requirements for the minor:

1. Total of 21 hours in Africana Studies
2. 15 hours of core courses (introductory sequence and senior seminar, and either the theory sequence or the research sequence)
3. 6 hours of electives at the 3000 or above level

The electives will be chosen from our total list of courses, mainly courses cross-listed with established disciplines. In addition, as is normal, faculty with special interests will from time to time teach special topics courses that will also apply here. All students will be encouraged to do at least one independent study course based on a special interest not accounted for in our established curriculum. Finally, students taking the study abroad option will have the opportunity of taking advantage of the offerings at their host institution to fulfill these requirements.

B. List of Courses

1. AFST 1100: Introduction to Africana Studies

Catalog: [3 hours] Introductory Survey of basic theoretical concepts to analyze the Black experience, with special focus on the general historical process common to the African Diaspora (Africa, Caribbean, and the Americas – South, Central, and North), especially the USA.

2. AFST 1200: Introduction to the African Experience

Catalog: [3 hours] Introduction to the African experience through case studies of critical historical experiences: origin of humanity, origin of civilization, empire and traditional culture.

3. AFST 2100: Foundations of Black Intellectual History  
Catalog: [3 hours] An examination of slavery and colonialism in the intellectual history of the African Diaspora, especially in the work of WEB DuBois, CLR James, and Kwame Nkrumah.  
Prerequisite: AFST 1100 or AFST 1200.
4. AFST 2200: Foundation of Culture in the African Diaspora  
Catalog: [3 hours] Examination of culture in the African Diaspora by focusing on continuities and discontinuities in music and dance, material culture, language and folklore, and the cultural practices of everyday life. Prerequisite: AFST 1100 or AFST 1200.
5. AFST 2300: Black Community Research Methods  
Catalog: [3 hours] Survey of basic social research methods and studies focusing on the Black community. Class conducts research on Black community of Toledo. Offered as companion to AFST 2400. Topics change each year. Course can be taken twice.  
Prerequisite: AAFST 1100 or 6 hours in social science.
6. AFST 2400: Social Policy and the Black Community  
Catalog: [3 hours] Examination of social policy and the Black community of Toledo with a special focus on one major topic. Offered as companion to AFST 2300. Topics change each year. The course can be taken twice. Prerequisite: AFST 1100 or 6 hours in social science.
7. AFST 4900: Senior Seminar  
Catalog: [3 hours] General theoretical synthesis of the field focusing on a close reading of a recent biographical work of intellectual history, a recent work of cultural criticism, and a recent work of social analysis. Prerequisite: 15 hours in Africana Studies or consent of Director of Africana Studies.
8. AFST 4910: Directed Research  
Catalog: [1 – 6 hours] Student selected research topic under the supervision of faculty member and the Director of Africana Studies. Permission to enroll is contingent on a written proposal by the student being accepted by the two sponsoring faculty.  
Prerequisite: Student proposal approved by two faculty.

9. AFST 4920 Directed Readings

Catalog: [1 – 6 hours] Written proposal required. May be repeated. For majors wishing to explore a course subject matter in greater depth or a topic not in the curriculum. Prerequisite: AFST 1100 or 1200 and total of 6 additional hours in Africana Studies.

10. AFST 4960 Honors Thesis

Catalog: [1 – 6 hours] Research and writing of original project taught in a tutorial format. Prerequisite: Senior standing and approval of Africana Studies honors committee. Admitted by petition.

11. AFST 4980 Special Topics in Africana Studies

Catalog: [3 hours] Discussion of a substantial issue in scholarly research or public discourse relative to the African Diaspora. May be repeated for different issues.

12. ARTH 3300/AFST 3300: African Art

Catalog: [3 hours] African Art is the study of the diversity of African art. The format of the course will be developed with emphasis upon region and style with emphasis upon the collections of African art found in the Toledo Museum of Art.

13. ECON 3490/AFST 3490: Economic History of the African American Community

Catalog: [3 hours] Development of the economic status, problems and role of the African American community from colonial times to the present. Special emphasis on economic writings of African American scholars. Prerequisite: ECON 1150 or 1200 or 1800 or consent of instructor.

14. ENGL 4650/AFST 4650: African American Writers Before the 20<sup>th</sup> Century

Catalog: [3 hours] A survey of African American prose, poetry, drama and fiction from 1760 to 1915. Recommended: ENGL 2700, 2800, or 3790.

15. ENGL 4660/AFST 4660: African American Literature in the 20<sup>th</sup> Century

Catalog: [3 hours] Study of the literary achievement of major African American writers beginning with DuBois and ending with Gwendolyn Brooks and Ed Bullins. Recommended: ENGL 2700, 2800, or 3790.

16. GEPL 3220/AFST 3220: Geography of Africa  
Catalog: [3 hours] Course begins with a general overview of Africa's physical environment, its colonial history and its people and cultures. It then examines a variety of themes associated with development, population, urban and political geography.
17. HIST 1110/AFST 1110: African Civilization  
Catalog: [3 hours] General cultural and historical survey of Africa south of the Sahara from earliest times to the 20<sup>th</sup> century. Includes topics on art, literature, philosophy, religion and society.
18. HIST 3250/AFST 3250: African American History to 1865  
Catalog: [3 hours] An examination of the historical experiences of African Americans in the United States from 1619 to 1865.
19. HIST 3260/AFST 3260: African American History from 1865  
Catalog: [3 hours] An examination of the historical experiences of African Americans in the United States since 1865.
20. HIST 4420/AFST 4420: Selected Topics in African American History  
Catalog: [3 hours] Subject varies. Among those treated are slavery, racism, Black reconstruction, modes of protest, Black Nationalism, key leaders, and Black migration.
21. HIST 4430/AFST 4430: Slavery in America  
Catalog: [3 hours] Stresses the African continuum among slaves within the context of variations in goals and policies of slave owners, slave trade, slave economics, demographics, slave labor and formation of slave culture.
22. HIST 4570/AFST 4570: Africa to 1800  
Catalog: [3 hours] Africa south of the Sahara from antiquity to 1800. Topics include the peopling of the continent, growth of centralized political institutions, stateless societies, Islamic penetration, African slave trade.
23. HIST 4580/AFST 4580: Africa since 1800  
Catalog: [3 hours] Africa south of the Sahara from 1800 to the present. Subjects include 19<sup>th</sup> century, colonial and independent Africa. specific topics: the rise of South Africa, imperialism, African resistance and nationalism and independent African political, cultural and economic systems.

24. MUS 2220/AFST 2220: History of Jazz  
Catalog: [3 hours] A study of the development of jazz styles including listening skills and historical perspectives. Because the major innovations and stylistic interpretations of jazz are a result of African Americans, the course includes a study of how their culture influenced the development of jazz. Students may take P/NC.
25. MUS 3450/AFST 3450: Jazz History and Literature for Music Majors  
Catalog: [3 hours] A study of jazz styles, trends, performers and composers. Prerequisite: Mus 2410, 2420, 3410.
26. PSC 2660/AFST 2660: Politics in Africa  
Catalog: [3 hours] The character and development of African political institutions and processes with a special emphasis on patterns in the post independence period and prospects for the future.
27. PSC 3240/AFST 3240: African American Politics  
Catalog: [3 hours] A study of the many ways Blacks have involved themselves in American politics; examines African Americans' participation in the political and governmental process. Prerequisite: PSC 1200.
28. PSC 4530/AFST 4530: Civil Rights  
Catalog: [3 hours] A study of judicial policy-making and administrative implementation of decisions affecting racial issues, freedom of expression, national security and criminal procedures. Prerequisite: PSC 1200.
29. PSC 4660/AFST 4660: Government and Political Institutions of Africa  
Catalog: [3 hours] An examination of political behavior in selected African states using a case method to examine alternative courses of action available to decision-makers. Prerequisite: Prior social science or history course on Africa.
30. PSC 4700/AFST 4700: International Relations – Africa  
Catalog: [3 hours] An examination of factors affecting foreign policy processes in Africa, emphasizing the relations between Africa, the big Powers and the United Nations. Prerequisite: Two courses in political science.

31. SOC 4670/AFST 4670: African Americans in the United States  
Catalog: [3 hours] Sociological study of African Americans in the United States, focusing on issues of ethnic identity, educational and economic achievement, continuing sources of discrimination, and current movements for change. Prerequisite: 6 hours of sociology or 9 hours of social science.
32. SOC 4800/AFST 4800: Development of Third World Nations  
Catalog: [3 hours] The new emerging ideological, political, social and economic patterns which repeat themselves in and determine the Third World transition from a traditional to a new society. Prerequisite: 6 hours of sociology or 9 hours of social science.

### C. Methods for Evaluation

The program will be evaluated by several methods, including participation by students, faculty, and community.

As is the usual practice, evaluation forms will be routinely handed out to the students in each African Studies class toward the end of the term. Students return these forms to the department office. Faculty in the program is allowed to view them only after the final grades have been submitted. These evaluations are maintained as a permanent part of the instructors' file, and play a role in promotion, tenure, and merit reviews.

The context for this evaluation is set by established committees of the university. These include the university wide Assessment Task Force and the Office of Retention Services, as well as the Enrollment Management Committee in the College of Arts and Sciences. The Director of Africana Studies will work closely with these bodies to ensure that Africana Studies meets its enrollment objectives, maintains a high quality of academic programming, and is responsive to the needs of the students.

Each year the majors and minors will join the faculty in an annual retreat. This retreat will be an opportunity to summarize program activities, make an all-sided evaluation, and plan future activities. On the basis of this retreat the program will issue an annual report.

Finally, the program will compile an annual volume of material that documents the curriculum and activity of the program. This volume will be deposited in the archives of the university library so that for future reference there will be a basis for evaluating the program.

#### D. Accreditation

The program will maintain an institutional membership in several professional organizations such as the National Council for Black Studies. There is no formal accrediting process, but an effort will always be made to involve one or more professional association to assist as an external source of reviewers. This will be part of the normal review process of self-study that takes place every five years or so. In a larger sense, Africana Studies will participate in all formal accreditation reviews made on the College of Arts and Sciences.

### **7. Staffing Qualifications**

#### A. Full time faculty

A Director, who is a full-time tenured faculty member, will administer the Africana Studies Program. The Director will coordinate the major and minor degree programs, and direct all activities of research and community-based programs. This includes conducting classes for community leadership on the Internet and the Black community, and coordinating research being carried out jointly with Toledo Public School students and the Art Tatum African American Resource Center of the Toledo-Lucas County Public Library System. The Director is playing a major role in developing programs to serve the African American community. The Director will convene and chair meetings of participating faculty as well as an advisory committee to be appointed by Dean of Arts and Sciences. The Director will be the main adviser to students majoring in Africana Studies.

Seventeen full-time teaching faculty members will participate in this program:

1. Richard Wiesfelder, Political Science (African Politics)
2. Carter Wilson, Political Science (Race and Public Policy)
3. Mary Alice Parker, History (African American History)
4. Theodore Natsoulas, History (African History)
5. William Longton, History (American Southern History)
6. Akua Duku Anokye, English (African and African American folklore and linguistics)
7. Angela Siner, Community and Technical College (African and African American History)
8. Rubin Patterson, Sociology (Sociology of Development in Southern Africa)

9. Marietta Morrissey, Sociology (Race, Class and Gender in the Caribbean)
10. Abdul Alkalimat, Sociology (Race and Class)
11. David Guip, Art Education (African Art)
12. Samuel Attoh, Geography (Geography of Africa)
13. Mojisola Folake Tiamiyu, Psychology (African and African American Women)
14. Evelyn Reid, Education (Multicultural Curriculum Development)
15. Helen Cooks, Education (Inner City Education)
16. Elspeth Kydd, Film Studies (African and African American Cinema)
17. Robert Nowatzki, English (African American Literature)

#### B. Part Time Faculty

All faculty currently scheduled to teach at some time in the program are full time, and most are tenured. Significant involvement by part-time faculty is not planned.

### **8. Facilities and Support Services**

#### A. Existing Facilities and Equipment

The faculty scheduled to teach in the program have adequate office space in their home departments. The Director has been provided a suite of offices as headquarters for the start-up of the new program.

In addition to making use of general college classrooms, Africana Studies will be adjacent to the Department of Communications and will be sharing with them special classrooms equipped with computers networked with fiber optic cable.

#### B. Impact of Equipment and Facilities Use on Existing Programs

There will be a negligible impact on other programs because of this new activity. Most of the resources are being used now, and the resources being turned over to the program are minimal or entirely new.



#### C. Additional Facilities Required

The university is in the process of renovating the Southwest Academic Center. Africana Studies is scheduled to have expanded facilities there by January 1999. These new offices will provide ample space for advising students, holding meetings, and office space for faculty as needed. In addition these offices will be near convenient classrooms as well. This new location has ample parking and will provide easy access for the community to participate in the activities of the program.

#### D. Support Services

The office needs secretarial support, which is currently being provided. In addition, the office of Information Technology has assisted in acquiring the necessary equipment, computers, fax and printer.

#### E. Library

The Africana Studies Program has been designated an acquisitions subject area by the Library. This means that there is an annual allocation for the purchase of books and materials to support research and teaching. The use of interlibrary loan through Ohiolink will support most of the required library needs.

## LETTERS OF ENDORSEMENT



Dwayne E. Clark  
Director, Affirmative Action,  
Security and Community Affairs

September 5, 1997

Abdul Alkalimat, Ph.D.  
Director, African Studies Program  
Ohio Board of Regents  
2100 University Hall  
Toledo, Ohio 43606-3390

**Re: *Africana Studies***

Dear Dr. Alkalimat:

It is with great pleasure and honor that I submit to you my strongest recommendation that The Ohio Board of Regents approve both a major and minor degree program in African Studies at the University of Toledo. Owens-Illinois, Inc. is a strong proponent of minority education as evidenced by its support of The University of Toledo's Excel and PREP TECH Programs, as well as other minority scholarship programs.

In addition, my personal taxes (in part) support the overall education system. My recommendation for approval includes the fact that our country's history has not done a good job of illustrating the success of African-Americans or the entire slave struggle. The truth needs to be told such as many slaves taken out of Africa were hand picked based upon their personal skills and knowledge of hand tools, agriculture and other skilled trades. As absurd as the slave system was, it produced a strong-willed race of people who refused to be "controlled". Our plight continues to this day as African-Americans are still struggling for their piece of the pie.

A degree program in African Studies will provide a better understanding of this history for all students regardless of race. Currently in America we still are ashamed of our past (slavery); we are frightened to discuss racial issues because we do not want to traumatize someone's feelings; or we are too "self centered" to want to understand each other's cultural values. These negative issues need to be put to rest. African Studies would help do this by creating a dialogue among all students regardless of race, to discuss the cultural difference and similarities between Africa and the America's. Further, approval would allow truthful discussions regarding the slave movement on both continents; our past civil rights struggles, the current civil rights struggles; and the intellectual strength of Africans and African-Americans in a manner

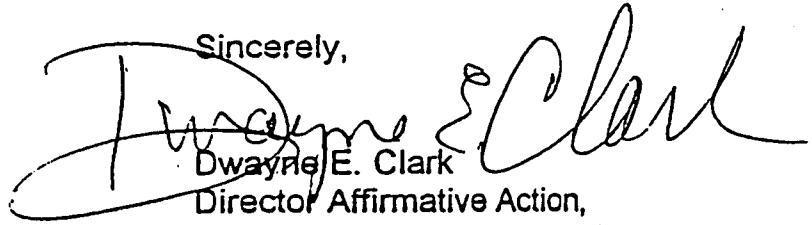
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that does not have to be defensive. Further approval should help end negative publications and perceptions about the people within the continent of Africa. Racism will never end as long as there is a definitive difference in our cultures that no one understands. Let us not waste any more time.

I sincerely hope and pray the Board of Regents approves a major and minor degree program where Americans can proudly begin a process of no longer being identified as a "melting pot" but as a "pot luck stew" in which everyone is a participant and enjoys.

Please forward my letter to the Ohio Board of Regents. If I can be of further assistance, please do not hesitate to call me at 419/247-1360.

Sincerely,

A handwritten signature in black ink, appearing to read "Dwayne E. Clark". The signature is fluid and cursive, with the first name "Dwayne" being more prominent and the last name "Clark" following it. The signature is written over the typed name and title.

Dwayne E. Clark  
Director Affirmative Action,  
Security and Community Affairs

# CITY OF TOLEDO

## BOARD OF COMMUNITY RELATIONS

DIANE MITCHUM  
EXECUTIVE DIRECTOR



REV. JOHNNY MCCLOUD  
CHAIRMAN

CARLETON S. FINKBEINER  
MAYOR

September 2, 1997

Abdul Alkalimat, Ph.D.  
Africana Studies  
2100 University Hall  
Toledo, Ohio 43606-3390

Dear Mr. Alkalimat:

The Board of Community Relations congratulates you for developing the Africana Studies Program at the University of Toledo. Reading that this is one of the first programs in the country established on 21st century technology is innovative and enlightening. While on the internet I was pleased to note your comprehensive and informative web-site. This is a needed asset for our community.

The Board of Community Relations is an independent organization chartered by the City of Toledo. We exist to promote, empower and support citizens and neighborhoods to create social justice, equal opportunity and a harmonious environment. We seek to address strains on racial and cultural relationships. Our 26 board members represent various constituents: business and industry, labor, religion, neighborhoods and education.

The BCR strongly supports the Africana Studies Program at the University of Toledo. Working together with the community, exchanging knowledge and focus on academic excellence is vital to the growth of our community.

We applaud your efforts and we encourage you to maintain the traditions of excellence and community involvement.

In the Spirit of Community,

  
Diane Mitchum  
Executive Director

*Team Toledo*

One Government Center • Suite 2190 • Toledo, Ohio 43604 U.S.A. • Phone 419/245-1565

# JESUP W. SCOTT HIGH SCHOOL

2400 COLLINGWOOD BLVD.

TOLEDO, OHIO 43620

Phone 244-8303

RICHARD C. JOHNSON, Principal

Dorothy Hams

Assistant Principal/Student Affairs

Joanna Herr

Director of Guidance

Willie Cliver - Counselor

M. Alice Anderson - Counselor

Joan Reasonover - Counselor

Kath A. Miller - Coordinator

Willie Tucker - Coordinator

September 10, 1997

Abdul Alkalimat, Ph.D.

Director, Africana Studies Program

University of Toledo

Toledo, Ohio 43606

Dear Dr. Alkalimat:

Our recent numbers indicate that Scott High School has 1,405 students of which 1,362 are African Americans. Of that 1,362, There are 597 freshmen. What would the Ohio Board of Regents see if they saw these numbers? Well, this is what the numbers represent:

- A. African American studies will be in demand for a long time.
- B. African American students are demanding to know more about their heritage.
- C. Stronger ties between the African American Community and the University of Toledo.

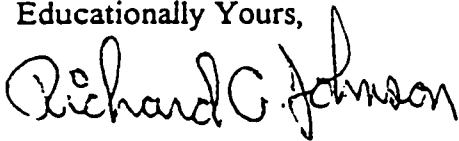
There are many other reasons, I am sure you and the OBOR know what they are.

African American Studies emerged as a field of study to educate students about the history, culture, and even scientific study of African people. Since that time, Africana Studies have matured to the point where Africans and their descendants have become major writers, and yes, even critics of their own heritage. Many universities are alive with faculty and students who are actively involved with research and debate. Thus, it is essential that the University of Toledo join the ranks of these universities and develop a major and minor in this academic field of study. It is especially important since the university appears to lack sufficient opportunity for diversity in its academic programs regarding Africans and African Americans.

There will be an immediate impact between the African American community, as well as Scott High School students who have demonstrated an increased interest in acquiring a more in depth understanding of the history and culture of ethnic groups.

The Scott High School student body strongly supports Dr. Abdul Alkalimat and encourages the development of a major and minor in the academic field of Africana Studies.

Educationally Yours,

A handwritten signature in cursive script that reads "Richard C. Johnson". The signature is written in dark ink and is positioned below the phrase "Educationally Yours,".

Richard C. Johnson, Principal

RCJ:lp

419-381-4172

3000 Arlington Avenue  
Mailing Address: P.O. Box 10008  
Toledo, Ohio 43699-0008



419-381-3438  
Fax: 419-381-4005

August 28, 1997

Dr. Abdul Alkalimat  
Director, Africana Studies Program  
The University of Toledo  
2100 University Hall  
Toledo, Ohio 43606-3390

Dear Dr. Alkalimat:

The road leading to an established Africana Studies Program at the University of Toledo (UT) has been very long and winding. Reminiscing about the student protests and the administration's vacillation caused me to reflect on the state of cultural pluralism throughout our nation, and the President's latent, but necessary call to finally talk about race in America.

Africana Studies is an essential field of study, not only for those who are of direct African ancestry, but for all people. Africana Studies programs nationally, and the program at UT specifically leads the discourse on a myriad of issues concerning persons and topics related to the Diaspora. Your extremely capable and informed faculty initiates the dialogue which prepares Africana Studies students to further the discussion and come to sound conclusions for the betterment of society as a whole.

As a professional in the field of multiculturalism, I am ecstatic to see UT embracing the history and culture of persons of African ancestry. I am also convinced that the investment of time and financial resources will result in the production of a more educated, informed and enlightened local and national community.

I appreciate your commitment and applaud your outreach into the surrounding community. I know that Toledo is excited about the Africana Studies Program. They are waiting to see if our officials are equally excited and supportive; I trust they will be so.

Best wishes for your continued success.

Sincerely,

Monica Smith-Scott  
Director, Multicultural Affairs

Enclosures



# 50 Men & Women of Toledo, Inc.

\* P. O. Box 80056  
\* Toledo, OH 43608-0056  
\* (419) 729-4654  
\* Fax: (419) 729-4004

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Dedicated To Serving Toledo Area Minority Youth

TO: Abdul Alkalimat, Ph.D.  
Director, Africana Studies Program

FROM: James C. Caldwell, President  
50 Men & Women of Toledo, Inc.

RE: Letter of Support  
Africana Studies Program

Date: 8/25/97

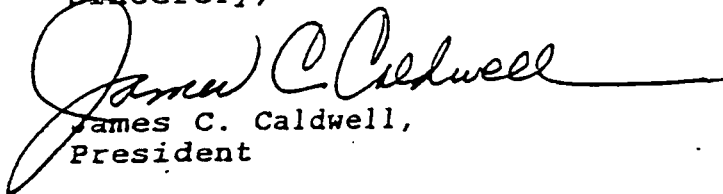
I strongly support the Africana Studies Program at The University of Toledo; knowing Dr. Frank Horton, I am sure he would not establish such a program if he didn't feel it to be vital and germane.

I support the need for the program for two major reasons:

1. The minority community needs to know more about their history.
2. The majority community needs to know more about the struggles of the minority community.

There is no more critical a need in these times for people to really understand each other and therefore, I wholeheartedly join in support of The Africana Studies Program at The University of Toledo.

Sincerely,



James C. Caldwell,  
President

JCC:rdj

# The University of Toledo



Toledo, Ohio 43606-3390

College of Arts and Sciences  
Department of History  
(419) 530-2845  
(419) 530-4539 FAX

October 15, 1997

Abdul Alkalimat  
Director  
Africana Studies Program

Dear Dr. Alkalimat:

In reply to your request I am more than happy to provide you with this letter expressing the support of the department of history for the Africana Studies program at the University of Toledo. I do this both out of my personal conviction that the program will benefit students who elect to major in it and that it in turn will enrich the intellectual and artistic environment of the university, and on the more formal grounds that it not only complies with but actively advances substantive features of the Mission Statement adopted by the Council for the College of Arts and Sciences, and in particular these: "The College encourages informed, critical and creative thought in the arts, humanities, natural and social sciences and promotes values, skills, and knowledge important in the global community. The College also fosters cultural pluralism and respects diverse opinions and world views." Nothing could be more obvious than that the spirit and point of the Africana Studies program encourages and promotes precisely these goals.

The history department has a special interest and involvement in the program. It currently is equipped to offer eight courses for cross-listing with Africana Studies, more than any other department in the College; it is my hope that at no distant date more will become available. These should, it is my faith, include more Caribbean and South and Central American courses as well as ones focusing on North America. These are vitally important areas of concern for any department of history and are scarcely to be considered "manufactured" to serve any external program's discrete or narrow interests. Because my own area of specialization is the Old South I am acutely aware of the enormous significance of the medieval slave trade and the more recent African Diaspora. These have had long-range, global consequences, propelling nothing less than the transformation of the world economy from the traditional to the modern and, in consequence, new directing societies, cultures, and peoples everywhere in ways whose scope we are only beginning to grasp. Given these facts, it will come as no surprise that I envision the fullest cooperation of this department with the program.

I hope this short statement will be helpful to you. Should you require anything more, please let me know.

A handwritten signature in cursive script, reading "William Henry Longton".

William Henry Longton  
Professor and Chair of the Department

The University of Toledo

# HUMANITIES INSTITUTE

College of Arts and Sciences • Toledo, Ohio 43606-3390  
210-211 Honors Academic Center (419) 530-6042/6043 Fax: (419) 530-6032

November 5, 1997

Dr. Abdul Alkalimat  
Afrikana Studies Program  
The University of Toledo

Dear Abdul:

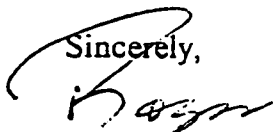
Since you joined our faculty, it has been my pleasure to observe the development of the Afrikana Studies Program. Under your resourceful leadership the program has come sharply into focus in a planning process laden with the right information and advice and driven by high aspirations. At the same time nothing has been simply brought here from elsewhere; the program is not merely derivative. You and your colleagues have created something that is cut to the pattern of our unique needs and opportunities, while the program design is also of compelling interest in the statewide and national perspectives. Your resolve to make technology a central tool of the program is just one of the things that give our Afrikana Studies Program its own personality. Another is your splendid leadership. In a short time you have won the confidence of administrators, faculty, and students, and by your sheer presence have conferred on the planning much importance. Your professional horizons are broad and rich. We are fortunate indeed to have your knowledge, experience, wit, and warmth as we try to launch this extraordinary program.

As director of the Institute, I am especially delighted that you see your academic work as inseparable from public service. It has also been wonderful to know that you thrive on collaborations. Both of these have been crucial to the history of The Humanities Institute. An assumption always underlying its work has been that scholarship and teaching without a public dimension are cut flowers, since the humanities disciplines all arose out of concerns that first became important in everyday life. The Institute does not see with double vision. Academic programming always has a window open on the public, and vice versa. I know how keenly you share this notion of programming, partly because we have already undertaken collaborations that embody the academic-public vision. You hit the ground running here at UT with a formative interest in collaborations. Joint work has been a strength of Institute activities over the years, and it is lovely to know from experience that you too like to create a shared vision, combine resources, and

embark on collaborative programming. Good collaborators are too few in number. You are certainly distinguished among them, and I look forward to years of joint effort with you. As you know, the Institute has often done programs of great interest to the African American community. We will continue to do so, but now we have the great advantage of working in tandem with you and the Afrikana Studies Program.

I pledge to you my full support for your work and the program. It has already become a force on the campus and in the community, and will build upon its good beginnings an edifice of academic-public accomplishments.

Sincerely,

A handwritten signature in cursive script, appearing to read "Roger Ray".

Roger Ray  
Professor of History  
Director