Africana Studies in New York State

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Draft released March 28, 2006
Available at eblackstudies.org
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Note on the cover image

The cover image is Funtumfunafu, an Adinkra symbol from Ghana. It has been variously defined as “a need for unity particularly where there is one destiny” and “democracy and oneness despite cultural differences.” The image itself is borrowed with appreciation from Cornell University Library, http://www.library.cornell.edu/africana/
Introduction

This is a descriptive study of Africana Studies programs in the state of New York. Our findings are based on institutional information posted on campus Web sites during the academic years 2004/2005 and 2005/2006. It is the first report of a national study that will include every degree-granting program in Africana Studies in the entire United States. Future work will focus on various regions of the world.

This study will refer interchangeably to Black Studies and Africana Studies as the academic field that examines any or all people of African descent. Black Studies was the name used when the field originated, and, as the data here indicates, Africana Studies has become the consensus.

This is a draft report to be revised and finalized by September 2006. We need your help in correcting our data and guiding our analysis with your knowledge and understanding.

Need for this study

There is a great need for reliable data on Africana Studies as an academic profession within institutions of higher education as formal degree-granting units. This does not include all of the institutions that offer courses dealing with Africana Studies, because this report is limited to a study of degree-granting academic programs. The impetus for this study arises from several specific important needs:

1) There are over 500 degree-granting programs in the United States. Some have been in existence for more than 35 years. This national and professional community can be self-governing only to the extent that it can be conscious of its actual existence, and in turn is able to set goals and standards in order to improve academic achievement and foster greater societal impact.

2) Today there are seven PhD and over 30 MA programs in Africana Studies. The kind of data presented in this report is essential for structuring a job market that can utilize the skills of the more than 600 graduate students currently in Africana Studies programs.

3) The faculty and administrators of Africana Studies are in need of reliable data in order to compare this field with others and be in a position to compete within the campus in general and a college in particular. This requires the ability to compare achievement and efficiency with other fields in the era of attracting budgets and changing priorities. In addition, faculty and administrators in Africana Studies need to become aware of their fellow institutions so that resources can be shared profitably, especially in the areas of targeting faculty, skills, and curriculum materials.
4) There is need to report data on the diverse and dynamic growth and development of Africana Studies as an academic discipline to encourage new investment and support from everyone. This not only includes the campus structures of legitimacy and funding, but sources in society and the community at large as well.

5) The community deserves transparency, giving everyone structured accountability. The community has supported, and often led, struggles to create our programs so it seems reasonable to report on our situation as freely and openly as possible to our primary support base, the community.

This report is part of a general research program on the state of Black Studies as an academic discipline throughout the entire United States. This first interim report covers the state of New York. Our second report (on California) will soon follow.

The top ten states with the most institutions granting degrees in Black Studies by region are in table 1 below.

<table>
<thead>
<tr>
<th>East</th>
<th>Midwest</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>Ohio</td>
<td>Florida</td>
<td>California</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Illinois</td>
<td>Virginia</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Michigan</td>
<td>Alabama</td>
<td></td>
</tr>
</tbody>
</table>

Table 1. States with largest number of institutions granting degrees in Africana Studies

The new age of information technology has greatly facilitated this study as the collection of self-reported data via the World Wide Web can be done quickly and at little cost. Furthermore, the study was carried out by first-generation undergraduate students enrolled in the University of Toledo’s Africana Studies Program. We have a student work process that we call “becoming a spider.” A spider is a student or community activist working as a cyber organizer using the tools of information technology for research and community organizing. In this case they have been employed via the Federal Work Study Program by which they can get paid for up to 20 hours a week of doing research and community service. This is a contemporary example of a program comparable to the WPA employment of intellectuals and artists and provides a vital resource for service learning in Africana Studies.

This research report is not an example of carrying out a research project based upon external funding for research, but reflects the reorganizing of curriculum development to incorporate research as an active part of normal student and faculty activities.
Method

Our general approach to this study is based on the D-6 method of research designed as part of the transition from Black Studies to eBlack Studies. This name change indicates that information technology is central to the new paradigm for the field. As the chart indicates, the D-6 method stands for Definition of the Research Problem, Data Collection, Digitization, Discovery, Design, and Dissemination.

<table>
<thead>
<tr>
<th>D1. Definition</th>
<th>Defining the problem, summing up the relevant literature, and formulating the research question and/or hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2. Data collection</td>
<td>Operationalizing the variables, drawing a population sample, and collecting data regarding the variables</td>
</tr>
<tr>
<td>D3. Digitization</td>
<td>Inputting, scanning, otherwise putting the data on computer, organized in a useful way</td>
</tr>
<tr>
<td>D4. Discovery</td>
<td>Analyzing the data to test the hypothesis or answer the research question</td>
</tr>
<tr>
<td>D5. Design</td>
<td>Presenting the data and analysis in text, tables, and figures in order to convey the findings to various audiences</td>
</tr>
<tr>
<td>D6. Dissemination</td>
<td>Sharing the findings with the various audiences as widely and effectively as possible</td>
</tr>
</tbody>
</table>

Table 2. The D-6 method

D1: Definition

Our basic question is “What is Black Studies?” Our definition of the problem is simply the need to describe the basic features of academic degree programs that focus on the Black experience. The problem is that no one has constructed a solid empirical database on Black Studies. Our discourse has been ideological. This has been a focus in the field for some time, although there has never been an empirical data set that has been constructed for general use by scholars in the field. Our solution is not only to gather and report some basic data, but also to make it available to the research community for repeated use. In addition, we hope that this data set will be enhanced and expanded by subsequent research so that we can have adequate trend data for a more rigorous study of the history of the field.

D2: Data collection

Our New York data collection began with the list of postsecondary educational institutions provided online by the Board of Regents. A survey of the Web sites of these
institutions was done to find which ones offered degrees focusing on the Black experience—Africa, African Americans, and the entire African Diaspora. Once these were identified we had to conduct several additional searches to complete our data collection:

1. We downloaded and printed the Web site of the academic program.

2. We downloaded and printed every course listed as part of the curriculum of the program.

3. We identified every faculty member and did an Internet search for background information.

4. We used the Census Bureau Web site to find socioeconomic and demographic information about the communities in which the academic institutions were located (www.census.gov).

5. We obtained data from the Chronicle of Higher Education Web site relevant to New York institutions of higher education.

6. We used email to request help in building the data set.

**D3: Digitization**

Our data sources were online so some of our work was a cut-and-paste operation, taking from one Web site and placing it into one of our worksheets. The data was coded and represented numerically allowing for statistical analysis. The data set is organized into three spreadsheets—Institutions, curriculum, and faculty.

**D4: Discovery**

This is a descriptive study that sets forth basic empirical parameters of Black Studies as an academic discipline. There are definite findings to be reported, but perhaps more important is that this report will serve as the base for future studies that can add additional variables to the data set, and measure the trends in variables concerning which we now have data over time. Toward that end everyone who reads this study is invited to contribute their criticisms and especially new data. This first report is merely a work in progress until it meets our collective standards for accuracy, clarity, and policy relevance.

**D5: Design**

This report on New York is part of a larger study, but will be prepared in two main formats. A monograph will present all of the analysis including the empirical tables. This monograph will be posted on the Web site www.eblackstudies.org and distributed via email to appropriate lists like H-Afro-Am. The second format will be a journal article that concentrates the findings and integrates them into the general literature.
**D6: Dissemination**

We will distribute the first draft to all faculty at institutions in New York State for corrections and additions as well as post it to the H-Afro-Am list. A final revised edition will be widely sent out via the Internet. The journal article will be submitted to a refereed journal in Black Studies.

We will also propose discussion of this report in all graduate studies-level programs in New York and throughout the country.

**Research note**

It is important to contextualize this report. In the recent literature on Africana Studies several distinct research foci can be described.

1. Theoretical/ideological models (e.g. Asante, Karenga, Alkalimat)
2. Anecdotal historical narratives (e.g. Perry, James, Rooks)
3. Archive-based case studies (e.g. Small)
4. Anthologies (e.g. Norment, Azevedo, Aldridge & Young)
5. eBlack Studies Research (e.g. Rojas, Weissinger, Alkalimat)

All of these distinct approaches are making contributions in various ways. However, until now, none have laid a solid empirical foundation for research on the discipline. Our intention is to begin building this as the research data base we need.

Finally, it is important to clarify what is not in this report: (A) Social context–Community, (B) Institutional Context–Campus, (C) Course Enrollments, (D) Course Content, (E) Student Involvement, (F) Faculty Evaluations, (G) Black Cultural Centers, (H) Campus Connection to Africa and the African Diaspora, and (I) Campus Political Culture.

**The historical background to Black Studies in New York State**

The historical origin of Black Studies in New York goes all the way back to 1796 when the African Free School was opened. Another major contribution was made by the Abolitionist Movement, especially by intellectual giants such as Frederick Douglas, Henry Hyland Garnett, John Brown, and Harriet Tubman. Two twentieth-century high points have been the Harlem Renaissance (1920s) and BeBop (1940s). Black Studies emerged in the 1960s revolution in Black ideology and culture. It was created by student activists acting in concert with community movements as a battlefront for Black power in New York higher education.
Hip Hop emerged in the 1980s and became a global force manifested in multiple forms—Black youth and rap, Latinos and breakin’, and White boys taggin’—though everybody really was doing everything. Hip Hop shot past analog into digital like everything else. Now in the twenty-first century new social forces are breakin’ out as cyber organizers.

<table>
<thead>
<tr>
<th>Decade</th>
<th>Name of generation</th>
<th>Migrations</th>
<th>Main social forces</th>
<th>Innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920s</td>
<td>Founders</td>
<td>WW II migration</td>
<td>Black rural immigrants and middle class</td>
<td>New Negro nationalism of Harlem Renaissance</td>
</tr>
<tr>
<td>1940s</td>
<td>Fighters</td>
<td>WW II migration</td>
<td>Black workers</td>
<td>Class struggle, Civil Rights, BeBop</td>
</tr>
<tr>
<td>1960s</td>
<td>Ideologues</td>
<td>Urban born</td>
<td>Black youth</td>
<td>Black art, Black power, Black studies</td>
</tr>
<tr>
<td>1980s</td>
<td>Rappers, agitators</td>
<td>Caribbean</td>
<td>Urban youth</td>
<td>Hiphop</td>
</tr>
<tr>
<td>2000s</td>
<td>Cyberorganizers</td>
<td>Diaspora</td>
<td>Everybody</td>
<td>eBlack</td>
</tr>
</tbody>
</table>

Table 3. Innovations in New York Black political culture, 1920s–2000s

A student of Black intellectual history, Harry Green, provides data on African American PhDs up until 1946 (when his study was published). New York has been the context for a great deal of the development of a Black professional elite.

Harlem developed into a Mecca of Black political culture, a public sphere for cultural creativity and political education. A base of operations for intellectual activity in Harlem was the Schomburg library and research center, named after the Afro-Puerto Rican bibliophile, Arturo Schomburg. This became and remains the world’s greatest collection on the African and African American experience under the leadership of its current director, Howard Dodson.

During the 1940s, 50s, and 60s, key individuals in social movements emerged that helped to continue the development toward the Black Studies Revolution. Early academics included Kenneth Clark in Psychology (CCNY), John P. Davis in Political Science (CCNY), Hylan Lewis (1911–2000) in Sociology (Brooklyn College), and J. Saunders Redding (1906–1988) in Literature (Cornell University). Early forays into electoral politics included campaigns by Adam Clayton Powell.

One of the unique aspects of Black political culture, especially in New York, is the parallel development and interpenetration of the Black Nationalist Movement and the Communist Movement. The Black Nationalist Movement, rooted in the Garvey UNIA Movement, included key people like Carlos Cooks and the African Pioneer Movement, and a community faculty of street corner speakers representing the Harlem University of Common Sense. The nationalist intellectuals that remained as key figures in the Black Studies Movement included John Henry Clark and Yosef ben-Jochannon. Early spokespersons in the Communist Movement include Benjamin Davis, James Ford, Abner Berry, and Harry Haywood. Herbert Aptheker was a major writer on the African American experience for the Communist Party. The Left also was very active in the Black Arts & Culture projects sponsored by the Federal WPA.

Commercial institutions like book stores were used for building personal book collections. Three of the main book stores were run by Louis Micheaux (National Memorial Bookstore), Richard Moore (Frederic Douglas Bookstore), and Una Mulzak (Liberation Bookstore).

Malcolm X became a prism through which both the nationalist and communist traditions found expression. The speeches of Malcolm X define the ideological moment at the birth of Black Studies. The spontaneous urban rebellions and the Black Community Control Movement define the social forces willing to act on the logic of Malcolm X. Rebellions emerged in the mid-1960s: 1964 Harlem, 1965 Watts, and 1967 Detroit and Newark. The Black Power slogan emerged as Malcolm’s legacy. Key figures in New York community struggles included Milton Galamison, Jesse Gray, Bill Epton, Preston Wilcox, Sonny Carson, Al Vann and others. The Black Power militancy expressed itself in the sphere of education through grass roots militant action. In 1964 three militant school boycotts were organized: February, March, and September. Subsequent high points in the struggle for power in the community control of schools movement included the actions at IS201 in Harlem in 1966, and at Ocean-Hill, Brownsville in Brooklyn in 1968.

The rebellions and militant community action led to a new Black awakening, a new application of revolutionary ideas and Black culture. This radicalism had its origin outside of mainstream institutions as the traditions of the Black community became intertwined with radical socialist movements. In terms of culture, while the traditional venue of the Apollo Theatre continued to be utilized, new institutions were formed like the Black Arts Theatre in Harlem by Amiri Baraka and the East Cultural Center in Brooklyn under the leader of Jitu Weusi. Key individuals included Barbara Ann Tier, Larry Neal, Jayne Cortez, Audrey Lorde, Sonia Sanchez, and Harold Cruse. Union theological became a cauldron of Black liberation Theology with people like C.Eric
Lincoln, James Cone, Gayraud Wilmore, Cornel West, and Dwight Hopkins. New institutions emerged including the Negro Ensemble Company, the Dance Theatre of Harlem, and the Studio Museum of Harlem, and the National Black Theatre. Preexisting institutions played a role as well.

On the political side, the emergence of Black Power that impacted New York included the Black Panther party, The Young Lords, the Newark Black Power Conference in 1967, and the Third World Women’s Alliance under the leadership of Fran Beal and their newspaper Triple Jeopardy. This culminated in the African Liberation Support Committee, the greatest concentration of Black Radicals since the 1930s, drawing members from nationalist movements as well as the Left, including Elombe Brath, Same Anderson, and Bill Sales.

Political culture is reflected in the media. The left media was a great support to early developments, particularly newspapers (especially The Guardian, The Daily World, and The Militant) as well as magazines (The Nation and The Monthly Review). The two key Black publications were Freedom Ways, with its connections to the Left, and The Liberator, with its connections to the Nationalist Movement. Two key media activists have been Gil Noble (“Like it is” ABC TV) and Bob Law (WLIB radio). Three cartoonists were integral to the growth of visual political expression: Gerald 2X in Mohammed Speaks, Emory Douglas in the Black Panther Party Newspaper, and Ollie Harrington in The Daily World.

Students and youth publications included the Columbia University Journal of Black Students, Mojo: Newspaper of the Black Student Congress, Black Dialogue, and Onyx. Today this media presence is represented by Souls (edited by Manning Mirabel at Columbia University), Black Renaissance (edited at New York University by Manthia Diawara), and Afro Americans in New York Life & History (edited by Monroe Fordham at Buffalo State University).

The key turning points for the explosion in the 1960s were the assassinations of the two key leaders, Malcolm X and Martin Luther King. The assassination of Malcolm led to the concentration of his ideological legacy in the slogan “Black Power.” Every autobiography written by people active in the 1960s makes some reference to Malcolm, and it is this very reference that locates them on a mapping of Black political culture by identifying them in relationship to the origins of Black Studies. The murder of King in 1968 gave rise to a new development. Because now there were two wounds, a polarity in the treatment of marginalized Black youth came into being. On the one hand the increase in the rate of incarceration and the drug war has destabilized and removed a portion of Black youth from any potential political involvement. On the other hand, society as a whole has embraced another portion of Black youth and brought them into the internal life of institutions, particularly those of higher education.

There was a massive enrollment in institutions of higher education by Blacks in the U.S. after the assassination of Martin Luther King. We began the 1960s with less than 200,000 African Americans in postsecondary education and by the 1970s there were over one million, more than a five-fold increase. The key years were 1968 and 1969,
chronicled for example in articles in the *New York Times*. Struggles were reported in 1968 (New York University, Cornell University, Fordham, Columbia, and CUNY), and in 1969 (Hunter, Stony Brook, CCNY, Vassar, Pratt, and Wells). Each of these campuses has a specific history, with key individuals who were active on those campuses. Altogether, they are part of the same diverse movement that was exploding in this late 1960s period.

There are many key individuals in the history of New York Africana Studies (e.g., James Turner, Barbara Wheeler, Leonard Jeffries, Charshee McIntyre, and others) including people from throughout the African Diaspora (e.g., Alem Habtu, Kamau Braithwaite, Ngugi wa Thiongo, and Chinua Achebe). White scholars have contributed as well (e.g., Herbert Aptheker, Eric Foner, Martin Bernal, and Ron Eglish).

The two main campus struggles were at Columbia and Cornell. Columbia involved both SDS and militant Black students, each of whom seized control of a different part of the Columbia University campus. The Black students took over Hamilton Hall and were protesting the involvement of Columbia in a land takeover in Harlem in order to build a gym which Harlem youth would not be able to use. Cornell University emerged also as a scene of violent confrontation. Now it has the leading department in the state. The fight for Black studies at Cornell is well documented, and the spirit of that movement is kept alive in the research program and the library of the department.


**Academic discipline**

1. *How many institutions grant degrees?*

There are 58 institutions of higher education in the State of New York that grant degrees in Africana Studies. Thirty are private and 28 are public.

- Adelphi University
- Albany SUNY
- Bard College
- Barnard College
- Baruch College CUNY
- Binghamton SUNY
- Borough of Manhattan Community College CUNY
- Brockport SUNY
- Brooklyn College CUNY
- Buffalo State College SUNY
- Buffalo SUNY
- City College CUNY
- Colgate University
- College of Saint Rose
- College of Staten Island CUNY
- Columbia University
- Cornell University
- Cortland SUNY
- Daemen College
- Empire State College SUNY
- Fordham University
- Fredonia SUNY
- Graduate Center CUNY
- Hamilton College
- Hartwick College
- Hobart and William Smith College
- Hofstra University
- Hostos Community College CUNY
- Hunter College CUNY
- Ithaca College
- John Jay College CUNY
- Lehman College CUNY
- Manhattanville College
- Medgar Evers College CUNY
- Nazareth College
- New Paltz SUNY
- New York City College of Technology CUNY
- New York University
- Niagara University
- Oneonta SUNY
- Oswego SUNY
- Pace University
- Plattsburgh SUNY
- Potsdam SUNY
- Purchase SUNY
- Queens College CUNY
- Sarah Lawrence College
- Siena College
- St. John Fisher College
- St. John's University
- St. Lawrence University
- Stony Brook SUNY
- Syracuse University
- Union College
- University of Rochester
- Vassar College
- Wells College
- York College CUNY

**Table 4. New York institutions of higher education which grant academic degrees in Africana Studies**
2. What kinds of institutions grant degrees?

<table>
<thead>
<tr>
<th></th>
<th>In New York City</th>
<th>Elsewhere in state</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public institutions (CUNY, SUNY)</td>
<td>14</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>Private institutions</td>
<td>7</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>37</td>
<td>58</td>
</tr>
</tbody>
</table>

Table 5. Degree-granting academic units by institution and location

Programs in Africana Studies are offered by both public and private institutions. The greatest geographical concentration is in New York City, in public institutions.

We need a broader analysis of how widespread Africana Studies degree programs are relative to other degree programs throughout the state. Also, the programs in New York City, because of their close proximity to one another, provide an opportunity for intensive comparative case studies, as well as joint programming. There are many institutional and community variables that need to be investigated in order to better understand what social environment is associated with degree programs in Africana Studies. On the one hand there are objective factors: the demographic profile of all aspects of the institution (students, faculty, administration, and Board, as well as the local community), financial and general economic factors, political and other social factors, and historical patterns of institutional innovation. There are also subjective factors embodied in official policy and the consciousness of the key actors in each situation.
### 3. What are the names of the academic units?

<table>
<thead>
<tr>
<th>Diaspora-oriented</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana</td>
<td>23</td>
</tr>
<tr>
<td>African American</td>
<td>12</td>
</tr>
<tr>
<td>Black</td>
<td>5</td>
</tr>
<tr>
<td>African and African American</td>
<td>7</td>
</tr>
<tr>
<td>African</td>
<td>1</td>
</tr>
<tr>
<td>All Diaspora oriented</td>
<td>48</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Ethnic</td>
<td>5</td>
</tr>
<tr>
<td>American</td>
<td>2</td>
</tr>
<tr>
<td>Multicultural</td>
<td>2</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>1</td>
</tr>
<tr>
<td>All non-Diaspora oriented</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58</strong></td>
</tr>
</tbody>
</table>

#### Table 6. Names of academic units

The dominant tendency is the Diaspora model compared to the model that would locate the Black Experience as part of, and limited to, the American Experience. Within the Diaspora model the most popular name is Africana (used by over 40% of the programs). This appears to represent a growing consensus for the ideological/theoretical orientation of the academic discipline in New York.

In this age of globalization Africana Studies is uniquely conceived as a form of Diaspora Studies. Today this is mostly constructed as an additive process, forming a general pattern by aggregating specific building blocks like courses. The challenge is to construct a curriculum, student body, and faculty that reflect the Diaspora and connect the institutions throughout the African Diaspora in interinstitutional cooperation. The door is open to using Distance Learning Technology to unite educational activities throughout the Africana Diaspora—a common curriculum could be offered simultaneously in Africa, the Caribbean, and the Americas. This general orientation of Africana Studies can usefully be compared to the orientation of community institutions like local churches, media, and aspects of local political culture, both historically and currently.
4. What kinds of administrative structures exist?

Table 7. Administrative structure of academic units

<table>
<thead>
<tr>
<th>Administrative Structure</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>17</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Program</td>
<td>24</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Center or institute</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>30</td>
<td>58</td>
</tr>
</tbody>
</table>

The main two forms are the department and the program. The department structure suggests a formal, permanent, budgetary existence at the highest level or organization of an academic discipline. The program suggests a more peripheral program/unit more likely to be funded with soft money and existing more through policy decision than under statutory requirement.

Research needs to be done to model each of these administrative structures in relationship to their host institution so that we can have a better understanding of where departments need to be built and maintained, and where programs and/or centers and institutes might well be developed and maintained. This kind of modeling will enable us to know to what extent we are maximizing the administrative opportunities on each individual campus without ignoring the ways in which campuses are different. More intensive investigation is needed of the objective differences and similarities of these three types of structures. One aspect focuses on the legal–administrative structure, while another focuses on the functioning processes and programmatic outcomes. Another issue is status, perceived inside the institution by students, faculty, and administration, as well as in the community and throughout the Africana Studies professional network.

5. Does structural security/sustainability exist?

The key finding is that departments tend to be in public institutions and programs tend to be in private institutions. Africana Studies is on a more secure footing in public
institutions in part because they are sensitive to political pressure from the community. However, as programs, centers, and institutes are also likely to be more highly funded they tend to be most prevalent in private institutions.

The social movement phase created Black Studies. This origin has impacted the academic organization of Black Studies by making greater gains in the public arena. After a modeling that will enable us to understand which campuses might well have departments, it will be possible to begin the process of expanding and developing the discipline in this manner. As part of the comparative history of the field it is important to bring to light not only the pattern of the creation and dissolution of degree programs, but also to determine if there is a sequencing of the three forms in terms of growth and development, or decline. The simplistic pattern in the popular media of annually announcing a decline in the field without reliable data needs to be repudiated by continuing the research proposed in this report.

6. What undergraduate degree programs are available?

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's degree</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Bachelor's degree (major)</td>
<td>28</td>
<td>48%</td>
</tr>
<tr>
<td>Bachelor's degree (minor)</td>
<td>18</td>
<td>31%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 9. Highest degree offered

The dominant tendency is to grant a full undergraduate major in Africana Studies. However, there are also opportunities to earn a minor in the subject as well as an associate of arts degree concentration at the community college level.

This typology of degree programs needs to be understood in relationship to the number of people coming through the degree-granting pipeline. The following table presents data from 2002-2003 on the number of Blacks earning degrees in Ethnic Studies in Africana Studies. It is interesting to note that six of the nine schools are in New York City.
Table 10. Blacks earning ethnic studies undergraduate degrees, 2002-2003

7. Is graduate study available?

<table>
<thead>
<tr>
<th>Institution</th>
<th>Type</th>
<th>Degree</th>
<th>Thesis</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany SUNY</td>
<td>Public</td>
<td>MA in Africana Studies</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduate Center CUNY</td>
<td>Public</td>
<td>PhD concentration in Africana Studies</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Columbia University</td>
<td>Private</td>
<td>MA in African American Studies</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cornell University</td>
<td>Private</td>
<td>MA in Africana Studies</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>New York University</td>
<td>Private</td>
<td>MA in Africana Studies</td>
<td>Optional</td>
<td>No</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>Private</td>
<td>MA in Pan African Studies</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 11. Graduate programs

It is possible to get a MA degree in Africana Studies and these programs are located in the main PhD-granting institutions in the state. Two institutions are public, and four are private. There is some variation in the requirements for each degree.

The existence of graduate programs provides an opportunity for careful examination of the nature of the discipline, as the training of professionals has some bearing on their subsequent career trajectories. So one of the great opportunities that exists in the state of New York is for the directors of graduate study in each instance to
engage in a common discourse both about the nature of the field as well as the potential job market for graduates. Such a discourse would include activities to foster legitimacy and networking possibilities on a statewide if not national basis. One major follow-up study could create a data base of all topics of MA theses, including title, and abstract if not a full text. Another aspect is to follow the careers of the graduates, as their experience is one way to measure the value of the degree.

8. What is the mission of Africana Studies?

A close reading of the available mission statements of the academic units confirms that the general mission of Africana Studies continues to be the dual values of academic excellence and social responsibility.

The mission of Africana Studies is a topic that requires constant dialogue and evaluation involving all of the major constituencies that include the campus and the community. It would be very interesting to not only have a discussion between the main campuses but with broader community involvement as well toward the possibility of having one mission statement adopted by the vast majority of schools in the state.

9. What is the current level of curriculum standardization?

<table>
<thead>
<tr>
<th>Courses</th>
<th>Schools</th>
<th>As percent of all schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>127</td>
<td>46</td>
</tr>
<tr>
<td>Activism or social change</td>
<td>133</td>
<td>40</td>
</tr>
<tr>
<td>Introductory courses</td>
<td>77</td>
<td>35</td>
</tr>
<tr>
<td>Research</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>Theory</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Senior seminar</td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 12. Key areas within the curriculum

Yes, there are three content areas that are present in the curriculum of the majority of the degree-granting programs. This study does not consider the content or quality of these courses, but is simply conducting an analysis of the names of the courses. Obviously this is but the first step toward understanding how these content areas are alive in the educational process of the programs. Indeed, one need also focus on the alliance between the Africana Studies Program and the Women and Gender Studies Program in each instance, as well as the linkage between the campus and the community, including not only courses in research but also projects involving work study and service learning. The activist/change content combines a focus on the general processes of change as well as the agency of the Black Liberation Movement. The subtext is that the major narrative of the Black experience is the march toward freedom.
The foundation of standardization is the introduction course to the discipline. If there is one aspect of Africana Studies that requires attention by all degree-granting programs, it is the introductory course. The coherence of the discipline requires a constant discussion to increase and maintain a consensus about what should be included in the introductory course.

Yes, there are three, explicitly academic areas, that only a minority of degree-granting programs include in their curriculums. While clearly this may be a matter of how courses are named and not one of actual course content, it does seem that a student examining the curriculum would think that these options do not seem to exist. Research methods are not only formal training for research but also provide students with a solid foundation for a life-long journey of gathering and analyzing data for all occupations as well as one’s personal and community life. It guarantees an empirical basis for the discipline. Without it a democratic consensus cannot be built; moreover, in its absence ideology based on the assumptions of a few may come to serve as the discipline’s foundation.

More rigorous work is needed both on Black intellectual history on the one hand, and on the development of clear theoretical thinking on the other. In other words we have to conceptualize a curriculum for teaching both the history of ideas as well as how to study and develop new abstract ideas in the context of the discipline. Also, it is important to have a clear, capstone course for advanced students in the field. All too often students take classes that are composed primarily of people who are interested in Africana Studies but who take those classes simply as electives. The senior seminar, or the capstone course, is at least one opportunity for students to sit with their fellow majors and minors and have more intense and focused discussions on a higher level.

On the other hand it is interesting that two schools require a senior thesis. This is important because all of these courses provide a link between an undergraduate degree and going to graduate school. The main point is that these three areas of concentration are necessary for academic excellence in our discipline.
10. What languages are studied?

<table>
<thead>
<tr>
<th>Language</th>
<th>Courses</th>
<th>Schools</th>
<th>As percent of all schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>29</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td>Arabic</td>
<td>11</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Yoruba</td>
<td>9</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Traditional languages</td>
<td>49</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>French</td>
<td>15</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>Spanish</td>
<td>9</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Colonial/diasporan languages</td>
<td>30</td>
<td>15</td>
<td>26%</td>
</tr>
<tr>
<td>Other linguistics or literature courses</td>
<td>9</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>23</td>
<td>40%</td>
</tr>
</tbody>
</table>

Note: Subtotals may not add because some schools teach multiple languages and some courses cover more than one language.

Table 13. Courses teaching languages, linguistics, or literatures

There are two types of language study in the New York State Africana Studies curriculum. There are traditional African languages and languages of the African Diaspora. KiSwahili (East Africa) is taught most often as a traditional language, along with Arabic (North Africa) and Yoruba (West Africa). French and Spanish are the languages of the African Diaspora, specifically countries like Haiti, Dominican Republic, and Puerto Rico.

The non-English-speaking countries and regions mentioned in these courses include Puerto Rico, Senegal, the Caribbean, West Africa, Afro-Antillean, Asia, Latin America, and the Maghreb. One of the interesting questions in the academic study of language is the distinction between choosing a language to engage in discourse at the national level in these countries and in the global arena, and choosing a language to do specific research in specific countries. In this case, these languages, Arabic, Kiswahili, and Yoruba are widely spoken languages that enable one to engage in discourse over a wide range of Africa: North, East, and West, respectively. More research is needed to determine how much these are languages are taught for identity (cultural experience to
ground one in an African context) or utility (using language for experimental purposes, research, or residence in that language community).

Based on digital forms of communications technology our students can be connected in real time to all of the language environments of the African Diaspora. It is important to experiment with multilingual virtual environments that can unite participants all over the world.

**11. Are there courses on Latinos?**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Schools</th>
<th>As percent of all schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rico</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>Brazil</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Country Names</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Latino</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Latin America</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>The Americas</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Regional Names</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>78</td>
<td>21</td>
</tr>
</tbody>
</table>

Note: Subtotals may not add because some schools teach in more than one category

Table 14. Courses with names indicating Latino content

Yes, there are 32 courses with titles that indicate a focus on Latino culture as a whole and 40 courses whose titles reference specific countries. These make up the vast majority of the 78 courses taught overall. These courses are offered at 21 schools, 36% of the total. It is worth noting that 82% of these courses are offered by public institutions.

The most common country of study is Puerto Rico; more general orientations to the discipline utilize terms that unite people from the Western hemisphere. The Latino focus has been achieved in public institutions more often than in private institutions.
Four programs have names that link them to the Latino Experience.

This is a critical issue as there are two dominant languages in North, Central, and South America, English and Spanish. The African Diaspora encompasses all of these regions. The teaching of Spanish from a Black perspective would be an interesting multicultural experiment.

Using the tools of distance learning technology it would be possible to work closely with colleagues at institutions in these countries and coordinate some curriculum efforts.

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black and Hispanic Studies</td>
<td>Baruch College CUNY</td>
</tr>
<tr>
<td>Africana and Latin American Studies</td>
<td>Colgate University</td>
</tr>
<tr>
<td>Department of Black and Puerto Rican Studies</td>
<td>Hunter College CUNY</td>
</tr>
<tr>
<td>Department of Africana and Latino Studies</td>
<td>Oneonta SUNY</td>
</tr>
</tbody>
</table>

Table 15. Latino-related names of academic units

The largest urban communities of color in the U.S. are African Americans and Latinos, and on the East Coast the Afro-Latino connection is strong, based on the Caribbean being part of the African Diaspora. Throughout the Americas, however, the language of the African Diaspora is more likely to be Spanish or Portuguese than English.

12. Are any individuals studied?

<table>
<thead>
<tr>
<th>Individual</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malcolm X</td>
<td>5</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td>4</td>
</tr>
<tr>
<td>Toni Morrison</td>
<td>4</td>
</tr>
<tr>
<td>Alice Walker</td>
<td>3</td>
</tr>
<tr>
<td>Ralph Ellison</td>
<td>2</td>
</tr>
<tr>
<td>Other individuals, one course each</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
</tr>
</tbody>
</table>

Note: Total does not sum because courses mention more than one individual.

Table 16. Courses on individuals
There are 25 courses in which an individual’s name is mentioned in the title. Of the individuals whose names are mentioned more than once, it is very interesting to see on the one hand the great gains made in the study of key figures from the struggles of the 1960s (Malcolm & King) and on the other the focus on key literary figures (Toni Morrison, Alice Walker, and Ralph Ellison) that has emerged more recently.

Part of the challenge of using an individual as a point of focus for undergraduate study is that the biographical and critical work summing up their life and their achievements, especially the documentation associated with their work, is quite daunting. A great deal of work remains to be done, even with regard to the study of the towering figures of Malcolm and King.

13. What ranks are held by the faculty?

<table>
<thead>
<tr>
<th>Rank</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>110</td>
<td>31%</td>
</tr>
<tr>
<td>Associate professor</td>
<td>117</td>
<td>33%</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>83</td>
<td>23%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>14</td>
<td>4%</td>
</tr>
<tr>
<td>Adjunct of any rank</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td>Visiting of any rank</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>357</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Rank was not available for an additional 64 individuals of the 421 identified as Africana Studies faculty in New York.

Table 17. Faculty rank

Two-thirds of the faculty appears to be tenured and 87% appear to be on tenure-track lines. A more detailed analysis needs to be done particularly regarding the future retirement rates of the full professor and associate professor ranks. This is a key factor in determining what new job opportunities will be available as well as determining the extent to which programs will tend to expand or contract, both in absolute numbers as well as in rank. We need to be able to distinguish between a net decline in positions overall and a decline in tenured positions that may be accompanied by an increase or a decline in non-tenured positions.
14. What are the academic qualifications of the faculty?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, EdD, DSW, DMus, DMA.</td>
<td>257</td>
<td>88%</td>
</tr>
<tr>
<td>Master's degrees other than MFA</td>
<td>16</td>
<td>5%</td>
</tr>
<tr>
<td>MFA</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>JD</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Highest degree obtained was not available for an additional 129 individuals of the 421 identified as Africana Studies faculty in New York.

Table 18. Highest degrees obtained by faculty

88% of the faculty have PhD degrees. While some of the MA's are terminal MA's in the area of fine arts, it is important to find out what the rate of success for completion of the degree is when faculty are hired ABD.
15. What are their areas of specialization?

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>58</td>
</tr>
<tr>
<td>English</td>
<td>27</td>
</tr>
<tr>
<td>Literature</td>
<td>19</td>
</tr>
<tr>
<td>Humanities</td>
<td>104</td>
</tr>
<tr>
<td>Political Science</td>
<td>28</td>
</tr>
<tr>
<td>Sociology</td>
<td>27</td>
</tr>
<tr>
<td>Anthropology</td>
<td>26</td>
</tr>
<tr>
<td>Economics</td>
<td>12</td>
</tr>
<tr>
<td>Psychology</td>
<td>11</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>104</td>
</tr>
<tr>
<td>Other</td>
<td>143</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>351</strong></td>
</tr>
</tbody>
</table>

Note: Discipline was not available for an additional 61 individuals of the 421 identified as Africana Studies faculty in New York.

Table 19. Disciplinary background of faculty

Based on these areas of specialization, there appears to be a fairly even balance between the humanities and social sciences as well as within the humanities and social sciences except that history is clearly the most popular field.

There were 67 different majors for the faculty. This relative diversity leads to the question of whether or not or to what extent these disciplinary origins can be fused into a sustainable and coherent academic discipline, given pre-existing differences in theory and language? What about research methods?
16. Does gender equality exist?

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Men Faculty (N = 193)</th>
<th>Women Faculty (N = 142)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>41%</td>
<td>18%</td>
</tr>
<tr>
<td>Associate professor</td>
<td>30%</td>
<td>37%</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>17%</td>
<td>30%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Adjunct of any rank</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Visiting of any rank</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Gender and/or rank was not available for an additional 77 individuals of the 421 identified as Africana Studies faculty in New York.

Table 20. Faculty rank, by gender

Of the 386 faculty for whom gender can be estimated by examining first names, 61% are male, 39% female. On the surface this appears as somewhat close to equality. But looking at the gender differences by faculty rank, men are almost three times more likely to be full professors. Women are much more likely to be assistant professor and visiting faculty. The general finding is women are being hired but have not yet achieved ranks comparable to men.

17. Who are the leaders of these academic programs?

<table>
<thead>
<tr>
<th>Leadership Role</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, co-chair, director, coordinator, or advisor</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

Note: Leadership was not available for an additional 8 academic units.

Table 21. Leaders of academic units, by gender

Women have more equality as leaders of the programs than in their general representation in the faculty overall. It is important to understand the extent to which Africana Studies is an open and democratic environment in which fairness is balanced.
with the necessary focus on achievement. It is the general goal of gender equality that serves as a standard and therefore is the basis for ongoing policy considerations.

Conclusion

This study describes empirical data about Africana Studies in the State of New York. It is the beginning of a process, and not a definitive study. The only way that it can be definitive is for the faculty and students in New York to correct the data set and add their rich experience to it. For now it stands as the best data set available.

The main conclusion is that Africana Studies in New York has emerged as a solid academic discipline. There is a diverse curriculum, an outstanding faculty, and a general theoretical/ideological consensus.
## Appendix A. Directories of programs, faculty and courses

### Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelphi University</td>
<td>Center for African-American and Ethnic Studies Program</td>
</tr>
<tr>
<td>Albany SUNY</td>
<td>Department of Africana Studies</td>
</tr>
<tr>
<td>Bard College</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Barnard College</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Baruch College CUNY</td>
<td>Black and Hispanic Studies</td>
</tr>
<tr>
<td>Binghamton SUNY</td>
<td>Department of Africana Studies</td>
</tr>
<tr>
<td>Borough of Manhattan Community College CUNY</td>
<td>Department of Ethnic Studies (African-American Studies)</td>
</tr>
<tr>
<td>Brockport SUNY</td>
<td>Department of African and Afro-American Studies</td>
</tr>
<tr>
<td>Brooklyn College CUNY</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Buffalo State College SUNY</td>
<td>African and African American Interdisciplinary Unit</td>
</tr>
<tr>
<td>Buffalo SUNY</td>
<td>Department of African American Studies</td>
</tr>
<tr>
<td>City College CUNY</td>
<td>Black Studies Program</td>
</tr>
<tr>
<td>Colgate University</td>
<td>Africana and Latin American Studies</td>
</tr>
<tr>
<td>College of Saint Rose</td>
<td>American Studies</td>
</tr>
<tr>
<td>College of Staten Island CUNY</td>
<td>African American Studies</td>
</tr>
<tr>
<td>Columbia University</td>
<td>Institute for Research in African-American Studies</td>
</tr>
<tr>
<td>Cornell University</td>
<td>Africana Studies and Research Center</td>
</tr>
<tr>
<td>Cortland SUNY</td>
<td>African American Studies Program</td>
</tr>
<tr>
<td>Daemen College</td>
<td>Specialized Studies in Black Studies within History and Government Major</td>
</tr>
<tr>
<td>Empire State College SUNY</td>
<td>African American Studies Concentration</td>
</tr>
<tr>
<td>Fordham University</td>
<td>Department of African and African American Studies</td>
</tr>
<tr>
<td>Fredonia SUNY</td>
<td>African American Studies</td>
</tr>
</tbody>
</table>
Graduate Center CUNY ..................................................The Institute for Research on the African Diaspora in the Americas and the Carribean, PhD Concentration in Africana Studies

Hamilton College .............................................. Africana Studies
Hartwick College .................................................. Ethnic Studies Minor
Hobart and William Smith College ..................... Africana Studies
Hofstra University ............................................ Africana Studies
Hostos Community College CUNY ..................... Humanities Department
Hunter College CUNY ........................................ Dean of Black and Puerto Rican Studies
Ithaca College .................................................. Center for the Study of Culture, Race, and Ethnicity
John Jay College CUNY ........................................ Department of African American Studies
Lehman College CUNY ......................................... Department of African and African American Studies
Manhattanville College ....................................... African Studies Program
Medgar Evers College CUNY .............................. Department of Interdisciplinary Studies
Nazareth College .................................................. Multicultural Studies Program
New Paltz SUNY .................................................. Department of Black Studies
New York City College of Technology CUNY ...... Africana Studies Program
New York University ........................................ Africana Studies Program
Niagara University ............................................... Black Family Studies Minor in General Studies
Oneonta SUNY .................................................... Department of Africana and Latino Studies
Oswego SUNY ................................................... African/African-American Studies Minor
Pace University .................................................. African and African-American Studies Minor
Plattsburgh SUNY ............................................... Africana/Minority Studies Program
Potsdam SUNY .................................................. Africana Studies Program
Purchase SUNY .................................................. Global Black Studies Program and Minor
Queens College CUNY ......................................... Africana Studies Program
Sarah Lawrence College .................................. Africana Studies
Siena College ..................................................... Multicultural Studies Minor
St. John Fisher College ..................................... African American Studies Minor
St. John's University .......................................... Africana Studies Minor
St. Lawrence University ........................................ United States Cultural and Ethnic Studies
Stony Brook SUNY ............................................. Department of Africana Studies
Syracuse University ........................................... Department of African American Studies
Union College .................................................... Africana Studies Program
University of Rochester ..................................... Frederick Douglass Institute for African and African-American Studies
Vassar College .................................................... Africana Studies Program
Wells College .................................................... American Studies
York College CUNY ............................................ African American Studies

**Faculty**

**Faculty**...............................**Institution**
Abdullah, Omanii..........................Syracuse University
Aberth, Susan..................................Bard College
Achebe, Chinua.............................Bard College
Achebe, Christie............................Bard College
Aching, Gerard..............................New York University
Adams, Anne..................................Cornell University
Adams, C. Jama .............................John Jay College CUNY
Adorno, Pedro Lopez......................Hunter College CUNY
Affinnih, Yahya ..............................John Jay College CUNY
Agbeyeyebe, Omayemi.....................Queens College CUNY
Ahmed, Ali Jimale ........................Queens College CUNY
Alden, Patricia Ann.......................St. Lawrence University
Amoda, Moyibi ..............................City College CUNY
Anderson, Celestine Estelle ..........York College CUNY
Andrade, Maria Mercedes..............Baruch College CUNY
Anyadike, Chima ...........................Cornell University
Araya, Mesfin ..............................York College CUNY
Armour-Thomas, Eleanor ..............Queens College CUNY
Armstead, Myna Young ..............Bard College
Assie-Lumumba, N'Dri..................Cornell University
Asumah, Seth N. ..............................Cortland SUNY
Bain, Myrna .................................New York City College of Technology CUNY
Ball, Erica .................................Union College
Ballard, Nigel ........................................ Colgate University
Ballard, Allen ...................................... Albany SUNY
Banks, Ralphaline ................................. Syracuse University
Banner-Haley, Charles Pete ...................... Colgate University
Banoum, Bertrate Ngo-Ngiuol ................. Lehman College CUNY
Baraka, Amiri ...................................... Stony Brook SUNY
Barbir, Karl .......................................... Siena College
Barker, Thurman ..................................... Bard College
Barlaz, Hinda A. .................................. Adelphi University
Baron, Renee ........................................ Hofstra University
Barthelme, John Webster ....................... St. Lawrence University
Basu, Biman ........................................... Hobart and William Smith College
Battle, Whitney ..................................... Cornell University
Beck, Linda ........................................... Barnard College
Beidelman, Thomas ............................... New York University
Bell, Derrick ....................................... New York University
Berger, Iris .......................................... Albany SUNY
Berkerie, Ayele .................................... Cornell University
Berkley, Constance ............................... Vassar College
Bick, Mario ......................................... Bard College
Bickerstaff, Joyce ................................. Vassar College
Blake, Renee ....................................... New York University
Blewett, Robert Allen ......................... St. Lawrence University
Blocksher Beverly .............................. Cornell University
Bobb, June .......................................... Queens College CUNY
Botchway, Karl .................................. New York City College of Technology CUNY
Brandon, George ................................. City College CUNY
Brathwaite, Kamau .............................. New York University
Brown, Anthony L. ............................... Cortland SUNY
Brown, Diana ..................................... Bard College
Brown, Robert ..................................... Cortland SUNY
Browne, Anthony ................................. Hunter College CUNY
Burnett, La Shonda ............................... Sarah Lawrence College
Burns, John ....................................... Hobart and William Smith College
Buxton, William .................................. Cortland SUNY
Cahn, Iris ........................................... Purchase SUNY
Caldwell, Paulette ............................... New York University
Campbell, Horace ................................. Syracuse University
Carter, Jessie ......................................Buffalo SUNY
Carty, Linda ........................................Syraucuse University
Cash, Floris Barnett ..............................Stony Brook SUNY
Ceesay, Olivia ....................................St. Lawrence University
Celerier, Patricia-Pia .............................Vassar College
Chapman, Mark ....................................Fordham University
Chittaphong, Amnat ................................Siena College
Choonoo, R. Neville ..............................Oneonta SUNY
Christensen, Kim ................................Purchase SUNY
Christianse, Yvette ..............................Fordham University
Ciletti, Elena ........................................Hobart and William Smith College
Collins, Lisa Gail ..................................Vassar College
Comberiati, Carmelo .............................Manhattanville College
Cordero-Guzman ..................................Baruch College CUNY
Cornwell, Grant Hermars ........................St. Lawrence University
Crowley-Long, Kathleen ........................College of Saint Rose
Cumberbatch, Prudence ..........................Brooklyn College CUNY
Cunningham, George .............................Brooklyn College CUNY
Dahouda, Kanate ..................................Hobart and William Smith College
Dalton, Jim ............................................Siena College
Darling, Marsha J ..................................Adelphi University
Dash, Michael ......................................New York University
Davis, Dana-Ain ..................................Purchase SUNY
Dawes, Elliot .......................................John Jay College CUNY
Day, Lynda ..........................................Brooklyn College CUNY
Defilippis, James ..................................Baruch College CUNY
DeFreitas, Gregory ...............................Hofstra University
Dent, David ...........................................New York University
Desfosses, Helen .................................Albany SUNY
Desoto, Aureliano Maria .......................Bard College
Diawara, Manthia .................................New York University
Dillard, Mary ......................................Sarah Lawrence College
Dillon, Richard .................................Hobart and William Smith College
D’Innocenzo, Michael ............................Hofstra University
Dobrin, Arthur ......................................Hofstra University
Dollar, Jerry ........................................Siena College
Domingo, Jannette ...............................John Jay College CUNY
Drake, Bob .........................................Siena College
Dunn, Kevin.................................Hobart and William Smith College
Duster, Troy ................................New York University
Easterly, William .........................New York University
Eccarius-Kelly, Vera......................Siena College
Edey-Rhodes, Joanne....................Hunter College CUNY
Edmondson, Locksley..............Cornell University
Eisenhower, David ......................Manhattanville College
Ekeh, Peter ................................Buffalo SUNY
Ellard, Peter.................................Siena College
Esser, Jon ................................Purchase SUNY
Ewing, Tabetha .........................Bard College
Farley, Ena .................................Brockport SUNY
Farley, Michael .........................St. Lawrence University
Farnsworth, Beatrice.................Wells College
Federici, Silvia ........................Hofstra University
Ferguson, David.......................Stony Brook SUNY
Flores, Juan ..............................Hunter College CUNY
Fordham, Signithia .................University of Rochester
Fouron, Georges ......................Stony Brook SUNY
Frank, Barbara .........................Stony Brook SUNY
Franklin, Todd .........................Hamilton College
Frishman, Alan .........................Hobart and William Smith College
Gallouet, Catherine ..............Hobart and William Smith College
Gann, Kyle ..............................Bard College
Garcia, Elizabeth ....................Hunter College CUNY
Gaudio, Rudolf .......................Purchase SUNY
Gavronsky, Serge .....................Barnard College
Gerzina, Gretchen Holbrook ....Barnard College
Gilliam, Leah .........................Bard College
Gloster-Coates, Patricia C........Pace University
Glover, Kaiama .......................Barnard College
Gomez, Michael ......................New York University
Goodman, Jacqueline .............Potsdam SUNY
Goodson, Martia ..................Baruch College CUNY
Grader-Willis, Lisa ..............Cornell University
Grady-Willis, Winston ..........Syracuse University
Green, Ernest .......................Brooklyn College CUNY
Green, Jerry........................................Fordham University
Green, Venus.....................................City College CUNY
Gregg, Veronica................................Hunter College CUNY
Gregory, Steven .................................Columbia University
Griffin, Farah Jasmine ........................Columbia University
Grover, Donna Ford...........................Bard College
Guerrero, Ed....................................New York University
Habtu, Alem S..................................Queens College CUNY
Haines, Michael ...............................Colgate University
Haley, Shelley ................................Hamilton College
Hanlon, Capistran ..............................Siena College
Hannum, Gilliam Greenhill .................Manhattanville College
Harper, Philip Brian ..........................New York University
Harper, Richard ...............................Bard College
Harriford, Diana ...............................Vassar College
Harris, Frederick ..............................University of Rochester
Harris, Jack ....................................Hobart and William Smith College
Harris, Robert .................................Cornell University
Harrison, Jim...................................Siena College
Hartman, Michelle ............................Hofstra University
Hassan, Salah ................................Cornell University
Hayes, Michael.................................Colgate University
Henken, Ted ...................................Baruch College CUNY
Henry, Keith ...................................Buffalo SUNY
Hill, Donald....................................Oneonta SUNY
Hill-Butler, Diedre .............................Union College
Hodes, Martha.................................New York University
Hodges, Graham ...............................Colgate University
Holder, Calvin .................................College of Staten Island CUNY
Hooper, Cassandra ...........................Purchase SUNY
Hudson, Larry .................................University of Rochester
Hull, Richard ..................................New York University
Hunt, Alfred ....................................Purchase SUNY
Hunter ........................................Medgar Evers College CUNY
Hurley, E. Anthony ........................Stony Brook SUNY
Idris, Amir ....................................Fordham University
Irby, A. Dean .................................Purchase SUNY
Iweriebor, Ehiedu .............................Hunter College CUNY
Jackson, Bernard..............................Cortland SUNY
Jackson, Gerald..............................Cornell University
James, Joy Ann................................Hamiton College
James, Stephen...............................Lehman College CUNY
Jeffries, Leonard..............................City College CUNY
Jenkins, Adelbert..............................New York University
Jervis, James.................................Lehman College CUNY
Jimenez, Marilyn.............................Hobart and William Smith College
Johnson, Cedric..............................Hobart and William Smith College
Johnson, Cedric..............................University of Rochester
Johnson, Linck...............................Colgate University
Johnson, Scott...............................Buffalo State College SUNY
Johnson, Walter..............................New York University
Johnston-Anumonwo, Ibipo..................Cortland SUNY
Jones, James................................Manhattan College
Joseph, George..............................Hobart and William Smith College
Kadir, Max....................................John Jay College CUNY
Kamunanwire, Perezi........................City College CUNY
Kaplan, Paul................................Purchase SUNY
Kassem-Ali, Jaafar.............................Hunter College CUNY
Kaurouma, Patricia..........................Cornell University
Kelley, Robin................................Columbia University
Kelley, Samuel L..............................Cortland SUNY
Kelly, Michelle.............................Cortland SUNY
Kemedjio, Cilas...............................University of Rochester
Khan, Aisha....................................Stony Brook SUNY
Kinshasa, Kwando............................John Jay College CUNY
Kirby, Cathy................................Nazareth College
Kislara, Otieno.................................Nazareth College
Konate, Dior................................University of Rochester
Kone, Kassim.................................Cortland SUNY
Konye, Paul................................Siena College
Kraeler, Ellen.................................Colgate University
Krauthamer, Barbara.........................New York University
Lamb, David................................John Jay College CUNY
Larkin, Brian................................Barnard College
Latortue, Regine..............................Brooklyn College CUNY
Lavoie, Kathy................................Plattsburgh SUNY
Leonard, Robert ........................................... Hofstra University
Levart, Greta ............................................. Manhattanville College
Levesque, George ...................................... Albany SUNY
Levine, Rhonda ........................................... Colgate University
Lewin, Arthur ............................................. Baruch College CUNY
Lewiner, Martin ......................................... Purchase SUNY
Lewis, Kathy ............................................. New Paltz SUNY
Lewis, Leslie ............................................. College of Saint Rose
Liggins, Saundra ........................................ Fredonia SUNY
Lightbourn, Tiffany .................................... Vassar College
Lloyd, David Tyrrell .................................... St. Lawrence University
Lock, Greg ................................................. Purchase SUNY
Lohn, Linda .............................................. Wells College
Longman, Timothy ..................................... Vassar College
Loucif, Sabine ............................................ Hofstra University
Lovejoy, Margot ......................................... Purchase SUNY
Lucas, DeWayne ........................................ Hobart and William Smith College
Lulat, Y .................................................... Buffalo SUNY
Lumumba-Kasongo, Tukumbi ......................... Wells College
Mahoney, Lynn .......................................... Purchase SUNY
Malaquias, Assis ....................................... St. Lawrence University
Malloy-Madrid, Carolyn .............................. Siena College
Mamiya, Laurence ..................................... Vassar College
Mandle, Jay .............................................. Colgate University
Mangum, Claude ....................................... Fordham University
Marable, Manning ..................................... Columbia University
Marah, John K ........................................... Brockport SUNY
Markovitz, Irving ..................................... Queens College CUNY
Marlett, Jeff ............................................. College of Saint Rose
Marshall, Paula Helen .................................. New York University
Martin, Claire ............................................ Colgate University
Mask, Mia ................................................. Vassar College
Mastracchio, John ...................................... Purchase SUNY
Matihako, Mamadi ..................................... Purchase SUNY
Matos-Rodriguez, Felix ............................. Hunter College CUNY
Maurrasse, Darrel ...................................... Columbia University
Mayes, Janis ............................................. Syracuse University
Mazrui, Ali ................................................ Cornell University
Mbodj, Mohamed...............................Manhattanville College
McCarroll, Jesse............................New York City College of Technology CUNY
McDonough, G. Renoir.......................Hofstra University
McElwaine James............................Purchase SUNY
McErlean, Jenny..............................Siena College
McGrath, Karen...............................College of Saint Rose
McHenry, Elizabeth.........................New York University
McLaren, Joseph..............................Hofstra University
Meyer, Jeanine................................Purchase SUNY
Michael, John..................................University of Rochester
Moodie, Dunbar...............................Hobart and William Smith College
Moore, Edward J.............................Cortland SUNY
Moore, Mignon................................Columbia University
Moore, Zelbert................................New Paltz SUNY
Morales-Cox, Lorraine.......................Union College
Morales-Diaz, Enrique.......................Hartwick College
Morris, Collin................................Manhattanville College
Morrissette, Noele...........................Lehman College CUNY
Mtshali, Oswald Mbuyiseni................New York City College of Technology CUNY
Mugo, Micere Githall.......................Syracuse University
Muhammad, Akbar............................Binghamton SUNY
Munir, Fareed..................................Siena College
Murillo-Williams, Esther...................College of Saint Rose
Murray, Paul...................................Siena College
Mustafa, Fawzia..............................Fordham University
Muusi, Winston..............................New York City College of Technology CUNY
Mwanika, Thomas O..........................Cortland SUNY
Mwamwitali, Joseph.........................Hamilton College
Mwaria, Cheryll..............................Hofstra University
Mwita, Mahiri................................St. Lawrence University
Myers, Catherine............................Manhattanville College
Nadasen, Premilla...........................Queens College CUNY
Nagel, Mechtild..............................Cortland SUNY
Naison, Mark.................................Fordham University
Nanji, Abdul..................................Cornell University
Nartey, Nii.....................................Siena College
Neisser, Philip...............................Potsdam SUNY
Nelson, Emmanuel S........................Cortland SUNY
Nevarez, Lisa .....................................Siena College
Newkirk, Pamela..................................New York University
Nouryeh, Andrea J. ............................St. Lawrence University
Nowak, Susan ....................................Nazareth College
Nyamweru, Celia K. ..........................St. Lawrence University
Nzeqwu, Nkiri ......................................Binghamton SUNY
Ofuatey-Kodjoe, W. B. ......................Queens College CUNY
Ognibene, Elaine ................................Siena College
Ogunyemi, Chikwenye Okowo ..........Sarah Lawrence College
Ohadike, Don ....................................Cornell University
Oheneba-Sayi, Yaw ...........................Potsdam SUNY
Ohring, Peter ....................................Purchase SUNY
Okoye, F. Nwabueze ..........................Brockport SUNY
Okpewho, Isidore ..............................Binghamton SUNY
Olsen, Tim........................................Union College
O'Mara, Kathleen ..............................Oneonta SUNY
Orvis, Stephen .................................Hamilton College
Owens, Leslie ...................................Stony Brook SUNY
Panford, Steve .................................New York City College of Technology CUNY
Pappas, James .................................Buffalo SUNY
Paravisini-Gebert, Lizabeth ...............Vassar College
Park ....................................................Buffalo State College SUNY
Parker, Heather ...............................Hofstra University
Parkinson, Sharon .............................Albany SUNY
Patterson, Tiffany ..............................Binghamton SUNY
Pavlic, Edu .......................................Union College
Pinto, Thelma .................................Hobart and William Smith College
Pomponio, Alice ...............................St. Lawrence University
Predmore, William ............................Daemen College
Prettyman, Quandra ..........................Barnard College
Pulis, John .................................Hofstra University
Rashid, Ismail .................................Vassar College
Rayl, Susan J. .................................Cortland SUNY
Rhymes, Frances ............................Adelphi University
Rieder, Jonathan ..............................Barnard College
Rivas, Robert .................................Siena College
Roberts, Samuel .............................Columbia University
Rodriguez, Harry .............................Hunter College CUNY
Rose, Stanley ........................................Brockport SUNY
Rosow ................................................Oswego SUNY
Rowland, William ............................... Syracuse University
Rubin, John .........................................Purchase SUNY
Saff, Grant ......................................... Hofstra University
Sammons, Jeffrey ................................. New York University
Sams, Fitzgerald A ............................... Adelphi University
Sanad-Matias, M. A .............................. City College CUNY
Sangmpam, S. N ................................. Syracuse University
Santiago, Jose M. Torres ........................ Hunter College CUNY
Sarfoh, Kwadwo A .............................. Albany SUNY
Sawatsky, Chingyen ............................. Siena College
Sawhney, Sabrina ................................. Hofstra University
Scharfman, Ronnie ............................... Purchase SUNY
Schwab, Peter ..................................... Purchase SUNY
Scott, Darrel ...................................... Columbia University
Seraile, William ................................. Lehman College CUNY
Sernett, William ................................. Syracuse University
Sharp, Lesley A .................................. Barnard College
Shinagawa, Larry ................................. Ithaca College
Shipley, Jesse Weaver ............................ Bard College
Shirey, Dick ....................................... Siena College
Simson, Renate ................................. Syracuse University
Sinclair-Chapman, Valeria ..................... University of Rochester
Singer, Brooke ................................. Purchase SUNY
Singler, John ..................................... New York University
Slade, Leonard ................................. Albany SUNY
Smith, Keith D ................................. Cortland SUNY
Smith-Hunter, Andrea ......................... Siena College
Spitz, Janet .................................... College of Saint Rose
Stam, Robert ..................................... New York University
Stein, Rachel .................................... Siena College
Sung, Simona .................................... College of Saint Rose
Sutherland, Marcia ............................. Albany SUNY
Sutton, Constance .............................. New York University
Suzuki, Yuka .................................... Bard College
Swidorski, Carl ................................. College of Saint Rose
Tareke, Gebru .................................... Hobart and William Smith College
Taylor, Clarence.................................Baruch College CUNY
Taylor, Clyde ..................................New York University
Taylor, Dominic...............................Bard College
Taylor, Nikki ..................................Vassar College
Tell, Sahngi ...................................Nazareth College
Tenenbaum, Joel ................................Purchase SUNY
Thomas, Bert ....................................Brooklyn College CUNY
Thomas, Daryl C. ...............................Binghamton SUNY
Thomas, Douglas E............................Adelphi University
Thompson, Sr. Francesca ......................Fordham University
Toney, Joyce ...................................Hunter College CUNY
Tsai, Gloria ....................................Nazareth College
Tucker, Jeffrey ..................................University of Rochester
Turner, James ..................................Cornell University
Udechukwu, Obiora ............................St. Lawrence University
Ungar, Barbara .................................College of Saint Rose
Uppal, Jogindar .................................Albany SUNY
van der Veur, Paul .............................Cortland SUNY
Vaughan, Olufemi ..............................Stony Brook SUNY
Venkatesh, Sudhir ..............................Columbia University
Vidal, Carlos .................................Stony Brook SUNY
Wade-Lewis, Margaret ......................New Paltz SUNY
Walker, Tshombe ..............................New York City College of Technology CUNY
Wallore, Michele ...............................Cornell University
Walters, Tracey .................................Stony Brook SUNY
Wantchekon, Leonard .........................New York University
Washburn, Bill .................................College of Saint Rose
Watkins, Ralph .................................Oneonta SUNY
Watkins-Owens, Irma .........................Fordham University
Weisenfeld, Judith .............................Vassar College
West, Michael ..................................Binghamton SUNY
Whitney, Stewart ..............................Niagara University
Wiley, James ..................................Hofstra University
Willetts, Kheli .................................Syracuse University
Williams, Lillian ..............................Buffalo SUNY
Williams, Nat Chioke .........................New Paltz SUNY
Williams, Oscar ....................Albany SUNY
Williams-Myers, A. J. ..................New Paltz SUNY
Williams-Searle, Bridgett ..................College of Saint Rose
Willis, Deborah ............................New York University
Willis, Sharon .................................University of Rochester
Wilson, Diane .................................New York City College of Technology CUNY
Wilton, Leo ......................................Binghamton SUNY
Witz, Brian ......................................Nazareth College
Wolcott, Victoria ...............................University of Rochester
Wood, Vivian ....................................Hofstra University
Woodard, Komozi .............................Sarah Lawrence College
Woods, Michael ................................Hamilton College
Woolbright, Meg ...............................Siena College
Wright, Donald R. .............................Cortland SUNY
Wynn, Kevin .................................Purchase SUNY
Yaw, Nyarko ....................................New York University
Yballe Leo ......................................Nazareth College
Yonkers, Virginia ..............................Siena College
Yoon, Won .......................................Siena College
Zuern, Elke .....................................Sarah Lawrence College

Courses

Course

...........Institution
18th- and 19th-Century African American Literature
...........New York University
19th Century Puerto Rican Literature
...........Hunter College CUNY
20th Century African American Literature
...........New York University
20th Century America
...........Wells College
20th Century Puerto Rican Literature
...........Hunter College CUNY
20th-century Afro-American Issues
...........Brockport SUNY
A History of Southern Africa
...........Syracuse University
Advanced Arabic
...........Hofstra University
Advanced Francophone Topics: Maghreb Literature
...............Hobart and William Smith College
Advanced Independent Study
...............Binghamton SUNY
Advanced Research Seminar
...............Fordham University
Advocacy Journalism in the Black Community
...............New Paltz SUNY
Affirmative Action Debate
...............Hunter College CUNY
Affirmative Action: American Dream
...............Fordham University
Africa 1500 to Present
...............Borough of Manhattan Community College CUNY
Africa Diaspora: Social and Cultural Evolution
...............Buffalo SUNY
Africa Discovered - Africa and Africans in World History
...............Manhattanville College
Africa from 1800
...............Brooklyn College CUNY
Africa I
...............Siena College
Africa II
...............Siena College
Africa in Cinema
...............Barnard College
Africa in the Modern World
...............Albany SUNY
Africa in World Politics
...............Colgate University
Africa in World Politics
...............Manhattanville College
Africa Since 1800
...............Oneonta SUNY
Africa since 1880
...............Plattsburgh SUNY
Africa to 1800
...............Brooklyn College CUNY
Africa to 1880
...............Plattsburgh SUNY
Africa Today
...............Brockport SUNY
Africa, Europe and the Americas 1400-1888
............Binghamton SUNY
Africa, Europe and the Americas: 1830-1968
............Binghamton SUNY
Africa, Human Origins to 1800
............Cortland SUNY
Africa, Problems and Prospects
............Syracuse University
Africa: A Historical Survey
............Pace University
Africa: Ancient and Precorlomial
............Brockport SUNY
Africa: From Colonialism to Neocolonialism
............Hobart and William Smith College
Africa: Myths and Reality
............Hobart and William Smith College
Africa: South of the Sahara
............Cortland SUNY
Africa: the Continent and Its People
............Cornell University
African Aesthetics
............Cornell University
African American 20th-Century Novels and Narratives
............New York University
African American and African Caribbean Writers I
............Adelphi University
African American and African Caribbean Writers II
............Adelphi University
African American Art
............Brooklyn College CUNY
African American Art
............Cornell University
African American Arts
............New Paltz SUNY
African American Autobiography
............Fredonia SUNY
African American Chorale
............Cortland SUNY
African American Cinema
............Cornell University
African American Cinema
............Vassar College
African American Community Organizations
............Cortland SUNY
African American Drama
............College of Staten Island CUNY
African American Drama
............New York University
African American Drama
............Syracuse University
African American Family
............Fordham University
African American Folklore
............Brooklyn College CUNY
African American Folklore
............Cortland SUNY
African American Folklore
............New York University
African American History 1865-Present
............Saint Lawrence University
African American History After 1865
............Syracuse University
African American History Before 1865
............Syracuse University
African American History from 1860
............Brooklyn College CUNY
African American History I
............Fordham University
African American History I
............Oneonta SUNY
African American History II
............Fordham University
African American History II
............Oneonta SUNY
African American History since 1865
............Cortland SUNY
African American History since 1865
............New York University
African American History to 1860
............Brooklyn College CUNY
African American History to 1865
............Cortland SUNY
African American History to 1865
............New York University
African American History to 1865
............Saint Lawrence University
African American History
............Daemen College
African American History
............Siena College
African American History
............Syracuse University
African American History, 1861-Present
............Vassar College
African American History: 1619 to the Present
............College of Staten Island CUNY
African American History: 1619-1865
............College of Staten Island CUNY
African American History: 1865 to the Present
............College of Staten Island CUNY
African American History: From African Origins to Reconstruction
............Fredonia SUNY
African American History: From Reconstruction to the Present
............Fredonia SUNY
African American Lit I
............Fordham University
African American Literature 1920 to Present
............Binghamton SUNY
African American Literature and Culture
............Fredonia SUNY
African American Literature I
............Hofstra University
African American Literature I
............Union College
African American Literature II
............Hofstra University
African American Literature II
............Union College
African American Literature to 1900: An Introduction
............Syracuse University
African American Literature to 1930
............Brooklyn College CUNY
African American Literature to the 1920s
............Binghamton SUNY
African American Literature
............Colgate University
African American Literature  
.............College of Staten Island CUNY
African American Literature  
.............Siena College
African American Literature: Twentieth Century  
.............Syracuse University
African American Music in the United States  
.............New York University
African American Music  
.............Brooklyn College CUNY
African American Music  
.............Fredonia SUNY
African American Musical Theater  
.............College of Staten Island CUNY
African American Poetry  
.............Union College
African American Political and Social Thought  
.............Saint Lawrence University
African American Political Culture  
.............Buffalo State College SUNY
African American Politics  
.............Cornell University
African American Politics  
.............Syracuse University
African American Religions  
.............Cortland SUNY
African American Religious Experience  
.............Colgate University
African American Religious History  
.............Syracuse University
African American Social and Political Thought I  
.............Cortland SUNY
African American Social and Political Thought II  
.............Cortland SUNY
African American Social Thought  
.............Fredonia SUNY
African American Sociological Practice  
.............Syracuse University
African American Survey I  
.............Union College
African American Survey II  
.............Union College
African American Thought
............Daemen College
African American Vernacular English: Language and Culture
............New York University
African American Women and Social Change
............Stony Brook SUNY
African American Women Novelists
............Cortland SUNY
African American Women Writers
............Union College
African American Women
............Fordham University
African American Women: Unheard Voices and Contemporary Lifestyles
............Union College
African American Women's History and U.S. Social Movements: Demarginalizing Race and Gender
............Sarah Lawrence College
African American Women's History
............Fredonia SUNY
African American Women's History
............Vassar College
African American/Caribbean Art
............New York City College of Technology CUNY
African American/Caribbean Dance Workshop
............New York City College of Technology CUNY
African American/Caribbean Music
............New York City College of Technology CUNY
African Americans in Television and Film
............Cortland SUNY
African and Eastern Music
............Manhattanville College
African and Latino Diasporas in America: A Comparative Study
............Baruch College CUNY
African Area Studies
............City College CUNY
African Art
............Albany SUNY
African Art
............Borough of Manhattan Community College CUNY
African Art
............Colgate University
African Art
..............Pace University
African Atlantic: Popular Culture
..............Oneonta SUNY
African Caribbean Dance Cultural and Linguistic
..............Fredonia SUNY
African Cinema
..............Cornell University
African Civilization I
..............Hostos Community College CUNY
African Civilization II
..............Hostos Community College CUNY
African Civilization
..............Hunter College CUNY
African Civilization
..............Lehman College CUNY
African Civilizations
..............Albany SUNY
African Conceptual Systems
..............Lehman College CUNY
African Contribution to World Literature
..............Hofstra University
African Cultures and Civilizations
..............Cornell University
African Cultures
..............Hobart and William Smith College
African Dance 1
..............Barnard College
African Dance Ensemble
..............Brockport SUNY
African Dance II
..............Brockport SUNY
African Dance III
..............Brockport SUNY
African Dance Workshop
..............New York City College of Technology CUNY
African Dance
..............Barnard College
African Development in the 20th Century
..............Borough of Manhattan Community College CUNY
African Diaspora in South America
..............Manhattanville College
African Economic Development
.............Lehman College CUNY
African Encounters I: Culture, History, and Politics
.............Bard College
African Family Systems
.............Lehman College CUNY
African Fiction
.............Syracuse University
African Film
.............Fordham University
African Governments
.............New York City College of Technology CUNY
African Heritage and the Afro-American Experience
.............City College CUNY
African Heritage and the Caribbean-Brazilian Experience
.............City College CUNY
African Heritage in the Caribbean
.............John Jay College CUNY
African History From Human Origin to 1600 Century
.............Hunter College CUNY
African History Since 1600 Century
.............Hunter College CUNY
African History Since 1880
.............Fredonia SUNY
African History to 1880
.............Fredonia SUNY
African History Until The Dispersion, Seventeenth Century
.............Baruch College CUNY
African History
.............Adelphi University
African History
.............Fordham University
African History: 1800-Present
.............Cornell University
African History: Earliest Times to 1800
.............Cornell University
African Humanism
.............Hofstra University
African Immigration
.............Fordham University
African in Antiquity
.............Brooklyn College CUNY
African Intellectual History
............Fordham University
African International Relations
............Buffalo State College SUNY
African International Relations
............Syracuse University
African Kinship and Marriage
............Buffalo State College SUNY
African Labor Economics
............Hofstra University
African Legacy
............Brockport SUNY
African Literature I
............Fordham University
African Literature II
............Fordham University
African Literature II: National Literatures of Africa
............Hobart and William Smith College
African Literature
............Colgate University
African Literature
............Cornell University
African Literature
............Hostos Community College CUNY
African Literature
............Hunter College CUNY
African Literature
............New York University
African Literature--Past and Present (in English)
............Lehman College CUNY
African Music and Drumming for Dance
............Brockport SUNY
African Music
............Hunter College CUNY
African National Liberation Movements
............Hofstra University
African Novel
............Brockport SUNY
African Orature
............Syracuse University
African Performance and Politics
............Manhattanville College
African Philosophy and Religion
............Baruch College CUNY
African Philosophy
............Colgate University
African Political and Social Change
............Hunter College CUNY
African Political Thought
............New York University
African Politics and Society
............Brockport SUNY
African Politics
............City College CUNY
African Politics
............College of Staten Island CUNY
African Politics
............Fordham University
African Politics
............Fredonia SUNY
African Politics
............Hartwick College
African Politics
............Hofstra University
African Politics
............Manhattanville College
African Politics
............Vassar College
African Protest and Social Change
............Lehman College CUNY
African Religion and Culture in the New World
............Brooklyn College CUNY
African Religions
............Fordham University
African Religions
............Vassar College
African Religions: An Introduction
............Syracuse University
African Religious Traditions
............Colgate University
African Spiritual in the Diaspora
............Hunter College CUNY
African Theater
............Brooklyn College CUNY
African Women and Feminism
................Brooklyn College CUNY
African Women and Feminism
................Fordham University
African Women Writers
................Syracuse University
African World Area Studies
................City College CUNY
African World Systems Perspective
................Binghamton SUNY
African World View: Philosophy and Symbolic Thought
................Hunter College CUNY
African/African-American Literature
................Albany SUNY
African/African-American Religion
................Albany SUNY
African/Caribbean Women Writers
................Syracuse University
African/Diaspora Women's Narrative
................Colgate University
Africana Folklore
................New York City College of Technology CUNY
Africana Literatures and Critical Discourses
................Hamilton College
Africana Studies Graduate Seminar
................Cornell University
African-American and African Thought
................Columbia University
African-American Art
................Borough of Manhattan Community College CUNY
African-American Art
................Hobart and William Smith College
African-American Art
................Lehman College CUNY
African-American Arts and Artifacts
................Vassar College
African-American Autobiography
................Hobart and William Smith College
African-American Biographical Sketches
................Hostos Community College CUNY
African-American Community Issues
................John Jay College CUNY
African-American Culture
...........Fordham University
African-American Culture
...........Hobart and William Smith College
African-American Drama
...........Saint Lawrence University
African-American Experience
...........Nazareth College
African-American History 1865 to Present
...........Borough of Manhattan Community College CUNY
African-American History from 1865 to the Present
...........Hamilton College
African-American History I
...........Hobart and William Smith College
African-American History I
...........John Jay College CUNY
African-American History II
...........Hunter College CUNY
African-American History II
...........John Jay College CUNY
African-American History II: The Modern Era
...........Hobart and William Smith College
African-American History Since 1877
...........College of Saint Rose
African-American History since 1910
...........Pace University
African-American History to 1865
...........Hamilton College
African-American History to 1877
...........College of Saint Rose
African-American History
...........Hartwick College
African-American History
...........Manhattanville College
African-American History, 17th Century to 1865
...........Borough of Manhattan Community College CUNY
African-American Intellectual History
...........Columbia University
African-American Literature and Music in the 19th and 20th Centuries
...........Stony Brook SUNY
African-American Literature Beyond the Edge
...........Hamilton College
African-American Literature I
............Nazareth College
African-American Literature II
............Nazareth College
African-American Literature
............College of Saint Rose
African-American Literature
............Hartwick College
African-American Literature
............Hostos Community College CUNY
African-American Literature
............John Jay College CUNY
African-American Literature
............Lehman College CUNY
African-American Literature, II
............Columbia University
African-American Nationalism and Pan-Africanism
............John Jay College CUNY
African-American Political Development
............Buffalo SUNY
African-American Political Thought
............Hobart and William Smith College
African-American Political Thought
............Stony Brook SUNY
African-American Political Thought
............Union College
African-American Politics of Social Change
............Hunter College CUNY
African-American Politics
............Vassar College
African-American Religion
............Vassar College
African-American Social Commentary
............Stony Brook SUNY
African-American Theater
............Fordham University
African-American Theatre and Dance
............Lehman College CUNY
African-American Women Writers
............Oneonta SUNY
African-American Writing From 18th Century to 1940
............Borough of Manhattan Community College CUNY
African-Americans in the Age of Slavery
............Wells College
African-Americans in the North
............Hartwick College
African-Americans in the Political System
............Lehman College CUNY
African-Caribbean Culture
............Hunter College CUNY
Africans and Latinos Study Internship
............Oneonta SUNY
Afrikan Centered Critical Theory
............Hunter College CUNY
Afro-American and American Law
............Plattsburgh SUNY
Afro-American and Civil Rights
............Buffalo State College SUNY
Afro-American Culture Since 1865: From Reconstruction Until Present
............Plattsburgh SUNY
Afro-American Culture
............Hofstra University
Afro-American Cultures and Civilizations: Origins and Developments
............Plattsburgh SUNY
Afro-American Ethnohistory
............Hunter College CUNY
Afro-American Family Culture, Its Origin and Development
............Plattsburgh SUNY
Afro-American Heritage
............Lehman College CUNY
Afro-American Heritage: 1619 to 1865
............City College CUNY
Afro-American History
............Buffalo State College SUNY
Afro-American Literature since 1940
............Buffalo State College SUNY
Afro-American Literature to 1940
............Buffalo State College SUNY
Afro-American Literature
............Hunter College CUNY
Afro-American Music and Culture
............Brockport SUNY
Afro-American Political Thought
............Hunter College CUNY
Afro-American Social and Political Thought
...........Cornell University
Afro-American Studies
...........City College CUNY
Afro-American: 1865-Present
...........City College CUNY
Afro-Asian Dilemmas: Prospects for Development
...........New York University
Afro-Caribbean Civilizations
...........Plattsburgh SUNY
Afro-Caribbean Heritage
...........Lehman College CUNY
Afro-Caribbean History
...........New York City College of Technology CUNY
Afro-Caribbean Literature (in English)
...........Lehman College CUNY
Afro-Caribbean Literature
...........Hunter College CUNY
Afro-Caribbean Politics I
...........Hunter College CUNY
Afro-Caribbean Politics II
...........Hunter College CUNY
Afro-Caribbean Societies
...........Lehman College CUNY
Afrocentricity: Paradigm and Critical Readings
...........Cornell University
Afro-West Indian and Social Change
...........Buffalo State College SUNY
AIDS and Society
...........Hunter College CUNY
American Attitudes Toward Race
...........Stony Brook SUNY
American Culture in Black and White
...........College of Staten Island CUNY
American Culture
...........University of Rochester
American Ethnic History
...........Hartwick College
American Ethnicities
...........Buffalo SUNY
American Families in Poverty
...........Oneonta SUNY
American History to 1877
...........Colgate University
American Identities
............Fredonia SUNY
American Images: Minority Women Playwrights
............Wells College
American Literature and Culture: Emerson, Transcendentalism
............Columbia University
American Literature and Culture: The Beat Generation
............Columbia University
American Minority Literature
............Wells College
American Music
............Wells College
American Pluralism
............Fordham University
American Political Thought: 20th Century
............Saint Lawrence University
American Popular and Mass Cultures
............Fredonia SUNY
American Urban Politics
............Columbia University
Ancient Africa Civilizations
............Buffalo SUNY
Ancient Egypt (KMT): Historical and Contemporary Views
............Stony Brook SUNY
Ancient Egypt
............Hamilton College
Anthropology of Africa
............Fredonia SUNY
Anthropology of the Caribbean
............Fredonia SUNY
Anthropology of the Middle East and the Maghreb
............Vassar College
Antislavery and Emancipation in the Atlantic World
............Hamilton College
Apartheid
............Brockport SUNY
Aquaculture of Africa
............Hofstra University
Art and Architecture in Sub-Saharan Africa and the South Pacific
............New York University
Art and Architecture of Africa
.............New York City College of Technology CUNY
Art of the Black World
.............Syracuse University
Arts and Politics
.............University of Rochester
Arts of the African Diaspora
.............Stony Brook SUNY
Atlantic Slave Trade
.............University of Rochester
Atlantic World in the Era of the Slave Trade
.............Hamilton College
Autobiography as a Special Theme in Black Literature
.............Hunter College CUNY
Beginning Swahili I
.............Buffalo State College SUNY
Beginning Swahili II
.............Buffalo State College SUNY
Birth and Death: Anthropology of Vital Events
.............University of Rochester
Black American Culture
.............York College CUNY
Black American Drama
.............Purchase SUNY
Black American History, Seventeenth Century Until the Present Time
.............Baruch College CUNY
Black American Literature Until 1940
.............Baruch College CUNY
Black American Literature
.............Oneonta SUNY
Black American Music
.............Albany SUNY
Black and Latino Leadership
.............New Paltz SUNY
Black and White in America
.............Albany SUNY
Black Britain in Literature and Film
.............Vassar College
Black Capitalism
.............York College CUNY
Black Child in America
.............Buffalo SUNY
Black Church and Social Change
............Fordham University
Black Church
............Brockport SUNY
Black Cinema
............Hobart and William Smith College
Black Dance Workshop
............College of Staten Island CUNY
Black Dance
............New Paltz SUNY
Black Diaspora
............York College CUNY
Black Drama in America
............New Paltz SUNY
Black Drama Workshop
............Adelphi University
Black Economic Development: 1860 to the Present
............Baruch College CUNY
Black Economic History
............Hunter College CUNY
Black Education in America
............Buffalo State College SUNY
Black English: Language and Culture
............New Paltz SUNY
Black Entrepreneurship in America
............Brooklyn College CUNY
Black Face/White Forum
............Buffalo SUNY
Black Families and the Socialization of Black Children
............Cornell University
Black Families
............Columbia University
Black Feminism: Theory and Expression
............Fordham University
Black Film Aesthetics and Representation
............Hamilton College
Black History I
............New Paltz SUNY
Black History II
............New Paltz SUNY
Black History in Newspapers and Fiction: 1940-2000
............Baruch College CUNY
Black Intellectual History
...........Vassar College
Black Intellectuals
...........University of Rochester
Black Leaders and Movements in African-American History
...........Cornell University
Black Liberation: A History of Black Radicalism in the United States
...........Sarah Lawrence College
Black Literature of the Caribbean
...........Borough of Manhattan Community College CUNY
Black Literature
...........Pace University
Black Metropolis: Caste and Class in Urban American 1800 to Present
...........Vassar College
Black Migration
...........Fordham University
Black Music and American Literature
...........Union College
Black Music in World Culture
...........Hunter College CUNY
Black Music of the 1960's
...........New Paltz SUNY
Black Music
...........Vassar College
Black Nationalism in the 20th Century
...........Manhattanville College
Black Nationalism: Political Perspective in Africa
...........Albany SUNY
Black Organization and Movement in the Twentieth Century
...........New Paltz SUNY
Black Poetry and Drama
...........New Paltz SUNY
Black Poetry
...........New Paltz SUNY
Black Politics in America
...........Binghamton SUNY
Black Popular Culture
...........Albany SUNY
Black Popular Culture
...........Purchase SUNY
Black Prison Experience
...........Fordham University
Black Protest and Leadership
.............Buffalo State College SUNY
Black Religious Movement in the United States
.............Lehman College CUNY
Black Revolution and Political Thinking in the U.S.
.............Baruch College CUNY
Black Revolutionary Thought
.............York College CUNY
Black Rhetoric
.............New Paltz SUNY
Black Social and Political Thought in the Americas
.............Albany SUNY
Black Sociology
.............New Paltz SUNY
Black Studies and Black Psychology
.............City College CUNY
Black Talk/White Talk
.............Hobart and William Smith College
Black Theater Workshop I
.............Buffalo State College SUNY
Black Theater
.............Brooklyn College CUNY
Black Theater
.............Hunter College CUNY
Black Theater
.............New York City College of Technology CUNY
Black Theatre
.............Cornell University
Black Women and Social Change: A Cross-Cultural Perspective
.............Stony Brook SUNY
Black Women in America
.............Columbia University
Black Women in America
.............Purchase SUNY
Black Women in American Society
.............Lehman College CUNY
Black Women in Film
.............Medgar Evers College CUNY
Black Women in Literature
.............New York City College of Technology CUNY
Black Women in the Americas and the Caribbean
.............Borough of Manhattan Community College CUNY
Black Women in United States History
.............Albany SUNY
Black Women Writers
.............Fredonia SUNY
Black Women Writers
.............Ithaca College
Black Women Writers
.............Purchase SUNY
Black Women Writers
.............Queens College CUNY
Black Women Writers
.............Syracuse University
Black Women: Contemporary Social and Political Commentary
.............Plattsburgh SUNY
Black Women's Experience in the United States
.............Hamilton College
Black Women's Fiction
.............Brooklyn College CUNY
Black, White, and Blue
.............Saint Lawrence University
Black/African American History
.............Daemen College
Black/White View of America
.............Buffalo SUNY
Blacks and American Law
.............New Paltz SUNY
Blacks and Jews
.............Hofstra University
Blacks and Jews, Interrelations in the …
.............Hofstra University
Blacks and Latinos in Film and Television
.............Oneonta SUNY
Blacks and the American Political Process
.............Albany SUNY
Blacks and the Law
.............Brooklyn College CUNY
Blacks and the Media
.............New Paltz SUNY
Blacks in Films 1
.............Buffalo SUNY
Blacks in Films 2
.............Buffalo SUNY
Blacks in New York History
............New Paltz SUNY
Blacks in the American Criminal Justice System
............Brooklyn College CUNY
Blacks in the Atlantic World
............Fordham University
Blacks in the Caribbean, 1492-Present
............New Paltz SUNY
Blacks in the City
............Stony Brook SUNY
Blacks in Urban America: 1900-Present
............College of Staten Island CUNY
Blacks, Jews and Arabs in Modern France
............Barnard College
Blaxploitation and Its Contexts
............University of Rochester
Body, Memory, and Representation
............Hobart and William Smith College
Books, Children, and Culture
............Vassar College
Borderlands
............Oneonta SUNY
Brazil: Development, Urbanization, and Environment in Portuguese
............Vassar College
Brazilian and Afro-Latin American Area Studies
............City College CUNY
Brazilian Civilization
............Pace University
Brockport Career Exploration Course
............Brockport SUNY
Builders and Seekers
............Hobart and William Smith College
Capitalism and Colonialism in Contemporary America
............City College CUNY
Caribbean American
............Pace University
Caribbean and American Connections in Literature
............Stony Brook SUNY
Caribbean and Brazilian Heritage
............City College CUNY
Caribbean Communities in North America
............Brooklyn College CUNY
Caribbean Discourse
............Vassar College
Caribbean Experience in Literature
............Hofstra University
Caribbean Experience
............Queens College CUNY
Caribbean History
............Borough of Manhattan Community College CUNY
Caribbean Immigration in US
............Fordham University
Caribbean Immigration
............City College CUNY
Caribbean Literature (in Translation)
............York College CUNY
Caribbean Literature
............Brooklyn College CUNY
Caribbean Literature
............Buffalo SUNY
Caribbean Literature
............Cornell University
Caribbean Literature
............Fordham University
Caribbean Peoples and Culture
............Fordham University
Caribbean Political Systems
............Brooklyn College CUNY
Caribbean Politics
............Vassar College
Caribbean Societies in Perspective
............Brooklyn College CUNY
Caribbean Society Since Independence
............Syracuse University
Caribbean Spanish
............Hunter College CUNY
Caribbean Studies
............City College CUNY
Caribbean Writers
............Purchase SUNY
Central America: A Regional Study
............Baruch College CUNY
Changing Demographics of the City
............Baruch College CUNY
Christianity, Islam, and Political Changes in Africa
............Colgate University

CIS: Human Diversity
............Hartwick College

Cities as People
............Albany SUNY

Civil Right Movement
............Ithaca College

Civil Rights and Black Power Movements
............Columbia University

Civil Rights and Liberties
............Fredonia SUNY

Civil Rights and the African-American
............Lehman College CUNY

Civil Rights in America
............University of Rochester

Civil Rights Legislation and Litigation
............Baruch College CUNY

Civil Rights Movement in the 20th Century
............Hartwick College

Civil Rights Seminar
............Hartwick College

Civil Rights
............Hobart and William Smith College

Civil War and Reconstruction 1845-1877
............Hobart and William Smith College

Civil War and Reconstruction
............Manhattanville College

Civil War Era
............Fredonia SUNY

Civil Wars in Africa
............Fordham University

Civilizations and Cultures of Southern Africa
............Plattsburgh SUNY

Class, Race, and Justice
............Purchase SUNY

Classic Black Prose
............Buffalo SUNY

Classism, Racism and Sex Issues
............Albany SUNY

Colloquium: Black Intellectuals
............Columbia University
Colloquium: Issues in the Studies of the Africa and African Diaspora World
..........Barnard College
Colloquium: Slavery and Freedom
..........Union College
Colonial Encounters
..........Wells College
Colonial Encounters: Europe and the Culture of Empire
..........Barnard College
Colonial Experience and Political Theory
..........Hofstra University
Colonial Issues and Anthropology
..........University of Rochester
Colonial Latin America
..........Oneonta SUNY
Colonialism and the Rise of Modern African Literature
..........New York University
Communications and Prejudice
..........Cortland SUNY
Community Internship
..........Buffalo SUNY
Community Organization
..........Lehman College CUNY
Community Service
..........Stony Brook SUNY
Community Studies
..........Brooklyn College CUNY
Comparative Black Literature
..........College of Staten Island CUNY
Comparative Black Political Thought
..........Binghamton SUNY
Comparative Genocide
..........Daemen College
Comparative Governments and Politics: Cases of Predominantly Black Nations
..........Wells College
Comparative Slave Societies
..........Fredonia SUNY
Comparative Slave Systems
..........Hartwick College
Computers and Third World Social Issues
..........Stony Brook SUNY
Conflict in South Africa
..........Siena College
Congress and Public Policy
............Wells College
Conquered Peoples in America
............Hunter College CUNY
Contemporary Africa in World Politics
............Lehman College CUNY
Contemporary Africa
............Fordham University
Contemporary African American Culture and Criticism
............Brooklyn College CUNY
Contemporary African American Fiction
............New York University
Contemporary African American Society
............Union College
Contemporary African American Theater
............Syracuse University
Contemporary African Diaspora Art
............Cornell University
Contemporary African Politics
............Hunter College CUNY
Contemporary Afro-American Civilizations Since 1825
............New Paltz SUNY
Contemporary Black American Literature
............New Paltz SUNY
Contemporary Black Family in American Society
............Niagara University
Contemporary Black Film Culture
............Buffalo SUNY
Contemporary Black Women and Their Fiction
............Albany SUNY
Contemporary Black Women
............Brockport SUNY
Contemporary Black Women's Literature
............New Paltz SUNY
Contemporary Black Writers
............Borough of Manhattan Community College CUNY
Contemporary Black Writers in American Literature
............New York City College of Technology CUNY
Contemporary International Relations of the Afro-Caribbean
............Hunter College CUNY
Contemporary Issues and Anthropology
............University of Rochester
Contemporary Multicultural American Literature
...........Fredonia SUNY
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Critical Analysis of Black American Literature
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Economic Development
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Economic History of Puerto Rico
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Economics and Society in the Third World: Africa
..........New York University

Economics and Society of Latin America and the Caribbean Since 1942
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Economics of Plantations
..........Hartwick College

Economics of Poverty
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Economics of Urban Communities
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Education and Racial Diversity in the U.S.
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Elementary Arabic
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Ethnic and Racial Minorities
............Pace University

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............New York University

Ethnic Images in Film and TV
............Ithaca College

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Ethnic New York: From Town to Global City
............New York University
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............Hamilton College
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............Colgate University
Evolution of the World Economic Order Since the 16th Century
............University of Rochester
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History of the Caribbean  
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