

UNIVERSITY FACULTY SENATE FORMS

Academic Program Permanent Approval

This form is a routing document for the approval of permanent academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Carol E. Henderson phone number: 831-2897

Action: Request for Permanent Status

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 13W
(use format 04F, 05W)

Current degree BAAS
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Permanent change leads to the degree of: BA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Permanent name: Black American Studies
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentrations: Black Art, Literature and Cultural Studies—Black American Studies BA; Law, Public Policy & Social Justice—Black American Studies BA; Black Gender Studies—Black American Studies BA
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(Attach your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

List program changes for curriculum revisions:

We are proposing permanent a 31-credit major in Black American Studies. See the following sections for the specific details of this proposal. The basic curriculum calls for only 6 required courses: BAMS 110 (Introduction to Black American Studies); BAMS 134 (History of Africa); BAMS 205 (Contemporary Afro-American Issues) or BAMS 206 (Survey of Afro-American Culture); BAMS 304 (History of Black America to the Civil War) or BAMS 306 (History of Black American Since the Civil War); BAMS 391 (Research Methods in Black American Studies) and BAMS 490 (Senior Project). All other courses are existing courses.

List new courses required for the new or revised curriculum:

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

None

Other affected units:

(List other departments affected by this new or revised curriculum. Attach permission from the affected units. If no other unit is affected, enter "None")

Other units are not affected but we are relying on collaborative efforts with other departments on campus for a number of our cross-listed courses. We have six (5) core faculty in Black American Studies and have signed letters of agreement from an additional eighteen (17) faculty with joint appointments. In addition, the detailed proposal contains signed letters of support from all department chairs for those faculty with joint appointments.

Rationale:

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

There continues to be a long standing desire for a major in Black American Studies. At the moment and over its history, the Black American Studies Program has offered only a minor. Students have argued forcefully for a major for many years and feel that until there is a permanent major in Black American Studies, their educational options are limited. In addition, it is our belief that the systematic inquiries into the lived experiences of Black Americans and others in the African Diaspora are significant aspects of higher education at the University of Delaware. We believe that a BAMS major will attract Black students to the University of Delaware, and will provide expanded opportunities to all students to learn more about the significant issues of race and black life and culture. Moreover, there are wide and impressive arrays of courses already on the books that the major will consolidate into a systematic inquiry which will be reflected in 31 course credits that are well integrated and provide an incremental learning experience. This will be a significant improvement on the 18-credit minor that is now available.

Permanent Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the present curriculum.)

I am not sure if you wish to see all of the course descriptions. If so, I will have to pull that together.

MAJOR: Black American Studies
CURRICULUM
MAJOR REQUIREMENTS

CREDITS

A minimum grade of C- is required in each BAMS course for the B.A. Degree in Black American Studies.

BAMS 110	Introduction to Black American Studies	3
BAMS 134/HIST 134	History of Africa	3
BAMS 205 or	Contemporary Afro-American Issues	3 or
BAMS 206	Survey of Afro-American Culture	3
BAMS 304/HIST 325 or	History of Black America to the Civil War	3 or

BAMS 306/HIST 326	History of Black America Since the Civil War	3
BAMS 391	Research Methods in Black American Studies	4
BAMS 490	Senior Project	3
<u>One of the following courses in Comparative and Diasporic Studies (3 credits)</u>		
ARTH 203	Art of the Black and African Diaspora	3
ARTH 206	Introduction to Art and Architecture in Africa	3
BAMS 203/ARTH 204	Art, Power and Architecture in Africa	3
BAMS 309/ POSC 309/FLLT 309	Political Culture by Country	3
BAMS 331/HIST 331	History of Caribbean I	3
BAMS 332/HIST 332	History of Caribbean II	3
BAMS 333/ANTH 333	Peoples of Africa	3
BAMS 351/ANTH 351	Race and Ethnicity in Latin America	3
BAMS 395/HIST 395	Pan Africanism	3
BAMS 431/HIST 431	Caribbean Plantation Society and Economy	3
BAMS 439/POSC 439	Topics in African Politics	3
HIST 394	Africa Since 1960	3
HIST 439/WOMS 439	Women and Revolution in Africa	3
HIST 440	Seminar in Africa Under Colonial Rule	3
POSC 433	African Politics	3
<u>One of the following courses in Arts and Humanities (3 credits)</u>		
BAMS 206	Survey of Afro-American Culture	3
BAMS 307/PHIL 307	Black Thought and Philosophy	3
BAMS 313/ENGL 344	African American Literature I	3
BAMS 327/ PHIL 327/WOMS 327/CGSC 327	Race, Gender and Science	3
BAMS 330	Rhetoric of Black America	3
BAMS 345/ENGL 345	African American Literature II	3
BAMS 347/ENGL 347	Studies in American Literature	3
BAMS 356/ENGL 356	Studies in Modern/Contemporary Literature	3
BAMS 373	Psychosocial Elements of Hip-Hop in the Black Community	3
BAMS 382/ENGL 382/WOMS 382/JWST 382	Studies in Multicultural Literature in English	3
BAMS 440	Themes in Black American Studies	3
<u>One of the following courses in Social and Behavioral Sciences (3 credits)</u>		
BAMS 204/SOCI 204	Urban Communities	3
BAMS 205	Contemporary Afro-American Issues	3
BAMS 215/SOCI 215	Race in Society	3
BAMS 322/POSC 322	Race and Politics	3
BAMS 350	Race and Work in the United States	3
BAMS 352	Black Feminist Theory	3
BAMS 355/CRJU 355/SOCI 356	Inequality, Crime and Justice	3
BAMS 361/SOCI 361	Racial Inequality	3
BAMS 381	Understanding Black Men in the Streets and in Prison	3
BAMS 415/SOCI 415/WOMS 415	Race, Class and Gender	3
BAMS 416/PSYC 416	Psychological Perspectives on the Black American	3
BAMS 418/SOCI 418/WOMS 418	Race, Gender and Poverty	3
BAMS 420/SOCI 420/SGST 420/WOMS 412	Race and Sexuality	3
BAMS 439/POSC 439	Topics in African Politics	3
BAMS 649/UAPP 649/LEST 649	Civil Rights Law and Policy	3
BAMS 650	Black Community Studies	3
CRJU 413	Hate Crimes	3
CRJU 444	Capital Punishment and American Culture	3
<u>One of the following courses in History (3 credits)</u>		
BAMS 220/HIST 220	American Civil Rights Movement	3
BAMS 304/HIST 325	History of Black America to the Civil War	3
BAMS 306/HIST 326	History of Black America Since the Civil War	3
BAMS 308	Delaware Black History	3
BAMS 331/HIST 331	History of Caribbean I	3

BAMS 332/HIST 332	History of Caribbean II	3
BAMS 334/HIST 334/WOMS 334	African American Women's History	3
BAMS 363/HIST 333	History of Blacks in the American West	3
BAMS 364	African American/Native American Explorations	3
BAMS 369/HIST 320	Slave Testimony as Historical Artifact	3
BAMS 431/HIST 431	Caribbean Plantation Society and Economy	3
Total Credits for the General Major		31

Black American Studies major can also be conceived by completing the same required courses for the general major plus three (3) courses (9 credits) in a concentration plus one elective. The concentrations allow majors to focus in areas where there is already an interest and assist the student in pursuing advanced degrees in journalism, writing and literature, law and public policy

<u>Concentration in Black Art, Literature and Cultural Studies</u>		
<u>Three courses of those listed below</u>		
(9 credits)		
BAMS 107/MUSC 107	History of Rock	3
BAMS 203/ARTH 204	Art, Power and Architecture in Africa	3
BAMS 207/MUSC 207	History of Jazz	3
BAMS 308	Delaware Black History	3
BAMS 313/ENGL 344	African American Literature I	3
BAMS 330	Rhetoric of Black America	3
BAMS 331/HIST 331	History of Caribbean I	3
BAMS 332/HIST 332	History of Caribbean II	3
BAMS 333/ANTH 333	Peoples of Africa	3
BAMS 345/ENGL 345	African American Literature II	3
BAMS 347/ENGL 347	Studies in American Literature	3
BAMS 382/ENGL 382/JWST 382/WOMS 382	Studies in Multicultural Literature in English	3
BAMS 395/HIST 395	Pan Africanism	3
BAMS 440	Themes in Black American Studies	3

<u>Concentration in Law, Public Policy and Social Justice</u>		
<u>Three courses of those listed below</u>		
(9 credits)		
BAMS 204/SOCI 204	Urban Communities	3
BAMS 215/SOCI 215	Race in Society	3
BAMS 220/HIST 220	American Civil Rights Movement	3
BAMS 322/POSC 322	Race and Politics	3
BAMS 355/CRJU 355/SOCI 356	Inequality, Crime and Justice	3
BAMS 361/SOCI 361	Racial Inequality	3
BAMS 373	Psychosocial Elements of Hip-Hop in the Black Community	3
BAMS 416/PSYC 416	Psychological Perspectives on the Black American	3
BAMS 649/UAPP 649/LEST 649	Civil Rights Law and Policy	3

<u>Concentration in Black Gender Studies</u>		
<u>Three courses of those listed below</u>		
(9 credits)		
BAMS 327/PHIL 327/WOMS 327/CGSC 327	Race, Gender and Science	3
BAMS 334/HIST 334/WOMS 334	African American Women's History	3
BAMS 350	Race and Work in the United States	3
BAMS 352	Black Feminist Theory	3
BAMS 381	Understanding Black Men in the Streets and in Prison	3
BAMS 415/SOCI 415/WOMS 415	Race, Class and Gender	3

BAMS 418/SOCI 418/WOMS 418	Race, Gender and Poverty	3
BAMS 420/SOCI 420/SGST 420/WOMS 412	Race and Sexuality	3

Electives for All Concentrations

Any one course of the following will meet
this requirement
(3 credits)

ARTH 203	Art of the Black and African Diaspora	3
ARTH 206	Introduction to Art and Architecture in Africa	3
BAMS 203/ARTH 204	Art, Power and Architecture in Africa	3
BAMS 204/SOCI 204	Urban Communities	3
BAMS 205	Contemporary Afro-American Issues	3
BAMS 206	Survey of Afro-American Culture	3
BAMS 207/MUSC 207	History of Jazz	3
BAMS 215/SOCI 215	Race in Society	3
BAMS 220/HIST 220	American Civil Rights Movement	3
BAMS 304/HIST 325	History of Black America to the Civil War	3
BAMS 306/HIST 326	History of Black America Since the Civil War	3
BAMS 307/PHIL 307	Black Thought and Philosophy	3
BAMS 308	Delaware Black History	3
BAMS 309/POSC 309/FLLT 309	Political Culture by Country	3
BAMS 313/ENGL 344	African American Literature I	3
BAMS 322/POSC 322	Race and Politics	3
BAMS 327/PHIL 327/WOMS 327/CGSC 327	Race, Gender and Science	3
BAMS 330	Rhetoric of Black America	3
BAMS 331/HIST 331	History of Caribbean I	3
BAMS 332/HIST 332	History of Caribbean II	3
BAMS 333/ANTH 333	Peoples of Africa	3
BAMS 334/HIST 334/WOMS 334	African American Women's History	3
BAMS 345/ENGL 345	African American Literature II	3
BAMS 347/ENGL 347	Studies in American Literature	3
BAMS 350	Race and Work in the United States	3
BAMS 351/ANTH 351	Race and Ethnicity in Latin America	3
BAMS 352	Black Feminist Theory	3
BAMS 355/CRJU 355/SOCI 356	Inequality, Crime and Justice	3
BAMS 356/ENGL 356	Studies in Modern/Contemporary Literature	3
BAMS 361/SOCI 361	Racial Inequality	3
BAMS 363/HIST 333	History of Blacks in the American West	3
BAMS 364	African American/Native American Explorations	3
BAMS 369/HIST 320	Slave Testimony as Historical Artifact	3
BAMS 373	Psychosocial Elements of Hip-Hop in the Black Community	3
BAMS 381	Understanding Black Men in the Streets and in Prison	3
BAMS 382/ENGL 382/JWST 382/WOMS 382	Studies in Multicultural Literature in English	3
BAMS 395/HIST 395	Pan Africanism	3
BAMS 415/SOCI 415/WOMS 415	Race, Class and Gender	3
BAMS 416/PSYC 416	Psychological Perspectives on the Black American	3
BAMS 418/SOCI 418	Race, Gender and Poverty	3
BAMS 420/SOCI 420/SGST 420	Race and Sexuality	3
BAMS 431/HIST 431	Caribbean Plantation Society and Economy	3
BAMS 439/POSC 439	Topics in African Politics	3
BAMS 440	Themes in Black American Studies	3
BAMS 455/SOCI 455/CRJU 455/UAPP 455	Youth Street Outreach	4
BAMS 476/HDFS 475	Topics in Human Development and Family Studies	3
BAMS 649/UAPP 649/LEST 649	Civil Rights Law and Policy	3
BAMS 650	Black Community Studies	3
BAMS 660	Research and Black American Studies	3
CRJU 413	Hate Crimes	3
CRJU 444	Capital Punishment and American Culture	3

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson  Date 10/12/12

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Programs & Planning _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 11/03/04 /khs

University of Delaware

Permanent Status Program Review

Department of Black American
Studies

Dr. Carol E. Henderson, Chair

10/12/2012

Department of Black American Studies

Self-Study Report for Permanent Approval of a Temporary Program

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Permanent Status Program Review

Department of Black American Studies

1. General Information about the Program

A. *Brief Introduction and History of BAMS*

In the spring of 1968, the Black Student Union occupied the Student Center for a two-day period and presented a list of demands to the University administration. These demands included an increase in the number of black faculty members and the establishment of a Black Studies Program. The lobbying of the black students for a program of studies devoted to the Black American experience was intended not only to fill a gap in the curriculum (reflecting a history of institutionalized racism) but also to end their feeling of isolation on a campus which remained overwhelmingly white and unwelcoming.

The following year, on the recommendation of the Scarpitti Report, the University began to address the demands presented by the students. In April of 1969, President Trabant instructed Provost John Shirley to appoint a Black Studies Program Committee charged with “implementing an appropriate Black Studies Program...leading eventually to a major in that area”. Seven months later that committee, chaired by Dr. Robert Rothman, recommended that the University establish a Black Studies major for the fall of 1970. This recommendation led to the formation of a new committee, chaired by Dr. Daniel Biebuyck, charged with structuring a Black Studies Program and laying out the requirements for a major. The Biebuyck Committee recommended to the University that the Black Studies Program eventually enjoy departmental status and consist of a Director and a minimum of four faculty. Quoting the 1968 Yale Report on Black Studies, the Biebuyck Committee concluded that “the experience of black people...is not merely a suitable object for serious academic study and teaching, but one too relevant, vital, important, and rich in content to ignore”. In 1971, the University created the Black American Studies Program in the College of Arts and Science. At its origin, the program offered students an 18-credit hour minor, but not the major that the students demanded and the Scarpitti, Rothman, and Biebuyck Committees recommended. The BAMS program was granted provisional status to offer the BAMS major in the fall 2007.

The program was not given departmental status until fall 2010 and, until the fall of 2006, never had more than three core faculty members. The first two directors of the program, Dr. Livinus Ukachi and Dr. Constance Smith, only served for a short time during 1971-1972. Dr. James Newton served as director from 1973-1994; Dr. Carole Marks, 1994-2003; Dr. Howard Johnson, 2003-2005; Dr. James M. Jones, 2005-2010; and Dr. Carol E. Henderson (who served as Associated Director and Director of Undergraduate Studies Program for BAMS from 2007-2010) was appointed interim chair of the Department of Black American Studies in the fall of 2010, and became chair in 2011.

B. Program's Compatibility with the University's Academic Priorities

The BAMS major has been designed with the University general education goals in mind. The proposed major seeks to help students to think critically, and to develop analytical and research skills. Students will have to demonstrate strong oral and written communication skills, the ability to solve problems, to work independently and collaboratively, and to show intellectual curiosity. We have taken seriously the idea of service, discovery experience and transformative learning and woven it into the courses, the requirements, and the approach to teaching.

C. Program's Alignment with University's General Education Requirements

The BAMS major is compatible with the academic priorities of the University because it aims to provide systematic discovery based opportunities for students to:

- 1) Acquire broad and basic knowledge of the experiences of people of African ancestry as it relates to the North American, global and diasporic influences that impact their lived experiences through multidisciplinary inquiry and analysis in Arts/Humanities, Social/Behavioral Science, and History.
- 2) Develop critical thinking and research skills that promote collaborative study.
- 3) Conduct comparative analyses of the human experience across the African Diaspora and of other ethnic/racial/cultural experiences.
- 4) Acquire personal experiences in diasporic cultural settings outside of the United States through study abroad programs and/or settings outside the classroom.
- 5) Conduct a major scholarly project of independent research that culminates in a senior thesis and/or project.
- 6) Appreciate interdisciplinary study in ways that foster lifelong learning.

- 7) To acquire through courses and other activities, writing and public speaking skills; qualitative skills using computers and other technical devices to solve problems; and to participate in sustained academic study that recognizes one's social and civic responsibilities to one's community – indeed the world.

D. Curricular Requirements for Major – University, College, and Department

BAMS offers a thirty-one-credit major that begins with a three-credit introductory survey course in Black American Studies [BAMS 110], a three-credit course on the History of Africa [BAMS 134], and culminates in a three-credit capstone course [BAMS 490] that requires a research/scholarly/experiential senior project that is presented publicly amongst faculty, students, and parents. In between, we offer a choice of courses at the sophomore level on African American Culture or Contemporary African American Issues [BAMS 205 or 206], and at the junior level on the History of Black America to the Civil War or since the Civil War [BAMS 304 or 306]. We also require a four-credit course in research and analytical methods that offers a multidisciplinary perspective on the varied methods and/or methodologies concerning Black American Studies [BAMS 391]. The curriculum is designed for maximum flexibility so that students may easily pursue double majors or other minors. We recognize that many students feel that traditional programs of study leading to recognizable jobs or advanced study or professional preparation are essential to their career opportunities. We believe that BAMS can support any of these objectives and has the added advantage of providing a focus for critically examining and understanding the experience of persons of African ancestry in the United States and throughout the Diaspora. To support this flexibility we have organized the major in the following way:

1. General Major: If students chose to receive a general major in BAMS, they must take the required nineteen credits of courses listed above, and an additional twelve credits – one course from each of the following four main areas (we have termed pillars):
 - a) Comparative and Diasporic Studies (Caribbean; Africa; South America; International Relations),
 - b) Arts and Humanities (literature; art and art history; visual studies; philosophy and so on)
 - c) Social and Behavioral Sciences (political science; sociology; criminal justice; psychology; urban affairs)

- d) History (African American; Caribbean and/or African history)
- 2. BAMS major with a concentration: If students chose to receive a BAMS major with a concentration, they must take the nineteen credits listed in the opening paragraph above and a nine credit sequence that provides a flexible way to obtain a more focused program of study in either *Black Gender Studies*; *Black Art, Literature, and Culture*; *Social Justice, Law and Public Policy*. To complete the major, students must take one additional elective course from an approved list of courses.
- 3. The BAMS major will broaden the array of courses meeting the multicultural requirement and as noted in the letter from the admissions office, will expand the recruitment of African American students to the University, and provide support for those other students who have a strong desire to have a broader multicultural education. The courses that meet the BAMS major meet a variety of educational goals of the University and the College of Arts and Sciences:
 - a) Multicultural Requirement = 29 courses
 - b) Second Writing requirement = 7 courses
 - c) Breadth—Group A = 4 courses
 - d) Breadth—Group B = 10 courses
 - e) Breadth—Group C = 3 courses

These numbers are likely to increase as we develop and refine the courses that complete the major, and more fully employ our new faculty in our teaching.

E. Results of Assessments or Evaluations Regarding the Quality of Program

The Department of Black American Studies uses student teaching evaluations and yearly faculty evaluations to gauge the quality of instruction, advisement, and mentoring provided to our majors, minors, and the University community at large. Our unit also participates in the University assessment program that provides invaluable instruction on how we can assess student learning outcomes for courses in the major and minor. The results of that assessment are provided in the appendices.

F. Department Strategies for Student Advisement

Students who join our department are given academic advisors. These advisors are available to meet with students upon request, and we also provide an

opportunity for our students to speak about their career goals with their advisors. Our department also provides informal informational sessions, as needed, to help students successfully progress through the major. We encourage outstanding students to develop senior theses in their specialty fields in Black American Studies. Furthermore, we conduct informative career development sessions to encourage our majors to pursue graduate school, and we chart the process for successfully applying to graduate school. Recently, we held a luncheon where graduate students could speak with our majors about the realities of graduate school life.

G. Accreditation Requirements

Accreditation requirements do not apply to our department. However, our department does belong to the National Council of Black Studies, and that Council has an accreditation process that we may engage in the near future.

H. Changes in Degree Requirements or Subject Areas

BAMS had their major provisionally approved in 2007 after having a minor for 36 years. The minor and major have gone through some revisions since the inception of the program in 1971. The minor has consistently required 18 credits to complete. **In 1972**, the then program allowed students to take BS 110, 205, 207, or 210 as a prerequisite for further work in Black Studies. Students could take classes in Black Nationalism and Black Economics and Black Economic Development. There were also more graduate level courses available at the 500 and 600 levels on Third World Problems and Issues and Philosophy of Black Liberation (courses that are no longer taught in BAMS...but interest in the classes does exist). Interesting enough, under the direction of Constance A. Smith, students were able to major in Black Studies if they complied with the general University requirements and satisfactorily completed a minimum of 30 hours in Black Studies, including BS 205, 310, 405, 460 and at least two courses at the 500 and 600 levels (UC, 261-263). I cannot ascertain from the information provided in the catalog whether the granting of a Black Studies major was official or non-official, but the point should be made that BAMS leadership made efforts as early as 1972 to allow students to major in Black Studies.

In 1974-1976, the Black Studies curriculum continued to evolve – courses on major Black Poets and Artists (BS 420) and Black American Literature I (BS 313) were added to the course offerings.

In the 1980s, Black American Studies became part of the “Minors in Area Studies” component in the University curriculum. At that time, the minor required a grade point average of at least 2.1, and the required courses (driven by faculty availability in the program unit and those affiliated with BAMS) became BAS 110, 210 (or 310), 304, 306, and one BAS elective at or above the 300 level with the approval of an adviser. Alternative arrangements for the minor were available upon approval from the director and the program advisor provided at least 15 of the 18 credits for the minor carried a BAMS designation.

In the 1990s, Black American Studies continued to be housed under “Minors in Area Studies,” offering the students the option to minor in the field, but special arrangements were made available within the Bachelor of Arts in Liberal Studies degree program to allow students to major in the field. Students are required to maintain a 2.25 grade point average and a proposal must be submitted and approved by a committee in order to have the specialty field designated for the BALS. This option was available for students up until the major was made available in the Black American Studies Program in 2008. The requirements for the minor in BAMS continued to evolve based on availability of classroom instruction. **In 1999-2000**, the BAMS minor changed to allow student to complete it by taking BAMS 110, 304, 306, and one BAMS elective at or above the 300 level, with the approval of an advisor, plus 2 more BAMS courses. Students had to have completed one semester of full-time study at the University with a grade point average of 2.5. These requirements stayed in place until 2009 when faculty felt that students needed to understand the strong diasporic connection in the global experiences of person of African ancestry so BAMS 134 (History of Africa) was added to the requirements of the minor, as was an Arts and Humanities component. Thus the BAMS minor requires BAMS 110, 134, 205 or 206, 304 or 306, and two electives from an approved list of courses.

The BAMS major has changed once since its inception in 2008. In 2008, students were required to take BAMS 110 (Introduction to Black American Studies), BAMS 391 (Research Methods), one course from each of the four pillars (Comparative and Diasporic Studies; Arts and Humanities; Social and Behavioral Sciences; and History), along with 3 electives (one had to be at the 400 level), and a capstone course. In 2009, the faculty fine-tuned these requirements to include a

component that acknowledged Africa. Thus the requirements evolved into the requirements presented under heading D of this document. Black American Studies continues to offer students a rigorous course of study and our courses continue to meet University group requirements—it has since its inception in 1971. Thus BAMS has served the University of Delaware for over 41 years...and counting.

I. Recruitment of Underrepresented Populations

A large portion of our students come from underrepresented ethnic groups on this campus. The African American and Latino/a community is small at UD, and we try our best to serve as role models, mentors, and academic advisors to those students who find their way into our offices—whether they are BAMS majors or minors. What our unit has done, as well, is create an environment where students from the majority populations on campus feel welcome in our major/minor community. Students from the majority population have majored and minored in BAMS over the years, and they represent our “underrepresented” population in BAMS. We will continue to recruit all students to the major.

2. Student Information

A. Application and Enrollment History

Black American Studies - Admissions Summary

Freshmen Application Activity								
	<u>Spring 2008</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Spring 2010</u>	<u>Fall 2010</u>	<u>Spring 2011</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
Applied	0	2	4	1	2	0	2	1
Admitted	0	1	0	0	2	0	1	1
Enrolled	0	0	0	0	0	0	0	0
Transfer Application Activity								
Applied	1	3	0	0	3	3	0	2
Admitted	1	1	0	0	1	0	0	1
Enrolled	1	1	0	0	1	0	0	1

*For more specific information on BAMS Degrees conferred spring 2008-Summer 2012 (Admissions), and for data detailing application and enrollment history of

students with a BAMS Major/Minor, Fall 1996-Winter 2013 (Office of Institutional Research), see appendices. However, I have provided a summary of the numbers here: total number of degrees conferred 2008-2012 is 22; total number of BAMS minors conferred is 36. In winter 2013, we have 3 BAMS majors scheduled to graduate, and 2 minors. In spring 2013, 9 BAMS majors and 7 minors are scheduled to graduate. Information provided from the Office of Institutional Research shows Retentions – based on the fall admits beginning with fall 2008. They do not have graduation rates on these students; degrees earned – a count of students who received a degree from UD and had a BAMS major or minor during their career at UD, not necessarily receiving a degree for the BAMS major (which is obvious since we did not get the major until 2008); and lastly, Major or Minor – count of students that had a BAMS major or minor during their career at UD. This number is of interest to us: from 1996-2012, 1048 had the BAMS minor during their academic career; 317 students had the major as a focus. Thus, for the 1996-2013 academic span, 1,365 were connected to BAMS as either a major or a minor.

B. Annotated Evidence of Placement for BAMS Graduates

Our original projection that we would have an estimate of 20 majors in the initial stages of the offering has been pretty accurate given the number of students that have matriculated through the program – and now department – since BAMS has offered a major. Normally, it would take a full cycle (four years) for us to produce graduates for the major, but we had students so dedicated to the educational mission of BAMS that we were able to hold our first convocation in May 2008. We had 4 students participate in that convocation ceremony (see attached newsletter). Since that time, we have held convocation ceremonies in the Roselle Center for the Arts (Puglisi Hall) where we have graduated as few as 3 undergraduate students, and as many as 6 undergraduate students in one ceremony. In 2013, we are projected to graduate 12 BAMS majors – 3 in the winter 2013 and 9 in the spring 2013. Many of our majors are double majors, but we have graduated students with BAMS as their primary field of student. One student who has graduated from UD with a degree in Black American Studies is currently an NFL football player for the Chicago Bears (class of 2011). We hope this trend will continue as we continue to build our brand and our department. Students who minor in BAMS are also invited to the convocation ceremony and we have had these students attend our ceremony with their parents because of the ties we have developed with these students.

Our department works hard to provide information on academic and employment opportunities for our students. We counsel with them individually to find out their career goals. We conduct professional and career development roundtable discussions to help BAMS majors develop a plan to achieve their career goals. We help them with the graduate school process, and in some instances, we recommend students go to UD's Career Services if they want to explore other career options, find an internship or summer employment. BAMS also has a Major Resource Kit with Career Services that explains what type of entry level jobs are available for BAMS majors, and more importantly, what type of employers hire BAMS majors. Many of our students double major so we work jointly with them to chart the best career path that utilizes their technical and academic skills.

Below is a brief list of the achievements of students who have graduated with a BAMS major or minor in the past 5 years:

BAMS Majors and Minors: Where are they now? (selected list)

- (Double major – BAMS and Political Science) 2010
Team Leader at City Year, Greater Philadelphia
- (Double major – BAMS and Communications) 2010
Human Resources Specialist, Broadcasting Board of Governors; Pursuing MA in English at Bowie State University
- (Triple major in BAMS, International Relations, and Economics), 2009; Project Coordinator, Pencader Hundred Community Center
- (Double major – English and Black American Studies), 2009
Digital Sales Lead at Barnes and Noble Booksellers, Inc.
- (Double major – English and Black American Studies), 2009
Teen Program Coordinator, Boys and Girls of America
- (Double major – Journalism and Black American Studies), 2011
Home Depot, TheCelebrityCafe.com
- (Double major – English and Black American Studies), 2010
Masters, Business Administration, Marketing from Walden University; has a position at Lincoln University in Resident Life
- (Triple major – Sociology, Black American Studies, Women's Studies), 2009; Co-Project Director for the Wilmington Street PAR Project from October, 2009 to November, 2010; M.A. in African American Studies, Temple University, August 2012; currently a doctoral student in the Department of Sociology at Rutgers University - New Brunswick as a fully funded Ralph Johnson Bunche Fellow with a 5 year funding package.

- (Double major – History and BAMS), 2008; Suddler is currently a doctoral student in the Department of History at Indiana University, Bloomington – he successfully completed his qualifying exams for his doctorate, and is now working on his dissertation. This student is also editorial assistant at the *Journal of American History*.
- (Political Science major, BAMS minor), 2011; currently a fully funded doctoral student at Duke University in the Department of Political Science.
- (Double major – BAMS and Chemistry), 2011; currently a student at Brown University Medical School.
- (BAMS major), 2011 – NFL player for the Chicago Bulls (free safety)
- (Double major – BAMS and Sociology; minor Women’s Studies), Coordinator, 1st year Advisement at Metropolitan College of New York

We also offer a minor in Black American Studies and the number of minors has fluctuated between 25 and 40 per year over the past several years. Now that we have a major, that number may change, but we will present a proposal to the faculty senate this year to change the minor requirements so that students will have greater flexibility in minoring in BAMS with a specialization in their primary field of study. In addition, we annually teach some 22 courses with a total enrollment of 800 students. In the current semester, we offer 16 courses to 525 students.

3. *Demand and Competitive Factors in the Region, Nationally or Internationally*

The demand for Black American Studies at the University of Delaware is consistent with the demand nationwide. We offer a rigorous and holistic course of study that is competitive with a number of programs in the region. To date, there are no other courses of study leading to a major in African or Black American Studies in the state of Delaware at the undergraduate or graduate level. Other regional programs that do offer majors or minors in some form of Black Studies (i.e. Africana Studies, African Studies, African American and African Studies) include Howard University, University of Maryland, College Park and Baltimore County, Seton Hall, William Paterson, Franklin and Marshall, and Temple. They do not provide an alternative, though, for students who are enrolled at the University of Delaware.

I should note here that BAMS curriculum is attractive because the sets of skills and experiences developed and supported through the major have broad utility for students who wish to pursue graduate study. The principles underlying the

major have prepared our students for graduate work in either Black Studies or any number of graduate programs in, for example, Cultural and Visual Studies, Civil Rights Law and Public Policy, Sociology, Political Science, History, or literature of the African Diaspora. Moreover, we note that there are ten (10) universities that offer the PhD in Black American Studies, including, UC Berkeley, Harvard, Yale, Temple, Michigan State, University of Massachusetts, Amherst, Emory, and Howard Universities. We believe that a student seriously interested in the subject matter and career possibilities will be prepared to enter one of these doctoral programs, pending their academic performance. We are pleased with the successes of our students thus far, and are excited about the limitless possibilities for the future.

4. *Identify factors that make BAMS Unique and Distinctive*

In addition to the fact that BAMS is now developing a strong focus on Black Gender Studies across the 19th and 21st Centuries, and is poised to distinguish itself regionally with the addition of faculty members such as Erica Armstrong-Dunbar, P. Gabrielle Foreman, Tiffany Gill, and the presence of colleagues such as Carol E. Henderson, Carla Guerron-Montero, Maggie Andersen, Elizabeth Higginbotham, and Alvina Quintana (just to name a few), there are four special features of the BAMS department that deserve mention because of the research and academic opportunities they afford our students:

1) Delaware is privileged to house the Paul R. Jones Collection of African American Art. *It is one of the premier collections in the country.* The Curator of the Collection, Dr. Julie McGee, also holds a joint appointment as an associate professor in the Black American Studies Program, and works closely with our department and the university community writ large to strengthen the programmatic offerings in the Arts and Humanities. Further, BAMS has been designated the home of the Paul R. Jones Collection initiative, a systematic set of programs to foster educational uses of the Collection at UD as well as other educational institutions. We foresee these activities as a signature aspect of the BAMS program and Major.

2) BAMS was awarded a College of Arts and Sciences Transformation grant with BAMS Assistant Professor Yasser Payne as the Principle Investigator, and

Professor Jones as the Co-PI. The title of the grant is “The Lived Experiences of Black Students and Faculty at the University of Delaware.” The project provided a comprehensive research and social justice based experience to a set of four undergraduate students. The project’s purpose was to document the lived experiences, basic interests and expectations of Black students and faculty at the University of Delaware (UD). This project is ongoing and will provide needed qualitative and quantitative materials for the newly formed Center for the Study of Diversity – a center lead by former director of BAMS, Dr. James Jones – a center that we believe will provide discovery learning opportunities for BAMS students.

3) Building on this work, Dr. Yasser Payne, now an associate professor of BAMS, has developed an ethnographic community needs assessment project (PAR: Participatory Action Research) project that allows students to engage in a community based study in the Eastside and Southbridge neighborhoods of Wilmington, DE. A number of our BAMS majors have worked with Dr. Payne on this project – helping to collect data, do qualitative assessments of surveys collected – using that said data in their own research projects for the McNair program research conference and other venues. Dr. Payne’s project is ongoing – he was recently awarded a \$250,000 grant from the Provost’s Office to continue work on Street PAR, and Dr. Payne plans to develop ancillary projects to this main project will extend the research opportunities for BAMS majors well into the next decade.

4) BAMS created a regional undergraduate student research conference in 2011 (under the direction of Dr. Carol E. Henderson) that allows BAMS majors to present their research, and network with other students in the geographical area interested in the study of people of African ancestry. The first conference’s theme “Black Studies in the Age of Obama: Interdisciplinary Approaches to Black Identity” drew students from Delaware State University, and faculty from Lincoln University. The conference rotated to Delaware State University in 2012, and student presenters from Delaware State University, Lincoln University, and the University of Delaware presented wonderful research projects on “Social, Technological, and Scientific Advancements of the 21st Century.” The conference expanded to two days in 2012 with keynote speakers from Wilmington and Dover, DE. This year, the conference will return to the UD, and we hope to expand this consortium to other campuses in the region.

5. *Overview of Interdisciplinary relationships and trends of Student Electives*

The interdisciplinary trend of most students in BAMS: History, English, Women's Studies, Sociology and Criminal Justice, Political Science and International Relations, Psychology, Urban Affairs and Public Policy, Art/ Art History, Communications, and Philosophy. BAMS has strong connections to all these departments, and creates programmatic opportunities that benefit majors/minors from each unit.

6. *Facilities for Department*

BAMS shares space with the Math Department in Ewing Hall. We occupy $\frac{1}{4}$ of the entire fourth floor of the 5 floor building, and the space is usable. As we continue to grow, we will have to consider how we reallocate space.

7. *Information on Other Budgetary Requirements of Program beyond Typical Unit Expenses*

Study Abroad Scholarships: 2011-- \$3,000 (3 awards at \$1,000 each); 2012 \$1,000 (2 awards at \$500 each)

Poetry Conference: 2012--\$198 for UD van rental for student transportation

Undergraduate Research Conference: 2011--\$3,875 (\$2980 venue, food, audio visual; \$102 UD van rental for student transportation; \$500 gift certificates for winners; \$293 brochures); 2012--\$833 (\$433 brochures; \$293 hotel accommodations for UD students and faculty; \$108 UD car rental for student transportation)

8. *Other Information of value for the Review of the Program*

BAMS will develop a graduate component to the major either in the form of a graduate certificate or a joint MA degree with another department. Also, BAMS has instituted an advisory board (see commemorative issue of the Ubuntu 2012 for a list of members) comprised of former alum and community leaders to help us better facilitate academic and cultural programming that allows our students access to the community. This board will also help us to build stronger bridges between our public scholarship and other organizations that are doing the work we write about in our books and articles.

REGULAR MEETING OF THE
UNIVERSITY OF DELAWARE FACULTY SENATE
Meeting Minutes
April 9, 2007

104 Gore Hall

4:00 pm

Members excused:

I. Adoption of the Agenda

Approved

I. Approval of the Minutes: March 5, 2007

Approved

II. Remarks: Dan Rich, no remarks.

Avron Abraham – Discovery Learning Experience ([attachment](#)). Faculty Senate resolution passed May 2003 stating that students entering the University of Delaware September 2005 must have a discovery (experiential) learning experience at the University. In a discovery learning experience (DLE) students learn by doing activities, related in some ways to real life, outside the classroom. Students will apply critical thinking skills and engage in reflection. Study abroad and service learning courses will be considered DLE.

III. Announcements: Senate President Dallas Hoover. Presentation of a plaque to Charles Mason honoring him for service to the University and the Faculty Senate.**IV. Consent Agenda****A. Announcements for Challenge:**

1. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to articulate the UD Health Studies curriculum (BS in Health Studies in Occupational Therapy) with the Thomas Jefferson University MS in Occupational Therapy, in the Department of Health, Nutrition and Exercise Sciences – ([attachment](#)) ([attachment1](#)) ([attachment2](#)) ([attachment3](#)) ([attachment4](#)) ([attachment5](#)) ([attachment6](#)) ([attachment7](#))
2. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the BA and BA Honors in East Asian Studies in the Department of History ([attachment](#))
3. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to add a minor in Sustainable Energy Technology in the Department of Chemical Engineering – ([attachment](#))
4. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and

- the Executive Committee (Dallas Hoover, Chair) for the request to change the ANTH core course from ANTH265, High Civilizations in the Americas, to ANTH375 Peoples and Cultures of Latin America for the major of the Latin American Studies program in the College of Arts and Sciences (attachment revised 3-1-07) (attachment 3-1-07)
5. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the minor in German Studies (attachment)
 6. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to delete three interest areas (Interest Area A: Material Culture and Visual Style, Interest Area C: Administration of Community Resources, and Interest area E: Family and Consumer Sciences Education), for an undergraduate Major in the College of Human Services, Education and Public Policy (attachment) (attachment)
 7. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to delete "Chem101/102 General Chemistry I and II" from Major requirements for the BS degree in the major of Food Science and Technology with a concentration in Food Science, and request to remove FOSC 306 as a require course from the Minor in Food Science in the Department of Animal and Food Sciences (attachment)
 8. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to delete "Chem 101/102 General Chemistry I and II" from Major requirements for the BS degree in the major of Animal Science with concentrations of Animal Biotechnology and Preveterinary Medicine, in the Department of Animal and Food Sciences (attachment)
 9. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the Arts and Sciences Breadth Requirements for BA degrees in the College of Arts and Sciences (attachment)
 10. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the BA in Psychology (attachment)
 11. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the major for MED in Curriculum and Instruction with a concentration of mathematics education in the School of Education (attachment 1) (attachment 2, policy)
 12. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the

- concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to remove the requirement of taking the Praxis II Mathematics: Content Knowledge test, MEd in Curriculum and Instruction with the concentration of secondary mathematics education in the School of Education ([attachment 1](#)) ([attachment 2, policy](#))
13. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to change the name of the MA program from Early American Studies to MA in American Material Culture for the Winterthur Program in Early American Culture in the college of Arts and Sciences ([attachment](#))
 14. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to change from a fixed set of required courses to a more flexible list of courses for the MEM – Master of Mechanical Engineering: Mechanical in the Department of Mechanical Engineering ([attachment](#)) ([attachment policy](#))
 15. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to change from a fixed set of required courses to a more flexible list of courses for the MSME – Master of Science in Mechanical Engineering in the Department of Mechanical Engineering ([attachment](#))
 16. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to change the PhD program in Mechanical Engineering in the Department of Mechanical Engineering – ([attachment](#))
 17. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the Master of Fine Arts degree requirements in the Department of Art ([attachment 1, revised approval form](#)) ([attachment 2, revised policy](#)) ([attachment 3, addenda to courses](#))
 18. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the Master of Education in Educational Leadership in the School of Education ([attachment](#)) ([attachment](#))
 19. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to Add: EDUC 745- Collaborative Teaming in Special Education and delete: EDUC 607 – Educational Research Procedures for the Master of Education in Exceptional Children and Youth in the School of Education ([attachment](#)) ([attachment](#))
 20. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the

Executive Committee (Dallas Hoover, Chair) for the request to increase EDUC 879, Internship in Education from 3 credits to 6 credits for the Doctor of Education in Educational Leadership ([attachment](#)) ([attachment](#))

21. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to approve the Listing of a Linguistics & Cognitive Science Combined BS-MA Option in the Department of Linguistics ([attachment 1, approval form](#)) ([attachment 2, policy](#)) ([attachment 3, full proposal](#))

Item 9 moved to New Business. Consent agenda adopted.

V. Resolutions:

- A. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to add a BS major in Quantitative Biology in the College of Arts and Sciences ([attachment revised 3-16-07](#)) ([attachment 3-7-07](#))

Whereas, present and future research in life sciences will benefit from a multidisciplinary approach, including biology, chemistry, mathematics and physics, and

Whereas, current undergraduate biology education does not adequately prepare students for a multidisciplinary research environment, specially in quantitative aspects of the discipline, and

Whereas, the Department of Mathematical Sciences and the Department of Biological Sciences have collaborated enthusiastically in designing this program, and

Whereas, the program has the potential to significantly impact progress in furthering knowledge in biological and life sciences, and

Whereas, this program does not require major additional resources in order to run successfully, be it therefore

Resolved, that the Faculty Senate recommends that the BS major in Quantitative Biology be granted provisional status in the College of Arts and Sciences.

Resolution approved.

- B. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to add a BS major in Psychology ([attachment](#)) ([attachment](#))

Whereas, we would like to increase the number of students who apply to graduate schools in psychology and the competitiveness of our best students for entrance into top level graduate programs, and

Whereas, we would like to better meet the needs of students with strong science

backgrounds and interests who change majors to Psychology because of changing career aspirations, and

Whereas, we would like to offer dedicated students the opportunity to engage in depth the rigorous scientific approach to Psychology advocated by the faculty. A Bachelor of Science Degree Program serves a rhetorical purpose in communicating that approach and will serve to recruit select students away from the Bachelor of Arts program. As we develop the Bachelor of Science Program, we plan to focus on providing exciting, rigorous, and sequenced research experiences in our laboratories, and

Whereas, a Bachelor of Science Degree Program dramatically enhances our competitiveness in applying for grants from federal funded programs for undergraduate research and teaching in aspects of psychological science. NIMH, for example, has a program to enhance the undergraduate science training of potential applicants to Clinical Science graduate programs, be it therefore

Resolved, that the Faculty Senate recommends that the BS in Psychology be granted provisional status in the College of Arts and Sciences

Resolution approved.

- C. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to add a new BS major in Cognitive Science in the Department of Linguistics (attachment) (attachment)

Whereas, the establishment of the Bachelors of Science: Cognitive Science degree would benefit students in the Department of Linguistics and Cognitive Science, and

Whereas, the establishment of this degree has been endorsed by the Senate of the College of Arts and Sciences and the Undergraduate Studies Committee of the Faculty Senate, and

Whereas, establishment of such a degree does not require the addition of any new courses beyond those that the Department plans to offer, and

Whereas, establishment of such a degree does not require the addition of any library resources, be it therefore

Resolved, that the Faculty Senate recommends that this degree be established in the Department of Linguistics and Cognitive Science.

Resolution approved.

- D. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to add a BS Honors major in Cognitive Science in the Department of Linguistics (attachment) (attachment)

Whereas, the establishment of the Honors Bachelors of Science: Cognitive Science degree would benefit students in the Department of Linguistics and Cognitive Science, and

- Whereas, the establishment of this degree has been endorsed by the Senate of the College of Arts and Sciences and the Undergraduate Studies Committee of the Faculty Senate and
- Whereas, establishment of such a degree does not require the addition of any new courses beyond those that the Department plans to offer and
- Whereas, establishment of such a degree does not require the addition of any library resources, be it therefore
- Resolved, that the Faculty Senate recommends that this degree be established in the Department of Linguistics and Cognitive Science

Resolution approved.

- E. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to add a new major in Mathematics Education in the Department of Mathematical Sciences (attachment) (attachment) (attachment 3-7-07)

- Whereas, Mathematically talented students who want to be trained as math teachers also want the option of pursuing graduate education in mathematics after teaching in high schools for a few years, and
- Whereas, High school mathematics teachers with mathematical knowledge beyond that required for certification would be an asset in our high schools, and
- Whereas, BA in Math Education program does not have room for students to take advanced mathematics courses beyond those required for certification in Math Education, and
- Whereas, the proposed BS program in mathematics education has been unanimously approved by the University Council on Teacher Education, and
- Whereas, establishment of such a degree does not require the addition of any new courses beyond those that the Department offers, be it therefore,
- Resolved, that the Faculty Senate recommends that this degree be established in the Department of Mathematical Sciences

Resolution approved.

- F. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to add a new major in Black American Studies (attachment)

- Whereas, each year a significant number of students have an interest in Black American Studies and inquire about the possibility of taking it as a major course of study, and
- Whereas, the Black American Studies program has existing core and joint faculty and courses to support the offering of a major and related experiences necessary to provide a rounded education that meets general education, multicultural and transformative experiences, and

Whereas, the Black American Studies program has been successful since 1972 as a minor within the College of Arts and Sciences, be it therefore

Resolved, that the Faculty Senate recommend that a new major be established in Black American Studies within the College of Arts and Science

Resolution approved.

VI. Regular Agenda

A. **Old Business:** None

B. **New Business:**

Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the Arts and Sciences Breadth Requirements for BA degrees in the College of Arts and Sciences ([attachment](#))

After a discussion, motion approved.

VII. Introduction of New Business

Such items as may come before the Senate. (No motion introduced under new business, except a motion to refer to committee, shall be acted upon until the next meeting of the Senate.)

No new business.

Meeting adjourned at 4:50.

Submitted by Donald Lehman

Students with a BAMS Major or Minor (data only available begin Fall 1996)

	Black Americ	Black Americ	Total
	MIN	MAJ	
1996 Fall	11		11
1997 Wintr	8		8
1997 Spr	13		13
1997 Sum	3		3
1997 Fall	11		11
1998 Wintr	7		7
1998 Spr	14		14
1998 Sum	4		4
1998 Fall	15		15
1999 Wintr	10		10
1999 Spr	20		20
1999 Sum	6		6
1999 Fall	17		17
2000 Wintr	12		12
2000 Spr	21		21
2000 Sum	7		7
2000 Fall	19		19
2001 Wintr	14		14
2001 Spr	20		20
2001 Sum	6		6
2001 Fall	19		19
2002 Wintr	11		11
2002 Spr	32		32
2002 Sum	6		6
2002 Fall	27		27
2003 Wintr	22		22
2003 Spr	35		35
2003 Sum	10		10
2003 Fall	29		29
2004 Wintr	17		17
2004 Spr	37		37
2004 Sum	6		6
2004 Fall	38		38
2005 Wintr	23		23
2005 Spr	36		36
2005 Sum	13		13
2005 Fall	25		25
2006 Wintr	14		14
2006 Spr	21		21
2006 Sum	7		7
2006 Fall	24		24
2007 Wintr	20		20
2007 Spr	25		25
2007 Sum	5		5
2007 Fall	17	7	24

2008 Wintr	12	4	16
2008 Spr	22	16	38
2008 Sum	9	12	21
2008 Fall	20	22	42
2009 Wintr	18	16	34
2009 Spr	25	24	49
2009 Sum	8	8	16
2009 Fall	23	20	43
2010 Wintr	10	10	20
2010 Spr	25	24	49
2010 Sum	6	12	18
2010 Fall	19	21	40
2011 Wintr	7	13	20
2011 Spr	21	22	43
2011 Sum		6	6
2011 Fall	15	18	33
2012 Wintr	7	9	16
2012 Spr	18	19	37
2012 Sum	5	6	11
2012 Fall	11	13	24
2013 Wintr	10	15	25
Total	1,048	317	1,365

BAMS Core Faculty¹:

<u>Name and Rank</u>	<u>Degree</u>	<u>Specialization</u>	<u>Scholarly accomplishments</u>
Erica Armstrong-Dunbar Associate Professor	PhD	Early African American Women's History	Authored <i>A Fragile Freedom: African American Women and Emancipation in the Antebellum City</i> (New Haven, CT: Yale University Press, 2008). Work-in-Progress: <i>Never Caught: The Life of Ona Judge Staines</i>
Arica Coleman Assistant Professor	PhD	African American and Native American Relations	Authored <i>That the Blood Stays Pure: African Americans, Native Americans and the Predicament of Race and Identity in Virginia</i> (forthcoming Bloomington, IN: Indiana University Press, 2013)
Tiffany Gill Associate Professor	PhD	African American History, Black Business History, 20 th Century US History	Authored <i>Beauty Shop Politics: African American Women Activism in the Beauty Industry</i> (Champaign, IL: University of Illinois Press, 2010)
Carol Henderson Chair and Professor	PhD	African American Literature	Authored <i>Scarring the Black Body: Race and Representation in African American Literature</i> (Columbia: University of Missouri Press, 2002); Editor of <i>James Baldwin: Historical and Critical Essays</i> (New York: Peter Lang, 2006), <i>America and the Black Body</i> (New Jersey: Fairleigh Dickinson University Press 2009), <i>Imagining the Black Female Body</i> (New York: Palgrave Macmillan, 2010); Work-in-progress: <i>Resurrecting the Hottentot Venus</i>
Yasser Payne Associate Professor	PhD	Social Psychology of Black Men	Current participatory action research (PAR) project is entitled: <i>The Wilmington Street PAR Project</i> which empirically documents the impact of community violence in the Eastside and Southbridge neighborhoods of Wilmington, DE.
Maggie Ussery Assistant Professor	PhD	Sociology of Black Urban Working Poor and Women Studies	General University Research Grant, University of Delaware, Spring/Summer 2007 Project Title: <i>Not Just Any Job: the Attitudes and Influences on the Employment of Black Youth</i>

BAMS Joint Faculty Appointments

<u>Name:</u>	<u>Rank</u>	<u>Degree</u>	<u>Specialization</u>	<u>Home Department</u>
Andersen, Margaret	Professor	PhD	Sociology of Race, Ethnicity and Gender	Provost/Sociology
Cooper, Carlton	Assistant Professor	PhD	Health Disparity and Community Outreach	Biological Sciences
Davis, Theodore	Associate Professor	PhD	Black Politics	Political Science
Fleury-Steiner, Benjamin	Associate Professor	PhD	Criminal Justice, Race and Jury Behavior	Sociology
Foreman, P. Gabrielle	Associate Professor	PhD	19 th Century Archival Studies; African American Literature	English
Guerron-Montero, Carla	Associate Professor	PhD	Latin America and Caribbean/African Diaspora	Anthropology

Higginbotham, Elizabeth	Professor	PhD	Sociology of Race and Gender	Sociology
Jones, James	Professor	PhD	Social Psychology of Black Culture and Racism	Psychology
Maloba, Wunyabari	Professor	PhD	African History	History
McGee, Julie	Associate Professor	PhD	African American Art History	University Museums
Okoye, Ikem	Associate Professor	PhD	African Art History	Art History
Quintana, Alvina	Associate Professor	PhD	Cultural, Black American, Women's Sexuality and Gender Studies	Women/Gender Studies
Randolph, Antonia	Associate Professor		Gender and Sexuality Studies	Sociology
Spaulding, Asa Timothy	Associate Professor	PhD	African American Literature	English
Ware, Leland	Professor	JD	Law and Public Policy of Civil Rights	Public Policy and Admin.
Wilson, David	Associate Professor	PhD	Political Psychology and Racial Attitudes	Political Science

¹ All BAMS core and joint faculty have published articles. List can be provided upon request.

BAMS Curriculum Map:

Courses:		Learning Goals:			
Course Numbers:	Course Names:	1: Students will analyze and develop a complex and critical (challenge the underlying assumptions) assessment of the social, political, intellectual or artistic dimensions of the Black American or Diasporic experience.	2: Students will examine the Black American or Diasporic experience through comparative analyses of its intellectual products including the social, cultural, and political works.	3: Students will effectively communicate in writing and orally knowledge of the Black American or Diasporic experience.	4: Students will utilize and apply their analytical, critical, and creative skills in projects that provide service to the community.
BAMS 107	History of Rock				
BAMS 110	Introduction to Black American Studies (Payne)	P E D		P D E	D
BAMS 110	Introduction to Black American Studies (Ussery)	P E D		R P P	
BAMS 110	Introduction to Black American Studies (Coleman)	P D E		P O D E	
BAMS 110	Introduction to Black American Studies (Davis)				
BAMS 134	History of Africa				
BAMS 203	Art, Power and Architecture in Africa				
BAMS 204	Urban Communities				
BAMS 205	Contemporary Afro-American Issues	P E D		P E D	D
BAMS 206	Survey of African American Culture				
BAMS 207	History of Jazz				
BAMS 215	Race in Society				

BAMS 220	American Civil Rights Movement				
BAMS 298	Research: Race, Ethnicity, and Culture				
BAMS 305	Images of Race and Ethnicity in American Culture				
BAMS 304	History to Civil War	P E O D H W		P E O D H W	
BAMS 306	History since Civil War	P E O D H W		P E O D H W	
BAMS 307	Black Thought and Philosophy				
BAMS 308	Delaware Black History				
BAMS 313	African American Literature I	P E R P		O D	
BAMS 322	Race and Politics				
BAMS 327	Race, Gender, and Science				
BAMS 330	Rhetoric of Black America				
BAMS 331	History of Caribbean I				
BAMS 332	History of Caribbean II				
BAMS 333	Peoples of Africa				
BAMS 334	African American Women's History				
BAMS 345	African American Literature II	P E R P		O D	
BAMS 347	Studies in American Literature	P E R P		O D	

BAMS 350	The Dynamics of Race and Work	P E RP		P E RP	
BAMS 351	Race and Ethnicity in Latin America				
BAMS 352	Black Feminist Thinking	P E		P E	
BAMS 355	Race, Class, Crime				
BAMS 356	Contemporary Historical Fiction				
BAMS 361	Racial Inequality	P, E, D, HW, RP		PP, E, D, HW, RP	
BAMS 367	African American and Native American Exploration	P D		P O D	
BAMS 367	Intersectionality	P RP		R RP	
BAMS 367	Perspectives on the Black American Experience				
BAMS 373	Psychosocial Elements of Hip-Hop in the Black Community	P E D		P E D	D
BAMS 381	Understanding Black Men in the Streets and in Prison	P E D		P E D	D
BAMS 382	STDS: Multicultural Literature in English	P E RP		O D	
BAMS 391	Research Methods in Black American Studies	P E D		P E D	D
BAMS 395	Pan Africanism				
BAMS 411	Seminar on American History				
BAMS 415	Race, Class, and Gender (Higginbotham)	P O			
BAMS 415	Race, Class, and Gender (Andersen)	P, E, O, HW, RP		P, E, O, HW, RP	

BAMS 416	Psychological Perspectives on Black Americans (Payne)	P E D		P E D	P
BAMS 416	Psychological Perspectives on Black Americans (Jones)	P O D		P O	
BAMS 418	Race, Gender, and Poverty				
BAMS 432	Psychosocial Perspectives on Black America				
BAMS 439	Problems in African Politics				
BAMS 440	TPCS: African American Identity				
BAMS 440	African American Folklore				
BAMS 440	Delaware Black History				
BAMS 467	Martin and Malcolm: A Comparative Study				
BAMS 467	The Black Middle Class				
BAMS 467	Hate Crimes				
BAMS 467	Race, Class, and Genders: Between the Wars	D		E, P	
BAMS 467	African American Presence at the University of Delaware				
BAMS 649	Civil Rights Law and Policy				
P=Paper					
E=Exam					
S=Standardized Test					

O=Oral Presentation					
D=Debate/ Discussion					
HW=Homew ork					
RP=Research Project					

BAMS MAJORS-MINORS as of Fall 2012				
YEAR	MAJOR(S)	MINOR(S)	EXP. GRAD DATE	GPA
Sophomore	BIS-BAAS	BAS-MIN	Spring 2014	2.40600
Senior	PSC-BAAS	BAS-MIN	Spring 2013	2.977
Junior	ENG-BAAS	BAS-MIN	Spring 2013	2.77100
Senior	FIN-BS	BAS-MIN	Spring 2013	2.67100
Junior	ENG-BAAS	BAS-MIN	Spring 2013	3.41200
Senior	HMSV-BS	BAS-MIN/DIST-MIN	Spring 2013	2.84100
Senior	ENG-BAAS	BAS-MIN	Fall 2012	2.39200
Senior	ENG-BAAS	BAS-MIN/HDFS-MIN/LGS-MIN	Spring 2013	3.52200
Senior	HMSV-BS	BAS-MIN	Spring 2013	2.49200
Senior	PSY-BAAS	BAS-MIN	Spring 2014	2.89500
Senior	ENG-BAAS	BAS-MIN	Spring 2013	2.3200
Junior	SOC-BAAS	BAS-MIN	Summer 2013	2.6950
Senior	PSY-BAAS	BAS-MIN	Fall 2012	3.1910
Median GPA for Minors				2.771
Senior	BAS-BA/SOC-BAAS	LGS-MIN	Fall 2012	2.6980
Junior	BAS-BA	PSY-MIN	Fall 2013	2.27300
Senior	BAS-BA		Fall 2012	1.86700
Senior	BAS-BA	HIST-MIN	Spring 2013	2.17400
Junior	BAS-BA		Spring 2013	2.03300
Senior	BAS-BA/MUS-BAAS		Spring 2013	2.9670
Senior	BAS-BA/ENG-BAAS		Spring 2013	3.5970
Senior	BAS-BA/MGT-BS		Spring 2013	1.8770
Senior	BAS-BA		Spring 2016	0.0000
Senior	BAS-BA/ENG-BAAS		Spring 2014	2.6370
Senior	BAS-BA/ENG-BAAS		Spring 2013	3.4070
Senior	BAS-BA		Spring 2013	2.1760
Senior	BAS-BA/SOC-BAAS	WS-MIN	Fall 2012	2.3680
Senior	BAS-BA/HIST-BAAS		Spring 2013	2.5760
Senior	BAS-BA	BIS-MIN	Spring 2013	2.0590
Senior	BAS-BA		Winter 2013	2.0170
Median GPA for Majors				2.2245

ee_COMPLETION_TERM_FULL_DE	PRIMARY_ETHNICITY_LDESCR	GENDER	3_ACADEMIC
1980 Spring Semester	Black/African American	F	BAS-MIN
1980 Summer	White	M	BAS-MIN
1981 Spring Semester	Black/African American	F	BAS-MIN
1981 Spring Semester	Black/African American	F	BAS-MIN
1981 Spring Semester	Black/African American	F	BAS-MIN
1981 Winter	Black/African American	M	BAS-MIN
1982 Spring Semester	Black/African American	F	BAS-MIN
1983 Fall Semester	Black/African American	M	BAS-MIN
1983 Spring Semester	Black/African American	F	BAS-MIN
1983 Spring Semester	Black/African American	F	BAS-MIN
1983 Summer	White	F	BAS-MIN
1984 Fall Semester	Black/African American	F	BAS-MIN
1984 Spring Semester	Black/African American	F	BAS-MIN
1984 Summer	Black/African American	M	BAS-MIN
1984 Winter	Black/African American	F	BAS-MIN
1984 Winter	White	F	BAS-MIN
1984 Winter	White	M	BAS-MIN
1985 Spring Semester	Black/African American	M	BAS-MIN
1987 Summer	Black/African American	F	BAS-MIN
1988 Fall Semester	Black/African American	M	BAS-MIN
1988 Spring Semester	Black/African American	F	BAS-MIN
1988 Summer	Black/African American	F	BAS-MIN
1989 Spring Semester	Black/African American	M	BAS-MIN
1989 Spring Semester	White	M	BAS-MIN
1989 Summer	White	M	BAS-MIN
1989 Winter	Black/African American	F	BAS-MIN
1990 Fall Semester	Black/African American	M	BAS-MIN
1990 Fall Semester	Black/African American	M	BAS-MIN
1990 Spring Semester	White	M	BAS-MIN
1990 Spring Semester	Black/African American	M	BAS-MIN
1990 Spring Semester	Black/African American	F	BAS-MIN
1990 Spring Semester	Black/African American	M	BAS-MIN
1991 Fall Semester	Black/African American	F	BAS-MIN
1991 Fall Semester	Black/African American	F	BAS-MIN
1991 Spring Semester	Unknown - cannot determine	F	BAS-MIN
1991 Spring Semester	Black/African American	F	BAS-MIN
1991 Spring Semester	Black/African American	M	BAS-MIN
1992 Fall Semester	Black/African American	F	BAS-MIN
1992 Fall Semester	Black/African American	F	BAS-MIN
1992 Fall Semester	White	F	BAS-MIN
1992 Fall Semester	Black/African American	M	BAS-MIN

1992 Spring Semester	Black/African American	F	BAS-MIN
1992 Spring Semester	Black/African American	M	BAS-MIN
1992 Spring Semester	Black/African American	F	BAS-MIN
1992 Spring Semester	White	F	BAS-MIN
1992 Summer	Black/African American	F	BAS-MIN
1992 Summer	Black/African American	F	BAS-MIN
1993 Fall Semester	Black/African American	M	BAS-MIN
1993 Fall Semester	Black/African American	F	BAS-MIN
1993 Fall Semester	Black/African American	F	BAS-MIN
1993 Fall Semester	Black/African American	F	BAS-MIN
1993 Fall Semester	Black/African American	F	BAS-MIN
1993 Fall Semester	White	M	BAS-MIN
1993 Spring Semester	Black/African American	F	BAS-MIN
1993 Spring Semester	Black/African American	M	BAS-MIN
1993 Spring Semester	White	F	BAS-MIN
1993 Spring Semester	Black/African American	F	BAS-MIN
1993 Summer	Black/African American	M	BAS-MIN
1993 Summer	Black/African American	M	BAS-MIN
1994 Fall Semester	Black/African American	F	BAS-MIN
1994 Spring Semester	Black/African American	F	BAS-MIN
1994 Spring Semester	Black/African American	F	BAS-MIN
1994 Spring Semester	White	M	BAS-MIN
1994 Spring Semester	Black/African American	F	BAS-MIN
1994 Spring Semester	MULTI_ETHNIC	F	BAS-MIN
1994 Spring Semester	Black/African American	M	BAS-MIN
1994 Summer	Black/African American	M	BAS-MIN
1994 Summer	Black/African American	M	BAS-MIN
1994 Summer	Black/African American	F	BAS-MIN
1994 Summer	Black/African American	M	BAS-MIN
1994 Summer	Black/African American	M	BAS-MIN
1995 Fall Semester	Black/African American	F	BAS-MIN
1995 Spring Semester	White	F	BAS-MIN
1995 Spring Semester	Black/African American	F	BAS-MIN
1995 Spring Semester	White	F	BAS-MIN
1995 Summer	White	F	BAS-MIN
1996 Fall Semester	Black/African American	F	BAS-MIN
1996 Fall Semester	Black/African American	F	BAS-MIN
1996 Spring Semester	Black/African American	M	BAS-MIN
1996 Spring Semester	Black/African American	M	BAS-MIN
1996 Spring Semester	Black/African American	F	BAS-MIN
1996 Spring Semester	Black/African American	F	BAS-MIN
1996 Winter	White	M	BAS-MIN
1996 Winter	White	F	BAS-MIN
1997 Fall Semester	Black/African American	M	BAS-MIN

1997 Spring Semester	Asian	M	BAS-MIN
1997 Spring Semester	Black/African American	F	BAS-MIN
1997 Spring Semester	Black/African American	F	BAS-MIN
1997 Spring Semester	Black/African American	F	BAS-MIN
1997 Spring Semester	Black/African American	F	BAS-MIN
1997 Spring Semester	Black/African American	M	BAS-MIN
1998 Fall Semester	Black/African American	M	BAS-MIN
1998 Fall Semester	Black/African American	M	BAS-MIN
1998 Spring Semester	Black/African American	F	BAS-MIN
1998 Spring Semester	White	M	BAS-MIN
1998 Summer	Black/African American	M	BAS-MIN
1998 Winter	Black/African American	F	BAS-MIN
1998 Winter	Black/African American	M	BAS-MIN
1998 Winter	Black/African American	F	BAS-MIN
1999 Fall Semester	White	M	BAS-MIN
1999 Spring Semester	Black/African American	F	BAS-MIN
1999 Spring Semester	Black/African American	M	BAS-MIN
1999 Spring Semester	Black/African American	M	BAS-MIN
1999 Spring Semester	MULTI_ETHNIC	M	BAS-MIN
1999 Spring Semester	Black/African American	M	BAS-MIN
1999 Spring Semester	Black/African American	F	BAS-MIN
1999 Spring Semester	Black/African American	F	BAS-MIN
1999 Spring Semester	White	F	BAS-MIN
1999 Spring Semester	Black/African American	F	BAS-MIN
1999 Summer	Black/African American	M	BAS-MIN
1999 Summer	Black/African American	F	BAS-MIN
1999 Winter	Black/African American	F	BAS-MIN
2000 Spring Semester	White	M	BAS-MIN
2000 Spring Semester	Black/African American	F	BAS-MIN
2000 Spring Semester	Black/African American	F	BAS-MIN
2000 Spring Semester	Black/African American	F	BAS-MIN
2000 Spring Semester	Black/African American	F	BAS-MIN
2000 Spring Semester	Black/African American	M	BAS-MIN
2000 Spring Semester	Black/African American	M	BAS-MIN
2000 Spring Semester	Black/African American	F	BAS-MIN
2001 Fall Semester	Black/African American	M	BAS-MIN
2001 Spring Semester	Black/African American	M	BAS-MIN
2001 Spring Semester	Black/African American	M	BAS-MIN
2001 Spring Semester	Black/African American	F	BAS-MIN
2001 Spring Semester	Black/African American	M	BAS-MIN
2001 Spring Semester	Black/African American	F	BAS-MIN
2001 Spring Semester	Black/African American	F	BAS-MIN
2001 Spring Semester	Black/African American	F	BAS-MIN
2001 Spring Semester	White	M	BAS-MIN

2001 Summer	Black/African American	F	BAS-MIN
2002 Fall Semester	Black/African American	F	BAS-MIN
2002 Fall Semester	Black/African American	M	BAS-MIN
2002 Spring Semester	Black/African American	F	BAS-MIN
2002 Spring Semester	Black/African American	F	BAS-MIN
2002 Spring Semester	Black/African American	F	BAS-MIN
2002 Spring Semester	Unknown - cannot determine	M	BAS-MIN
2002 Spring Semester	Black/African American	F	BAS-MIN
2002 Spring Semester	Black/African American	M	BAS-MIN
2002 Spring Semester	White	F	BAS-MIN
2002 Spring Semester	Black/African American	F	BAS-MIN
2002 Spring Semester	Black/African American	M	BAS-MIN
2002 Spring Semester	Black/African American	M	BAS-MIN
2002 Spring Semester	Black/African American	F	BAS-MIN
2002 Spring Semester	Black/African American	M	BAS-MIN
2002 Spring Semester	Black/African American	F	BAS-MIN
2003 Fall Semester	Black/African American	F	BAS-MIN
2003 Fall Semester	Black/African American	M	BAS-MIN
2003 Fall Semester	Black/African American	M	BAS-MIN
2003 Fall Semester	Black/African American	M	BAS-MIN
2003 Fall Semester	Black/African American	M	BAS-MIN
2003 Spring Semester	Black/African American	F	BAS-MIN
2003 Spring Semester	Black/African American	M	BAS-MIN
2003 Spring Semester	Black/African American	F	BAS-MIN
2003 Summer	Black/African American	M	BAS-MIN
2003 Winter	Black/African American	F	BAS-MIN
2003 Winter	Black/African American	M	BAS-MIN
2003 Winter	Black/African American	F	BAS-MIN
2004 Fall Semester	Black/African American	F	BAS-MIN
2004 Fall Semester	White	F	BAS-MIN
2004 Spring Semester	Black/African American	F	BAS-MIN
2004 Spring Semester	MULTI_ETHNIC	F	BAS-MIN
2004 Spring Semester	Black/African American	F	BAS-MIN
2004 Spring Semester	Black/African American	F	BAS-MIN
2004 Spring Semester	Black/African American	M	BAS-MIN
2004 Spring Semester	White	F	BAS-MIN
2004 Summer	White	F	BAS-MIN
2005 Fall Semester	Black/African American	F	BAS-MIN
2005 Fall Semester	Black/African American	F	BAS-MIN
2005 Fall Semester	Black/African American	F	BAS-MIN
2005 Spring Semester	Black/African American	M	BAS-MIN
2005 Spring Semester	Black/African American	F	BAS-MIN
2005 Spring Semester	Black/African American	F	BAS-MIN
2005 Spring Semester	Black/African American	F	BAS-MIN

2005 Spring Semester	White	F	BAS-MIN
2005 Spring Semester	Black/African American	F	BAS-MIN
2005 Spring Semester	White	M	BAS-MIN
2005 Summer	Black/African American	M	BAS-MIN
2005 Summer	Black/African American	F	BAS-MIN
2005 Summer	Black/African American	F	BAS-MIN
2005 Winter	Black/African American	F	BAS-MIN
2006 Fall Semester	Black/African American	M	BAS-MIN
2006 Fall Semester	White	M	BAS-MIN
2006 Spring Semester	Black/African American	M	BAS-MIN
2006 Spring Semester	Asian	F	BAS-MIN
2006 Spring Semester	Black/African American	M	BAS-MIN
2006 Spring Semester	Black/African American	M	BAS-MIN
2006 Spring Semester	Black/African American	F	BAS-MIN
2006 Spring Semester	White	M	BAS-MIN
2006 Spring Semester	Black/African American	F	BAS-MIN
2006 Spring Semester	Black/African American	F	BAS-MIN
2006 Summer	Black/African American	M	BAS-MIN
2006 Summer	Black/African American	F	BAS-MIN
2006 Winter	Black/African American	M	BAS-MIN
2006 Winter	White	F	BAS-MIN
2007 Fall Semester	White	F	BAS-MIN
2007 Fall Semester	Black/African American	F	BAS-MIN
2007 Fall Semester	Black/African American	F	BAS-MIN
2007 Fall Semester	Black/African American	M	BAS-MIN
2007 Spring Semester	Black/African American	F	BAS-MIN
2007 Spring Semester	Black/African American	F	BAS-MIN
2007 Spring Semester	Black/African American	F	BAS-MIN
2007 Spring Semester	Black/African American	M	BAS-MIN
2008 Spring Semester	White	F	BAS-MIN
2008 Spring Semester	Black/African American	M	BAS-MIN
2009 Fall Semester	Black/African American	M	BAS-MIN
2009 Spring Semester	White	M	BAS-MIN
2009 Spring Semester	Black/African American	M	BAS-MIN
2009 Spring Semester	Black/African American	F	BAS-MIN
2009 Spring Semester	White	F	BAS-MIN
2009 Spring Semester	Black/African American	F	BAS-MIN
2010 Fall Semester	White	F	BAS-MIN
2010 Fall Semester	Black/African American	M	BAS-MIN
2010 Spring Semester	Black/African American	F	BAS-MIN
2010 Spring Semester	Black/African American	F	BAS-MIN
2010 Spring Semester	White	M	BAS-MIN
2010 Spring Semester	White	F	BAS-MIN
2010 Spring Semester	White	M	BAS-MIN

2010 Spring Semester	Black/African American	F	BAS-MIN
2010 Spring Semester	Unknown - cannot determine	F	BAS-MIN
2010 Spring Semester	Black/African American	F	BAS-MIN
2010 Summer	White	M	BAS-MIN
2011 Spring Semester	Black/African American	M	BAS-MIN
2011 Spring Semester	Black/African American	M	BAS-MIN
2011 Spring Semester	White	F	BAS-MIN
2011 Spring Semester	Black/African American	M	BAS-MIN
2011 Spring Semester	Black/African American	M	BAS-MIN
2011 Spring Semester	Black/African American	F	BAS-MIN
2011 Spring Semester	Black/African American	F	BAS-MIN
2012 Spring Semester	Black/African American	F	BAS-MIN
2012 Spring Semester	White	F	BAS-MIN
2012 Spring Semester	White	F	BAS-MIN
2012 Spring Semester	Black/African American	F	BAS-MIN
2012 Spring Semester	White	F	BAS-MIN
2012 Spring Semester	Black/African American	M	BAS-MIN
2012 Spring Semester	White	F	BAS-MIN

egree_ACADEMIC_PLAN_FULL_DESC	GPA_DEGREE	DEGREE_FDESCR	Degree Acc
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.138	Bachelor of Arts	AS
Black American Studies	2.264	Bachelor of Arts	AS
Black American Studies	2.535	Bachelor of Science in Education	ZED
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.444	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.444	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.040	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.496	Bachelor of Arts	AS
Black American Studies	2.444	Bachelor of Science in Education	EH
Black American Studies	3.550	Bachelor of Arts	AS
Black American Studies	3.024	Bachelor of Arts	AS
Black American Studies	2.349	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.783	Bachelor of Fine Arts	AS
Black American Studies	2.540	Bachelor of Arts	AS
Black American Studies	2.000	Bachelor of Arts	AS
Black American Studies	2.760	Bachelor of Arts	AS
Black American Studies	2.159	Bachelor of Arts	AS
Black American Studies	2.468	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.421	Bachelor of Arts	AS
Black American Studies	2.254	Bachelor of Arts	AS
Black American Studies	2.756	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Science in Business Adminis	BE
Black American Studies	2.407	Bachelor of Arts	AS
Black American Studies	2.967	Bachelor of Arts	AS
Black American Studies	2.168	Bachelor of Science in Human Resource	ZHR
Black American Studies	2.806	Bachelor of Arts	AS
Black American Studies	2.780	Bachelor of Arts	AS
Black American Studies	2.232	Bachelor of Arts	AS
Black American Studies	3.019	Bachelor of Arts	AS
Black American Studies	2.543	Bachelor of Arts	AS
Black American Studies	2.903	Bachelor of Arts	AS
Black American Studies	1.996	Bachelor of Arts	AS

Black American Studies	2.855	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Chemical Engineering	EG
Black American Studies	3.024	Bachelor of Arts	AS
Black American Studies	2.475	Bachelor of Arts	AS
Black American Studies	2.045	Bachelor of Arts	AS
Black American Studies	2.352	Bachelor of Arts	AS
Black American Studies	1.960	Bachelor of Arts	AS
Black American Studies	2.553	Bachelor of Arts	AS
Black American Studies	2.904	Bachelor of Science in Education	EH
Black American Studies	2.901	Bachelor of Science in Education	EH
Black American Studies	2.852	Bachelor of Science in Education	EH
Black American Studies	2.926	Bachelor of Arts	AS
Black American Studies	2.626	Bachelor of Arts	AS
Black American Studies	2.504	Bachelor of Arts	AS
Black American Studies	3.239	Bachelor of Arts	AS
Black American Studies	2.270	Bachelor of Arts	AS
Black American Studies	2.570	Bachelor of Arts	AS
Black American Studies	2.212	Bachelor of Arts	AS
Black American Studies	2.713	Bachelor of Arts	AS
Black American Studies	2.651	Bachelor of Arts	AS
Black American Studies	2.698	Bachelor of Arts	AS
Black American Studies	3.171	Bachelor of Arts	AS
Black American Studies	2.875	Bachelor of Arts	AS
Black American Studies	2.589	Bachelor of Arts	AS
Black American Studies	3.938	Honors Bachelor of Arts	AS
Black American Studies	3.591	Bachelor of Arts	AS
Black American Studies	3.591	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.271	Bachelor of Science in Human Resource	ZHR
Black American Studies	2.502	Bachelor of Arts	AS
Black American Studies	2.021	Bachelor of Arts	AS
Black American Studies	3.854	Bachelor of Arts	AS
Black American Studies	2.118	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	3.123	Bachelor of Arts	AS
Black American Studies	3.182	Bachelor of Arts	AS
Black American Studies	2.473	Bachelor of Arts	AS
Black American Studies	2.463	Bachelor of Arts	AS
Black American Studies	2.680	Bachelor of Arts	AS
Black American Studies	2.808	Bachelor of Arts	AS
Black American Studies	2.829	Bachelor of Arts	AS
Black American Studies	2.000	Bachelor of Arts	AS
Black American Studies	2.756	Bachelor of Science in Human Resource	ZHR
Black American Studies	0.000	Bachelor of Arts	AS

Black American Studies	3.484	Bachelor of Arts	AS
Black American Studies	2.886	Bachelor of Arts	AS
Black American Studies	2.032	Bachelor of Science	AS
Black American Studies	2.406	Bachelor of Arts	AS
Black American Studies	2.118	Bachelor of Arts	AS
Black American Studies	3.696	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.310	Bachelor of Science in Physical Education	HN
Black American Studies	2.262	Bachelor of Arts	AS
Black American Studies	3.448	Bachelor of Arts	AS
Black American Studies	2.025	Bachelor of Arts	AS
Black American Studies	2.450	Bachelor of Arts	AS
Black American Studies	3.319	Bachelor of Arts	AS
Black American Studies	2.080	Bachelor of Arts	AS
Black American Studies	2.576	Bachelor of Arts	AS
Black American Studies	2.099	Bachelor of Arts	AS
Black American Studies	2.047	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Electrical Engineering	BEMBA
Black American Studies	0.000	Bachelor of Science in Physical Education	HN
Black American Studies	2.455	Bachelor of Arts	AS
Black American Studies	2.288	Bachelor of Arts	AS
Black American Studies	2.595	Bachelor of Arts	AS
Black American Studies	2.593	Bachelor of Arts	AS
Black American Studies	2.404	Bachelor of Arts	AS
Black American Studies	2.187	Bachelor of Science in Business Administration	BE
Black American Studies	2.131	Bachelor of Arts	AS
Black American Studies	2.511	Bachelor of Arts	AS
Black American Studies	3.461	Bachelor of Arts	AS
Black American Studies	2.931	Bachelor of Arts	AS
Black American Studies	2.780	Bachelor of Arts	AS
Black American Studies	2.986	Bachelor of Arts	AS
Black American Studies	3.006	Bachelor of Science in Education	EH
Black American Studies	3.384	Bachelor of Arts	AS
Black American Studies	3.203	Bachelor of Arts	AS
Black American Studies	2.580	Bachelor of Arts	AS
Black American Studies	3.116	Bachelor of Arts	AS
Black American Studies	2.041	Bachelor of Arts	AS
Black American Studies	2.434	Bachelor of Arts	AS
Black American Studies	2.692	Bachelor of Science in Business Administration	BE
Black American Studies	0.000	Bachelor of Science	HN
Black American Studies	3.284	Bachelor of Arts	AS
Black American Studies	3.459	Bachelor of Arts	AS
Black American Studies	2.924	Bachelor of Science	HN
Black American Studies	3.252	Bachelor of Arts	AS

Black American Studies	2.539	Bachelor of Arts	AS
Black American Studies	2.983	Bachelor of Arts	AS
Black American Studies	2.103	Bachelor of Science in Physical Education	HN
Black American Studies	3.142	Bachelor of Arts	AS
Black American Studies	2.988	Bachelor of Arts	AS
Black American Studies	3.063	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Science	HN
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	3.025	Bachelor of Arts	AS
Black American Studies	2.737	Bachelor of Arts	AS
Black American Studies	2.390	Bachelor of Arts	AS
Black American Studies	2.943	Bachelor of Arts	AS
Black American Studies	2.285	Bachelor of Arts	AS
Black American Studies	3.111	Bachelor of Arts	AS
Black American Studies	2.585	Bachelor of Science in Business Administration	BE
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.520	Bachelor of Science	EH
Black American Studies	2.476	Bachelor of Science	EH
Black American Studies	2.401	Bachelor of Arts in Liberal Studies	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.855	Bachelor of Arts	AS
Black American Studies	2.434	Bachelor of Arts	AS
Black American Studies	2.823	Bachelor of Computer Engineering	EG
Black American Studies	3.065	Bachelor of Arts	AS
Black American Studies	2.010	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Science in Business Administration	BE
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	3.057	Bachelor of Arts	AS
Black American Studies	3.686	Bachelor of Arts	AS
Black American Studies	3.014	Bachelor of Arts	AS
Black American Studies	3.447	Honors Bachelor of Arts	AS
Black American Studies	2.936	Bachelor of Science	EH
Black American Studies	2.779	Bachelor of Science	EH
Black American Studies	2.781	Bachelor of Science	EH
Black American Studies	2.953	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	3.336	Bachelor of Arts	AS
Black American Studies	2.578	Bachelor of Science	EH
Black American Studies	2.753	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Arts	AS
Black American Studies	2.859	Bachelor of Arts	AS
Black American Studies	2.515	Bachelor of Arts	AS
Black American Studies	2.559	Bachelor of Arts	AS

Black American Studies	3.473	Bachelor of Arts	AS
Black American Studies	2.398	Bachelor of Arts	AS
Black American Studies	2.722	Bachelor of Arts	AS
Black American Studies	2.224	Bachelor of Arts	AS
Black American Studies	2.506	Bachelor of Arts	AS
Black American Studies	3.672	Bachelor of Science	EH
Black American Studies	2.738	Bachelor of Arts	AS
Black American Studies	2.404	Bachelor of Science	HN
Black American Studies	2.567	Bachelor of Science	EH
Black American Studies	2.152	Bachelor of Arts	AS
Black American Studies	3.607	Bachelor of Arts	AS
Black American Studies	2.015	Bachelor of Arts	AS
Black American Studies	2.129	Bachelor of Science	EH
Black American Studies	2.556	Bachelor of Arts	AS
Black American Studies	2.616	Bachelor of Arts	AS
Black American Studies	3.542	Bachelor of Arts	AS
Black American Studies	2.800	Bachelor of Arts	AS
Black American Studies	2.367	Bachelor of Arts	AS
Black American Studies	2.664	Bachelor of Arts	AS
Black American Studies	2.534	Bachelor of Science	HN
Black American Studies	3.427	Bachelor of Arts	AS
Black American Studies	3.493	Bachelor of Arts	AS
Black American Studies	2.964	Bachelor of Arts	AS
Black American Studies	0.000	Bachelor of Science	EH
Black American Studies	2.621	Bachelor of Science	EH
Black American Studies	2.925	Bachelor of Arts	AS
Black American Studies	3.007	Bachelor of Science in Nursing	HN
Black American Studies	2.846	Bachelor of Science	EH
Black American Studies	2.339	Bachelor of Arts	AS
Black American Studies	2.915	Bachelor of Arts	AS
Black American Studies	3.250	Bachelor of Arts	AS
Black American Studies	2.548	Bachelor of Arts	AS
Black American Studies	3.244	Bachelor of Arts	AS
Black American Studies	3.723	Bachelor of Arts	AS
Black American Studies	3.103	Bachelor of Science	EH
Black American Studies	3.421	Bachelor of Arts	AS
Black American Studies	2.938	Bachelor of Arts	AS
Black American Studies	3.038	Bachelor of Science	BE
Black American Studies	2.810	Bachelor of Arts	AS
Black American Studies	2.990	Bachelor of Arts	AS
Black American Studies	3.440	Bachelor of Arts	AS
Black American Studies	3.307	Bachelor of Arts	AS
Black American Studies	2.827	Bachelor of Arts	AS
Black American Studies	2.837	Bachelor of Arts	AS

Black American Studies	2.910	Bachelor of Arts	AS
Black American Studies	3.096	Bachelor of Arts	AS
Black American Studies	3.304	Bachelor of Arts	AS
Black American Studies	2.512	Bachelor of Arts	AS
Black American Studies	3.026	Bachelor of Arts	AS
Black American Studies	3.257	Bachelor of Arts	AS
Black American Studies	3.330	Bachelor of Arts	AS
Black American Studies	2.032	Bachelor of Science	EH
Black American Studies	2.793	Bachelor of Arts	AS
Black American Studies	3.570	Bachelor of Science	AS
Black American Studies	3.151	Bachelor of Arts	AS
Black American Studies	2.925	Bachelor of Arts	AS
Black American Studies	3.531	Bachelor of Arts	AS
Black American Studies	3.866	Bachelor of Arts	AS
Black American Studies	2.983	Bachelor of Science	EH
Black American Studies	3.851	Bachelor of Arts	AS
Black American Studies	3.757	Bachelor of Arts	AS
Black American Studies	3.411	Bachelor of Arts	AS

2.621

ad Program	All Academic Plans with Description	Deg
UAMA	BAS-MIN, Blz PSC-BAAS, I ZUAP-MA, Urban Affairs & Public Policy	
	BAS-MIN, Blz HIS-BAAS, H PSC-BAAS, Political Science BA	
	BAS-MIN, Blz COM-BAAS, Communication BA	
	BAS-MIN, Blz ZSTH-BSED, Social Studies - History	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz PSC-BAAS, Political Science BA	
	BAS-MIN, Blz COM-BAAS, Communication BA	
	BAS-MIN, Blz COM-BAAS, Communication BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz HIS-BAAS, History BA	
	BAS-MIN, Blz HIS-BAAS, History BA	
	BAS-MIN, Blz ETE-BSED, Elementary Teacher Educ BSED	
	BAS-MIN, Blz XFR-BAAS, French Education BA	
	BAS-MIN, Blz HIS-BAAS, H PSC-BAAS, Political Science BA	
	BAS-MIN, Blz PSC-BAAS, Political Science BA	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz BIS-BAAS, Biological Sciences BA	
	BAS-MIN, Blz FA-BFA, Fine Arts BFA	
	BAS-MIN, Blz PSY-BAAS, Psychology BA	
	BAS-MIN, Blz PSY-BAAS, Psychology BA	
	BAS-MIN, Blz PSC-BAAS, Political Science BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz PSY-BAAS, Psychology BA	
	BAS-MIN, Blz COM-BAAS, Communication BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz ZBUS-BSBA, Business Administration	
ASMA	BAS-MIN, Blz HIS-BAAS, H HIS-MA, History	
	BAS-MIN, Blz PSY-BAAS, Psychology BA	
	BAS-MIN, Blz ZIST-BSHR, Interdisciplinary Studies	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	ARH-BAAS, /BAS-MIN, Black American Studies	
	BAS-MIN, Blz PS-BAAS, Pl ZPBA-BAAS, Physics	
	BAS-MIN, Blz CJ-BAAS, Criminal Justice BA	
	BAS-MIN, Blz PSY-BAAS, Psychology BA	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz HIS-BAAS, History BA	

	BAS-MIN, Blē ENG-MIN, Er PSC-BAAS, Political Science BA	
	BAS-MIN, Blē CHE-BCHE, Chemical Engineering BCHE	
ASPHD	BAS-MIN, Blē ENG-MIN, Er PSY-BAAS, f UAP-PHD, Urban Affairs & Public Policy	
	BAS-MIN, Blē ENG-BAAS, English BA	
	BAS-MIN, Blē SOC-BAAS, Sociology BA	
ZHR	BAS-MIN, Blē HIS-BAAS, H ZDES-BSHR, Design	
	BAS-MIN, Blē SOC-BAAS, Sociology BA	
	BAS-MIN, Blē PSY-BAAS, Psychology BA	
	BAS-MIN, Blē ETE-BSED, f NCATE-HP, NCATE - HP	
	BAS-MIN, Blē ETE-BSED, f NCATE-HP, NCATE - HP	
	BAS-MIN, Blē ETE-BSED, f NCATE-HP, NCATE - HP	
	BAS-MIN, Blē CJ-BAAS, Criminal Justice BA	
	BAS-MIN, Blē PSY-BAAS, Psychology BA	
	BAS-MIN, Blē PSC-BAAS, Political Science BA	
	BAS-MIN, Blē PSY-BAAS, Psychology BA	
	BAS-MIN, Blē CJ-BAAS, Criminal Justice BA	
	BAS-MIN, Blē SOC-BAAS, Sociology BA	
	BAS-MIN, Blē SOC-BAAS, Sociology BA	
EHMI	BAS-MIN, Blē INSX-MI, Inst SOC-BAAS, Sociology BA	
ASMA	BAS-MIN, Blē HIS-BAAS, H UAP-MA, Urban Affairs & Public Policy	
	BAS-MIN, Blē CJ-BAAS, Criminal Justice BA	
	BAS-MIN, Blē NCATE-AS, f XHE-BAAS, History Education BA	
	BAS-MIN, Blē HONORS, Hē PSC-MIN, Pē SOC-BAAS, Sociology BA	
HN	BAS-MIN, Blē BIS-BAAS, B NUR-BSN, N PSY-MIN, Psychology	
	BAS-MIN, Blē ENG-HBA, Eē HIS-MIN, Hīs HONORS, Honors	
	BAS-MIN, Blē NCATE-AS, f XSC-BAAS, Sociology Education BA	
	BAS-MIN, Blē NCATE-AS, f XSC-BAAS, Sociology Education BA	
	BAS-MIN, Blē SOC-BAAS, Sociology BA	
	BAS-MIN, Blē ZCEC-BSHR, Consumer Economics	
	BAS-MIN, Blē NCATE-AS, f XHE-BAAS, History Education BA	
	BAS-MIN, Blē IR-BAAS, International Relations BA	
	BAS-MIN, Blē HIS-MIN, Hīs ZAMS-BAAS, American Studies	
	BAS-MIN, Blē ENG-BAAS, English BA	
ZHR	BAS-MIN, Blē DEAN SCHLF HIS-BAAS, H HONORS, Hē RLS-MIN, Re ZFCS-BSHR, Family and Co	
	BAS-MIN, Blē SOC-BAAS, Sociology BA	
	BAS-MIN, Blē BIS-BAAS, B CHM-MIN, Chemistry	
	BAS-MIN, Blē HIS-BAAS, H SOC-BAAS, Sociology BA	
	BAS-MIN, Blē ZCIS-BAAS, Computer Science	
	BAS-MIN, Blē PSY-BAAS, Psychology BA	
	BAS-MIN, Blē MATH-BAAS, Mathematics BA	
	BAS-MIN, Blē ENG-BAAS, English BA	
	BAS-MIN, Blē HIS-BAAS, H PSY-MIN, Psychology	
	BAS-MIN, Blē ZFCS-BSHR, Family and Community Services	
ASMA	BAS-MIN, Blē PSC-BAAS, f UAP-MA, Urban Affairs & Public Policy	

		BAS-MIN, Blz HIS-BAAS, H PSC-BAAS, Political Science BA	
		BAS-MIN, Blz PSY-BAAS, Psychology BA	
		BAS-MIN, Blz ZCIS-BSAS, Computer Science	
		BAS-MIN, Blz ENG-BAAS, I HIS-MIN, History	
		BAS-MIN, Blz WS-BAAS, Women's Studies BA	
		BAS-MIN, Blz HIS-BAAS, History BA	
		BAS-MIN, Blz ENG-BAAS, I PSC-BAAS, Political Science BA	
		BAS-MIN, Blz ZPES-BSPS2, Physical Education Studies	
		BAS-MIN, Blz PSC-BAAS, Political Science BA	
		BAS-MIN, Blz ENG-BAAS, I HIS-BAAS, H HONORS, Honors	
		BAS-MIN, Blz SOC-BAAS, Sociology BA	
		BAS-MIN, Blz HIS-BAAS, History BA	
		BAS-MIN, Blz ENG-BAAS, English BA	
		BAS-MIN, Blz SOC-BAAS, Sociology BA	
		BAS-MIN, Blz HIS-BAAS, H PSC-MIN, Political Science	
		BAS-MIN, Blz ENG-BAAS, English BA	
		BAS-MIN, Blz SOC-BAAS, Sociology BA	
EG	EGMEE	BAS-MIN, Blz BUS-MBA, B EE-BEE, Elez ZEE-MEE, Electrical Engineering	
		BAS-MIN, Blz ZPES-BSPS2, Physical Education Studies	
		BAS-MIN, Blz COM-BAAS, Communication BA	
		BAS-MIN, Blz PSC-BAAS, Political Science BA	
		BAS-MIN, Blz ENG-BAAS, English BA	
ASMPA		BAS-MIN, Blz PSC-BAAS, I PUB-MPA, Public Administration	
		BAS-MIN, Blz SOC-BAAS, Sociology BA	
		BAS-MIN, Blz ZMKT-BSBA, Marketing	
		BAS-MIN, Blz SOC-BAAS, Sociology BA	
		BAS-MIN, Blz SOC-BAAS, Sociology BA	
		BAS-MIN, Blz ENG-BAAS, English BA	
		BAS-MIN, Blz ECA-BAAS, I PSC-BAAS, Political Science BA	
		BAS-MIN, Blz BIS-BAAS, B HIS-MIN, History	
		BAS-MIN, Blz PSY-BAAS, Psychology BA	
		BAS-MIN, Blz ETE-BSED, I HIS-MIN, His NCATE-HP, NCATE - HP	
		BAS-MIN, Blz HONORS, H PSC-BAAS, Political Science BA	
		BAS-MIN, Blz COM-BAAS, Communication BA	
		BAS-MIN, Blz SOC-BAAS, Sociology BA	
ASMA		BAS-MIN, Blz SOC-BAAS, I UAP-MA, Urban Affairs & Public Policy	
		BAS-MIN, Blz IR-BAAS, International Relations BA	
		BAS-MIN, Blz GEOG-BAAS, Geography	
		BAS-MIN, Blz EC-MIN, Eco ZFIN-BSBA, Finance	
		BAS-MIN, Blz ZEXSS-BS, Exercise and Sports Science	
		BAS-MIN, Blz PSY-BAAS, I WS-MIN, Women's Studies	
		BAS-MIN, Blz PSY-BAAS, I SP-MIN, Spanish	
		BAS-MIN, Blz ZRPA-BS, Recreation & Park Admin	
		BAS-MIN, Blz EC-MIN, Eco HIS-BAAS, History BA	

	BAS-MIN, Blz HIS-BAAS, History BA	
	BAS-MIN, Blz PSY-BAAS, Psychology BA	
	BAS-MIN, Blz ZPES-BSPS2, Physical Education Studies	
	BAS-MIN, Blz PSC-MIN, Pc SOC-BAAS, Sociology BA	
	BAS-MIN, Blz WS-BAAS, Women's Studies BA	
	BAS-MIN, Blz COM-BAAS, Communication BA	
	BAS-MIN, Blz ZEXSS-BS, Exercise and Sports Science	
	BAS-MIN, Blz COM-BAAS, ENG, English	
	BAS-MIN, Blz HIS-MIN, His PSC-BAAS, Political Science BA	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz CJ-BAAS, Criminal Justice BA	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz PSC-BAAS, f WS-MIN, Women's Studies	
	BAS-MIN, Blz ZFIN-BSBA, Finance	
	BAS-MIN, Blz ZCIS-BAAS, Computer Science	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz LS-BALS, Liberal Studies BA	
	BAS-MIN, Blz HIS-BAAS, History BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz HIS-MIN, His PSY-BAAS, Psychology BA	
	BAS-MIN, Blz CPEG-BCPE, HONORS, Honors	
ASMPA	BAS-MIN, Blz PUB-MPA, P SOC-BAAS, f WS-MIN, Women's Studies	
	BAS-MIN, Blz HIS-BAAS, History BA	
	BAS-MIN, Blz ZMKT-BSBA, Marketing	
	BAS-MIN, Blz CHEM-BAAS, SOC, Sociology	
	BAS-MIN, Blz PSY-BAAS, f SOC-BAAS, Sociology BA	
	BAS-MIN, Blz ENG-MIN, Er PSC-BAAS, Political Science BA	
	BAS-MIN, Blz HIS-MIN, His PSC-MIN, Pc PSY-BAAS, Psychology BA	
	BAS-MIN, Blz PSY-BAAS, f SOC-MIN, Sociology	
	BAS-MIN, Blz HONORS, H PSC-HBA, P SP-MIN, Spanish	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz SOC-BAAS, f WS-BAAS, Women's Studies BA	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz PSC-BAAS, f SP-MIN, Spanish	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
ASMPA	BAS-MIN, Blz PHL-BAAS, f PUB-MPA, Public Administration	
	BAS-MIN, Blz ENG-BAAS, f LGS-MIN, Legal Studies	
	BAS-MIN, Blz PSC-BAAS, Political Science BA	
	BAS-MIN, Blz ENG-BAAS, f WS-MIN, Women's Studies	

	BAS-MIN, Blz BSON-MIN, / ENG-BAAS, English BA	
	BAS-MIN, Blz PSC-BAAS, Political Science BA	
	BAS-MIN, Blz PSY-BAAS, / SP-MIN, Spanish	
	BAS-MIN, Blz PSY-BAAS, Psychology BA	
	BAS-MIN, Blz HIS-BAAS, History BA	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz CJ-BAAS, Cr SOC-MIN, Sociology	
	BAS-MIN, Blz HLST-BS, Health Studies BS	
	BAS-MIN, Blz CHEP-BS, Hi DIST-MIN, Disability Studies	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz HONORS, Hc PSY-BAAS, / SP-MIN, Spanish	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz HIS-BAAS, History BA	
ASMPA	BAS-MIN, Blz CJ-BAAS, Cr PUB-MPA, Public Administration	
	BAS-MIN, Blz CS-BAAS, Cr PHL-MIN, Philosophy	
	BAS-MIN, Blz PSC-BAAS, Political Science BA	
	BAS-MIN, Blz HIS-BAAS, H LIN-MIN, Linguistics	
	BAS-MIN, Blz EXSC-BS, Exercise Science BS	
	BAS-MIN, Blz EAST-BAAS, East Asian Studies	
	BAS-MIN, Blz CJ-BAAS, Cr SOC-BAAS, Sociology BA	
	BAS-MIN, Blz WS-BAAS, Women's Studies BA	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz CHEP-BS, Hi HIS-MIN, History	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz NUR-BSN, Nursing BSN	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz NCATE-AS, / XCE-BAAS, Chemistry Education BA	
	BAS-MIN, Blz HIS-BAAS, History BA	
	BAS-MIN, Blz NCATE-AS, / XMS-BAAS, Mathematics Education BA	
	BAS-MIN, Blz CJ-BAAS, Criminal Justice BA	
	BAS-MIN, Blz BIS-BAAS, Biological Sciences BA	
	BAS-MIN, Blz HMSV-BS, Human Services BS	
	BAS-MIN, Blz HIS-BAAS, History BA	
	BAS-MIN, Blz ENG-BAAS, English BA	
	BAS-MIN, Blz OM-BS, Operations Management BS	
	BAS-MIN, Blz HIS-MIN, His PSC-BAAS, Political Science BA	
	BAS-MIN, Blz EC-MIN, Eco IR-BAAS, International Relations BA	
	BAS-MIN, Blz PSY-BAAS, / SOC-BAAS, Sociology BA	
	BAS-MIN, Blz NCATE-AS, / XHE-BAAS, History Education BA	
	BAS-MIN, Blz LEAD-MIN, L PSY-BAAS, Psychology BA	
	BAS-MIN, Blz HIS-BAAS, History BA	

	BAS-MIN, Blz BIS-BAAS, Biological Sciences BA	
	BAS-MIN, Blz COM-BAAS, HIS-MIN, History	
	BAS-MIN, Blz PSY-BAAS, f SOC-MIN, Sociology	
	BAS-MIN, Blz HIS-BAAS, History BA	
	ART-MIN, Arl BAS-MIN, Blz CJ-BAAS, Cr SOC-MIN, Sociology	
	BAS-MIN, Blz BIS-MIN, Bio HIS-BAAS, History BA	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz CHEP-BS, Human Svcs, Educ & Pub Pol BS	
	BAS-MIN, Blz SOC-BAAS, Sociology BA	
	BAS-MIN, Blz BIOC-MIN, B CHEM-BSAS, Chemistry BS	
	BAS-MIN, Blz CJ-BAAS, Cr HDFS-MIN, f LGS-MIN, Le SOC-BAAS, 'WS-MIN, Women's Studies	
	BAS-MIN, Blz PSC-BAAS, Political Science BA	
	BAS-MIN, Blz EDS-MIN, Ed HDFS-MIN, f PSY-BAAS, Psychology BA	
	BAS-MIN, Blz PSC-MIN, Pc SOC-BAAS, 'WS-BAAS, Women's Studies BA	
	BAS-MIN, Blz HMSV-BS, Human Services BS	
	BAS-MIN, Blz HONORS, Hc PP-BA, Public Policy BA	
	BAS-MIN, Blz PSC-BAAS, Political Science BA	
	BAS-MIN, Blz IM-MIN, Inter PSC-BAAS, Political Science BA	

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Elem Educ and Sp Educ		
Elementary Education		
Elem Educ and Sp Educ		
Community Dev and Analysis		
Social Studies Education		
	Summa	
Social Studies Education		
Social Studies Education	Cum Laude	Degree with Distinction
Social Studies Education		
	Magna	
Community Services		
Journalism		
Community Development and		

American History		
Business/Technical Writing		
	Cum Laude	
Business/Technical Writing		
Ethnic and Cultural Studies		
American History		
Ethnic and Cultural Studies		
Journalism		
Social Welfare		
Health & Heal Health Service		
Journalism		
Elem Educ(K-8) & Excp Chld		
Social Welfare		
Community Development an		
Programming and Leadershi		
American History		

[illegible]

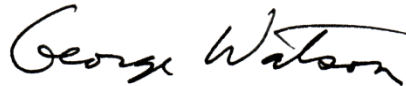
Public Law		
	Cum Laude	
Social Welfare		
Exercise and Sports Studies		
Chemistry Education		
Mathematics Education		
	Cum Laude	
Clinical Services		
Creative Writing		
Global Studies		
Development		
		Degree with Distinction
Social Studies Education		
American History		

Mass Communication		
		Degree with Distinction
Law and Society	Magna	
Clinical Services		
	Magna	
American Politics	Cum Laude	
Public Policy and Public Adr		

12 October 2012

To: Nancy Brickhouse, Interim Provost
Sheldon Pollack, University Faculty Senate President

From: George H. Watson, Dean
College of Arts and Sciences



Subject: Permanent Status of Black American Studies Major

I confirm my enthusiastic and unqualified support for extending permanent status to the major in Black American Studies. This major, inherently interdisciplinary, is supported by an accomplished core faculty and a distinguished group of joint faculty drawn from a wide array of departments. The Faculty Senate was truly prescient when it approved this major provisionally in 2007; today, advancing diversity is a major goal of the university, a goal clearly associated with the BAMS major. In 2010, the BAMS program achieved department status.

Because of its rigorous curriculum, majors develop the extensive skills required for success in an ever-changing job market: critical analysis, quantitative and qualitative research skills, independent thinking, and effectiveness in both written and oral communication. This success is clearly demonstrated by the impressive post-graduation careers of its majors. BAMS majors benefit from the intensive advising and mentoring provided by the department's faculty members. Indeed, the department extends that support to students of color across campus, both majors and non-majors, both undergraduate and graduate students.

Although the data on number of majors seems unusually variable, BAMS has generally met the original target of majors. There were 22 graduates in 2008-2012, and that total is growing with 12 graduates expected in 2013. If it is true that students vote with their feet, increasing numbers are heading BAMS' way, primarily as internal transfers rather than as entering freshmen.

The benefits from establishing a major are not solely measured in student numbers; there are associated advantages. In the case of BAMS, majors enjoy especially rich opportunities to engage in undergraduate research, and many of those involve building connections with the community. The department has built on this growing tradition of undergraduate research by launching a Regional Undergraduate Student Research Conference that includes students from Delaware State University and Lincoln University. Similarly, majors benefit from the enriching activities associated with the Paul R. Jones Collection of African-American Art housed in the University Museum. Finally, the BAMS major is the foundation for collaboration among faculty members housed in multiple departments. Expanding interdisciplinary collaborations is one of the central strategic goals of the College of Arts and Sciences.

The fledgling BAMS major has established a firm foothold in the university and is clearly worthy of receiving permanent status.

G. Appendices for Supporting Documentation for Permanent Program Approval: New Letters of Approval from Contributing Departments

September 20, 2012

The Department of Sociology and Criminal Justice is linked to Black American Studies (BAMS) by sharing affiliated faculty. Four of our faculty have taught cross-listed courses and offered brown bag lectures with BAMS. However, their involvement goes beyond course offerings and lectures. Some faculty have participated in the ongoing operations of BAMS, such as serving on tenure and promotion committees, mentoring junior faculty, jointly conducting town hall meetings on pressing social issues, and collaborating on research projects, and mentoring graduate students both within each respective department and the Center of Drug and Alcohol Studies (CDAS), housed in the Department of Sociology and Criminal Justice. In short, these truly interdisciplinary and collaborative arrangements and activities have stimulated the intellectual climate of the department and facilitated the professional growth of faculty and graduate students. We anticipate continuing this rich and rewarding collaboration in the future. It mutually benefits both departments.

Sincerely,
Kirk R. Williams
Professor and Chair
Department of Sociology and Criminal Justice
University of Delaware
Newark, DE 19716
(302) 831-2581
kirkw@udel.edu

September 20, 2012

Dear Dr. Henderson,
As you are aware, Leland Ware from the School of Public Policy and Administration has a secondary appointment in BAMS. That connection has been fruitful for our students, faculty, and community.

SPPA's students benefit from Ware's Civil Rights Law and Policy course, cross-listed with BAMS. Professor Ware's involvement goes beyond the classroom as in 2010 he was awarded BAMS' Ubuntu Award for his efforts to build relationships between the UD and African American communities and for his service and scholarly contributions to Black American Studies. Ware's article, "Jim Crow on the 'Down Low,' Subtle Racial Appeals in Presidential Campaign," 24 St. John's Journal of Legal Commentary 299 (2009) was co-authored with Professor David Wilson. Another article, "Ordinary People in an Extraordinary Time: The Black Middle Class in the Age of Obama," 55 How. L.J. 533 (2012) was co-authored with professor Theodore Davis. Wilson and Davis have

secondary appointments with BAMS. The collaborations were facilitated by the connection with BAMS.

In summary, BAMS has provided opportunities to students and faculty for learning that go beyond the classroom and impact their careers and lives. BAMS is crucial to expand knowledge and increase diversification of a comprehensive University campus like Delaware.

With best wishes,

Maria P. Aristigueta

Director School of Public Policy and Administration

and Charles P. Messick Professor of Public Administration

September 13, 2012

The current Curator of African American art with the University Museums holds a secondary appointment in BAMS. The appointment reflects the research and teaching strengths of the curator (African American and African diaspora art history), and the importance of nurturing curricular cohesion across campus units beyond mere synchronicity in programming. The University Museums enhances the educational mission of the University of Delaware and has an active place in cross-curricular and interdisciplinary teaching. The joint faculty appointment with BAMS facilitates educational enrichment opportunities within both units, strengthens the overriding missions of BAMS and the University Museums and brings greater visibility to black art, history and culture, both locally and beyond. Exhibitions and programs developed by the curator of African American art, including the Paul R. Jones initiative, provide important, tangible expressions of lived and living black culture and history, and platforms for intellectual and social engagement with artists, art historians, cultural activists and educators. To this end, the joint appointment recognizes and values education within the field in partnership with classroom-based instruction.

Julie McGee and Janis Tomlinson, University Museums

September 13, 2012

MEMORANDUM

TO: Carol E. Henderson, Chair, Department of Black American Studies (BAMS)

FROM: John J. Hurt, Chair, Department of History (HIST)

I am happy to record, for the benefit of your APR team, that the History department regards BAMS as a kindred unit with which we share many common interests and emphases. Indeed, I am most pleased to note the strong history component of so many of the courses offered in BAMS.

On our side, we offer the following HIST courses, all cross-listed with BAMS: 134 (History of Africa), 220 (American Civil Rights Movement), 331 (History of the Caribbean I), 332 (History of the

Caribbean II), 334 (African-American Women's History), 335 (American Slavery), 395 (Pan Africanism), and 431 (Caribbean Plantation Society and Economy).

We also cross-list in HIST the following courses "owned" by BAMS: 304 (History of Black America to the Civil War), 306 (History of Black America since the Civil War), 363 (History of Blacks in the American West), and 369 (Slave Testimony as Historical Artifact).

In addition, the History department will sponsor an "Emancipation Semester" in Spring 2013 to mark the 150th anniversary of the Emancipation Proclamation. BAMS is our most important partner in this endeavor, and its assistance and cooperation will help make this program one to remember.

The primary faculty whom we share with BAMS are Professors Wunyabari Maloba, Erica Dunbar, and Adrian Lopez-Denis. They teach the HIST courses listed above. Professor Tiffany Gill will join BAMS early in 2013, and she will have a 25% appointment in History. She will make a major contribution to both units and, indeed, to the College as a whole.

I am glad that our ties are so strong, and I hope that they will grow even stronger in the future.

September 11, 2012

Carol, I appreciate the opportunity to contribute to your self-study and APR. The relationship with BAMS is important to Psych, and I hope to see it grow. I can provide a few examples of our current points of contact and our potential. Please feel free to edit or trim this as appropriate.

Psychology offers PSYC/BAMS416, "Psychological Perspectives on Black Americans." Psych Prof. James Jones created this course many years ago, and we cross-listed it with BAMS since BAMS was founded. Prof. Jones or BAMS Prof. Yassir Payne offer it regularly. The material qualifies it as a multi-cultural course, satisfying the University requirement for one MC course. Depending on how it's taught in a given semester, the course sometimes satisfies the CAS second writing requirement. Psych generally dedicates seats in the course to BAMS majors, so it serves both groups of majors. One semester, Prof. Payne taught the course as a "study-abroad" experience – offered in Egypt at the time of the Cairo uprising. The course does well in servicing both communities (PSYC and BAMS) in a variety of capacities. From what I hear, students frequently find it to be a very powerful course, greatly enriching and even altering their education.

Profs. Jones and Payne are collaborating on two current grant applications to foster the pipeline from high school to college and beyond, seeking support from a private-industry funder and from NIH. These projects will work with the Wilmington community to develop skills related to college preparation, such as analytic reasoning and statistical and computer skills. Psych already has other externally funded projects reaching out to that community and is interested in expanding such relationships.

I would also like to note that Psychology has been very supportive of the recent faculty hiring efforts related to the Center for the Study of Diversity and would be happy to consider joint faculty appointments. Psych endeavors to be a resource to BAMS and appreciates in return what BAMS brings to the University and to our classroom and scholarly portfolio. - Greg

Gregory A. Miller
Professor and Chair
Dept of Psychology
Univ of Delaware

September 21, 2012

Dear Carol, I hope this email finds you well.

I am writing to affirm the excellent working relationship between our two departments and to express an appreciation for the important contributions that the Black American Studies Department makes to the University of Delaware at a number of levels.

We have two faculty in our department who have a joint appointment in Black American Studies and I believe that this has proven to be a highly satisfactory arrangement for both departments. These two faculty, but also other of our faculty, teach classes that are crosslisted in both departments and fulfill requirements for majors in both departments. Moreover, it has also happened on occasion that our faculty might teach a BAMS (only) class. Additionally, we have shared students and classes on winter session study abroad trips to countries such as Ghana and South Africa. We appreciate the cross fertilization of ideas and students that accompanies these joint appointments and crosslisted classes.

I would also like to recognize the contribution that the BAMS Department has been making for the past several years in hosting a monthly brown bag lunch series that features the research of BAMS and BAMS affiliated faculty. I am aware of much larger departments that are unable to sustain such a series showcasing faculty research. Additionally, I am aware of the way that you and your faculty provide significant research opportunities to BAMS majors and minors, in the process offering as well critical opportunities for mentoring to take place between professor and student. Finally, I have observed you and your predecessor making valuable contributions to decision making and planning at the social science portfolio and College of Arts and Sciences levels, for example in supporting the initiative to create a Center for the Study of Diversity at UD and to hire faculty to support the center. These are just a few of the many contributions that your department makes! We look forward to working with you on future endeavors.

Kind regards, Gretchen

Gretchen Bauer
Professor and Chair
Political Science and IR
University of Delaware
302 831 2357

September 25, 2012

Memorandum

To: Carol E. Henderson, Chair
Department of Black American Studies

From: John Ernest, Chair
Department of English

Subject: APR Self-Study Report

The English Department is dedicated to ongoing collaborative work with the Department of Black American Studies (BAMS). We currently support three joint faculty appointments with BAMS: Tim Spaulding, Carol E. Henderson, and Gabrielle Foreman. As a specialist myself in African American Studies, currently in my first year at the University of Delaware, these joint appointments, and the English Department's close relationship with BAMS, was one of the primary attractions in my decision to come to UD. And as the incoming Chair of the English Department, this close relationship was important to me as I envisioned the department's development and outreach possibilities.

This is an important relationship not only for our programs but for our College and University strategic plans. I see this relationship as central to our ability to attract an increasingly diverse faculty and student body, with particular possibilities in graduate student recruitment, and I see this relationship as central to our commitment to serving the community, state, and region. Some of our faculty have been involved in collaborative projects with artists and community members in the region, and we will continue to support such initiatives. On campus, we have long taught cross-listed courses with BAMS and will continue to do so regularly.

We benefit greatly from joint faculty appointments, shared students, and common programming interests and goals. We will continue to work collaboratively with BAMS to develop what could potentially be a regional strength in Black American Studies.

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: James M. Jones phone number 831-2897

Action: Add Major

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 07F
(use format 04F, 05W)

Current degree NA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Major in Black American Studies
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major/Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(Attach your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor/concentration: _____

List program changes for curriculum revisions:

We are proposing a 31-credit major in Black American Studies. See the next sections for the specifics of this proposal. The detailed proposal is attached. The basic curriculum calls for only 3 required courses; BAMS 110 (introduction to Black American Studies) and BAMS466 (senior project) already exist. One new course, Research Methods in Black American Studies is a new courses and is described below. All other courses are existing courses or regular courses that will be converted from experimental “x67” designations to permanent course numbers.

List new courses required for the new or revised curriculum:

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

Research Methods in Black American Studies—It is being taught 07S as BAMS367. It will be proposed as a permanent number after we have had a chance to evaluate the best method for teaching this courses as a multidisciplinary approach to critically examining the Black American and Diasporic experience. The detailed proposal offers the following basic approach:

"The basic structure is a course that will help students develop a critical ability to conduct systematic empirical/theoretical and analytical research across disciplines regarding Black Americans in the Diaspora. The five major emphases are 1) Developing a research questions; 2) Designing or constructing a means of assessing the basic idea; 3) Implementing an empirical or analytical analysis; 4) Interpreting findings and results; 5) Applying results of the research/analysis to the field or to an identified problem."

Other affected units:

(List other departments affected by this new or revised curriculum. Attach permission from the affected units. If no other unit is affected, enter "None")

Other Units are not affected but we will be relying on a majority of cross-listed courses. We have five core faculty in Black American Studies and have signed letters of agreement from an additional eleven (11) faculty with joint appointments. In addition, the detailed proposal contains signed letters of support from all Department Chairs for those faulty with Joint Appointments.

Rationale:

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

There has been a long standing desire for a Major in Black American Studies. At the moment and over its history, the Black American Studies Program has offered only a minor. Students have argued forcefully for a Major for many years and feel that until there is a Major in Black American Studies, their educational options are limited. In addition, it is our belief that the systematic inquiry into the loved experiences of Black Americans and others in the African Diaspora are significant aspects of higher education at the University of Delaware. We believe that a BAMS major will attract Black students to the University of Delaware, and will provide expanded opportunities to all students to learn more about the significant issues of race and black life and culture. Moreover, there are a wide and impressive array of courses already on the books that the Major will consolidate into a systematic inquiry which will be reflected in 31 course credits that are well integrated and provide an incremental learning experience. This will be a significant improvement on the 18-credit Minor that is now available.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the present curriculum.)

I am not sure if you wish to see all of the course descriptions. If so, I will have to pull that together.

MAJOR: Black American Studies
CURRICULUM

CREDITS**MAJOR REQUIREMENTS**

A minimum grade of C- is required In each BAMS course for the B.A. Degree in Black American Studies.

BAMS110	Introduction to Black American Studies	3
BAMS3xx	Research Methods in Black American Studies*	4

One of the following courses in <u>Comparative and Diasporic Studies</u>		3
ANTH/BAMS333	Peoples of Africa	
HIST/BAMS395	Pan Africanism	
ARTH/BAMS203	Art, Power and Architecture in Africa	
One of the following courses in <u>Arts and Humanities</u>		3
BAMS3xx	African American Art I	
BAMS206	Survey of African American Culture	
ENGL344/BAMS313	African American Literature I	
One of the following courses in <u>Social and Behavioral Sciences</u>		3
POSC/BAMS322	Race and Politics	
SOCI/BAMS204	Urban Communities	
SOCIBAMS215	Race in Society	
BAMS205	Contemporary African American Issues	
One of the following courses in <u>History</u>		3
HIST/BAMS134	History of Africa	
HIST/BAMS220	American Civil Rights Movement	
BAMS304/HIST325	History of Black America to the Civil War	
BAMS306/HIST326	History of Black America since the Civil War	
Electives: Any three(3) of the following courses at least one of which is at the 400 level or higher may meet this requirement. Courses above 300 from any of the four areas listed above may also meet this requirement.		9
CRJU/BAMS355	Inequality, Crime, and Justice	
HIST/BAMS331	History of the Caribbean I	
HIST/BAMS332	History of the Caribbean II	
HIST/BAMS334	African American Women's History	
ENGL/BAMS345	African American Literature II	
PHIL/BAMS327	Race, Gender and Science	
BAMS/PHIL307	Black Thought and Philosophy	
BAMS3xx	Black Men in the Streets and the Criminal Justice System	
BAMS3xx	maggie's course this semester	
BAMS3xx	yasser's course next spring	
BAMS3xx	maggie's course next spring	
ENGL/BAMS382	Studies in Multicultural Literature in English	
POSC/BAMS439	Problems in African Politics	
SOCI/BAMS418	Race, Gender and Poverty	
SOCI/BAMS4xx	The Black Middle Class	
PSYC416/BAMS432	Psychological Perspectives on Black Americans	
CRJU/BAMS413	Hate Crimes	
CRJU/BAMS444	Capital Punishment & American Culture	
SOCI/BAMS415	Race, Class and Gender	
BAMS440	Themes in Black American Studies(Open to juniors/seniors only)	
BAMS650	Black Community Studies	
BAMS 660	Visual Vibe: Oral History and Visual Rhetoric in African American Women's Art	
UAPP/BAMS649	Civil Rights Law and Policy	
BAMS466	Senior project	3
Total		31

Department Chairperson

Date

10/23/06

Dean of College

Date

Chairperson, College Curriculum Committee

Date

Chairperson, Senate Com. on UG or GR Studies

Date

Chairperson, Senate Coordinating Com.

Date

Secretary, Faculty Senate

Date

Date of Senate Resolution

Date to be Effective

Registrar

Program Code

Date

Vice Provost for Academic Programs & Planning

Date

Provost

Date

Board of Trustee Notification

Date

Revised 11/03/04 /khs



COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF SOCIOLOGY
AND CRIMINAL JUSTICE

322 Edward Laurence Smith Hall
University of Delaware
Newark, Delaware 19716-2580
Ph: 302/831-2581
Fax: 302/831-2607

October 19, 2006

To: James M. Jones, Director
Black American Studies

From: Ronet Bachman, Chair
Dept. of Sociology and Criminal Justice

Subject: Letter Supporting of a Black American Studies Major

I am very excited about the prospect of Black American Studies granting a B.A. degree, and I want to reaffirm our commitment to cross-listing courses that would satisfy this major. The four faculty in our department who have joint appointments with Black American Studies, Margaret Andersen, Elizabeth Higginbotham, Ben Fleury-Steiner, and Antonia Randolph, will all regularly teach cross-listed courses with BAMS. In addition to these faculty members with joint appointments, we have other faculty members who are engaged in research that is substantively related to the BAMS curriculum, including myself, who would be available to serve as research mentors for your students. In sum, you can expect full support from the Department of Sociology and Criminal Justice – I look forward to working with you in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronet Bachman".

Ronet Bachman
Professor and Chair



COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF ENGLISH

212 Memorial Hall
University of Delaware
Newark, Delaware 19716-2537
Ph: 302/831-2361
Fax: 302/831-1586

October 12, 2006

To: James Jones, Director
Black American Studies

From: Steve Bernhardt, Chair
English

A handwritten signature in black ink, appearing to be "Steve Bernhardt", written over the printed name.

Subj: English supports BAMS

The English Department committed itself formally by vote to supporting joint appointments of Tim Spaulding and Carole Henderson-Belton to BAMS. It is part of our Goals and Actions statement to work closely and cooperatively with BAMS as they develop programs and provide opportunities to increasing numbers of students. Minority literatures as well as cultural and ethnic studies represent an increasing presence in our own curriculum, so we see good opportunities to work together and would welcome BAMS students to our own English courses. We would also welcome double majors or minors in English/BAMS.

We have long taught cross-listed courses with BAMS and will continue to do so with frequency. If asked to provide faculty time to teach stand-alone core courses dedicated to BAMS majors or minors, we would need to consider the teaching demands on English first, but we would work to meet the needs of BAMS as well and we would always try to be responsive to requests from faculty members to teach important courses for other programs.

Our goal is to have collaborative, collegial participation in BAMS and to be considered partners in education.



OFFICE OF ADMISSIONS

116 Hullihen Hall
University of Delaware
Newark, Delaware 19716-6210
Ph: 302/831-8123
Fax: 302/831-6905
Email: admissions@udel.edu
www.udel.edu/viewbook

October 9, 2006

Dr. James M. Jones
Director
Black American Studies Program
University of Delaware
Newark, DE 19716

Dear Dr. Jones:

I am pleased to write in support of the proposal for a Black American Studies major at the University of Delaware.

While it is always difficult to project enrollments for a major that does not yet exist, I do note that there are approximately two dozen students on campus who currently minor in Black American Studies. Creating a major in Black American Studies will give BAS courses greater visibility, and that may increase enrollments.

I will admit to a self-serving reason for supporting this proposal. The fact that we offer majors and minors that permit students to focus their learning on people of color and on regions of the world apart from North America enhances our ability to recruit a more diverse student body. It also enhances our recruitment of majority students, who have increasingly come to value diversity and to see it as a characteristic of academically prestigious colleges and universities.

With best wishes,

Louis L. Hirsh
Director of Admissions
louhirsh@udel.edu




UNIVERSITY OF
DELAWARE LIBRARY
OFFICE OF THE DIRECTOR

University of Delaware
Newark, Delaware 19717-5267
Phone: 302/831-2231
Fax: 302/831-1046
Library Web: <http://www.lib.udel.edu>

October 10, 2006

MEMORANDUM

To: James M. Jones
Director
Black American Studies

From: Susan Brynteson 
The May Morris Director of Libraries

I am responding to your request to supply information for the purpose of a self-study about the capability of the University of Delaware Library to support the proposed new major in Black American Studies.

The University of Delaware Library is well able to support the proposed new major in Black American Studies Program. Enclosed is a description of collections, resources and services available.

I would be pleased to respond to any questions.

SB/nb
Enclosure

c: Craig Wilson, Assistant Director for Library Collections
Carol A. Rudisell, Librarian, Reference Department



UNIVERSITY OF
DELAWARE LIBRARY
OFFICE OF THE DIRECTOR

University of Delaware
Newark, Delaware 19717-5267
Phone: 302/831-2231
Fax: 302/831-1046
Library Web: <http://www.lib.udel.edu>

October 10, 2006

Report on Library Services and Collections in Support of the Black American Studies Program
for the College of Arts and Science

General Description

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; three branch libraries located on the Newark campus, the Agriculture Library, the Chemistry Library, and the Physics Library; and a fourth branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. In addition to collections which directly support the Black American Studies Program, the Library has strong collections in other areas that relate to the program, such as Anthropology, Art History, Communication, Economics, Education, English, Ethnic Studies, Film Studies, History, Individual and Family Studies, Music, Philosophy, Political Science, Psychology, Public Policy, Sociology, Theatre, Urban Affairs, and Women's Studies. The Special Collections Department houses significant collections that support the Black American Studies Program, including a growing collection on the Harlem Renaissance, the books and papers of Alice Dunbar-Nelson, the papers of Pauline A. Young, the books and papers of Ishmael Reed, a number of published slave narratives, and books by other African-American writers.

Books, periodicals, microforms, government publications, computer databases and other electronic resources, maps, manuscripts, and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware, and the nation. Library staff members provide a wide range of services, including reference assistance, circulation, interlibrary loan, instructional programs, and assistance to the visually impaired.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains a complete file of every patent the U.S. Office of Patents and Trademarks has issued.

The online catalog, called DELCAT, provides access to millions of items by author, title, subject, and keyword.

Library collections number over 2,700,000. In 2005/2006, the Library Web www.lib.udel.edu received over 52,000,000 hits.

The University of Delaware Library is a member of the Association of Research Libraries, OCLC, the Center for Research Libraries, PALINET, CIRLA (The Chesapeake Information and Research Library Alliance), and NERL (NorthEast Research Libraries).

Specific support for the Black American Studies Program

Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections. Support for the Black American Studies Program is supplemented by funds used to purchase materials in the related areas noted previously as well as funds for the purchase of electronic resources.

The Library subscribes to many print journals and hundreds of electronic journals, many of which support Black American Studies. A list of electronic journals by subject is available from the Library Web by clicking on "Electronic Journals" at the top of the main page www.lib.udel.edu. In addition to various reference sources in print (see the "Research Guides" section of the Subject Guides "African American Studies" available under the section "Subject Guides A-Z" on the Library Web page), the Library also makes available several electronic databases of which support the Black American Studies Program, including African American Newspapers: The 19th Century, American Civil War: Letters and Diaries, American Memory, AncestryPlus, Anthropology Plus, Black Literature Index, Black Thought and Culture: African Americans to 1975, Civil War: A Newspaper Perspective, Education Full Text, Ethnic NewsWatch, Family & Society Studies Worldwide, Grove Music, HarpWeek, International Index to Black Periodicals Full Text, Literature Resource Center, Making of America, MLA International Bibliography, Nation Digital Archive, New York Times, North American Women's Letters and Diaries: Colonial - 1950, and Women and Social Movements in the United States 1600-2000.

In addition, the Library provides access to such important electronic databases as ABI/Inform, America: History and Life, ARTstor, several biography databases (American National Biography, Biography and Genealogy Master Index, Biography Reference Bank, Biography Resource Center), Britannica Online, Dissertation Abstracts, EconLit, Expanded Academic ASAP Plus, General Business File ASAP (includes electronic full text of journal articles for many journals), Historical Abstracts, the various LexisNexis databases but principally LexisNexis Academic, Sociological Abstracts, STAT-USA, and Web of Science (includes electronic full text of journal articles for many journals and incorporates the Library's service, Article Express). Census information and other demographic data are available as is a wide range of printed and electronic reference sources.

The Library has a strong collection of videotapes and films which cover a wide range of subjects related to Black American Studies. The video collection is heavily used; is increasing in size; and there has been much consultation about it by Francis Poole, Librarian and Head of the Instructional Media Department with faculty in all areas.

A professional librarian, Carol A. Rudisell, Librarian in the Reference Department, serves as liaison to the faculty in the Black American Studies Program. Suggestions for purchases received by the Library in for materials related to Black American Studies are directed to Ms. Rudisell, who also regularly consults faculty about priorities and the direction the collections should take. Ms. Rudisell is also available for instruction in the use of the Library for students and faculty. She maintains a subject Web site for African American Studies which can be accessed from the Library Web <http://www.lib.udel.edu> by clicking on "Subject Guides A to Z" or directly by the URL <http://www2.lib.udel.edu/subj/blks/>

I. DESCRIPTION

Briefly describe the new program and state its objectives. This statement should describe the proposed course of study that can be used as the basis of subsequent program reviews. The description also should focus on the knowledge, values, skills and other learning outcomes that program graduates will be expected to have acquired. A description of how the learning outcomes will be assessed including benchmarks for success should also be provided.

The goal of the proposed BAMS major is to provide students with a broad critical exposure to a multidisciplinary study of African American and African Diaspora life and culture. We propose a 31-credit curriculum of courses that begins with an introductory survey course in Black American Studies (3 cr.) and culminates in a discovery learning experience highlighted by a research/scholarly/experiential project that is taken as a senior project (3 cr.). In between, we offer a required course in research and analytical methods that offers a multidisciplinary perspective on the varied methods of Black American Studies (4 cr.). The curriculum is designed for maximum flexibility so that students may easily pursue double majors or other minors. We recognize that many students feel that traditional programs of study leading to recognizable jobs or advanced study or professional preparation are essential to their career opportunities. We believe that BAMS can support any of these objectives and has the added advantage of providing a focus for critically examining and understanding the experience of African descended people in the United States and throughout the Diaspora. To support this flexibility we have divided the major into two parts:

Part One is the breadth requirement of 12 credits which is defined by taking at least one course in each of four main areas (we call them *pillars*): Comparative and Diasporic Studies (Caribbean, Africa; South America; International Relations), Arts and Humanities (literature; art and art history; visual studies, philosophy and so on); Social and Behavioral Sciences (political science, sociology, criminal justice, psychology, urban affairs) and History (African American, Caribbean and African history).

Part Two is a 9-credit sequence that provides a flexible way to obtain a more focused program of study. This can be done in two ways: 1) By taking 3 elective courses (9 credits total) from the total set of courses included in the four pillars providing at least two are at 300 levels or higher and at least one is at 400 level; 2) By electing to do a concentration which consists of 3 courses (9 credits total) that fall within an approved area for concentration. Four such areas for which there are an adequate number of courses have been identified:

- a. Law and Public policy
- b. Literature of the Diaspora
- c. Visual studies
- d. Race and identity

As with the first option, these courses must all be at 300 levels or higher and at least one must be a 400 level course.

The specific objectives of the BAMS Major are to provide systematic, discovery based opportunities for students to:

1. Acquire broad and basic knowledge of the Experiences of African Americans and the Diasporic influences that affect them through multidisciplinary inquiry and analysis in Arts/Humanities; Social/Behavioral Science; and History
2. Develop critical thinking, analytical, and research skills as applied to the experiences of Black Americans

3. Conduct comparative analyses of experiences across the African Diaspora and of other ethnic/racial/cultural experiences
4. Acquire personal experiences in Diasporic cultural settings outside of the United States
5. Conduct a major scholarly project of independent research that culminates in a senior thesis.
6. To acquire through courses and other activities, public speaking skills; skill at using computers to solve problems, and writing skills.

II. RATIONALE AND DEMAND

A. Institutional factors.

B.

1. *Explain how the proposed program is compatible with the Academic Priorities of the University.*

The BAMS major has been designed with the University general education goals in mind. The proposed Major seeks to help students to think critically, and to develop the analytical and research skills. Students will have to demonstrate strong oral and written communication skills, the ability to solve problems, to work independently and collaboratively, and to show intellectual curiosity. We have taken seriously the idea of service, discovery experience and transformative learning and woven it into the courses, the requirements, and the approach to teaching.

2. *Describe the planning process that resulted in the development and submission of this proposal.*

The BAMS Executive Committee worked to develop the proposal over the fall and spring of academic year 2005-06. The first draft was presented to a group of faculty and BAMS Minors at a dinner meeting in May 2006. The proposal has been further refined and shared with the new BAMS core faculty in September 2006. The first draft of this proposal was sent to all BAMS joint faculty in October for their review and comment. A draft of the proposal was sent to all current BAMS minors in early October to get their feedback and suggestions. This proposal reflects the overall view of these multiple constituencies who are in strong support.

3. *Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University.*

The BAMS major will broaden the array of courses meeting the multicultural requirement and as noted in the letter from the admissions office, will expand the recruitment of African American students to the university, and provide support for those other students who have a strong desire to have a broader multicultural education. The courses that meet the BAMS Major meet a variety of educational goals of the University:

- Multicultural Requirement = 19 courses
- Second Writing requirement = 3 courses
- Breadth B = 5 courses
- Breadth C = 5 courses

These numbers are likely to increase as we develop and refine the courses that complete the Major, and more fully employ our new faculty in our teaching.

4. *Describe how the proposed curricula would more fully utilize existing resources.*

The BAMS program has recently hired two, new tenure-track faculty and one full Professor, as well as making formal joint appointments with 11 other faculty from departments across the University. Together, these faculty provide strong teaching and advising resources to support the new Major. Faculty appointed in the BAMS program

have their primary teaching responsibilities within the BAMS Program; faculty holding joint appointments also have a formal obligation to teach at least two BAMS courses every 3 years. Many of the courses required in the major already exist and the BAMS program has the resources to develop the newly required courses.

C. Student demand

1. *Describe how enrollment projections have been derived. Show estimated credit hours to be generated, number of new majors, and number of program graduates. Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives to other majors. Indicate whether new majors will be wholly new to the campus or internal transfers.*

We are projecting an estimate of 20 majors in the initial stages of the offering. We currently offer a Minor in Black American Studies and have 26 registered students. The number of Minors has fluctuated between 25 and 40 per year over the past several years. We project that about half of them would have majored in BAMS if they had the opportunity. In addition, we annually teach some 22 courses with a total enrollment of 800 students. In the current semester, we offer 16 courses to 525 students. It is hard to say how many of them would want to major.

2. *State whether the curriculum is designed to meet the needs of specific student clienteles, e.g., part-time students, currently employed professionals, non-traditional students, those preparing to reenter the job market, etc.*

The major is geared to any student who wishes to study the life and culture of persons of African descent in America and throughout the Diaspora.

D. Transferability

Indicate the number of graduates expected to transfer. Document any unique agreements concerning the transfer of students or credits.

We have no way of knowing how many will transfer into the major. We do know that several students have expressed an interest in majoring in Black American Studies and have indicated they would have majored in BAMS had it been available at the time they selected their major. We estimate that number at around 10. It is hard to say how many would now switch majors but we do believe that a number of undeclared students would choose BAMS.

E. Access to graduate and professional programs

Please respond to this item only if the proposed course of study will prepare students for entry into graduate or professional schools. Describe briefly (1) the requirements for admission into the appropriate graduate or professional program, and (2) the prospects for appropriate employment after completion of the advanced program.

The proposed program is designed to provide a flexible, multidisciplinary training in Black American Studies. The principles underlying the major are that one can select a set of courses that will prepare one for any number of graduate programs by concentrating in an area (say cultural and visual studies, civil rights law and public policy, literature of the African Diaspora). The sets of skills and experiences developed and supported through the major will have broad utility for students who wish to pursue graduate study, or law school. In addition, we note that there are ten (10) universities that offer the Ph.D. in Black American Studies, including, UC Berkeley, Harvard, Yale, Temple, Michigan State, U Massachusetts, Amherst, Emory, Howard universities. We believe that a student seriously interested in the subject matter and career possibilities will be prepared to enter one of these doctoral programs, pending their academic performance.

F. Demand and employment factors

Please respond to this item only if preparing students for specific employment opportunities is a key objective.

In such cases, describe the audience and unique career paths.

NA

G. Regional, state, and national factors

1. *List comparable courses of study in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area which the curriculum would serve. Describe any significant differences between the proposed course of study and others in the region or State that have some similar characteristics.*

There are no other courses of study leading to the major in African or Black American Studies in Delaware. Other regional programs include Howard, University of Maryland, Seton Hall, William Paterson, Franklin and Marshall, Temple. They do not provide an alternative, though, for students who are enrolled at the University of Delaware.

2. *Describe the regional accrediting, professional association, and licensing requirements that have helped shape the proposed curriculum. Indicate the effects such agencies have had on the length, content or mode of deliver, and on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements.*

We do not have any specific accreditation criteria and thus have not used any in the development of the proposed Major.

H. Describe other strengths

1. *Describe any special features that convey the character or personality and make the proposed course of study distinctive. (Examples might include the interest and special expertise of certain faculty members, the location and availability of unique materials or technologies at or near the campus, special relationships to other departments, organizations, or institutions, etc.)*

There are two special features of the BAMS program that deserve mention:

- 1) Delaware is privileged to house the Paul R. Jones Collection of African American Art. It is one of the premier collections in the country. The Curator of the Collection, Dr. Amalia Amaki, is also a Professor in the Black American Studies Program and teaches courses as part of the proposed Major. Further, BAMS has been designated the home of the Paul R. Jones Collection initiative, a systematic set of programs to foster educational uses of the Collection at UD as well as other educational institutions. We foresee these activities as a signature aspect of the BAMS program and Major.
- 2) BAMS has been awarded a College of Arts and Sciences Transformation grant with BAMS Assistant Professor Yasser Payne as the Principle Investigator, and Prof. Jones as the Co-PI. The title of the grant is "The Lived Experiences of Black Students and Faculty at the University of Delaware." The project will provide a comprehensive research and social justice based experience to a set of four undergraduate students. This project will document the lived experiences, basic interests and expectations of Black students and faculty at the University of Delaware (UD).

The study's main objectives are:

- 1) to document the multiple lived experiences, standpoints and/or phenomenological perspectives of Black students and faculty at UD; 2) to document, from the standpoint of students and faculty, how UD more generally and the BAMS program students and faculty, how UD more generally and the BAMS program specifically, supports the basic needs, interests and/or satisfaction of Black students and faculty at the University of Delaware, and 3) to detail how social justice concepts and theories apply to the experiences of Blacks at UD.

We feel that this project will provide a major opportunity for students to have Discovery Learning Experiences as part of their BAMS Major activities.

2. *Report on any anticipated collaborative arrangements with other parties (for example, inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.*

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. *Enrollment*

If enrollments are to be limited, e.g., by size, by pre-requisites, or by academic performance, describe the restrictions and the reasons for them. Be sure to indicate the effective academic year. A letter of support from the Admissions Office for undergraduate programs or Office of Graduate Studies will also be helpful in projecting enrollments for the proposed program.

We do not intend to restrict entry to the major by any criteria beyond being in good academic standing in the university. We attach a letter from the Director of Admissions which indicates the difficulty of projecting enrollments, but which proposes that the major will be attractive to African American students, as well as the ethnic and racial minorities and majority students as well.

B. *Admission Requirements*

1. *Describe the criteria for selecting among applicants.*

We do not distinguish among applicants beyond the basic eligibility of being in good academic standing at the university.

2. *Distinguish, if necessary, selection criteria between freshman, transfers from other institutions and transfers from within the University.*

We do not make such distinctions.

3. *Attach any Retention Policy that might apply and provide rationale for this policy.*

We do not have any retention policy, although students will be expected, in accordance with requirements in the College of Arts and Sciences, to earn at least a C- in all courses that count for major credit.

C. *Student Expenses and Financial Aid*

1. *Indicate the need for any required student expenses beyond the traditional book and supplies, for example, personal computer, extensive laboratory fees, etc. For Graduate and professional courses of study, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.*

NA

IV. CURRICULUM SPECIFICS

A. *Institutional Factors*

State the degree to be awarded to those who complete the program and explain why this is the appropriate form of recognition.

We request that the degree of Bachelor of Arts (BA) be awarded to the students who successfully complete the proposed major. We believe that the curriculum is rigorous, meets general education goals, and will prepare a student to enter a post-baccalaureate life prepared to successfully enter a variety of post graduate training or work careers.

B. Describe the curriculum

1. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.

We propose a major of 30 credit hours. Because there has not been a major during the entire period of the BAMS existence, there is some concern on the part of students and parents that the major while important, may not be that useful to prepare a student for life after college. We have focused specifically on creating a curriculum and set of requirements that emphasize flexibility; discovery experiences,

2. Provide a sample curriculum by following the format in the Undergraduate and Graduate Catalog.
See below

**MAJOR: Black American Studies
CURRICULUM**

CREDITS

MAJOR REQUIREMENTS

A minimum grade of C- is required In each BAMS course for the B.A. Degree in Black American Studies.

BAMS110	Introduction to Black American Studies	3
BAMS3xx	Research Methods in Black American Studies*	4
<u>One of the following courses in Comparative and Diasporic Studies</u>		3
ANTH/BAMS333	Peoples of Africa	
HIST/BAMS395	Pan Africanism	
ARTH/BAMS203	Art, Power and Architecture in Africa	
<u>One of the following courses in Arts and Humanities</u>		3
BAMS3xx	African American Art I	
BAMS206	Survey of African American Culture	
ENGL344/BAMS313	African American Literature I	
<u>One of the following courses in Social and Behavioral Sciences</u>		3
POSC/BAMS322	Race and Politics	
SOCI/BAMS204	Urban Communities	
SOCIBAMS215	Race in Society	
BAMS205	Contemporary African American Issues	
<u>One of the following courses in History</u>		3
HIST/BAMS134	History of Africa	
HIST/BAMS220	American Civil Rights Movement	
BAMS304/HIST325	History of Black America to the Civil War	
BAMS306/HIST326	History of Black America since the Civil War	
<u>Electives: Any three(3) of the following courses at least one of which is at the 400 level or higher may meet this requirement. Courses above 300 from any of the four areas listed above may also meet this requirement.</u>		9
CRJU/BAMS355	Inequality, Crime, and Justice	
HIST/BAMS331	History of the Caribbean I	
HIST/BAMS332	History of the Caribbean II	

HIST/BAMS334	African American Women's History	
ENGL/BAMS345	African American Literature II	
PHIL/BAMS327	Race, Gender and Science	
BAMS/PHIL307	Black Thought and Philosophy	
BAMS3xx	Black Men in the Streets and the Criminal Justice System	
BAMS3xx	Maggie's course this semester	
BAMS3xx	Yasser's course next spring	
BAMS3xx	Maggie's course next spring	
ENGL/BAMS382	Studies in Multicultural Literature in English	
POSC/BAMS439	Problems in African Politics	
SOCI/BAMS418	Race, Gender and Poverty	
SOCI/BAMS4xx	The Black Middle Class	
PSYC416/BAMS432	Psychological Perspectives on Black Americans	
CRJU/BAMS413	Hate Crimes	
CRJU/BAMS444	Capital Punishment & American Culture	
SOCI/BAMS415	Race, Class and Gender	
BAMS440	Themes in Black American Studies (Open to juniors/seniors only)	
BAMS650	Black Community Studies	
BAMS 660	Visual Vibe: Oral History and Visual Rhetoric in African American Women's Art	
UAPP/BAMS649	Civil Rights Law and Policy	
BAMS466	Senior project	3
Total		31

* This is a new course and will be required of all Majors. It is designated as 4 credits since we intend to have a research project with a lab requirement. It is listed as a BAMS3xx since we are now teaching it as a BAMS367. Our aim is to develop the course and make sure it does what we want before going for permanent course number. The basic structure is a course that will help students develop a critical ability to conduct systematic empirical/theoretical and analytical research across disciplines regarding Black Americans in the Diaspora. The five major emphases are 1) Developing a research questions; 2) Designing or constructing a means of assessing the basic idea; 3) Implementing an empirical or analytical analysis; 4) Interpreting findings and results; 5) Applying results of the research/analysis to the field or to an identified problem. Note also that all other courses marked with "xx" are in the process of being converted to permanent course numbers as of November 1, 2006.

3. *Indicate how the curriculum satisfies University of Delaware, college and departmental requirements, such as ENGL110, multicultural, college core, etc.*

The BAMS major has been designed with the University general education goals in mind. We think that students who graduate with a BAMS major should have demonstrated their ability to *think critically*, but also to have developed the *analytical and research skills* that will help them succeed in careers or further education. The senior project, in particular, is a capstone experience that will require them to complete a major research project, culminating in a senior thesis. Depending on the student's interests, this might be social science or humanities research, but we have designed the concept of the project to also entail other creative work. Either way, students will have to demonstrate

strong oral and written communication skills, the ability to solve problems, to work independently and collaboratively, and to show intellectual curiosity.

Other general education goals are also reflected in the substance of this proposed major: Understanding the *diverse ways of thinking across various disciplines* is a central concept in interdisciplinary Black American studies; questions of *ethics and responsibility to self and community* are also central to the BAMS mission, as is *integrating academic knowledge with experiences that go beyond the boundaries of the classroom*. The inclusion of a requirement for Diaspora studies reflects the BAMS commitment to have students understand the *international and global context* of their work and certainly understanding *cultural diversity* is central to the focus on BAMS. And, finally, because of the centrality of the Paul Jones Collection to the BAS program, our students will develop a strong *appreciation of aesthetic and intellectual expression*.

In addition to satisfying the University's commitment to general education, the new BAMS major is also consistent with other University and College requirements. Most of our courses already satisfy the University multicultural requirement and the core distribution requirements of the new major will also map well onto College breadth requirements in Arts and Sciences.

4. *In the Appendices, provide approval from affected departments for all newly required courses that support the proposed curriculum.*

There are no new courses required from other departments or teaching units. However, we rely heavily on cross-listed courses by BAMS joint and Affiliated faculty. Appendix A contains letters or email notes indicating the support of each department with which we have Joint faculty arrangements.

V. RESOURCES AVAILABLE

A. Learning Resources

Describe briefly the scope and quality of available library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the proposed course of study. If appropriate, obtain a Library Assessment Statement.

Library Assessment Statement :A formal written assessment from the Director of Libraries of the Library's ability to support a proposal for a new or expanded academic degree or program is required as part of a formal proposal. The assessment statement may include but is not limited to the strength of collections; access to electronic and networked information access to collections not owned by the University of Delaware; library space and library computer requirements; language and subject capabilities of library staff; and nature of service and increased usage demands resulting from the proposed new degree/program. The request for the library assessment accompanied by details of a proposed degree or program needs to be received by the Library at least one month before the Library's assessment of a proposed degree or program is required. The Library will respond in a timely manner, usually within two weeks in order to allow time for faculty discussion of the library assessment and possible further discussion and/or interaction with the Director of Libraries, if desired.

There are ample collections and titles in the library to support the BAMS Curriculum. Carol Rudisell maintains contact with BAMS faculty and provides a constant updates and advice, as well training on how to use the holdings that address African Americans. We have attached a letter (see appendix "x") from Susan Brynteson, Director of Libraries, that documents the scope and quality of library resources tat would support the proposed Major.

B. Faculty / Administrative Resources

Describe the available program administrators and faculty expertise which support the proposed curriculum. List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who would be directly involved, including campus administrators. If appropriate, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation of the faculty.

BAMS has six full time faculty who will be directly involved in the program. The faculty are accomplished and dedicated to teaching and scholarly activities. They teach an average of 18 courses per year. All faculty teach courses that are integral to the proposed new BAMS major. Historically, the faculty have never exceeded three, but with the addition of a new BAMS faculty member next year, we will be able to offer 22 courses each academic year. Up to now, we have never had more than three full time faculty so we are poised now to effectively mount a major with control within the Program to meet the curriculum requirements.

BAMS Core Faculty:

<u>Rank</u>	<u>Degree</u>	<u>Specialization</u>	<u>Scholarly accomplishments</u>
Professor	PhD	African American Art History, Art	Curator Paul R. Jones Collection; One woman show, National Museum of Women in the Arts, Washington, DC- "Boxes, Buttons and the Blues."
Professor	PhD	History, African American and Caribbean	Francis H Squire Professor of History
Professor	PhD	Social Psychology of Black Culture; Racism	Authored <i>Prejudice and Racism</i> (1997 McGraw Hill, and currently under contract for <i>Beyond Prejudice and Racism</i> , Blackwell publishers.
Associate Professor	PhD	African History	<i>MAU MAU AND KENYA: An Analysis of a Peasant Revolt</i> (Indiana University Press, 1993, 1998). Forthcoming book: <i>AFRICAN WOMEN IN REVOLUTION</i> (Africa World Press, 2006/7).
Assistant Professor	PhD	Social Psychology of Black Men	Awarded a transformation grant (2006-08) by the College of Arts and Sciences to study experiences of blacks at the University of Delaware
Assistant Professor	PhD	Sociology of Black Urban Working Poor and Women Studies	Fellowship at Radcliffe Institute for Advanced Study, January 2005; Project Title: Managing a Stigmatized Identity: A Multi-Generational Study of Black Workers

In addition to the Core BAMS Faculty noted above, there are eleven (11) additional faculty who hold joint appointments with BAMS. These faculty have committed to teaching a minimum of 2 courses every three years. This amounts to an average of 7 additional BAMS courses each year. In fact they teach more than three per year--most teach *at least* one every year. The table below lists these joint faculty each of whom has signed a letter sent by the BAMS Director and Dean of the College of Arts and Sciences agreeing to these teaching expectations as well as other roles including advisement.

BAMS faculty with Joint Appointments

<u>Name</u>	<u>Rank</u>	<u>Degree</u>	<u>Specialization</u>	<u>Home Department</u>
Randolph, Antonia	Assistant Professor	PhD	Sociology of Race in Education	Sociology
Wilson, David	Assistant Professor	PhD	Political Psychology; Racial Attitudes	Political Science

Armstrong-Dunbar, Erica	Associate Professor	PhD	African American History	History
Davis, Theodore	Associate Professor	PhD	Black Politics	Political Science
Fleury-Steiner, Benjamin	Associate Professor	PhD	Criminal Justice, Race and Jury Behavior	Criminal Justice
Henderson, Carol	Associate Professor	PhD	African American Literature	English
Okoye, Ikem	Associate Professor	PhD	African and Diaspora Art History	Art History
Spaulding, Timothy	Associate Professor	PhD	African American Literature	English
Andersen, Margaret	Professor	PhD	Sociology of Race, Ethnicity and Gender	Sociology
Higginbotham, Elizabeth	Professor	PhD	Sociology of Race and Gender	Sociology
Ware, Leland	Professor	JD	Law and Public Policy of Civil Rights	CHEP

Finally, there are an additional four faculty (Marks-Sociology; Weil-Anthropology; Wolters-History; Andreassen-Philosophy/Linguistics) who regularly teach cross-listed courses in sociology, anthropology, history, linguistics, and philosophy. This adds up to another 4-5 courses per year. So in all, we can regularly expect to offer over 30 courses per year to satisfy the requirements for a BAMS major.

C. *External Funding*

Indicate any resource or source of funding external to the University which has been garnered to support the curriculum.

None

VI. RESOURCES REQUIRED

A. *Learning Resources*

Identify needed additional learning resources. Indicate which of these are essential for basic implementation and whose which will produce a premiere program able to compete favorably for the highest caliber of student.

We do not have any specific resource needs to implement the program.

B. *Personnel Resources*

Indicate any new faculty positions required and the qualifications and subject matter specialties that will be sought. Give reasons for needing new position.

We have been authorized to search for a new position whose specialty will be the general area of the arts and humanities. More specifically, we are interested principally in philosophy of arts and literature, but will also accept applications from visual studies, American studies and the performing arts. We just added two new faculty in the social behavioral sciences whose specialties are sociology and social psychology.

C. *Budgetary Needs*

Attach an accounting of budgetary needs.

No specific new budgetary needs.

VII. IMPLEMENTATION AND EVALUATION

A. *Implementation Plan*

Describe how the curriculum will be implemented.

See below under B.

B. *Assessment Plan*

Indicate how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative. Success should be measured against the criteria listed including stated learning outcomes and against whatever objectives have been set forth in

the first section of the proposal. Academic units are encouraged to consult with the Office of Educational Assessment in developing the appropriate learning outcomes, assessment criteria, and benchmarks for success.

We plan to evaluate the new major at the end of the provisional period to be able to demonstrate the program's effectiveness prior to permanent approval. Assessment will be done in a variety of ways:

- (1) We routinely evaluate individual courses at the end of each semester; courses taught by BAMS faculty (including cross-listed courses taught by our jointly appointed faculty) are regularly reviewed by the Director of BAMS;
- (2) At the end of the provisional period, we will survey all students who have graduated with a BAMS major, collecting quantitative data on their career paths, their perceptions of the value of the BAMS major to their career, and their perceptions of the value of the BAMS major to their undergraduate education;
- (3) At the end of the provisional period, we will conduct interviews with BAMS major (using an appropriate sample, depending on the size of the population). The interview will include questions about their experiences in the BAMS program, their perceptions of its effectiveness in their undergraduate education and their career plans.

Such an assessment can be repeated at periodic intervals once the program is permanently approved.

In addition, one of our faculty, Maggie Ussery, has been appointed an Assessment Fellow. She will be the lead person in BAMS to learn effective ways to evaluate academic programs, and will provide oversight and technical support to the Program as we develop our assessment strategy.

VIII. APPENDICES

Appendix A: Letters of Approval from Contributing Departments

The English Department committed itself formally by vote to supporting joint appointments of Tim Spaulding and Carole Henderson-Belton to BAMS. It is part of our Goals and Actions statement to work closely and cooperatively with BAMS as they develop programs and provide opportunities to increasing numbers of students. Minority literatures as well as cultural and ethnic studies represent an increasing presence in our own curriculum, so we see good opportunities to work together and would welcome BAMS students to our own English courses. We would also welcome double majors or minors in English/BAMS.

We have long taught cross-listed courses with BAMS and will continue to do so with frequency. If asked to provide faculty time to teach stand-alone core courses dedicated to BAMS majors or minors, we would need to consider the teaching demands on English first, but we would work to meet the needs of BAMS as well and we would always try to be responsive to requests from faculty members to teach important courses for other programs.

Our goal is to have collaborative, collegial participation in BAMS and to be considered partners in education.

steve

Stephen A. Bernhardt, Chair
Department of English
Andrew B. Kirkpatrick, Jr., Chair in Writing
University of Delaware
302-831-3351

<http://www.english.udel.edu/sab/>

Dear Jim:

Thanks for your note. I have reviewed the terms of Professor Okoyé's joint appointment and support it wholeheartedly. It is my hope that opportunities of this nature will attract more Art History faculty and continue to build ties between our two programs.

I'll be sending a letterhead version of this note for your files.

Bernie Herman
Chair, Art History

To: James Jones
Chair, Black American Studies

From: Carole Haber

Chair, Department of History

Date: October 21, 2006

Re: Joint position of Erica Armstrong Dunbar

I strongly support the joint position of Erica Armstrong Dunbar, a member of the History Department, with Black American Studies. We are committed to Prof. Armstrong Dunbar teaching cross listed courses with the program, and look forward to the establishment of a major, in which Prof. Armstrong Dunbar would play a significant role.

.....

Dear James,

This letter confirms that my Department will continue to support periodic teaching activities of Professor Ted Davis and Professor David Wilson, **Political Science and International Relations** faculty, who hold joint appointments in Black American Studies, to support and augment instruction in BAMS.

Jim

James Magee, Chair
Political Science and International Relations

.....

Appendix B: Other Pertinent Documents

October 9, 2006

Dr. James M. Jones
Director
Black American Studies Program
University of Delaware
Newark, DE 19716

Dear Dr. Jones:

I am pleased to write in support of the proposal for a Black American Studies major at the University of Delaware.

While it is always difficult to project enrollments for a major that does not yet exist, I do note that there are approximately two dozen students on campus who currently minor in Black American Studies. Creating a major in Black American Studies will give BAS courses greater visibility, and that may increase enrollments.

I will admit to a self-serving reason for supporting this proposal. The fact that we offer majors and minors that permit students to focus their learning on people of color and on regions of the world apart from North America enhances our ability to recruit a more diverse student body. It also enhances our recruitment of majority students, who have increasingly come to value diversity and to see it as a characteristic of academically prestigious colleges and universities.

With best wishes,

Louis L. Hirsh
Director of Admissions
louhirsh@udel.edu

October 10, 2006

C. MEMORANDUM

To: James M. Jones
Director
Black American Studies

From: Susan Brynteson
The May Morris Director of Libraries

I am responding to your request to supply information for the purpose of a self-study about the capability of the University of Delaware Library to support the proposed new major in Black American Studies.

The University of Delaware Library is well able to support the proposed new major in Black American Studies Program. Enclosed is a description of collections, resources and services available.

I would be pleased to respond to any questions.

SB/nb
Enclosure

c: Craig Wilson, Assistant Director for Library Collections
Carol A. Rudisell, Librarian, Reference Department

October 10, 2006

Report on Library Services and Collections in Support of the Black American Studies Program
for the College of Arts and Science

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; three branch libraries located on the Newark campus, the Agriculture Library, the Chemistry Library, and the Physics Library; and a fourth branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. In addition to collections which directly support the Black American Studies Program, the Library has strong collections in other areas that relate to the program, such as Anthropology, Art History, Communication, Economics, Education, English, Ethnic Studies, Film Studies, History, Individual and Family Studies, Music, Philosophy, Political Science, Psychology, Public Policy, Sociology, Theatre, Urban Affairs, and Women's Studies. The Special Collections Department houses significant collections that support the Black American Studies Program, including a growing collection on the Harlem Renaissance, the books and papers of Alice Dunbar-Nelson, the papers of Pauline A. Young, the books and papers of Ishmael Reed, a number of published slave narratives, and books by other African-American writers.

Books, periodicals, microforms, government publications, computer databases and other electronic resources, maps, manuscripts, and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware, and the nation. Library staff members provide a wide range of services, including reference assistance, circulation, interlibrary loan, instructional programs, and assistance to the visually impaired.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains a complete file of every patent the U.S. Office of Patents and Trademarks has issued.

The online catalog, called DELCAT, provides access to millions of items by author, title, subject, and keyword.

Library collections number over 2,700,000. In 2005/2006, the Library Web www.lib.udel.edu received over 52,000,000 hits.

The University of Delaware Library is a member of the Association of Research Libraries, OCLC, the Center for Research Libraries, PALINET, CIRLA (The Chesapeake Information and Research Library Alliance), and NERL (NorthEast Research Libraries).

D. Specific support for the Black American Studies Program

Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections. Support for the Black American Studies Program is supplemented by funds used to purchase materials in the related areas noted previously as well as funds for the purchase of electronic resources.

The Library subscribes to many print journals and hundreds of electronic journals, many of which support Black American Studies. A list of electronic journals by subject is available from the Library Web by

clicking on “Electronic Journals” at the top of the main page www.lib.udel.edu. In addition to various reference sources in print (see the “Research Guides” section of the Subject Guides “African American Studies” available under the section “Subject Guides A-Z” on the Library Web page), the Library also makes available several electronic databases of which support the Black American Studies Program, including [African American Newspapers: The 19th Century](#), [American Civil War: Letters and Diaries](#), [American Memory](#), [AncestryPlus](#), [Anthropology Plus](#), [Black Literature Index](#), [Black Thought and Culture: African Americans to 1975](#), [Civil War: A Newspaper Perspective](#), [Education Full Text](#), [Ethnic NewsWatch](#), [Family & Society Studies Worldwide](#), [Grove Music](#), [HarpWeek](#), [International Index to Black Periodicals Full Text](#), [Literature Resource Center](#), [Making of America](#), [MLA International Bibliography](#), [Nation Digital Archive](#), [New York Times](#), [North American Women's Letters and Diaries: Colonial - 1950](#), and [Women and Social Movements in the United States 1600-2000](#).

In addition, the Library provides access to such important electronic databases as [ABI/Inform](#), [America: History and Life](#), [ARTstor](#), several biography databases ([American National Biography](#), [Biography and Genealogy Master Index](#), [Biography Reference Bank](#), [Biography Resource Center](#)), [Britannica Online](#), [Dissertation Abstracts](#), [EconLit](#), [Expanded Academic ASAP Plus](#), [General Business File ASAP](#) (includes electronic full text of journal articles for many journals), [Historical Abstracts](#), the various [LexisNexis](#) databases but principally [LexisNexis Academic](#), [Sociological Abstracts](#), [STAT-USA](#), and [Web of Science](#) (includes electronic full text of journal articles for many journals and incorporates the Library's service, [Article Express](#)). Census information and other demographic data are available as is a wide range of printed and electronic reference sources.

The Library has a strong collection of videotapes and films which cover a wide range of subjects related to Black American Studies. The video collection is heavily used; is increasing in size; and there has been much consultation about it by Francis Poole, Librarian and Head of the Instructional Media Department with faculty in all areas.

A professional librarian, Carol A. Rudisell, Librarian in the Reference Department, serves as liaison to the faculty in the Black American Studies Program. Suggestions for purchases received by the Library in for materials related to Black American Studies are directed to Ms. Rudisell, who also regularly consults faculty about priorities and the direction the collections should take. Ms. Rudisell is also available for instruction in the use of the Library for students and faculty. She maintains a subject Web site for African American Studies which can be accessed from the Library Web <http://www.lib.udel.edu> by clicking on “Subject Guides A to Z” or directly by the URL <http://www2.lib.udel.edu/subj/blks/>

Susan Brynteson
The May Morris Director of Libraries

To: Nancy Brickhouse, Interim Provost
Sheldon Pollack, President
Faculty Senate

From: Carol E. Henderson, Chair
Department of Black American Studies

Re: Permanent Status for BAMS Major

I enthusiastically support the Department of Black American Studies' application for permanent status of the BAMS major. Our program offers a rigorous interdisciplinary educational experience for students interested in learning about the human experience using the cultural principles and practices of people of African ancestry. Our major and minor is flexible, and students readily double major in our program.

As our report demonstrates, we have been successful in graduating very accomplished students who have gone on to distinguished graduate programs all across the country. Our students have also entered public service by working for Boys and Girls Clubs, teaching at various high schools in Delaware and a number of other states, starting their own business, and working at the college level or as attorneys. Our faculty is very accomplished—many of them award winners in scholarship, research, teaching, and service. Our mentorship of BAMS students cultivates a learning environment that utilizes our faculty's skill sets and talents in ways that enhance student learning. We have also extended our advisement and mentoring talents to graduate students whose disciplinary homes are not in BAMS. Because we are an interdisciplinary department, we can meet this demand.

The future looks very bright for BAMS. With the addition of Dr. Tiffany Gill, and the relocation of Dr. Erica Armstrong-Dunbar into BAMS—with the recent joint appointments of Dr. P. Gabrielle Foreman (English) and Dr. Carlton Cooper (Biological Sciences), BAMS is poised to distinguish itself regionally given the expertise and concentration of distinguished faculty of color at the University of Delaware. BAMS plans to build upon these talents with the addition of a graduate minor in Black Studies, and there are talks to develop a graduate double major in BAMS and English (this is preliminary, of course, but very promising). There is also strong interest in developing a Black Gender Studies Institute that will take advantage of our campus's developing scholar focus in African American History, English, and Sociology among others. Writ large,

this institute would examine Black women and men's experiences in the Early America to the present.

I have been very proud to lead BAMS at this crucial time in our development. The University of Delaware is the only institution in the state that offers a major in Black American Studies. Regionally, we are competitively positioned to develop undergraduate students that will go on to graduate programs at the masters and doctorate level in a number of disciplines, including Black Studies. Our collaborative projects with other departments on the UD campus—our co-sponsored programming with student and administrative offices on campus, and at other regional institutions such as Delaware State University and Lincoln University—means that BAMS has fully integrated itself into the academic life of our university community writ large, and we will continue to develop standards of excellence in research, scholarship, teaching, and service in ways that benefit our students, our campus, our communities, our region—indeed globally.

Sep 4, 2012

Unduplicated Count of Graduates: 1

2008 Spring Semester

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2083	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 1

2008 Summer

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2085	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 1

2009 Fall Semester

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2098	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 5

2009 Spring Semester

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2093	AS	Arts and Sciences	BAS-BA
2093	AS	Arts and Sciences	BAS-BA
2093	AS	Arts and Sciences	BAS-BA
2093	AS	Arts and Sciences	BAS-BA
2093	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 1

2009 Summer

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2095	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 1

2010 Fall Semester

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2108	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 3

2010 Spring Semester

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2103	AS	Arts and Sciences	BAS-BA
2103	AS	Arts and Sciences	BAS-BA
2103	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 2

2010 Summer

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2105	AS	Arts and Sciences	BAS-BA
2105	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 1

2011 Fall Semester

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2118	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 2

2011 Spring Semester

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2113	AS	Arts and Sciences	BAS-BA
2113	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 1

2011 Winter

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2111	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 1

2011 Summer

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2115	AS	Arts and Sciences	BAS-BA

Unduplicated Count of Graduates: 2

2012 Spring Semester

Degree COMPLETION_TERM	Degree_ACADEMIC_PROGRAM	Degree ACADEMIC_PROGRAM_LDESC	Degree_ACADEMIC_PLAN
2123	AS	Arts and Sciences	BAS-BA
2123	AS	Arts and Sciences	BAS-BA

Median GPA

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA	Law, Public Policy&Social Just	AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts

Degree ACADEMIC_PLAN_LDESCF	Degree ACADEMIC_SUBPLAN_LDESCF	Degree_ACADEMIC_PLAN_DEGREE	DEGREE_FDESCF
Black American Studies BA		AS-BA	Bachelor of Arts
Black American Studies BA		AS-BA	Bachelor of Arts

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BA			F	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			F	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			F	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			M	BLACK	Black/African American
AS-BAAS			M	BLACK	Black/African American
AS-BAAS			F	BLACK	Black/African American
AS-BAAS			F	BLACK	Black/African American
AS-BAAS			F	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			F	MULTI_ETHNIC	MULTI_ETHNIC

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			F	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			F	BLACK	Black/African American
AS-BAAS			M	HISPA	Hispanic/Latino
AS-BAAS			F	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			M	BLACK	Black/African American
AS-BAAS			F	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			F	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			F	AMIND	American Indian/Alaska Native
AS-BAAS	Cum Laude		M	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			M	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			M	BLACK	Black/African American

DEGREE_SDESC	HONORS_SDESC	DEGREE WITH DISTINCTION	GENDER	IPEDS_ETHNICITY	PRIMARY_ETHNICITY_LDESC
AS-BAAS			F	BLACK	Black/African American
AS-BAAS			F	BLACK	Black/African American

3:12:13 PM

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
3.272	Brooklyn	NY	11205	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.103	Seaford	DE	19973	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.701	Wilmington	DE	19805	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.932	Newark	DE	19711	USA
2.868	Hackensack	NJ	07601	USA
2.898	Wilmington	DE	19802	USA
2.873	Bear	DE	19701	USA
2.573	Wilmington	DE	19802	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
3.703	Somers Point	NJ	08244	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.527	Newark	DE	19702	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.765	Galloway	NJ	08205	USA
2.492	Newark	DE	19711	USA
2.453	Bear	DE	19701	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2	Phila	PA	19124	USA
2.723	Forestville	MD	20747	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.847	New Castle	DE	19720-1814	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.768	Wilmington	DE	19801	USA
3.807	Yorktown Heights	NY	10598	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.340	Philadelphia	PA	19143	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.395	Smyrna	DE	19977	USA

GPA_DEGREE	UD Home City	UD Home State	UD Home Postal	UD Home Country
2.236	Newark	DE	19702	USA
3.194	Wilmington	DE	19805	USA

2.744