

## MEMORANDUM

**TO:** Committee on Academic Programs (CAP)

**FROM:** Steering Committee

**RE:** Proposed Elementary Education or Early Childhood Education and African American Studies Dual Major

**DATE:** November 1, 2017

### **Background:**

The Departments of Early Childhood and Elementary Education and African American Studies have jointly developed the attached proposal for a new dual major in Elementary or Early Childhood Education and African American Studies. This proposal has been endorsed by the curriculum committees in both the School of Education and the School of Humanities and Social Sciences. The Deans' Council has also been consulted. The next step in the program approval process for consideration of this program is a review by CAP.

### **Charge:**

CAP should consider whether all units that might be affected by the proposal have been consulted and whether the proposal is consistent with the College's mission. If CAP determines that additional testimony is required, then CAP should solicit this testimony from the appropriate units. If CAP agrees that all affected units have been consulted and that the new program is consistent with the College's mission, it may prepare a final recommendation without seeking further testimony.

**Testimony Tier:** Tier I.

### **Timeline:**

CAP should complete its work on this charge by the end of Fall, 2017.

### **TCNJ Governance Processes**

**Step 1 – Steering issues a charge**

**Step 2 - Governance prepares a Preliminary Recommendation**

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups.

When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

### **Step 3 – The Relevant Stakeholders provide Testimony**

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see page 24) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

### **Step 4 – Governance prepares a Final Recommendation**

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community.

When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

### **Step 5 – Steering considers the Final Recommendation**

### **Step 6 – The Provost and/or President and Board consider the Final Recommendation**

### **Step 7 – Steering notifies the Campus Community**

**Testimony Tier I** – The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

**For a complete description of all steps and of the other testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21 – 24.**

**Proposal to Establish a Dual Major in Elementary or Early Childhood and  
African American Studies  
Schools of Education and Humanities and Social Sciences**

**Sponsoring Departments:**

**Elementary and Early Childhood Education and African American Studies**

**Sponsoring Faculty:**

**James Beyers, Chair, Department of Elementary and Early Childhood Education,  
Lynnette Mawhinney, co-Coordinator of the Urban Education Program,  
Tabitha Dell'Angello, co-Coordinator of the Urban Education Program,  
Winnifred Brown-Glaude, Chair, Department of African American Studies.**

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## **The Proposed Dual Major**

In both its mission and aspirations, The College of New Jersey commits itself to fostering a “diverse community of learners” of those who “seek to sustain and advance the communities in which they live.”[1] The proposed dual major in Elementary or Early Childhood (EECE) and African American Studies (AAS) support these ideals by providing students with the analytic tools, knowledge, and experiences vital to understanding, illuminating, and responding constructively to the complex experiences of diverse communities. This dual major will afford Education students (hereinafter referred to as “pre-service teachers”) the opportunity to seek certification in elementary or early childhood education and in history. In addition, they would have the content training to also seek certification in English, thus satisfying New Jersey State requirements for certification as both a generalist and within at least one content area. But perhaps more importantly, this dual major will provide all students with the intercultural skills that will help them flourish in an increasingly diverse educational system.

Dual Majors in Elementary or Early Childhood and AAS will follow a developmental arc that (1) demonstrates a foundational knowledge in African American history, the formation of racial and ethnic differences, and sources of inequalities in the United States; (2) synthesizes their understanding of race, inequality, and power in local and global contexts, and expands their knowledge of the experiences of people in the African diaspora; and (3) applies their knowledge in the classroom setting. Students will acquire and demonstrate competence in a range of research methods (traditional research and teacher action research methods) employed in the humanities, social sciences—while also providing use within the classroom and their pedagogical development.

### **I. The Dual Major in Elementary or Early Childhood and African American Studies: A Need and an Opportunity**

A recent report from the National Center for Education Statistics projects significant changes in the racial/ethnic distribution of public school enrollment over the next decade. Between fall 2013 and fall 2024, it is predicted that the number of White students enrolled in public schools will continue to decrease from 25.2 million to 24.2 million as the enrollments of Hispanic students and Asian/Pacific Islander students steadily increase. The number of Hispanic public school students is projected to increase from 12.5 million in 2013 to 15.5 million in 2024 and to represent 29 percent of total enrollment in 2024. The number of Asian/Pacific Islander students is projected to increase from 2.6 million to 3.0 million between 2013 and 2024, and their enrollment share in 2024 is projected to increase to 6 percent. Although the number of Black students is projected to fluctuate between 7.7 million and 7.9 million during this period, they will continue to be overrepresented in public schools. [2]

This rapid shift in the composition of the public school classroom necessitates an increasing emphasis on ways to improve the achievement of traditionally underserved and marginalized students. It also requires teachers with the knowledge and skill set that can provide underserved students with the education they deserve.

Moreover, in order to connect to the diverse student population, large school districts are making courses like African American history mandated in all schools. For example, since 2005, the School District of Philadelphia (the 8<sup>th</sup> largest school district in the country) requires all high school students to take an African American history in order to graduate. [3] In 2015, all California schools are looking to mandate the same requirement under their Ethnic Studies curriculum. The changing nature of the student demographic and developing authorizations for African American history in schools will make our future EECE/AAS majors extremely marketable to school districts.

The departments of Elementary and Early Childhood and AAS envision a dual major that combines the strengths of the traditional liberal arts major with the community engagement, cultural and social awareness, and practical problem-solving orientation that is at the heart of a valuable public educational experience. Through this partnership with EECE and AAS, students will also have the added option to major in 5-year Urban Education program (Elementary or Early Childhood) and African American Studies. The Urban Education majors also become certified in English as a Second Language (ESL) during their Masters year of instruction. The content knowledge of African American history coupled with the pedagogical skill and ability to teach within an ESL classroom provides for an extremely well-rounded teacher. Consequently, students graduating with a dual major in Elementary and Early Childhood Education, Urban Education, and African American Studies will have the intellectual and practical tools to pursue any career in the field of education that requires analytical ability, cultural competence, and creative problem-solving skills—all skills that are needed for every successful classroom teacher.

## **II. Philosophies**

### ***Elementary and Early Childhood Philosophy***

Our fully accredited programs for initial certification at the undergraduate and graduate levels prepare exemplary teachers who inspire learners and shape communities. We also serve the education community through faculty research and professional development for teachers on campus and in schools.

### ***Urban Education Program Philosophy***

The Urban Education program is designed for students who have a particular interest in learning about and teaching in the dynamic environment of urban schools. This program builds on the

conceptual framework of the school, which prides itself on creating "agents of change." The Urban Education program within Elementary or Early Childhood Education program provides ways of thinking about teaching practices through both theory and practice. Students engage with a wide variety of theoretical perspectives, as well as engage in meaningful field based teaching experiences beginning almost immediately upon arriving on campus. The program seeks candidates who truly possess a commitment to the academic achievement of students in urban schools. Candidates for this program must possess a desire to engage in high quality scholarship and teaching as well as the disposition to build trusting relationships with urban schools in New Jersey.

### ***African American Studies Philosophy***

The African American Studies (AAS) major acquaints TCNJ students to the social, political, economic, and cultural history of people of African descent in the modern world. The major combines the multiple expressions of Africa and its diasporas--primarily the Black experience in the United States and the encounter of people of African descent with the world—into a unified and coherent program (or study) of race, identity, and societal development. The core objectives of the African American Studies Department are to interrogate the multiple dimensions of race, slavery and colonialism, and their continued political, social and cultural significance. With its interdisciplinary strengths in the humanities, social sciences and the arts, the major provides students with the analytical skills for effective research, writing, communication of ideas, and information literacy. It also provides students with the cultural competency needed to flourish in an increasingly diverse labor market and world.

### **III. Performance Goals and Outcomes**

#### ***School of Education***

In accordance with the *learning goals of the School of Education*, students who complete the Elementary, Early Childhood and Urban Education Majors will:

- Demonstrate expertise in their chosen subject matter. Our students master a solid base of knowledge and meet the eligibility criteria of a highly qualified teacher.
- Exhibit excellence in curriculum planning and practice. Our students develop the sophisticated pedagogical knowledge necessary for effective instruction in a productive learning environment.
- Demonstrate a commitment to all learners. Our students believe in the potential of all children to learn and grow and are supportive of the diverse needs of the many kinds of learners.
- Exhibit a strong, positive effect on student growth. Our students learn to accurately assess their students' progress and to judge their own success through their students' success.



- Demonstrate a foundation for professionalism, advocacy, and leadership. Our students prepare to become lifelong champions for their students and their profession by developing the capacity to reflect, analyze, and communicate.

Additionally, in accordance with the *learning goals of the School of Education*, students who complete the Urban Education program will:

- Support understanding of child and adolescent development and how to incorporate that knowledge into classroom practice
- Build knowledge and understanding about how diversity of language and culture create a valuable classroom context to enhance children's ability to express resiliency
- Support high quality and effective teaching through providing a strong background in content that capitalizes on the richness of urban experiences.
- Collaboratively develop a wide range of instructional strategies for urban schools.
- Encourage interdisciplinary work in order to understand the complex systemic issues surrounding all 21st century schools.
- Produce and graduate teachers who can make a difference for urban school children
- Produce research that identifies the tested theories, resources, best practices and skill sets these teachers need to succeed in that goal.

### *School of Humanities and Social Science*

In accordance with the *learning goals of the School of Humanities and Social Science*, students who complete the African American Studies Major will:

- Develop Information Literacy.
- Learn how to read and think analytically.
- Solve problems creatively.
- Develop a cosmopolitan outlook premised upon an awareness of the interplay between their country and culture, and the broader world.
- Work with diverse partners.
- Communicate effectively in speech and writing.
- Use technology wisely

Additionally, and in accordance with the *learning goals of the Department of African American Studies*, students who complete the African American Studies Major at TCNJ will have learned to use multidisciplinary perspectives to:

- Articulate how the construct of race has been developed and used in historical and contemporary contexts to define human beings and establish hierarchical relationships between them.
- Explain global constructions of race.
- Describe and critique theoretical and applied models for analyzing and dismantling racialized hierarchies.
- Develop research-based analyses and/or initiatives that address problems resulting from these racialized hierarchies.
- Demonstrate knowledge of the strengths and weakness of theoretical models related to African Diaspora courses, scholarship, and issues.
- Articulate an enhanced awareness of the socioeconomic and political implications and consequences of a multiracial world.
- Demonstrate an understanding of the diversity of Africa and its Diaspora.
- Identify women and men central to the history, religious practices, literary traditions, artistic production, intellectual movements, institutional developments, and study of people of African descent.

#### IV. Curriculum

The following proposal is for African American Studies to be second major option for Elementary and Early Childhood Education majors. The courses outlined below will make students eligible for subject area specialization in History, and they will also have the option to be eligible with advanced standing in English. **\*Note: The courses with an asterisk may permit you seek an added middle school certificate (Please see your State’s respective certification requirements).**

#### Requirements:

- AAS 179/HIS 179: African American History to 1865
- AAS 180/HIS 180: African American History 1865-Present
- AAS 378/LIT 378: African American Literature 1920-1980\*
- HIS 210: Craft of History
- MAT 106: Math Structures & Algorithms for Educators
- AAS 282/HIS 190: History of Race Relations in the US
- AAS 495: Senior Capstone—Independent Research Study

***Liberal Learning Requirements:***

- **WGS Option (pick 1, satisfy Gender requirement):** AAS 252/WGS 252: Gendering the Harlem Renaissance: Black Paris; AAS 280/WGS 260: Women of African Descent in Global Perspective; AAS 375/WGS 365: Womanist Thought, AAS 376/HIS 365/WGS 361: Topics: African American Women's History
- **VPA Option (pick 1, satisfy VPA requirement):** AAS 240/MUS 245: History of Jazz  
AAS 235/COM 235: African American Film
- **Global Option (pick 1, satisfy Global requirement):** AAS 201/HON 220: African and Diaspora Religious Traditions; AAS 307/HIS 351: Ancient and Medieval Africa
- **Quantitative Reasoning:** (MAT105/106)
- **Natural Science** PHY103 & BIO104

***African American Studies Electives (pick 3):***

**(3 courses chosen by student or by advisement. One course (1) must be on Africa and one course (1) must be in the Social Sciences. Need to have 12 credits within History or Social Sciences at the 300 and/or 400 level to become eligible with advanced standing).**

- AAS 210: Race, Ethnicity, and Gender in the English-Speaking Caribbean
- AAS 211: The Caribbean: A Socio-Historical Overview
- AAS 235/COM 235: African American Film
- AAS 240/MUS 245: History of Jazz
- AAS 251: Harlem Renaissance When in Vogue
- AAS 281/SOC 281: The Sociology of Race in the US
- AAS 308/HIS 352: Colonial and Modern Africa
- AAS 310: Great Lives in African American History I
- AAS 321/JPW 321: Topics: Race, Gender, and the News
- AAS 335/LIT 335: Caribbean Women Writers\*
- AAS 348: African American Music
- AAS 353/CRI 352: Advanced Criminology: Race and Crime
- AAS 365/INT 365: African Cinema: Francophone African Experience Through Film
- AAS 370: Topics in African American Studies
- AAS 375/WGS 365: Womanist Thought
- AAS 376/HIS 365/WGS 361: Topics: African American Women's History
- AAS 377/LIT 377: Early African American Literature to 1920\*
- AAS 390: Advanced Research in African Studies
- AAS 391: Independent Study
- AAS 392: Guided Study in Africana Studies
- AAS 393: Independent Research

- AAS 477: Honors in Africana Studies

### Course Map of Learning Goals

Learning Goals (SOE)	Courses met	Learning Goals (HSS)	Courses met
Expertise in chosen subject matter	MAT 105, 106 BIO 104, PHY 103, MST, MTT	Information Literacy	All AAS courses
Excellence in curriculum planning and practice	MST, MTT, RAL 221/222, ELE/ECE 301, SOM 203	Read and think analytically	All AAS courses
Demonstrate a commitment to all learners	All required courses	Solve problems critically	All AAS courses
Exhibit a strong, positive effect on student growth	All required courses	Global/cosmopolitan outlook	AAS 201/HON 220; AAS 210; AAS 211; AAS 280/WGS 260; AAS 308/HIS 352; AAS 307/HIS 351
Demonstrate a foundation for professionalism, advocacy, and leadership	All required courses	Work with diverse partners	All AAS courses
		Effective communication	All AAS courses
		Use technology wisely	AAS 235/COM 235; AAS 321/JPW 321; AAS 495

### V. Assessment

Upon approval of the major, the departments of Elementary & Early Childhood and African American Studies will devise an assessment plan to evaluate how students are achieving both departments' learning outcomes. We anticipate an assessment plan that will include direct and indirect measures of student achievement in relation to the major's learning outcomes. Within the SOE, these assessments are aligned with the accreditation assessments.

Direct measures: These will likely include the following: 1) course-based learning assessments based on graded course assignments for selected courses and 2) senior capstone assessments based on the extent to which the essays exemplify the kinds of knowledge and skills expected of EECE/AAS dual majors.

Indirect measures: This will likely include the following: 1) alumni surveys designed to determine the extent to which our graduates believe that their EECE/AAS dual major has helped to prepare them to pursue their career objectives in the field of Education.

## **VI. Resources**

### EECE Faculty and Support of Instruction

The proposed major is structured on the same foundational and upper level course work offered already to EECE dual majors. At this time, no additional resources are anticipated.

### EECE Core Faculty

The proposed major is structured on the same foundational and upper level course work offered already to EECE dual majors. At this time, no additional resources are anticipated.

### EECE Affiliated Faculty

The proposed major is structured on the same foundational and upper level course work offered already to EECE dual majors. At this time, no additional resources are anticipated.

### AAS Faculty and Support of Instruction

The proposed major is a truly interdisciplinary one that utilizes resources and faculty expertise from the fields of English, History, Sociology/Anthropology, Music, Education, Psychology, Communication Studies, Journalism, Women and Gender Studies, Criminology, and Nursing.

### AAS Core Faculty:

The Four core faculty: Winnifred Brown-Glaude (AAS/Sociology), Piper Kendrix Williams (AAS/English), Zakiya Adair (AAS/Women, Gender and Sexuality Studies), and Leigh-Anne Francis (AAS/Women, Gender and Sexuality Studies) are experts in their specific disciplines and well as in the interdisciplinary courses that currently make up the AAS major and minor. They have 15 years of experience at TCNJ.

### AAS Affiliated Faculty:

The AAS major also draws on an extensive list of affiliated faculty with recognized expertise in a broad range of fields. The affiliated faculty are: Mekala Audain (History), Matthew Bender (History), Gary Feinberg (Music), Christopher Fisher (History), James Graham (Psychology), Craig Hollander (History), Marla Jaksch (Women, Gender and Sexuality Studies), Cassandra Jackson (English), Lorna Johnson (Communication Studies), Ann Marie Nicolosi (Women, Gender and Sexuality Studies), Ruth Palmer (EASE), and Kim Pearson (Journalism).

### Library

The TCNJ Library houses the library materials and services supporting each of The College of New Jersey's programs. Current resources are sufficient for the AAS/EECE dual major. Our Library Liaisons will continue to work closely with the Library's staff and faculty to support the new dual major.

### Equipment, and Computer Support

The AAS/EECE major is well served by the College's equipment.

**Appendix A: Course Sequence Template for Elementary & AAS Dual Major\***

<b>Year 1</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Goal</b>	<b>Course</b>	<b>Goal</b>
ELE 099	Orientation Seminar	WRI 102 Academic Writing (If not exempt) or MAT 106 Math Structures & Algorithms for Educators II	AW
FSP 161* First Year Seminar (check to see if it meets gender or global goals)	FYS	RAL 225 Children’s Literature	Arts & Humanities
PHY 103 Physical, Earth, and Space Science	Natural Science	AAS 180 African American History 11865-Present	Content Area
MAT 105 Math Structures & Algorithms for Educators I	Quantitative Reasoning	HIS 210 Craft of History (AAS Methods Requirement)	Content Area
AAS 179 African American History to 1865	Content Area		
<b>Year 2</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Goal</b>	<b>Course</b>	<b>Goal</b>
ELE 201 Child and Adolescent Development	Social Science	BIO 104 Inquiries in the Life Sciences	Natural Science
RAL 221 Literacy, Strategies, Assessment and Instruction-Elementary	Professional Education	MAT 106 Math Structures & Algorithms for Educators II or Free Elective*	Quantitative Reasoning
AAS 378 African American Literature 1920-1980	Content Area	AAS 200 or 300 (course on Africa)	Content Area
AAS Requirement 200 or 300 (course in the Social Science)	Content Area	AAS 200 or 300	Content Area
<b>Year 3</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Goal</b>	<b>Course</b>	<b>Goal</b>
MTT 202 Math Methods	Professional Education	ELE 301 Advanced Core Block: Integrating & Differentiating Instruction for All Learners	Professional Education (counts as 2 units)
MST 202 Methods of Teaching Science, Health & Technology	Professional Education	RAL 321 Literacy Learning Across the Curriculum- Elementary	Professional Education
AAS 200 or 300	Content Area	SOM 203 Social Studies & Multiculturalism	Professional Education
AAS 300	Content Area		
<b>Year 4</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Goal</b>	<b>Course</b>	<b>Goal</b>
ELE 490 Senior Experience: Student Teaching (counts as 2 units)	Professional Education (counts as 2 units)	Approved VPA course*	Free Elective
ELE 498 Inquiry Into Learning (Capstone)	Social sciences course taken with student teaching	AAS 300	Content Area
Free elective- Must be taken at another time	Full time semester	AAS 495 Senior Capstone	Content Area
		Free elective	History Course

\*The ECE/AAS coupling is the same except that the courses would have the ECE prefixes instead of ELE and ECE202 would replace an elective.

## **Appendix B: Courses within the African American Studies Major**

Courses that focus on Africa are identified by \*, courses in the Social Sciences are identified by @.

### **AAS 201/Hon 220: African and Diaspora Religious Traditions\***

Instructor: Faculty

This course chronicles the artistic expressions of African, Caribbean, Latin American, and African American people by exploring the links among indigenous African religious values, rituals and worldview, and the visual arts, musical, literary, and dramatic practices created throughout the African Diaspora. The ways in which African religions have informed global artistic preservations of an African worldview and fusion of the worldview with European and American cultures will be emphasized.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity and Gender; Worldviews and Ways of Knowing.*

### **AAS 205/HIS 179: African American History to 1865**

Instructor: Dr. Christopher Fisher

An examination of the history of African Americans from their ancestral home in Africa to the end of the United States Civil War. The course encompasses introducing the cultures and civilizations of the African people prior to the opening up of the New World and exploring Black contributions to America up to 1865. The course includes a public speaking component.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity; Social Change in Historical Perspectives.*

### **AAS 206/HIS 180: African American History 1865 to the present**

Instructor: Dr. Christopher Fisher, Dr. David McAllister

An examination of the history of African Americans from the end of legal slavery in the United States to the civil rights revolution of the 1950s and 1960s. The course is designed to explore the history of African Americans since the Reconstruction and their contributions to the civil rights revolution of the present era.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity; Social Change in Historical Perspectives.*

### **AAS 207/HIS 351: Ancient and Medieval Africa\***

Instructor: Dr. Matthew Bender



This introductory course surveys ancient and medieval African history through the eyes of male and female royalty, archaeologists, peasants, religious leaders and storytellers. While the course reconstructs the great civilizations of ancient Africa including Egypt, Zimbabwe, Mali, and others, it is not primarily focused on kings and leaders. Rather, the course explores how ordinary Africans ate, relaxed, worshiped, and organized their personal and political lives.

Meets Liberal Learning Categories: *Civic Responsibility:* Race/Ethnicity and Global; *Social Change in Historical Perspectives.*

**AAS 208/HIS 352: Colonial and Modern Africa\***

Instructor: Dr. Matthew Bender

This course explores African history from 1800 up to the present. Using case studies, it will examine how wide-ranging social, political, and economic processes, the slave trade, colonial rule, African nationalism, independence, and new understandings of women's rights changed local people's lives.

Meets Liberal Learning Categories: *Civic Responsibility:* Race/Ethnicity and Global; *Social Change in Historical Perspectives.*

**AAS 210: Race, Ethnicity, and Gender in the English-Speaking Caribbean@**

Instructor: Dr. Winnifred Brown-Glaude

A sociological examination of race, ethnicity, class and gender in the English-speaking Caribbean. The course seeks to understand social inequalities in the English-speaking Caribbean and the consequences of those inequities on human experiences.

Meets Liberal Learning Categories: *Civic Responsibility:* Race/Ethnicity, Gender; *Behavioral, Social, and Cultural Perspectives.*

**AAS 211: The Caribbean: A Socio-Historical Overview@**

Instructor: Dr. Winnifred Brown-Glaude

A sociological approach to the Caribbean that uses history to explore the evolution of family, community, politics, faith, and the economy.

Meets Liberal Learning Categories: *Civic Responsibility:* Race/Ethnicity, Global; *Behavioral, Social, and Cultural Perspectives.*

**AAS 235/COM 235: African American Film**

Instructor: Dr. Zakiya Adair

A survey of the images of African Americans as presented in American film. Emphasizes the viewing of a selected number of works which depict various types of movie-myth African Americans.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity; Literary, Visual, and Performing Arts.*

**AAS 240/MUS 245: History of Jazz**

Instructor: Faculty

An introduction to jazz music through an examination of its content, history and cultural legacy. The course begins with the emergence of jazz out of early African American musical forms, and considers the profound connection between the African American experience and the development of jazz. It is an examination of how jazz evolved through artistic and technological innovations as well as through cultural, commercial and political forces. The course engages students in critical listening and research-based writing skills.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity; Literary, Visual, and Performing Arts.*

**AAS 251: Harlem Renaissance: When in Vogue**

Instructor: Dr. Piper Kendrix-Williams

A survey of the philosophical, political, literary, and artistic activities and celebrated figures from the Harlem Renaissance era, 1920 to 1935.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity.*

**AAS 252: Gendering the Harlem Renaissance: Black Paris**

Instructor: Dr. Zakiya Adair

This course focuses on the International aspects of Harlem Renaissance, the resonance of which was particularly important in Paris during after the First World War. Paris became the capital of the Black Diaspora hailing from America, but from Africa and the Caribbean as well. Foundational diasporic ideas sprung out of the city of lights to shape the future of people of African descent. The Pan-African Congress meetings led by W.E.B. Dubois among others gave birth to the Pan-Africanism, which in turn led to the movements of decolonization.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity, Gender*

**AAS 280/WGS 260: Women of Color: A Global Perspective** (formerly “Africana Women in Historical Perspective”)

Instructor: Dr. Winnifred Brown-Glaude

This course examines historical and contemporary experiences of women of color in a global context including the United States. The term ‘women of color’ refers to women of various racial and ethnic backgrounds. Students will gain an understanding of the intersection of race, ethnicity, gender, class, sexuality and how they help shape women’s experiences in distinct ways in the era of globalization. Themes addressed in this course include colonization, development, globalization, paid and unpaid labor, poverty, sex work, among others. One assumption of this course is that while women of various backgrounds share similar experiences that are largely shaped by constructions of gender, significant differences exist *among* them. To understand this complexity, we attempt to develop a framework for analyzing women’s experiences that emphasizes the specificity of difference among women while celebrating their commonalities.

Meets Liberal Learning Categories: *Civic Responsibility: Gender and Global; Behavioral, Social, and Cultural Perspectives.*

### **AAS 281/SOC 281: The Sociology of Race in the U.S.**

Instructor: Dr. Winnifred Brown-Glaude

A broad sociological study of race in the dynamics of American power, privilege, and oppression. The course argues race, as a concept and social phenomenon, is fluid, malleable, and socially constructed and those characteristics have made it a persistent and useful feature in US historical development.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity; Behavioral, Social, and Cultural Perspectives.*

### **AAS 282/HIS 190: History of Race Relations in the U.S.**

Instructor(s): Dr. Christopher Fisher, Dr. David McAllister

A socio-historical examination of race as a category in the United States. The course approaches the United States as a multiracial society and discusses how the various racial groups negotiate their differences politically, economically, intellectually, socially, and culturally.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity; Social Change in Historical Perspectives.*

### **AAS 302 Seminar in Research Methods**

Instructor: Dr. Winnifred Brown-Glaude

Pre-requisites: AAS 205/HIS 279, AAS 378/LIT 378

This course is designed to familiarize students with the methods social researchers use to conduct research. We will discuss how to design a sociological research project, how to measure variables, and how to sample. Then we will examine each of the major types of sociological

methods: survey research, experimentation, field research, oral history interviewing, content analysis and comparative and historical methods. We will also discuss data processing, data analysis and reading tables.

### **AAS 303 Seminar in African American Studies**

Instructor: Faculty

Pre-requisite: AAS 302 (can be taken concurrently)

This upper-division course provides a structured context for students to reflect on their own learning in their African American Studies courses and general liberal arts courses. In the course we will attempt to connect skills and knowledge from multiple sources and experiences and *apply theory to practice in various real world settings*; engage diverse and even contradictory points of view; and, develop an understanding of issues and positions contextually as students prepare to write their senior thesis which they will be expected to do in the subsequent semester. This course will have a community engaged learning (CEL) component working with the Bonner Center to enhance the learning experiences of students (to be developed).

### **AAS 310: Great Lives African American History I**

Instructor: Faculty

A biographical study of notable African American contributions to, and participation in, the struggles for justice and freedom from colonial times to the present.

### **AAS 321/JPW 321: Race, Gender, and the News**

Instructor: Professor Kim Pearson

Through interactive discussion, case study analysis, ongoing research, and old-fashioned reporting, this class explores the role and influence of the news media as it covers stories related to race, gender and religion.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity.*

### **AAS 335/LIT 335: Caribbean Women Writers@**

Instructor: Dr. Piper Kendrix Williams

Anglophone and English translations of Hispanophone and Lusophone writings by Caribbean women writers of African descent will be examined. Post-Colonial and Africana feminist literary criticism will be used to explore the intersectionalities of race, gender, class, and sexuality on this literature as well as its connection to the writings African and other Diaspora women.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity and Gender; Literary, Visual, and Performing Arts.*

### **AAS 348: African American Music**

Instructor: Faculty

A survey of African American music as a social document. The types of music discussed in the course include Negro spirituals, the work song, blues and jazz, various forms of religious music, and popular music. Field trips may be required at student expense.

Meets Liberal Learning Categories: *Civic Responsibility:* Race/Ethnicity.

### **AAS 353/CRI 352 Advanced Criminology: Race and Crime**

Instructor: Faculty

*Prerequisite:* CRI 205 or permission of instructor

A critical examination of the correlation between race and crime in America. The course will focus on four major areas: race and the law, race and criminological theory, race and violent crime, and myths and facts about race and crime. Through critical examination of readings and official statistics, students will come to understand the complexity of the relationship between race and crime within the American criminal justice system and broader social context.

### **AAS 365/INT 365: African Cinema: Francophone African Experience Through Film\***

Instructor: Dr. Moussa Sow

An in-depth exploration of Francophone African cinema by Africans in front of and behind the camera. Cinema, as an ideological tool, has played a major role in colonial as well as postcolonial Africa. Using Third world cinema theory and a comprehensive corpus of visual arts on Africa, this course examines Francophone African cultural, political and historical experiences.

This course does not count toward a French minor, but can be taken for LAC.

Meets Liberal Learning Categories: Civic Responsibility: Race/Ethnicity and Global; Literary, Visual, and Performing Arts.

### **AAS 370: Topics in African American Studies**

**Cross-list:** Varies

Instructor: Faculty

Focuses on different topics of significance to Africa and its diaspora.

Meets Liberal Learning Categories: *Civic Responsibility:* Race/Ethnicity.

### **AAS 375/WGS 365: Womanist Thought**

*Prerequisites:* AAS 280, WGS 280/ Women of Color: A Global Perspective, or WGS 375/Global Feminisms, or by permission of the instructor

Instructor: Dr. Zakiya Adair or Dr. Leigh-Anne Francis

This course traces the evolution of feminist consciousness among African women. Students will trace the thoughts, social and political activism and ideologies generated by women of African ancestry from the early 19th century free black “feminist abolitionists” to contemporary times. “Womanist,” “Feminist,” “Critical Race Feminist,” and “Black Feminist” ideologies will be emphasized through course readings and assignments that explore the emergence and perpetuation of an African women’s feminist consciousness.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity and Gender; Worldviews and Ways of Knowing.*

### **AAS 376/HIS365/WGS 361: Topics–African American Women’s History**

Instructor: Dr. Ann Marie Nicolosi

This course is a study of the experience of African American women in the US, from both historical and contemporary perspectives. Through a survey of critical time periods, key social institutions, and crystallizing experiences the course will explicate the role of African American women in shaping present American society. Readings, lectures, discussions, recordings and movies will be used to present a comprehensive and cohesive understanding of African American women.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity and Gender; Social Change in Historical Perspectives.*

### **AAS 377/LIT 377: (formerly AAS 221/LIT 281) African American Literature to 1920**

Instructor: Dr. Piper Kendrix-Williams

A study of selected African American Literature from the colonial period to the Harlem Renaissance, this course will build your knowledge and confidence as readers and critics of African American culture and society in the US. We will focus on the oral folk productions of the colonial period, slave narratives, poetry, speeches, autobiography, essays of the 19th century and the poetry and prose of the Harlem Renaissance.

Meets Liberal Learning Categories: *Civic Responsibility: Race/Ethnicity; Literary, Visual, and Performing Arts.*

### **AAS 378/LIT 378: (formerly AAS 222/LIT 282) African American Literature 1920-1980**

Instructor: Dr. Piper Kendrix-Williams

A study of literature in the African American tradition, focusing on the realist, naturalist and modernist writings of the 1940s, the prose, poetry, essays and speeches of the Black Arts Movement and contemporary African American literature. The course will also explore the canon of African American Literature, its literary tradition, and the intersections with and diversions from the canon of American Letters.

Meets Liberal Learning Categories: Civic Responsibility: Race/Ethnicity; Literary, Visual, and Performing Arts.

**AAS 390/Advanced Research in African Studies\***

Instructor: Faculty

Seminar or lecture based format specific to interdisciplinary research in African and Diaspora studies.

**AAS 391/Independent Study**

Instructor: Faculty

Individual pursuit of topics in African and/or Diaspora studies that transcends the regularly available curriculum. Faculty direction and evaluation required but not intensive mentoring.

**AAS 392/Guided Study in African American Studies**

Instructor: Faculty

A faculty member leading a small group of students or assisting the students in leading themselves through a shared topic. This course will have a community engaged learning (CEL) component.

**AAS 393/Independent Research**

Instructor: Faculty

Intensively mentored undergraduate research in African American Studies.

**AAS 477/Honors in Africana Studies**

*Prerequisites: HON 220, HON 243, or by invitation*

Instructor: Faculty

Special projects for those in the Honors Program and for other highly qualified students. For more information, see the department chair.

**AAS 495, 496/Senior Thesis/Capstone Seminar**

Instructor: Faculty

Prerequisites: AAS 303

Culminating experience for AAS majors which includes a public speaking component. Students will write a senior thesis or develop a culminating project and present their work in a public venue. An internship is a major element of this seminar.

## Appendix C: First-Year Seminar Courses

Courses that focus on Africa are identified by \*, courses in the Social Sciences are identified by @.

### **FSP102: Literature of the Harlem Renaissance: “When the Negro Was in Vogue”**

Instructor: Dr. Piper Kendrix-Williams

A study of literature in the African American tradition during the Harlem Renaissance 1919-1940, focusing on the prose, poetry, and essays of the period. We explore relationships between literature and social politics, community and representation. We also follow a number of debates, including those about issues of identity (being American; being Negro; being Black; racial and social passing); claims to culture through literature; social change through literature; gender roles in literature and social contexts. This seminar helps you see the depth and breadth of these debates as well as to illuminate your own understanding of ways race operates in your life.

### **FSP132: Brown v. Board of Education**

Instructor: Dr. Christopher T. Fisher

This seminar views *Brown v. Board of Education* as a pivotal event that unmade and reshaped American society. Students explore how the court case helped define new relationships in the domestic social order, the terms of America’s foreign relations, a shift in party politics, and a transformation in the way Americans viewed themselves. The seminar takes a thematic approach that situates the social, political, and cultural antecedents of the 1954 decision in a historical context reaching back to the nineteenth century. While we utilize film, literature, legal documents, sociological studies, and historical circumstance to explain the origins and consequences of the *Brown* decision, the foundational elements of the seminar rely on historical scholarship and research. Taking a broad approach incorporating interdisciplinary texts fosters an exciting and comprehensive study of the vent.

### **FSP122 Brown v. Board of Education: From Brown to Black Feminism**

Instructor: Faculty

This seminar undertakes an in-depth study of the tenets of Black Feminism while focusing on the women whose advocacy before, during and after the 1954 Supreme Court decision is central to a more complete understanding of the history of American and African American education and the civil rights and women’s rights movements in the USA.

### **FSP102: Harlem Renaissance: Black Paris**

Instructor: Faculty

This seminar explores intersections between the 1920’s era English-Speaking Black consciousness/arts/intellectual movement in France. The relationship of both movements to one



another, and to subsequent civil rights, human rights, and independence movements are studied in depth.

**FSP122: Race, Ethnicity, and Gender in Anglophone Caribbean@**

Instructor: Dr. Winnifred Brown-Glaude

This course examines race, ethnicity, class and gender as significant variables affecting people's lives in the Anglophone Caribbean. In this course, we seek to understand social inequalities in the Anglophone Caribbean and the consequences of those inequities on human experiences.

**FSP 122 - First Year Seminar: Race & Ethnicity in Latin America & the Caribbean@**

Instructor: Dr. Winnifred Brown-Glaude

This interdisciplinary first year seminar that encourages students to think critically and analytically about conceptions of “race” and “ethnicity”...ideas we usually take for granted in our everyday lives. To do this, we examine past and present contexts of how race and ethnicity have been constructed and experienced among peoples in Latin America and the Anglophone Caribbean. Particular attention will be placed on the various ways in which race and ethnicity have been conceptualized and lived, and how racial and ethnic identities are complicated by constructions of gender and class. A basic assumption of this seminar is that racial and ethnic significations are social and historical processes. As such, categories of race and ethnicity are socially created to establish distinctions among human beings and to justify the unequal distribution of wealth, resources, power and prestige among members of society. The meanings of those categories of race and ethnicity, however, are always contested, and they do change over time and space.

## **Appendix D: AAS Faculty-led Study Travel Opportunities**

Opportunities that focus on Africa are identified by \*, courses in the Social Sciences are identified by @.

### **Winter Term; January 2-17**

#### **Caribbean Culture and Society: Trinidad & Tobago@**

##### **AAS 392/SED 392/SOC 392**

Led by Dr. Winnifred Brown-Glaude, Associate Professor of African American Studies and Sociology, and Dr. Ruth Palmer, Associate Professor of Educational Administration and Secondary Education and Affiliated Professor of AAS, students will travel to Trinidad and Tobago to learn firsthand of the richness and diversity of Caribbean culture as Trinidad prepares for Carnival. Students will develop their critical thinking skills by paying close attention to ways in which racial, ethnic, religious, and gender identities are expressed through the cultural practices surrounding Carnival, and gain an appreciation for the region's complex realities.

For more information and to apply, please see the listing under faculty-led programs on the TCNJ Center for Global Engagement website or email Dr. Brown-Glaude at [wbrown@tcnj.edu](mailto:wbrown@tcnj.edu).

### **Winter Term; January 2-19**

#### **African American Women's History—New Orleans**

##### **AAS 376/HIS 365/WGS 361**

Satisfies *Social Changes in Historical Perspective, Gender, Race and Ethnicity* Requirements. In this course, led by Prof. Ann Marie Nicolosi, Associate Professor of Women and Gender Studies, students will combine classroom instructions with archival research to explore the experiences of African American women in the New Orleans area specifically and in the South generally. New Orleans provides a unique perspective to study African American women's history as it was the location of both free and slave communities. In addition to classroom and archival work, students will explore the worlds of African American women with experiences such as plantation, museum and city tours.

For more

For more information and to apply, please see the listing under faculty-led programs on the TCNJ Center for Global Engagement website.

#### **TCNJ Tanzania – Summer\***

##### **Summer 2014 Dates TBD (June-July: 5-6 WEEKS)**

##### **WGS 377: Gender Politics of Development in East Africa**

#### **Tanzania (1 unit)**

Program Director: Dr. Marla Jaksch, Assistant Professor of Women and Gender Studies

This unique experiential program focuses on learning about the intersections of gender & development through visits with grassroots organizations, artists, activists, development specialists, policy makers as well as through participation in development related community-based projects.

This year the program focus will be on health and renewable energy. Building on the successes of last year, students will learn about solar energy and train to be solar “ambassadors” resulting in the facilitation of workshops in 2 communities – in Longido in a Maasailand girls school, and in Nungwi on the island of Zanzibar with former sex workers and youth in forced, unpaid labor.

In the workshops TCNJ students will share their new knowledge about solar energy, how to create a compact solar suitcase, and how to install, maintain, and repair solar suitcases.

In addition, students will go on safari at Ngorogoro Crater (8th natural wonder of the world), attend an international African film festival, learn how to cook Swahili food, visit museums and other significant cultural/historic sites in all locations visited!

Prior to departure students will be able to learn Kiswahili!

For more information and to apply, please see the listing under faculty-led programs on the TCNJ Center for Global Engagement website.

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[1] TCNJ Mission Statement, <http://tcnj.pages.tcnj.edu/about/mission/>

[2] National Center for Education Statistics, “Racial/Ethnic Enrollment in Public Schools” May 2015. [http://nces.ed.gov/programs/coe/indicator\\_cge.asp](http://nces.ed.gov/programs/coe/indicator_cge.asp)

[3] [http://www.nytimes.com/2005/06/25/education/philadelphia-mandates-black-history-for-graduation.html?\\_r=0](http://www.nytimes.com/2005/06/25/education/philadelphia-mandates-black-history-for-graduation.html?_r=0)