

**1. Briefly describe the proposed new program. Please indicate if it is an expansion of an existing program; a new program; a cooperative effort with another institution, business, or industry; or an on-campus or off-campus program. Attach any formal agreements established for cooperative efforts.**

The proposal is for a new minor in African American Studies (AAS) within the College of Arts and Sciences of the University of Montana (UM). African American Studies is defined as “a field of study that systematically treats the past and present experiences, characteristics, and achievements, issues and problems of Black citizens of the United States who are of African origin and background. The study does not begin with their enslavement in America, but with their heritage and ancestral roots in Africa. (It) concentrates on both the distinctiveness of Black people from, and their interrelationship with white American society as well as with all other American racial-ethnic groups.”<sup>1</sup> A degree in AAS is a gateway into several professions such as Teaching, Law, Medicine, Psychology, Social Work, Communication and Journalism, Business, Criminology and Politics. The university of Montana does not currently have a structured AAS program. For the past three decades UM has offered a variety of AAS-related courses in disciplines across the campus. These courses serve the institutional need for a more culturally diverse and inclusive curricula. There exists, therefore, the basic components of an interdisciplinary program, embracing the disciplines of History, Political Science, Sociology, Anthropology, Geography, Psychology, Linguistics, Women Studies, Economics and Communication Studies. After three decades, it seems imperative that these courses be integrated into a structured and systematic program of study.

This proposal is not a joint program with any outside institution. However, because of its interdisciplinary character, the minor entails the collaborative efforts of faculty from different disciplines within the College of Arts and Sciences, and in Departments and Programs across the campus. The underlying objectives of the proposed minor are two-fold. First, the provision of a forum for students, regardless of racial, ethnic, cultural or religious backgrounds, to engage in the dissemination and exchange of ideas, values and perspectives, while challenging them to critically reflect upon, rather than dogmatically assimilate, those ideas. Second, the furtherance of a holistic education that allows students to explore, within a challenging but stimulating academic context, a wide range of issues pertaining to race, identity, gender, family, ethnicity, social justice and inequality. The proposed Minor, therefore, will provide students of the University of Montana with an interdisciplinary and integrated program that will enable them to explore important issues from diverse perspectives and disciplines.

**2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived from this effort.**

Two needs assessments were conducted to justify this proposal. The first is a compilation of data on student registration for the various African American studies courses offered by UM in the last five years (see Appendix 1). This data shows that AAS has offered on the average of three courses per semester, with enrollment averaging over forty students per course. The second is a survey conducted among students currently taking AAS courses. The students were asked to respond to two critical questions. First, “If UM offers a minor in AAS would you consider taking it?” Second, “Do you think UM needs a minor in AAS?” The responses are overwhelmingly in favor of a minor. Several students have already declared interest in a minor and are taking the courses in anticipation of its implementation. It is interesting to read the many cogent reasons given by these students as to why they desire a minor at UM. African American Studies courses have traditionally attracted large enrollments. Enrollments have increased as African Americans have risen to more prominent positions in American society, and American youths across the ethnic spectrum have become more motivated to learn about their contributions to American history and social structure. The introduction of a minor, and new, innovative courses would only further increase student interests. There has been a steady increase in student enrolment in the last six years. The enrolment figures at UM compare favorably to those in institutions with a much more cosmopolitan and culturally diverse student population. The situation here in Montana can only improve as the program itself is systematized and expanded, and as it gains statewide and nationwide visibility and recognition.

Perhaps a more compelling “needs assessment” is in the *raison d’etre* of African American Studies, and in UM's declared commitment to diversity. In order to achieve its potential as a world class university, and compete effectively with institutions of similar status, UM has to both encourage diversity in curricula, and nurture a student population that reflects the global and complex realities of the world for

---

<sup>1</sup> . Talmadge Anderson, Introduction to African-American Studies. Kendal-Hunt, 1996, p4-5.

which it is preparing its students. Since its beginnings in the 1960s, AAS has functioned as a major and viable means of accomplishing these objectives in American universities. This fact explains the proliferation of AAS in American institutions of higher education. In the almost half a century since its inception African-American Studies has grown and expanded rapidly, especially in the last ten years. There is hardly any university or college in the United States that does not have course offerings on the African and African-American experience. These courses are the foundations for a more structured program of study--Certificate, Minor or Major. The institutionalization of the field has advanced the study, recovery and propagation of the historical experience and accomplishments of blacks, and more importantly, compelled a revision of our understanding of the nature of race, class, gender, and challenged many of the traditional assumptions of intellectual inquiry. The success of the field is evidenced in the proliferation of undergraduate and graduate programs at such leading institutions as Temple, Ohio State, Harvard, Yale, Princeton, Cornell, Columbia, UC-Berkeley, Florida International University, University of Kansas, Howard University, University of Maryland-College Park, and the University of Massachusetts, to mention a few.

The long-overdue development and expansion of the African American Studies program at UM also matches a steadily growing interest in African American history and culture among young Americans of all colors and ethnic groups. As American society has become more inclusive, and more African Americans have risen to prominence in the last four decades, we have seen an increase in the desire to learn about the various roles of African Americans in the building of America. This interest is reflected in the increasing enrollment in AAS courses, and in student demand for more course offerings, and for an AAS minor.

This Minor will also address, *inter alia*, the problem of attrition of African-American students. The attrition rate of African-American students at integrated institutions of higher learning is higher than that of any other group. Students leaving college cite lack of adequate institutional financial support as a major contribution to their decision to transfer or drop out. African-Americans cite two additional major reasons--systemic racism, and a lack of academic offerings reflecting the history, contributions, and interests of Africans and African-Americans. While the broader problem of systemic racism on college campuses requires long-term commitment at every level, the lack of unified programming reflecting the experience and interests of Blacks can and should be more speedily addressed.

Implementation of the proposed Minor in African-American Studies will serve to consolidate the existing courses, and new ones, into a unified discipline within the College of Arts and Sciences, and allow faculty in a variety of disciplines to develop and expand upon that base. This is the most effective immediate step toward addressing the problem of attrition while at the same time affirming the African and African-American Students' presence within the College of Arts and Sciences, the University and the larger society, thereby creating a more positive living and learning environment for all.

### **3. Explain how the program relates to the Role and Scope of the institution as established by the Board of Regents.**

The world is becoming one large global village. A global context such as is suggested by this proposal is necessary to rid students of primordial, and provincial cultural nationalistic consciousness, and underscore the complexity and multidimensionality of the human experience. The black experience did not occur in isolation, but was, and remains, part of a broader stream of global historical interactions. Students will learn to appreciate the symbiotic, interactive, and complementary character of this global experience. This is consistent with both the University of Montana's educational goal of developing "an informed, educated and culturally aware citizenry that is prepared to meet the challenges of the 21<sup>st</sup> century, engaging in life-long learning and lead productive lives in an increasingly diverse and global society,"<sup>2</sup> and its mission statement of producing graduates, "who are inquisitive, productive, and contributing citizens not only in the state but also in the larger world community."<sup>3</sup> Given the increasingly diverse and global nature of the world, UM cannot fully realize its mission statement without a more culturally diverse and inclusive student population, and African American studies is one way of achieving this. When an institution truly reflects the complexities of the outside world, in its curricula and student population, adjusting to, and functioning in, that world becomes much easier and comfortable for the graduates.

Furthermore, introduction of the minor would strengthen the overall philosophical underpinnings of a UM education in the following ways:

---

<sup>2</sup> .The University of Montana 2001/2002 Catalogue, p294.

<sup>3</sup> . Ibid.

**A.** Enrich and strengthen the academic and cultural core of Perspectives 2, 3,4 and 5 of the General Education Requirements (Non-western, Historical and Cultural Studies, Ethics and Human Values and Social Sciences respectively). It will thus attract new and potential students by providing challenging and culturally relevant course materials in a learning environment that increasingly includes Africans, African-Americans, Hispanics, West Indians, Europeans, Euro-Americans, and Native Americans.

**B.** Create an attractive area of study for current students who might not otherwise consider pursuing a Minor in the course of their undergraduate study.

**C.** Introduce students to cross-disciplinary methods of study and research.

**D.** Encourage faculty to engage in collaborative teaching and scholarship across disciplines and departments within the College of Arts and Sciences, thereby generating increased cooperation and collegiality.

**E.** Encourage greater use of the special teaching skills, scholarship, and professional resources of those faculty who already possess knowledge of, and interest in, African and African-American Studies and related issues.

**4. Please state what effect, if any, the proposed program will have on the administrative structure of the institution. Also indicate the potential involvement of other departments, divisions, colleges, or schools.**

The proposed minor will not fundamentally affect the administrative structure of UM. AAS is already a constituent unit of the CAS, with a full-time Director and two adjunct instructors. This will not change. The courses listed in both the prerequisites and elective categories are all currently being offered in several disciplines within the College of Arts and Sciences, and are drawn from the University of Montana catalogue. Implementation of this program will therefore require no new faculty at this time. In fact, rather than straining the budget, the Program is expected to increase economic resources within the College. It is expected to continue to grow and improve over time, resulting in the creation of a Major, at which point additional areas of competence will be created to be considered by all the constituent departments seeking to hire new faculties.

**5. Describe the extent to which similar programs are offered in Montana, the Pacific Northwest, and states bordering Montana. How similar are these programs to the one herein proposed?**

If implemented, this program will be the first of its kind in Montana. Implementation will in fact solidify UM's recognition as a pioneering institution in African American studies in the United States. Although heralded without fanfare, the inauguration of UM's AAS in 1968 situates the institution upfront among such pioneering institutions as San Francisco State College and Yale University. With the exception of Idaho, North and South Dakota, African American Studies is growing in both private and public institutions in every other state with which Montana shares regional affiliation. In the last ten years, state and public universities in Washington, Oregon, and Wyoming are increasingly focusing attention on developing and expanding African American Studies programs. The underlying push is no doubt the growing reality of globalization and the imperative of providing a well-rounded education that reflects and caters to the diversity, and multicultural realities, of the outside world. This is in fact a nationwide trend. A growing number of private and public institutions across the nation are focusing on developing curricula that prepare students for the challenges of an increasingly diverse, multicultural and global nation and world. This has proven to be among the most effective means of attracting and retaining minority students and broadening the demographic, cultural, racial, and ethnic character of the institutions. In the last two years, about four more schools have introduced doctoral programs in African American Studies—Yale, Princeton, University of Massachusetts and Harvard. Nationwide, there are over two hundred institutions offering minors and majors in African American Studies, with the heaviest concentrations in the Northeast, South, West and the Midwest.

With multiculturalism and diversity as critical issues of the 21<sup>st</sup> century, many more institutions are endeavoring to initiate and support African American Studies. Paradoxically, the university of Montana was part of the pioneering movement against hegemonic intellectual tradition in this country. With its three-decade old AAS program, this university is uniquely positioned to contribute to this trend and assume a leading role in the American northwest. The proposed minor is only designed to bring the institution's curricula in consonance with the structural and pedagogical transformations that have occurred in the field in the last ten years. If implemented, this minor has the potential of significantly changing the demographic character of the institution by attracting more black American students outside

of the traditional athletic pool from which the University of Montana has thus far derived its black students population. It will demonstrate to minorities across the nation, particularly blacks, that the university is seriously committed to diversity. The expansion and development of this program will position UM favorably as the only institution in Montana with such a program, and will also be able to compete favorably for the attention and interest of minority students, particularly African Americans and Africans. Given the demographic character of the state, this program will help reassure prospective African Americans that the state itself is seriously committed to providing culturally relevant education, and creating the academic context that would facilitate cross-cultural exchanges. In short, it will make African Americans feel wanted to know that the state is interested in representing African American historical experience and culture in its curricula.

**6. Please name any accrediting agency(ies) or learned society(ies) that would be concerned with the particular program herein proposed. How has this program been developed in accordance with the criteria developed by said accrediting body(ies) or learned society(ies)?**

There are presently no national accreditation agencies for African American Studies. However, AAS programs and Departments nationwide reflect two essential underpinnings that have become normative. First, is the unwritten rule of interdisciplinarity. By nature, AAS is interdisciplinary. Second, the imperative of deconstructing the insularity of traditional curricula by reflecting and illuminating a cultural and historical experience that has traditionally been both isolated from, and misrepresented in, higher education. In combination, these considerations ensure cultural diversity in the curricula, while providing a forum for nurturing and promoting intercultural communication and understanding. This proposal is perfectly in sync with these considerations.

**7. Prepare an outline of the proposed curriculum showing course titles and credits. Please include any plans for expansion of the program during its first three years.**

The African-American Studies Minor is proposed as an interdisciplinary program requiring twenty-seven (27) credits drawn from a combination of disciplines including History, Anthropology, Sociology, English, Geography, Economics, and Political Science. It is expected that in future other disciplines not currently represented will be encouraged to develop new and relevant courses (Linguistics, Psychology, Foreign Languages and Literatures, Education and Social Work).

**A. AFRICAN AMERICAN STUDIES (AAS) CORE COURSES.**

**12 Credits from the following core AAS courses**

|   |     |
|---|-----|
| AAS 195: Introduction to African American Studies | 3cr |
| AAS 208. Discovering Africa                       | 3cr |
| AAS 378. African American History to 1865         | 3cr |
| AAS 379: African American History Since 1865      | 3cr |

**6 Credits from the following AAS Electives:**

|   |     |
|---|-----|
| U195: Special Topic variable cr.                        |     |
| U220H: African American Identity                        | 3cr |
| U278: African American Institutions and Perspectives    | 3cr |
| AAS 295: Abolitionism: The First Civil Rights Movement. | 3cr |
| U295: Special Topic variable cr.                        |     |
| U395: Special topic variable cr.                        | 3cr |
| UG408: Africa and the Black Diaspora.                   | 3cr |
| UG478: Martin, Malcolm and the Civil Rights Movement.   | 3cr |
| U493: Omnibus Variable cr.                              |     |
| U495: special topic variable cr.                        |     |

**B. ELECTIVES:**

**9 credits taken from at least two of the following elective fields:**

**GEOGRAPHY**

|                |     |
|----------------|-----|
| U277S: Africa. | 3cr |
|----------------|-----|

**HISTORY**

|   |     |
|---|-----|
| U283H: Islamic Civilization: The Classical Age. | 3cr |
|---|-----|

|   |     |
|---|-----|
| U359: Topics in 20 <sup>th</sup> Century US History.      | 3cr |
| UG361H: The American South: From Slavery to Civil Rights. | 3cr |
| UG362E: African American Struggle for Equality            | 3cr |
| UG363E: History of American Law                           | 3cr |
| UG388: Africa to 1880                                     | 3cr |
| UG389: Africa since 1880                                  | 3cr |
| UG409: History of Southern Africa                         | 3cr |
| UG470: Women and Slavery                                  | 3cr |
| UG471: Southern Women in Black and White.                 | 3cr |
| <b>SOCIOLOGY</b>  |     |
| U200: Social Stratification.                              | 3cr |
| U220S: Race, Gender and Class                             | 3cr |
| UG322: Sociology of Poverty                               | 3cr |
| <b>POLITICAL SCIENCE.</b>                                 |     |
| UG326H: Politics of Africa                                | 3cr |
| <b>ECONOMICS</b>  |     |
| UG350: Economic Development.                              | 3cr |
| <b>ENGLISH</b>  |     |
| ENG324: African American Women Novels.                    | 3cr |
| <b>ANTHROPOLOGY</b>                                       |     |
| U180S: Race and Minorities.                               | 3cr |
| UG329S: Social Change in Non-Western Societies            | 3cr |
| UG385S: Indigenous Peoples and Global Development         | 3cr |

**NEW COURSES:**

The following are new courses effective AY 02-03:

|   |     |
|---|-----|
| AAS 208H: Discovering Africa.                             | 3cr |
| AAS 278H: African American Institutions and Perspectives. | 3cr |
| AAS 378H: African American History to 1865.               | 3cr |
| AAS 379H: African American History Since 1865.            | 3cr |
| AAS 388H: Africa to 1880.                                 | 3cr |
| AAS 389H: Africa since 1880                               | 3cr |
| AAS 408: Africa and the Black Diaspora                    | 3cr |
| AAS 409: History of Southern Africa.                      | 3cr |
| AAS 478: Martin, Malcolm and the Civil Rights Movement.   | 3cr |

**The following new courses are being proposed:**

1. Introduction to African American Studies
2. African Traditional Religion
3. Abolitionism: The First Civil Rights Movement
4. African American Identity (a revised version of the old AAS 220 "Search for Identity")
5. African Americans and Native Americans
6. Slavery, Racism and Lynching.

**FACULTY AND STAFF REQUIREMENTS**

**1. Please indicate, by name and rank, current faculty who will be involved with the program proposed herein.**

Since the courses are drawn from departments across the campus, African American Studies students have the advantage of exposure to some of UM's distinguished faculty who are experts in their respective fields. There are two levels of teaching faculty—core and affiliated.

Tunde Adeleke, Ph.D. Professor  
 George Price, M.A. Adjunct Instructor  
 James Hogan, M.A. Adjunct Instructor

**Core:**  
 African American Studies/History  
 African American Studies/Native American Studies.  
 African American Studies

Kimber Haddix, Ph.D. Asst. Prof.  
 Jeff Gritzner, Ph.D. Prof.  
 Fred Reed, Ph.D. Prof.  
 Greg Campbell, Ph.D. Prof.  
 Anya Jabour, Ph.D. Assoc. Prof.  
 Mike Mayer, Ph.D. Prof.  
 Peter Koehne, Ph.D. Prof.  
 Jeff Bookwalter, Ph.D. Asst. Prof.  
 Jill Bergman, Ph.D. Asst. Prof.

**Affiliated:**  
 Anthropology  
 Geography  
 Sociology  
 Anthropology  
 History  
 History  
 Political science  
 Economics  
 English

**2. Please project the need for new faculty over the first five-year program. Include special qualifications or training. If present faculty are to conduct the new program, please explain how they will be relieved from present duties.**

Introduction of this minor will not entail any immediate additional faculty position in its first five years. As an interdisciplinary program, the minor will utilize existing faculty from participating departments in the CAS and in other departments and programs across the university. In other words, AAS-related courses are already being offered at UM. What the proposed minor does is organize the courses into a structured program of study. There will therefore be no need for additional specialized qualification and training on the part of the faculty, and participating faculty would not be distracted or disengaged from their present departmental teachings.

**3. Please explain the need and cost for support personnel or other required personnel expenditures.**

No additional support personnel or other personnel expenditures are required to implement and run this minor for its first five years.

**CAPITAL OUTLAY, OPERATING EXPENDITURES, AND PHYSICAL FACILITIES**

These are existing students and regularly-offered courses with existing personnel. There is, therefore, no additional capital outlay, operating expenditures or physical facilities needed.

**1. Please summarize operating expenditure needs.**

**PLANNED STUDENT ENROLLMENT**

|    |   | FY03<br>FIRST YEAR<br>HEADCOUNT | FY04<br>SECOND YEAR<br>HEADCOUNT | FY05<br>THIRD YEAR<br>HEADCOUNT |
|----|---|---------------------------------|----------------------------------|---------------------------------|
| A. | New Enrollment                                | 20                              | 25                               | 30                              |
| B. | Shifting Enrollment                           | 10                              | 15                               | 20                              |
| C. |   |                                 |                                  |                                 |
|    | <b>Grand Total Planned Student Enrollment</b> | <b>30</b>                       | <b>40</b>                        | <b>50</b>                       |

**11. EXPENDITURES: NO NEW MONEY REQUESTED**

**111. REVENUES**

**A. Source of Funds.**  
 Appropriated Fund Reallocation.

Federal Funds

Total Source of Funds

- B. Nature of Funds  
    Recruiting  
    Non-Recruiting

## **GRAND TOTAL REVENUE**

### **2. Please evaluate library resources. Are they adequate for operation of the proposed program? If not, how will the library need to be strengthened during the next three years?**

The African American studies collections of the Maureen and Mike Mansfield Library of the university of Montana compare favorably with those of institutions with well-established programs in the field. Although there are presently few current journal subscriptions in African American Studies, the library has an impressive collection of books, old and rare journals and newsletters. The library allocation for African American Studies has remained largely underutilized in the last five years. This is now changing. Almost the entire 2001/02 library allocations have been expended on books and audio-visual materials. If the current budgetary allocation is sustained and utilized efficiently, it will tremendously enhance the existing collections, which already can effectively and adequately sustain offering a minor and even a major in the field. In other words, there will be no need for increase in the present library budgetary allocation for African American Studies for the foreseeable future.

### **3. Please indicate special clinical, laboratory, and/or computer equipment that will be needed. List those pieces of equipment or computer hardware presently available in the department.**

No special equipment required.

### **4. Please describe facilities and space required for the proposed program. Are current facilities adequate for the program? If not, how does the institution propose to provide new facilities?**

The proposed program requires an office space, a computer and printer and administrative support. The program currently has all these. Implementation would therefore not require the provision of new facilities.

## **EVALUATION OF PROPOSED PROGRAM**

### **1. Please name faculty committees or councils that have reviewed and approved the program herein proposed.**

African American Studies Advisory Council  
Academic Standard and Curriculum Review Committee  
Faculty Senate

### **2. If outside consultants have been employed, please list the names of these consultants, their current positions, and titles. Append copies of their written reports (this is required for new doctoral programs).**

APPENDIX 1

AFRICAN AMERICAN STUDIES ENROLLMENT HISTORY, 1995-2002.

|   |     |
|---|-----|
| 1995 - Spring   |     |
| AAS 220H. 01: A Search for Identity                   | 51  |
| AAS 220H. 80: A Search for Identity (Hons).           | 08  |
| AAS 395. 01: Africa/African-American 1                | 27  |
| AAS395. 02: Africa/African-American 2                 | 06  |
| AAS 395. 03: Evolving Status: African American Family | 29  |
| 1995 - Autumn   |     |
| AAS 220H: A Search for Identity                       | 78  |
| AAS 368E: Gandhi & King                               | 37  |
| AAS 395. 01: Evolving Status: African American Family | 07  |
| 1996 - Spring   |     |
| AAS 220H: A Search for Identity                       | 72  |
| AAS 395. 01: The Story of Jazz                        | 53  |
| AAS 395. 02: Evolving Status: African American Family | 23  |
| 1996 - Autumn   |     |
| AAS 220H. 01: Africa/African American1                | 87  |
| AAS 368E. 01: Gandhi and King                         | 69  |
| AAS 395. 80: Civil Rights 1865-1965                   | 11  |
| 1997 - Spring   |     |
| AAS 220H: A Search for Identity                       | 71  |
| AAS 295: Harlem Renaissance                           | 33  |
| AAS 327: African American Family                      | 30  |
| AAS 495: Story of Jazz                                | 45  |
| 1997 - Autumn   |     |
| AAS 220H: A Search for Identity                       | 145 |
| AAS 327: African American Family                      | 20  |
| AAS 368E: Gandhi and King                             | 68  |
| 1998 - Spring   |     |
| AAS 220H: A Search for identity                       | 154 |
| AAS 325: Sexism and Racism                            | 61  |
| AAS 395: Black Nationalism                            | 12  |
| AAS 495: The Story of Jazz                            | 66  |
| 1998 - Autumn   |     |
| AAS 220H: A Search for Identity                       | 89  |
| AAS 295: Harlem Renaissance                           | 17  |
| AAS 368E: Gandhi and King                             | 76  |
| AAS 326: Violence and Non-violence                    | 45  |
| 1999 - Spring   |     |
| AAS 220H: A Search for Identity                       | 110 |
| AAS 327: African American Family                      | 45  |
| AAS 495: The Story of Jazz                            | 87  |
| 1999 - Autumn   |     |
| AAS 220H: A Search for Identity                       | 132 |
| AAS 368E: Gandhi and King                             | 80  |
| 2000 - Spring   |     |
| AAS 296: Abolitionism                                 | 40  |

**ITEM 116-1006-R0902 PROPOSAL**  
**Continued**

**September 19-20, 2002**

|  |    |
|--|----|
| 2000 - Autumn  |    |
| AAS 295: African Americans in Anti-Slavery Movement    | 30 |
| AAS 368E: Gandhi and King                              | 80 |
| AAS 195: Introduction to African American Studies      | 64 |
| 2001 - Spring  |    |
| AAS 295: Discovering Africa                            | 50 |
| AAS 395: African American History to 1865              | 45 |
| 2001 - Summer  |    |
| AAS 220: African American Identity                     | 22 |
| 2001 - Fall  |    |
| AAS 295: Abolitionism: the First Civil Rights Movement | 30 |
| 2002 - Spring  |    |
| AAS 295: African Americans and Native Americans        | 23 |