Africana Studies Task Force Report

Spring 2011
Preamble

In the School of Arts and Sciences (A&S) at Tufts University there are 25 academic departments and 20 interdisciplinary programs, one of which is the Africa in the New World (ANW) Program, which is a key component of this self-study and of the external review to be conducted in May 2011. For context, all departments and some programs offer undergraduate majors, while several programs offer only undergraduate minors; currently, the ANW Program offers only a minor. For many years, students have asked that this program be expanded to offer a major at a minimum, or more broadly, to be converted into a full academic department which has the capacity to hire and tenure faculty, and offer a major and a minor.

In December 2010, the new dean of the School of A&S, Joanne Berger-Sweeney, met with a group of students, who had written a letter to President Bacow, to hear their proposal for the creation of an Africana Studies Department. Being new to Tufts, the dean decided to form an Africana Studies Task Force, composed of A&S students, faculty and administrators, two deans from the Fletcher School of Law and Diplomacy and the School of Medicine, respectively, (since both schools have the potential for future collaboration in Africana Studies), and an external consultant who served as chair of the Task Force. The formation of the Task Force was announced to the Tufts community in February 2011, early in the spring semester. The Task Force was charged (see Appendix A) with investigating the current status of the ANW Program and the potential for expanding the program to address the issues raised by the students. In addition to the Task Force, the dean decided to invite a group of external reviewers to evaluate the findings of the Task Force and to conduct their own assessment based on their experience with similar programs and departments. This self-study report by the Task Force provides the history of the ANW program, its current structure including an assessment of its strengths and weaknesses, and recommendations of how the program can be restructured based on discussions with the Task Force members, students, faculty, and administrators.

Preliminary Definitions

Africana Studies, originally termed Black Studies, grew out of student activism during the 1960s Civil Rights Movement. The rationale for such a department was that the European focused education model needed to be diversified by including the academic contributions of Africans and the African Diaspora. The contributions of Africans and the Diaspora were
underreported, underappreciated and marginalized by the Eurocentric university departments. Brown University’s Department of Africana Studies provides a comprehensive definition of Africana Studies, the term Africana and interdisciplinarity:

*Africana studies* [emphasis ours] is an interdisciplinary branch of knowledge that centers on the critical examination of culture, history, politics, economic and social factors that have created and shaped Africana thought, experience and expression. The term *Africana* [emphasis ours] refers to Africa and the African Diaspora. *Interdisciplinarity* [emphasis ours] in Africana Studies refers to a process of knowledge construction using relevant and diverse disciplinary approaches to a problem while working toward a new, more comprehensive view. Like many other interdisciplinary fields of studies and training, Africana Studies necessarily crosses traditional boundaries between academic disciplines and deploys interdisciplinary methodologies in the pursuit of answers to key social, cultural, and political questions from a wider variety of perspectives than traditional disciplinary approaches sometimes allow.

**Introduction**

*Historical Context for Africana Studies at Tufts University*

To fully understand the current discourse on Africana Studies at Tufts, it is important to understand its place in Tufts’ history. Several Tufts historians have researched and documented the effort to institutionalize Africana Studies at Tufts University. In the second volume of *Light on the Hill*, volume two of Tufts’ historical text, Russell Miller discusses the work that was done to establish what was then termed an Afro-American Studies program at Tufts, beginning with the rapid increase in the number of course offerings in what Miller lists as “fields [like] Afro American history, literature, and racial and ethnic minorities” between the 1968-69 and 1971-72 academic years. In 1971, after three years of the Afro-American Cultural Society’s petitioning, the Dean of the Faculty of Arts and Sciences acted to establish such a program by creating an ad hoc committee “to draw up a program for consideration by the Faculty of Liberal Arts and Jackson.” The joint student-faculty committee, named the Committee on Curricula, met for over a year before publishing a report on December 18, 1972. The Committee voted “to recommend to the faculty that a program in Afro-American [sic] Studies be created for students who wish to concentrate in the field. Such a program would include a major consisting of a
minimum of ten courses, representing a combination of Afro-American Studies and related courses.” These courses would “focus primarily on the Afro-American [sic] experience or [include] substantial content applicable to the Afro-American [sic] experience.”

As Miller notes, the “program never went into effect.” The University did, however, establish Tufts’ African American Cultural Center as a response to Black students’ protests. Student concerns can be traced to the creation of the Afro-American Studies Program in 1973. In 1976, a program brochure, detailing the program’s chairperson, objectives, structure, and courses appeared. Nevertheless, “It was never worked out in detail” and it did not appear in the university catalogue. It was, however, placed in the student handbook “for a year or two” before being completely omitted.

In 1996, former Tufts University President John DiBiaggio, assembled the Diversity Task Force on Race to focus on issues of race and diversity on campus. Its final report makes several important suggestions regarding academic reform.

The Task Force’s subgroup on Academic Experience expressed “the need to broaden the curriculum in the areas of race and ethnic studies” as a primary issue of concern:

In conversations with students and faculty, there was a strong sense that a major movement of intellectual and scholarly investigation was developing in the United States in the area of race and ethnic studies, and that Tufts was far behind other institutions in its recognition and validation of these areas. In part, the analysis of race and ethnic identity is part of the broader developing field of cultural studies, but the Task Force subgroup was most interested in these areas as they exist within the context of American (United States) culture and society. They pointed to student demand for courses in African American, Asian American, Latino/a, and Native American studies, all growing and important fields of scholarship.

The Task Force on Race’s 1997 Final Report also determined that a number of students felt a strong need for more faculty of Color. Again, the Task Force reported:

In our conversations with students, one of their repeated concerns was the low numbers of faculty of color. They pointed out that there are departments that do not have any faculty of color. In other departments, students perceived faculty of color to be in token positions... Students also felt that instructors of color, especially those who had expertise in race and ethnic studies, tended to be one-time or part-time individuals.
They were not part of the permanent structure of Tufts, and courses they taught were not part of the ongoing curriculum. They felt this state of impermanence diminished the importance and legitimacy both of these topics as ones worthy of study, and of the instructors.

As the committee determined, these concerns were acute, and they remain so today. In 2010 in the School of Arts and Sciences, out of 360 full-time faculty, only 66 are listed as a faculty of Color. This is only 18% of the total full-time faculty population. If the groups designated by the university as “foreign” and “unknown or not reported” are added to this figure, there is a potential for 91 faculty of Color. Even with this allowance, full time faculty of Color would only total 25% of all full time faculty. For the sake of comparison, when also including non-resident aliens and those whose ethnicity is unknown by Tufts, we have the potential for a full-time student population that consists of 44% students of Color.

In 1980, a minor program focused on the African Diaspora was created. The minor program, Africa in the New World (ANW), has since been the primary academic space for the African Diaspora. It has been under the leadership of faculty from different departments across A&S. The first director was Vévé Clark, a literary scholar who served from 1980 to 1991. She was known for coining the term “Diaspora literacy.” Jeanne Penvenne, an African historian was director from 1994 -1999. Steven Nelson, an Art Historian, served from 1999-2000. Rosalind Shaw, an anthropologist, served from 2000- 2004. Pearl Robinson, a political scientist, served as director from 2004 to 2007. Daniel Brown, a German language professor (who also teaches Swahili), served as director from 2007-2010. Paula Aymer, a sociologist, started in 2010 and is the current director of ANW.

**Africa in the New World**

*Program Introduction*

**Mission and Goals of Africa in the New World**

The mission of the Africa in the New World Minor Program (ANW) at Tufts University is to promote an enrichment of the student’s learning experience while intensifying their appreciation for the contributions of people of African descent. The minor program seeks to provide students with a range of courses that will achieve critical understanding of Africa and the Diaspora. ANW embraces a diversity of historical and social science knowledge areas.
ANW attempts to respond to the University’s needs in a variety of ways. Beyond the continent of Africa, the Program brings together students from a variety of social backgrounds and exposes them to the vast amount of scholarship generated about life in the African Diaspora. Obviously, the United States is no longer the only nation with a distinct African Diaspora community. These Communities include: Europe, Caribbean, Asia, and Latin America. Some of these communities are more developed than others.

Given the widespread immigration impulses, people of African descent find themselves all over the world. Although there are some similarities in cultures that are based on African roots, there are also discernible differences in politics, cultures and human conditions. For centuries, these communities have been separated by distance and politics. With the Internet, air travel and economic globalization, these communities are more aware of each other than ever. Although there are few formal linkages among communities, there is a need to understand each community. People of African descent have more in common than just sharing phenotypes. Young Americans see themselves as global citizens. Students want to know more about the people that share the planet with them. This reaching out may be the first step in improving the human condition in the Diaspora. Tufts’ faculty understands this yearning, and they are actively involved in educating our students about their neighbors in the world. With the courses we offer, students can delve deeply into the research on these areas and document differences in the Diaspora.

Learning Expectations and Objectives

Learning Expectations

The ANW undergraduate curriculum tries to balance the breadth of course coverage with in-depth historical and contemporary focuses. The goal is for students to be competent in Africana history, understand its relation to the social sciences and be globally informed. The participating faculty endeavor to produce a first-rate, highly effective undergraduate minor. The ANW minor program’s stated objectives are to address the increasing complexity and sophistication of life in Africa and in the Diaspora as students pursue their chosen majors.

Graduates are to be civically engaged, academically informed and literarily competent. Students in the 21st century will face a more competitive world; they must have the acumen to discern and utilize the onslaught of technology and the thinning of nation boundaries.
Teaching Strategies

Participating faculty in the ANW Program use many different teaching strategies. Although the traditional method of teaching Africa in the New World has been lecture presentations, faculty members now employ a variety of new presentation strategies and new pedagogical technologies.

The essential skills taught in ANW are research, writing, and analysis. In order to be a competent researcher, a student must understand how to locate information, organize it, analyze it, and then describe it orally or in writing. For an ANW minor, information is typically found in the form of interviews, biographies, journal articles, books, artistic performances and cultural artifacts. Some information can be located in archives, off-site libraries, and on-line sites. The Boston Metro Area is blessed with some of the most sophisticated library facilities in the nation. Some ANW minors have done original research that included interviews with political leaders and community activists. It is the goal of the ANW to teach students how to locate, organize, interpret, analyze, and describe this information.

Structure of the Curriculum

Under the current program, students who decide to minor in ANW are required to select five courses from at least three departments or programs in the university. In addition, they are required to complete a thesis, an oral presentation, or oral performance that integrates the knowledge and methodologies of the disciplines involved and must include a written analysis. The history of the curriculum shows that it is supplemented by lecture series and a study aboard program in Ghana. This type of curriculum allows flexibility but the lack of structure is also a challenge for students. Students who are self-directed are the ones that thrive in this program.

Specific Learning Objectives of ANW Minors

The main objectives of the Africa in the World Program are to instill in students an appreciation of the political-economic differences and complexity of Africa and the Diaspora. Beyond this worthy goal, Africana students are expected to achieve the following skills:

1) They will be able to contextualize the evolution of disparate communities on the
African Continent and in the Diaspora community and support their interpretations of these differences.

2) They will be able to develop research skills consistent with 21st century technology.

3) They will be able to develop a basic understanding of a significant body of research about Africa and African Diaspora in one or more fields of their choosing.

4) Students will be aware of the achievements of more than one Diaspora Community and on the Continent.

5) They will be able to compete with any undergraduate student in the nation in terms of being to able to write coherent and cogent essays about life on the African Continent and in the African Diaspora.

To assess how and whether these goals are being achieved, we have to be candid about the strengths and weaknesses of the current ANW Program.

**What are ANW Program’s Strengths?**

The ANW Program at Tufts is a plan of learning through various department and program courses. Although the ANW Program is Tufts-centered, it is globally focused. It is a true interdisciplinary program. This allows students maximum flexibility in designing their programs. As stated, the current minor is very attractive to students who have a desire work independently.

ANW’s strength lies in its participating faculty members who are scholars in their particular fields. Among the various faculty member who have taught courses for the program are: Daniel Brown (GRALL: Germanic Languages), Jean Wu (American Studies), Rosalind Shaw (Anthropology), Deborah P. Hernandez (Anthropology), Linda Loury (Economics), Pearl Robinson (Political Science), Christina Sharpe (English), Peniel Joseph (History), Jeanne Penvenne (History), and Keith Maddox (Psychology). They teach courses that attract students from all over the University. Their research informs their teaching, and students benefit from interacting with these scholars. This is why some of our students decide to minor with ANW.

Finally, ANW has avoided some of ideological controversies found in other Africana Studies programs. Although the directors come from different disciplines within the School of Arts and Sciences, none of them have attempted to impose an ironclad disciplinary signature on the Program. Nationally such attempts have led to interdisciplinary conflicts that have hampered the development of these programs.
What are ANW Program’s Weaknesses?

At first glance, such a Program should have attracted many minors. Yet over the last 7 years, there have only been 38 minors. ANW Program’s primary weakness is the lack of designated core faculty assigned to the program. This is a common characteristic, indeed weakness, of all interdisciplinary programs in A&S. The Program only has a director with no authority to make demands on other departments. Faculty who teach courses in the Program are not required to send copies of the Annual Faculty Information Form to the Director for support. Accordingly, some faculty members believe that they do not receive credit for service to the Program.

Currently the director, a faculty member, is requested by an Academic dean to lead the program and serves a three-year term. Compensation for program directors varies in A&S but is in all cases relatively small, particularly for a program the size of ANW. Directors have no control over course sequencing for students or faculty evaluation. This has resulted in some uneven leadership and high turnover of Directors. Directors are not required to conduct systematic program assessments. Hence, there is no centrally located record of the accomplishments and failures of the Program. There is also no systematic follow-up of former ANW students.

The ANW Program also suffers from the problems of other interdisciplinary programs. Like most interdisciplinary programs it depends on the departments to make faculty appointments. The program benefits from professors with an ongoing commitment to teach courses that are relevant to the minor but the ANW Directors are not consulted beforehand when there are leaves and when courses will not be taught. There are no replacement funds to compensate departments or programs if they grant release time to faculty.

The course offerings through ANW are inadequate. The ANW Minor program offers no courses other than a seminar for the senior project. Courses thus come from various other departments and programs. The university has some courses relating to continental Africa, such courses are located primarily in the History, Anthropology and Political Science Departments. Students note that even fewer courses are offered relating to the Diaspora. There are some courses that address Africans within a domestic context, but at an internationally focused institution, these courses are yet fewer in number than the courses that are offered relating to Africa. Many of these courses come from the History Department and American Studies, a
program without substantial support itself. No courses are offered that study primarily Afro-Caribbeans or Afro-Latinos. Given the limited number of courses that come from disparate departments, creating a coherent curricular experience is challenging for even motivated ANW minors. Courses are taught infrequently and by a limited number of strained faculty members. Therefore, it is challenging to fit desired courses into a four-year schedule and in the desired order.

The lack of a faculty and courses within ANW has resulted in an inadequate advising system for students. Interested students do not have faculty to consult. Faculty who teach ANW courses come from various departments and programs and are trained in their respective disciplines. Therefore students have trouble finding mentorship in their area of interest and have difficulty finding adequate support for their interdisciplinary theses. Few professors are equipped to instruct a student on the how to conduct the interdisciplinary research required for the ANW thesis.

Another weakness of the ANW Program is the budget. Currently, the annual programming budget is only $1000.00. These funds are used mainly to support programs for students. Without a larger budget ANW cannot hire a full time administrative assistant or make a brochure for incoming students. Without a brochure, marketing the minor has been difficult, if impossible. Although listed in the bulletin and available online, we need another way to reach incoming freshmen and other students seeking a minor. Regrettably, we have not been able to attract a high percentage of international and non-black students to the ANW minor at Tufts.

ANW currently does not have a gateway course for all minors. A gateway course would allow the Program to provide all of our students with a common introductory experience. All students regardless of their track or interest should have had a common intellectual experience. These weaknesses have prompted the Dean to review the Program.

**Recent Demand for Africana Studies**

**Student Initiatives**

As mentioned in the introduction, students have been advocating for a Department of Africana Studies since the late 1960s. The most recent push came from a student group that formed during the fall of 2009. This student group, Students for Educational Equality (SEE), was comprised of a number of concerned students meeting with the intention to investigate the
creation of a Department of Africana Studies. This group of about 40 students began meeting with administrators, faculty and staff, specifically seeking out the guidance of the Organization of Black Faculty for advice and vision in this process. Student representatives discussed their aspirations for Africana Studies with Provost Jamshed Bharucha; James M. Glaser, the former Dean of Undergraduate Education and the current Dean of Academic Affairs; Andrew McClellan, Dean of Academic Affairs; a number of Associate Deans, who serve as academic advisors to students; the Africana Center Director and Program Coordinator; and a number of other faculty and administrators. After meeting with these university leaders, gathering resources from the Tufts archives, and examining Africana Studies at peer institutions, the SEE students remained vigilant in their request for a full academic department in lieu of a program.

In the fall of 2010, SEE combined and consolidated its efforts for Africana Studies with the Pan-African Alliance. On November 4th the Pan-African Alliance hosted their annual Black Solidarity Day rally, drawing a crowd of over 100 students. The focus for this event was advocacy for an Africana Studies department at Tufts. The rally consisted of a number of student performances and speeches, culminating in the keynote address given by Prof. Stephan Pennington, who advocated for a major rather than a department. The student keynote was delivered by Chartise Clark, who read aloud a letter requesting that President Bacow address the issue of Africana Studies publically; this letter in its entirety can be found in appendix B. A hard copy of the letter was hand delivered by the students at the rally to the president’s office. The president passed the letter to Provost Bharucha and Dean Berger-Sweeney. In response, Dean Berger-Sweeney, sent a reply to Pan-African Alliance in December 2010, then sent a response in February 2011 to the entire Tufts Arts and Sciences and Engineering Community creating the Africana Task Force.

After the formation of this task force, students demonstrated for an Africana Studies department at the annual April Open House, an event when accepted students and their parents come to campus to consider matriculating at Tufts. This demonstration consisted of approximately 50 students of mixed races and ethnicities. Students passed out flyers to prospective admitted students to inform them of the educational realities of Tufts – that there is no adequate Africana Studies program – and how this negatively affects everyday student experience and interactions. This event resulted in a reduced yield of students of African descent (as compared to 2010) for the incoming freshman class in fall 2011, although overall yield in all
other demographics in the freshman class were increased. At the previous year’s April Open House, a similar event took place, but the 2011 event was more coordinated and involved many more students.

**Task Force Response to the Dean’s Charge**

Dean Berger Sweeney established a Task Force to study the AWN program and to make recommendations to School of Arts and Sciences. Her charge to the Task Force was:

1. To assess current resources and academic opportunities within Arts and Sciences and Tufts University as a whole for Africana Studies, as well as explore the context for and history behind the current academic landscape

2. To present models of a strong theory-based curricular experience in Africana studies that are currently successfully employed on other college campuses in general and particularly with our peer cohorts

3. To recommend strategies and academic structures to achieve curricular cohesion and suggest curricular change that will serve the students of Arts, Sciences, and Engineering, as well as potentially serving their peers across the graduate and professional schools

4. And perhaps most importantly, to examine the study of the African Diaspora within the context of other departments, programs, and other race and ethnic studies in Arts and Sciences

To answer the questions posed by the Dean, we gathered the course offering for 2008-2010. Currently there are 66 courses that fit into the ANW program (See Appendix C for 2010 course titles). These courses are very popular in the University. Many non-minors take these courses. In 2008 there were 872 students enrolled in 24 Spring courses, 1024 in Fall 2008 courses, 1241 in 41 courses in Spring, 2009, 1745 students in 53 courses, 1403 students in 45 course in Spring, 2010 and in Fall 2010, there were 673 students in 45 courses. Courses outside
of A&S are not included in this account because many undergraduates consider the courses at the Fletcher School, and on the Medical and Veterinary campuses to be largely inaccessible.

In 2004, there were ANW 6 minors; 2005, 2 minors; 2006, 6 minors; 2007 4 minors; 2008, 8 minors; and 2009 6 minors. The 2010 enrollment as ANW minors is 6 students.

We attempted to answer the Dean’s remaining questions by proposing a new major in Africana Studies.

**Planning for an Africana Studies Major**

*Benchmarking Against Peer Institutions*

Tufts University is currently falling behind while its peers push forward in developing Africana Studies at their institutions. Tufts University’s comparison group consists of Boston College, Brown University, Columbia University, Cornell University, Dartmouth College, Duke University, Georgetown University, Johns Hopkins University, Northwestern University, University of Pennsylvania, and Washington University (St. Louis). Each of our peer institutions has institutionalized Africana Studies.¹ Three of these institutions have established a department: Brown University a department of Africana Studies; Duke University a Department of African and African American Studies; and Northwestern a department of African American Studies.

Four of our peer institutions have developed a center or institute for Africana Studies: Columbia University the Institute for Research in African-American Studies; Cornell University the Africana Studies and Research Center; Johns Hopkins University the Center for Africana Studies; and University of Pennsylvania the Center for Africana Studies. Another four of the aforementioned institutions have programs in the field: Boston College an Africa and African Diaspora Studies Program; Dartmouth College an African and African-American Studies program; Georgetown University an African American Studies program; and the University of Washington (St. Louis) an African and African American Studies program.

**Brown University**

Brown University has come to be known as an emerging leader in Africana Studies. The department has taken in a number of world-class scholars over the years to work towards this...
goal. Among students and faculty at Brown, the Department of Africana Studies is known to provide some of the most rigorous coursework in the Liberal Arts curriculum. For scholars inside and outside of Brown’s community, the department is considered to be distinct in its transformational work and revolutionary approach to higher education among the many departments based in traditional fields.

Its unique qualities have led it to attract talented students from around the world. According to Brown, “the department currently annually offers between thirty-five (35) and forty (40) undergraduate courses with an average annual student enrollment in excess of 540 students.

Brown made the recent decision to maintain its reputation as a leader in the field by choosing to establish a Ph.D. program in Africana Studies in light of the growing demand for formal graduate educational opportunities in Africana scholarship in the United States before the majority of its peers did the same.

Conclusion

In the current state of affairs, Tufts University is behind the institutions in its comparison group in working to develop and expand a cohesive and holistic study of Africa and the African Diaspora. Tufts strives for innovation, both in individual classrooms and curriculum implementation as a whole. Making substantial changes to the ANW program is important to maintaining our reputation as an innovative and globally minded university and will ensure that we do not fall further behind our peers.

Implementation at Tufts University

Tufts University’s Academic Goals

Tufts University’s mission for the School of Arts and Sciences encourages leadership and active citizenship for an increasingly globalized world. The commitment is expressed on the School of Arts and Sciences website stating, “the School of Arts and Sciences at Tufts University educates students for transformational leadership in communities around the world.” Academic curriculum within Arts and Sciences is crafted around these guiding principles, expanded upon in the acknowledgement that

[t]he creation of new knowledge in traditional and emerging disciplines, a dedication to globalism and active citizenship, a commitment to humanitarianism and diversity in its
many forms, and a belief that intellectual discourse and discovery serve the common
good are deeply held.
This mission statement shows that Tufts University has a consistent, clear and dedicated
objective to preparing students to engage critically with the world, both at Tufts and beyond.

Our current distribution requirements and the current structure of our curriculum as a
whole do not fill the need for curriculum in these areas, but only reinforce it. Again, as the
Diversity Task Force outlined in its report:

At present, the Tufts World Civilization requirement is designed to ensure that our
graduates have engaged in course work that considers a non-Western civilization or the
interaction of non-Western and Western civilizations. While this enterprise helps our
students gain some appreciation for the diversity represented by a global society, it fails
to expose students to racial and cultural diversity and their meanings present in the
United States.

**Role of Africana Studies**

Given the mission of the School of Arts and Sciences, expansion of the Africa in the New
World minor through the creation of Africana Studies would align with the overall goals of the
University. Furthermore, the scholarship within Africana Studies could help to fill an ideological
and academic gap as identified by the Diversity Task Force. The mission of Africana Studies at
Tufts University would be to promote an enrichment of students’ learning experience while
intensifying their appreciation for the contributions of people of African descent. The goal of an
in-depth study of Africa and the African Diaspora is to develop critical thinking, research, and
writing skills while educating students about the cultural achievements as well as the socio-
political and economical problems faced by the Africana community. Africana studies would
teach students methodological skills that will enable them to conduct independent research.
Graduates of Africana Studies Programs go on to careers in academia, government, education
and public service. The intellectual skills acquired in this discipline are also an excellent
preparation for public health, law school, criminal justice, nutrition, and international relations
careers.

The members of the Task Force offered three options for addressing the current
weaknesses of the ANW minor. The Task Force did not ultimately reach consensus as to the
preferred option:
1. The students supported the option of creating an Africana Studies Department – see Appendix D.1.

While individuals supporting this option stress the fact that social and cultural issues, particularly micro-aggressions, cannot be altered, or “solved” with the establishment of an Africana Studies Department. However, they do note that academic initiatives certainly alter the climate of academic institutions and the scope of students’ learning. (For instance, Tufts’ extracurricular and social initiatives that stress global and active citizenship are certainly influenced and bolstered by students’ learning in the classroom and the University’s stress on international education and awareness.)

2. A group of faculty supported establishing an Africana program, or a broader based racial, ethnic studies program with a track in Africana studies, with a major and a minor but not necessarily with the full accompaniments of a department – see Appendix D.2.

3. One faculty member supported establishing an Africana research and education center – see Appendix D.3.

**Summation**

The purpose of this self-study was to assess the role Africa in the New World Program plays in the curriculum of the Tufts University’s School of Arts and Sciences and propose a new direction for academic scholarship of Africa and the African Diaspora at the university. We found that the ANW program has some strengths and some weaknesses. Its strengths include course flexibility that appeals to students who primarily enjoy exploratory approaches to learning and a faculty with expertise in the field. The ANW Program has some unique weaknesses, which include a lack of resources sufficient to reach potential students, lack of incentives for participating faculty, and a lack of a coherent, unified curriculum.

A new administrative structure with formal oversight of the curriculum will enhance the visibility and reputation of the new academic entity whatever structure is decided. The goal for all structures is to maximize the new entity’s opportunity to garner an academic reputation on campus and among Tufts’ peer institutions. A strong leader is essential to that goal. Hence there
is a need for a full time faculty member- a tenured full professor with a reduced teaching load who will lead the effort. We also recommend that the director be given a full time administrative assistant. Otherwise we risk replicating the weaknesses the ANW.

Finally, the Task Force recommends that the new entity and the major be evaluated on a five-year cycle. An Africana Studies Assessment Committee, appointed by the Dean, would gather performance data and reports to the School of Arts and Sciences. A possible strategy may be to have the Committee ask students about their experiences with the major. An exit questionnaire can be developed that can be used for all graduating majors. It would tell the faculty what type of academic growth students enjoyed over the course of their college careers.

Tufts University prides itself on its entrepreneurial model, and rightly so. The Africana Studies Task Force hopes that the university will accordingly take hold of the opportunity to insert itself into this emerging field, and will do so in the spirit of its academic mission and entrepreneurial mindset: a model that will allow us to lead, not follow our peers in our production and institutionalization of Africana Studies.
Appendices

Appendix A.
Charge for the African Diaspora Studies Task Force from Dean Berger-Sweeney
March 7, 2011

The African Diaspora Studies Task Force was created, in part, because many of our students felt options to pursue Africana studies were not supported at acceptable levels in the School of Arts and Sciences at Tufts University. Taking their well-prepared arguments into account, and upon further reflection, the administration agreed that the time is ripe for a full-scale investigation into the need for and potential of creating a more coherent approach to Africana studies. I decided, in conjunction with Provost Bharucha, that a task force consisting of both internal and external voices would be the appropriate first step in which to consider this—and other related—ideas.

So, the overarching goal for this task force is to present the senior leadership of the School of Arts and Sciences and Tufts University with a blueprint for how to best focus teaching and research opportunities relating to the African Diaspora. The task force will carry out its work quickly, within one semester, so that we can consider the possibility of beginning to implement recommendations in academic year 2011.

The four main objectives for the task force are as follows. There are also a few questions included here to begin to consider along with the objectives.

1. To assess current resources and academic opportunities within Arts and Sciences and Tufts University as a whole for Africana Studies, as well as explore the context for and history behind the current academic landscape
   a. What courses are currently available in A&S related to the African diaspora?
   b. What are the current levels of enrollments in the courses?
   c. What are course offerings in other race, ethnic, and regional studies in A&S and how do they compare?
   d. What courses are currently available in other schools at Tufts, and how accessible are these courses to students in A&S?
e. What research efforts currently exist related to Africana studies in A&S and in other schools?

2. To present models of a strong theory-based curricular experience in Africana Studies that are currently successfully employed on other college campuses in general and particularly without our peer cohorts
   a. How do our offerings compare to those at peer institutions?
   b. What kinds of course offerings could create a unique niche at Tufts?
   c. How can we build on the unique strengths of the university? (see Appendix B for the completed charge)

3. To recommend strategies and academic structures to achieve curricular cohesion and suggest curricular change that will serve the students of Arts, Sciences, and Engineering, as well as potentially serving their peers across the graduate and professional schools
   a. What course offerings would be needed to provide a major in Africana studies, given the unique focus chosen in questions #2.
   b. Given the financial constraints of the current era, what might be our first steps in building a strong major?
   c. What would be the goals of such a major, and how would we maximize the resources of the entire university?
   d. How can we make sure that this major integrates with our research mission? In other words, how does this academic structure create knowledge in the field, as well as convey knowledge? Fundamentally, we believe that work that supports the research mission and the creation of knowledge in the field is the only way to ensure that this area becomes a vital and respected part of the curriculum.

4. And perhaps most importantly, to examine the study of the African Diaspora within the context of other departments, programs, and other race and ethnic studies in Arts and Sciences
a. In what ways is the study of the African diaspora unique as a field of study and in what ways is it common to the study of marginalized groups in the US and beyond?

We are expecting a report from the task force that provides a window into both the present and the past, which will provide a necessary and valuable foundation to this work, and serve as a frame of reference for our decision-making. But we are, in fact, primarily interested in creating a structure to serve the future. We are seeking an innovative approach to African Diaspora studies that—while incorporating our deeply rooted and intertwined strengths in research and teaching—will propel us forward. We seek a new approach, not imitation; a game-changing paradigm that, as it carries us into the future, sets us apart from our peers.

The proposed timeline for the work of the task force is as follows.

March – Task force launch. Setting a plan of action; gather data; meeting with relevant constituencies;

April – Putting together materials for self-study in advance of external advisors; and

May – Meeting with external advisors and preparing recommendations for Tufts senior administration.

The task force itself may have suggestions for refining this charge, as it beings its work. This is meant simply as a starting point for I am sure will be an exciting and perhaps provocative journey.
Appendix B – ANW COURSES

See pdf document – ANW Courses 2011
C1. Pan African Alliance letter to President Bacow

Monday, November 1, 2010

President Lawrence S. Bacow
Ballou Hall
Tufts University
Medford, MA 02155

Dear President Lawrence S. Bacow,

As Pan-African Alliance begins to reflect on your impending departure from Tufts, we would like to express our appreciation of what you have accomplished here over the past decade. You have been an excellent President to Tufts University. As expressed by the Chair of the Board of Trustees, James Stern, in a letter discussing your departure last May, you have greatly increased the accessibility of the university and the diversity that can be found herein. You have made Tufts more accessible by increasing financial aid, and you have also successfully worked to attract a more diverse student body to the University. The success of the Beyond Boundaries campaign has enabled Tufts to maintain the financial stability and security necessary to remain internationally competitive. Your interest in diversity issues and inequity have been made clear throughout your tenure at Tufts, and your recent appointment to President Obama’s Board of Advisors on Historically Black Colleges and Universities is the result of this demonstrated commitment.

Nevertheless, while Tufts is certainly a progressive university that has worked on issues of diversity in a number of areas, more needs to be done to reflect the school’s mission and student body within the curriculum. In 1997, the Diversity Task Force on Race, petitioned by the President, published its report. The Force’s subgroup on Academic Experience expressed “the need to broaden the curriculum in the areas of race and ethnic studies” as a primary issue of concern:

“In conversations with students and faculty, there was a strong sense that a major movement of intellectual and scholarly investigation was developing in the United States in the area of race and ethnic studies, and that Tufts was far behind other institutions in its recognition and validation of these areas. In part, the analysis of race and ethnic identity is part of the broader developing field of cultural studies, but the Task Force subgroup was most interested in these areas as they exist within the context of American (United States) culture and society. They pointed to student demand for courses in African American, Asian American, Latino/a, and Native American studies, all growing and
important fields of scholarship.”

Many students feel there has only been limited progress made in this area since 1997. The university has filled only a limited degree of the strong student demand in these fields, and we are still, as the report determined, far behind other institutions.

Our current distribution requirements and the current structure of our curriculum as a whole do not fill the need for curriculum in these areas, but only reinforce it. Again, as the Diversity Task Force outlined in its report:

At present, the Tufts World Civilization requirement is designed to ensure that our graduates have engaged in course work that considers a non-Western civilization or the interaction of non-Western and Western civilizations. While this enterprise helps our students gain some appreciation for the diversity represented by a global society, it fails to expose students to racial and cultural diversity and their meanings present in the United States.

The Task Force went on to recommend “the establishment of an American Race and Cultures requirement,” which was “based on [its] evaluation of how our current curriculum fails to address the outstanding needs of students to learn about racial and cultural diversity and its implications for U.S. society, and [its] firm belief that it is as important for students to learn how to engage domestic issues of diversity and social equality as global ones.” Due to, in 1997, the lack of the necessary number of courses in the Tufts curriculum to fill this requirement, the committee suggested a three year timeline to begin this requirement. Thirteen years have passed since the report was issued, and no such requirement yet stands.

The report also determined that a number of students felt a strong need for more faculty of Color. Again, the Task Force reported:

“In our conversations with students, one of their repeated concerns was the low numbers of faculty of color. They pointed out that there are departments that do not have any faculty of color. In other departments, students perceived faculty of color to be in token positions... Students also felt that instructors of color, especially those who had expertise in race and ethnic studies, tended to be one-time or part-time individuals. They were not part of the permanent structure of Tufts, and courses they taught were not part of the on-going curriculum. They felt this state of impermanence diminished the importance and legitimacy both of these topics as ones worthy of study, and of the instructors.”

As the committee determined, these concerns were acute, and they remain so. In the School of Arts and Sciences, out of 360 full-time faculty, only 66 are listed as a faculty of Color. This is only 18% of the total full-time faculty population. If the groups designated by the university as “foreign” and “unknown or not reported” are added to this figure, there is a potential for 91 faculty of Color. Even with this allowance, full time faculty of Color would only total 25% of all full time faculty. For the sake of comparison, when also including non-resident aliens and those whose ethnicity is unknown by Tufts, we have the potential for a full-time student population.
that consists of 44% students of Color. The discrepancy between this figure and the faculty figure that reflects the greatest possible allowance is 19%.

At the time, the Diversity Task Force on Race suggested steps to a solution. They detailed: “We recommend that a thorough and systematic review of the undergraduate curriculum be conducted to determine how students' needs for education to engage diversity in the United States are met or not met at the moment. Foundation, distribution, and major requirements need to be scrutinized, and gaps as well as opportunities in educating for diversity outlined.” Today, we echo this charge by calling for a more representative curriculum that better addresses the needs and interests of the entire student body, beginning with Africana Studies.

Pan-African Alliance, as a politically minded body of black students lends great attention to diversity, active citizenship, and social justice. Over the past year, students in the black community, and our allies, have researched the history of race relations and the effort to institutionalize a representative curriculum at Tufts University. The same effort has also been researched and documented by several Tufts historians, one of which is the famed Russell Miller. In the second volume of Light on the Hill, volume two of Tufts’ most prized historical text, Miller discusses the work that was done to establish what was then termed an Afro-American Studies program at Tufts, beginning with the rapid increase in the number of course offerings in what Miller lists as “fields [like] Afr[ican] American history, literature, and racial and ethnic minorities” between the 1968-69 and 1971-72 academic years. In 1971, after three years of the Afro-American Cultural Society’s petitioning, the Dean of the Faculty of Arts and Sciences acted to establish such a program by creating an ad hoc committee “to draw up a program for consideration by the Faculty of Liberal Arts and Jackson.” The joint student-faculty committee, named the Committee on Curricula, met for over a year before publishing a report on December 18, 1972. The Committee voted “to recommend to the faculty that a program in Afro-American [sic] Studies be created for students who wish to concentrate in the field. Such a program would include a major consisting of a minimum of ten courses, representing a combination of Afro-American Studies and related courses.” These courses would “focus primarily on the Afro-American [sic] experience or [include] substantial content applicable to the Afro-American [sic] experience.”

As Miller notes, the “program never went into effect.” In 1976, a program brochure, detailing the program’s chairperson, objectives, structure, and courses appeared. Nevertheless, “It was never worked out in detail” and it did not appear in the university catalogue. It was, how- ever, placed in the student handbook “for a year or two” before being completely omitted. Before long, the members of the Afro-American Cultural Society and the Afro-American Cultural Center graduated, and new students joined. This bit of history was soon forgotten, and, in light of a university population that is ever-changing, has heretofore experienced repeated resurfacing, followed by students’ petitioning of the administration.

Our mission in recounting this history was adeptly phrased by the late Professor Gerald
Gill in his 2002 article, “Another Light on the Hill”:

Individually as well as collectively, black students have contributed greatly to the ambiance of the "Tufts experience." Their accomplishments, past and present, need to be acknowledged and made more of part of the history and lore of Tufts University. Moreover, knowledge of past and present efforts of successive generations of African-American, Caribbean-American and Continental African students ought to be sufficiently uplifting and inspiring to past, current and future generations of Tufts students so that the history of Tufts more fully encompasses the experiences of all its students.

Students have recently re-ignited this push, and as a unified and diverse community, we are committed to its endurance until Tufts sees the establishment of an Africana Studies Department. This effort has been discussed with Provost Jamshed Bharucha, James M. Glaser, the former Dean of Undergraduate Studies and the current Dean of Undergraduate Education, Andrew McClellan, Dean of Academic Affairs for Arts and Sciences, a number of Associate Deans, who serve as academic advisors to students, the Organization of Black Faculty, the Africana Center Director and the Program Coordinator, and a number of other faculty and administrators. It is our hope that Tufts will follow in the footsteps of schools like Brandeis University, Brown University, Emory University, Harvard University, University of Michigan - Ann Arbor, Wesleyan University, and many other institutions, a significant number of which established their departments over forty years ago. This would fulfill the commitment to diversity proudly displayed on our website. We state that “we cultivate an environment where understanding of the citizens and cultures of the world is paramount and at the center of our ongoing commitment to academic excellence, diversity and global awareness.”

President Bacow, when you announced your resignation to the larger community last February, you expressed two desires: to become a more active citizen and to continue working with the members of the Tufts community to make Tufts a better place. We respectfully request that you make a public statement about the establishment of an Africana Studies Department at Tufts University, which would be an excellent step in this direction.

Sincerely,

Pan-African Alliance
C2. The TCU Senate response

TCU Senate Response

In the fall of 2010, the Tufts Community Union (TCU) Senate began petitioning the administration for Africana Studies by passing “A Resolution Supporting the Establishment of Africana Studies at Tufts University.” Its contents are reprinted below:

“WHEREAS the current means of formally engaging in Africana scholarship at Tufts University are limited, most notably to the Africa in the New World minor, which consists solely of three courses that are based on independent research; and

WHEREAS the Africana Center is a cultural center not intended to offer courses; and

WHEREAS there have been multiple student- and faculty-driven movements for the institutionalization of Africana Studies, documented as early as 1968[ii][iii][iv]; and

WHEREAS there is currently a similar movement supported by Students for Educational Equality (SEE) and Pan-African Alliance (PAA); and

WHEREAS comparable departments have already been established at a number of peer institutions, including, but not limited to: Amherst College[v], Bates College[vi], Brandeis University[vii], Brown University[viii], Emory University[ix], Harvard University[x], Wellesley College[xi]; and

WHEREAS said Africana Studies departments have seen high levels of enrollment, as exemplified by Brown University, whose annual course enrollment exceeds 600 students; and

WHEREAS academic departments in general require more funding than academic programs; and

WHEREAS the feasibility of establishing an Africana Studies major exists due to the current availability of courses relating to the Africana diaspora; and

WHEREAS members of SEE and PAA have been in contact with alumni interested in funding such a department in order to reduce costs to the University; therefore,

BE IT RESOLVED that the Tufts Community Union (TCU) Senate urges the Board of Trustees, the Administration, and the faculty of The School of Arts & Sciences at Tufts University to promptly initiate the transition of the Africa in the New World minor into an Africana Studies major by increasing the number of courses currently offered in the field; and
BE IT FURTHER RESOLVED that the TCU Senate supports the timely creation of an Africana Studies department when funding becomes available; and
BE IT FURTHER RESOLVED that the TCU Senate believes that such an action will establish a precedent for historically marginalized groups to address their academic needs; and
BE IT FURTHER RESOLVED that it is the opinion of the TCU Senate that such an action will help fulfill Tufts’ mission “to cultivate an environment where understanding of the citizens and cultures of the world is paramount and at the center of our ongoing commitment to academic excellence, diversity and global awareness”[xii]; and
BE IT FURTHER RESOLVED that the TCU Historian shall send this resolution in its entirety to the Dean of Student affairs, the Dean of Academic Affairs, the Office of the Board of Trustees, and the Dean of the School of Arts and Sciences.

Respectfully submitted on 7 November 2010 by Chartise Clark, Ryan Heman, Yulia Korovikov, Shawyoun Shaidani, and Joseph Thibodeau.

Adopted by a vote of 20-4-3 on 7 November 2010

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Also in the fall of 2010, the TCU Senate conducted its annual TCU Senate survey. Approximately 26.70% of the undergraduate student body (about 1379 students) participated in the voluntary survey. A total of 42.7% of students polled were in agreement with the following statement: “An Africana Studies Department is necessary.” Students who disagreed with the statement totaled 23.1%, and the remaining 34.2% of students who were neutral. In light of this demand, the Task Force accordingly intends to address students’ desire for the expansion of this field at Tufts University.

C3. Berger-Sweeney response to the Community

Appendix D. 1.

Africana Studies Department at Tufts University

Faculty

A new administrative structure with formal oversight of the curriculum will enhance the visibility and reputation of the new department. The goal is to maximize opportunity to garner an academic reputation on campus and among Tufts’ peer institutions. A strong leader is essential to that goal. Hence there is a need for a full professor to serve as chair to the department. As discussed in greater detail below in “Additional Components for Success,” we also recommend that the director be given a full time administrative assistant. Otherwise we risk replicating many of the weaknesses of ANW.

Curriculum

Requirements:

Two foundation courses:

1. Introduction to Africana Studies
2. Critical Race Theory (with a thematic rotation by semester)

Two distribution courses:

One course in each concentration the student does not elect

One methodology-based course:

Example - Interdisciplinary Methodology of Africana Studies

Two language courses or two semesters worth of proficiency in one of the following languages:

1. Kiswahili
2. Haitian Kreyol
3. Twi
4. Spanish
5. Arabic
6. French
7. Portuguese

*Notes: 1) Exposure to these languages will provide students with the opportunity to explore the cultural significance of Euro-alternative traditions. In addition to opening up intellectual opportunities, such as study abroad and the ability to peruse scholarly texts in the respective
languages, each language prepares students for a more in-depth reading of the field of Africana Studies.

2) As the scholarship arising from Afro-Latino, Francophone, and Arabic-speaking peoples of the African Diaspora are integral to Africana Studies, at this time, the Task Force notes that courses that there is a dearth of courses that engage their contributions in the Department of Romance Languages and the Department of German, Russian, and Asian Languages and Literatures. In order to properly integrate the contributions of these languages into the department, we suggest acknowledgement of this lack and reform within the respective language departments as they stand.

An internship or directed research
One Senior/Advanced Seminar
Students must complete a capstone project/thesis or Honors Thesis.

Concentrations:
The remaining four classes, in addition to the mandatory internship/directed research, will determine the students’ concentration. Each area of concentration is outlined below. The Africana concentration is trans-national, inclusive of the entire Diaspora.

Structures and Institutions:
The Structures and Institutions concentration will focus on the historical, political, and economic dimensions of structures and institutions as they relate to Africa and the African Diaspora. Students will draw connections between disciplines and within fields to critically examine and understand the mechanisms that have shaped the Africana thought. They will integrate knowledge from a variety of departments, may include political science, history, economics, education, peace and justice studies, community health, and environmental studies in order to engage with a wide spectrum of material related to this concentration.

Identity Theory:
Studies in the Identity Theory concentration will focus on the critical study of ideological, theoretical, political, and cultural concepts that contribute to the construction,
formation, and representation of identity within an Africana context. Students will use this lens to examine the intricate relationships and the intersectionality of different aspects of feminist theory, queer theory, critical theory, political theory, religion, sociology, and race. This concentration will emphasize the historical and contemporary implications of these topics.

**Visual, Literary, and Performance Arts:**

A focus on Visual, Literary, and Performance Arts will allow students to study, critique, and participate in the expressive modes and representations of Africa and the African Diaspora. This concentration will emphasize both theoretical and practical aspects of visual, literary, and performance arts in the context of Africana Studies. Students will engage with material drawn from drama, dance, music, English, art, art history, and film studies.

**Study Abroad Option:**

*All Tufts students have the option to study abroad at colleges and universities domestically or internationally in their third year of study. Tufts’ domestic programs with Spelman College and Morehouse College need to be reinstated for the strength of the department and the university as a whole. If this is not plausible, developing programs with other Historically Black Colleges and Universities, like Howard University or Hampton University, should be pursued. When students study at these programs, the courses they take should be weighed similarly to courses taken at Tufts.*

We suggest that students have the following options for domestic and international study:

Domestic – Spelman College, Morehouse University and Howard University

International – University of Dar es Salaam, University of Ghana, University of the West Indies

A major in Africa Studies will be a degree program designed to give students an integrated and critical understanding of the political experiences, cultural contributions and economic achievement of people of the Continent of Africa and communities of African descent in the Africa Diaspora. The gateway course will be an introduction the discipline. Emory University, a peer institution, has such a course. It is called “Introduction to the Field.” Another
peer institution, Washington University (St. Louis), has two introductory courses, one for African American and another one for Africa Studies.

The Task Force envisions an introductory course that will include the conceptual and methodological issues within the discipline of Africana Studies. A possible model for the proposed course is Brown University’s An Introduction to Africana Studies. This course attempts to provide an overview of life for all people of African descent in the Diaspora and on the Continent. After this course, students will be able to construct the track that matches their intellectual interest. Of course students will be encouraged to take courses in different tracks. In order for students to thrive as workers, citizens and leaders in the 21st Century, they need a broad-based education. A student who majors in Africana Studies will have the opportunity to study the black experience in Africa, the Americas, and throughout the African Diaspora. The major with an interdisciplinary perspective needs both a cross-cultural and an international perspective. Unlike the current ANW minor, the Africana Studies Major will be a stronger preparation for careers in government, law, education and academia.

Finally, a full academic internal review of the Africana Studies Department will take place on a five-year cycle. However, this overall review does not preclude the director’s informal annual attempt to assess student’s needs, program procedures and advisory needs. Reporting this information to the Dean can be done annually. A strong and frequent internal review is essential to ensuring that the department remains a leader in the scholarship produced by the field.

Additional Components for Success

To avoid the weaknesses recognized with the ANW Program there would need to be additional fundamental elements to ensure the success of Africana Studies. First, the creation of a physical space to house Africana Studies would be crucial. This space would serve as a central location to connect the student majors with each other and the faculty, allowing for exchange of ideas and learning. Other academic departments and programs at Tufts effectively use their physical spaces, including professors’ offices, lounges, computer stations, and meeting spaces, to foster community and support. Furthermore, such a space encourages mentorship, advising and the building of faculty relationships among each other and with the students. Second, an adequate supportive staff will be needed to assist the department faculty and leadership in administrative duties and in department-wide programming. This staff would also organize and facilitate students through the major from matriculation to graduation. A physical space and a
supportive staff for the Department of Africana Studies would help increase student interest and retention in the major as well as foster campus-wide enrollment in Africana Studies courses.

We must also stress that necessary to maintaining the truly holistic approach to global study of Africa and the African Diaspora outlined herein, the university must make concerted efforts in hiring and tenuring process to bring outstanding scholars who can offer courses that engage African-American, Francophone, and Afro-Latino scholarship to Tufts. We must also stress that in addition to the study of the African Diaspora as a whole, scholarship by African Americans should be particularly fostered within the department due to the university’s tendency to focus extensively on international components. Without sincere and committed engagement of African American scholarship, the Department’s address of the contributions of African Diaspora will be incomplete and the curriculum’s comprehensive structure will suffer, to the detriment of our goal of making Tufts’ mark in this field.
Appendix D.2.

**Africana Studies Program**

*Establishing an Africana Studies Program with a major and minor was recommended. Note that there was also some support for establishing a more broadly based program in race and ethnicity that would encompass Africana studies but might also include a focus on issues related to other racial and ethnic groups. A broader based program might also be an innovative manner in which to capture the exciting new research and curriculae focused on multiracial identities, a shifting an increasing demographic in the U.S. However, the focus of the information below is what qualities would be necessary to strengthen the Africana Studies component of a program.*

The first step was to identify a special niche for such a program at Tufts. Tufts University boasts a national reputation in several disciplines and an array of outstanding scholars. We are particularly strong in African Studies, History, Political Science, International Relations and Anthropology. The Task Force decided to build on those strengths.

To incorporate these disciplines and to meet the needs of a new major, the Task Force has decided to recommend an Africana Studies Major with four tracks for students. Although these tracks are not mutually exclusive, they are intended to guide students to the interest.

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<tr>
<th>Tracks</th>
<th>Humanities Courses</th>
<th>Social Science Courses</th>
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A major in Africana Studies will be a degree program designed to give students an integrated and critical understanding of the political experiences, cultural contributions and
economic achievement of people of the Continent of Africa and communities of African descent in the Africa Diaspora. The gateway course will be an introduction the discipline. Emory University, a peer institution, has such a course. It is called “Introduction to the Field.” Another peer institution Washington University (St. Louis) has two introductory courses, one for African American and another one for Africa Studies.

The Task Force envisions an introductory course that will include the conceptual and methodological issues within the discipline of Africana Studies. A possible model for the proposed course is Brown University’s *An Introduction to Africana Studies*. This course attempts to provide an overview of life for all people of African descent in the Diaspora and on the Continent. After this course, students will be able to construct the track that matches their intellectual interest. Of course students will be encouraged to take courses in different tracks. In order for students to thrive as workers, citizens, and leaders in the 21st Century, they need a broad-based education. A student who majors in Africana Studies will have the opportunity to study the Black experience in Africa, the Americas, and throughout the African Diaspora. The major with an interdisciplinary perspective needs both a cross-cultural and an international perspective. We believe that an Africana Studies major and minor will be more analytical, rigorous and coherent. Unlike the ANW minor, the major and minor in Africana Studies will be a stronger preparation for careers in government, law, education, and academia.

Finally, a full academic internal review of the Africana Studies Major program will take place on a five-year cycle. However, this overall review does not preclude the director’s informal annual attempt to assess student’s needs, program procedures and advisory needs. Reporting this information to the Dean can be done annually.

The new *Africana Studies Program* will be an enhanced interdisciplinary program drawing its faculty and courses from a combination of academic departments. It will be head by a full tenured professor as Director. (Assistant and Associate Professors are still career building for promotion and have little time to devote to Program building.) The New Africana Studies Program Director will carefully monitor and review its advising program to ensure that students are receiving the appropriate and necessary amount of advising. Students must know what courses exist and if such courses will be available during their tenure at the University. Hence the need for more sequences of courses is indicated. The Program will offer courses that are predictable and sequential.
An enhanced Program may require hiring more faculty members whose training is in Africana Studies or have an interest in the field. These faculty members could have clustered appointments. However, their main intellectual interest should be in Africana Studies and they could also have teaching appointments in an existing department.

An effective Africana Studies Program must include an enhancement of the Director’s position. The new job should support core faculty annual report. Core faculty who teach in the Africana Studies Program should be evaluated. The Director will add an evaluative letter to Annual Faculty Information Form and forward it to the Dean. We see this letter as an added incentive for core faculty to attend Program meetings, regularize course offerings and commit more time to the Program.
Appendix D. 3.

Center for Africana Studies at Tufts University

Description and Outline of Proposed Major/Minor Requirements

A Center for Africana Studies (CAS) at Tufts University holds the potential to be a dynamic academic resource center. In this capacity CAS serves as a clearing house for the major and minor in Africana Studies and sponsors academic conferences, symposia, lectures, workings groups, public seminars and colloquia that showcases Tufts’ institutional commitment to active citizenship, interdisciplinary learning, and a global vision of higher education in the twenty-first century. On this score CAS seeks to build on the unique strength of its faculty, whose networks, contacts, and reputations are global in scope, to foster a intellectually distinctive and engaging major experience that takes advantage of our location in the central Boston with its deep and historic roots in the Africana experience.

Africana Studies at Tufts University will be a dynamic and interdisciplinary major designed to plumb the historical, political, social, economic, and cultural experiences of the global African Diaspora, including but not limited to black America, the Caribbean, Africa, and Europe. Africana Studies courses will draw from the academic expertise of a distinguished faculty in the humanities and social sciences to forge critical intellectual and methodological perspectives linking the local, national, and international and transnational reverberations of the African diaspora historically and contemporaneously. Africana Studies faculties are deeply committed to mentoring, teaching, and advising all students enrolled in AFS courses, especially our majors/minors. Ultimately, Africana Studies is committed to prepare students in becoming critical as well as global citizens, whose interdisciplinary training provides a unique preparation for engaging in the broader and multicultural world.

Africana Studies does not promote ghettoization, as some critics have claimed, nor is it a substitute Affirmative Action program where it will be the department or program exclusively responsible for the recruitment of black faculty. CAS requires parity with similarly interdisciplinary departments in cultivating the resources to contribute to the university’s wider
intellectual mission. Africana Studies seeks the room and resources to make significant
contributions as an intellectual citizen of the university. Indeed, no matter what department they
are drawn from, faculty must become active citizens of a wider university community. The
notion that Africana Studies serves as a vehicle to marginalize faculty, staff, and students is thus
a red herring that ignores several successful and well-integrated departments of the university,
including those at Brown, Harvard, and Yale. Each of these departments boasts an impressive
level of racial diversity among its undergraduate majors (in fact last year a white student was
awarded Brown’s Du Bois prize for best student in Africana Studies, and others have gone on
over the years to receive prize scholarships such as the Rhodes and the Marshall). Two other Ivy
League institutions, University of Pennsylvania and Princeton, have Centers for Africana
Studies. Princeton’s Center, through an act of former Provost Amy Gutman, retains the ability to
tenure its faculty, a unique situation that has allowed it to recruits such outstanding figures as
Cornel West and (through the Rockefeller Center) Kwame Appiah.

The intrinsically interdisciplinary nature of Africana Studies means that faculty will form
exciting and creative connections to the wider university community. One of Tufts’ greatest
strengths is in its promotion of active citizenship, democracy, and global engagement through
Tisch College, the Fletcher School, and the Institute for Global Leadership. International
Relations remains the university’s most popular major and the discipline of History, Political
Science, American Studies, Sociology, English, as well as many others, touch upon related
themes.

Africana Studies at Tufts stands poised to have a unique policy component that could be built
around three interrelated issues: The problem of health and disease; the problem of education;
the problem of criminalization. In short, issues related to health disparities, unequal access in
public schools, and mass incarceration currently addressed in piecemeal ways could provide a
unique approach to Africana Studies at Tufts that distinguishes us from our peer institutions.

Taking Africana Studies seriously as an intellectual project requires placing the work of our
leading scholars of Africana Studies front and center. On this score, Peniel E. Joseph’s
(http://ase.tufts.edu/history/faculty/joseph.asp) work as the founder and innovator of the subfield
of “Black Power Studies” continues to reverberate throughout the academy in the interdisciplinary fields of history, Africana Studies, American Studies, and political science to name a few. Beyond his academic stature in the fields of history and Africana Studies, Professor Joseph’s international reputation and national visibility as a public intellectuals places Tufts in an enviable position that would give CAS instant credibility. Professor James Jennings (http://www.tufts.edu/~jjenni02/) work on blacks and Latinos in the urban terrain offers pragmatic connections to Boston’s black community and Julian Agyeman’s (http://www.tufts.edu/~jagyem01/) extraordinary scholarship on urban environments can potentially place CAS on the leading edge of connecting Africana Studies to scholarship on the urban environment at the local, national, and global level.

Requirements for the proposed Major in Africana Studies
The major in Africana Studies will consist of ten (10) interdisciplinary and disciplinary courses in African American, African diaspora, and African studies. The course requirements for the major in Africana Studies are outlined in the following categories.

1. Introduction to Africana Studies (Africana Studies 101)
2. Intermediate Seminar in Africana Studies
3. Senior Seminar in Africana Studies (Africana Studies 301)
4. Six additional courses drawn from two tracks in Africana Studies. The proposed tracks in Africana Studies are:
   (a) African American Studies (these are Africana Studies courses on the national black experience in the United States)
   (b) African & African Diaspora Studies (these are Africana Studies courses on African regional, trans-regional, the Caribbean and Europe, and African diaspora themes)
5. Students will be required to take at least one course outside their primary concentration. For example, a course from the African and African diaspora track will be required for students taking the African American Studies track.
6. Independent study and off campus electives: prospective majors in Africana Studies can take a maximum of two courses either as independent study, or they may take courses at other colleges/universities, or students may take one course each from either of these two categories towards one of the tracks in Africana Studies. Africana Studies majors should consult with the Africana Studies Director or their Africana Studies faculty advisor before making final decision on study abroad and or taking courses at other colleges/universities.

7. A first year seminar in Africana Studies will count toward the courses required as electives for the major in Africana Studies. A first year seminar can satisfy either of the two tracks in Africana Studies.

8. At least five of the courses from either of the two tracks must be above the 100-course level. Pass/Fail courses in which the student received a grade lower than a C- will not be accepted for the major. For more information and clarification on the major requirements in Africana Studies, prospective majors are encouraged to consult with the Africana Studies Program Director or a faculty member in the Africana Studies Program by the fall semester of their junior year.

Proposed Requirements for the Minor in Africana Studies

The minor in Africana Studies will consist of five disciplinary and interdisciplinary courses in African American, African, and African Diaspora Studies. The course requirements for the minor in Africana Studies are outlined in the following categories:

1. 1. Introduction to Africana Studies (Africana Studies 101)

2. Four Africana Studies elective courses from any of the two Africana Studies tracks.
   Three of these courses must be at the 200 and 300 levels. Only one of these four electives can be an independent study course or a course taken at other colleges/universities.
   Courses taken Credit/Fail or courses in which the student received a grade lower than a C- will not be accepted for the Africana Studies minor.
3. A first-year seminar in Africana Studies will count towards the minor in Africana Studies. Students considering a minor in Africana Studies are encouraged to consult with the Africana Studies Program Director by the fall semester of their junior year.

**General Description of Africana Studies Core Requirements**

**Africana Studies 101** (Introduction to Africana Studies)

This introductory gateway course offers a broad historical, theoretical, and methodological overview of the discipline while paying careful attention to placing the study of African American and African history in the context of a rapidly unfolding and increasingly global world. On this score, the black American experience will be historicized, placing special emphasis on its distinct and historically significant place in American history and its unique and ongoing links to African diaspora experiences, most poignantly in the construction of the Atlantic world. The course will be structured both chronologically and thematically, building on historically centered accounts of African American, African diaspora, and African experiences. Ultimately, this course aims to introduce prospective Africana Studies majors and minors to the intellectually dynamic and expanding field of Africana Studies in such a way that provides an overview of the major theoretical and methodological perspectives in this growing discipline; and provide historical context for critical and historically contextualized analyses of the black experience in America and its complex engagement with the African diaspora. This course will be scheduled every fall semester.

**Intermediate Seminar in Africana Studies**

Building on the gateway course – Introduction to Africana studies (AFS 101) – Africana Studies majors must complete one Africana Studies Intermediate Seminar. These 200-level seminars are designed to amplify and expand major concepts and methodologies in AFS 101 through a deep and sustained engagement with intersectional theories of race, class, gender, and sexuality, as multi-layered and constitutive. Organized around major national, international, and transnational themes that shape African American, African diaspora, and African experiences the intermediate seminars will focus on a diverse range of topics: the Civil Rights and Black Power Movements; black feminism; comparative slavery and slave resistance; colonialism and decolonization in the African diaspora; Africana political thought; Black Autobiography from Slavery to Freedom;
Africana literary traditions; religions in the African diaspora; democracy and citizenship in African American & African diaspora contexts; Hip Hop and the Global Black Diaspora; Barack Obama and American Democracy; the Black Radical Tradition. These seminars pay particular attention to students’ analytical, writing, and communication skills. Students will be required to write several short analytical papers drawn from the works of major Africana Studies intellectuals in the humanities and social sciences.

Africana Studies Senior Seminar
This capstone interdisciplinary seminar requires students to conduct intensive research on a major topic in Africana Studies that they have explored during the course of their academic experience in Africana Studies. This senior seminar will require students to apply rigorous humanities or social science theories and concepts to African American, African, or African diaspora themes in the formulation of their final research projects. The final research project will culminate in a major research paper (25-30 pages) drawn from the student’s track in African American studies or African & African diaspora studies. Students will present the final project to the Africana Studies faculty and students. This seminar will be offered by faculty members every spring semester. Prerequisite: AFS 101, Africana Studies Intermediate Seminar, or permission of Instructor. Africana Studies minors and students who have taken Africana studies courses can also take the Africana Studies senior seminar.

Africana Studies Standing Committees
1. Africana Studies Curriculum Committee
2. Gerald Gill Honors & Awards Committee.
3. Future of CAS Committee

Africana Studies Program Colloquia, Symposia, and Lectures
Gerald Gill Memorial Lecture: Annual Lecture in honor of beloved Tufts University History Professor.