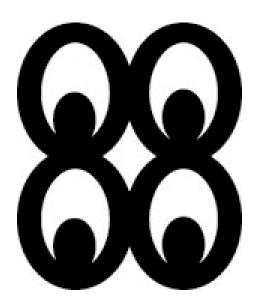
# Africana Studies in the US



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Available at
http://alkalimat.org/eblackstudies

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### Note on the cover image

The cover image is Mate Masie, an Adinkra symbol from Ghana. It represents two sets of eyes and has been translated as "I understand." It symbolizes knowledge, wisdom and "the prudence of taking into consideration what another person has said." The image itself is borrowed with appreciation from http://www.welltempered.net.

## **Acknowledgments**

This research has been a wonderful journey over several years at the University of Toledo. Most of the labor came from students, mostly first generation college educated African Americans from the post industrial Midwest. First shout out has to go to the secretary of African Studies who was always on point and focused on productivity. The students included Rene Dunnavant, Loumeecha Gooch, Sarah Haughe, and Brian Zelip. And last, to my colleague and partner Kate Williams.

#### Introduction

We are now entering the third stage of Black Studies since it began in the mid 1960's. This has been a precedent setting transformation of higher education over the last 40 years. The first stage of Black Studies was as a social movement, the Black power movement engaging higher education to transform to become not only a hospitable institution for Black students, faculty, and staff, but an institution that has practical utility for the transformation of the conditions of life faced by the Black community. The second stage was Black Studies becoming an academic profession, in which faculty and students could produce programmatic activity that met the highest standards of scholarship. Now, the third stage is Black Studies becoming a knowledge network. In this new stage the main tasks, based on the new information technologies, can be summed up in three terms: collaboration, production, and globalization.

This report is an empirical summary of the current state of Africana Studies as of 2007 in the USA. This research is necessary because there are widely divergent assessments of Black Studies, including differences over basic facts as well as debates over interpretation. The conflict over facts is quite apparent when one reviews the answers to the basic empirical questions: how many Black Studies programs are there and has this number been increasing or decreasing? Almost on an annual basis an article comes out declaring that Black Studies is in crisis and the number of programs are in decline. However, all of this seems rather far fetched as there has not been an empirical census so that we have had no baseline data to determine whether or not the general trend is to increase or decrease or remain the same. In my own work over the past couple of years I have gone from a guesstimate of 500 programs, to the 400s, and now with an empirical database I can confidently say that the actual number is in the low 300s. Recent research using government statistics even went so far as to say in a forthcoming book that there are only a little more than 100 institutions granting degrees in Africana Studies. The main point is that the journalistic assessment has not been based on empirical research. This we are now correcting.

There are also debates over the interpretation of the meaning of Black Studies. The mainstream focuses on general negative points of view that are repeated in the news media: "aren't Black Studies programs being eliminated"; "aren't these programs exclusionary and segregationist and only appealing to Black people"; "haven't we moved past racism and shouldn't we have just programs that include everybody in higher education"; "aren't there more important issues to deal with; haven't we dealt with this question already." All of these mainstream views have been engaged, but the debate has primarily been a policy debate based on ideological positions. This research enables us to engage these questions in an empirical way based on universally credible data.

There's also debate within the Black Studies movement. "Ideology is the key; it's all about a correct interpretations." "We have our way of doing it on our campus and we see no need or basis for conforming to national professional standards." "We need to stop hearing from the founders who are biased with a 60s orientation, and adjust to the new

world we're living in." These positions have proven to be useful by some in order to initiate activity on each campus, however, the debate today is not so much to continue the debates of yesterday but to ask the question, how do we need to change our approach so we can consolidate our resources and advance the discipline and profession. The key is to make a distinction between what Black Studies is, versus what we would like it to be, because on that basis we can actually change Black Studies from what it is to what we want it to be.

There is also a debate regarding the nature of graduate study in the field. First and foremost there is the question of what constitutes the core body of knowledge and set of methods around which the field maintains its consensus. There is also the question of what organizations, courses, and faculty make up Black Studies as a whole, only really defined by an empirical survey such as we're presenting in this report A major concern is to consolidate the field because then it can be constituted as an organized labor market. Every graduate student in Black Studies is interested in getting a degree so that they can become a professional in the field of Black Studies, in other words to get a job in their profession. This national survey is the first opportunity in recent times to define the labor market.

And last of course is the issue of public accountability. We are in need of transparency so that the campus becomes a reference point for the public. The public support needed to create Black Studies must be transformed into the public support we need for the sustainability of Black Studies. This can only occur with maximum transparency and accountability to the community.

In sum, comprehensive empirical data is necessary information for organizing an academic discipline. In fact, developing discipline of any kind requires organization, and the precondition for good organizing is to have factual data on who is to be in or under the discipline. This kind of data serves multiple constituencies:

- 1. People looking for a degree program;
- 2. Planners and policy makers in education
- 3. Graduate students looking for enrollment or employment
- 4. Faculty looking to relocate and/or find colleagues
- 5. Community activists looking for relevant research and/or academic collaboration.

No research such as in this report can be error free as we are measuring a moving target. We intend to update our data base as new information is accessed so we hope readers will collaborate with us to improve this data base.

#### Method

Our general approach to this study is based on the D-7 method of research designed as part of the transition from Black Studies to eBlack Studies. This name change indicates that information technology is central to the new paradigm for the field.

As the chart indicates, the D-7 method stands for Definition of the Research Problem, Data Collection, Digitization, Discovery, Design, Dissemination and Difference.

D1. Definition	Defining the problem, summing up the relevant literature, formulating the research question and/or hypothesis
D2. Data collection	Operationalizing the variables, drawing a population sample, collecting data regarding the variables
D3. Digitization	Inputting, scanning, otherwise putting the data on a computer, organized in a useful way
D4. Discovery	Analysing the data to test the hypothesis or answer the research question
D5. Design	Laying out the data and analysis in text, tables, and figures to convey the findings to various audiences
D6. Dissemination	Sharing the findings with the various audiences as widely and effectively as possible
D7. Difference	Using the research to make a difference in your research community or the larger world

Table 1. The D-7 method

### D1: Definition

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

These data will be on the US. It is essential that we also include on our research agenda for future reports the forms of academic study outside of the US that focus on the African American, from the UK, France and Germany to Africa, the Caribbean and in Central and South America. In addition to this academic focus on the US it is also necessary to map and analyze the global academic study of Africa and the African

Diaspora. If knowledge can be power then this knowledge must be available to the community.

#### D2: Data collection

Our data collection began with the list of postsecondary educational institutions provided online in each case by the Board of Higher Education (or Regents). A survey of the Web sites of these institutions was done to find which ones offered degrees focusing on the Black experience—specifically African Americans. Once these were identified we had to conduct several additional searches to complete our data collection:

- 1. We downloaded and printed the web site of the academic program.
- 2. We downloaded and printed every course listed as part of the curriculum of the program.
- 3. We identified every faculty member and did an Internet search for background information.
- 4. We used the Census Bureau web site to find socioeconomic and demographic information about the communities in which the academic institutions were located (www.census.gov).
- 5. We obtained data from the *Chronicle of Higher Education* web site.
- 6. We used email to request help in building the data set.

### D3: Digitization

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

### D4: Discovery

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

### D5: Design

This initial report will report some basic findings. A monograph will present all of the analysis including the empirical tables. This monograph will be posted on the Web site http://alkalimat.org/eblackstudies and distributed via email to appropriate lists like H-Afro-Am. The second format will be a journal article that concentrates the findings and integrates them into the general literature.

#### D6: Dissemination

We will distribute this report at national professional meetings and to all institutions involved. A final revised edition will be widely sent out via the Internet. The journal article will be submitted to a refereed journal in Black Studies. We will also propose discussion of this report in all graduate studies-level programs throughout the country.

### D7: Difference

We intend for Black Studies professionals and relevant campus administrators to use this report to make better decisions to position their campus within the national framework. We want to place our findings in the hands of policy makers who can assist with funding and other forms of support for the sustainability of Black Studies. Also, we hope to counter the annual Black Studies obituary in the popular media by demonstrating the scope and achievements of these programs, their continuity and sustainability.

#### Research note

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

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

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

Finally, it is important to clarify what is not in this report: (A) Social context—Community, (B) Institutional Context—Campus, (C) Course Enrollments, (D) Course

Content, (E) Student Involvement, (F) Faculty Evaluations, (G) Black Cultural Centers, (H) Campus Connection to Africa and the African Diaspora, and (I) Campus Political Culture

The focus of this report is to present baseline empirical information in answer to five basic questions.

- 1. How many Black Studies programs exist?
- 2. What is their substantive focus?
- 3. What is their administrative structure?
- 4. What degrees can you get?
- 5. Where are the specific programs throughout the country?

Each of these questions is addressed by specific tables that will be included in the analysis of this report.

The research and policy development we need in terms of future work might include the following:

- 1. What curriculum foci can be the basis for collaborative unity in curriculum development?
- 2. To what extent are Black Studies programs a labor market (jobs) for graduates of Black Studies PhD programs?
- 3. How many students get degrees in the field and what is the pattern of flow between B.A.'s, M.A.'s, and PhD degrees?
- 4. What patterns of collaborations exist between institutions?
- 5. What patterns of using information technology have emerged and what are our best practices regarding this?
- 6. What is the relationship of campus programs to local regional and national Black communities?

# Research report

## 1. How many institutions grant degrees in Africana/Black Studies?

As table two on page 11 indicates, there are 311 degree granting institutions in the field of Black Studies. However they are not randomly distributed throughout the US. The two regions with states having the smallest Black populations have the largest number of institutions that grant degrees in Black Studies, the East and the West. This is because of the leading role played by New York and California. Of the six states that have at least ten degree granting institutions, two are in the East (Massachusetts and Pennsylvania), two in the South (Florida and Georgia), and two in the Midwest (Illinois and Ohio).

At the other end of the spectrum there are nine states with no degrees in the field of Black Studies: Alaska, Hawaii, Idaho, North Dakota, South Dakota, Utah, Vermont, West Virginia, and Wyoming. Every state should at least have a minor offered at the flagship public institution of that state. This is a national responsibility to give students an option to study a national curriculum and not one narrowly limited to the demographics of a state.

In terms of population several states can be identified as either ahead or behind the number of degree programs we would expect. Of course both New York and California lead the country in both total number of Black people and the total number of institutions that grant degrees in Black Studies. Leading in both is what we would expect. However, among the other fifteen states with at least one million African Americans three states stand out as falling short of our expectations. Texas has 3 institutions that grant degrees with population of 2,493,057. Louisiana has 2 institutions that grant degrees with a Black population base of 1,468,317. Mississippi has 1 institution that grants a degree and a population of 1,041,708 African Americans. On the other hand two states far exceed our expectations. Massachusetts has 17 institutions and a population of 398,479. Maine has 3 institutions with a population base of 9,553.

Table three on page 12 lists the states alphabetically and ranked by number of degree granting institutions. This can be the basis for discussions within each state to determine whether Black Studies has its market share of academic turf.

			Black population
	Programs	Black population	as percent
Connecticut	6	339,078	10.0%
Maine	3	9,553	0.7%
Massachusetts	17	398,479	6.3%
New Hampshire	1	12,218	1.0%
New Jersey	7	1,211,750	14.4%
New York	58	3,234,165	17.0%
Pennsylvania	14	1,289,123	10.5%
Rhode Island	2	58,051	5.5%
Vermont	0	4,492	0.7%
East subtotal	108	6,556,909	12.2%
Illinois	12	1,937,671	15.6%
Indiana	6	538,015	8.8%
Iowa	4	72,512	2.5%
Kansas	4	170,610	6.3%
Michigan	7	1,474,613	14.8%
Minnesota	2	202,972	4.1%
Nebraska	2	75,833	4.4%
Ohio	15	1,372,501	12.1%
Wisconsin	4	326,506	6.1%
Midwest subtotal	56	6,171,233	10.8%
Alabama	3	1,168,998	26.3%
Arkansas	1	427,152	16.0%
Delaware	1	157,152	20.1%
District of Columbia	3	350,455	61.3%
Florida	11	2,471,730	15.5%
Georgia	10	2,393,425	29.2%
Kentucky	3	311,878	7.7%
Louisiana	2	1,468,317	32.9%
Maryland	4	1,525,036	28.8%
Mississippi	1	1,041,708	36.6%
Missouri	5	655,377	11.7%
North Carolina	8	1,776,283	22.1%
Oklahoma	2 3 5	284,766	8.3%
South Carolina	3	1,200,901	29.9%
Tennessee	5	953,349	16.8%
Texas	3	2,493,057	12.0%
Virginia	6	1,441,207	20.4%
West Virginia	0	62,817	3.5%
South subtotal	71	20,183,608	19.1%
Alaska	0	27,147	4.3%
Arizona	2	185,599	3.6%
California	60	2,513,041	7.4%
Colorado	5	190,717	4.4%
Hawaii	0	33,343	2.8%
Idaho	0	8,127	0.6%
Montana	1	4,441	0.5%
Nevada	1	150,508	7.5%
New Mexico North Dakota	1 0	42,412	2.3% 0.8%
		5,372	
Oregon	3 0	72,647 6.687	2.1%
South Dakota Utah	0	6,687 24,382	0.9% 1.1%
Washington	3	238,398	4.0%
	0	4,863	1.0%
Wyoming West subtotal	<b>76</b>	3,507,684	5.4%
Total	311	36,419,434	12.9%
1 Otal	311	30,713,734	12.7 /0

Table 2. Number of Africana degree granting institutions and Black population, by state.

Alabama	3	California	60
Alaska	0	New York	58
Arizona	2	Massachusetts	17
Arkansas	1	Ohio	15
California	60	Pennsylvania	14
Colorado	5	Illinois	12
Connecticut	6	Florida	11
Delaware	1	Georgia	10
District of Columbia	a 3	North Carolina	8
Florida	11	Michigan	7
Georgia	10	New Jersey	7
Hawaii	0	Connecticut	6
Idaho	0	Indiana	6
Illinois	12	Virginia	6
Indiana	6	Colorado	5
Iowa	4	Missouri	5
Kansas	4	Tennessee	5
Kentucky	3	Iowa	4
Louisiana	2	Kansas	4
Maine	3	Maryland	4
Maryland	4	Wisconsin	4
Massachusetts	17	Alabama	3
Michigan	7	District of Columbia	3
Minnesota	2	Kentucky	3
Mississippi	1	Maine	3
Missouri	5	Oregon	3
Montana	1	South Carolina	3
Nebraska	2	Texas	3
Nevada	1	Washington	3
New Hampshire	1	Arizona	2
New Jersey	7	Louisiana	2
New Mexico	1	Minnesota	2
New York	58	Nebraska	2
North Carolina	8	Oklahoma	2
North Dakota	0	Rhode Island	2
Ohio	15	Arkansas	1
Oklahoma	2	Delaware	1
Oregon	3	Mississippi	1
Pennsylvania	14	Montana	1
Rhode Island	2	Nevada	1
South Carolina	3	New Hampshire	1
South Dakota	0	New Mexico	1
Tennessee	5	Alaska	0
Texas	3	Hawaii	0
Utah	0	Idaho	0
Vermont	0	North Dakota	0
Virginia	6	South Dakota	0
Washington	3	Utah	0
West Virginia	0	Vermont	0
Wisconsin	4	West Virginia	0
Wyoming	0	Wyoming	0
Total	311	Total	311
- O WI	511	10141	J 1 1

Table 3. Number of Africana Studies degree programs in each state, ordered alphabetically (left) and by number of programs (right).

Table four indicates that a majority of institutions that grant degrees are in the public sector. On a regional basis this is true for every region except the East. Institutions in the West are twice as likely to be in the public sector than the East. In general this follows the general trend in higher education for private institutions to be more concentrated in the East.

	Public institutions	As percent of all institutions
East	38	35%
Midwest	37	66%
South	50	70%
West	60	79%
Total	185	59%

Table 4. Number of public institutions with Africana Studies degree programs, by region, also showing public institutions as a percent of all institutions with programs.

### 2. What is their identity/focus?

Table five gives the distribution of the names of the 311 institutions that grant degrees in Black Studies. About 83% have names that connect with the African Diaspora. This is a high level of consensus on the focus and identity of the field.

It is also interesting to note that a majority of the institutions that use Ethnic in their name are located in California and New York (24 of 42, or 57%). This suggests that the majority of the country has a greater level of consensus, and that the demographic diversity of these border states accounts for unity programs with Latino's and the Caribbean.

Total	311	100%
Other names subtotal	53	17%
Interdisciplinary	1	0%
Latin America	2	1%
Multicultural	2	1%
American	5	2%
Ethnic	43	14%
Diasporic names subtotal	258	83%
Africology	1	0%
African	5	2%
Pan African	7	2%
Black	37	12%
African and African American	45	14%
Africana	63	20%
African American or Afro-American	100	32%

Table 5. Names of academic units offering Africana Studies degrees.

Table six clarifies this further as it indicates a high level of consensus on a Diasporic focus for the field. The West is the one region that deviates from this general pattern with slightly more than half of the institution with a Diasporic focus.

	East $N = 108$	Midwest $N = 56$	~ ~ ~ ~ ~ ~	West $N = 76$	
Percent with Diasporic names	91%	91%	93%	57%	83%

Table 6. Percent of academic units which use a Diasporic name, by region.

#### 3. What is the administrative structure?

Table seven indicates that one third of all institutional structures are departments. In table eight, regional data are reported. Both the South and the West deviates the most. The South has less and the West has more departments than expected. The South remains a region with the greatest concentration of African American population. It also retains a legacy of racist repression hence it is not a surprise that the fight for Black Studies would have achieved less permanence here than elsewhere. In the west on the other hand it appears that the demographic imperative for coalition politics to unite Blacks and Latinos has led to the pattern of greatest permanence. There is wisdom in these numbers.

Department	100	32%
Program	168	54%
Center or Institute	15	5%
Other	28	9%
Total	311	100%

Table 7. Structure of academic units.

	East	Midwest	South	West	Total
	N = 108	N = 56	N = 71	N = 76	N = 313
Percent organized as departments	29%	39%	11%	51%	32%

Table 8. Percent of academic units organized as departments, by region.

### 4. What degrees are granted?

There are a full range of degree programs. The ratio that stands out is the number of PhD programs to the total number of institutions. This ratio sets up parameters for the Black Studies labor market, how many jobs will be needed and how many people are in the PhD pipeline. For example, if the 311 institutions have 100 job openings a year (25 tenure track, 25 contract for a year, 50 to teach one or more courses). There would be a need for 25 people with the PhD degree, and 75 people such as graduate students or ABD's. There are fewer than 10 PhDs granted in Africana Studies each year.

Additionally there is a generational sea change taking place among the faculty. After 30 to 40 years of service the founding generation is retiring. Over the next 10 years

there will likely be a 20-30 % faculty turnover. This removes a senior layer and opens up a junior layer. Black Studies as a labor market deserves more attention.

Doctoral degree	9
Master's degree	21
Bachelor's degree (major)	158
Bachelor's degree (minor)	88
Associate's degree	10
Other	25
Total	311

Table 9. Highest degrees offered by academic units.

Table ten indicates that there is relative comparability across the regions with South only lagging slightly behind.

	East $N = 108$	Midwest N = 56	South $N = 71$	West $N = 76$	Total $N = 313$
Percent offering bachelor's					
degree (major) as highest degree	50%	52%	44%	58%	51%

Table 10. Percent of academic units offering a bachelor's degree, or major, as highest degree offered, by region.

# 5. What graduate study opportunities exist?

There is dynamic growth in the number of institutions offering advanced study of the African American experience. At the PhD level there are three main kinds of degree administrative structures:

- 1. A formal unit dedicated to Africana Studies (e.g. Temple University)
- 2. A formal unit dedicated to Ethnic Studies (e.g. UC San Diego)
- 3. Within or partnering with a discipline (e.g. Yale)

Strictly speaking then there are 6 PhD departments or programs in Africana Studies and another four or more with this expanded definition. There would be even more if we included PhD minors, certificates, and so on.

Institution	Program	Highest degree
Harvard University	Afro-American Research	PhD
Michigan State University	African American and African Studies	PhD
Morgan State University	African American and African Diaspora	PhD
Northwestern University	African-American Studies	PhD
Temple University	African American Studies	PhD
University of California, Berkeley	African American Studies	PhD
University of California, San Diego	Ethnic Studies	PhD
University of Massachusetts-Amherst	Afro-American Studies	PhD
University of Southern California	African American Studies	PhD
Yale University	Afro-American Studies	PhD
Boston University	African Studies	MA
Clark Atlanta University	African and African American Studies	MA
Columbia University	African-American Studies	MA
Cornell University	Africana Studies	MA
Florida International University	African-New World Studies	MA
Graduate Center City University of New York	Africana Studies	MA
Indiana University	Afro-American Studies	MA
New York University	Africana Studies	MA
Ohio State University	African American and African Studies	MA
Syracuse University	African American Studies	MA
University at Albany SUNY	Africana Studies	MA
University of California, Los Angeles	Afro-American Studies	MA
University of Chicago	African and African American Studies	MA
University of Iowa	African American Studies	MA
University of Louisville	Pan-African Studies	MA
University of South Carolina	African American Studies	MA
University of South Florida	Africana Studies	MA
University of Texas at Austin	African Diaspora Studies in Latin America	MA
University of Wisconsin-Madison	Afro-American Studies	MA
University of Wisconsin-Milwaukee	Africology	MA
University of Virginia	Afro-American and African Studies	post-doctoral program, no degree offered

Table 11. Graduate programs.

### **Appendix: Directory of Africana Studies academic programs**

#### State

**Institution** Program

Alabama

Birmingham-Southern College
University of Alabama
Latin American Studies
African American Studies
University of South Alabama
African American Studies

Arizona

Arizona State University African and African American Studies

University of Arizona Africana Studies

Arkansas

University of Arkansas African American Studies

California

California Polytechnic State University Ethnic Studies

City College of San Francisco African American Studies

Claremont Graduate University Africana Studies
Claremont McKenna College Black Studies

Contra Costa College African American Studies

Cosumnes River College Ethnic Studies
CSU Dominguez Hills Africana Studies
CSU East Bay Ethnic Studies

CSU Fresno Africana and American Indian Studies

CSU Fullerton Afro-Ethnic Studies

CSU Long Beach Black Studies

CSU Los Angeles Pan-African Studies
CSU Northridge Pan-African Studies

CSU Sacramento Ethnic Studies/Pan-African Studies

CSU San Bernardino

CSU San Marcos

Ethnic Studies

American Cultures

Los Angeles Mission College African American Studies

Los Angeles Valley College Ethnic Studies

Loyola Marymount University African-American Studies

Mendocino CollegeEthnic StudiesMerritt CollegeEthnic StudiesMills CollegeEthnic StudiesOrange Coast CollegeEthnic Studies

Pepperdine University African-American Studies

Pitzer College Black Studies
Pomona College Black Studies

Riverside Community College History, Philosophy, Humanities and Ethnic

**Studies** 

Sacramento City College Ethnic Studies
San Diego City College Black Studies
San Diego Mesa College Black Studies
San Diego Miramar College Black Studies
San Diego State University Africana Studies
San Francisco State University Black Studies

San Jose State University African-American Studies

Santa Ana College Ethnic Studies
Scripps College Black Studies
Solano Community College Ethnic Studies

Sonoma State University American Multicultural Studies
Southwestern College African-American Studies

Stanford University African and African American Studies

UC Berkeley African American Studies

UC Davis African American and African Studies

UC Irvine African American Studies
UC Los Angeles Afro-American Studies

UC Riverside Ethnic Studies
UC San Diego Ethnic Studies
UC Santa Barbara Black Studies
UC Santa Cruz American Studies
University of La Verne Ethnic Studies

University of Redlands Race and Ethnic Studies

University of San Diego Ethnic Studies

University of San Francisco African Area Studies

University of Southern California American Studies and Ethnicity

University of the Pacific Ethnic Studies

Ventura College African-American Studies West Los Angeles College African-American Studies

Yuba College Ethnic Studies

Colorado

Colorado College Black Studies

Colorado State University American Ethnicity

Metropolitan College of Denver African American Studies

University of Colorado Ethnic Studies
University of Northern Colorado Africana Studies

Connecticut

Connecticut College Africana Studies
Fairfield University Black Studies

University of Connecticut African American Studies
University of Hartford African American Studies
Wesleyan University African American Studies
Yale University African American Studies

Delaware

University of Delaware African Studies

District of Columbia

George Washington University Africana Studies

Georgetown University African American Studies Howard University Afro-American Studies

Florida

Florida A&M University (HBCU) African American Studies

Florida Atlantic University Ethnic Studies

Florida International University African-New World Studies
Florida State University African American Studies
Nova Southeastern University Latin and Caribbean Studies

Rollins College African/African American Studies

St. Petersburg College African American Studies
University of Central Florida African American Studies
University of Florida African American Studies

University of Miami African American Studies

University of South Florida Africana Studies

Georgia

Agnes Scott College Africana Studies

Clark Atlanta University African and African American Studies

Emory University African American Studies

Georgia College and State University African Studies and Black Studies

Georgia Institute of Technology African American Studies

Georgia Southern University Africana Studies

Georgia State University African American Studies
Morehouse College African American Studies

Savannah State University Africana Studies

University of Georgia Institute for African American Studies

Illinois

Augustana College African-American Studies
Bradley University African-American Studies
Eastern Illinois University African-American Studies
Loyola University Chicago Black World Studies
North Park University Africana Studies
Northern Illinois University Black Studies

Northwestern University African-American Studies Southern Illinois University Carbondale Black American Studies

University of Chicago African and African American Studies

University of Illinois-Chicago African-American Studies University of Illinois-Urbana-Champaign Afro-American Studies Western Illinois University African American Studies

Indiana

Ball State University African American Studies

Indiana State University Africana Studies

Indiana University Afro-American Studies
Purdue University African American Studies

University of Notre Dame

African and African-American Studies

Valparaiso University Ethnic Studies, Interdisciplinary

Iowa

Coe College African American Studies

Grinnell College Africana Studies

Iowa State University African American Studies
University of Iowa African American Studies

Kansas

Emporia State University Ethnic and Gender Studies

Fort Hayes State University Ethnic Studies

University of Kansas African and African American Studies

Wichita State University Ethnic Studies

Kentucky

Kentucky State University African American Studies
University of Kentucky African American Studies

University of Louisville Pan-African Studies

Louisiana

Louisiana State University African and African American Studies
Tulane University African and African Diaspora Studies

Maine

Bates College African American Studies

Bowdoin College Africana Studies

Colby College African American Studies

Maryland

Frostburg State University African American Studies
Morgan State University African American Studies
University of Maryland Afro-American Studies

University of Maryland Baltimore County Africana Studies

Massachusetts

Amherst University

Black Studies

Boston College

Boston University

Black Studies

African Studies

Brandeis University African and Afro-American Studies

College of the Holy Cross African American Studies Harvard University Afro-American Research Mount Holyoke College African-American and African Studies

Northeastern University African-American Studies Salem State College African-American Studies

Simmons College Africana Studies

Tufts University Africa and the New World University of Massachusetts-Amherst Afro-American Studies

University of Massachusetts-Boston Africana Studies

University of Massachusetts-Dartmouth African and African American Studies

Wellesley College Africana Studies

Wheaton College African, African American, Diaspora

**Studies** 

Williams College Africana Studies

Michigan

Eastern Michigan University African American Studies

Grand Valley State University

Michigan State University

African/African American Studies

African American and African Studies

AfroAmerican and African Studies

University of Michigan-Dearborn

African American American Studies

University of Michigan-Flint Africana Studies
Wayne State University Africana Studies

Minnesota

Carleton College African/African American Studies
University of Minnesota African American and African Studies

Mississippi

University of Mississippi African-American Studies

Missouri

Missouri State University African American Studies

Truman State University African/African American Studies

University of Missouri Black Studies
University of Missouri-Kansas City Black Studies

Washington University-St. Louis African and Afro-American Studies

Montana

University of Montana African American Studies

Nebraska

University of Nebraska-Lincoln African American and African Studies

University of Nebraska-Omaha Black Studies

Nevada

University of Nevada Afro-American Studies

New Hampshire

Dartmouth University African and African American Studies

New Jersey

Adelphi University African American Studies

Drew University Pan-African Studies

Princeton University African American Studies
Rowan University African American Studies
Seton Hall University Africana and Diaspora Studies

The College of New Jersey African American Studies

William Patterson University African, African American, and Caribbean

New Mexico

University of New Mexico African American Studies

New York

Adelphi University African-American and Ethnic Studies

Albany SUNY Africana Studies
Bard College Africana Studies
Barnard College Africana Studies

Baruch College CUNY Black and Hispanic Studies

Binghamton SUNY Africana Studies

Borough of Manhattan Community

College CUNY Ethnic Studies (African-American Studies)

Brockport SUNY African and Afro-American Studies

Brooklyn College CUNY Africana Studies

Buffalo State College SUNY African and African American Studies

Buffalo SUNY African American Studies

City College CUNY Black Studies

Colgate University Africana and Latin American Studies

College of Saint Rose American Studies

College of Staten Island CUNY African American Studies
Columbia University African-American Studies

Cornell University Africana Studies

Cortland SUNY African American Studies

Daemen College Black Studies

Empire State College SUNY African American Studies

Fordham University African and African American Studies

Fredonia SUNY African American Studies

Graduate Center CUNY African Diaspora in the Americas and the

Carribean

Hamilton College Africana Studies
Hartwick College Ethnic Studies
Hobart and William Smith College Africana Studies
Hofstra University Africana Studies
Hostos Community College CUNY Humanities

Hunter College CUNY Black and Puerto Rican Studies
Ithaca College Culture, Race, and Ethnicity

John Jay College CUNY African American Studies

Lehman College CUNY African and African American Studies

Manhattanville College African Studies

Medgar Evers College CUNY Interdisciplinary Studies
Nazareth College Multicultural Studies

New Paltz SUNY Black Studies

New York City College of Technology

CUNY African American Studies

New York University Africana Studies
Niagara University Black Family Studies

Oneonta SUNY Africana and Latino Studies

Oswego SUNY African-American Studies
Pace University African and African-American Studies

Plattsburgh SUNY Africana/Minority Studies

Potsdam SUNY

Purchase SUNY

Global Black Studies

Queens College CUNY

Africana Studies

Africana Studies

Africana Studies

Multicultural Studies

St. John Fisher College African American Studies

St. John's University Africana Studies

St. Lawrence University United States Cultural and Ethnic Studies

Stony Brook SUNY Africana Studies

Syracuse University African American Studies

Union College Africana Studies

University of Rochester African and African-American Studies

Vassar College Africana Studies
Wells College American Studies

York College CUNY African American Studies

North Carolina

Duke University African and African American Studies

Elon College African American Studies

North Carolina State University Africana Studies University of North Carolina-Asheville Africana Studies

University of North Carolina-Chapel Hill African and Afro-American Studies
University of North Carolina-Charlotte African and African American Studies

University of North Carolina-Greensboro African American Studies University of North Carolina-Wilmington African American Studies

Ohio

Antioch University African/African-American Studies, Cultural

and Interdisciplinary Studies

Bowling Green State University

Central State University

Cleveland State University

College of Wooster

Denison University

African Studies

Black Studies

Black Studies

Black Studies

Kent State University Pan-African Studies

Kenyon College African and African American Studies

Miami University Black World Studies

Oberlin College African American Studies

Ohio State University African American and African Studies

Ohio University African American Studies
University of Cincinnati African American Studies

University of Toledo Africana Studies Youngstown State University Africana Studies

Oklahoma

University of Oklahoma African and African American Studies

University of Tulsa African American Studies

Oregon

Oregon State University Ethnic Studies
Portland State University Black Studies
University of Oregon Ethnic Studies

Pennsylvania

Bryn Mawr College Africana Studies

Chatham College African-American Studies

Drexel University Africana Studies
Franklin and Marshall University Africana Studies
Gettysburg College Africana Studies

Haverford College African and African Studies

Indiana University of Pennsylvania Pan-African Studies
Lafayette College Africana Studies
Lincoln University Black Studies
Shippensburg University of Pennsylvania Ethnic Studies
Swarthmore College Black Studies

Temple University African American Studies

University of Pittsburgh Africana Studies
Villanova University Africana Studies

Rhode Island

Brown University Africana Studies
Providence College Black Studies

South Carolina

Claflin College Black Studies

Clemson University African American Studies
University of South Carolina African American Studies

Tennessee

Middle Tennessee State University African American Studies

Tennessee State University Africana Studies

University of Memphis African and African American Studies

University of Tennesse-Knoxville Africana Studies

Vanderbilt University African-American Studies

Texas

Southern Methodist University Ethnic Studies

University of Houston African American Studies

University of Texas at Austin African and African-American Studies

Virginia

George Mason University African American Studies
Old Dominion University African American Studies

University of Virginia Afro-American and African Studies

Virginia Commonwealth University African American Studies

Virginia Tech Africana Studies
William and Mary Black Studies

Washington

Eastern Washington University Africana Studies

University of Washington American Ethnic Studies
Washington State University Comparative Ethnic Studies

Wisconsin

University of Wisconsin-Madison Afro-American Studies

University of Wisconsin-Milwaukee Africology

University of Wisconsin-OshKosh African-American Studies
University of Wisconsin-Whitewater Race and Ethnic Cultures

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