

Copies of this report may be obtained online or in print from:

Department of African American Studies
University of Illinois at Urbana Champaign
1201 West Nevada Street
Urbana, Illinois 61801
afro-public@illinois.edu
(217) 333-7781
<http://afro.illinois.edu>

To cite this report:

Abdul Alkalimat, Ronald Bailey, Sam Byndom, Desiree McMillion, LaTasha Nesbitt, Kate Williams, and Brian Zelip. *African American Studies 2013: A National Web-Based Survey*. 29 pages. University of Illinois at Urbana Champaign Department of African American Studies, 2013. Available at <http://afro.illinois.edu>.

To cite the public use dataset, available from afro.public@illinois.edu:

Abdul Alkalimat, Ronald Bailey, Sam Byndom, Desiree McMillion, LaTasha Nesbitt, Kate Williams, and Brian Zelip. Public Use Dataset for *African American Studies 2013: A National Web-Based Survey*. University of Illinois at Urbana Champaign Department of African American Studies, 2013. Report available at <http://afro.illinois.edu>. Dataset available by email from authors.

Front cover illustration: Covers of books about African American Studies. For full citations see references, page 15.

Table of contents

Preface	i
Introduction	1
Method	5
Findings	6
1. How many colleges and universities have Black Studies?	6
2. Is Black Studies a passing fad?	8
3. What is the identity of Black Studies?	9
4. Do women share in the leadership of Black Studies?	10
5. What is the potential for Black–Latino unity?	11
6. What is the Black Studies presence in cyberspace?	12
Summation	13
References	15
Appendix 1: Additional tables	17
Table A1. Colleges and universities with Black Studies units, with relevant courses, and with neither, by state.....	17
Table A2. Colleges and universities with Black Studies units, by states, ranked by number of units. ...	18
Table A3. All 361 colleges and universities and their Black Studies units, by state.....	19
Appendix 2: eBlack Studies on Black Studies	28
About the authors.....	29

Preface

This survey provides a missing nationwide perspective on the current state of Black Studies at this important stage in its historical development. It is a document which all faculty and graduate students in the field will want to study. And it is a document that should be brought to the attention of college and university administrators in academic affairs, and others concerned with issues of access and diversity in higher education.

The survey covers 1,777 US colleges and universities that award bachelors, masters, and/or doctoral degrees, as identified by the Carnegie Foundation. Many of the recent studies that comment on the state of Black Studies are generally based on a small, selective sampling of Black Studies programs around the U.S. These are more like biopsies, and what the field needs is this kind of broad survey with data that can be generalized. We need to understand the forest, and not just a few trees, no matter how tall and prestigious they might be.

Media reports often suggest that Black Studies programs are disappearing in U.S. higher education. To paraphrase a recent journalistic effort, Black Studies are only “a small part of higher education in the United States” and fewer than 10 percent of four-year colleges and university had a Black Studies unit. Instead, the data finds Black Studies—departments, programs, faculty, degrees, courses—in 77 percent of these colleges and universities. This report thus demonstrates that the field of African American Studies is alive and well, and, in fact, growing and maturing. It goes on to suggest how various independent variables—region, state, type of institution, and so on—impact the dependent variable—the department, program or other unit that offers degrees in Black Studies. Future analysis will explore the impact of various variables on such issues as the role of women as leaders in African American Studies.

The findings reported here point to five priorities for African American Studies at the graduate level that should be highlighted. Each of these priorities should be included in the kind of African American Studies Department that is needed to meet the historical challenges posed by our field and achieve success in the modern university:

1. Black intellectual history, including ongoing research on the current state of Black Studies through surveys, case studies, comparative studies of other ethnic studies units, and so on
2. Interdisciplinary study of the Black American Experience
3. Global connections and diaspora dialogues
4. Application, that is, putting theory into practice, particularly through
5. Creative use of new technologies.

Led by Professor Abdul Alkalimat, the production of this report has been an interesting and instructive collaboration among faculty members and students at the University of Illinois based in African American Studies, the Graduate School of Library and Information Sciences, and the Department of Education Policy, Organization and Leadership in the College of Education. It represents a model not

only for collective research but how the intellectual resources of faculty and students in African American Studies—both graduate students and advanced undergraduates—could be rallied to produce more information that is valuable to the field as a whole.

In 1968, the year before Black Studies was first established at the University of Illinois, W. E. B. Du Bois wrote about the research task of higher education in supporting the development of Black America. Referencing his own words from 1935, he said: “Instead of the occasional snapshots of [African American] social conditions which was the social study of yesterday, we must aim at a continuously moving picture of ever increasing range and accuracy” (Du Bois 1968, page 312). This report is just one response to his call.

Ronald Bailey
Associate Professor and Department Head
African American Studies
University of Illinois at Urbana Champaign
Fall 2013

Introduction

The academic study of the African American experience in the twenty-first century far exceeds its institutional development in the twentieth century. This has been mainly the result of the impact of the Black Liberation Movement on higher education that created the new field of Black Studies. It is now the dominant space in which African American academics have tenure-track positions in U.S. higher education.

Black Studies developed in three stages, each one overlapping and all three being in the current Black Studies tool kit.

1. Black Studies as social movement: Black Studies began as a front of the Black Power Movement phase of the Black Liberation Movement. The fight was against institutional racism of higher education, and for the invention of an academic field of study to assist the country in overcoming racism and empowering formerly oppressed and exploited African Americans.



Figure 1. Images of Black Studies as social movement.

2. Black Studies as academic profession: Within the context of higher education, Black Studies was becoming an academic profession: granting advanced degrees, publishing peer-reviewed

journals, forming professional associations, and hiring faculty with academic doctorates.

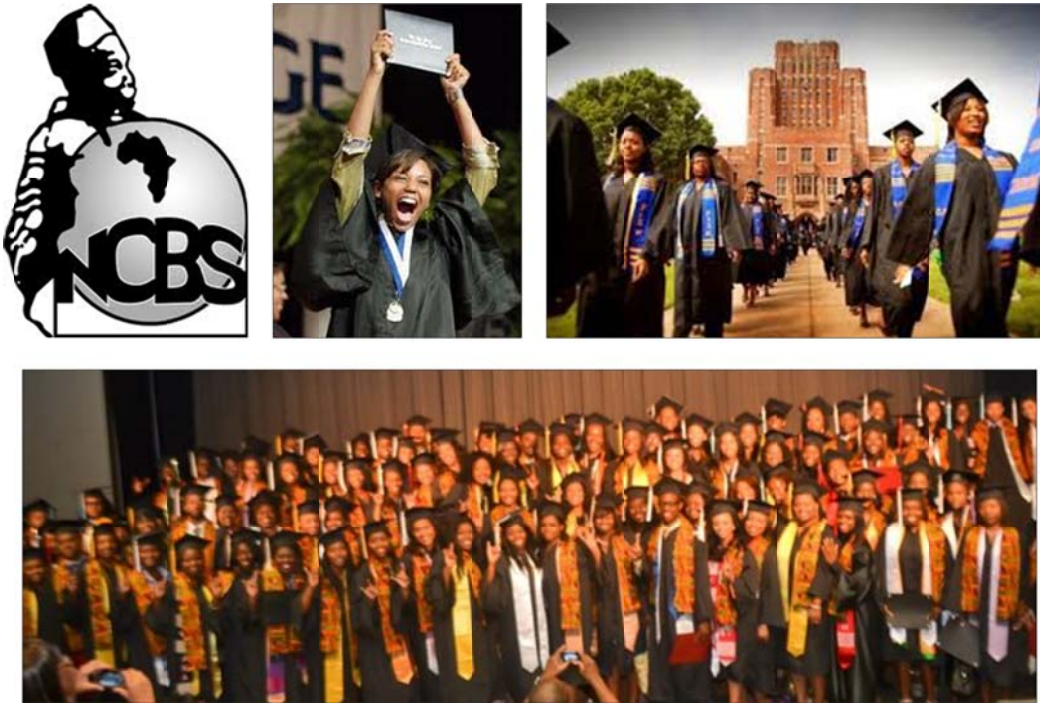


Figure 2. Images of Black Studies as academic profession.

3. Black Studies as digital knowledge network: The information revolution is impacting Black Studies. We have labeled this eBlack Studies, and it includes department websites, LISTSERVs, online surveys, and the full use of digital tools to manipulate and present data analysis.

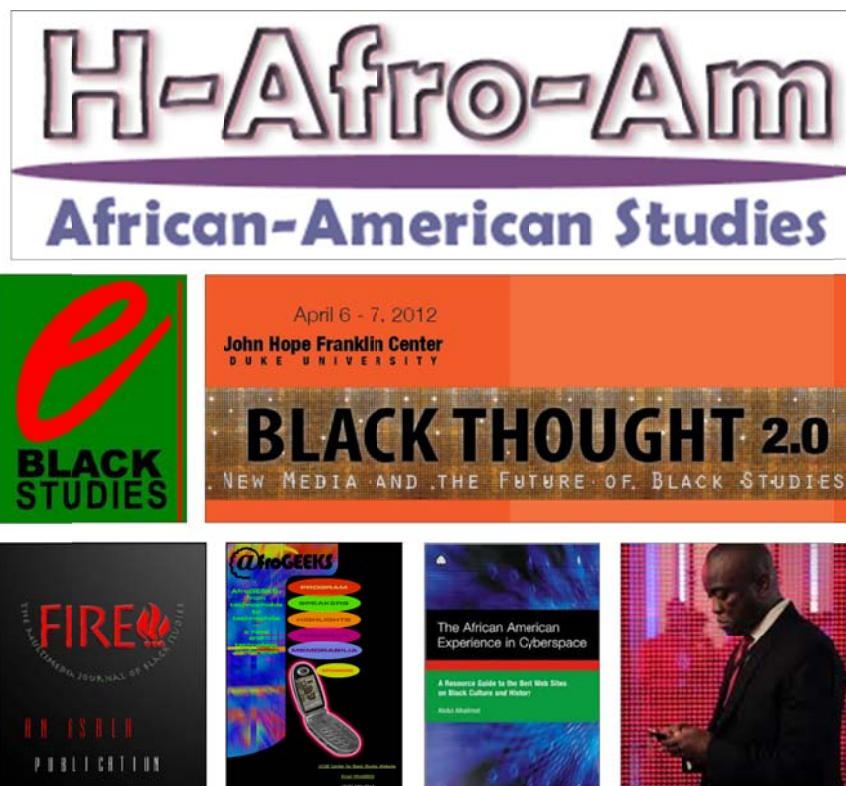


Figure 3. Images of Black Studies as knowledge network.

The dominant approaches in the empirical study of the field of Black Studies have been case studies and comparative case studies on a regional basis. The works of Small, Rojas, Biondi, and Alkalimat represent this approach. (See references.) Our intention is to develop a national data set that defines the population of Black Studies and enables us to drill down into the details of the many different empirically based narratives that can be found in Black Studies history. This is a survey of the entire field of Black Studies, following an earlier survey (Alkalimat 2007). An article analyzing and ranking journals in the field (Alkalimat 1986) is a strong companion piece.

Why is this important? We can discuss at least five reasons:

1. We now have more than fifteen PhD-degree-granting institutions in the field of Black Studies, sending an average of thirty new doctorates into the academic job market each year. This national survey is a definition of the job market that these new graduates will enter. This data is essential for the graduate students in Black Studies.
2. This data will provide a point of departure and a context for administrators engaging in the evaluation of Black Studies. It can be helpful in making comparisons within one state or region, or with peer institutions. Is a program competitive or even the very best? National data is essential for evaluation and assessment.
3. Within the field itself, this data is important as it helps monitor developments and can lead to a healthy standardization. We have evidence that this has been happening over the years and reflects the maturation of Black Studies, a point we will probe in future efforts.
4. Black Studies constitutes a niche market for many publications and various Afrocentric products.

5. Finally, this survey is a community asset in that it reflects a victory of the Black Power Movement. In this sense, it is the community that should evaluate the field, challenge it to meet the expectations of the people and in turn defend it from cutbacks, shifts in higher education priorities, and racist attacks.

Our data source is the official campus website. This is both self-reported data and the primary marketing tool of the institution. This requires that we evaluate the websites as well. Our major finding is that there is a positive standardization of the websites in African American Studies academic units.

Our approach to defining Black Studies depends on identifying accessible variables that give us empirical measures, sort of a biopsy of this academic field of study. Our basic model for this project is that the social context and the type of institution have been key factors that explain how Black Studies came to be. Of course, the catalytic agent and motive force for this change has been the agency of African American students and community activists. Our data provides the overall context for any study of the impact of Black agency in the creation and development of Black Studies.

Context + Type of institution + Black agency → Black Studies

We have measured three context or independent variables:

1. Region of the country: Northeast, South, Midwest, and West
2. Institutional type: public, private, and for-profit
3. Institutional size: large, medium, small, and very small

We have collected data on six important questions about Black Studies:

1. How many institutions have Black Studies?
2. Is Black Studies a passing fad or a permanent part of the university?
3. What is its ideological focus or identity?
4. Do women share in the leadership of Black Studies?
5. What is the potential for Black-Latino unity on campus?
6. What is the Black Studies presence in cyberspace?

We invite everyone in Black Studies, especially graduate students in the field, to join us in this effort to develop and maintain a national data set on Black Studies. We hope to survey the field every few years in order to make sure our policies are informed by current data. We also want to encourage more research like this. Our overall goal is to develop and preserve data sets that provide an empirical basis for research on Black Studies. To do this, we will make our survey data available to all interested researchers. For more information, write to afro-public@illinois.edu.

Method

This study uses websites to examine four-year colleges and universities in the fifty states and the District of Columbia. We defined the population and examined all cases in order to find and analyze the impact of the Black Liberation Movement on higher education. In other words, what academic units and courses have been implemented as a result of that movement? We also examined a sample of websites of Black Studies programs and departments.

The population of U.S. universities and colleges was obtained from the Carnegie Foundation's classifications of higher education in fall 2012 (<http://classifications.carnegiefoundation.org/>). At that time, Carnegie identified 1,832 schools as granting primarily bachelor's or higher degrees—what we think of as the four-year colleges and universities, plus nine professional or graduate colleges without bachelor's degree programs. We decided to exclude the forty-six schools in their set that are outside the fifty states and District of Columbia because of the very different historical factors (including language) operating in those places, which were Puerto Rico, the Pacific Island territories held by the U.S., and the U.S. Virgin Islands. And, in the course of our data collection we found that nine schools had closed or are closing; these were excluded. So our final population N was 1,777 universities to examine.

Working during fall 2012 and spring 2013, we then found the website of each college or university using our own database of URLs from earlier study (Alkalimat 2007) as well as search engines and Wikipedia. We searched each such institution's website for an academic unit focusing on studying and teaching African American history and culture. It could not be a unit in student affairs or a cultural center or a minor or major. It had to be an organizational unit within the college or university's system of schools, departments, etc. In addition to browsing the sites, we used search engines on the universities' websites, looking for the terms "black" or "african american." Also excluded were units dealing only with Africa.

If a unit was not found, then we looked for courses. As soon as we found at least one course focusing on African Americans, we coded the school "Courses." If the course catalog was not available, we searched the English and History departments and the entire school site. Courses on "Minorities" or "Racial Minorities" and similar language that seemed to predate the 1960s were not counted, because our overarching research question is to measure the impact of the Black Studies movement on U.S. higher education.

Similarly, in searching for Latino Studies, we did not count courses on Latin America or the Spanish language. We were specifically interested in courses on Latinos in the U.S. This was because we were interested in how the Latino movement in the U.S. as it shapes up on campus—student demands for courses and degrees and so on—might impact Black Studies on campus.

With six people searching, we were able to check each other's work in four iterations and make headway, even though websites and online catalogs were sometimes unavailable. We saved the URLs for Web pages in order to more easily verify our coding.

If a unit was found, then additional details were collected about that unit. This comprised our primary data. In a few cases, if the unit's website was not detailed enough, we emailed queries to someone on the faculty. If there were no references to "she" or "he" and no photographs on the school's site to identify the gender of a particular faculty member, we used search engines to find photos of (or he/she references to) unit heads to identify gender.

Secondary data about the colleges and universities—size, public/private—was obtained from the Carnegie Foundation's classifications data as well. The secondary and primary data was analyzed using spreadsheet software, making pivot tables to summarize the data and identify patterns. Recoding from many to fewer categories helped make the patterns more apparent.

With regard to the examination of Black Studies department and program websites, a website starts with its home page. It has two aspects: first, what people see on the page, and then how easy is it to get other information. We examined three things:

1. Content: information and data that one expects, based on the name of the site
2. Navigation time and ease: how easy is information to find, and how many clicks to desired information
3. Aesthetics: what message does the use of color and design convey?

We drew a random sample of 37 institutions, slightly more than 10%, from the 331 programs and departments. (We excluded the 30 centers, institutions, committees, areas, concentrations or intercollegiate departments.) Starting from the Black Studies unit homepage, we searched for five pieces of information. We also coded as to whether the page was Afro in appearance. The measure of an Afro look was based on three criteria: the use of African or African American symbols or images, the use of colors such as red, black and green, and/or images of Black people.

Findings

1. How many colleges and universities have Black Studies?

Our focus is on the academic study of the African American experience. We defined a campus as having Black Studies in one of two ways. Some campuses have a formal academic unit dedicated to the field. Others offer at least one course bearing the mark of the Black Studies movement. For instance, the standard course in Sociology that predates Black Studies might be "Racial and Ethnic Relations," and would not be counted, but the course "Sociology of the Black Experience" would be counted.

Table 1 below indicates that of the total number of institutions (1,777), 76% have some form of Black Studies, 20% with formal units and 56% without units but with a course or courses. This meets our definition of formal academic teaching in Black Studies, either a formal unit or courses dedicated to the Black experience. There are 361 institutions with formal units in Black Studies and an additional 999 institutions with courses in Black Studies that are offered by other units.

On a regional basis, the Southern institutions are most likely to have Black Studies (87%), because in spite of the lowest percentage of institutions having units (16%), they lead in the number with courses (71%). On the other hand, the West is the region with the weakest penetration of Black Studies, because of the low percentage with courses (33%). The West is also where we find states with the lowest Black population as a percentage of the total population.

	Midwest, 11% Black (N=449)	Northeast, 13% Black (426)	South, 20% Black (587)	West, 6% Black (295)	All, 14% Black (1777)
Units	22%	23%	16%	23%	20%
Courses	57%	51%	71%	33%	56%
Neither	21%	26%	13%	44%	23%
All	100%	100%	100%	100%	100%

Table 1. Colleges and universities with Black Studies units, offering Black Studies courses, or with neither, as a percentage of all, by region. 2010 Black population for each region shown as a percentage. (Population data from Rastogi et al. 2011). In all tables, columns may not total to 100% due to rounding.

Table 2 below shows that public colleges and universities are more likely to have Black Studies: 91% have either a unit or courses. This is true of 77% of private institutions and 34% of for-profit institutions. Moreover, 37% of public colleges and universities have Black Studies units. There are no Black Studies units in for-profit institutions, which are primarily vocational.

	Public (N=571)	Private (991)	For-profit (215)	All (1777)
Units	37%	15%	--	20%
Courses	54%	62%	34%	56%
Neither	9%	23%	66%	23%
All	100%	100%	100%	100%

Table 2. Colleges and universities with Black Studies units, offering Black Studies courses, or with neither, as a percentage of all, by control of institution.

As Table 3 below demonstrates, institutional size is critical. A full 94% of large institutions have Black Studies, with 69% having units. On the other hand, only 1% of very small institutions have units. There seems to be a strong direct correlation between institutional size and the existence of Black Studies.

	Large (N=268)	Medium (448)	Small (640)	Very Small (401)	Size unknown (20)	All (1777)
Units	69%	22%	11%	1%	-	20%
Courses	25%	64%	69%	49%	25%	56%
Neither	5%	13%	20%	50%	75%	23%
All	100%	100%	100%	100%	100%	100%

Table 3. Colleges and universities with Black Studies units, offering Black Studies courses, or with neither, as a percentage of all, by size. Large is 10,000 and up full-time-equivalent (FTE) students. Medium is 3,000–9,999. Small is 1,000–2,999. Very Small is <1,000.

2. Is Black Studies a passing fad?

Is Black Studies a permanent project in higher education, or a passing fad? This has been a constant question since the late 1960s. One important way to answer this question is to identify the administrative structure of the unit, as in Table 4 below. Altogether, 57% of Black Studies units are programs and 35% are departments. Black Studies seems to have achieved more permanence in public colleges and universities than in private ones. The data shows that 42% of the Black Studies units in public colleges and universities have achieved the status of departments. In both public and private colleges and universities, the department is a core unit that has been approved at the faculty and board level, and is thus a more permanent feature of the budget and the institution as a whole.

	Public (N=213)	Private (148)	All (361)
Program	66%	51%	57%
Department	24%	42%	35%
Other	9%	8%	8%
All	100%	100%	100%

Table 4. Status of Black Studies unit by college or university control, as a percentage. Other includes units which are areas, centers, committees, concentrations, institutes, and intercollegiate departments.

As Table 5 demonstrates, the West has proportionately more departments (46%) and the South proportionately more programs (64%) than other regions.

	Midwest (N=104)	Northeast (99)	South (91)	West (67)	All (361)
Program	58%	55%	64%	51%	57%
Department	35%	38%	22%	46%	35%
Other	8%	7%	14%	3%	8%
All	100%	100%	100%	100%	100%

Table 5. Status of Black Studies unit by region, as a percentage. Other includes units which are areas, centers, committees, concentrations, institutes, and intercollegiate departments.

As Table 6 shows, programs are more typical across all sizes of colleges and universities. Large institutions are more likely to have departments (42%) than the other institutions.

	Large (N=186)	Medium (100)	Small (71)	Very Small (4)	All (361)
Program	49%	62%	73%	25%	57%
Department	42%	30%	23%	-	35%
Other	9%	8%	4%	75%	8%
All	100%	100%	100%	100%	100%

Table 6. Status of Black Studies unit by size of college or university, as a percentage. Other includes units which are areas, centers, committees, concentrations, institutes, and intercollegiate departments. Large is 10,000 and up full-time-equivalent (FTE) students. Medium is 3,000–9,999. Small is 1,000–2,999. Very Small is <1,000.

3. What is the identity of Black Studies?

This field was founded as Black Studies, a direct confrontation with the institutionalized white racism that controlled higher education. Black was capitalized as it was the assumed name of a nationality. This practice continues to make sense given the reality of racism in the USA. Additional names for the field are reflected in the 367 units.

We found three names that reflect the national reality: African American, Afro-American, or Black.

We also found names that reflect a diasporic reality: Africana, African and African American, Pan-African and others. Diasporic names acknowledge the African Diaspora and sometimes also the different waves of arrivals from Africa to the U.S.

And we found additional names that use the term “ethnic” or similar and reflect a multinational reality. Multinational (or multicultural) names group African Americans in the U.S. with other third-world immigrant communities.

As Table 7 shows, Diasporic and National unit names or identities dominate (81% of all units). Diasporic names are the most common in the Northeast (65%) and least common in the West (30%). This suggests a connection with recent African immigration into those states. By a slight margin, the South is the most likely to have units with National names (38%). Units in the West are most likely to have Multinational names (48%). This suggests a connection with the larger Latino populations in those states.

	Midwest (N=104)	Northeast (99)	South (91)	West (67)	All (361)
Diasporic	40%	65%	55%	30%	49%
National	37%	29%	38%	22%	32%
Multinational	23%	6%	7%	48%	19%
All	100%	100%	100%	100%	100%

Table 7. The identity of Black Studies according to the name of the unit, by region. Diasporic are those programs called Africana, African and African American, Pan-African or similar; National are those programs called African American, Black, and similar. Multinational are those programs called Ethnic and similar.

Table 8 presents the variation in names of units by whether the college or university is public or private. Private colleges and universities are slightly more likely to have Diasporic names (52% versus 46%) and public colleges are slightly more likely to have Multinational names (21% versus 16%).

	Public (N=213)	Private (148)	All (361)
Diasporic	46%	52%	49%
National	32%	32%	32%
Multinational	21%	16%	19%
All	100%	100%	100%

Table 8. The identity of Black Studies according to the name of the unit, by public/private institutions. Diasporic are those programs called Africana, African and African American, Pan-African or similar; National are those

programs called African American, Black, and similar. Multinational are those programs called Ethnic and similar.

Table 9 shows that unit names and identity do not show any strong patterns as to the size of the college or university, except that large institutions are less likely to have Multinational names.

	Large (N=186)	Medium (100)	Small (71)	Very Small (4)	All (361)
Diasporic	50%	44%	51%	75%	49%
National	34%	32%	30%	25%	32%
Multinational	16%	24%	20%	--	19%
All	100%	100%	100%	100%	100%

Table 9. The identity of Black Studies according to the name of the unit, by size of the institution. Diasporic are those programs called Africana, African and African American, Pan-African or similar; National are those programs called African American, Black, and similar. Multinational are those programs called Ethnic and similar.

4. Do women share in the leadership of Black Studies?

Do women share in the leadership of Black Studies? This is a critical question at all levels of academic rank and staff positions. Gender equality is at the heart of Black liberation and that applies to Black Studies academic programs and everywhere else. In this study we asked the power question: is your unit head a woman? Reviews, promotions, hiring, scheduling courses and many other tasks are under the control of the head of a unit. When there is gender equality in this position, it is more likely that other forms of gender parity changes will occur.

As Table 10 shows, women have achieved near parity in the leadership of Black Studies (46% nationwide). This is more true in the Northeast (51%) and less true in the West (40%). There are more unit heads than units because in some units there are co-heads or co-directors.

	Midwest (N=104)	Northeast (100)	South (95)	West (67)	All (366)
Men	54%	49%	56%	60%	54%
Women	46%	51%	44%	40%	46%
All	100%	100%	100%	100%	100%

Table 10. Gender of the unit head, by region. The number of unit heads is slightly larger than the number of units on account of codirectors.

Table 11 shows that women are slightly more likely to lead units in private colleges and university (48%) than in public ones (45%).

	Public (N=213)	Private (153)	All (366)
Men	55%	52%	54%
Women	45%	48%	46%
All	100%	100%	100%

Table 11. Gender of the unit head, including codirectors, by control of college or university.

Size of college or university, shown in table 12, seems to have little relationship to gender of the unit head.

	Large (N=186)	Medium (101)	Small (75)	Very Small (4)	All (366)
Men	54%	55%	53%	50%	54%
Women	46%	45%	47%	50%	46%
All	100%	100%	100%	100%	100%

Table 12. Gender of the unit head, including codirectors, by size of college or university.

5. What is the potential for Black–Latino unity?

There are many reasons for African Americans and Latinos to unite. The first reason is that they are two overlapping categories. Peoples of African descent are found everywhere in South, Central, and North America. In many instances, the main obstacle to unity is language. But in those same instances the music and food will unite people who cannot talk to each other. Another reason for unity is that Black Studies and Latino Studies emerged from the simultaneous efforts for Black and Brown power on campus. We fought together at the beginning and it makes sense to continue to find ways to make our common mission more attainable. And a third reason is present and expected population trends: as the numbers shift, there can be strength in numbers.

So the data tells something about the reality and the possibility of greater cooperation between Latino Studies and Black Studies. We answered the question: for all 367 institutions that have formal units in Black Studies, how many have Latino Studies programs? We excluded all programs strictly on Latin America, in order to have a peer comparison with the Latino nationalities in the U.S., mainly Mexican and Puerto Rican, but including people from all countries in the Caribbean and Central and South America.

As Table 13 shows, slightly more than half of all Black studies units (53%) are in institutions that have a Latino Studies Program. There is a great regional difference between the West (91%) and the South (26%). Considering the South without Texas, only 20% of those 85 colleges and universities with Black Studies units also have Latino Studies. There is also more coexistence and therefore opportunity for collaboration and unity in the Midwest (61%) than in the Northeast (42%).

	Midwest (N=104)	Northeast (99)	South (91)	West (67)	All (361)
Latino Studies	61%	42%	26%	91%	53%
No Latino Studies	39%	58%	74%	9%	47%
All	100%	100%	100%	100%	100%

Table 13. Colleges and universities with Black Studies and with or without Latino Studies, by region.

Table 14 shows that Latino Studies is more likely in public colleges and universities than in private ones.

	Public (N=213)	Private (148)	All (361)
Latino Studies	57%	47%	53%
No Latino Studies	43%	53%	47%
All	100%	100%	100%

Table 14. Colleges and universities with Black Studies and with or without Latino Studies, by control.

Table 15 shows that larger colleges and universities are more likely to have Latino Studies as well as Black Studies.

	Large (N=186)	Medium (100)	Small (71)	Very Small (4)	All (361)
Latino Studies	59%	47%	46%	25%	53%
No Latino Studies	41%	53%	54%	75%	47%
All	100%	100%	100%	100%	100%

Table 15. Colleges and universities with Black Studies and with or without Latino Studies, by size.

6. What is the Black Studies presence in cyberspace?

Our analysis suggests that standardization has occurred as far as the Black Studies unit website is concerned:

- 36 of 37 sites examined provided information on degree requirements.
- 35 of 37 identified the faculty members.
- 33 of 37 provided information on courses.
- 31 of 37 provided at least one email address for contacting the unit, its faculty or staff.
- 31 of 37 provided information about the physical location of the unit.
- 21 of 37 were Afro in appearance.

The measure of an Afro look was based on three criteria: the use of African or African American symbols or images, the use of colors such as red, black, and green, and/or images of Black people. Figure 4 on the next page provides three particularly appealing Black Studies unit home pages.



Figure 4. Three examples of Black Studies unit websites. From top to bottom: Georgia State University, Michigan State University, and Harvard University.

Summation

Along with much empirical detail, this report has two main findings about Black Studies in higher education. First, 361 (or 20%) of colleges and universities have formal academic units. Second, an additional 999 (or 56%) of colleges and universities have Black Studies courses that are offered by other units. So a total of 76% of colleges or universities include Black Studies. The Black Studies project has been sustained for more than two generations since it began in the 1960s. So we can answer the question: is Black Studies going to survive? Our answer: so far, so good.

More specifically, we have measures on the emerging standardization and maturation of Black Studies as an academic endeavor:

- A full 35% of all units are departments.
- A full 49% of all units have a Diasporic identity.
- A full 46% of unit heads are women.
- A full 53% are able to partner with a peer Latino Studies unit in their college or university.
- Unit websites appear to be standardizing their form and content.

This report represents three key research methods for Black Studies in the information age, which we call eBlack Studies:

1. The data was born digital, since we used websites to gather the college or university's own self-reported data.
2. For data collection on a shoestring, we were able to mobilize seven scholars (three faculty members and four graduate students) to collaborate from three units across the University of Illinois at Urbana-Champaign: Afro-American Studies in the College of Liberal Arts and Sciences, Educational Policy in the College of Education, and the Graduate School of Library and Information Science.
3. The report includes a public use dataset available from the University of Illinois Department of Afro-American Studies; please contact the authors at afro-public@illinois.edu.

We believe that these three methods are the future and are in sync with the ongoing Black Studies values of "academic excellence and social responsibility." Our core values for the information age are "cyberdemocracy, collective intelligence, and information freedom," and we hope this report models these values and helps us implement them together.

References

- Aldridge, D. P., and E. L. James. 2007. *Africana studies: philosophical perspectives and theoretical paradigms*. Pullman, Wash.: Washington State University Press.
- Aldridge, D. P., and C. Young. 2000. *Out of the revolution: the development of Africana studies*. Lanham, Md.: Lexington Books.
- Alkalimat, A. 2007. Africana Studies in the US. Toledo, Ohio: University of Toledo Africana Studies Program. <http://eblackstudies.org/su/complete.pdf>
- Alkalimat, A. 1990. *Paradigms in Black studies: intellectual history, cultural meaning and political ideology*. Chicago: Twenty-first Century Books and Publications.
- Alkalimat, A. 1986. On ranking professional achievement in Black Studies. *Journal of Negro Education* 55:229-235.
- Alkalimat, A. 2004. *The African American experience in cyberspace: a resource guide to the best Websites on black culture and history*. London; Sterling, Va.: Pluto.
- Alkalimat, A., series ed. *Illinois Documentary History of Black Studies*. Four volumes. University of Illinois at Urbana Champaign. <https://www.ideals.illinois.edu/handle/2142/14913>
- Alkalimat, A., and R. Bailey. 2012. From Black to eBlack: the digital transformation of Black Studies pedagogy." *Fire!!!* 1: 9–24.
- Alkalimat, A., R. Bailey, and Associates. 1986. *Introduction to Afro-American Studies: A Peoples College Primer*. Chicago: Twenty-First Century Books and Publications.
- Anderson, T., and J. B. Stewart. 2007. *Introduction to African American studies: Transdisciplinary approaches and implications*. Baltimore, Md.: Inprint Editions.
- Asante, M. K., and A. S. Abarry. 1996. *African intellectual heritage: a book of sources*. Philadelphia: Temple University Press.
- Asante, M. K., and M. Karenga. 2006. *Handbook of Black Studies*. Thousand Oaks, Calif.: Sage Publications.
- Asante, M. K., and A. Mazama. 2005. *Encyclopedia of Black Studies*. Thousand Oaks, Calif.: Sage Publications.
- Baker, H. A. 1993. *Black Studies, rap, and the academy*. Chicago: University of Chicago Press.
- Baker, H. A., M. Diawara, and R. H. Lindeborg. 1996. *Black British cultural studies: A reader*. Chicago: University of Chicago Press.
- Biondi, M. 2012. *The Black revolution on campus*. Berkeley: University of California Press.
- Blassingame, J. W. 1971. *New perspectives on Black studies*. Urbana: University of Illinois Press.
- Bobo, J., C. Hudley, and C. Michel. 2004. *The Black studies reader*. New York: Routledge.
- Bradley, S. M. 2009. *Harlem vs. Columbia University: Black student power in the late 1960s*. Urbana: University of Illinois Press.
- Butler, J. E. 1981. *Black studies—pedagogy and revolution: a study of Afro-American studies and the liberal arts tradition through the discipline of Afro-American literature*. Washington, D.C.: University Press of America.
- Davidson, J. R. 2010. *African American studies*. Edinburgh: Edinburgh University Press.

- Davis, L. G., G. H. Hill, and J. M. Harris. 1985. *A bibliographical guide to Black studies programs in the United States: an annotated bibliography*. Westport, Conn.: Greenwood Press.
- Dodson, H., C. A. Palmer, New York Public Library, Schomburg Center for Research in Black Culture, and ProQuest. 2009. *The Black condition*. East Lansing: Michigan State University Press.
- Du Bois, W. E. B. 1968. *The autobiography of W. E. B. DuBois: A soliloquy on viewing my life from its last decade of its first century*. New York: International Publishers Co., Inc.
- Exum, W. H. 1985. *Paradoxes of protest: Black student activism in a White university*. Philadelphia: Temple University Press.
- Ford, N. A. 1973. *Black studies; threat-or-challenge*. Port Washington, N.Y.: Kennikat Press.
- Gates, H. L. 2011. *Life upon these shores: Looking at African American history, 1513-2008*. New York: Alfred A. Knopf.
- Gates, H. L., and N. Y. McKay. 1996. *The Norton anthology of African American literature*. New York: W.W. Norton & Co.
- Hall, P. A. 1999. *In the vineyard: Working in African American studies*. Knoxville: University of Tennessee Press.
- Hull, G. T., P. Bell-Scott, and B. Smith. 1982. *All the women are White, all the Blacks are men, but some of us are brave: Black women's studies*. Old Westbury, N.Y.: Feminist Press.
- Johnson, E. P., and M. Henderson. 2005. *Black queer studies: A critical anthology*. Durham, N.C.: Duke University Press.
- Karenga, M. 1993. *Introduction to Black studies*. Los Angeles: University of Sankore Press.
- Marable, M. 2000. *Dispatches from the ebony tower: Intellectuals confront the African American experience*. New York: Columbia University Press.
- Marable, M., and L. Mullings. 2000. *Let nobody turn us around: Voices of resistance, reform, and renewal : An African American anthology*. Lanham, Md.: Rowman & Littlefield.
- Norment, N. 2001. *The African American studies reader*. Durham, N.C.: Carolina Academic Press.
- Rastogi, S., T. D. Johnson, E. M. Hoeffel, and M. P. Drewery, Jr. 2011. The Black Population: 2010. Census Briefs 2010. Washington DC: US Census Bureau. September 2011.
<http://www.census.gov/prod/cen2010/briefs/c2010br-06.pdf>
- Robinson, A. L., C. C. Foster, D. H. Ogilvie, and Black Student Alliance at Yale. 1969. *Black studies in the university; a symposium*. New Haven, Conn.: Yale University Press.
- Rojas, F. 2007. *From Black power to Black studies: How a radical social movement became an academic discipline*. Baltimore: Johns Hopkins University Press.
- Rooks, N. M. 2006. *White money/Black power: The surprising history of African American studies and the crisis of race in higher education*. Boston: Beacon Press.

Appendix 1: Additional tables

	Units	Courses	Neither	All
Alabama (S)	3	29	1	33
Alaska (W)	--	2	3	5
Arizona (W)	3	5	11	19
Arkansas (S)	1	14	5	20
California (W)	37	31	59	127
Colorado (W)	6	11	19	36
Connecticut (NE)	6	5	12	23
Delaware (S)	1	3	--	4
District of Columbia (S)	3	6	--	9
Florida (S)	10	44	24	78
Georgia (S)	13	40	2	55
Hawaii (W)	1	4	4	9
Idaho (W)	1	5	3	9
Illinois (MW)	25	31	9	65
Indiana (MW)	11	29	8	48
Iowa (MW)	5	21	8	34
Kansas (MW)	3	18	6	27
Kentucky (S)	6	24	--	30
Louisiana (S)	3	18	1	22
Maine (NE)	3	8	6	17
Maryland (S)	6	19	1	26
Massachusetts (NE)	15	31	13	59
Michigan (MW)	13	26	16	55
Minnesota (MW)	9	21	20	50
Mississippi (S)	4	10	1	15
Missouri (MW)	6	30	10	46
Montana (W)	1	6	2	9
Nebraska (MW)	4	12	3	19
Nevada (W)	3	3	3	9
New Hampshire (NE)	1	9	8	18
New Jersey (NE)	13	15	2	30
New Mexico (W)	1	6	3	10
New York (NE)	38	59	37	134
North Carolina (S)	11	38	2	51
North Dakota (MW)	--	9	1	10
Ohio (MW)	21	36	9	66
Oklahoma (S)	3	21	2	26
Oregon (W)	5	8	8	21
Pennsylvania (NE)	18	78	21	117
Rhode Island (NE)	4	3	2	9
South Carolina (S)	5	26	1	32
South Dakota (MW)	--	9	3	12
Tennessee (S)	8	25	7	40
Texas (S)	7	52	14	73
Utah (W)	--	6	8	14
Vermont (NE)	1	10	8	19
Virginia (S)	7	32	14	53
Washington (W)	8	10	8	26
West Virginia (S)	--	16	4	20
Wisconsin (MW)	7	25	5	37
Wyoming (W)	1	--	--	1
All	361	999	417	1777

Table A1. Colleges and universities with Black Studies units, with relevant courses, and with neither, by state.

Table A2. Colleges and universities with Black Studies units, by states, ranked by number of units.

	Units
New York (NE)	38
California (W)	37
Illinois (MW)	25
Ohio (MW)	21
Pennsylvania (NE)	18
Massachusetts (NE)	15
Georgia (S)	13
Michigan (MW)	13
New Jersey (NE)	13
Indiana (MW)	11
North Carolina (S)	11
Florida (S)	10
Minnesota (MW)	9
Tennessee (S)	8
Washington (W)	8
Texas (S)	7
Virginia (S)	7
Wisconsin (MW)	7
Colorado (W)	6
Connecticut (NE)	6
Kentucky (S)	6
Maryland (S)	6
Missouri (MW)	6
Iowa (MW)	5
Oregon (W)	5
South Carolina (S)	5

	Units
Mississippi (S)	4
Nebraska (MW)	4
Rhode Island (NE)	4
Alabama (S)	3
Arizona (W)	3
District of Columbia (S)	3
Kansas (MW)	3
Louisiana (S)	3
Maine (NE)	3
Nevada (W)	3
Oklahoma (S)	3
Arkansas (S)	1
Delaware (S)	1
Hawaii (W)	1
Idaho (W)	1
Montana (W)	1
New Hampshire (NE)	1
New Mexico (W)	1
Vermont (NE)	1
Wyoming (W)	1
Alaska (W)	--
North Dakota (MW)	--
South Dakota (MW)	--
Utah (W)	--
West Virginia (S)	--
All	361

Table A3. All 361 colleges and universities and their Black Studies units, by state.

Alabama (S)

Auburn University Main Campus, Africana Studies Program
The University of Alabama, Gender and Race Studies Department
University of South Alabama, African-American Studies Program

Arizona (W)

Arizona State University, Africa and African American Studies Program
Northern Arizona University, Ethnic Studies Program
University of Arizona, Africana Studies Program

Arkansas (S)

University of Arkansas, African and African American Studies Program

California (W)

California Polytechnic State University-San Luis Obispo, Ethnic Studies Department
California State Polytechnic University-Pomona, Ethnic and Women's Studies Department
California State University-Chico, Multicultural and Gender Studies Program
California State University-Dominguez Hills, Africana Studies Department
California State University-East Bay, Ethnic Studies Department
California State University-Fresno, Africana Studies Program
California State University-Fullerton, African American Studies Department
California State University-Long Beach, Africana Studies Department
California State University-Los Angeles, Pan-African Studies Department
California State University-Northridge, Pan African Studies Department
California State University-Sacramento, Pan African Studies Program
California State University-San Marcos, Ethnic Studies Program
California State University-Stanislaus, Ethnic and Gender Studies Department
Humboldt State University, Critical Race, Gender & Sexuality Studies Program
Loyola Marymount University, African American Studies Department
Mills College, Ethnic Studies Department
Pepperdine University, African American Studies Program
Saint Marys College of California, Ethnic Studies Program
San Diego State University, Africana Studies Program
San Francisco State University, Africana Studies Department
San Jose State University, African American Studies Department
Santa Clara University, Ethnic Studies Program
Scripps College, Africana Studies Intercollegiate Department
Sonoma State University, American Multicultural Studies Department
Stanford University, Africa and African American Studies Program
University of California-Berkeley, African American Studies Department
University of California-Davis, African American and African Studies Program
University of California-Irvine, African-American Studies Program
University of California-Los Angeles, Afro-American Studies Program
University of California-Riverside, Ethnic Studies Department
University of California-San Diego, Ethnic Studies Department
University of California-Santa Barbara, Black Studies Department
University of Redlands, Race and Ethnic Studies Department
University of San Diego, Ethnic Studies Department
University of San Francisco, African American Studies Department
University of Southern California, African American Studies Program
University of the Pacific, Ethnic Studies Program

Colorado (W)

Colorado College, Race and Ethnic Studies Program
Colorado State University, Ethnic Studies Department
Metropolitan State College of Denver, African and African American Studies Department
University of Colorado at Boulder, Ethnic Studies Department
University of Colorado Denver, Ethnic Studies Department
University of Northern Colorado, Africana Studies Program

Connecticut (NE)

Central Connecticut State University, African American Studies Program
Fairfield University, Black Studies Program
Southern Connecticut State University, Ethnic Studies Program
University of Connecticut, Institute of African American Studies Program
Wesleyan University, African American Studies Program
Yale University, African American Studies Department

Delaware (S)

University of Delaware, Black American Studies Department

District of Columbia (S)

George Washington University, Africana Studies Program
Georgetown University, African American Studies Program
Howard University, Afro-American Studies Department

Florida (S)

Barry University, Africana Studies Program
Florida Atlantic University, Ethnic Studies Program
Florida International University, African and African Diaspora Studies Program
Florida State University, African American Studies Program
Rollins College, Africa and African American Studies Program
Stetson University, Africana Studies Program
University of Central Florida, African American Studies Program
University of Florida, African American Studies Program
University of Miami, Africana Studies Program
University of South Florida-Tampa, Africana Studies Department

Georgia (S)

Agnes Scott College, Africana Studies Program
Armstrong Atlantic State University, African American Studies Program
Clark Atlanta University, African American Studies, Africana Women's Studies, and History Department
Emory University, African American Studies Department
Georgia Southern University, Africana Studies Center
Georgia State University, African-American Studies Department
Kennesaw State University, African and African Diaspora Studies Program
Mercer University, Africana Studies Program
Morehouse College, African American Studies Department
Savannah State University, Africana Studies Program
Spelman College, African Diaspora and The World Program
University of Georgia, African American Studies Institute
Valdosta State University, African American Studies Program

Hawaii (W)

University of Hawaii at Manoa, Ethnic Studies Department

Idaho (W)

Boise State University, Multi-Ethnic Studies Program

Illinois (MW)

Augustana College, African-American Studies Department
Bradley University, African American Studies Program
Chicago State University, African American Studies Department
DePaul University, Africa and Black Diaspora Studies Program
Eastern Illinois University, Africana Studies Program
Elmhurst College, Intercultural Studies Program
Illinois State University, Ethnic Studies Program
Knox College, Black Studies Program
Lake Forest College, African American Studies Department
Lewis University, Ethnic and Cultural Studies Program
Loyola University Chicago, Black World Studies Program
McKendree University, Ethnic Studies Program
North Park University, Africana Studies Program
Northeastern Illinois University, African and African American Studies Program
Northern Illinois University, Black Studies Center
Northwestern University, African American Studies Department
Roosevelt University, African American Studies Program
Saint Xavier University, African-American Studies Program
Southern Illinois University Carbondale, Africana Studies Department
Southern Illinois University Edwardsville, Black Studies Program
University of Chicago, African and African American Studies Committee
University of Illinois at Chicago, African American Studies Department
University of Illinois at Springfield, African American Studies Department
University of Illinois at Urbana-Champaign, African American Studies Department
Western Illinois University, African American Studies Department

Indiana (MW)

DePauw University, Black Studies Program
Earlham College, African and African American Studies Program
Indiana State University, African and African American Studies Program
Indiana University-Bloomington, African American and African Diasporan Studies Department
Indiana University-East, American Ethnic & Minority Studies Program
Indiana University-Northwest, Minority Studies Department
Indiana University-Purdue University-Indianapolis, Africana Studies Program
Purdue University-Main Campus, African American Studies Center
Saint Mary's College, Intercultural studies Program
University of Notre Dame, Africana Studies Department
Wabash College, Malcolm X Institute of Black Studies

Iowa (MW)

Coe College, African-American Studies Department
Cornell College, Ethnic Studies Program
Iowa State University, African and African American Studies Program
Luther College, Africana Studies Department
University of Iowa, African American Studies Department

Kansas (MW)

Emporia State University, Ethnic/Gender Studies Program

Kansas State University, American Ethnic Studies Program
University of Kansas, African and African American Studies Department

Kentucky (S)

Berea College, African and African American Studies Program
Centre College, African and African American Studies Program
Eastern Kentucky University, African/African-American Studies Program
University of Kentucky, African American and Africana Studies Program
University of Louisville, Pan-African Studies Department
Western Kentucky University, African American Studies Department

Louisiana (S)

Louisiana State University and Agricultural & Mechanical College, Africa and African American Studies Program
Tulane University of Louisiana, African and African Diaspora Studies Program
Southern University at New Orleans, African and African American Studies Center

Maine (NE)

Bates College, African American Studies Program
Bowdoin College, Africana Studies Program
Colby College, African American Studies Program

Maryland (S)

Frostburg State University, African American Studies Program
Goucher College, Africana Studies Program
Johns Hopkins University, Africana Studies Center
University of Maryland-Baltimore County, Africana Studies Department
University of Maryland-College Park, African American Studies Department
Washington College, Black Studies Program

Massachusetts (NE)

Amherst College, Black Studies Department
Boston College, African and African Diaspora Studies Program
Boston University, African and African American Studies Program
Brandeis University, African and African American Studies Department
Harvard University, African and African American Studies Department
Mount Holyoke College, African American and African Studies Program
Northeastern University, African American Studies Department
Simmons College, Africana Studies Department
Smith College, Afro-American Studies Department
Tufts University, Africana Studies Program
University of Massachusetts Amherst, Afro-American Studies Department
University of Massachusetts-Boston, Africana Studies Department
University of Massachusetts-Dartmouth, Black Studies Program
Wellesley College, Africana Studies Department
Williams College, Africana Studies Program

Michigan (MW)

Albion College, Ethnic Studies Department
Calvin College, African and African Diaspora Studies Program
Eastern Michigan University, Africology and African American Studies Department
Grand Valley State University, African American Studies Program
Marygrove College, African American Studies Program
Michigan State University, African American Studies Program
Saginaw Valley State University, Black Studies Program

University of Detroit Mercy, African American Studies Program
University of Michigan-Ann Arbor, African American and African Studies Program
University of Michigan-Dearborn, Africa and African American Studies Program
University of Michigan-Flint, Africana Studies Department
Wayne State University, Africana Studies Department
Western Michigan University, Africana Studies Program

Minnesota (MW)

Carleton College, African/African American Studies Program
Hamline University, African-American Studies Program
Macalester College, American Studies Department
Metropolitan State University, Ethnic and Religious Studies Department
Minnesota State University-Mankato, Ethnic Studies Department
Minnesota State University-Moorhead, American Multicultural Studies Department
Saint Cloud State University, Ethnic and Women's Studies Department
St. Olaf College, Africa and the Americas Program
University of Minnesota-Twin Cities, African American and African Studies Department

Mississippi (S)

Jackson State University, Fannie Lou Hamer National Institute on Citizenship and Democracy
Mississippi State University, African American Studies Program
University of Mississippi Main Campus, African-American Studies Program
University of Southern Mississippi, Black Studies Center

Missouri (MW)

Missouri State University, African-American Studies Program
Saint Louis University-Main Campus, African American Studies Program
University of Central Missouri, Africana Studies Center Program
University of Missouri-Columbia, Black Studies Program
University of Missouri-Kansas City, Black Studies Program
Washington University in St Louis, African and African-American Studies Program

Montana (W)

The University of Montana, African American Studies Program

Nebraska (MW)

Creighton University, Black Studies Program
University of Nebraska at Lincoln, Ethnic Studies Institute
University of Nebraska at Kearney, Ethnic Studies Program
University of Nebraska at Omaha, Black Studies Department

Nevada (W)

Nevada State College, Ethnic Studies Department
University of Nevada-Las Vegas, Afro-American Studies Program
University of Nevada-Reno, Gender, Race and Identity Program

New Hampshire (NE)

Dartmouth College, African and American Studies Program

New Jersey (NE)

Drew University, Pan African Studies Program
New Jersey City University, Africa and African American Studies Program
Princeton University, African American Studies Center
Ramapo College of New Jersey, American Studies Program

Rowan University, Africana and African American Studies Department
Rutgers University-Camden, Africana Studies Department
Rutgers University-New Brunswick, Africana Studies Department
Rutgers University-Newark, African and African American Studies Department
Saint Peter's College, Africana Studies Program
Seton Hall University, Africana Studies Program
The College of New Jersey, African American Studies Program
The Richard Stockton College of New Jersey, Africana Studies Program
William Paterson University of New Jersey, Africana World Studies Department

New Mexico (W)

University of New Mexico-Main Campus, Africana Studies Program

New York (NE)

Adelphi University, African, Black and Caribbean Studies Program
Barnard College, Africana Studies Program
Colgate University, Africana and Latin American Studies Program
Columbia University, African American Studies Department
Cornell University, Africana Studies Center
CUNY Bernard M Baruch College, Black and Latin Studies Department
CUNY Brooklyn College, Africana Studies Department
CUNY City College, Black Studies Program
CUNY College of Staten Island, African American Studies Program
CUNY Hunter College, Africana Studies Department
CUNY Lehman College, African and African American Studies Department
CUNY New York City College of Technology, African American Studies Department
CUNY Queens College, Africana Studies Program
Fordham University, African and African American Studies Program
Hamilton College, Africana Studies Department
Hobart William Smith Colleges, Africana Studies Program
Ithaca College, Culture, Race and Ethnicity Center
New York University, Africana Studies Department
Niagara University, Africana Studies Program
Saint John Fisher College, African American Studies Program
St Lawrence University, African-American Studies Program
Stony Brook University, Africana Studies Department
SUNY at Albany, Africana Studies Department
SUNY at Binghamton, Africana Studies Department
SUNY at Fredonia, African American Studies Program
SUNY at Geneseo, Black Studies/Africana Studies Program
SUNY College at Brockport, African American Studies Department
SUNY College at Buffalo, Africa and African American Studies Department
SUNY College at Cortland, Africana Studies Department
SUNY College at New Paltz, Black Studies Department
SUNY College at Oneonta, Africana and Latino Studies Department
SUNY College at Oswego, African and African-American Studies Program
SUNY College at Potsdam, Africana Studies Program
Syracuse University, African American Studies Department
Union College, Africana Studies Program
University at Buffalo, Transnational Studies Department
University of Rochester, Frederick Douglass Institute for African and African-American Studies Institute
Vassar College, Africana Studies Program

North Carolina (S)

Duke University, Africa and African American Studies Department
East Carolina University, Africa and African American Studies Program
Elon University, Africa and African American Studies Program
Guilford College, African American Studies Program
North Carolina State University at Raleigh, Africana Studies Program
University of North Carolina at Asheville, Africana Studies Program
University of North Carolina at Chapel Hill, African and Afro-American Studies Department
University of North Carolina at Charlotte, Africana Studies Department
University of North Carolina at Greensboro, African American Studies Program
University of North Carolina at Wilmington, Africana Studies Program
Wake Forest University, American Ethnic Studies Program

Ohio (MW)

Bowling Green State University-Main Campus, Africana Studies Program
Case Western Reserve University, Ethnic Studies Program
Cleveland State University, Black Studies Program
Denison University, Black Studies Program
John Carroll University, Africana Studies Committee
Kent State University Kent Campus, Pan African Studies Department
Kenyon College, African Diaspora Studies Program
Miami University-Oxford, Black World Studies Program
Oberlin College, African American Studies Department
Ohio State University-Main Campus, African American and African Studies Department
Ohio University-Main Campus, African American Studies Department
Ohio Wesleyan University, Black World Studies Program
The College of Wooster, Africana Studies Department
University of Akron Main Campus, Pan African Studies Program
University of Cincinnati-Main Campus, Africana Studies Department
University of Dayton, Africana Studies Program
University of Mount Union, Africana Studies Program
University of Toledo, Africana Studies Program
Wittenberg University, Africana and Diaspora Studies Program
Wright State University-Main Campus, African and African American Studies Program
Youngstown State University, Africana Studies Program

Oklahoma (S)

Oklahoma State University-Main Campus, Africana Studies Center
University of Oklahoma Norman Campus, African and African American Studies Program
University of Tulsa, African American Studies Program

Oregon (W)

Lewis & Clark College, Ethnic Studies Program
Oregon State University, Ethnic Studies Area
Portland State University, Black Studies Department
University of Oregon, Ethnic Studies Department
Willamette University, American Ethnic Studies Program

Pennsylvania (NE)

Bryn Mawr College, Africana Studies Program
Bucknell University, Griot Institute for Africana Studies
Dickinson College, Africana Studies Program
Franklin and Marshall College, Africana Studies Program

Gettysburg College, Africana Studies Department
Haverford College, Africana Studies Concentration
Indiana University of Pennsylvania-Main Campus, Pan-African Studies Program
Lafayette College, Africana Studies Program
Lehigh University, Africana Studies Program
Muhlenberg College, Africana Studies Program
Pennsylvania State University-Main Campus, African American Studies Department
Swarthmore College, Black Studies Program
Temple University, African American Studies Department
University of Pennsylvania, Africana Studies Department
University of Pittsburgh-Pittsburgh Campus, Africana Studies Department
Ursinus College, African American and Africana Studies Program
Villanova University, Africana Studies Program
West Chester University of Pennsylvania, African American Studies Institute

Rhode Island (NE)

Brown University, Africana Studies Department
Providence College, Black Studies Program
Rhode Island College, Africana Studies Program
University of Rhode Island, African and African American Studies Program

South Carolina (S)

Citadel Military College of South Carolina, African American Studies Program
Clemson University, Pan-African Studies Program
University of South Carolina-Columbia, African American Studies Program
Winthrop University, African American Studies Program
Wofford College, African/African-American Studies Program

Tennessee (S)

East Tennessee State University, African and African American Studies Program
Le Moyne-Owen College, African and African American Studies Center
Rhodes College, African American Studies Program
Sewanee-The University of the South, American Studies Department
Tennessee State University, History, Political Science, Geography and Africana Studies Department
The University of Tennessee, Africana Studies Program
University of Memphis, Africa and African American Studies Program
Vanderbilt University, African American and Diaspora Studies Program

Texas (S)

Texas A & M University, Africana Studies Program
Texas Lutheran University, African American Studies Center
Texas State University-San Marcos, Multicultural and Gender Studies Center
The University of Texas at Arlington, African American Studies Center
The University of Texas at Austin, African and African Diaspora Studies Department
The University of Texas at El Paso, African American Studies Program
University of Houston, African American Studies Program

Vermont (NE)

University of Vermont, Ethnic Studies Program

Virginia (S)

College of William and Mary, Africana Studies Program
George Mason University, African and African American Studies Program
Old Dominion University, Race and Ethnicity Institute

University of Virginia-Main Campus, Carter G. Woodson Institute for African-American and African Studies
Virginia Commonwealth University, African American Studies Department
Virginia Polytechnic Institute and State University, Africana Studies Program
Washington and Lee University, African American Studies Program

Washington (W)

Central Washington University, Africana and Black Studies Program
Eastern Washington University, Africana Education Program
Seattle University, Global African Studies Program
University of Puget Sound, African American Studies Program
University of Washington-Seattle Campus, American Ethnic Studies Department
Washington State University, Critical Culture, Gender and Race Studies Department
Western Washington University, African American Studies Program
Whitman, Race and Ethnic Studies Program

Wisconsin (MW)

Lawrence University, Ethnic Studies Program
University of Wisconsin-La Crosse, Ethnic and Racial Studies Department
University of Wisconsin-Madison, Afro-American Studies Department
University of Wisconsin-Milwaukee, Africology Department
University of Wisconsin-Oshkosh, African American Studies Program
University of Wisconsin-Parkside, Ethnic Studies Center
University of Wisconsin-Whitewater, Race and Ethnic Cultures Program

Wyoming (W)

University of Wyoming, African American and Diaspora Studies Program

Appendix 2: eBlack Studies on Black Studies



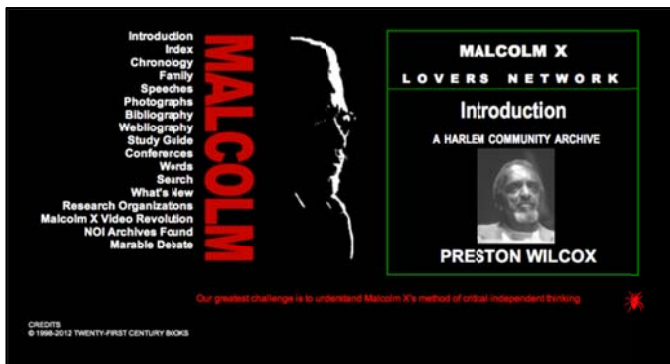
CUwiki.net



eBlackCU.net



eBlackstudies.org



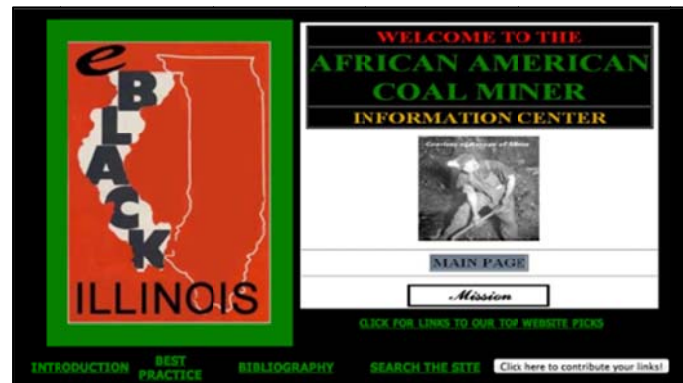
Brothermalcolm.net



eChicago.illinois.edu



go.illinois.edu/digitaldividetalks



eBlackillinois.net



eBlackchicago.org/MUSIC/music.html

About the authors

Abdul Alkalimat is a professor in the Department of African American Studies and the Graduate School of Library and Information Science.

Ronald Bailey is a professor and department head in the Department of African American Studies in the College of Liberal Arts and Sciences.

Sam Byndom is a doctoral student in the Department of Education Policy, Organization and Leadership in the College of Education.

Desiree McMillion is a doctoral student in the Department of Education Policy, Organization and Leadership in the College of Education.

LaTasha Nesbitt is a doctoral student in the Department of Education Policy, Organization and Leadership in the College of Education.

Kate Williams is an assistant professor in the Graduate School of Library and Information Science.

Brian Zelip is a master's student in the Graduate School of Library and Information Science.

