

APPENDIX.
Supplementary Information to selected Proposals
CLAS Committee on Curricula and Courses
March 15, 2005

2005-34

Audit Sheet: Therapeutic Horsemanship Education Minor

This minor provides students with an opportunity to pursue an interest in therapeutic riding programs, and provides a basis for further study and certification as a therapeutic riding instructor or director.

The requirements for this minor are at least 16 credits of coursework. The student would be required to complete all courses in Group A and complete a minimum of 8 credits of coursework in Group B.

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor. No more than 6 credits of the courses listed above may be used toward requirements for the major or other minors within the College of Agriculture and Natural Resources. (At least 12 credits must not duplicate courses used in the major.) Students must earn a grade point average of 2.5 or higher for all courses listed above. Students must complete all requirements for a baccalaureate degree. The minor will be added to the transcript when the degree is conferred.

Group A (complete all courses)

___ ANSC 234 Pleasure Horse Appreciation and Use 1 credit (Either)

OR

___ 1 semester of Horse Practicum

___ ANSC 235 Horse Science 3 credits (Fall)

___ *ANSC 236 Light Horse Training and Management 2 credits (Spring)

___ ANSC 237 Methods of Equitation Instruction 2 credits (Spring)

___ ANSC 296 Professional Internship 1-3 credits (Either)

Group B (complete at least 8 credits)

___ ARE 215C Business Management 3 credits (Fall)

OR

___ ARE 217 Business Finance in Food and Resource Industries 3 credits (Spring)

___ **PNB 264/265 Human Physiology and Anatomy 8 credits (Either)

OR

___ ***PNB 274/275 Enhanced Human Physiology and Anatomy 8 credits (Either)

___ HDFS 202 Human Development: Infancy through Adolescence 3 credits (Either)

___ HDFS 204 Human Development: Adulthood and Aging 3 credits (Either)

___ BADM 240 Managerial & Interpersonal Behavior 3 credits (Either)

*Prerequisite: ANSC 235

**Prerequisite: CHEM 122Q or 127Q

*** Prerequisite: BIOL 107, CHEM 127Q

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in Therapeutic
Horsemanship Education

(signed) _____ Dept. of Animal Science

Minor Advisor

2005-37

PROPOSAL FOR ACADEMIC MAJOR IN AFRICAN AMERICAN STUDIES AT UCONN

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EXECUTIVE SUMMARY

The Institute for African American Studies is an inter-disciplinary program of study that seeks, through the humanities, social sciences, and the arts to explore key aspects of the experience of the African Diaspora in a systematic and structurally integrated fashion. Its broad educational purposes are to engender among all students an

intellectual appreciation of black life, with a focus on the United States; to enrich the University of Connecticut's curriculum; and increase the relevance of the UCONN education to a culturally diverse world. The Institute strives to enhance understanding of Africa and its Diaspora in order to maximize knowledge and possibilities for racial harmony through the implementation of an academic major in African American Studies. The Institute is guided by the belief that in order to be able to undertake any kind of meaningful contribution towards African American people, be it in Psychology, History, Sociology, Geography, English, Philosophy or Religion, it is imperative that you have a strong background in African American Studies.

The African American Studies major in the Institute for African American Studies will complement the university's mission and strategic plan. In particular, it adds to those clauses which assume a special responsibility for teaching students about the history and culture of African American people it also encourages students to appreciate the ideals of equality, spirituality human values, and democracy and to teach students to think critically and logically. It will be anchored in already collaborating departments: history, art history, psychology, political science, music, English, drama and anthropology.

As a step towards fulfilling our vision, at the present, students may undertake either a minor concentration, as a "Related Field of Study," or as an "Individualized Major" throughout the College of Liberal Arts and Science (CLAS). Those who concentrate in the field, or who take only a course or two, benefit from the intellectual exposure that affords a diverse and enriched educational experience.

The major will establish strategic partnerships with a variety of institutions in Connecticut and the nation. It will contribute to education that prepares individuals for global responsibilities. Internationally, the ANC depositories at the Thomas J. Dodd Research Center will provide a comparative study of the struggles of Africans in South Africa and the Africans in the Diaspora to build a non-racist nation based on principles of compromise, tolerance, respect for diversity, social justice and equality of opportunity. Additionally, the major complements extant majors and minors offered by Asian American Studies, Women's Studies, and Puerto Rican & Latino Studies.

BACKGROUND: THE AFRICAN AMERICAN STUDIES AT UCONN

The forerunner of the Institute for African American Studies was the Center for Black Studies launched in June 1969, after a committee of faculty, administrators and students proposed its establishment. The committee requested an operating budget to

cover colloquia, travel, temporary assistance, research assistants, library acquisition and printing. A personnel budget covered permanent positions for a director, secretary and five positions for newly hired Black faculty members. Dr. Floyd Bass (Ph.D.), of the School of Education, was assigned as the Center's Research Assistant in accordance with a pilot plan for attracting Black scholars to the University. From its inception, important milestones were realized:

In 1972 the Research Foundation funded special projects under the Center's auspices. Three years later, the Center sponsored a survey of attitudes toward Black Studies in relation to general education objectives, hosted at the W.E.B. Du Bois summer symposium, and developed a model for a proposed academic major in Black Studies.

In 1976 the Director, Dr. Floyd Bass appointed an Advisory Council, established a Task Force on program and staff development, and produced a formal mission statement:

The mission of the Center for Black Studies is to foster positive and desirable interaction between Black and non- Black people at UConn. Black Studies, as a culture-centered cluster of subjects, is a genuine area of study. A program of Black Studies must contribute to the entire student population, as well as to Black students.

In 1978, an Ad Hoc Committee on interdisciplinary contacts proposed that selected undergraduates be invited to major in individualized Black Studies programs; that criteria be developed for faculty participation in seminars on Black Studies; and, that faculty be encouraged

to develop pertinent courses. That year also saw introduction of an interdepartmental internship program in Black Studies, a seminar on the same subject, a conference on "Profiles of Black Presence at UCONN," and the first of the Prudence Crandall Seminars.

The committee also proposed that:

[I] The existing Center should become, the Institute for African American Studies (IAAS), with the mission of developing a strong academic and research program through teaching, research and cultural programming.

[II] That the University implements an academic major in African American Studies that would provide knowledge of the heritage, culture and contributions of people of African descent throughout the world. The Institute for African American Studies (IAAS) is committed to providing students with understanding and appreciation of the heritage, culture, contributions, experiences, socio-economic condition and political

life of people of African descent throughout the world. Its program specifically aims to acquaint students with critical issues that Black Americans have faced and continue to encounter.

NEW CHALLENGES AND APPROACHES

The emergence of African American Studies since the civil rights and Black Power movements of the 1960's probably has no parallel in American higher education: This is unusual if for no other reason than the discipline does not owe its origins to the more traditional disciplines rooted in the scientific, philosophical, and intellectual thinking associated with European writers and thinkers. African American Studies, by contrast, owes its evolution to a confluence of events and circumstances born of the frustration of marginalized students and intellectuals, whose sense of exclusion gave birth to demands that a sense of equity be brought to intellectual issues of social, cultural, political, aesthetic, and economic relevance in their learning. By the 1970's and 80's, an intense dialogue developed among advocates in the movement for Black Studies that rejected the traditional modes of approach.^[1] At its zenith, polarization generated spirited debates. One of the most active debates took place between nationalist and Marxist factions in the movement. The Marxist collective lead by Abdul Alkalimat and Associates introduced their text *Introduction to Afro-American Studies* in 1977. Among the nationalist, Maulana Karenga's *Introduction to Black Studies* (1982) was probably the most widely circulated text of the period. Black women's studies too emerged as an important element on the debate. Gloria T. Hull et. al. *All the Women are White, and All the Men are Black, But Some of us are Brave: Black Women's Studies* contributed to the debate as well. We subsequently have come to a place that represents a broad cross section of each of the positions insuring a full spectrum of views in the field.

The University of Connecticut too has changed tremendously over the last few decades. Under the leadership of its past Directors, the Institute has traveled through the periods of establishing and defining the character of the enterprise as deserving of institutional space. It has recognized and examined Afrocentrism as an intellectual framework in the movement that emerged from the "Temple School," and arrived at a place where it now accepts several tendencies, schools, or streams of thought. Each contributing to an ongoing dialogue on the salient issues in the field.

In line with developing ideas in the area, the IAAS has broadened its scope to include a more comprehensive study of the African Diaspora and the Atlantic world.

The campus community too has become diverse, international and multiethnic. Black students comprise an important proportion of the academic community, yet we

continue to struggle with the notion of how race, as a social and historical construction, has shaped our contemporary world. The Institute too has evolved intellectually to a point where it is ready to address African American Studies as a discipline. The fact that a body of text defining black historical and literary perspectives already existed at the time the Institute was launched is in and of itself solid evidence and legitimacy of the field and need for its existence. The basic assumption here represents what Kershaw suggests centers around the concept of Afrocentricity. That is, the "the life experiences of all people of African descent as the center of analysis (Kershaw, 1990, 17)." The paradigm that guides our effort are:

1. To assume that Black experiences are worthy of intellectual endeavors.
2. To study, in a scholarly manner, the historical experiences of all people of African descent.
3. To focus on the distinctiveness of black people from, and their interrelationship with, other people.

To actualize the paradigm, the followings are emphasized:

A multidisciplinary studies and understanding of the history, causes and the persistent consequences of racism, ethnic segregation, sexism and religious intolerance in the twenty-first century US today. This is what W.E.B Du Bois called the "Color Line" Combining theory and practice through grounding in practical community programs Collaboration between local community agencies and the UConn to further the understanding and debate on the African American experience To have a meaningful study and contribution of African American people, be it in Psychology, History, Sociology, Geography, English, Philosophy, it is highly imperative that you have a strong background in African American Studies

WHY MAJOR IN AFRICAN AMERICAN STUDIES?

First, African Americans have made enormous contributions to the making of the United States. For many, the American dream has not been realized. Clearly, an understanding of the "why" and the "how" of the exclusion of African Americans from mainstream America requires both a comprehensive perspective on the problem and a sound knowledge of the African American experience.

Second, African American Studies major prepares social science majors for advanced graduate studies in international affairs, education, social work, social policy studies and legal and professional training. In the humanities, preparation in the creative arts and literature gears students to practical development in such fields as communications, writing, teaching, theatre, dance and music. Other careers for which an African American Studies major is excellent preparation include the foreign

service, various positions in government, communications, community development and public administration. All persons whose future work might require substantial contact with African Americans can benefit from completing the requirements of the major. Likewise, students who wish knowledge and appreciation of African American culture for its own sake will find the program challenging.

African American Studies, and by extension, its major, occupies a central--not peripheral role -- in the understanding of modern American life and African and Caribbean linkages. As such, its interdisciplinary nature becomes a paradigm for the multicultural approach to historical, political, and economic reality. With a strong interdisciplinary thrust, the African American Studies major that we propose is committed to producing liberally educated women and men with an informed knowledge of the experiences and legacies, the articulations and creative expressions, of African and African-descended peoples throughout the world.

OBJECTIVE

The Institute for African American Studies program is committed to educating students on the subject of African American life and culture both on the continent and in the Diaspora. Unlike most other programs, our courses place the study of African Americans at the center of academic inquest. Students within this program receive a coherent body of knowledge within African American Studies.

The requirements for the major in African American Studies are consistent with our view of the field as a multi-disciplinary and area studies program. Academic major prerequisites are designed to provide students with a comprehensive understanding of the Black experience as well as a firm grounding in a single field of study. Both breadth and depth in the field are to be obtained by majors.

The major consists of a minimum of 27 credit hours. In consultation with their major advisor, students are expected to develop a balanced program of study and to supplement their work with courses in fields related to their special needs and interests.

The major is designed to educate students about the heritage, cultural institutions and future development of peoples of African descent by:

Creating a learning environment that encourages the study and appreciation of the history and culture of African people globally

Exploring the many dimensions of the economic, psychological, and social experience of Africans in the Diaspora past and present

Inquiring historically into the profound cultural gap between the American idea of the Constitution and American practices

Examining the diversity and range of thought in the African Diaspora
Nurturing interdisciplinary study in the humanities, arts, and sciences
Providing laboratory experiences in the form of cultural exchanges to enrich the humanities and the arts
Legitimizing the intellectual and the emotional aspects of diverse cultures in academic and American life in teaching, research, and service. The goal is equity and symbiosis among cultures

IAAS 297W-Interdisciplinary capstone course, Senior Seminar in African American Studies

In their senior year, majors will take a three-credit, "capstone" seminar which culminates either in a comprehensive examination or a thesis project. A reading list similar to the one below might be used on the comprehensive examination for students majoring in African American Studies:

1. Frederick Douglass, *Narrative of the Life of Frederick Douglass*. Oxford, New York. Oxford University Press, 1999.
2. Harriet Jacobs, *Incidents in the Life of a Slave Girl*. New York: Harcourt Brace Jovanovich, 1973.
3. Harriet E. Wilson, *Our Nig*, New York: Vintage Books, c1983.
4. James Weldon Johnson, *The Autobiography of an Ex-Colored Man*. New York: Dover Publications, Inc. 1995.
5. Claude McKay, *Home to Harlem*. New York: Pocketbooks, 1965, 1928.
6. Nella Larsen, *Quicksand and Passing*. New Brunswick, N.J.: Rutgers University Press, c1986.
7. Ralph Ellison, *Invisible Man*. New York: Random House, 1952
8. Zora Neale Hurston, *Their Eyes Were Watching God*. Urbana: University of Illinois Press, c1991
9. Richard Wright, *Native Son or Black Boy*. New York: Harper & Row, 1940
10. Lorraine Hansberry, *A Raisin in the Sun*. New York: Modern Library, 1995.
11. LeRoi Jones, *Dutchman and The Slave*. New York: Morrow, 1964.
12. Toni Morrison, *Song of Solomon*. New York: Knoff, 1995.
13. Alice Walker, *Meridian or In Search of Our Mothers' Gardens, a Womanist Prose*. San Diego: Harcourt Brace Janovich, c1983

14. John A. Williams, *The Man Who Cried I Am*. Boston: Little Brown, 1967
15. James Baldwin, *Notes of a Native Son*. Boston: Beacon Press, 1955; *Go Tell It On The Mountain*. New York: Dial, 1953.
16. Gwendolyn Brooks, *Selected Poems*. New York: Harper and Row, 1963.
17. Stokley Carmichael and Charles Hamilton, *Black Power, the Politics of Liberation in America*. New York: Random House. 1967.
18. Langston Hughes, *Selected Poems*. New York: Vintage Books, 1974, 1959.
19. Chinua Achebe, *Things Fall Apart*. London: Heinemann, 1958.
20. Walter Rodney, *How Europe Underdeveloped Africa*. London, Bogle-L'Ouverture Publications, 1972.
21. Maya Angelou, *I Know Why the Caged Bird Sings*. New York: Random House, 1970, c1969.
22. Malcolm X, *The Autobiography of Malcolm X*. New York: Ballantine Books, 1999.
23. Martin Luther King, *Why We Can't Wait*. New York: Harper and Row, 1964; *Stride Toward Freedom*. New York: Harper, 1958.
24. Nathan Huggins, *Harlem Renaissance*. New York: Oxford University Press, 1971; or David L. Lewis, *When Harlem Was in Vogue*. New York: Penguin Books, 1997.
25. Manning Marable and Leith Mullings, *Let Nobody Turn Us Around*. Lanham [Md.]: Rowman & Littlefield, c2000.
26. Wilson J. Moses, *The Golden Age of Black Nationalism*. Hamden, Conn: Archon Books, 1978.
27. Albert Raboteau, *Slave Religion*. New York: Oxford University Press, 1978
28. Angela Y. Davis, *Blues Legacies and Black Feminism*, New York, Vintage, 1998.
29. Booker T. Washington, *Up From Slavery*. Garden City, New York, Double Day, 1963.
30. W.E.B Du Bois, *The Souls of Black Folk*. New York W.W. Norton, c1999.
31. Leon Litwack, *North of Slavery: The Negro in the Free States*. Chicago, University of Chicago Press, 1965.
32. Harriet Beecher Stowe, *Uncle Tom's Cabin* New York City: Performing Arts, Journal Publications, c1983.
33. E. Franklin Frazier, *Black Bourgeoisie*. Glencoe, Ill., Free Press, 1957.
34. Stephen J. Gould, *The Mismeasure of Man*. New York: Norton, c 1996
35. Lawrence Levine, *Black Culture and Black Consciousness*. Oxford, London, New York: Oxford University Press, 1977.
36. Eileen Southern, *The Music of Black Americans*. London, New York: W.W. Norton &

Company, 1971, 1983, 1997.

37. Samuel Floyd, *The Power of Black Music: Interpreting its History from Africa to the United*

States. New York: Oxford University Press, 1995.

38. Gena Caponi, *Signifyin(g.), Sanctifyin', and Slam Dunking*. Amherst: University of

Massachusetts Press, 1999.

39. Robin D.G. Kelley, *Race Rebels: Culture, Politics and the Black Working Class*. New York: Free Press, 1994.

40. Winston James, *Holding Aloft the Banner of Ethiopia: Caribbean Radicalism in Early Twentieth-Century America*. New York; Verso, 1998.

41. Hazel Carby, *Race Men*. Cambridge: Harvard University Press, 1998.

42. Deborah Gray White, *Too Heavy a Load: Black Women in Defense of Themselves : 1894-1994*. New York: W. W. Norton, 2000.

SUPPORT INFRASTRUCTURE: PROFESSIONAL FACULTY MEMBERS

Joint Appointment Courses 2000-2005

Assistant Professor V. Bede Agocha

Psychology 241W-01

PSYCHOLOGICAL MECHANISMS OF BIAS AND OPPRESSION

The prerequisite for the course is Psychology 240 (Social Psychology)

What causes racial prejudice? Is ethnic conflict inevitable? How can racial/ethnic biases be changed? "Can't we all get along?" Students will examine the psychosocial sequelae of bias for and against different race/ethnic groups in America.

Instructor Kenny Davis

MUSI 217, *A History of Jazz*. This will count as the requirement for the IAAS, which will cross-list this course. He will also teach MUSI 122/222/323, *Applied Music – String Bass*, and either MUSI 116, *Small Ensemble* or MUSI 138, *Introduction to Improvisation in the Department of Music*.

Professor and Senior Fellow Carlton Molette

FINA 182-01 AFRICAN-AMERICAN EXPERIENCE IN THE ARTS

Contemporary Problems and Expressions of African-American Creators; Historical and Cultural Perspectives. Guest lecturers and University faculty discuss their points of view as black creators, with particular reference to social context and creative expressions, and discuss historical and cultural perspectives of African-American arts

with emphasis on the influences and developments affecting African-American creators of today.

Assistant Professor Shayla C. Nunnally (To begin in Fall 2005)

POL 298-01 AFRICAN-AMERICAN POLITICAL ECONOMY

In this course we will discuss a variety of topics concerning African American political economy. For example, we will seek to gain an understanding of why we have black poverty and what can be done to solve this problem. Is poverty among African Americans simply the results of poor education, skills and work habits or the outcome of the structure and functioning of the nature of the problem. We will also discuss a number of other issues related to the political and economic experiences of African-Americans, including Affirmative Action, black Capitalism, and Welfare.

POLS 248 AFRICAN AMERICAN POLITICS

Since the late 1960s African American Politics has evolved into a distinct area of study. Its primary purpose is to examine and interpret the political activities of African Americans as they interact with other groups in the American political system and with the institutions that formulate and implement public policy. This course is intended to provide a comprehensive survey of Black political behavior. Major developments and periods of Black political history are examined, as well as those orienting concepts and ideas that facilitate the unique activities of America's Black population.

Associate Professor Olu Oguibe

ARTH 283 ART HISTORY AND SPECIAL TOPICS

African and African Diaspora Women Artists Examines the work of women artists from Africa and the African Diaspora from the 1990s to the present, and the historical & socio-cultural contexts.

Assistant Professor Melina Pappademos

HIST 270, Black Experience in the Americas

Either semester. Three credits. Recommended Preparation: HIST 238, 246, 282, 285.

Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

Assistant Professor Evelyn Simien

POLS 296 BLACK FEMINIST POLITICS

Despite the emergence of the study of women and politics, few articles have been written on the black female condition in the United States. Much of the important work on black feminists in politics comes from a small cadre of black female intellectuals from various fields outside political science. This course will draw on that scholarship. Starting with classic slave narratives, students will be expected to read, write, and think critically about the unique disadvantaged status of black women. While the assigned readings do not exhaust the full range of possibilities, the core readings will include the work of Angela Y. Davis, Bell Hooks, Patricia Collins, Barbara Smith, Audre Lorde, and Joy James, among others. Through critical examination of the character and dynamics of major philosophical and theoretical arguments contesting race, class, and gender oppression, we hope to arrive at some understanding of how interlocking systems of oppression uphold and sustain each other.

Assistant Professor Suzette Spencer

ENGL 276W BLACK AMERICAN WRITERS I

Extensive readings in the works of several significant African American writers, with particular emphasis on pre-20th century literature, dating from the 18th century with works from slave narratives and protest literature.

ENGL 277W BLACK AMERICAN WRITERS II

This course examines closely the works by significant African American novelists. This course explores the question of history and literary reception of African American literature. This course also focuses on the relationship between the text and the society that produced it, interrogating race, gender and other relevant points of debate. Students will write two short essays and an exam. Students should also be prepared to participate in class discussions.

Associate Professor Michelle Williams

PSCH 295 BLACK PSYCHOLOGY

This courses addresses issues relevant to the psychological experiences of Black people. It focuses on empirical research, various theoretical perspectives, and historical and sociological contributions to Black psychology and the African Diaspora.

MEMBERS OF THE IAAS ADVOSRY BOARD

V. Bede Agocha
PSYCHOLOGY

Kenny Davis

MUSIC

Valerie Johnson
COMMUNICATION SCIENCE

Carlton Molette
FINE ARTS

Olu Oguibe
ART AND ART HISTORY

Amii Omara-Otunnu
History

Melina Pappademos
HISTORY

Salvatore Scalora
BENTON MUSEUM

Evelyn Simien
POLITICAL SCIENCE

Suzette Spencer
ENGLISH

Michelle Williams
PSYCHOLOGY

2005-38 Plan of Study for African American Studies Major

AFRICAN AMERICAN STUDIES
MAJOR PLAN OF STUDY - 2005-2006
and After

Date _____ Name _____ Pe

oplesoft# _____

Local

Address _____ Telephone _____

Fulfilling requirements of the Catalog for the
year _____ Anticipated graduation date (mo/yr) _____

Degree Requirements for African American Studies Majors

- To graduate, students need a total of 120 credits (123 for students who take MATH 101). At least 45 of the 120 credits must be at the 200-level: African American Studies majors need at least 27 credits of 200-level History courses, 12 related credits at the 200-level , and to add up to 45 credits, at least 6 more credits of other 200-level coursework. African American Studies majors must maintain a cumulative GPA of 2.0 in the 27 credits counting towards the major.
- Distribution requirement: The 27 credits in African American Studies must include one 3-credit course from each of Groups A, B, and C. Variable Topics Courses (IAAS 200, 201, 270, 292, 293, 295, 296, 297, 298, 299, or a graduate-level course) may be applied to distribution groups as determined by course content and Advisor consent.
- All majors must take IAAS 211 in the semester after declaring the major, and all majors except Honors students must take IAAS 297W in their senior year. Honors students should take in sequence 297W and 200W or 299 and 200W. *CIRCLE COURSES TAKEN*

IAAS 211 (May not be repeated for credit)

GROUP A - History

HIST 222 History of Pre-Colonial Africa, HIST 223 History of Modern Africa, HIST 238 African American History to 1865, HIST 246 African American History Since 1865, HIST 260 Hip-Hop: Politics and Youth Culture in Late 20th Century United States, HIST 224 History of Pan-Africanism, HIST 285 Cuba, Puerto Rico and the Spanish Caribbean.

GROUP B – Social and Political Inquiry

ANTH 275 Race, Ethnicity, and Nationalism, ANTH 225 Contemporary Africa, POLS 248 African American Polities, POLS 247 Black Feminist Politics, POLS, 239W Polittics in Africa, POLS 245 Black Leadership and Civil Rights, SOC 226 Modern Africa, SOC 240 Ethnicity and Race, SOC 236 White Racism, SOC 235 African Americans and Social Protest, EDLR 291 Black Experience Experience in Education, PSYC 270 Black Psychology.

GROUP C – Literature and the Arts

ENGL 276W Black American Writers I, ENGL 277W Black American Writers II, DRAM 231 African American Theater, DRAM 231W African American Theatre, MUS 217 History Jazz.

VARIABLE TOPICS COURSES (IAAS 270, 296, 297, 298, 299, or grad-level courses)

Sem.,Year Course Number Course Title & Subtitle Group A, B, C, or D

Related Courses

African American Studies will accept as “related” the following courses. HIST 284, 236, 226, 278, 247, 210, 215, 253, 241. ARTH 276, COMM 232, GEOG 258, ENGL 278, 278W, 287, FINA 181, 182 ENGL 285, 272, 274, ANTH 285, COMS 236, ECON, 279, FRENCH 218, MUS 292W. POLS 244, 203, 212, 296, 249, 263 AASI 221W, 222, SOC 227, 243, 249, 258, 282, 268 WS 267, 290, 266, ECON 224, INTD 211, 257, COMM 233, HDFS 201. Other courses need advisor approval. Related courses may be taken from a single department or from a variety of departments.

Course Number Course Title Credits

- 1. _____
- _____
- 2. _____
- _____
- 3. _____
- _____
- 4. _____
- _____

I approve this plan (signed):

_____ Major Advisor
 _____ Student

In the first four weeks of their final semester, students should fill out three of these forms and take them to their advisor for approval: (1) Student must file one copy with degree auditing, Registrar’s Office, Wilbur Cross. (2) Advisor keeps a copy. (3) Student keeps a copy.

2005-39 Plan of Study for African American Studies Minor
Institute for African American Studies
University of Connecticut
African American Studies Minor MINOR PLAN OF STUDY

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

The purpose of this minor is to expose students to the history, literature, culture and social/political experiences of African Americans. The minor requires that students earn fifteen credits, taking IAAS 211 and one three-credit course class each from sections A, B, and C.

Required course: IAAS 211 Introduction to African American Studies

GROUP A History

HIST 222 History of Pre-Colonial Africa
HIST 223 History of Modern Africa
HIST 238 African American History to 1865
HIST 246 African American History Since 1865
HIST 260 Hip-Hop: Politics and Youth Culture in Late 20th Century United States
HIST 224 History of Pan-Africanism
HIST 285 Cuba, Puerto Rico and the Spanish Caribbean

GROUP B Social and Political Inquiry

HDFS 271 Black American Family Patterns
POLS 248 African American Politics
POLS 247 Black Feminist Politics
POLS 239W Politics in Africa
SOC 226 Modern Africa
SOC 240 Ethnicity and Race
SOC 236 White Racism
POLS 245 Black Leadership and Civil Rights
SOC 235 African Americans and Social Protest
ANTH 275 Race, Ethnicity, and Nationalism
EDLR 291 Black Experience in Education
ECON Political Economy of Black America
PSYC 270 Black Psychology
ANTH 225 Contemporary Africa
ANTH 242W Afro-American Culture

GROUP C Literature and the Arts

ENGL 276W Black American Writers I
ENGL 277W Black American Writers II
DRAM 231 African American Theater
DRAM 231W African American Theatre
FINA 181 African-American Experience in the Arts: Contemporary Problems and Expressions of African-Americans
MUS 217 History of Jazz
FINA 182 African-American Experience in the Arts: Contemporary Problems and Expressions of African-Americans

Name of Student: _____

I approve the above program for the (B.A.) Minor in African American Studies
(signed) _____ Director, African American Studies

Give one copy of this form to your departmental advisor along with your final Plan of Study, one copy to the Director of African American Studies, and one signed copy to the Registrar when you submit your final Plan of Study

Minor Advisor _____

2005-44 Draft syllabus for ENGL 306. Professional Development in English

English 497.01
Professional Development Workshop
CLAS 237 Thursdays: 3:45-4:45

Professor: Gregory Colón Semenza
Office: 232 CLAS Office Hours: Tuesday, Wednesday, Thursday: 11-12:30
Phone: 486-5441 or 3229 (Home) 456-1580
Email: semenza@uconn.edu

Course Description: Many graduate programs continue to regard students only as “apprentices” despite the fact that the students are expected to design and teach their own classes, serve on university committees, and conference and publish regularly. The Chronicle of Higher Education reports that the attrition rate for American Ph.D. programs is at an all-time high, between 40% and 50% (higher for women and minorities). Of those who finish, only one in three will secure tenure-track jobs. These statistics highlight waste: of millions of dollars by universities and of time and energy by students. Our department is committed to facing the realities of the current market so that you can fashion yourself into a standout.

Rather than teaching you how to be a graduate student, then, this one-credit course will prepare you for what you really seek: a successful academic career. In a straightforward manner, it will help you to set up and actually practice a smart and informed “streamlining” approach to graduate study. Topics for discussion include, but are not limited to, conferencing, publishing, time management, dissertating, and preparing for the job market. Assignments will include reading, discussion, and—depending on your career status—submission of either a conference paper or a journal article.

Texts:

Nelson and Watt, *Academic Keywords: A Devil’s Dictionary for Higher Education*
Semenza, *Graduate Study for the 21st Century* (ms. version)

Assignments and Requirements:

Reading and Participation: 20%
Progress Reports: 15%
Peer Reports: 15%

Final Submission: 50%

Article with Cover Letter:

Your goal should be to produce a publishable article or complete conference paper. While I recommend as a general guideline that articles be 20-25 pages long (conference papers about 10 pages), reasonably longer or shorter essays can be justified. Along with the essay, please provide a professionally written cover letter on UConn letterhead. The cover letter should be addressed to an appropriate journal/chair that you have researched and singled out for an initial submission. This assignment will be harped on endlessly in class. The essay is due on Dec. 13th.

Peer Reports:

Everyone will be part of three-person group. You will be matched with people working on (relatively) similar subjects. You will be responsible for obtaining and reading each group member's project (after Sept. 30th so revised once) and issuing reader's reports in journal style. In addition to the reports you give each group member, please submit copies of each report to me on October 21st.

Progress Reports:

Email to me, on time, formal progress reports on Sept. 30th and Nov. 18th. Please do your best to pretend that I am your journal editor. Examples of "revision explanations" will be provided.

CLASS SCHEDULE:

Sept. 2 Introduction to Course; Initial paper submission

Sept. 9 Chapter 5: "The Seminar Paper"

Sept. 16 "Preface" and "Introduction"

Sept. 23 Chapter 1: "The Culture of a Graduate Program"

Sept. 30 Chapter 2: "The Structure of a Graduate Program"; 1st Progress Report Due

Oct. 7 Chapter 3: "Organization and Time Management"

Oct. 14 Chapter 4: "The Graduate Seminar"

Oct. 21 Chapter 6: “Teaching”

Oct. 28 Chapter 7: “Exams”; Peer Reports Due

Nov. 4 Chapter 8: “The Dissertation”

Nov. 11 Chapter 9: “Attending Conferences”

Nov. 18 Chapter 10: “Publishing”; 2nd Progress Report Due

Dec. 2 Chapter 11: “Service”

Dec. 9 Chapter 12: “The Job Market”

Dec. 13 Final Paper Due

2005-46

MINUTES: Asian American Studies Faculty meeting.

DATE: December 7, 2004

PRESENT: Roger Buckley, Margo Machida, Usha Palaniswamy and Bandana Purkayastha (minutes).

1. The approval of the November 18th meeting minutes was postponed because the distributed hard copies were not complete.
2. Awards/honors. Margo Machida has been awarded \$3000 by the Dean of School of Fine Arts for her book project Contemporary Asian American and Pacific Islander artists in Hawaii.
3. Forthcoming events: This will be organized some time in February. The Day of Remembrance and a book launch for Bill Muellen (Fred Ho visiting scholar from 2003) are also scheduled for February. Roger will announce the dates later.
4. Fund raising. Roger said that he would spend more time raising funds for the Institute. Faculty were invited to contribute ideas and strategies.
5. New courses: The faculty discussed Jeet Joshee’s courses again. There was a general agreement that these would be a valuable addition to the Institute. Therefore the courses were approved by the faculty on December 7, 2004. There are still outstanding C and C, and CLAS issues: what does AASI need to do to include it in Group 3 (electives) of the minor? How does CLAS approve online courses, especially if one of the proposed faculty is in Nepal? The faculty requested that Dr. Joshee be asked to commit to regular office hours for these courses, i.e. that irrespective of who

taught it (especially if CLAS approved an instructor in another country), he still remain the main manager of the courses.

6. Courtesy appointments. The faculty discussed the framework for courtesy appointments. Both Dr. Simon Cheng (Sociology) and Dr. Jeet Joshee's courtesy appointments were supported. The expected framework is that (a) courtesy appointees work with Asian American minor students on a as needed basis (these could take a variety of forms: Dr. Joshee's courses could be one form, or Dr. Cheng's ability to be help direct some Asian American research with some of the Institute students may be another form) (b) these faculty be invited to at least one meeting a semester to familiarize them with the Institute's plans for the forthcoming, semester, and (c) the courtesy appointees are invited to submit their accomplishments to be featured in the newsletter, and (d) they may present a brown bag on their research at a mutually agreeable time.

7. Roger announced that another letter (jointly with Bob Tilton of English) has been sent to Ron Taylor, to request for the Asian American English position. This is a position that is central to the field of Asian American Studies and the institute is hurting because of the lack of an English person. AASI has committed a ½ time TA for two years for this person and the Dean of CLAS has agreed to put up half of the money.

End of Appendix for March 15, 2005

^[1] See Nathan Huggins, *Afro American Studies*.