

REPORT TO



**KENTUCKY STATE UNIVERSITY
BOARD OF REGENTS
JULY 24, 2009**

KENTUCKY STATE UNIVERSITY
Regular Meeting of the Board of Regents
1:15 p.m., July 24, 2009
Board Room, Julian M. Carroll Academic Services Building
Frankfort, Kentucky

Regent Laura Douglas, Presiding

A G E N D A

- I. CALL TO ORDER Regent Laura Douglas, Chair
- II. SWEARING-IN OF NEW REGENTS
- III. ROLL CALL Angela Curry, General Counsel
- IV. OPENING REMARKS Regent Laura Douglas
 - a. 2009 Board Conflict of Interest Certifications
- V. APPROVAL OF MINUTES
Action Item: Approval of Minutes from Meeting Held April 24, 2009
- VI. PRESIDENT'S REPORT
 - a. SACS Reaffirmation Update
 - b. Business Continuity Plan
 - c. Risk Assessment/Compliance Update
 - d. Update on Greek Organizations**Action Item: Approval of Identity Theft Policy**
- VII. COMMITTEE REPORTS
 - a. Academic Affairs Regent Karen Bearden, Chair
Action Item: Approval of Bachelor in Africana Studies
 - b. Student Affairs Regent Laura Douglas, Acting Chair
 - c. Finance and Administration Regent Wilbert W. James, Chair
 - d. External Relations & Development Regent Laura Douglas, Acting Chair
 - e. Audit Committee
- VIII. CLOSED SESSION
 - a. Pending Litigation
 - b. Personnel Matters
- IX. CLOSING REMARKS
- X. ADJOURNMENT

Regents Committee Meetings Schedule July 24, 2009

9:00-10:00	Academic Affairs Committee
10:00-11:00	Finance & Administration
11:00-11:30	Student Affairs
11:30-12:00	External Relations & Development
12:00-12:30	Audit Committee
12:30 – 1:15	Lunch
1:15	Board Meeting

**KENTUCKY STATE UNIVERSITY
BOARD OF REGENTS
AGENDA ITEM BACKGROUND**

To: Board of Regents	Date: July 24, 2009
From:	
Subject: Identify Theft Policy	
Reason for Consideration: Action Item	Enclosures: Yes

Background:

The Federal Trade Commission has enacted new rules under the Fair and Accurate Credit Transactions Act section 114 and 315, which requires colleges and universities with "covered accounts" to implement a policy related to the Red Flags Rule. We have identified the following covered accounts in the Division of Finance and Business Affairs: Student pay cards (as they carry the MasterCard emblem), student accounts with previous outstanding balances, institutional loan, student payment plans, outstanding employee accounts receivable balances, Federal Perkins Loans, Federal Family Education Loan, and emergency student loans. Pursuant to the Red Flag Rules a draft of the identity theft policy is attached for approval by the Board of Regents.

KENTUCKY STATE UNIVERSITY
IDENTITY THEFT POLICY

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OVERVIEW	The Federal Trade Commission has issued an amendment to the Fair and Accurate Credit Transactions Act of 2003 effective November 1, 2008, which requires colleges and universities acting as “creditors” with “covered accounts” to adopt and implement a written, duly approved policy that addresses Identity Theft for new and existing accounts.
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Purpose	The purpose of this policy is to comply with the Federal Trade Commission regulations relevant to 16CFR 681.2 and The Red Flags Rule under section 114 and 315 of the Fair and Accurate Credit Transactions Act amended the Fair Credit Reporting Act.
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Delegated responsibility	The policy will be administered by ...
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Requirements	<p>The Red Flag Rule requires the University to establish policies and procedures for each program that addresses processes for dealing with identity theft prevention. The policy and procedures must address the following:</p> <ol style="list-style-type: none">1. Identify relevant “red flags” and incorporate them into the program for new and existing covered accounts;2. Detection of “red flags” incorporated into the program;3. Respond to “red flags” to prevent and mitigate adverse occurrences of identity theft;4. Update the program periodically to reflect changes in risks; Obtain approval of the initial written program or an appropriate committee designated by the Board of Regents; and5. Staff training as necessary to effectively implement the program.
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Definition	Identify Theft	A fraud committed or attempted using the identifying information of another person without authority.
	Red Flag	A pattern, practice or specific activity that indicates the possible existence of Identity Theft.
	Covered Accounts	Accounts offered for personal, family, or household purposes, that involves or is designed to permit multiple payments or transactions (e.g. participating in the Federal Perkins Loan program; participating in the Federal Family Education Loan program (FFEL); offering institutional loans to students, faculty or staff (i.e. emergency student loans, employee accounts receivable, etc), offering tuition payment plans throughout the semester rather than requiring full payment at the beginning of the semester.
	Creditor	Includes student accounts or loans where payment for services rendered is deferred.
	Identifying Information	Any name or number that may be used, alone or in conjunction with any other information, to identify a specific person (e.g. name, address, telephone number, social security number, date of birth, driver's license, state identification, alien registration number, passport number, taxpayer identification number, student identification number, etc.).
	Red Flags	Patterns, practices, and specific activities that signal possible identify theft.

Additional information	Family Education and Privacy Act (FERPA), Gramm Leach Bliley (GLB), Fair Credit Reporting Act (FCRA)
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IDENTIFYING RED FLAGS

University knowledge, suspicion or notification from a student, university personnel, law enforcement, or identify theft victim would constitute a red flag under this policy. A red flag is anything that raises suspicion of the identity of the individual.

Suspicious Documents	<ol style="list-style-type: none"> 1. Identification document appears to be forged, altered or fictitious; 2. Identification document where a photograph or physical description is present appears to be inconsistent with the person presenting the document; 3. Other documents on file with the information presented appears inconsistent with student information; and 4. Documents presented for services appear to be altered or forged.
Suspicious Personal Identification Information	<ol style="list-style-type: none"> 1. Personal identifying information presented is inconsistent with: <ol style="list-style-type: none"> a. other information the student has provided (e.g. birth date does not match student record); b. other sources of information (e.g. address does not match and address on loan application); 2. Identifying information presented is the same as information found to be fraudulent; 3. Identifying information is the same as one presented by another student (e.g. social security number same as another student on file); and 4. A person fails to provide completed personal identifying information when asked to do so.
Suspicious Covered Account Activity	<ol style="list-style-type: none"> 1. Change of address for an account followed by a request to change the students name; 2. Stop payment on a active account where the account is never past due; 3. Signature on document does not match that on file; 4. Activity on the account is inconsistent with prior transactions; 5. Mail sent to the student is returned as undeliverable; 6. Notice from the student that University mail is not received; 7. Notice of unauthorized activity; 8. Student's address is one of a prison; 9. Social Security Number does not match birth date or name; 10. Breach in University computer system security; 11. Notification of unauthorized access to or use of student account information; and 12. ANY inconsistent information.

RED FLAG DETECTION

To detect “Red Flags” as identified above, the following procedures should be followed to obtain and verify the identity of the person conducting business.

Student Enrollment	<ol style="list-style-type: none"> 1. Require certain identifying information such as name, date of birth, academic records, home address or other information that would allow you to validate the identity of the person. 2. Verify the student’s identity when issuing a student identification card (i.e. review driver’s license or other government-issued photo identification).
Existing Accounts	<ol style="list-style-type: none"> 1. Verify the identity of students if they are requesting information whether it’s in person, via telephone, facsimile, or email; 2. Verify the validity of requests to change addresses by mail or email and provide the student a reasonable means of promptly reporting incorrect address changes (i.e. send notification of all address changes if the request is not made in person and the individual is unable to present proper identification); and 3. Verify the validity of requests to apply or change payment information (i.e. credit card, banking account information, student pay card, etc.)
Consumer Reports	<p>In order to detect any of the Red Flags associated with employment or volunteer positions where a credit or background report is required, University personnel will perform the following steps to uncover address discrepancies:</p> <ol style="list-style-type: none"> 1. Obtain written verification that the address provided is accurate at the time the request for the consumer report is made to reporting agency; and 2. Verify the consumer report pertains to the applicant for whom the requested report was made.
Service Provider Arrangements	<p>The University from time to time engages in services that are provided by external businesses in which identifying information may be given to the external party to provide these services. To ensure that the service provider’s business practices are designed to detect or prevent identity theft in accordance with reasonable policy and procedures the Program Administration will</p> <ol style="list-style-type: none"> a. require, by contract, the service provider to have such

	<p>policies and procedures in place;</p> <p>b. obtain a SAS 70 report annually; and</p> <p>c. require the service provider to provide the University notice of any breach in security that may affect student or employee data.</p>
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PREVENTING IDENTITY THEFT

In the event that University personnel detect Red Flags, the following steps should be taken:

Prevent and/or Mitigate	<ol style="list-style-type: none"> 1. Continuously monitor covered accounts for evidence of identity theft; 2. Contact the student or applicant if suspicious information is obtained; 3. Change passwords or other security devices that permits access to covered accounts every 90 days or less as required; 4. Change passwords immediately if suspicion of a breach exists; 5. Verify identifying information before activating or opening a covered account; 6. Close students account and provide the student with a new student identification number if the students account has been compromised; and 7. Notify the Program Administrator, law enforcement, or other appropriate agencies of any breach of student accounts.
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Protecting Student Information	<p>The following steps should be taken to prevent the likelihood of Identity Theft occurring:</p> <ol style="list-style-type: none"> 1. Ensure that the website is secure when entering identifying information; 2. Ensure complete and secure destruction of paper documents and computer files containing student account information in accordance of records retention policy; 3. Ensure that office computers with access to student or employee information is password protected; 4. Avoid using social security numbers on documents or files (i.e. use the CWID number whenever possible); 5. Ensure computer virus protection is up to date; and 6. Maintain only student or employee information that is necessary for University purposes.
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RESPONDING TO RED FLAGS

Upon identification of potential identity theft, University employees must act quickly to protect the student, employee or university from damages or losses as a result.

Gathering documents	<ol style="list-style-type: none">1. Retain all related documentation and write a detailed description of the situation. Present this information to the Program Administrator'2. The Program Administrator will obtain additional information, as necessary, and determine the authenticity of the documents and whether the transaction constitutes a breach;3. If the situation is established to be a breach, the Program Administrator will immediately cancel the transaction, notify University Policy and/or law enforcement agency; determine the extent of liability to the University; and notify the student or employee of a possible breach.
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POLICY UPDATES

The Identity Theft Policy will be re-evaluated to determine whether updates are required periodically not to exceed two year intervals.

KENTUCKY STATE UNIVERSITY
Regular Meeting of the Board of Regents
1:15 p.m., April 24, 2009
Board Room, Julian M. Carroll Academic Services Building
Frankfort, Kentucky

MINUTES

I. Call to Order

Regent Wilbert James called the meeting of the Kentucky State University Board of Regents to order at 1:32 p.m. on April 24, 2009.

II. Roll Call

Chairperson Douglas asked Sonia Sanders, Secretary to the President to conduct the roll call:

Regent Karen W. Bearden, Present
Chairperson Laura M. Douglas, Present
Regent JoJuana Leavell Greene, Present
Regent Wilbert W. James, Present
Regent Tucker Landy, Present
Regent Jeremy Lane, Absent
Regent Joel Schrader, Present
Regent Phyllis Williams, Present
Regent Edward S. Willis, Present

Eight Regents were in attendance. A quorum was declared.

III. Opening Remarks

Chairperson Douglas opened the meeting and asked the Regents to review the materials presented for their approval.

IV. Approval of Minutes

Action: Motion to approve the minutes from the Board of Regents meeting held on January 23, 2009 was made by Regent Greene and seconded by Regent Willis. The motion passed.

Action: Motion to approve the minutes from the Board of Regents meeting held on March 20, 2009 was made by Regent Turner and seconded by Regent Willis. The motion passed.

V. President's Report

SACS Reaffirmation Update

Dr. Titilayo Ufomata updated the Board on the University's reaffirmation efforts with the Southern Association of Colleges and Schools.

Business Continuity Plan

Katherine Napier, Associate Vice President for Finance and Business Operations, distributed the Executive Summary and digital copy of the University's Business Continuity Plan.

Risk Assessment/Compliance Update

Dr. Sias updated the Board on recent risk management initiatives, including the appointment of Dr. Ivory Griskell as the new Compliance Director.

Presidential Updates

The President updated the Board on University remediation and retention efforts.

VI. Committee Reports

Academic Affairs

Regent Bearden presented the Academic Affairs Committee report.

Action: A motion to approve a Resolution for Quantitative Waiver and to submit the proposed resolution to the Council on Postsecondary Education's Committee on Equal Opportunities was made by the Academic Affairs Committee. The motion passed.

Action: A motion to approve the conferral of degrees to the 2009 Candidates for Graduation was made by the Academic Affairs Committee. The motion passed.

Action: A motion to approve proposed Honorary Degree Candidates was made by the Academic Affairs Committee. The motion passed.

Action: A motion to establish the Master's Degree in Environmental Studies was made by the Academic Affairs Committee. The motion passed.

Action: A motion to establish the Bachelor of Arts in Spanish was made by the Academic Affairs Committee. The motion passed.

Student Affairs

Regent James presented the Student Affairs Committee report.

Action: A motion for revisions to the KSU Family Education Rights and Privacy Act (FERPA) policy was made by the Student Affairs Committee. The motion passed.

Finance and Administration

Regent James presented the Finance and Administration Committee report.

Action: A motion to approve the 2009-2010 Financial Plan was made by the Finance and Administration Committee. The motion passed.

Action: A motion to approve the 2009-2010 Proposed Tuition and Fee Schedule was made by the Finance and Administration Committee. The motion passed.

External Relations & Development

Regent Douglas presented the External Relations & Development report.

Action: A motion to approve acceptance of the University's allocation from the 2008-2010 Excellence Trust Fund Program was made by the External Relations and Development Committee. The motion passed.

Audit Committee

Regent Willis presented the Audit Committee report. He updated the Board on issues related to Land Grant, the University Police Department, and the 2009-2010 Audit Plan. He also introduced Dr. Ivory Griskell as the new Compliance Director. No action items were reported.

VII. Closed Session

Action: A motion to convene a closed session to discuss personnel matters and pending litigation was made by Regent Bearden and seconded by Regent James. The motion passed.

The Board discussed pending litigation and personnel matters. The Board took no action in Closed Session.

The Board reconvened in Open Session.

VIII. Adjournment

Action: A motion to adjourn was made by Regent Douglas and seconded by Regent Willis. The motion passed.

The meeting adjourned at 3:22.

Submitted by:

Approved by:

Angela Curry, Esq.
General Counsel/Secretary
Kentucky State University

Laura M. Douglas, Chair
Kentucky State University
Board of Regents

_____ Approved with corrections

_____ Approved with no corrections

**Kentucky State University
Board of Regents**

2008-2009 Academic Affairs Committee

**Regent Karen Bearden, Chairperson
Regent Wilbert James
Regent Tucker Landy
Dr. James Chapman, Staff**

Kentucky State University Board of Regents

July 24, 2009

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KENTUCKY STATE UNIVERSITY

Regular Meeting of the Academic Affairs Committee

July 24, 2009

9:00 a.m. – 10:00 a.m.

The Board Room - Academic Services Building

Regent Karen Bearden, Presiding

Agenda

- I. Call to Order Regent Karen Bearden, Chairperson
- II. Roll Call Dr. James Chapman
Interim Provost/Vice President for Academic Affairs
- III. Opening Remarks Regent Karen Bearden, Chairperson
- IV. Approval of Minutes Regent Karen Bearden, Chairperson
- V. Executive Summary Report Dr. James Chapman
Interim Provost/Vice President for Academic Affairs
- VI. Information Item Dr. James Chapman
Interim Provost/Vice President for Academic Affairs
 - Faculty Emeriti Status
- VII. Action Item Regent Karen Bearden, Chairperson
 - Bachelor Degree in Africana Studies
- VII. Discussion Regent Karen Bearden, Chairperson
- VIII. Adjournment Regent Karen Bearden, Chairperson

**KENTUCKY STATE UNIVERSITY
BOARD OF REGENTS
AGENDA ITEM BACKGROUND**

To: Board of Regents	Academic Affairs Committee	Date: July 24, 2009
From:	Dr. James Chapman	
Subject:	Minutes of April 24, 2009	
Reason for Consideration: Approval		Enclosure: Yes

Background:

The minutes of the Academic Affairs Committee meeting for April 24, 2009, require approval in order to become an official part of the committee records.

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Recommendation:

It is recommended that the Academic Affairs Committee approve the minutes of the April 24, 2009, meeting.

APPROVAL

Initiator:	Dr. James Chapman Interim Provost/Vice President for Academic Affairs
Board Action Date:	July 24, 2009
Effective Date:	July 24, 2009

**KENTUCKY STATE UNIVERSITY
Regular Academic Affairs Committee Meeting**

**Board of Regents
Academic Affairs Committee
8:30 a.m., April 24, 2009**

**Academic Services Building, Board Room
Frankfort, KY**

MINUTES

Regent Karen Bearden called the meeting of the Kentucky State University Board of Regents Academic Affairs Committee to order at 8:35 a.m. on April 24, 2009. Regent Bearden asked Lisa Hammie, Academic Affairs, to call roll:

Regent Karen Bearden, present
Regent Tucker Landy, present

Regent Wilbert James, present
Staff, Dr. James Chapman, present

A quorum was declared. Dr. Chapman gave an overview of the executive report. The University completed the third phase of the SACS reaffirmation process. Of the 70 requirements and standards, the University was found to be in compliance on 69. One area requires further work and clarification. The recommendation will be addressed as soon as possible. A formal letter, conveying the final outcome, will be sent to the University in January 2010.

- Action: A Motion for the approval of the Academic Affairs' January 25, 2009, October 24, 2008, July 25, 2008, and April 25, 2008, Committee minutes was made by Regent Bearden and seconded by Regent Landy. The motion passed and the minutes were approved.
- Action: A motion for approval of the conferring of degrees at the May 9, 2009, commencement ceremony was made by Regent Landy and seconded by Regent Bearden. The motion passed.
- Action: A motion for the approval of Honorary Degrees was made by Regent Landy and seconded by Regent Bearden. The motion passed.
- Action: A Motion for the approval of the New Program Waiver Resolution was made by Regent Landy and seconded by Regent James. The motion carried.
- Action: A motion for approval of the Bachelor Degree in Spanish was made by Regent Landy and seconded by Regent James. The motion carried.
- Action: A motion for approval for the Master's Degree in Environmental Studies was made by Regent James and seconded by Regent Landy. The motion carried.

The Academic Affairs' Committee meeting adjourned at 9:16 am.

Submitted by:

Approved by:

Dr. James Chapman
Interim Provost/Vice President for Academic Affairs
Kentucky State University

Regent Karen Bearden, Chairperson
Academic Affairs Committee
Board of Regents
Kentucky State University

_____ Approved with no corrections

_____ Approved with corrections

**KENTUCKY STATE UNIVERSITY
BOARD OF REGENTS
AGENDA ITEM BACKGROUND**

To: Board of Regents Academic Affairs Committee	Date: July 24, 2009
From: Dr. James Chapman	
Subject: Academic Affairs Report	
Reason for Consideration: Informational	Enclosure: Yes

Background:

The Academic Affairs Report submitted by James Chapman, Interim Provost/Vice President for Academic Affairs is presented on pages 8 -13. The report covers the period from April 2, 2009, to June 26, 2009.

Recommendation:

INFORMATIONAL

Initiator:	Dr. James Chapman Interim Provost/Vice President for Academic Affairs
Board Action Date:	July 24, 2009
Effective Date:	July 24, 2009

Kentucky State University

Report to the University Board of Regents

(Covering the period from April 2, 2009, to June 30, 2009)

**By
Dr. James Chapman
Interim Provost/Vice President for Academic Affairs**

July 24, 2009

EXECUTIVE SUMMARY

INFORMATIONAL ITEMS

UNIT ACCOMPLISHMENTS

College of Arts, Social Sciences, and Interdisciplinary Studies (CASSIS)

Dr. George Shields, Professor in the Division of Literature, Languages and Philosophy authored "Quo Vadis?: On the Current Status of Process Philosophy and Theology" published in *The American Journal of Theology and Philosophy* (May 2009). This article represents a near-monograph length sociology of process philosophy and is part of a special issue on the *Status of Process Philosophy*. Dr. Shields is also the author of a *Studia Logica Supplement*, which accompanies the McGraw-Hill Primis Online Edition of S. F. Barker's *The Elements of Logic*.

Dr. Tierra Freeman, Assistant Professor in the Division of Behavioral and Social Sciences, recently published an article with one of her former students, "The Relationship Between Resilience and Anger in University Students," in the journal *Prevention in Counseling Psychology: Theory, Research, Practice, & Training*. Dr. Freeman also attended the annual meeting of the American Educational Research Association in San Diego, where she chaired the New Faculty Mentoring Program of Division C: Learning and Instruction.

Professor Alvin M. Seals, Associate Professor of Sociology and adviser of the Kappa Nu Chapter of the Alpha Kappa Mu Honor Society, attended the national convention of the Alpha Kappa Mu Honor Society in April. The convention was hosted by Alcorn State University and Mississippi Valley State University. Mr. Seals serves on the National Executive Committee of Alpha Kappa Mu and is a regional director for the states of Kentucky, Missouri, Arkansas and Tennessee.

Four Whitney Young School of Honors and Liberal Studies (WYS) faculty members presented papers or conducted presentations at the annual meeting of the Association of Core Texts and Courses. Paper presentations included: Dr. Ronald Mawby, "Questioning Looks"; Dr. Tucker Landy, "Toward a Post-Straussian Reading of Plato"; and Dr. Edwin Conner "A New World . . . Fit to be Transmitted: Wordsworth on Mt. Snowdon." Dr. Gary Elliott gave a presentation on the work of Euripides, which was a follow-up to an earlier paper on Euripides as part of his study of the playwright.

Dr. Thomas McPartland served as a moderator for a panel on "Obama: Race and International Relations" at the Southern Interdisciplinary Roundtable on African Studies (SIRAS) conference at Kentucky State University. Dr. McPartland also presented a paper on "Politics and Metaphysics," at the Fallon Memorial Lonergan Symposium. His book, *Lonergan and Historiography: The Epistemological and Speculative Philosophies of History*, was accepted for publication by the University of Missouri Press.

KSU's Project Graduate was a great success this year. The University had the largest number of Project Graduate graduates of any Kentucky university. Many of the students who graduated in this program at this year's commencement received the completer degree offered by WYS with Dr. Tucker Landy as major advisor.

College of Mathematics, Sciences, Technology, and Health (CMSTH)

The Division of Mathematics and Sciences has been active in summer programs and outreach activities. Fifty-four service area teachers attended the Environmental Education Workshop for Middle and High School Teachers presented by the unit last July. The Louis Stokes Alliance for Minority Participation (LSAMP) Summer Bridge Program for prospective STEM students has grown from 23 participants in 2008 to 31 in 2009. Also, Faculty members have presented a lecture series on energy and the environment at two local area high schools. Additionally, Mathematics area faculty in collaboration with the Office of Developmental Education, the ACE program, and three area high schools have begun implementation of the college readiness project funded by CPE.

KSU's "Mathematics Intervention Teacher" proposal was funded by the Kentucky Center for Mathematics for the third year. The Regional Coordinator provides mathematics content and leadership training for elementary teachers from a large area of Kentucky including KSU's service area.

Through the efforts of division faculty members, KSU is the lead University working with the Central Kentucky Partnership In Mathematics and Sciences (CKPIMS). CKPIMS is a Kentucky Department of Education sponsored Mathematics and Science Partnership that started in 2007-2008. The 2008-2009 academic year was year two with a \$200,000 budget housed in the Central Kentucky Education Cooperative. An application has been submitted for year three.

Dr. James Tidwell, Professor and Chairperson of the Division of Aquaculture, has agreed to chair a national review panel for the U.S. Department of Agriculture's Agricultural Research Service (ARS) that will examine prospective five-year project plans for research in aquaculture production. The review panel evaluates research plans by ARS teams across the United States that explore production technologies as well as processing, water quality, nutrition, use of by-products, rearing strategy and bioremediation. The review team headed by Dr. Tidwell includes university scientists and private industry representatives from Massachusetts, New Jersey, Hawaii, Louisiana, and Texas. The process will culminate with a two-day meeting of the review team at the ARS headquarters in Beltsville, Md.

Dr. Robert Durborow, Associate Professor of Aquaculture, created video footage of parasites that the TV network Animal Planet will use in its upcoming television series, "Monsters Inside Me." The six-part series explores parasites often so small they are invisible to the human eye and parasitic infections that can be deadly.

The National Center for Biotechnology Information released the partial gene sequence of a soil bacterium *Exiguobacterium acetylicum* strain SN and the partial gene sequence

of glutamate synthase from the newly isolated soil bacterium *Arthrobacter nicotianae* strain PR to the world scientific community. This gene discovery research work was carried out by Dr. Narayanan Rajendran, Associate Professor of Biology, Dr. Williard Mazhawidza, a post-doctoral researcher Michael Somuah, a KSU undergraduate biology student, and Colby Smith, an undergraduate biology student from another university. Dr. Rajendran also received a 2009 Indo-U.S. International Professorship from the American Society for Microbiology. This international professorship encourages partnerships between the United States and India and will enable Dr. Rajendran to teach a course on agricultural microbes bioinformatics this summer in India at the Indo-U.S. Science and Technology Forum, where he also will serve as the keynote speaker at the opening ceremony.

Jennifer Green, a graduate research assistant in the Division of Computer and Technical Sciences, presented her research at the World Congress 2009 Computer Science and Information Engineering Conference, sponsored by the World Research Institutes. The research paper, "Real-Time Logic Verification of a Wireless Sensor Network," co-authored by Dr. Siddhartha Bhattacharyya, was accepted for publication by the IEEE Computer Society.

Kentucky State University science majors Lauren Lobel, Maleka Embry, Rachel Hayden, Elizabeth Perkins and Michael Somuah, accompanied by Dr. T.S. Kochhar, campus coordinator for the National Science Foundation's Kentucky-West Virginia Louis Stokes Alliance for Minority Participation (LSAMP), and Dr. George Antonious of the Land Grant Program, attended the third annual KY-WV LSAMP Student Research Symposium in April where the students made scientific presentations of their research projects. Ms. Lobel won first prize in the Agriculture Science category for her oral presentation, "Capsaicin and Ascorbic Acid in Hot Pepper." Ms. Embry tied for second place for her oral presentation, "Heavy Metals in Edible Plants." Ms. Hayden, Ms. Perkins and Mr. Somuah were presented certificates of recognition for their presentations. Additionally, Kentucky State University received a "Footprint Award" for being one of the two best overall LSAMP programs in the State of Kentucky.

Senior Michael Somuah received the nationally competitive American Society for Microbiology's Microbiology Undergraduate Research Fellowship, which will allow him to spend 10 weeks at Cornell University learning new research techniques and technologies.

College of Professional Studies

The College of Professional Studies hosted the 33rd Annual Teaching Public Administration conference, May 27-28, 2009, and the 22nd Annual Meeting of the Public Administration Theory Network, May 29-31. Hosting these events was a first for the University and the Commonwealth of Kentucky. Conference evaluation comments indicated that participants were impressed by both the content and excellent accommodations for each event.

Academic Support

N'Namdi Paskins, an educational trainer in the Office of Continuing and Distance Education, was commended during National Volunteer Week by the Big Brothers Big Sisters of Kentuckiana for "bringing little moments of big magic to the life of a child."

The Office of Academic Advising is excited to announce the addition of a full-time advisor, Mrs. Laurel Simo, to the Advising staff. The Advising staff, in partnership with the Office of the Registrar, recently pre-registered hundreds of prospective students for the upcoming fall semester. Also, the Advising staff is actively involved in the Academics with Attitude project which is progressing nicely.

Mr. Anthony Rose of Regional Stewardship and KSU student Katherine Hatchell created a public service announcement video that aired on Time Warner Cable to highlight the Bluegrass Community Action Partnership's JARC/New Freedom programs. Mr. Rose also shot and edited footage for the "Dr. Carl Smith: A Man of Note" video to celebrate Dr. Smith's 50 years at Kentucky State University.

Land Grant Programs

The Community Research Service staff members continue to actively support the global community. Dr. George Antonious, Principal Investigator, co-wrote "Variability for Free Sugars and Organic Acids in *Capsicum chinense*. Drs. Robert Jarret (USDA, Georgia), Terry Berke (Seminis Seed Company, California), and Elizabeth Baldwin (Citrus Research Lab, Florida) are co-authors of the article. The article documents the range in the concentrations of individual organic acids present in *C. chinense* fruits and suggests that this variability will lead to studies involving the synthesis and metabolism of phytochemicals associated with fruit quality. Also Dr. Antonious was invited to speak at the 2009 International Conference on Environment, at the University of Athens, Greece. He presented "Remediation of Herbicides and Heavy Metals Mobility from Agricultural Soils into Surface and Subsurface Water." Additionally, Dr. Antonious served as chair of the Global Environmental Contamination session during the conference. More than 200 professors and researchers from around the world attended the international conference in Greece.

Dr. Michael Bomford, Principal Investigator in Organic Agriculture, has a paper entitled "Do Tomatoes Love Basil but Hate Brussels Sprouts?" in the June edition of the *Journal of Sustainable Agriculture*, an international journal promoting the study and application of sustainable agriculture solutions to resource depletion issues. He reports results of experimental tests of a popular claim that certain plant mixtures make more efficient use of land than others. Dr. Bomford presents a new method of calculating plant spacing for small-scale mixed cropping systems and introduces an online spacing calculator available at the KSU Organic Agriculture Working Group Web site.

Dr. Kirk Pomper, Principal Investigator of Horticulture, made a presentation concerning the KSU pawpaw research program at the Kentucky Nut Growers Association Spring Meeting. The Kentucky Nut Growers Association has about 200 members who are interested in growing nut trees and pawpaws.

Dr. Myna Panemangalore, Principal Investigator, and Frederick Bebe, Co-Investigator in the Nutrition and Health Program, have published a scientific paper, "Short- and Long-Term Exposure to Low Levels of Pesticide and Flavonoid Mixtures Modify Endogenous Antioxidants in Tissues of Rats" in the *Journal of Environmental Science and Health*. This research on the biosafety and protective effects of phytochemicals and their interaction with pesticides on antioxidants status in experimental studies using an animal model was supported by the Evans Allen Research Fund of the Land Grant Program.

Sheri Crabtree, Co-Investigator of Horticulture, was interviewed on WFPL National Public Radio by Bob Hill and Jeneen Wiche on the program "HomeGrown." She discussed which pawpaw and blackberry cultivars grow and produce best for the homeowner.

**KENTUCKY STATE UNIVERSITY
BOARD OF REGENTS
AGENDA ITEM BACKGROUND**

To: Board of Regents, Academic Affairs Committee	Date: July 24, 2009
From: Dr. James P. Chapman	
Subject: Faculty Emeriti Status	
Reason for Consideration: Information	Enclosure: No

Background:

The following faculty members have been approved by the President and the Provost/Vice President for Academic Affairs to receive Faculty Emeriti Status. Each candidate meets all of the criteria set forth in Section 2.1.3.1 of the Faculty Handbook for award of this honor.

Name	Years of Service
Dr. Alan Moore	38
Dr. Richard Taylor	34

INFORMATIONAL

Initiator:	Dr. James P. Chapman Interim Provost/Vice President for Academic Affairs
Board Action Date:	July 24, 2009
Effective Date:	July 24, 2009

**KENTUCKY STATE UNIVERSITY
BOARD OF REGENTS
AGENDA ITEM BACKGROUND**

To: Board of Regents, Academic Affairs Committee	Date: July 24, 2009
From: Dr. James P. Chapman	
Subject: Bachelor Degree in Africana Studies	
Reason for Consideration: Approval	Enclosure: Yes

Background:

The Board of Regents is asked to approve a Bachelor of Arts in Africana Studies degree proposed by the College of Arts, Social Sciences, and Interdisciplinary Studies.

Appreciation and analysis of the issues and challenges of the people within the geographic focus of the proposed Africana Studies program is vital. As the world becomes increasingly inter-dependent this type of analysis is critical. These regions of the world have vast potential for positive utilization of human and natural resources, inclusive of increased consumer markets and the development of innovative approaches to sustainable living.

Kentucky State University has the most diverse student demographic in the Commonwealth. Thus, KSU is exceptionally positioned to develop a cadre of professionals and students prepared for graduate school in this cutting-edge area of research, knowledge production, and analysis of the most under-served regions of the world.

We are confident that this program is well conceptualized, is supported by highly professional and experienced faculty members, and appropriately builds on the success of our existing courses. The proposal has been approved by the Faculty Senate, the Interim Provost/Vice President for Academic Affairs, and the President.

Recommendation:

APPROVAL

Initiator:	Dr. James P. Chapman Interim Provost/Vice President for Academic Affairs
Board Action Date:	July 24, 2009
Effective Date:	July 24, 2009

PROPOSAL FOR A NEW DEGREE PROGRAM AT KENTUCKY STATE UNIVERSITY

Program Title: Bachelor of Arts in Africana Studies

CPE Band of Authority: The proposed Bachelor of Arts in Africana Studies degree is within the university's negotiated band of programs (CIP 30) authorized by the Council on Postsecondary Education, and may be approved by the KSU Board of Regents on behalf of the Council.¹

Degree Designation: Baccalaureate

Program Description: The proposed Bachelor of Arts in Africana Studies (AFS) at Kentucky State University is designed to provide students with a critical perspective of the Africana World. Africana Studies is the intellectual inquiry and study of African peoples. Using the concept of "developing diasporan theory" as its foundation, the geographical foci are Africa, the United States, the Caribbean, and South America, and is inclusive of African descendent peoples in Asia and Europe.² The goal of the program is to produce graduates who possess an intellectually critical and analytical skill-set from which to examine and produce knowledge. This goal will be achieved by the instruction of self-assessment, practical application through study abroad experiences, and a curricular body of knowledge that supports an interdisciplinary approach to the concepts of diasporic, critical race and social theories.

Program Objectives: The program objectives are as follows:

Students will develop functional knowledge and analytical skills by:

- Learning the mechanisms of the global economic system and the institutions of global governance.
- Learning to challenge a priori assumptions of conventional data analysis and methodologies.
- Learning to scrutinize and interpret comparative data.
- Identifying historic and contemporary trends that characterize disadvantaged communities.
- Understanding the institutional arrangements that create social, economic and political disparities.
- Understanding and acknowledging linkages between social, political and economic behaviors that produce and dictate policy.
- Participating in local, national and international field experiences in diasporic and/or underserved communities.

¹ See Council on Postsecondary Education Agenda Item D-2, January, 24, 2000.

<http://cpe.ky.gov/NR/rdonlyres/A2B8C94C-C2D2-4421-8DFF-91C002A98913/0/ProgramBands.pdf>

² See Attachment A Critical essay on diasporan theory.

Students will advance their critical thinking skills by:

- Developing an appreciation of how communities and identities are produced and the relationship of these communities and identities to the larger social systems.
- Writing, presenting and analyzing professional research papers in a variety of forums.
- Acquiring familiarity with and recognizing the validity and significance of virtual technological methodologies and learning experiences.
- Acquiring practical, “hands-on” knowledge of diasporic and other communities.

Students will develop an increased respect for humanities education by:

- Understanding that critical interrogation is the center of knowledge production.
- Developing an insight into the international connectedness of the *black experience* from a variety of perspectives.
- Developing an insight into the international connectedness of the *human experience* from a variety of perspectives.
- Recognizing their responsibility as stewards of their own legacy.

Statement of Need: The Africana Studies ad-hoc committee requested a survey of currently enrolled students to determine viability of the proposed degree program. The survey was designed to receive feedback from KSU students regarding the following:

- Interest in the proposed Africana Studies major;
- Student perception of existing Africana, African American and African and international curriculum at KSU
- Student participation and inclination to participate in study abroad opportunities

The survey was distributed electronically to all KSU students with a valid email address. The survey was available for a two-week period. The College of Arts, Social Sciences and Interdisciplinary Studies offered a lottery of \$100 cash to respondents for participating in the survey. Sixty-nine (69) students responded. The relevant findings are as follows:

Africana Studies

- Seventy-two percent (72%) stated they would support the creation of a degree in Africana Studies at KSU.
- Fifty percent (50%) stated that the Africana Studies degree at KSU was necessary.
- Eighteen percent (18%) stated that they would pursue a degree in Africana Studies at KSU.
- Thirty-three percent (33%) stated that they may consider pursuing a degree in Africana Studies at KSU.

Comments related to this section included: (Comments are copied verbatim from the survey).

The course I've taken on non-Western cultures at KSU were great. My interest at this time is with the African and African American cultures. There's not a lot of being offered at KSU.

More courses need to be offered that pertain to the international studies.

i think that this survey was a very interesting way to gain some students attention, and to help us grasp more about the african Studies. Although i havent taken any of these course I still feel that is is a great program for those who really find african studies very important.

I THINK THIS SURVEY WAS VERY INTERESTING. IM GLAD TO SEE THAT KENTUCKY STATE IS BECOMING MORE AND MORE DIVERSE EVERYDAY AND THAT THEY ARE TRYING TO PURSUE NEW THINGS. ALTHOUGH I AM A SENIOR I REALLY THINK HAVING AN AFRICANA STUDIES MAJOR WOULD BE BENEFICIAL!

Career & Employment

- Seventy-four percent (74%) of respondents stated a degree in AFS would be beneficial to a career in Teaching.
- Fifty-six percent (56%) of respondents stated a degree in AFS would be beneficial to a career in Social Work.
- Fifty-six percent (56%) of respondents stated a degree in AFS would be beneficial to a career in Foreign Service.
- Eighty percent (80%) of respondents stated that they would pursue a career in Foreign Service.

Comments related to this section included: (Comments are copied verbatim from the survey).

If I were younger, I would RUN to be apart of this sort of thing!

I'm a senior and I am still unsure of what i want to do after I graduate. However, I am sure that whatever it is I do, traveling MUST be a requirement..

Study Abroad

- Ninety-two percent (92%) of students indicated that have not studied abroad.
- Eighty (80%) of students stated that they have considered studying abroad.
- Seventy-one percent (71%) of students stated that they have not studied abroad because they could not afford it.
- Sixty percent (60%) of students stated that they would study abroad if it were a course requirement.
- Regions students indicate they would prefer to study abroad - Latin America and the Caribbean 66%; Europe 55%; Pacific Rim 55%; Sub-Saharan Africa 55%.

Comments related to this section included: (Comments are copied verbatim from the survey).

i think there should be more study abroad programs for underclassmen made available and affordable.

Study abroad is a fabulous opportunity for anyone who can manage. All students should be encouraged to participate. It is through interaction with other cultures that we can become diverse individuals and spread it around.

study abroad would create excellent academicians.

I always wanted to participate in study abroad. I would get the booklets and only dream of going because I know that I may never get that experience. Even more so because I live off campus and would have to worry about rent, and I work, so I'm not sure if my job would approve. I also, don't meet the requirements (which I never agreed with). A persons GPA doesn't mean he/she will not excel if given the chance!!!

it would be a great asset for kentucky state university to make more study abroad programs available to students.

should be required and funded!!

I need a scholarship in order to study abroad.

i think that this survey was a very interesting way to gain some students attention, and to help us grasp more about the aficana Studies. Although i havent taken any of these course I still feel that is is a great program for those who really find africana studies very important.

KSU and International Education

- Forty-nine percent (49%) of respondents indicated that KSU could do more to “educate students about history, culture, and issues that are specific to African, African American and other African descendent people.”
- Respondents indicated that they receive the most learning with a “non-European focus” in the following curricula: Integrative Studies (43%); English (26%) History (26%) and Art (21%).

Comments related to this section included: (Comments are copied verbatim from the survey).

At an HBCU studies of Africa and African-Americans is essential

We need more of these courses

Analysis

The survey results clearly indicate that currently enrolled KSU students are interested in Africana Studies, with more than half of the respondents expressing a desire to pursue or consider pursuing a major in Africana Studies. Significantly, whether or not they would pursue the major, the preponderance of respondents stated their support for Africana Studies at KSU. The survey reveals that students believe the discipline is relevant to careers in Teaching and Social Work. These majors consistently produce the most KSU graduates. The section on study abroad generated the most open-ended comments and indicated a strong desire by students to pursue such opportunities.

The proposed degree program in Africana Studies will have a positive impact on instruction, research and other campus programming. The program has the potential to increase overall student enrollment as new students are attracted to the discipline. The program will potentially increase enrollment in existing courses. As proposed, the AFS degree has the potential to increase student completion of university minors, especially those in Sociology, African American Studies, Philosophy, International Studies, and those related to Fine Arts, and Languages.³

Kentucky State University has established extracurricular, informational and awareness

³ See AFS elective course options (page 10 of this document) for details.

programming related to African, African American and diasporic issues. The Africana Studies degree will add the much-needed academic component. The scholarly and intellectual inquiry of the contributions, concerns and conditions of African, African American and African descendent peoples will sharpen the acumen of faculty and the knowledge base of students.⁴

Employment and Graduate School Opportunities for Program Graduates:

Coupled with KSU's strong liberal studies curriculum, AFS's inherent broad range of practical application and travel experience will uniquely prepare graduates to accept the challenges and demands of the twenty-first century workplace. AFS graduates will be prepared for entry-level and eventual leadership positions in public service at all levels of government, the diplomatic corps, private industry and non-governmental organizations.

AFS graduates will be able to objectively critique and discern best social, economic and political policies, practices, and developmental strategies. Graduates will have the capacity to identify innovative approaches toward sustainable and holistic living. Perhaps most significantly, graduates will demonstrate a better understanding of self and respect for community. These goals will be achieved through the program's confluence of rigorous coursework, study abroad, service learning opportunities, mentoring, and individualized advising. The degree program will enhance the student knowledge base as related to the issues, state of affairs, and the contribution of Africana people to global society.

The fastest growing occupational category is professional knowledge workers, which requires post-secondary education. As proposed, the Africana Studies degree is excellent preparation for graduate school. Via the instruction of self-assessment, practical application, and a curricular body of knowledge that supports a hermeneutical approach to the concepts of diasporic, critical race and social theories, graduates will possess a skill-set that allows them to think critically, creatively and innovatively.

Curricular Overlap: The University of Kentucky, Western, Northern and Eastern Kentucky Universities have interdisciplinary programs culminating in a minor in African American Studies. The University of Louisville offers a B.A. and Masters' degree in Pan-African Studies. In 2007, Indiana University created a PhD in African American and African Diaspora Studies.

Other Master's programs in the discipline include: Florida International University, New York University, Columbia University, Clark-Atlanta University, and Syracuse. Between 1992 and 2005, there were five doctoral programs created in Africana Studies. They are as follows: University of Massachusetts-Amherst, University of California-Berkeley, Harvard University, Michigan State University, and Northwestern University.

⁴ The Africana Student Survey is available on the KSU Office of Institutional Research & Effectiveness website.

Coursework in KSU's undergraduate program will comply with admission prerequisites of the University of Louisville's Masters in Pan-African Studies, Indiana University, Wayne State University and The Ohio State University.

Finances: A grant proposal has been submitted to the NEH to raise external funds for AFS. There is a strong indication that the university will commit the necessary funds for implementation of the program, as well. A full budget will be developed upon approval of this proposal.

Course Inventory: Ten new courses are proposed to fulfill the necessary requirements for students who want to obtain a B.A. in Africana Studies.

The following section is the organization of the Africana Studies core courses for the B.A. program. The course schema is consistently organized to mirror "the nine semester plan" the University uses to encourage student completion of the degree requirements within a four year period.

AFRICANA STUDIES CURRICULUM LADDER

Freshman Year	
Semester 1	Semester 2
AFS 101 – The Black Experience in America (3)	AFS 102 – Introduction to Africana Studies (3)
AFS major Semester Total 3	AFS major Semester Total 3
Sophomore Year	
Semester 1	Semester 2
AFS 201 – Seminar in The Black Experience in America (3) Prerequisite: AFS 101	AFS 202 – Seminar in the African Diaspora (3) Prerequisite: AFS 102
AFS major Semester Total 3	AFS major Semester Total 3
Junior Year	
Semester 1	Semester 2
AFS 301 Research Methods in Africana Studies (3)	AFS 302 Reading in Black Women Studies (3)
SPE 302 Interracial Communication (3)	IGS 304 The African American Experience Or IGS 303 Studies in Latin American Cultures Or IGS 301 Studies in African Cultures <i>Credit counts toward IGS Requirement and AFS requirement</i>
MUS 323 African American Music or ART 303 African American Art History or MUS 323 Music of Africa and Asia or MUS 325 Jazz History and Literature (3)	AFS 306 Economic Development & the Diaspora (3)
HIS 365 African History to 1870 or HIS 366 African History from 1870 (3)*	AFS 305 Africana Intellectual Thought (3)
GEO 312 Geography (3) or Elective (3)	AFS 303 American Civil Rights Movement (3) Prerequisite AFS 301
SOC 304 Race & Ethnic Relations (3)	Elective or AFS Special Topics(3)
AFS major Semester Total 18	AFS major Semester Total 15

Senior Year	
Semester 1	Semester 2
ENG 409 Literature of African Americans (3)	POS 462 Politics of the Developing World or PUA 304 Comparative Administrative Systems (3)
AFS 466 Special Topics in Africana Studies (3)	AFS 467 Special Topics in Africana Studies (3)
AFS 488 Field Work in the Black Community (Study Abroad) or Electives (3)	AFS 489 Field Work; Internship or Electives (Optional) (3)
AFS 498 Senior Seminar Preparation (1)	AFS 499 Senior Seminar (3) Prerequisite: AFS 498
AFS major Semester Total 10 (or 15 dependent upon student's choice of AFS 488)	AFS major Semester Total 12 (or 15 dependent upon student's choice of AFS 488)
Program Total 67 credit hours + Gen Ed 53 credit hours	Degree Total 120

Prerequisite issues for AFS required courses:

Course	Current Prerequisite	Suggested Resolution
HIS 365 and HIS 366 African History	HIS 101 and HIS 102 World Civilization 1 and 2	1) students could be admitted per consent of the professor 2) AFS majors could be required to take HIS 101 and HIS 102 instead of IGS 200 and IGS 201, or 3) students could be admitted per consent of the professor 4) Distinct courses in African History could be developed for Africana Studies majors.
SOC 304 Race & Ethnicity	SOC 203 Principles of Sociology HIS 201 and HIS 202 United States History	AFS majors will be advised to take SOC 203 as the Science option of the Liberal Studies Core Requirement. 1) students could be admitted per consent of the professor 2) AFS 101 and 201 could serve as substitutes for HIS 201 and 202, or 3) distinct courses in African History could be developed for Africana Studies majors, or 4) SOC 304 can become an elective in the program for students who have completed the existing prerequisite requirements.
SPE 302 Interracial/Intercultural Communication	SPE 103 Interpersonal Communication	All students are required to take SPE 103.
Similar corrective options are proposed to satisfy the prerequisites for courses offered as AFS Special Topics or Electives.		

Proposed New Courses⁵

AFS 101 The Black Experience in America	3
AFS 102 Introduction to Africana Studies	3
AFS 201 Seminar in the Black Experience in America	3
AFS 202 Seminar in the African Diaspora	3
AFS 302 Readings in Black Women's Studies	3
AFS 3_ Economic Development & the Diaspora	3
AFS 3 _ Africana Intellectual Thought	3
AFS 3 _ Research Methods in Africana Studies	3
AFS 466 Special Topics in Africana Studies	3
AFS 467 Special Topics in Africana Studies	3
AFS 488 Field Work in the Black Community	3
AFS 489 Field Work II; Internship, Study Abroad	3
AFS 498 Senior Seminar Preparation	1
AFS 499 Senior Seminar	3

⁵ See Attachment B (Syllabi and New Course Descriptions) for details.

Elective course options for Africana Studies

The proposed Africana Studies degree allows a maximum of nine (9) elective credit courses. AFS majors will be encouraged to participate in study abroad courses and internships to complete this requirement. However, other elective options are as follows:

1. Advanced Language courses – Students could opt for a French or Spanish minor. Students seeking a language minor would have to add one additional language course (3 credit hours) to fulfill the Language minor option.
2. Advanced Philosophy courses – Students could opt for a minor in Philosophy. Students seeking this option would have to add one additional Philosophy course (3 credit hours) to fulfill the Philosophy minor option.
3. Fine Art courses – A new elective is proposed for AFS majors, THE 308 Black Theatre. This course has been put on hold pending creation of a syllabus. Students have several options to fulfill the Fine Arts requirement of the AFS major. Students could select other course options with this requirement as electives. With close monitoring and consultation with a Fine Arts advisor and an AFS advisor, students could pursue minors in either Speech Communications or Theatre.
4. Sociology courses – A minor in Sociology is an option for AFS minors. The Sociology minor requires the completion of 18 credit hours. AFS majors are required to take 6 of these courses (GEO 102 and SOC 304). AFS majors will be encouraged to take SOC 203 as part of their Liberal Studies core. Therefore, the remaining nine credits could result in the Sociology minor.
5. International Studies – Students could enroll in courses approved for the International Studies minor. This minor requires 21 credit hours for completion. The required courses are GEO 102 and a two semester language sequence. The remaining 12 credit hours are options from an approved list of course offerings. It is conceivable that AFS students could successfully pursue this minor.
6. Liberal Studies Special Topics courses - These courses are inherently interdisciplinary and have been used to “pilot” Africana Studies courses. For example, the course entitled the American Civil Rights Movement has been offered as LST 331 and LST 332 for the past several semesters.

7. African American Studies – Students could enroll in courses approved for the AAS minor. This minor requires 18 credit hours from approved interdisciplinary courses.
8. History courses – The history department offers several courses that are ideal electives for AFS majors. Suggested courses include HIS 314 African Americans in the United States; HIS 321 Constitutional History of the United States; HIS 411 African Americans in the 20th Century; HIS 424 Diplomatic History of the United States. However, these courses have stringent prerequisite requirements, which have yet to be resolved.

Faculty: Since, Africana Studies is an interdisciplinary program, current KSU faculty will teach AFS courses. AFS faculty will be determined by interest, need and a credentials review of an Africana Studies Advisory Committee. It is projected that within two years, a minimum of two new full-time faculty positions will be needed to fulfill program goals and objectives. Given increased university enrollment and enrollment projections, coupled with the responsibilities of extant faculty, the acquisition of these positions is critical.⁶

Facilities and Library Resources: Lecture and seminar classrooms are adequate to support the proposed degree curriculum. Library resources are also adequate. During the 2008-09 academic year, KSU's Blazer Library holdings have substantially increased with the acquisition of books and materials to support the AFS program.⁷

Program Implementation: Proposed program implementation date: August 2009

Rationale: The program's interdisciplinary emphasis and multicultural approach to scholarship and learning is wholly compatible with the institution's mission. A critical component of the University's mission is "to build upon its legacy of achievement as a historically black, liberal arts, and 1890 land-grant university." The proposed Bachelor of Arts in Africana Studies strives to synthesize and satisfy the uniquely tripartite mission of Kentucky State University.

The creation of Africana Studies at Kentucky State University addresses the legacy component of the university's mission. The University is founded upon a tradition of activist scholarship and learning and the B.A. degree in Africana Studies continues this tradition.

AFS is consistent with KSU's liberal arts commitment as the program's Humanities foundation is interdisciplinary, which encourages students to think across the curriculum. As proposed, Africana Studies embraces the belief that humanities education is valuable to address academic deficiencies and to produce life-long learners.

⁶ It is anticipated that by year 3 of the program, current faculty, teaching schedules and course scheduling will not be able to meet program needs.

⁷ See Attachment C Library Holdings

AFS encourages and will sustain practical experiences in compliance with the institution's Land Grant tradition. The integration of these concepts strengthens the University's core value of public service.

The University has no required courses and offers no degree in African, African American or African diasporic studies.⁸ Kentucky State University students graduate from an HBCU without significant or meaningful academic engagement in the issues of African, African American or other African diasporic people. There is a deficient knowledge base about this experience. There is significant interest in these issues as indicated by the Africana Studies Student Survey. KSU graduates who wish to pursue such courses of study are denied entrance to area graduate programs because they lack the prerequisite undergraduate coursework. The Africana Studies degree program is intended to fill this void with a unique approach that encompasses the diverse identities and experiences of black people. The implementation of Africana Studies is critical to the fulfillment of the University's legacy, mission and stewardship of place. The program is consistent with the University's Strategic and Quality Enhancement Plans.

The KSU Campus Action Plan, in its statement of Mission Parameters, notes the University's offering of a "strong liberal arts and sciences undergraduate core preparing students to live and work in a global society" and that the University "emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education, opportunities for discovery-based learning, and other special programs."⁹

As indicated by the findings of the Africana Studies Student Survey, there is significant student interest in study abroad courses. Study abroad and international research projects comply with KSU's Strategic Plan which explicitly states the objective of "Preparing Students for Global Citizenship through its General Education/Core Curriculum".¹⁰ "Expanding global studies academic programs" is part of the President's vision.¹¹ KSU faculty and staff are charged by the Office of Academic Affairs to "prepare leaders committed to opportunities for expression and participation in the life of the University, the Commonwealth, the nation and the world."¹² The Office of Student Affairs is "committed to developing students who possess the competencies and skills "...to compete in and contribute to a complex, global economy."¹³

⁸The Division of Behavioral and Social Sciences offers a minor in African American Studies. Created in 1972, according to KSU's Office of Institutional Research & Effectiveness the Division has graduated one student with the minor.

⁹ See **KSU 2005-2010 Campus Action Plan, p.1 (excerpted from BA in Spanish degree proposal).**

¹⁰ Excerpt from Office of Global Education's mission statement.

¹¹ Dr. Mary Evans Sias, *From the President's Desk*, May 9, 2008

¹² Excerpt from the Office of Academic Affairs' mission statement.

¹³ Excerpt from the Office of Office of Student Affairs' mission statement.

In regard to diasporic experience, for the past three years, the University has supported faculty research and subsequent study-abroad courses in Brazil. Kentucky State University has developed working relationships with several universities, pre-schools, elementary, secondary schools and non-profit organizations in Brazil. KSU study abroad students have engaged in numerous community development projects in conjunction with Brazilian non-profit organizations. Student evaluations of these projects reveal that students are imbued with a sense of philanthropic satisfaction, respect for other cultures, and renewed appreciation for their place in the global society. The university is engaged in similar opportunities with the nations of Nigeria and Ghana on the African continent.

Africana Studies is committed to teaching the legacy of the HBCU, and thus, is consistent with the Council on Postsecondary Education's Regional Stewardship Program, in that, it links the "resources and knowledge of" Kentucky State University "to the needs and challenges of the[ir] respective regions".¹⁴ A primary focus of the Bachelor of Arts in Africana Studies is to infuse students with a sense of public service and responsibility that includes an investment in the continued development of their institutional legacy. Additionally, these concepts and values will be instilled through the local and global service projects imbedded into the program's educational and outreach programs.

Appreciation and analysis of the issues and challenges of the people within the geographic focus of the proposed Africana Studies program is vital. As the world becomes increasingly inter-dependent and with the possible diminution of the United States' economic hegemony, this type of analysis is critical. These regions of the world have vast potential for positive utilization of human and natural resources, inclusive of increased consumer markets and the development of innovative approaches to sustainable living.

Kentucky State University has the most diverse student demographic in the Commonwealth. Thus, KSU is exceptionally positioned to develop a cadre of professionals and students prepared for graduate school in this cutting-edge area of research, knowledge production, and analysis of the most under-served regions of the world.

¹⁴ See http://cpe.ky.gov/policies/budget/reg_steward_program.htm

Appendix A

Brief bibliographic essay on the concept and analysis of the African Diaspora

The African diaspora is a concept and a method of analysis. There is a plethora of scholarship that validates “developing diasporan theory”.¹⁵ The Museum of the African Diaspora (MOAD) in San Francisco offers a simple definition. MOAD defines the African diaspora as the “scattering of people from Africa and the sowing of their cultures globally”.¹⁶

George Shepperson uses this biblical reference to argue that the concept of an African diaspora has Biblical origins. He cites Hebrew Scriptures Psalms 68:31 and Greek Scriptures, Acts 8:26 – 39. As evidence of temporal conceptualization, he references the title of William Mayor’s 1802 essay “The History of the Dispersion of the Jews; of Modern Egypt and of other African Nations”.¹⁷

Joseph E. Harris’ articulation of the concept is also straightforward. He asserts that the African diaspora is the voluntary and involuntary dispersion of Africans throughout history. Harris states that the African diaspora is “dynamic, continuous, and a complex phenomenon stretching across time, geography, class and gender.”¹⁸ Consequently, the study of diasporic people necessitates identity analysis. Leonard Kodzo Gadezekpo offers an Africana paradigm based upon his analysis of Afro-Brazilian culture. He divides diasporan identity into four aspects:

- 1) Biological – African identity even if it is several generations removed.
- 2) Cultural – connection with extended family (real or imagined)
- 3) Awareness of the history of struggle/resistance – questioning or challenging the state and self. The pain of the struggle has been passed on to subsequent generations
- 4) Multiplicity of Identity – not only constructs of race, class and gender but members may be part of several diasporan communities.¹⁹

Kim Butler, renowned scholar of diasporan theory, asserts that diasporan analysis must accept the reality of multiple identities. Offering the example of a Jamaican individual living in London, Butler uses William Safran’s definition of diaspora to differentiate the diasporan experience from that of migration, emigration and nomadic people. Butler asserts that diasporan populations must have the following characteristics:

¹⁵Term borrowed from Kim Butler. See Kim Butler, “Defining Diaspora, Refining a Discourse” *Diaspora*, Vol.10 No.2, Fall 2001.

¹⁶www.moadsf.org

¹⁷ See George Shepperson “The African Diaspora: Concept and Context” *Global Dimensions of the African Diaspora*, 2nd ed. (Washington D.C.; Howard University Press, 1993 p. 41.

¹⁸ See Joseph E. Harris, ed. “Introduction”, *Global Dimensions of the African Diaspora*, 2nd ed. (Washington D.C.; Howard University Press, 1993) p.4.

¹⁹ Leonard Kodzo Gadezekpo presented “The Africana Paradigm” at the African Studies Association Annual Meeting, November 14, 2008.

- 1) dispersal to two or more locations
- 2) collective mythology of homeland
- 3) alienation from host land
- 4) idealization of return to homeland asserts that conceptualization of the diaspora must be able to analyze the reality of multiple identities and phases of diasporization over time.
- 5) ongoing relationship with homeland²⁰

Butler and others argue that the diasporic groups, not living in the homeland, opt to return or to make a permanent place in the diaspora, yet they develop “ethno national consciousness”, which is important to survival as a “cultural unit.”

Robin Cohen asserts that this type of consciousness connects diasporic people to the homeland especially when they have been separated from the homeland for many generations. This connection to the homeland can be real or imagined. In either case, the connection provides the foundation for diasporan identity to emerge. Butler analyzes the “temporal-historical dimensions” of diasporan identity as she posits when the separation from homeland has spanned more than two generations, becoming multi-generational, the identity is conflated with the individual migration experience and a collective history of dispersal.

As a method of analysis, recent scholarship divides the concept of the diaspora into temporal categories. Timothy Gideon Kiogora posits three separate temporal historical dimensions of the African diaspora.

- 1) Enslavement also known as Historic or Classical
- 2) Colonization
- 3) New or Post-colonial²¹

The Diaspora of Enslavement (Historic or Classical) refers to the Trans-Atlantic Slave Trade (TAST), which occurred from the 15th to 19th centuries. By the 1500's, the Portuguese facilitated the change in the African “gold coast” to the “slave coast” as they traded only for guns and humans to serve as labor for their “discoveries” in the Americas. The TAST represents only a quarter of the classical African diaspora. Records indicate that an estimated 20 million people were taken from Africa, 8 million shipped to the islands in the Indian Ocean and 4 million to islands of the Red Seas.

Only 10 million persons survived the middle passage, with almost half of those residing in Brazil and the least number arriving in British North America. The number of enslaved that supplied the markets in Africa are unknown, but estimated as twice as many. Colonization refers to the period immediately before and during the Scramble for Africa, which began in the 1870's culminating with the Berlin West Africa Conference in 1885-86. By 1912, only Liberia and Ethiopia were independent nations.

The New or Post-colonial African diaspora is on-going beginning with the liberation wars in Africa during the 1960's. Kiogora asserts new diasporics and their progeny are essentially global citizens. (Barack Obama's father is representative of this diaspora.) It is important to note that many diasporan theorists include the voluntary

²⁰ See Kim Butler, “Defining Diaspora, Refining a Discourse” *Diaspora*, Vol.10 No.2, Fall 2001.

²¹ Timothy Gideon Kiogora “Reflections on the Role of the New African Diaspora in the Shaping of the African Renaissance” African Studies Association Annual Meeting, November 14, 2008.

migrations of African people prior to the TAST. On the other end of the temporal spectrum, the Executive Council of the African Union declared in 2006 that the diaspora was the 6th region of the African Continent.²²

Kiogora attempts to address the disconnect between the New and Historic Diasporas. He suggests that after the liberation of Africa, African Americans were consumed with their own struggle and Africans were consumed with national reconstruction and the pursuit of individual power.

Butler argues that diasporan theory is in its development phase as discipline. She asserts it is essentially comparative analysis of the process and pattern that define diasporic experiences. It is a framework for the “study of a specific process of community formation.” She offers a five step methodological template for diasporan research.

- 1) Reasons for, and conditions of, the dispersal
- 2) Relationship with the homeland
- 3) Relationships with host lands
- 4) Interrelationships within communities of the diaspora
- 5) Comparative studies of different diasporas

Butler cautions that her template is incomplete as much of diasporan theory is unwritten and embedded in oral tradition, music, art, dance and other creative experiences.²³ The unwritten dimension of the diaspora is justification for the need to experience these communities.

²² Legwaila Joseph, “The Role of the Diaspora in Support of Africa’s Development” Keynote Address at the United Nations African Diaspora Leadership Forum, 3 October 2006, London
<http://www.un.org/africa/osaa/speeches/USGDiasporaLdrship%20Forum%203%20Oct%20London.pdf>

²³ See Kim Butler, “Defining Diaspora, Refining a Discourse” *Diaspora*, Vol.10 No.2, Fall 2001

Appendix B

Course Descriptions for New Africana Studies Courses

AFS 101 - The Black Experience in America (3)

A survey of black people from freedom in Africa to enslavement in the United States, specifically examining enslaved life and free black communities in colonial and antebellum era. This course will survey the history, culture, religion, institutions, politics, economics, arts, and psychology of peoples of African American people as developed from experience in both the old and new worlds. This course uses multidisciplinary analysis to examine life from a Black perspective as illustrated in selected historical and contemporary writings.

AFS 102 – Intro to Africana Studies (3)

An introductory survey of basic theoretical concepts used to analyze the Black experience, with special focus on the general historical process common to the African Diaspora(Africa, Caribbean, and the Americas - South, Central, and North, especially the USA).

AFS 201 – Seminar in the American Black Experience (3)

This seminar course focuses on the transition from enslavement to emancipation to citizenship in the modern and postmodern eras. This course is a seminar in the history, culture, religion, institutions, politics, economics, arts, and psychology of peoples of African American people as developed from experience in both the old and new worlds. This course uses multidisciplinary analysis to examine life from a Black perspective as illustrated in selected historical and contemporary writings.

AFS 202 – Seminar in Africana Studies (3)

This course is an expansion of the AFS 102. Students will conduct research in specific topics of interest related to the Africana experience. Students will identify the global character of the Black Diaspora to move beyond the myopia imposed by nation state formations.

AFS 302 Readings in Black Women’s Studies (3)

This course will focus on biography, memoir, oral histories and the fiction of black women, their contributions to the literary canon and historiography of Western and non-Western societies.

AFS 301 Research Methods in Africana Studies (3)

This course will provide students with conventional quantitative and qualitative research methodology. The course will introduce students to specific conceptual theoretical frameworks and methodologies unique to the discipline. The primary objective of this course is to help students develop research skills necessary to address the pressing social, economic and political issues facing people of Africa on the continent and throughout the diaspora. In addition;

AFS 303 – American Civil Rights Movement (currently taught as LST Preceptorial) (3)

This seminar examines the social movement in the postwar United States. The course investigates the process of building and sustaining protest organizations, the various tactical and philosophical debates among civil rights leadership and the role of government in shaping the movement for racial reform. The impact of the media, foreign policy, global economic restructuring, human rights and popular culture are also examined.

AFS 305 – Africana Intellectual Thought (3)

This is a seminar course which examines the political movements of African descendent people, inclusive of the societal dynamics that provided the impetus and context for political struggle and cultural production. This course divides the intellectual product of Africana intellectuals into four major chronological and thematic periodizations; 1) Abolitionism - The Nadir – The New Negro 2) Negritude to Post-Colonialism 3) Civil Rights, Womanism, and Anti-Apartheid 4) Black Consciousness – Post-Soul – Hip Hop. Students will become familiar with the works and philosophical foundation of noted intellectuals of the each era.

AFS 306 Economic Development and the African Diaspora (3)

This course will provide students with macro-economic concepts AFS related to the global-economy. Students will examine historic and contemporary geopolitical developments that impact diasporic people. This course will also evaluate the economic contribution of the African continent and diasporic people to the global economy.

AFS 466 and AFS 467 Special Topics in Africana Studies (3)

(These courses must include a research paper. Prerequisite: Research methods) These courses are designed to prepare students for the Senior Seminar. Students will become proficient in the production of quality research. Africana Studies Committee and faculty will generate topics.

AFS 488 – Field Work in the Black Community/Study Abroad (3 - 6)

Placement in community based, international, human services, non-governmental organizations or governmental agency.

AFS 489 – Field Work in the Black Community/Internship (3-6)

Placement in community based, international, human services, non-governmental organizations or governmental agency or corporate organization.

AFS 498 – Senior Seminar Preparation (1)

This one credit course is designed to assist student's preparation for the senior seminar. Students will choose and design a research project.

AFS 499 - Senior Seminar (3)

This course is designed AFS the major's capstone. Students will produce research that enhances the discipline. The research will be suitable for publication or presentation.

Appendix C

Library Acquisitions Request

Books

- Aldridge, Delores P. *Africana Studies: Philosophical Perspectives and Theoretical Paradigms*. Washington State University (November 30, 2007) ISBN-10: 087422294X ISBN-13: 978-0874222944
- Amaro, Nelson, *Globalization on the Ground*. Rowman & Littlefield Publishers, Inc. (May 28, 2001) ISBN-10: 0742508676 ISBN-13: 978-074250
- Andrews, George Reid, *Afro-Latin America, 1800-2000*. Oxford University Press, USA (May 25, 2004) ISBN-10: 0195152336 ISBN-13: 978-0195152333
- Appelbaum, Nancy, Wade, Peter, *Race and Nation in Modern Latin America*. The University of North Carolina Press (January 17, 2007) ISBN-10: 0807854417 ISBN-13: 978-0807854419
- Appiah, Kwame Anthony, Gates, Henry Louis *Africana: Civil Rights; An A-to-Z Reference of the Movement that Changed America (Africana)* Running Press Book Publishers (January 4, 2005) ISBN-10: 076241958X ISBN-13: 978-0762419586
- Austin, Allan D. *African Muslims in Antebellum America: Transatlantic Stories and Spiritual Struggles* Routledge; 1 edition (April 23, 1997) ISBN-10: 0415912709 ISBN-13: 978-0415912709
- Azevedo, Mario, *Africana Studies: A Survey of Africa and the African Diaspora*. Carolina Academic Press; 3rd edition (August 30, 2005) ISBN-10: 089089485X ISBN-13: 978-0890894859
- Baker, Houston A. Jr., Diawara, Manthia; Lindeborg, *Black British Cultural Studies: A Reader (Black Literature and Culture Series)* University Of Chicago Press (September 1, 1996) ISBN-10: 0226144828 ISBN-13: 978-0226144825
- Blackburn, Robin, *The Making of New World Slavery: From the Baroque to the Modern 1492-1800* Verso (May 1998) ISBN-10: 1859841953 ISBN-13: 978-1859841952
- Blight, David W. *A Slave No More: Two Men Who Escaped to Freedom, Including Their Own Narratives of Emancipation* Harcourt; 1 edition (November 5, 2007) ISBN-10: 0151012326 ISBN-13: 978-0151012329
- Bobo, Jacqueline, *The Black Studies Reader*. Routledge; 1st Paperback edition (March 18, 2004) ISBN-10: 0415945542 ISBN-13: 978-0415945547
- Brown, Cecil, Dude, *Where's My Black Studies Department?: The Disappearance of Black Americans from U.S. Universities* (Terra Nova) North Atlantic Books (May 15, 2007) ISBN-10: 1556435738 ISBN-13: 978-1556435737
- Carson, Clayborne, *In Struggle: SNCC and the Black Awakening of the 1960s* Harvard University Press (April 3, 1995) ISBN-10: 0674447271 ISBN-13: 978-0674447271
- Clegg, Claude A. III, ed. *The Price of Liberty: African Americans and the Making of Liberia* The University of North Carolina Press (December 4, 2003) ISBN-10: 0807855162 ISBN-13: 978-0807855164
- Collier-Thomas, Bettye, *Sisters in the Struggle: African-American Women in the Civil Rights-Black Power Movement*. Editor NYU Press (August 1, 2001) ISBN-10: 0814716032 ISBN-13: 978-0814716038

- Conyers, James L., *Africana Studies: A Disciplinary Quest for Both Theory and Method*. McFarland & Company, Inc; New Ed edition (January 27, 2005) ISBN-10: 0786423048 ISBN-13: 978-0786423040
- Crawford, Vicki L., Rouse, Jacqueline Anne, Woods, Barbara, *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965* (Blacks in the Diaspora) Indiana University Press (October 1993) ISBN-10: 0253208327 ISBN-13: 978-0253208323
- Dzidzienyo, Anani, *Neither Enemies nor Friends: Latinos, Blacks, Afro-Latinos*. Palgrave Macmillan (March 31, 2005) ISBN-10: 1403965684 ISBN-13: 978-1403965684
- Existential Africana: Understanding Africana Existential Thought (Africana Thought)* Routledge; 1 edition (April 11, 2000) ISBN-10: 0415926440 ISBN-13: 978-0415926447
- Farber, David, *Chicago '68* University Of Chicago Press (October 17, 1994) ISBN-10: 0226238016 ISBN-13: 978-0226238012
- George, Nelson, *Hip Hop America*. Penguin (Non-Classics) (April 26, 2005) ISBN-10: 0143035150 ISBN-13: 978-0143035152
- Graham, Richard, *The Idea of Race in Latin America: 1870-1940* (ILAS Critical Reflections on Latin America Series) University of Texas Press (1990) ISBN-10: 0292738579 ISBN-13: 978-0292738577
- Grant, Joanne, *Ella Baker: Freedom Bound*. Wiley; New Ed edition (January 4, 1999) ISBN-10: 0471327174 ISBN-13: 978-0471327172
- Harris, Joseph, *Global Dimensions of the African Diaspora*. Howard University Press; 2 Sub edition (June 1993) ISBN-10: 088258149X ISBN-13: 978-0882581491
- Hine, Darlene Clark, *Crossing Boundaries: Comparative History of Black People in Diaspora*. Indiana University Press (March 1, 2001) ISBN-10: 0253214505 ISBN-13: 978-0253214508
- Hyman, Lester S. *United States Policy Towards Liberia, 1822 to 2003: Unintended Consequences Africana* Homestead Legacy Publishers; First paperback edition (June 30, 2007) ISBN-10: 0977090493 ISBN-13: 978-0977090495
- James, C.L. R., *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* Vintage; 2 edition (October 23, 1989) ISBN-10: 0679724672 ISBN-13: 978-0679724674
- Joseph, Peniel E., *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America* Holt Paperbacks (July 10, 2007) ISBN-10: 0805083359 ISBN-13: 978-0805083354
- Joseph, Peniel, ed., *Black Power Movement: Rethinking the Civil Rights-Black Power Era*. Editor Routledge; 1 edition (March 24, 2006) ISBN-10: 0415945968 ISBN-13: 978-0415945967
- Ling, Peter, Monteith, Sharon, ed. *Gender and the Civil Rights Movement*. Rutgers University Press; 1st Pbk. Ed edition (March 2004) ISBN-10: 0813534380 ISBN-13: 978-0813534381
- Mann, Eric, *Katrina's Legacy: White Racism and Black Reconstruction in New Orleans and the Gulf Coast*. Frontlines Press; 1st edition (August 1, 2006) ISBN-10: 0972126325 ISBN-13: 978-0972126328
- Mann, Kristin, *Rethinking the African Diaspora: The Making of a Black Atlantic World in the Bight of Benin and Brazil (Studies in Slave and Post-Slave Societies and Cultures)*. Routledge; 1 edition (September 1, 2001) ISBN-10: 071468158X ISBN-13: 978-0714681580
- Marable, Manning, *The New Black Renaissance: The Souls Anthology of Critical African American Studies*. Paradigm Publishers (August 2005) ISBN-10: 159451142X ISBN-13: 978-

1594511424

- Midlo Hall, Gwendolyn, *Slavery and African Ethnicities in the Americas: Restoring the Links* University of North Carolina Press (August 1, 2007) ISBN-10: 0807858625 ISBN-13: 978-0807858622
- Minority Rights Groups *No Longer Invisible: Afro-Latin Americans*. Today Minority Rights Group Publications (December 1995) ISBN-10: 1873194854 ISBN-13: 978-1873194850
- Moses, Wilson Jeremiah, *Afrotopia: The Roots of African American Popular History (Cambridge Studies in American Literature and Culture)* Cambridge University Press (September 13, 1998) ISBN-10: 052147941X ISBN-13: 978-0521479417
- Moses, Wilson Jeremiah, ed. *Liberian Dreams: Back-To-Africa Narratives from the 1850s* Pennsylvania State University Press (April 1998) ISBN-10: 0271017112 ISBN-13: 978-0271017112
- Neal, Mark Anth, *That's the Joint!: The Hip-Hop Studies*. Reader Routledge; 1 edition (September 16, 2004) ISBN-10: 0415969190 ISBN-13: 978-0415969192
- Nishida, Mieko, *Slavery and Identity: Ethnicity, Gender, and Race in Salvador, Brazil, 1808-1888*. Indiana University Press (April 2003) ISBN-10: 0253342090 ISBN-13: 978-0253342096
- Norment, Nathaniel, ed. *The African American Studies Reader, Second Edition* Carolina Academic Pr; 2 edition (March 16, 2007) ISBN-10: 1594601550 ISBN-13: 978-1594601552
- Ogbar, Jeffrey, *Black Power: Radical Politics and African American Identity (Reconfiguring American Political History)*. The Johns Hopkins University Press; New Ed edition (May 5, 2005) ISBN-10: 0801882753 ISBN-13: 978-0801882753
- Okpewho, Isidore, *The African Diaspora: African Origins and New World Identities*. Indiana University Press (November 1, 2001) ISBN-10: 0253214947 ISBN-13: 978-0253214942
- Perkins, William Eric, *Droppin' Science: Critical Essays on Rap Music and Hip Hop Culture (Critical Perspectives on the Past)*. Temple University Press (October 1, 1995) ISBN-10: 1566393620 ISBN-13: 978-1566393621
- Ransby, Barbara, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision (Gender and American Culture)* The University of North Carolina Press; New Ed edition (January 19, 2005) ISBN-10: 0807856169 ISBN-13: 978-0807856161
- Robinson, Cedric J. *Black Movements in America (Revolutionary Thought/Radical Movements)*. Routledge; 1 edition (February 20, 1997) ISBN-10: 0415912229 ISBN-13: 978-0415912228
- Rojas, Fabio, *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*. The Johns Hopkins University Press; 1 edition (August 2, 2007) ISBN-10: 0801886198 ISBN-13: 978-0801886195
- Rose, Tricia, *Black Noise: Rap Music and Black Culture in Contemporary America (Music/Culture)* Wesleyan; 1st edition (May 15, 1994) ISBN-10: 0819562750 ISBN-13: 978-0819562753
- Sansone, Liviso, *Blackness Without Ethnicity: Constructing Race in Brazil* Palgrave Macmillan; 1 edition (March 19, 2003) ISBN-10: 0312293755 ISBN-13: 978-0312293758
- Segal, Ronald, *The Black Diaspora*. Noonday Press (September 1996) ISBN-10: 0374524904 ISBN-13: 978-0374524906
- Sigler, Jay A. *Civil Rights in America: 1500 To the Present*. Thomson Gale (July 1998) ISBN-10: 078760612X ISBN-13: 978-0787606121
- Taylor, Clarence, *Civil Rights Since 1787*. NYU Press (June 1, 2000) ISBN-10: 0814782493 ISBN-

13: 978-0814782491

- Telles, Edward, *Race in Another America: The Significance of Skin Color in Brazil* Princeton University Press (September 5, 2006) ISBN-10: 0691127921 ISBN-13: 978-0691127927
- Thornton, John *Africa and Africans in the Making of the Atlantic World, 1400-1800 (Studies in Comparative World History)* Cambridge University Press; 2 edition (April 28, 1998) ISBN-10: 0521627249 ISBN-13: 978-0521627245
- Turner, Richard Brent, *Islam in the African-American Experience*. Indiana University Press; 2nd edition (November 2003) ISBN-10: 0253216303 ISBN-13: 978-0253216304
- Wade, Peter, *Race and Ethnicity In Latin America* (Latin American Studies) Pluto Press (November 1, 1997) ISBN-10: 0745309879 ISBN-13: 978-0745309873
- Walker, Shelia, *African Roots/ American Cultures*. Rowman & Littlefield Publishers, Inc. (September 28, 2001) ISBN-10: 0742501655 ISBN-13: 978-0742501652
- Watkins, S. Craig, *Hip Hop Matters: Politics, Pop Culture, and the Struggle for the Soul of a Movement* Beacon Press (August 15, 2006) ISBN-10: 0807009865 ISBN-13: 978-0807009864
- Williams, Eric, *Capitalism and Slavery* University of North Carolina Press (October 14, 1994) ISBN-10:0807844888 ISBN-13:978-0807844885
- Williams, Eric, *From Columbus to Castro: The History of the Caribbean 1492-1969* Vintage; 1st Vintage Books Ed edition (April 12, 1984) ISBN-10: 0394715020 ISBN-13: 978-0394715025

DVD's and VHS

- Black Athena*, Bandung File, Channel 4, California Newsreel, 1991
- Chisholm '72 - Unbought & Unbossed*, Shola Lynch, director, Studio: 20th Century Fox DVD Release Date: March 1, 2005 ASIN: B0006UEVMC
- Passin It On, The Black Panthers Search for Justice*, 1993, John Valadez, director Studio: Docurama DVD Release date: September 2006, ASIN: B000GG4XZQ
- African American In WWII*, Producers: Traditions Military Videos, ASIN: B000VVP2IS
- Dancing in the Light: Six Dance Compositions By African American Choreographers / Asadata Dafora, Katherine Dunham, Pearl Primus, Talley Beatty, Donald McKayle, Bill T. Jones* (2007) Studio: Kultur Video DVD Release Date: June 26, 2007 ASIN: B000P6R71E
- The Ku Klux Klan - A Secret History* (History Channel) 1998 Studio: A&E Home Video DVD Release Date: September 27, 2005 ASIN: B000AABL4Y
- Slave Catchers, Slave Resisters* Studio: A&E Home Video DVD Release Date: May 26, 2005 ASIN: B000E37204
- Understanding the Civil Rights Movement* Studio: Educational Video Network, Inc. DVD Release Date: March 10, 2004 ASIN: B0001YJ4J8
- The History Channel Presents Voices of Civil Rights* (2005) Studio: A&E Home Video DVD Release Date: January 31, 2006 ASIN: B0006212GI

America Beyond the Color Line, Directors: Mary Crisp, Daniel Percival Studio: PBS Paramount
DVD Release Date: February 8, 2005 ASIN: B0006Z2L6K

Finding Oprah's Roots - Finding Your Own, Studio: Pbs Paramount DVD Release Date: May 1,
2007 ASIN: B000MTFFWW

With All Deliberate Speed, Director: Peter Gilbert, Studio: Starz / Anchor Bay DVD Release Date:
January 25, 2005 ASIN: B0006GQKBG

American Experience - *Scottsboro: An American Tragedy*, Directors: Barak Goodman, Daniel
Anker, Studio: PBS (Direct) DVD Release Date: January 31, 2005 ASIN: B000E0OBCO

American Experience - *The Murder of Emmett Till*, Directors: Stanley Nelson, Studio: PBS (Direct)
DVD Release Date: February 3, 2004 ASIN: B00019G4XW

American Experience - *Reconstruction: The Second Civil War*, Studio: PBS Paramount DVD
Release Date: February 8, 2005 ASIN: B0006Z2L6U

American Experience: *The Massachusetts 54th Colored Infantry*, Directors: Matthew Collins, Rocky
Collins, Studio: WGBH Boston DVD Release Date: January 24, 2006 ASIN: B000BKDNZI

Journals

International Journal of Africana Studies