Africana Studies
San Francisco State University
The Department of Africana Studies Self Study Program Review Report

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1.0 Executive Summary

Conducting the Self-Study provides an opportunity for the faculty to see the whole of what we accomplish in the work we do as educators. In this self-study that begins with reflection on our beginnings, we find proud delight that the department has remained on purpose with the determination and consciousness that brought it into existence, vibrant never to become stagnant.

During our last program review of 2005, among the full professors who contributed to the department’s self-study, one is now deceased, two retired, and one left to take on the responsibility of creating a new university in Africa. In this present self-study, as we extend our mission into the future, we do so ever mindful of the past as articulated in that 2005, *Black Studies Self Study*, thus:

> Many rightfully recognize the significant role slavery played in the forging of the new world. However, what is less understood is the power of the sense of Africanity that served to forge the smelting of new world Black people’s cultural core under slavery and throughout its aftermath. European and Arab controlled slavery resulted in a major derailment of Africa’s natural developmental trajectory and is yet to be fully and accurately understood. Clearly slavery’s aftermath persists in the forms of racism, cultural domination and identity confusion throughout the world. (pg. 27)

Africana/Black Studies came about and continues to offer a liberatory education. To that commitment we look herein at developments in the field of Black Studies, at the passing of the baton to ever new generations of Africana/Black Studies scholars/activists, of serving eager students who highly esteem their degree in Africana Studies, and we are excited as a Department to discern challenges herein that make us continue in strength, as an entity of the community.

2.0 Overview of the Department

The Department of Africana Studies is an academic multidimensional unit within the College of Ethnic Studies, here, at San Francisco State University. Now fifty-one years old, the Department is firmly established in the university, as is the discipline in higher education. Born of social justice spirit and action in 1968, of student and community efforts, the department’s birth name of Black Studies registered importantly with the times, just as at that time the name of the university was San Francisco State College and today it is San Francisco State University and infused with social justice momentum, both the department and university reflecting their maturation in higher education. During the last program review, cycle 5 of 2005, the San Francisco State
University Black Studies Department changed its name to Africana Studies. The name change reflects the department’s Diasporan focus, the national movement in that regard, and as endorsed by the premier organization for the discipline, the National Council for Black Studies. Moreover, the department’s name is reflective of where we are and where we are going. This change is also timely as it aligns with global trends, such as the fact that the United Nations has named the decade of the African Diaspora, approximately two decades after Thabo Mbeki called for an African Renaissance.

A key strategy of the Discipline of Africana/Black Studies is to avoid Black people being researched, taught, and engaged as objects. Thus Africana Studies here at San Francisco State, fits in the Discipline that engages Black people’s voices, unique cultures, histories, and their creativity as critical aspects of analyses. The pedagogy and research approaches are distinct, and are designed to provide proscriptions and corrections in the dissemination of knowledge regarding a multiplicity of experiences Black people have endured —and conversely have exerted mettle under conditions of inequity. The Africana Studies discipline requires its subscribers and participants to be actively engaged in scholarship, dedicated to transformative pedagogy and content, committed to service in the Black Community, and leaders in the mentoring of students. Each of these components is overwhelmingly present within Africana Studies here at SFSU and integral to the discipline.

Developments in the SFSU Department of Africana Studies reflect developments in the field nationally, and assure that our students are competitive for graduate work, careers, and as community connected advocates. The move to change the name from Black Studies to Africana Studies was corroborated by the university Academic Program Review Committee (APRC) thus: “The renaming of Black Studies to Africana Studies represents a significant change in the scope and epistemology of the discipline. It is clear the reach of Africana Studies is much broader than the reach of the program before the name change. The intellectual energy behind that reach is evident in every passage of "the self-study, "and it is an exciting delight to read." The change of name is consistent with the innovation and renown the department has brought to the university, for as the APRC also observes: “The Department of Africana Studies is distinguished by housing one of the few, if not the only, disciplines established at San Francisco State University as an outgrowth of the social movements of the 1960s. Today’s department is working to continue to carry out that distinguished history and tradition while adjusting to transitions in leadership, faculty, curriculum, and student interests.”

Not so long ago, when the university was going about the business of reorganizing colleges, there was a series of university-wide meetings held in McKenna Theatre. Faculty took the podium to express concerns; at one point a faculty from the then College of Humanities, took the podium to exclaim, “The College of Ethnic Studies is the Crown Jewel of the campus and must remain intact.” Faculty in the
College of Ethnic Studies were indeed encouraged and appreciative of colleagues from throughout the university who expressed such pride in sharing a campus with the one and only College of Ethnic Studies anywhere, more significant therein than so called “elite” universities in that accomplishment. It says a lot about progressive San Francisco in that in this city was born the first Department of Black Studies in the world. Black Studies, thus, was a major factor that gave rise to the creation of the College of Ethnic Studies. Other institutions of higher learning - UC Berkeley to the East, and Stanford to the South - Looked, Listened, and Learned.

The Black Students Union (BSU) that engineered the movement to demand a department of Black Studies was also born in 1968 on this campus, and began a nation-wide movement. The San Francisco State BSU produced “The Justification for Black Studies” that became the credo adopted by students throughout the United States in their own demand for Black Studies on their campuses. The BSU recruited Black students who were theretofore discouraged of hopes to attend college. In a brilliant move the BSU recruited Dr. Nathan Hare (PhD University of Chicago) who wrote the “Conceptual Proposal for a Department of Black Studies” and guided the development of Black Studies here at San Francisco State. He is credited with coining the term ‘ethnic studies’ – a change from ‘minority studies’. Under Dr. Hare’s leadership, the Black community was, and still is, viewed as the classroom, and the classroom as the community.

Students are offered a balanced and well-rounded curriculum that seeks to develop self-knowledge, critical thinking skills and a holistic understanding of Africana (African American, Africa, and the African Diaspora overall) reality that prepares them to serve as agents of awareness and change.

In addition to Dr. Hare, students during 1968-69, also recruited renowned intellectuals, the poet/writer activists, Sonia Sanchez and Amiri Baraka. Thus the department at its inception attracted committed scholar/activists faculty. And then as now BSU members were forefront in balancing their activism with their studies—as evinced during the 1968 student protest for a relevant education, and most recently during the 2016 protest on the SFSU campus. The determination of the 1968 advocates for Black Studies continues to inform and invigorate the resolve of Africana Studies advocates today.

Africana/Black Studies on this campus as throughout the country today must still rally for its livelihood and health against opposition, such as that which hounded its existence in the first place. More troubling, evidence shows that this takes the form of starving Africana/Black Studies degree programs out of existence, by actions that deny crucial hiring of Africana Studies faculty. The recent spring 2016 protest on the San Francisco State University campus, the flagship Black Studies degree program for the nation, drew national attention and put on high alert this festering threat to the health and livelihood of Africana/Black Studies Departments—which of course ignores or proves ignorant of Africana/Black Studies’ sustaining Social Justice DNA.
During the spring 2016 protest on campus, opposition forces utilized tactics that sorely affected low morale of students (and as well that of staff and community). Now, however, after being established for nearly 50, Africana Studies still does not have the traditional European-centered studies departments’ freedom from worry about their fate. This is a mammoth warning about the need to be ever vigilant, as some of the other CSU campuses are experiencing incongruence when their claims of a “Social Justice” campus are not coordinated with actions in support of the staffing of the Black Studies program - its life force. Clearly, Africana Studies, so appreciated today, did not come about without a great deal of struggle and the struggle continues today in the face of attempts to demerit it, starve it out of existence, and to ignore or prove ignorant of its necessary contribution to the education of students who will matriculate from college as denizens of a global consciousness. Encouraging, is the fact that students of various backgrounds and majors, choose to take Africana Studies courses that meet general educations requirements, along with Africana Studies majors and minors. Students who enroll in the university as undeclared, and take Africana Studies to meet GE requirements, regularly declare Africana Studies their major or minor by junior year.

2.1 Deaths, Retirements, Resignations, and Loss of Lecturers

Since the 2005 department review (5th cycle), one stalwart faculty member with a long tenure in the department, Dr. Laura Head, has died, and two faculty of long tenure in the department, Dr. Wade Nobles and Dr. Oba T’Shaka, have retired. These three faculty members were the front line safekeeping bastions that stood sentry over the department, for nearly 4 decades along with the late Dean, Philip McGee. They were stalwarts against threats to the department in any form, guise, or shape; and they untiringly evolved the department programmatically, and always in relationship with the community.

Dr. Theophile Obenga, the renowned Egyptologist, in residence here for a few years, has returned to his homeland, the Republic of the Congo. He was called back to take the lead in the creation of a new university there. Dr. Kevin Washington has resigned and relocated back to Florida to be near his family. Another loss was that of five longtime regularly funded lecturers who are no longer at the university due to the loss of funding for lecturers and the ensuing job insecurity. As it stands now, lecturers are assigned either when a tenure track faculty buys out a class, or is on leave; or when preceding the start of a new semester, the Undergraduate Dean requests and pays for “Augment” faculty to fill the university need for more general education classes demanded by the size and needs of the incoming class and transfers. The last program reviewers of 2005 recommended the hiring of six additional faculty members. To date, that has not been granted. Although at the beginning of the 2016-17 academic year, after successful advocacy, did the department see the gain of two new hires.
2.2 Africana Studies’ Tradition of Community Engagement

The department is faithful to the community. Under Dr. Nathan Hare’s leadership, the Black community was, and still is, viewed as the classroom, and the classroom as the community. Black Studies at inception was, and still is, in a committed relationship with the community. Today the relationship of the department and the community continues in purposeful common interest. The life of the department but also that of the university, benefits in that way as is made clear in the university’s strategic plan thus:

“We believe we can teach and support students in educationally purposeful ways when we collaborate with each other and the larger community” [and] “we believe in developing strong partnerships that will support the pursuits of our students, faculty and staff within the local, national and global communities.”

Thus, the department works closely with the community in a mutual exchange of knowledge and joint efforts on campus and in the community.

Africana Studies is quite active in the community. Our faculty is serving the community through engagement at community events, as do Dr. Serie McDougal and Dr. Dawn-Elissa Fischer. Our faculty serve the community on boards that award grants to schools that largely serve children of color, and on the Institute for the Advanced Study of Black Family Life and Culture, which provides culturally aligned services to families impacted by abuse of alcohol and other drugs. Dr. Shawn Ginwright serves as a board member on “Black Organizing Project in Oakland, CA, and he chairs the Oakland African American Brotherhood. Dr. Antwi Akom serves as a member of the Advisory Board, Black Men and Boys Initiative, in Oakland, CA. Dr. Tsuruta serves on the “Impact Fund” Board that commits support to communities of color. She also continues the department’s connection with the community’s omnipresent Village Project’s various citywide endeavors. And she works in collaborative efforts with the Martin Luther King Institute in San Francisco. Our Emeriti faculty, Drs. Nobles and T’Shaka, remain activists for the department in the East Bay, specifically Oakland, where they live, and beyond in communities nationally and internationally.

The department interacts with the community by our presence off campus directly in a reciprocal and mutually beneficial relationship. The community serves as the classroom, for example in being a learning site for our students enrolled in Community Service Learning (CSL). Our Community Service Learning (CSL) class is unique in the university, in that it is a standalone three-unit class, unattached to another course as are other CSL classes of varying units offered at the university. Organizations in the community provide a site for learning, where the students learn by serving the organization in ways specific to the needs of the community and to the education of the students.
Our department works closely with the Village Project, located in what was before gentrification endearingly referred to as the Fil’Mo (Fillmore street) by its Black residents. Blacks en masse, who could not afford the city required renovation of their property, were pushed out of that very ideal section of the city. It is sunny there, minutes from downtown, borders Japantown in close proximity to rich Pacific Heights, and runs on the other side toward the Panhandle of Golden Gate Park. However, some longtime Black families and institutions, including churches, barber and beauty shops, were determined to stay in the Fil’Mo despite its being rebranded “Western Addition” its geographical indicator, in the parlance of its now more prosperous residents, mainly non-Blacks. A high-in Black owned restaurants replaces the once affordable family style soul restaurants; Still, the area remains significantly Black in its cultural events, in which our students serve as tapped by the grass roots Village Project, under the leadership of Ms. Adrian Williams a grass roots present-day Harriet Truman. The Village Project is omnipresent in the Fil’Mo, with many ventures in support of the youth and seniors. Ms. Adrian Williams, a recent recipient of a Jefferson Award, is a one-woman phenomenon. Though our connection with her our students serve the community while learning. Ms. William with a low budget operation depends on volunteers and donations, especially for the after-school program most chosen by our students, that provides a safe haven for youths 6-to 17 and their families. She also coordinates an annual Senior Moment Ball, a Mardi Gras San Francisco Style event, called Grillin’ in the Mo’, and a city-wide celebration of Kwanzaa that kicks off at City Hall, and moves to the historically Black section of the Bay View Hunters Point district, and of course the Fil’Mo. Our agreement with Ms. Williams is that she will bring her knowledge to our Community Service Learning students and participate in their education according to their indicated interest, as future teachers, health care workers, non-profit creators, community activists, future parents, and even web designers, according to the specific interests of the students and needs of Ms. Williams.

In addition to doing their community service learning with the Village Project, our students have engaged with the community as well, including the community KPOO Radio managed by Terry Collins a veteran of the 68’ Strike, the Lorraine Hansberry Theatre, and the African American Arts and Cultural Center. Additionally, students who see their future working with seniors have chosen to do their service learning with and from seniors whose home is a senior residence. Thus, our CSL class is just one very important way that the Department engages with the Community by our presence.

The community and department come together on campus. An event on campus in which the community joins the fun is our “Chicken and Juice Lunch” founded by now retired Dr. Wade Nobles decades ago, for which the faculty prepares lunch for the students, and invites faculty and staff from throughout the university to attend and share with the many students their names and offices and how they can be a source of support for students who may not be aware of the various support services on campus. The Black Faculty and Staff Association (BFSA) contribute
their own delicious dishes to the lunches. These events are regularly attended as well by parents, grandparents, and/or children of the students. Veterans of the 1968 strike, as well, often join us.

As indicated in our annual departmental student survey, Africana Studies students think of our department as a family. We cultivate that sense of family and community through departmental events. Another event that brings the community to campus is the end of the school year Jabulani, Black Commencement. Since our last 2005 program review the university informed us that it could no longer be called the Black Graduation, thus the students voted to name it - Jabulani - a Zulu word meaning “rejoice.” Jabulani is a joyful university-wide Black commencement, started by Africana Studies department decades ago, by now under the auspices of a student club. This event brings to campus a very large gathering of proud families and friends of the graduates and takes place in the large gym on campus. At the students’ request, Africana faculty and staff serve as advisors and officiate at the commencement, along with the Dean of the College of Ethnic studies, due to our always being depended on to serve. However, a new wave of Black hires from across campus attended this year, and participated in the Dean and faculty led processional. These newly hired associate professors identified themselves as having been Africana majors or minors or took Africana classes along their path to becoming PhDs, and appreciate the benefits thereof to their education. They hold promise that the Black Faculty and Staff Association is reawakening the spirit of the 1960s that created the organization. They indicated a desire to work closely with Africana Studies in shared endeavors across campus.

2.3 Actions On Previous Program Review Recommendations

Program planning takes into consideration the goals of the department, and the recommendations of the last program review of 2005 (the 5th cycle) which includes goals of the self-study, (1) “External Reviewers Report,” the (2) “Academic Review Committee Report,” and the (3) “Memorandum of Understanding” (see 2 and 3 in Appendix A and B respectively).

Womanist Emphasis: Identified by the department and supported by the External Review, Africana Studies, not only provides students knowledge and skills to challenge traditional Western orthodoxy, but also facilitates proactive opportunities to explore new and alternative paradigms and theories, such as the Black womanist paradigm, that is Africana rooted historically, culturally, and consciously, which is presently in department program planning for an emphasis and certificate by Dr. Dawn-Elissa Fischer, Dr. Ife Flannery, Dr. Johnetta Richards, Dr. Tsuruta, and Dr. Donela Wright.

Name Change: During the last program review of 2005, we changed our name from Black Studies to Africana Studies. The name change reflects Africa and the Diaspora, solidly in concert with the national movement in that regard, and
as endorsed by the premier organization for the discipline, the National Council for Black Studies. Thus developments in the Department of Africana Studies reflect developments in the discipline nationally, and assure that our students are competitive for graduate work, careers, and scholar activists of a global community. The move to change the name was corroborated by the university Academic Program Review Committee (APRC) thus: “The renaming of Black Studies to Africana Studies represents a significant change in the scope and epistemology of the discipline…. It is clear the reach of Africana Studies is much broader than the reach of the program before the name change. The intellectual energy behind that reach is evident in every passage of” the self-study, “and it is an exciting delight to read.”

The change of name is consistent with the innovation and renown the department has brought to the university, for as the APRC also observes: “The Department of Africana Studies is distinguished by housing one of the few, if not the only, disciplines established at San Francisco State University as an outgrowth of the social movements of the 1960s. Today’s department is working to continue to carry out that distinguished history and tradition while adjusting to transitions in leadership, faculty, curriculum, and student interests.” These developments, as stated, keep the department in solid step with developments in the discipline of Africana Studies.

**Hires:** All three reports supported the department’s request for necessary hires: The external reviewers recommended that the university grant the department 6 hires over a three year period. That was 2005. Not until 2016 was the department able to bring about the hiring of two assistant faculty. The external reviewers recommended that the department enrich their interdisciplinary department by hiring of faculty with degrees in Africana Studies. The APRC disagreed, stating, “there are so few schools offering the degree” which they contended, would diminish the pool of acceptable applicants. Over a decade later, there are several universities offering terminal degrees in Africana Studies. We conducted a wide search inclusive of candidates with other degrees appropriate to the positions. The two excellent hires had terminal degrees in Africana Studies.

**Emphasis Shift:** The Department has not completely adopted Emphasis Shift from two emphases to four. The architects of that innovative proposal retired before it could be put into operation with their clarity of design and implementation. However, we have adopted and strengthened our Afrocentric approach and globalized diasporic scope of our curriculum.

**Capstone Course:** All three reports supported a Capstone class as core requirement for the major. We now have a capstone class, AFRS 516 Research in Africana Studies. The purpose of this course is to introduce students to a range of research methods, theories, and models in the context of Africana Studies. Students who take the course design their own original research project and present the results.
MA in Africana Studies: Desired by the department then and now, and recommended strongly by the External Reviewers and without objection by the AFRC and MOU, the department scheduled spring 2017 meetings to finalizing a proposal and design for an MA in Africana Studies. Currently, we are editing a preliminary draft of our master’s proposal. At present in the College of Ethnic Studies there is an MA in Ethnic Studies for which a student may choose the ethnic concentration and many do chose an Africana concentration. Finally, 100% of the students who completed our 2016-17 departmental survey indicated that they think that SFSU should offer a Master’s Degree in Africana Studies

Collaboration across Departments: Recommended by the three reports. The Department of Africana Studies does in fact collaborate creatively across departments in quality ways that do not blur boundaries as does cross listing, which we refuse to do. We buck that trend. We are within San Francisco State progressive character for as our San Francisco State University’s vision joyfully articulates:

*Just one year after SF State was founded in 1899, as the San Francisco State Normal School, the school’s teaching methods were defined as “radical.” We’ve been shaking things up ever since. ([http://puboff.sfsu.edu/makehappen](http://puboff.sfsu.edu/makehappen))*

- Particularly exciting to our literary students are collaborative creative avenues of academic, and social significance to the education of the students and faculty. We collaborate with the Poetry Center in co-sponsoring and hosting poets and writers, and bringing our students to witness the renowned literary figures in whose likeness they see their own success. In turn we inform and invite the SFSU Poetry Center to attend when have literary events on campus. Creative writing students have submitted and been published in the *Africana Studies Journal* produced by a class we offer.
- African Studies Faculty Served as MA thesis Advisor for Graduate Programs in Anthropology, Biology, Education, Gerontology, Sexuality Studies, and Sociology.
- We teach the University Required (GE) Second Year Composition course in the Metro Academy of Ethnic Studies | Metro Academies College
- Our faculty, Dr. Dorothy Tsuruta chaired the committee that founded the Liberal Studies program on this campus.
- Our faculty members Dr. Dawn-Elissa Fischer, Dr. Ginwright, Dr. Akom all have had a class buyout at times in our support of other departments such as Education, Sexuality Studies, Sociology, who make that request in moderation.
- Our Faculty has consistently served the Faculty Ambassador Program, welcoming all new students during new student orientation and Welcome Days programs.
- We honor requests across campus to attend lecture demonstrations of
applicants for a position, and we have as well where that is of interest to us and to them.

- We collaborate with faculty and staff throughout the university in hosting our semester *Chicken and Juice lunch* that attracts nearly a hundred students and staff who help students navigate institutional requirements on the path to graduation.

- We collaborate within the College of Ethnic Studies with American Indian Studies and Latina/Latino Studies on a course on “Black Indians” in which students can earn credits in the department they choose.

- Africana Studies collaborates with Asian American Studies, American Indian Studies, Latina/Latino Studies, and Ethnic Studies in the preparation and teaching of the GWAR (the university required upper division writing) class.

- Africana Studies led the establishment of a College-wide technology committee that facilitates the collaboration with Asian American Studies, American Indian Studies, Latina/Latino Studies as well as Race and Resistance Studies to discuss, evaluate and organize communication among faculty regarding instructional technology needs.

- We are working now in collaboration with departments outside the College of Ethnic Studies to develop compatible double majors.

- We collaborate across disciplines when advocating on behalf of a student, either one who is a high achiever and wants us to put our heads together in hitting upon the answer to a racking academic puzzle; or when the student is doing poorly in an elective class outside the department major or minor and the faculty advisor makes contact across departments in support of the students’ learning style, skills or ability.

- We all bring renowned figures to campus at some point, and that’s when collaboration across campus benefits students with bonus educational enjoyment.

- Doing the fall 2016 semester, the chair of American Studies asked Dr. Tsuruta to give a talk to Graduate students and professors from Germany, who teach American Studies in Germany. Their grant had SFSU American Studies connection here on campus. These German visitors, white mostly, one Black, and a self-identified (at no prompting) mixed race German woman. Much was covered in the hour and the feedback from the professor of American Studies was they came outside their safety zone in their interaction with one another that hour that she had not seen them do all week. The end result it turns out is they have invited me to be a keynote speaker at their university in Germany in October of this year (at no expense to myself or SFSU).

The Department is currently developing innovative pathways for students to double major and minor in Africana Studies and other majors and minors across the university. This is important as many of our students are double majors and
minors. Note: Clearly there are more quality controlled ways to collaborate across departments than the “blurring of boundaries”—(the 2005 Academic Program Review Committee’s (APRC) Report in effect chided Africana/Black Studies, because of the Department’s audacity not to blur the discipline (see Appendix).

Online Teaching: Years before he retired Dr. Nobles taught an Online class. The department spent a great deal of this academic year and last, discussing a policy for online teaching. We agreed on an Online Teaching Policy that included a timeline to implement a requirement in which all faculty teaching online courses complete the Quality of Online Learning and Teaching (QOLT) certification among other important evaluative measures. All of our tenure track faculty and three of our lecturers have now had the Online training required by department policy and many have completed or nearly completed the QOLT certificate program. When appropriate, Course Match for CSU-wide offering is also applied. Our Online teaching policy specifies no more than two fully online courses and one hybrid class allowed per academic school year per probationary or tenured faculty. This formula reflects the concerns of students who met with our Department and expressed their desire that we contain the number of online classes as that deprives students of the social experience of meeting and getting to know each one another during face-to-face classroom time. Students enroll more readily in online classes offered during summer and winters sessions. According to the university’s instructional design team, we are one of the first departments on the campus to develop a comprehensive online teaching policy incorporating the newest training services available. Our online policy is a reflection of one of the ways that we involve our students in our program development efforts, and ensure excellence in teaching among our faculty using the most recent technology.

3.0 Program Indicators

3.1 Program Planning

The Department of Africana Studies is aligned with and helps the University and College achieve their missions:

San Francisco State University Mission Statement
From the heart of a diverse community, San Francisco State University honors roots, stimulates intellectual and personal development, promotes equity, and inspires the courage to lead, create, and innovate.

SF State is a major public urban university, situated in one of the world’s great cities. Building on a century-long history of commitment to quality teaching and broad access to undergraduate and graduate education, the University offers comprehensive, rigorous, and integrated academic programs that require students to engage in open-minded inquiry and reflection. SF State encourages its
students, faculty, and staff to engage fully with the community and develop and share knowledge. Inspired by the diversity of our community that includes many first-generation college students, and the courage of an academic community that strives to break down traditional boundaries, SF State equips its students to meet the challenges of the 21st century. With the unwavering commitment to social justice that is central to the work of the university, SF State prepares its students to become productive, ethical, active citizens with a global perspective.

**College of Ethnic Studies Mission Statement**
The College of Ethnic Studies provides safe academic spaces for all to learn the histories, cultures, and intellectual traditions of Native peoples and communities of color in the U.S. in the first-person and also practice theories of resistance and liberation to eliminate racism and other forms of oppression. The College was founded on principles of community based research and teaching, student leadership and activism, and the self-determination of communities of color. Its work is anchored in, but not limited to, social justice movements among indigenous and oppressed peoples of the United States. More than forty years ago the College of Ethnic Studies emerged from a collective struggle for self-determination and this quest continues to be the organizing principle of the college.

We recognize the validity of multiple paradigms in the construction of knowledge and encourage the integrated study of all aspects of the human experience. Our commitment to self-determination is reflected in the College’s founding curricular emphases on liberatory student-centered pedagogies and community participatory learning that promote creative thinking on combating social problems and disparities in communities of color and indigenous peoples.

**Department of Africana Studies Mission Statement**
The mission of Africana Studies is to advance academic excellence, social responsibility and cultural grounding. Africana Studies focuses on the study of people of African descent from a core paradigm, which seeks human liberation and higher level human functioning. As a discipline, Africana Studies draws its philosophical and intellectual foundation from African culture. The discipline of Africana studies is concerned with investigating the thought and practice of people of African descent using theories, concepts, and perspectives that emerge from the unique heritage, and contemporary experiences of people of African descent. Key to Africana Studies is how our curricular strategies can foster liberatory knowledge that can be used to improve and transform conditions in urban Black communities and global settings. This discipline encourages students to think about how to use the knowledge and skills they acquire to address the needs and concerns of Africana peoples in particular as well as larger society in general.
Therefore, Africana Studies:

- Provides students with knowledge of the conceptual approaches and tools of inquiry best suited to explore, explain, describe and advance the lived experience(s) of Africana peoples;
- Teaches students to conduct critical, scientific research on issues of relevance to Africana peoples;
- Helps students to think creatively and critically about issues that Africana-identified people experience in unique and common ways;
- Encourages teachers, students and alumni to share their knowledge and research with the community as well as actively engage in service learning projects;
- Entails a core curriculum concerning how people of African descent have demonstrated resilience: consciously shaping and reshaping their environments over time and in the present, while meeting challenges, achieving goals and resisting oppression;
- Prepares students with the specialized learning and competencies necessary in professions in which they will encounter people of African descent;
- Guides students to analyze the diversities of Black experiences as a window to fully comprehend the American experience, and thus, the human experience.

The Africana Studies Mission continues to be wholly consistent with the San Francisco State University Mission and the College of Ethnic Studies Mission. They are complementary in seeking to reflect the diversity of its member, its stakeholders, and its community. They express sincere statements about inclusiveness and effective education of global significance. Africana Studies shares with the University a forthright connection to the community and city. The department fosters the exploration and analysis of the history, politics, and experiences of African people and we continue since our inception to explore the Black experience from a Black frame of reference, to illuminate Africana contributions to the global world, and to provide an education that is an alternative to traditional European-centric education historically imposed on institutions of learning at all levels, throughout the United States.

Department Alignment with the University’s Five Value Points from the Strategic Plan:

1. **COURAGE**: encourages “student, faculty staff activism…Innovation that involves risks.” For Africana Studies this value especially resonates, as risking the audacity to be a distinct discipline is vulnerable to being rebuked by others external to the discipline in proclivity and purpose. The comments of the APRC of cycle 5, our last program review, betrayed ignorance of distinctive nature of the discipline, as when their report (see Appendix B)—confuses teaching about Africa with teaching from a Black frame of reference. They list other departments on campus, that according
to them, teach “predominately African “material” and “generate significant knowledge about Africa”: that contention, however, has had a 400 plus life in American’s ‘peculiar institution’ and in Euro-American schools. A key strategy of the Discipline of Africana/Black Studies is to avoid Black people being researched, taught, and engaged as objects (APRC uses the word “material”) for a course. As stated at the outset here, Black Studies is a discipline that engages Black people’s voices and their creativity as critical aspects of analyses. The pedagogy and research approaches are distinct, and are designed to provide proscriptions and corrections in the dissemination of knowledge regarding a multiplicity of experiences Black people have endured —and conversely have exerted mettle under conditions of inequity. The Africana Studies discipline requires its subscribers and participants to be actively engaged in scholarship, dedicated to transformative pedagogy and content, committed to service in the Black community, and leaders in the mentoring of students. Each of these components is overwhelmingly present within Africana Studies here at SFSU and integral to the discipline

2. **LIFE OF THE MIND:** specifically, in concert with the SFSU Strategic Plan our “Faculty are both dedicated teachers and engaged professional practitioners and scholars; teaching is enlivened by faculty who create new knowledge in their academic fields, professional practice and community engagement”;

3. **EQUITY:** specifically, in concert with the SFSU Strategic Plan, “principles of fairness and inclusion guide our educational mission, our institutional practices and our relations with the community around us”;

4. **COMMUNITY:** specifically in concert with the SFSU Strategic Plan “we reinforce the tenets of equity and live and learn in ways that are principled and just…we believe in developing strong partnerships… within the local, national and global communities.

5. **RESILIENCE:** specifically in concert with the SFSU Strategic Plan “we play a central role in the resilience of our community… through our scholarship, activism and community-engaged work.

Our incoming Department chair, Dr. Dawn-Elissa Fischer was a member of University’s Strategic Planning Committee.

**Department Management:**

A particular strength of the Department is our full involvement in managing and planning of our program especially in regard to our aligning the needs of the department and the leadership in the position of chair. We did just that in honoring our recent outgoing chairs and electing our incoming chair beginning the Academic year of 2017-18, Dr. Dawn-Elissa Fischer.

At the end of the 2015-16 academic year, and after twelve years of faithfully serving the department as chair, Dr. Dorothy Tsuruta, finally was able to take a sabbatical and more fully concentrate on the Womanist Theory research for an
ambitious definite book on this subject of her publications in peer reviewed journals over the years. Dr. Tsuruta’s terms as chair covered so many years, due to the loss (a death, retirement, resignation) of 4 senior full professors, and due to the department’s practice of respecting faculty to indicate agreement to serve as chair. Wonderfully, two, now tenured associate professors, Dr. Serie McDougal and Dr. Dawn-Elissa Fischer expressed enthusiasm to serve as chair. Like both of them, Dr. Tsuruta had taken on the role of chair when yet an associate professor, and found the support of the faculty in a role that includes full professor level decisions. While chair, Dr. Tsuruta (earned full professor) kept the department faithful to the missions of the department, college, and university, and through regular planning, department meetings, and a retreat, assured the ongoing striving for excellence of Africana Studies and its stature within the field locally and internationally.

The Department found both Dr. McDougal and Dr. Fischer well suited to take on the role of chair, and made a novel decision to informally elect both, to serve one after the other. To decide who served first in the position of chair, a formal vote elected Dr. McDougal chair to begin the 2016-17 academic year. The Dean informed the department that the next chair must also be formally elected.

During the 2016-17 academic year, Dr. McDougal’s astute leadership in program planning included (but not limited to) the department revising the criteria for promotion and tenure, creating a policy for online teaching, creating a new scholarship to support our students’ attendance at conferences, and finalizing the proposal and design of the MA in Africana Studies, long in the planning as discussed in our 2005 program review. Dr. McDougal, now involved in two huge projects on campus, consulted with the department, and with full department support will move from chair to take on these two demanding projects, working in common goal with the students and Dean of Students for a (1) Black Center on Campus and (2) an Africana themed floor in the dorm; and by these actions, advance the university’s avowed ‘social justice’ edict. These projects are in direct collaboration with the students and the Dean of students, as both projects are student generated in character with the student genius of 1968. In addition, Dr. McDougal’s award winning book, Research in Africana Studies, is to have a second edition, ergo his attention to it.

The department voted and formally elected Dr. Dawn-Elissa Fischer to begin serving as chair the academic year 2017-18. This is great time for Dr. Fischer to take on chairing the department, as she completed a sabbatical this past fall 2016 semester, and on a grant at Harvard University completed research on her book in its final stages of preparation for publication. Dr. Fischer is a dedicated educator; she has served on committees department, college and university-wide, and has a mind encyclopedic of details and knowledge gained from serving so vastly, intelligently, and responsibly. In short, the Department of Africana Studies is in good hands with Dr. Fischer as chair. As an Africana Studies educator, she is model advisor of a student-centered pedagogy from whom anyone of that
inclination can find inspiration.

3.2 Student Learning and Achievement
Our student learning and achievement has a correlation with their satisfaction with the education. A characteristic of college students attracted to Africana/Black Studies here, as throughout higher education is their expectation of finding the department an extension of the community on campus. Our faculty and staff share that spirit of community connection that began at the birth of Black Studies. Africana Studies faculty work closely with the students who come to Africana Studies faculty for academic support and also support in the way their lives work in concert with their education.

Djehuti Seshat Award--Department Award
The faculty also supports students’ Learning and Achievement in mentoring them for scholarly participation at the National Council for Black Studies by the creation of the Djehuti Seshat Award. This award, that covers travel, hotel, meals, and conference registration was generated by Department of Africana Studies faculty this past Spring 2017, and is another way that Africana Studies faculty involve students in research.

Africana students who major or minor or take their GE courses with us, or make a point to visit the Department and get to know Africana Studies faculty, not only participate in volunteering in the community but also “join a campus organization that has service at the core of its mission” (http://puboff.sfsu.edu/makehappen/we-make-communities-happen), as does the BSU, The Ethiopian Students Organization, the many Black sororities and fraternities, the Jabulani Student Organization among others. Africana Studies faculty, are regularly requested by the students and do serve as advisors to these community conscious student organizations, and yearly Africana Studies faculty are honored at events put on by these student organizations.

In short, Africana Studies faculty are not simply academics to the students but whole people, as they are to the faculty; thus the Department is by nature a particularly student-centered innovation in education in its work with students around their academics and advising. Students, arrive at the university expecting from Africana Studies faculty what they do not expect from faculty outside our department and college. First and foremost, they expect education that is relevant to their lives and future career aspirations. They thrive on teaching methods and teacher disposition considerate of their learning abilities, and their life circumstances.

Based on departmental assessment survey results, the Department provides students with learning environments that reduce their concerns about experiencing micro aggression, feeling culturally unwelcome, and not being culturally included in their curriculum. Our students also report that Africana Studies faculty are particularly welcoming, motivating, and personally invested in their success, and
relative to courses they’ve taken outside the Department. These social supports increase students' sense of belongingness, academic persistence, and achievement as verified in T. Adams study, the Pan-African studies effect and its impact on undergraduate students, published in the Journal of Pan African Studies.

**Various forms of Assessing Student Learning and Achievement;**

Our assessment of students’ learning includes being informed directly by students on their own initiative as surely SFSU students are DNA assertive. We employ various forms of formally assessing students learning. Evidence of Student Learning is in the grades students receive in individual courses and in Africana Studies majors meeting the minimum GPA requirement for a degree (2.0) from the university. Moreover learning and achievement is evident in the University-wide yearly selection of Honor students to speak at the graduation—and for the past three years they have been students graduating with a major in Africana Studies or Africana emphasis in the Ethnic Studies MA program (see Appendix).

The result of our assessment of learning continues to indicate issues in written composition (see assessment in Appendix). The previous program review of 2005 recommended that we reinstate our tutorial program that closed for lack of funding. However, given the crisis in funding the university is experiencing, we have been given no funding to date to reinstate our tutorial program that employed tutors trained by the writing teachers in the department to specifically address the written needs of students in Africana Studies. To address students’ needing help in written composition, Africana Studies faculty give overwhelmingly of their time to student help in writing by scheduling office hours above and beyond regularly scheduled office hours. With the addition of the two most recently hired (2016) faculty, department planning will address the matter in light of students’ needs.

The students’ average GPA as of 2014-15 was 2.88. (Note that the composite SAT scores of the average first-time freshmen in Africana Studies are lower than that of the College of Ethnic Studies and the University. Moreover, a larger percentage of first-time freshmen Africana Studies students enter with the need of tutorial help compared to that that of the COES and University average. The average time to degree for Africana Studies graduates is 22 semesters compared to 17 for the college of Ethnic Studies and 14 for the University.

**Major 2016/17 Assessment of Current Students and Alumni**

During the 2016-17 school year, Eighty-nine current SFSU students and twenty-six alumni who had graduated from San Francisco State University with major or minor in Africana Studies, were surveyed about their experiences taking Africana Studies classes. The questions they were asked are aligned with the mission and learning outcomes of the Department of Africana Studies. Among the current students 54.4% of them were currently majors or minors in Africana Studies and 45.6% were not. Among non-Africana Studies majors or minors, all had taken at
At least one course in Africana Studies. Eighty-one percent of the current student respondents were African Americans, 7% were White, 10% were Asian, and 3% identified as other (and specified several different ethnic groups). Ten percent identified as Mexican, Mexican American or Chicano. Please see Appendix for the complete survey form and students (qualitative) narrative answers in succinct detail. Below see summary of both the current students and alumni of Africana Studies here at San Francisco State University.

Summary of Current Student Survey Quantitative Results:

- 94.4% agreed or strongly agreed that Africana studies helped diversify their educational experience at SFSU
- 94.4% agreed or strongly agreed that Africana Studies helped them understand the role that scholarship plays in improving the lives of people of African descent
- 84% agreed or strongly agreed that in Africana Studies, they engaged in learning activities that go beyond the classroom
- 93% agreed or strongly agreed that Africana Studies has helped them understand culturally grounded approaches to studying people of African descent
- 85% agreed or strongly agreed that Africana Studies has helped them gain a better understanding of their own identity
- 85% agreed or strongly agreed that in Africana Studies classes they learned to use their scholarship to challenge oppression
- 92% agreed or strongly agreed that their Africana Studies courses taught them to better explain the lived experiences of people of African descent
- 85% agreed or strongly agreed that their Africana Studies courses enhanced their commitment to social justice.
- 84% agreed or strongly agreed that they had been held to a higher standard of academic performance in Africana Studies classes
- 92% agreed or strongly agreed that in Africana Studies, they learned the importance of addressing the challenges that Black communities face
- 69% agreed or strongly agreed that they had learned how to carry out innovative scholarship in Africana Studies
- 95% agreed or strongly agreed that their learning in Africana Studies has helped them appreciate the diversity among people of African descent
- 80% agreed or strongly agreed that their experience in Africana Studies has made them feel more connected with the university community
- 74% agreed or strongly agreed that Africana Studies has helped them improve their writing skills
- 88% agreed or strongly agreed that Africana Studies has helped them improve their critical thinking skills
- 78% agreed or strongly agreed that Africana Studies has helped them improve their research skills
- 95% were satisfied or very satisfied with the quality of teaching in their Africana Studies courses
• 85% were satisfied or very satisfied with the accessibility of the faculty in their Africana Studies courses
• 94% were satisfied or very satisfied with the academic rigor in their Africana Studies courses
• 93% were satisfied or very satisfied with Africana Studies faculty’s interest in their academic success

Summary of Alumni Survey Results:
• 88% agreed or strongly agreed that Africana Studies courses have helped them understand culturally grounded approaches to studying people of African descent.
• 80% agreed or strongly agreed that Africana Studies helped them gain a better understanding of their own identities
• 85% agreed or strongly agreed that Africana Studies courses and research provided to them were relevant to their career goals and directions
• 88% agreed or strongly agreed that Africana Studies course/s taught them to better explain the lived experiences of people of African descent
• 88% agreed or strongly agreed that in their Africana Studies classes, they were held to a higher standard of academic performance
• 92% agreed or strongly agreed that in their Africana Studies classes, they learned the importance of addressing the challenges that Black communities face
• 85% said that their experience in Africana Studies made them feel more connected with the university community
• 85% agreed or strongly agreed that Africana Studies has helped them improve their writing skills
• Over 95% report being satisfied or very satisfied with the rigor, quality of teaching, faculty accessibility, and faculty interest in their academic success in Africana Studies
• 91.67% said that they were able to make use of what they learned in Africana Studies in their career after they earned their undergraduate degree. They noted several ways they made use of what they learned, including: using the knowledge they gained to develop initiatives targeted toward providing services to Black population, and mixed ethnic population, contextualizing the experiences of Black clients in service providing fields, sensitivity to the experiences of Black populations, and teaching skills they use in educational settings.
• 46% had gone on to graduate school since graduating from SFSU
• 100% think that SFSU should offer a Master’s Degree in Africana Studies
• Since graduating, the alumni surveyed had gone into a range of difference professions, including politics, business, and education. The most frequently occurring profession was education; teaching and administration at the elementary, high school, and college levels.

Africana Studies requires that all courses provide Learning Objectives. Students are made aware of the learning objectives in the syllabus and passing the course successfully is an assessment indicator for us. Courses in which students have a 15% percent of drop out or failures indicate to the department needed to pay
more attention to the structure and delivery of that course.

Beginning the upcoming year of 2017-2018 we will be using the newly instituted Capstone class “AFRS 516 Research Methods,” to conduct assessment of students’ learning and achievement.

Other Assessment indicators are enrollments. The department’s enrollment increases indicate students are becoming more aware of the benefits of an Africana Studies Degree—particularly as we advertise campus wide when Hastings Law School comes to campus with an outreach to recruit Africana Studies majors and counsels students on how to prepare for the LSAT examine, and increase their chances for getting in with the necessary tutorial support if and as needed.

**Enrollment for Spring 2017**

- The Department of Africana Studies had 61 majors and 40 minors.
- Our semester course enrollment increased from 1105 in the spring semester of 2013 to 1358 in the fall semester for 2016.
- Our class sizes are increasing, as evidenced by our student faculty ratio increasing from 21.80 students per faculty in spring 2013 to 34.05 students per teacher in fall 2016.
- Our highest enrolling classes are AFRS 101 Introduction to Africana Studies, 111 Black Cultures and Personalities, 2010, AFRS 210 African American Literature, and AFRS 256 Hip Hop Workshop.
- Assessment Data
  - The students’ average GPA as of 2014-15 was 2.88. (Note that the composite SAT scores of the average first-time freshmen in Africana Studies are lower than that of the College of Ethnic Studies and the University. Moreover, a larger percentage of first-time freshmen Africana Studies students enter with the need of additional preparation to the College of Ethnic Studies average and the University average.
  - The average time to degree for Africana Studies graduates is 22 semesters compared to 17 for the college of Ethnic Studies and 14 for the University.
  - Another less formal assessment indicator that corroborate students’ satisfaction with their education is gathered from the “Jabulani” Black commencement program (began decades ago by ‘Black Studies”) which is not limited to Africana Studies majors or minors but Africana Studies students’ participation in the commencement indicates satisfaction with their program. See Jabulani years 2013-2017 in the appendix. This assessment tool, however, does not indicate the number of students who take Africana Studies classes to fulfill their GE requirements. The department is presently working on how to make this assessment serve that purpose.
Use of Assessment

The various tools employed, formally and informally, inform the Department of students’ interests, satisfaction, abilities, and successful achievement of learning, all which inform the department in the ongoing planning for student success, and the Department’s role in the students’ matriculation into the world beyond college, as having benefitted from education that prepares them for life. The department uses the findings of assessment of objectives substantially achieved in ongoing program monitoring.

3.3 The Curriculum
3.3.1 Undergraduate

BACHELOR OF ARTS IN AFRICANA STUDIES

The Department plans carefully to achieve offering an Africana Studies curriculum that prepares students with the knowledge, skills, resources, and intellectual courage to discern the world they live in, and by that energize their desire to make it better. There are risks in that latter, of course; thus an education that gives students the tools for analysis is inherent in an Africana Studies education. Risks taken by the Department since its inception over the years have held firm against critical others in academic enclaves who by their actions betray a vacillation between “diversity/social justice for all” (albeit as Eurocentric-approved) and “white is right.” Thus curriculum planning is informed by scrupulous attention to the world in which the Discipline of Africana/Black Study lives. Here at SFSU where the discipline was born, it lives on a self-proclaimed Social Justice Campus that publically celebrates itself as having come into existence in 1899 as a “radical” college that “makes things happen” according to the SFSU vision statement “We Make Things Happen” (http://puboff.sfsu.edu/makehappen).

In our last Department review, the external evaluators observed: “Clearly, the curriculum is a major strength of this department. The faculty has been very creative in establishing courses that give students a clear and balanced perspective of Black Studies.”

That evaluation of our program, coming from Dr. Shirley Weber, Professor and former Chair of San Diego State University (now an Assembly Woman), and coming from Dr. Molefi Kete Asante, founder at Temple University of the first PhD in African American Studies and now Chair of their Africology Department, was instructive feedback in our ongoing attention to a make-sense program, as both evaluators have national and extensive knowledge of developments in the field. Moreover, at the time of our last program review, Dr. Shirley Weber was President of the board of the National Council for Black Studies (NCBS), the premier organization for the Discipline.
The Department’s ongoing developments and assessment keep our Department, solidly within the national trend as innovator among innovators nationally, much as when Dr. Nathan Hare wrote “The “Conceptual Plan for Black Studies,” that established the Department here and informed the nationwide Black Studies Movement. Important, therefore, the Department here as SFSU fits into the discipline’s trends nationwide, as trend setter among trend setters; equally important, San Francisco State University Department of Africana Studies, is, by nature, unencumbered of any fear of “Making Things Happen,” in consequence of exigencies, trend or not.

**The Core and Emphases**

All students majoring in Africana Studies are required to complete a program consisting of CORE courses (30 units) and EMPHASIS (9 units) in the Humanities or in the Behavioral and Social Sciences.

**Technology Requirement**

Within the core for the major, AFRS 266 “Black Online Cyberspace” provides instruction in technology appropriate to the major. Moreover, all Africana Studies classes involve experiences in technology.

**AFRS 101 Introduction to Africana Studies**, required for a Major and Minor in Africana Studies, (and as it happens, is taught by faculty with the PhD in the Discipline), covers the philosophical thrust of the Africana Studies Discipline, it’s development, as well as the history of Africana people in relationship to its development. One concern the department, thus the university faces, is when students transfer in and want to substitute a course they took elsewhere for one here with the same title, yet the course is substantially different. Too often we get requests to substitute an Introduction to Black Studies course taken elsewhere that focuses solely on the history of Africana people to the exclusion of focus on the creation of the discipline. A history class is required of the core, but that is different from the introduction to the discipline course. Africana Studies Department planning is concerned to address the discrepancy in a way that will bring due diligence to the integrity of the program’s education of the students, yet not stall timely student progress to graduation.

The core courses provide students an education of the foundation of the discipline as well as the critical knowledge base, intellectual skills, and methodological techniques essential to the field of Africana/Black Studies. The emphases courses provide students further knowledge and intellectual grasp of the field.

**Learning Objectives:**

Students successfully completing the major in Africana Studies will have acquired:

- understanding and appreciation of the historical development and intellectual foundation of Black Studies
- acquisition of a critical knowledge base, intellectual skills and
methodological techniques essential to the field of Africana/Black Studies
• ability to demonstrate an understanding of African Philosophy and its significance to Africa and the African Diaspora
• ability to demonstrate familiarity with an African-centered epistemology as drawn from one of the Africana Studies emphases
• the ability to critically analyze as well as interact in the societies in which Africana people live

Specifically, students will gain:
• understanding of the historical process and philosophical ideas and thinking which serve as the grounding for African peoples’ reactions, responses, and creative inventions to the full experience of being human
• understanding of the character, meaning, intent and consequence of the creative expressions of Africana people
• ability to comprehend, critique and create examples and evidence of Africana aesthetics
• understanding of the agents and processes which advance or retard the character and quality of Africana growth and development
• skill in technology appropriate to the major

Consistent with these learning objectives, Africana Studies during the next cycle will continue its ongoing assessment and development of courses and curriculum.

Two courses that the department will be adding to the Africana curriculum are Elementary Kiswahili, a language course; and Pan African Black Psychology: A North American, South American, and Caribbean Comparison.

Table 1  THE MAJOR IN AFRICANA STUDIES (39 UNITS)

Core Course Units 30 + 9 Elective Units in Humanities Emphasis or in Behavior and Social Science Emphasis--39 Total Units for Africana Studies Major.

<table>
<thead>
<tr>
<th>Core Courses for Majors</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>AFRS 101</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 200</td>
<td>Introduction to Black Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 210</td>
<td>Introduction to Africana Literature</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 266</td>
<td>Black On-line: Cyberspace, Culture, and Community</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 300</td>
<td>From Africa to Olmec America: Ancient African</td>
<td>3</td>
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<tr>
<td>AFRS 303</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 345</td>
<td>Blacks in Urban America</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 375</td>
<td>Law and the Black Community</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 515</td>
<td>Black Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 516</td>
<td>Research Methods <em>CAPSTONE CLASS</em></td>
<td>3</td>
</tr>
</tbody>
</table>

**Table 2  THE MINOR IN AFRICANA STUDIES  (18 UNITS)**

The Minor: 9 Core Course Units + 9 Elective Units = 18 Total Units for Africana Studies Minor

Select one course from each category A, B, and C. Additional courses completed in categories B and C count as electives.

<table>
<thead>
<tr>
<th></th>
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<th>Units</th>
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<tbody>
<tr>
<td>A-</td>
<td>Foundation</td>
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</tr>
<tr>
<td>AFRS 101</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>B-</td>
<td>Africana Behavior and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>AFRS 200</td>
<td>Introduction to Black Psychology</td>
<td>3</td>
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<td>BL S 300</td>
<td>Introduction to Blacks in Urban America</td>
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<td>BL S 302</td>
<td>Black Family Studies</td>
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</tr>
<tr>
<td>BL S 340</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>C-</td>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>AFRS 210</td>
<td>Introduction to Africana Literature</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 266</td>
<td>Black On-line Cyberspace, Culture, Community</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 303</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 375</td>
<td>Law and the Black Community</td>
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**Africana Humanities Emphasis**

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<tbody>
<tr>
<td>AFRS 201</td>
<td>Kemet, Afrocentricity, and the Dawn of Science</td>
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<tr>
<td>AFRS 204</td>
<td>Black Creative Arts</td>
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</tr>
<tr>
<td>AFRS 208</td>
<td>Introduction to African American History</td>
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### Africana Humanities Emphasis

<table>
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<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>AFRS 213</td>
<td>Science and Spirituality in Ancient Africa</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 221</td>
<td>African American Music: A 20th Century Survey</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 225</td>
<td>Images and Issues in Black Visual Media</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 230</td>
<td>African American Gospel Workshop</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 271</td>
<td>Elementary Kiswahili Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 301</td>
<td>Africa in Global Perspective</td>
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<tr>
<td>AFRS 302</td>
<td>Black Diaspora</td>
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<td>CAFRS 305</td>
<td>Ancient Egypt</td>
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<td>AFRS 312</td>
<td>Kalifia: The Black Heritage of California</td>
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<td>AFRS 326</td>
<td>Black Religion</td>
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<td>AFRS 400</td>
<td>Black Arts and Humanities</td>
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<tr>
<td>AFRS 411</td>
<td>African and African American Literature</td>
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<td>AFRS 450</td>
<td>African Philosophy and Cosmology</td>
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<td>AFRS 551</td>
<td>Fieldwork in Africana Studies</td>
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<td>AFRS 525</td>
<td>Black Child Development</td>
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<td>AFRS 665</td>
<td>Black Journalism</td>
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### Africana Behavioral and Social Sciences Emphasis

**Course List**

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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>AFRS 100</td>
<td>General Studies Colloquium</td>
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<td>AFRS 111</td>
<td>Black Cultures and Personalities</td>
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<td>AFRS 125</td>
<td>Black Community Involvement Workshop</td>
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<tr>
<td>AFRS 202</td>
<td>Black Men's Studies</td>
<td>3</td>
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<tr>
<td>AFRS 215</td>
<td>Introduction to Black Family Studies</td>
<td>3</td>
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<tr>
<td>AFRS 256</td>
<td>Hip Hop Workshop</td>
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<tr>
<td>AFRS 290</td>
<td>Malcolm X in the Context of Black Nationalism</td>
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<tr>
<td>AFRS 301</td>
<td>Africa in Global Perspective</td>
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<td>AFRS 310</td>
<td>Anthropology of Blackness</td>
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## Course List

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<tr>
<td>AFRS 320</td>
<td>Black Politics, Mass Movements, and Liberation Themes</td>
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<td>AFRS 335</td>
<td>The Black Woman: A Cultural Analysis</td>
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<td>AFRS 350</td>
<td>Black-Indians in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 370</td>
<td>Health, Medicine, and Nutrition in the Black Community</td>
<td>3</td>
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<tr>
<td>AFRS 376</td>
<td>Government, the Constitution, and Black Citizens</td>
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<td>AFRS 370</td>
<td>Health, Medicine, and Nutrition in the Black Community</td>
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<tr>
<td>AFRS 401</td>
<td>Pan African Black Psychology: A North American, South American and Caribbean Comparison</td>
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<td>AFRS 600</td>
<td>Proseminar in Africana Studies</td>
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<td>AFRS 646</td>
<td>Frantz Fanon's Psychology of Violence, Negation, and Liberation</td>
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<td>AFRS 660</td>
<td>Civil Rights Movement and Education</td>
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<td>AFRS 678</td>
<td>Urban Issues of Black Children and Youth</td>
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<td>AFRS 705</td>
<td>Seminar in Africana Studies</td>
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## General Education (GE) Courses.

*Composition courses, AFRS 214, Second Year Written Composition, and ETHS 300 Graduation Writing Assessment Requirement/GWAR (3 units): are GE (service) courses Africana Studies offers that do not figure in our major or minor.*

AFRS 214 Second Year Written Composition: Africana Studies (Units: 3)
Development of expository and analytic writing skills through the study and appreciation of Black literature. Various authors and genres of Black literature from different historical and cultural periods. Literary criticism. Must be taken after student has completed 24 units and before completing 60 units. (Plus/minus ABC/NC, CR/NC allowed.)

Course Attributes:
A4: Written English Comm II Am. Ethnic & Racial Minorities Social Justice
GE COURSES INTEGRAL TO THE MAJOR AND MINOR:

Area C: Arts and Humanities

In their Area C coursework, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Area C1: Arts

AFRS 204 Black Creative Arts (Units: 3)
Culture of Black Americans through examination of the creativity of its women artists. Course Attributes:
  C1: Arts
  Am. Ethnic & Racial Minorities
  Global Perspectives
  Social Justice

AFRS 221 African American Music: A 20th Century Survey (Units: 3)
History, growth, and development of African American music during the 20th century. Course Attributes:
  C1: Arts
  Am. Ethnic & Racial Minorities

AFRS 230 African American Gospel Workshop (Units: 3)
Workshop on gospel music: traditional African antecedents of gospel music, religious and secular forms developed, and economic and political factors shaping gospel music. Guest appearance by known gospel artist. Class culminates in student performance. Course Attributes:
  C1: Arts
  Am. Ethnic & Racial Minorities

AFRS 256 Hip Hop Workshop (Units: 3)
History, aesthetics, mechanics, and politics of Rap music and Hip Hop culture. African American aspects and African-centered qualities of the cultural movement known as Hip Hop. Course Attributes:
  E1: Lifelong Learning
  Develop C1: Arts
  Am. Ethnic & Racial Minorities
  Environmental Sustainability
  Global Perspectives
  Social Justice

Area C2: Humanities

AFRS 266 Black On-line: Cyberspace, Culture, and Community (Units: 3)
The impact of the information revolution and the digital divide on Black people worldwide. Understanding the need to blend cyber technology with the issues of Black culture and community. Fully on-line class; must have e-mail address.
Course Attributes:
E1: Lifelong Learning Develop C2: Humanities
Am. Ethnic & Racial Minorities Global Perspectives
Social Justice

**Area C3: Humanities: Literature**

AFRS 210 Introduction to Africana Literature (Units: 3)
Role of literature in the formulation, maintenance, and articulation of a cultural ethos.
Course Attributes:
C3: Humanities: Literature
Am. Ethnic & Racial Minorities Social Justice

**Area D: Social Sciences — 9 units**

Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from a social science perspective and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry.

AFRS 101 Introduction to Africana Studies (Units: 3)
Development of Africana Studies as an academic discipline. Topics include history, literature, psychology, politics, and others.
Course Attributes:
D1: Social Sciences
Am. Ethnic & Racial Minorities Social Justice

AFRS 111 Black Cultures and Personalities (Units: 3)
The cultural influence on the development of Black personality configurations.
Course Attributes:
D1: Social Sciences
Am. Ethnic & Racial Minorities Social Justice

AFRS 200 Introduction to Black Psychology (Units: 3)
Theories, characteristic methodologies, and applicability to the African American behavioral experiences and interface with other cultural communities.
Course Attributes:
D1: Social Sciences
Am. Ethnic & Racial Minorities Global Perspectives
Social Justice

AFRS 202 Black Men's Studies (Units: 3)
Exploration of diverse lives, experiences and development of Black men and boys within the context of their families, communities, and society at large; and of the experience and development of Black manhood and masculinity from a cultural
and historical lens within several societal dimensions.

Course Attributes:
D1: Social Sciences
Am. Ethnic & Racial Minorities Social Justice

AFRS 203 Black Social Sciences (Units: 3)
Methodical principles, key theoretical concepts of western social sciences, and applications in third world critical perspective. Work of Black social scientists that have added to understanding black experience. Relevance of western methods and theories to Black development.

Course Attributes:
D1: Social Sciences
Am. Ethnic & Racial Minorities Social Justice

AFRS 215 Introduction to Black Family Studies (Units: 3)
Theories and research about Black families in America. Emerging trends in Black families: ethnic stratification, family and marital stability, socialization processes, and research issues.

Course Attributes:
E1: Lifelong Learning Develop D1: Social Sciences
Am. Ethnic & Racial Minorities Global Perspectives
Social Justice

Area D2: Social Sciences: U.S. History (3 units required)

AFRS 208 Introduction to African American History (Units: 3)
Examination of black history in the United States from Colonial times to the present. Critical review of major themes including enslavement, abolitionism, the Civil War, urbanization, freedom, and civil rights. The aftermath of each theme will be analyzed. (Plus- minus ABC/NC, CR/NC grading)

Course Attributes:
U.S. History
Social Justice

Area E: Lifelong Learning and Self-development (LLD)

Courses in Area E address topics such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning.

AFRS 215 Introduction to Black Family Studies (Units: 3)
Theories and research about Black families in America. Emerging trends in Black families: ethnic stratification, family and marital stability, socialization processes,
and research issues.
Course Attributes:
E1: Lifelong Learning Develop D1: Social Sciences
   Am. Ethnic & Racial Minorities Global Perspectives

Social Justice

AFRS 256 Hip Hop Workshop (Units: 3)
History, aesthetics, mechanics, and politics of Rap music and Hip Hop culture.
African American aspects and African-centered qualities of the cultural movement known as Hip Hop. Course Attributes:
E1: Lifelong Learning Develop C1: Arts
   Am. Ethnic & Racial Minorities Environmental Sustainability Global Perspectives
   Social Justice

AFRS 266 Black On-line: Cyberspace, Culture, and Community (Units: 3)
The impact of the information revolution and the digital divide on Black people worldwide. Understanding the need to blend cyber technology with the issues of Black culture and community. Fully on-line class; must have e-mail address. Course Attributes:
E1: Lifelong Learning Develop C2: Humanities
   Am. Ethnic & Racial Minorities Global Perspectives
   Social Justice

AFRS 335 The Black Woman: A Cultural Analysis (Units: 3) Prerequisite: Upper division standing or consent of instructor.
Black women in the Americas, the Caribbean, and on the African continent: their struggles for rights as Blacks and as women, their contribution to the development of their societies, their political aptitude, and their artistic adeptness. Course Attributes:
E1: Lifelong Learning Develop Am. Ethnic & Racial Minorities Global Perspectives
   Social Justice

AFRS 645 Literature of the Harlem Renaissance (Units: 3)
Prerequisite: AFRS 214 or equivalent, or consent of instructor.
Reading of Harlem Renaissance writers including Countee Cullen, Nella Larsen, Zora Neale Hurston, and Langston Hughes. Hone reading and analytical writing skills through essays, class discussion, and structured group work. Course Attributes:
E1: Lifelong Learning Develop UD-C: Arts and/or Humanities Am. Ethnic & Racial Minorities
   Global Perspectives Social Justice

Courses that fulfill the US History and Government Requirements: AFRS 375
Law and the Black Community (Units: 3)
Prerequisite: Upper division standing or consent of instructor. Contemporary and historical investigations of city, state, and federal laws and how they affect the human rights, self-determination, and survival of the Black community in America. Administration of justice by court, police, security, and legislative agencies. Course Attributes

Calif State & Local Govt
U.S. Govt CA State Local Govt
U.S. History
Am. Ethnic & Racial Minorities Social Justice

AFRS 376 Government, the Constitution, and Black Citizens (Units: 3)
Prerequisite: Upper division standing or consent of instructor. Nature and source of constitutional power--federal and state. Interaction of the Supreme Court with the Congress and with the Presidency; constitutional issues involving poor and Black citizens. [CSL may be available; consult index for page reference.]
Course Attributes:
U.S. Govt CA State Local Govt
U.S. History
Am. Ethnic & Racial Minorities Social Justice

Table 3  Number of Students Graduating with a Degree in Africana Studies by Year

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<tr>
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<td>11</td>
<td>9</td>
<td>21</td>
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Africana Studies gains over 90% of our majors after their freshman year, in addition to transfer students. Therefore, there is not chart for this information.

Table 4  Bachelor of Arts in Africana Studies Roadmap

120 Total Units Required
Minimum Number of Units in the Major: 39

Plan of Study Grid

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRS 101 Introduction to Africana Studies</td>
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</tr>
<tr>
<td>GE Area A: Oral Communication (A1) or Critical Thinking (A3)</td>
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<tr>
<td>GE Area A: Written English Communication (A2)</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>GE Area B: Quantitative Reasoning (B4)</td>
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<td></td>
</tr>
<tr>
<td>GE Area D: U.S. History (D2) or U.S. and California Government (D3)</td>
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<tr>
<td><strong>Units</strong></td>
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**Second Semester**

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<tr>
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<td>Introduction to Black Psychology</td>
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<tr>
<td>AFRS 210</td>
<td>Introduction to Africana Literature</td>
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<tr>
<td>GE Area A: Oral Communication (A1) or Critical Thinking (A3)</td>
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<tr>
<td>GE Area A: Written English Communication II (A4)</td>
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<td>or Written English Communication (A2) Stretch II</td>
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<td>GE Area D: U.S. History (D2) or U.S. and California Government (D3)</td>
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**Third Semester**

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<tr>
<td>AFRS 266</td>
<td>Black On-line: Cyberspace, Culture, and Community</td>
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<tr>
<td>GE Area A: Written English Communication II (A4) if not already satisfied</td>
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<tr>
<td>or SF State Studies or University Elective</td>
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<tr>
<td>GE Area B: Physical Science (B1) and Laboratory Science (B3)</td>
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<td>GE Area C: Arts (C1)</td>
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**Fourth Semester**

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<td>ETHS 300GW</td>
<td>Writing in Ethnic Studies - GWAR</td>
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<td>GE Area B: Physical Science (B1) and Laboratory Science (B3)</td>
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<td>Take Three</td>
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**Fifth Semester**

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<td>AFRS 300</td>
<td>From Africa to Olmec America: Ancient African Prehistory and History</td>
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<td>AFRS 301</td>
<td>Africa in Global Perspective</td>
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<td>GE Area UD–B: Upper Division Physical and/or Life Sciences (Consider SF State Studies Course)</td>
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**Complementary Studies or SF State Studies or University Electives – Take Two** | 6 |

**Units** | 15 |

**Sixth Semester**

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<tr>
<td>AFRS 345</td>
<td>Blacks in Urban America (Major Core)</td>
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<tr>
<td>GE Area UD–C: Upper Division Arts and/or Humanities (Consider SF State Studies Course)</td>
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**Complementary Studies or SF State Studies or University Electives – Take Two** | 6 |

**Units** | 15 |

**Seventh Semester**

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<td>Law and the Black Community</td>
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<td>AFRS 515</td>
<td>Black Family Studies</td>
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**Complementary Studies or SF State Studies or University Electives – Take Two** | 6 |

**Units** | 15 |
Eighth Semester

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Major Emphasis (9 Units Total) On Advisement – Take One

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Units

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Total Units

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Table 5 Course Offering Enrollment and Frequency

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Future Plans

3.3.2 Graduate

The Department of Africana Studies is in the process of proposing an MA in Africana Studies. While the Department of Africana Studies does not at this time offer a stand alone graduate degree, we do teach two classes in the Ethnic Studies MA program, *AFRS 705 Seminar in Africana Studies* and *ETHS 720 “Research in Ethnic Studies”*. Africana Studies faculty also teach ETHS 800 level Independent Studies classes in the Ethnic Studies MA program.

Africana Studies faculty are in high demand to serve as MA thesis advisors for students in the Ethnic Studies MA program. Students, upon acceptance in the in the Ethnic Studies MA program, must choose an ethnic emphasis, and many choose the Africana emphasis.

The university selects from among all five colleges, the MA student each has identified as its top honor student, as contender to be draped with the Hood during commencement, in representation of the all the MA graduates, and as speaker. This recent May 2017 Graduation, the honor student and speaker for the class was Alicia Garza, one of the founders of BLACK LIVES MATTER. Her choices of thesis advisors were Dr. Dawn-Elissa Fischer and Dr. Dorothy Tsuruta. The title of her address was “Ode to Black Woman.” The university-selected Honor MA student in 2015, Jonathon Brumfield, also had an Africana emphasis. Africana Studies faculty, Dr. Shawn Ginwright and Dr. Dawn-Elissa Fischer served as his thesis advisors.

3.4 Faculty

African Studies Tenure Track Faculty hold terminal degrees and expertise to perform their responsibilities exceptionally well. Lecturer Faculty also have the expertise for exceptional teaching in Africana Studies. Teaching is a great strength of the Africana Studies faculty, as well is advising. The strength is also Africana Studies’ curricular pedagogy with its emphasis on a relevant education, which since the discipline’s birth on this campus, has proved a model of social justice education that was ahead of the times in bringing to San Francisco State its needed diversity in an ethnically plural America. Beyond their teaching assignments, Africana Faculty are responsible to the community by way of both serving the community by going off campus into the community and by our engagement of the community come to us on campus, specifically in this context, the students of the community.

Africana Studies faculty mentor undergraduate majors, minors, and students who meet their GE requirements with Africana courses, and students in general who
take Africana Studies classes, or request support of Africana Studies faculty in ways not related to the department. One example of the latter, is students of all racial backgrounds will come to Africana Studies when they have an issue of racial, cultural, or ethnic consequence outside the department, and are filing a grievances in another department. They seek Africana Studies faculty knowledge to represent them in the university practice of allowing students a choice of faculty advocate in the process. While that is a rare occurrence it happens.

Africana Studies faculty are fully participating members of the university and come into the field anticipating a heavy assignment, especially since along with community embrace, and students’ expectations, Africana faculty must of course meet the university criteria required of all faculty in the process of moving toward full professor, specifically to conduct research and publish. Thus, university support for research time and funding must be a consideration in the university’s responsible promoting of Africana Studies faculty for tenure and promotion.

*Gender, Rank, Ethnicity*

The department was created in respect of gender balance: the first chair of Black Studies here was a woman, Dr. Raye Richardson, owner of Marcus Bookstore, the major Black Bookstore in the Bay Area. And the department’s two longest serving chairs, respective of gender balance as it happened naturally, were Oba T’Shaka and Dorothy Tsuruta, both served in different decades a consecutive twelve years.

**Gender**

Table 6 Tenure Track Faculty Distribution by Gender 2012-16

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Table 7 Tenure Track Faculty Distribution by Gender 2016-Present

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Table 8 Lecturer Faculty Distribution by Gender 2015-16

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Table 9 - Lecturer Faculty Distribution by Gender Fall 2017

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<td>Male</td>
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Over the past few decades, the department has also had a balanced distribution by rank. Going into the upcoming 2017-18 Academic year that is a fact today:

Table 10 - Tenure Track Faculty Distribution by Rank

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Table 11 - Ethnicity

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Workload by Area of Expertise—Humanities and Behavioral/Social Science

Table 12 - Tenure Track Faculty Workload by Emphases, Fall 2016--Present

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<td>AFRS 411 African/African American Lit</td>
<td>AFRS 111 Black Cultures and Personalities</td>
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<td></td>
<td>AFRS 645 Harlem Renaissance</td>
<td>AFRS 200 Black Psychology</td>
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<td>AFRS 335 Black Women: Cultural Analysis</td>
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<tr>
<td>Shawn Ginwright</td>
<td>AFRS 525 Blk Child Dev</td>
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<td>AFRS 678 Urban Issues Blk</td>
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<td>Children and Youth</td>
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<td></td>
<td>AFRS 345 Blacks Urban American</td>
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</tr>
<tr>
<td>Serie McDougal</td>
<td>AFRS 200 Black Psychology</td>
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<tr>
<td></td>
<td>AFRS 202 Black Men’s Studies</td>
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<td></td>
<td>AFRS 516 Research Methods</td>
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<tr>
<td></td>
<td>AFRS 705 Seminar in Africana Studies</td>
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</table>
Africana Literature was never “art for art’s sake” as in the Euro-American tradition. It was instead, “art, yes, but art in the service of life as when Billie Holiday sings “Strange Fruit,” or Nina Simone sings “Mississippi God Dam,” Or when Stevie Wonder sings “Isn’t She Lovely. Over the years the department became more Behavioral and Social Science Emphasis. Today the department tenure track faculty’s training and terminal degrees are five in the Behavioral and Social Sciences, and three in the Humanities.

Table 13 - Lecturer Workload by Emphases: funded primarily by faculty buyouts and augments Fall 2017

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Humanities</th>
<th>Behavioral/Social Sciences</th>
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<tbody>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madeline Flamer</td>
<td>AFRS 214 Second Yr.</td>
<td>Ashley Aaron</td>
</tr>
<tr>
<td></td>
<td>Written Composition</td>
<td>AFRS 515 Black Family Studies</td>
</tr>
<tr>
<td></td>
<td>AFRS 210 Intro to Africana Lit</td>
<td></td>
</tr>
<tr>
<td>Christopher Bell</td>
<td>AFRS 210 Intro to Africana Lit</td>
<td>Amar Thomas Casey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AFRS 300 Africa/Olmec American</td>
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<tr>
<td></td>
<td></td>
<td>AFRS 305 Ancient Egypt</td>
</tr>
<tr>
<td>&quot;Davey D&quot; David Cook</td>
<td>AFRS 256 Hip Hop Workshop</td>
<td>Donna Hubbard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AFRS 375 Law Black Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AFRS 376 Govt. Constitution, Black Citizen</td>
</tr>
<tr>
<td>Derrick Spiva</td>
<td>AFRS 230 African American Gospel</td>
<td>Erica Walker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sub for Donna Hubbard on sick leave.</td>
</tr>
<tr>
<td>Brittany Prince</td>
<td>AFRS 210 Intro to Africana Lit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AFRS 645 Harlem Renaissance</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

African Studies gets lecturers for the most part, when faculty have class(s) buyouts, are on leave, or when the Undergraduate Dean requests “Augment” faculty in anticipation of the size of the incoming semester students. We do not have a budget line item for lecturers any longer, but have been able to sigh with relief to some extent when we get “Augment” hires that are not paid out of our budget. We have been very efficient in offering the necessary courses in the major and minor to assure students are not hampered in the progress to
graduation. Thus as the department plans according to the funding restraints, that can mean faculty teaching one set of courses in the spring, and another set of courses in the fall; we are delivering the curriculum.

**Faculty Equity, Balance, Advising**

*Equity in Teaching Assignments*, Another proud feature of Africana Studies is equity in Teaching assignments, and we all teach GE courses.

*Balanced faculty Expertise/Student’s Interest*: The disciplinary expertise of the faculty is balanced and reflects students’ interests and needs. Faculty regularly meet with students, include them at the lectures of faculty Jonathon Brumfield applicants, and regularly gauge students’ interests, in conversation and when we survey students, as this year for our assessment.

*Faculty balance appropriate to Rank*: The department maintains a balance of faculty engagement in teaching, scholarship and creative activities at levels appropriate to faculty rank, expertise, and interests. Always more time for production of works is hugely desired and needed. Faculty progressing toward tenure and promotion to associate professor are mentored beginning with their first semester on the job. This is a characteristic of the department. For instance this past school year, our two hires met for several hours each independently with the former chair of Africana Studies who went over with them all aspects of the process to tenure, including consideration of peer reviewed journals and professional organizations relative to ideas delighting their mind. Additionally they met with the then present chair.

*Advising*: The lead advisor for the department is the chair, who also makes sure that all students are assigned to a tenure track faculty advisor for the major, and minor. The department in consultation with the Undergraduate Advising Center assures that students are satisfying GE requirements. The department receives a list of all declared majors; however, the student-advisor connection is often made by them, and the chair is informed. Students, who have not attended university orientation or department events due to having to leave campus after classes for work or family, generally come to the chair’s office seeking an advisor, and to have the forms filled out to declare an Africana major or minor. Often these are the students who take courses in Africana Studies to fulfill GE requirements, a situation common to Africana/Black Studies departments. Beyond the department factoring that as recruitment benefit, the big benefit is to the world in which students who take Africana Studies will emerge and contribute.

Africana Studies students are advised regarding their academic strengths and weaknesses, and like students of all backgrounds they vary in academic preparation for college. And yet our students most certainly do count among the most successful as evident at recent years’ graduation, when our advisees not only garnered Department Honors, Dean's List and Community Awards, but they also were the overall University selection for Honors Hood Recipient and
Distinguished Graduate Award, giving commencement speeches, representing their cohorts at the University's ceremony at AT&T Park:

2017: Alicia Garza (University-wide Graduate Honors)

2016: Richard Polote (University-wide Undergraduate Honors)

2015: Jonathan Brumfield (University-wide Graduate Honors)

(See Appendix for more on these successful students mentored by Africana Studies Faculty.)

**Faculty Service On Committees:**
The Department of Africana Studies stays current with policies and developments in the college and university through our participation on committees. During the department’s 2005 Program Review of cycle 5, the feedback from the external reviewers, APRC and MOU urged Department participation on University-wide Committees. Faculty, then as now, in the Department of Africana Studies serve fully on the department committees and college committees. The present self-study evinces Africana Studies faculty widely represented on university-wide committees as well:

<table>
<thead>
<tr>
<th>Table 14</th>
<th>Faculty Service on University-Wide Committees</th>
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<tbody>
<tr>
<td>Faculty</td>
<td>University Wide Committee</td>
</tr>
<tr>
<td>Dawn-Elissa Fischer</td>
<td>Student Success and Graduation Initiatives (SSGI)</td>
</tr>
<tr>
<td></td>
<td>Strategic Planning Coordinating Committee</td>
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<td></td>
<td>Educational Technology Advisory Committee (ETAC)</td>
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<td></td>
<td>Educational Technology Council/ Board (dual service as Chair and Vice-Chair to ETAC)</td>
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<tr>
<td></td>
<td>Center for Teaching and Faculty Development Advisory Board (service as College representative and Chair)</td>
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<tr>
<td></td>
<td>University Sabbatical Committee (Leave with Pay)</td>
</tr>
<tr>
<td>Antwi Akom</td>
<td>Member University Sustainability Committee 2015-Present</td>
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<tr>
<td></td>
<td>Board of Directors, Project Rebound, 2009-Present</td>
</tr>
<tr>
<td></td>
<td>Member University Budget Committee 2013-2016</td>
</tr>
<tr>
<td></td>
<td>All University on Teacher Education Committee 2013-2014</td>
</tr>
<tr>
<td></td>
<td>Committee California Faculty Association 2006-2009</td>
</tr>
<tr>
<td></td>
<td>Co-Chair Search Committee Ed.D. in Educational Leadership 2008</td>
</tr>
<tr>
<td></td>
<td>Member Search Committee Ed.D. in Educational Leadership 2007</td>
</tr>
<tr>
<td></td>
<td>Member Search Committee Director of CCI Search Committee 2007</td>
</tr>
<tr>
<td></td>
<td>Member Admissions Committee in Educational Leadership 2007-2008</td>
</tr>
<tr>
<td>Member AERM Committee 2005-2008</td>
<td></td>
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<tr>
<td>--------------------------------</td>
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<tr>
<td>Member of the San Francisco State University Taskforce for the Advancement of Ethnic Studies</td>
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<tr>
<td>University Academic Senate</td>
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<tr>
<td>San Francisco State University Wide Assessment Committee</td>
<td></td>
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<tr>
<td>Program Review Committee</td>
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</table>

**Serie McDougal, III**
- Served on the College of Education Graduate Committee
- (Refer to CV)

**Shawn Ginwright**
- Chaired the search team for Associate Vice President of Academic Planning: Linda Burkley was hired
- Chaired the search team for Dean of Ethnic Studies: Kenneth Monteiro was hired.
- Chaired the search team for the newly created Liberal Studies program, having co-created that program along with a now retired interim undergraduate dean /History department chair.
- Served on Academic Freedom Committee
- Served on the Upper Division GE Committee
- Served on the Lower Division GE Committee
- Served as Faculty Marshall at the Undergraduate Honors Ceremony for the past 12 years
- Served as co-Lead Marshall for the university graduation at AT&T Park 2015 and 2016
- Served as sole Lead Marshall at the 2017 Graduation at the AT&T Park, responsible for organizing faculty volunteers and getting 5000 students in procession and their seats
- Chaired American Ethnic Racial Minorities (AERM)

**Dorothy Tsuruta**
- Chaired the search team for Dean of Ethnic Studies: Kenneth Monteiro was hired.
- Chaired the search team for the newly created Liberal Studies program, having co-created that program along with a now retired interim undergraduate dean /History department chair.
- Served on Academic Freedom Committee
- Served on the Upper Division GE Committee
- Served on the Lower Division GE Committee
- Served as Faculty Marshall at the Undergraduate Honors Ceremony for the past 12 years
- Served as co-Lead Marshall for the university graduation at AT&T Park 2015 and 2016
- Served as sole Lead Marshall at the 2017 Graduation at the AT&T Park, responsible for organizing faculty volunteers and getting 5000 students in procession and their seats
- Chaired American Ethnic Racial Minorities (AERM)

**Johnetta Richards**
- Has focused on Representing the Department by serving on the University Study Abroad and International Committees for over 15 years

**Ife Maria Flannery**
- Just elected to serve on University GE Committee

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**Faculty Affiliations/Statute in the Field**

Please be directed to the Faculty CVs in ‘Appendix A’ to grasp the impressive range and numbers of profession affiliations of our Africana Studies faculty. Suffice to say that the department continues to have a strong presence in the premier organization for the discipline “The National Council for Black Studies (NCBC)” All present tenure track faculty members of the Department have
presented at NCBS conferences: Five are active yearly, which includes our two new hires. And two of our faculty, Dr. Dorothy Tsuruta and Dr. Serie McDougal serve on the NCBS Board. Dr. Tsuruta is a continuing Board member of several years, and Dr. McDougal is in his first term on the board. A special election was held to allow two faculty from the same university, as NCBS policy rather is a wide representation nationwide. But given the prominent role of Black Studies at San Francisco State as a founding discipline and Movement, and as the stalwart members of the board find both Dr. Tsuruta and Dr. McDougal’s membership on the board important to its work, the vote made a one-time exception to keep both. The department also has strong representation and affiliation with the Association for the Study of African American Life and History, known as ASALH, on whose board Dr. Johnetta Richards recently served. Our faculty participated at the recent annual Cheikh Diop Society Conference, and at the US 50th Anniversary Conference.

Africana Studies faculty also have memberships with other professional organizations pertinent to faculty expertise, interest, and education—and the discipline’s emphases. For instance, faculty whose workload is in the humanities emphasis, also have memberships in the College Language Association, Modern Language Association, and National Council of Teachers of English. While, for instance faculty in the Behavioral and Social Sciences also have membership in the American Sociological Association (ASA), American Association of Blacks in Higher Education, Bay Area of Black Psychologists, National Community Building Network, Association of Black Anthropologists and more.

3.5 Resource

3.5.1 Resource Dependent

Funding sources for the operation of the Department: (1) General Fund, (2) College of Extended Learning (CEL), Study Work Study, IRA:

The Department received barely enough funding this past 2016-17 to operate an academic Department. Were it not for the Faculty Affairs, one-time a year award of $1000--and only if the tenure track faculty is presenting (peer-reviewed approved). This situation must be corrected to support faculty in professional endeavors that contribute to the field of knowledge—and pride to the university.

_Djehuti Seshat Award_

At the outset of this section it bears repeating in this self-study, that former Department chair Serie McDougal founded the Department’s “Djehuti Seshat Award”. This award is fully funded (with faculty personal donations). It will annually cover a student’s attendance at a professional conference: it covers travel, hotel, meals, and conference registration and was created this past spring 2017. It is another way that Africana Studies faculty involve students in research. Thus even as
the Department seeks needed funds, the Department also contributes in this way to students’ preparation for careers.

Funding for Journals must be reinstated:
A great loss recently was that of funding for print copies of our two student-produced publications: the *Africana Studies Journal* and *Imhotep*. As of 2015 the department was informed that IRA would no longer provide funds for the printing of these journals—a decision that goes against the grain of the University’s touted commitment to community engagement. Our students personally delivered the printed journals to people in the community who may or may not have access to a computer. Yet we were told the journal must go online. Our journals were put in the hands of the community—churches, barbershops, beauty shops, senior residences—places where the community gathers, and stays connected to the campus. The University most surely needs to insist on reinstating the community-friendly policy of funding for the printing of the journals. The printed journals are a source of pride to our students who hone their skills in written composition as editors and writers of essays for publication in the journals.

**TWELVE YEARS LATER**

Self-Study recommendation of Cycle 5 (2005) - **Yet Wanting**
-- The long-term absence of full time “professional” ....secretarial/administrative support to the Department has been
.................devastating. The Department needs more than “coverage”. We need
.................full-time professional secretarial and/or administrative support.
-- Several faculty actively participate in the conferences and professional ....conventions of the field.
-- However, Black Studies has never been able to adequately support the ....professional travel needs of the faculty. This is a serious impediment to
.................the professional growth and development of the Faculty.

External Reviewers recommendation of Cycle 5 **Yet Wanting**
-- Additional support for research and travel is recommended.
-- The College and University should support the creation of the stand-...alone M.A. in Black Studies as a clear signal that the University intends ...
to reassert its leadership in this field.
-- The College should support the hiring of another full-time secretary.

APRC recommendation based on Cycle 5 review of 2005 **Yet Wanting**
-- In addition to having more faculty the priority resource need is for ...
...additional support for the Department.
MOU recommendation based on Cycle 5 review (Provost’s Statement) Yet Wanting

--The Department should seek funding for addition clerical and ...administrative support.
--The Department should seek funding for faculty to attend conference

As of the present cycle 7 review, the recommendations of 12 years ago have yet to be granted by the university and in some part, yet by the college:

--There remains the pressing need of support for full time clerical/administrative support.

--There remains the pressing need for faculty to be able to attend conferences to present yes, but also to attend conferences, presenting or not, to make connections with scholars from throughout the country and beyond of vision who are testing out ideals that trigger developments in the field, and to make acquaintances with scholars working in similar or related areas of research, in the interest of collaborations, and to keep our faculty centered in the dynamics of the ever evolving discipline. Moreover, the allotment of one-time travel funding from Faculty Affairs should be reconsidered in its limitation to travel only and should instead be at faculty discretion to use for travel or research (a policy at other universities on a tight budget.).

--The department must be able to hire tenure-track faculty without being put through an exhausting protest that requires public outcry for positive resolution to commence, as was the case in the 2016 protest for our two hires of excellent, assistant professors.

--If there are retirements, the college and university needs to move immediately in establishing a process with the Africana Studies faculty to replace faculty lines.

--But replacing a faculty line as a result of a retirement does not increase the number of faculty. There needs to be a process that involves replacing and increasing the faculty simultaneously.

-- Africana Studies in meeting the strategic directions of SFSU with regards to its diversity and direction--in teaching, in research, and in hiring--should be fully embraced and supported by the college and university with necessary funding, personnel, and respect for morale.

--The department must have support, not discouragement, in its long desired and (cycle 5) recommended stand-alone MA in Africana Studies.
3.5.2 Resource Non-Dependent

*Human Resources:* As described under “Student Learning and Achievement” our faculty give extensively of self, is serving as advisors to student organizations, “are regularly requested by the students and do serve as advisors to community conscious student organizations, and yearly Africana Studies faculty are honored at events put on by these student organizations. Dr. Dawn-Elissa Fischer played a major role in the creation in the dorm of the Hip Hop floor that has an academic component that she oversees. Dr. Serie McDougal is fully involved with Planning and implementation of the Black Unity Center, and as well the student’s requested and named “Afro Floor “ in a campus dorm.

The Department always participates in the annual spring Sneak Preview when Prospective Students and their family and friends visit campus. They stop at the Africana Studies table and talk to the faculty, staff, and student to learn about the ways the Department can meet their academic requirements. Our enthusiastic participation at Sneak Preview is yet another way we publicize the major and minor. We also participate during orientation to new students at the start of the semester, and students are delighted to learn that while they are deciding on a major to declare, or double major, they can be taking Africana Studies classes to meet GE requirements.

Faculty in the Department mentor students regarding the support offered them at the College of Ethnic Studies Resource Center, at the library, especially with the Librarian assigned to Africana Studies. The Department faculty serves on the University Committee on Written English Proficiency (UCWEP). We are always in supportive effort of students who participate in Project Rebound, and EOP. We also attend with students events put on by the Director of the Richard Oaks Center.

*Schedules and facilities:* With the scarcity of office space on this campus, all tenure track faculty share offices, and faculty also share offices with Lecturers. Care is taken by the department to schedule faculty courses on alternate days so that each has the full day for office hours and extended office space meeting with students for tutoring, advising, helping with plans for events, such as Black History month events, or Malcolm X birthday observations, or in preparation for Sneak Preview when prospective students come to campus for orientation to departments and majors and minors. As detailed in the overview of this report, Africana Studies faculty collaborate in various endeavors and events on campus in support of our students and collegial outreach.

*External Resources:* As discussed at length in the overview of this self-study, (see section 2.2 “Africana Studies’ Tradition of Community Engagement”) our connection with the community is an external resource that extends the education of our students—for instance the Village Project in San Francisco; the Black
Family Institute in Oakland. Our external resources also include AfricaTown in West Oakland, a community garden, and the Black Arts Collective.

The faculty gives quality time above and beyond scheduled office hours mentoring undergraduate major, minors, students who meet their GE requirements with Africana Studies courses, and students in general. In the COES Ethnic Studies MA, Africana Studies faculty also mentor and serve as theses advisors to that program. Moreover, as the essence of Africana/Black Studies as a discipline is relationship with the community, Africana Studies faculty come into the field under a heavy assignment, especially since they also come under the same requirements for tenure--to conduct research and publish. Thus, university support for research time and funding must be a consideration in evaluating Africana Studies faculty for tenure and promotion.

4.0 Conclusions, Plans, Goals

Africana Studies brings honor to this progressive university, and as the university’s webpage brags “We Make Things Happen.” The Black Lives Matter movement is an indicator of the national urgency for equity, thus the life of the Department of Africana Studies on this progressive campus. The Department has only eight tenure track faculty, and one of them, the Department Chair, has a reduced load; non-tenure track adjunct faculty help in the delivery of the curriculum, but as we lost lecturer funding years ago, we do not have lecturer security. The Department brings creative planning to cover the major, increase enrollments, grow majors, engage community, serve as advisors to student organizations, cover committees university-wide, as well as department and college wide committees. Additional faculty hires will certainly advance the goals of the Department. Moreover, as the university only supports travel to conferences once a year, and only if presenting on a peer-reviewed academic event, there is the mammoth draw on family pocketbook in city where a faculty’s annual pay no longer is the price of a house. It is contrary to morale to have an administrator suggest, even by innuendo that as the administrator pays personally to attend conferences, well ditto, the faculty. People have different life circumstances! Yet, the Africana faculty remains active with a type of creativity and innovation that engage all essential activities related to teaching, research, engagement and service.

As a collective, Africana Studies at SFSU has stature internationally. While known for its historical acclaim, the department is not of a conceit that rests on the past, but is a present force in progressive education infused with spirited social justice actions. The department is also known because the present and past Chairs and all Faculty participate in conferences regionally and also nationally AND internationally.

With the department’s innovative Womanist initiatives rooted in the Black experience, unmuted by confusion with others, Africana Studies here is a bold
instigator of education that corrects the miseducation of students long subject to impediments to psychological and sociological cultural clarity. Moreover the innovations in the study of Black Masculinity are of the present academic and intellectual trend in education, as is our course on health and the environment a sound trend evident in the Humanities and Behavioral and Social Sciences. Immediate planning includes our heretofore study in Africa and the Diaspora. The faculty has that a high priority in our planning, for we are a Department committed to providing students an education of global significance—in part gained on-location. Dr. Johnnetta Richards has written a manual on study on location in Africa based on her many years of distinguishing the department with her work in that area. The Africana Studies Department is doing great things.
I am committed to the concept of education as empowerment. I construct curriculum and facilitate learning opportunities inside and outside of classrooms that foster critical thinking and self-knowledge among the students I teach. While I have been influenced by a number of practicing educators as well as educational theorists, I practice a pedagogy that is best described as “critical pedagogy” (cf., Giroux 1994:30) in that

1. Students as well as experts from outside of the campus community, who may or may not be considered educators in the traditional sense (e.g., Henry Giroux terms such individuals “cultural workers”) are engaged to collectively build knowledge and negotiate meaning with the instructor who serves as a facilitator rather than a “transmitter” of knowledge

2. Curriculum is designed to support both individual and communal learning opportunities; all assignments scaffold learning objectives that are solution-oriented to realistic and current community problems (cf., Woodson 1933; Du Bois 1903)

3. Learning objectives are constructed to illuminate relationships among knowledge, authority and power (cf., Ladson-Billings 1997)

4. “Authentic inquiry” (cf., Lindfors 1999), including subjunctive language use during instruction and open questioning, is employed to encourage the negotiation and interpretation of meaning among all participants in a classroom

5. Constructivism (using student interests to guide student learning; see Bruner 1986) as well as explicit instruction (“step by step” or descriptive and specific direction) are dually employed in order to prepare learners for professional standards and life skills as well as to scaffold lessons by making learning opportunities more meaningful and relevant to student interests and community needs

Teaching students to use reading and writing in an effort to expand how they make sense of their worlds entails criticism (assessing the strengths and weaknesses) of current knowledge production, authority, and power relations. Likewise, the Department of Africana Studies at SFSU supports curriculum that seeks to develop self-knowledge and critical thinking skills that will help students to serve as agents of awareness and change in their communities. The College of Ethnic Studies mission also maintains this philosophy. In addition to illuminating the role of identifications in social stratification and injustice through the teaching of critical thinking and self-knowledge, the College of Ethnic Studies encourages teaching, mentorship, community-based research and activism that develops sustainable leadership skills and collaborative activist abilities among and within communities of color and indigenous peoples. Finally, the primary goals of the Department of Africana Studies and the College of Ethnic Studies reflect and support many of the goals mentioned in the overall mission of the University (see #S92-176).

The solutions-centered approach to teaching and learning is explicitly outlined in my syllabi and it is present in course assignments, most of which employ research, technology and media as activism. From the beginning of my courses, I situate student-participants as members of a think tank, and I ask them to perform as professional academics whose job it is to research solutions for community problems and societal issues. Often a number of individual and communal learning activities culminate in a final project in which students demonstrate knowledge by presenting research, just as one would read a paper on a panel at an academic conference using power point.

In my Black Online: Cyberspace, Culture, Community (AFRS 266) course, students research racialized and gendered identifications online in popular websites, videogames and other interactive Internet media. Students not only articulate a problem, but they also construct meaningful interventions or further research suggestions
for scholars and activists also concerned with the issue described. In my Anthropology of Blackness (AFRS 310) course, students engage popular media on the Internet or social networking sites and online interactive games to post educational materials about pioneers in African-American anthropology. In this class, students also interview current anthropologists, under the supervision of their instructor, or they review previous interviews conducted by other students. Students use digital media editing tools to edit these interviews and insert research and readings that relate to these anthropologists’ work to current issues concerning social equality. Interestingly, the students create original works of public engagement, such as Wikipedia entries and Facebook pages, to raise awareness about anthropologists’ research and engagement with public policy. In my Hiphop, Globalization and the Politics of Identity (AFRS 256) course, final projects include utilizing research and readings to create an intervention or proposal concerning solutions for local, community-based problems. Past student groups have created final projects that include bi-lingual (with Spanish and English) community newsletters on health and nutrition for a block in San Francisco’s Mission neighborhood, documentaries about community based organizing against pollution and other forms of environmental racism in a West Oakland neighborhood, and a syllabus and course materials for a critical writing course in English for high school students. In my Images and Issues in Black Visual Media course, students not only learn and engage critical media literacy skills through the reading and discussion of complex social theories, but they also actively experiment as producers of media that intervenes with dominant media productions at a critical level.

My courses have won international recognition from professors as well as industry and community professionals (see Peer Review Feedback of Research section in Professional Achievement and Growth -- section II. C. 6.). Moreover, many professors have borrowed my curricular ideas, such as the Youtube PSA and the raconteur blog, for their own courses. I am regularly asked to give workshops and other assistance to those interested in reproducing some of my curricular innovations.

REFERENCES:

ABRIDGED CURRICULUM VITAE
Dawn-Elissa Fischer

CONTACT:
Department of Africana Studies
San Francisco State University
Ethnic Studies & Psychology Bldg, Rm 410
1600 Holloway Avenue
San Francisco, CA 94132

Mobile Telephone: 415-203-1869
Office Telephone: 415-338-1726
Email: def@sfsu.edu
Website: https://faculty.sfsu.edu/~def/

EDUCATION:

Ph.D. December 2007
University of Florida
Anthropology, with an emphasis in language and culture

M.A. August 2002
University of Florida
Anthropology, interdisciplinary with language, culture and education
Thesis: “Hiphop Means Teaching the Young”: Using Hiphop as Critical Pedagogy

A.B. August 1999
Washington University in St. Louis
Major: Anthropology (cum laude), Minors: African-American Studies and Japanese
Honor’s Thesis: “Lifting as We Climb”: A Documentation of African-American Anthropologists' Experiences in the Academy

CURRENT ACADEMIC POSITION:
Chair, Associate Professor, Department of Africana Studies, College of Ethnic Studies,
San Francisco State University, San Francisco, California, January 2008 to present

RESEARCH INTERESTS:

Understandings of intersectionality and critical race theory comprise key learning outcomes in the courses I teach and the topics I research. Specifically, my work considers international black popular cultures and information technology networks, such as Hiphop, for example, as a window to understanding social realities and as part of an essential tool for creating solutions regarding social inequalities as well as injustice. This work includes inquiry concerning the roles of creative arts in educational equity and student success projects.

SELECT PUBLICATIONS:


**TEACHING AND MENTORING EXPERIENCE:**

Though I often teach lower division courses, advise undergraduate majors and mentor first generation freshmen and transfer students, I also regularly chair and serve as reader on thesis and dissertation committees. I often mentor students researching topics concerning Hiphop and creative arts as they relate to historic and contemporary social movements. *Selected* courses that I teach include:

- “Images and Issues in Black Visual Media” AFRS 225
- “Hiphop, Globalization and the Politics of Identity” AFRS 256
- *Co-Instructor with Antwi Akom* (2008) and *Co-Instructor with Dave “Davey D” Cook* (2009 to present)
- “Anthropology of Blackness” AFRS 310
- “Black Online: Cyberspace, Culture, Community” AFRS 266
- “Community Service Learning,” AFRS 694
- “Projects in the Teaching of Africana Studies” AFRS 685
- “Sexuality, Visual Culture and the Arts” SXS/WGS 772

**RECENT FUNDING/ AWARDS:**

- Nasir Jones Fellowship, W.E.B. Du Bois Institute, Hutchins Center, Harvard University, Fall 2016
- Sabbatical Award, Division of Faculty Affairs, San Francisco State University, Fall 2016
- CSU Chancellor’s Office “Data Fellows” / SF State Division of Undergraduate Studies: “Using Data to Understand and Advance Student Academic Progress” Faculty Learning Community and Award, July 2015
- Affordable Instructional Materials Award, Academic Affairs, Faculty Cost-saving Projects, AY 2015-16
- Dell Foundation/ Ideas42 and Office of President, SF State, Persistence Studies, AY 2013-2015
- Career Enhancement Fellowship, Woodrow Wilson National Fellowship Foundation, AY 2011-12
- Geospatial Analysis, Short Course in Research Methods, National Science Foundation - Cultural Anthropology Program Fellowship, July 2011
- Methods in Ethnoecology, Short Course in Research Methods, National Science Foundation - Cultural Anthropology Program Fellowship, August 2011
- Community-University Empowerment (CUE) Grant, Cesar Chavez Institute, for Bay Area Hip Hop Research and Scholarship project with Dave “Davey D” Cook, AY 2010-11

**OTHER RECENT RESEARCH EXPERIENCE:**

I have served as the Principal Investigator (PI) of SF State’s participation with the EDUCAUSE Center for Applied Research (ECAR) “Study of Undergraduate Students and Information Technology” in 2011 (with Lisa Ho) and in 2013 (with Brian Beatty). In this role, I prepared documents for SF State’s IRB review and collaborated with colleagues for our institutional participation.

In addition, I collaborated with SF State’s former Chief of Staff, Shawn Whalen and other campus and non-campus researchers for two studies concerning student persistence at SF State. One study focused on interviewing parents and caregivers concerning their perceptions of their roles in undergraduate student success. In this pilot, student researchers were mentored and guided as collaborators. The other study incorporated behavior economics for a treatment in a randomized control trial that tested student persistence and academic progress. I prepared the IRB protocol for these studies. I consulted on research
design, guided inclusion of culturally responsive methods, and helped to implement data collection and analysis.

REFERENCES

Faye Harrison  
Professor, Department of African American Studies  
University of Illinois at Urbana-Champaign  
1201 West Nevada Street  
Urbana, IL 61801  
fvharrsn@illinois.edu

Dorothy Tsuruta  
Professor, Department of Africana Studies  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
dtsuruta@sfsu.edu

SUMMARY OF PUBLICATIONS, PRESENTATIONS, MENTORING & SERVICE

In the ten years since I joined SF State faculty, I published four peer-reviewed journal articles, one peer-reviewed book chapter, and I have two articles submitted, currently undergoing review for publication. I have presented 25 peer-reviewed presentations at national and international conferences that range from the International Union of Anthropological and Ethnological Sciences (IUAES) to the Society for Multi-Ethnic Studies: Europe and the Americas (MESEA). I have presented over 40 invited community based and/or university lectures, including a UT Austin-sponsored PBS television premier that aired on October 18, 2015. This broadcast featured my explication of Japanese HipHop battles as part of a series that focuses on “Blackademics”—professors engaging innovative and new directions in Black/ Africana studies. I have consulted on numerous museum projects and wrote “track notes” for an upcoming national exhibition.

I tend to teach approximately 120 to 250 undergraduates per semester. I actively advise graduate students in ethnic studies, sexuality studies and education. In my eight years at SF State, I have chaired over ten MA theses and I have served as reader for at least fifteen more. I chair and have serve on dissertation committees for our EdD program as well. My advisees are very successful. Some have completed PhDs and others are employed or in the process of completing postgraduate education. As a Mellon Mays Fellowship recipient, I consider mentoring a lifelong commitment. I actively mentor Africana studies majors and minors at SF State in addition to students outside of our discipline and students who are Mellon Fellows in PhD programs outside of our University (e.g., Anthropology and African American Studies at Northwestern University).

I have been actively serving campus and local communities since I began work at SF State in January 2008. I have participated in campus-wide programming, planning and service that impacts the experiences of students, staff and faculty. Some of committees I have served include, but are not limited to

- Student Success and Graduation Initiatives (SSGI);
- Strategic Planning Coordinating Committee;
- Educational Technology Advisory Committee (ETAC);
- Educational Technology Council/ Board (dual service as Chair and Vice-Chair to ETAC);
- Center for Teaching and Faculty Development (CTFD) Advisory Board Chair and Ethnic Studies Representative;
- Faculty Ambassador for first year and transfer student orientations;
- Faculty panels for student success organized by the Office of International Program’s new student orientation;
- Affordable Instructional Materials (formerly Affordable Learning Solutions)
• California Faculty Association’s Social Justice and Equity Committee;
• Faculty Adviser to various student organizations and clubs.

I have served multiple community-based efforts, such as public school advocacy, including serving SFUSD’s Vision 2025 strategic planning. I have consulted on discipline-specific policy, such as that which affects Black student achievement, English Language Learning support and LGBTQ family inclusion/cultural competency. I have volunteered in local public schools, where I have taught art, Japanese language and Black History to augment gaps in curriculum to underserved students. Finally, I have served various professional organizational leadership positions. In 2014, after the successful analytics concerning my publication in FIRE!!!: The Multimedia Journal of Black Studies, I was asked by the Senior Editor and the President of the publication’s professional organization to join the editorial team as an Associate Editor. From 2009 to 2012, I served as General Editor and as an Executive Board Member for the Association of Black Anthropologists.

I have continuously developed my research interests in Japanese and Black popular cultures through international activism with my Hiphop social networks. I have participated in global roundtables for invited Hiphop scholars at venues such as the VW Foundation supported Hiphop and Social Justice symposium in Hannover, Germany. I designed specific archiving methods concerning the political art associated with popular culture, such as Hiphop and manga as part of Cesar Chavez Institute grant. In 2002, the film, Nihon Style, and in 2008, my Japanese Hiphop collection were housed at the Hiphop Archive and Research Institute, Hutchins Center, Harvard University, an Institute, which is the first of its kind, founded and directed by Marcyliena Morgan in the 1990s through the present. My dissertation and certain peer-reviewed articles have focused on aspects of this research that examines race, language, gender and sexuality politics Japanese Hiphop. Newer data collection triangulates content analysis of Hiphop-influenced manga and anime with surveys, interviews and focus groups that explore generational consumption as well as consumer perceptions of identity representations within such manga and anime.
My pedagogical practice is an extension of the Africana Studies intellectual tradition described as: “liberatory education.”

Liberatory education from an Africana Studies perspective means an education that is relevant, meaningful, useful, and reflective of the central realities that Black people face in American society and the world. Central to this philosophy is an understanding that Black people face challenges unique to us at every level of the system by virtue of the way that our raced, classed, gendered, and sexual identities are constructed as a source of valuation, and at times, devaluation, in institutions across the Diaspora. A liberatory education challenges social forces acting against Black people, by pointing to a variety of historical, cultural, and educational practices that can mitigate those obstacles and promote excellence and achievement. Guided by an Africana centered philosophy of achievement in the face of adversity, a liberatory educational praxis has (at least) five common pedagogical pillars that guide my teaching practice.

**Know Your History**
The first pillar of my teaching philosophy is to know, understand, and teach the history of the African (Black) experience in its national, international, historical and contemporary context. Knowing, understanding, and teaching Black history is crucial to solving the most pressing problems impacting the Black community in America and beyond. In many of my classes I introduce students to Africana theory, research methods, and liberatory praxis, as intellectual, political, and cultural projects steeped in a long and international tradition of Black radicalism and African-centered thought. In AFRS 705, AFRS 660, AFRS 516, AFRS 370, AFRS 345, AFRS 111, AFRS 100, and AFRS 125; I broadly survey ongoing process of Africana social theory, identity formation, and research methods as they intersect with race, color, consciousness, culture, gender, spirituality, sexuality, and social class. Key to many of my classes is an understanding of: 1) the importance of race, color, and culture in structuring notions of identity and the meaning of Blackness; 2) recovering and reconstructing African & African American cultures as sources of paradigms for enriching and expanding modern African intellectual discourse and social thought; 3) examining Black liberations movements as vehicles for producing socio-political, economic, and community transformation; and 4) recovering of African-centered research methods—the research methodology most useful for working with marginalized populations across the African Diaspora.

One of the primary objectives of the first pillar of my teaching philosophy is to merge the false binary between academics and activists by addressing the theories, tendencies, methods, guiding strategies, and goals of several key Black thinkers including, Marimba Ani, Ella Baker, Clenora Hudson-Weems, Patricia Hill Collins, W.E.B. Dubois, Fanon, Cabral, Asante, Nobles, Obenga, T’Shaka, and Cesaire, to name a few. By the end of the core courses I teach in my department, students should clearly understand the global and interconnected dimensions of the Black experience and how historical and contemporary Black thinkers have responded to colonization, decolonization, social class, racism, poverty, gender, sexuality, culture, and Black internationalism. In order to address these seminal issues I draw on historical debates concerning ngritude, Pan Africanism, integration, separation, nationalism, and community uplift. In an effort to explore what J.L. Matory refers to as a living “Afro-Atlantic dialogue,”—in which the Diaspora and Africa itself are united by a ‘discontinuous’ and mutually influential dialogue that has continued long beyond the end of slavery—many of my lectures and readings extend beyond this country’s borders to explore the development of the African Diaspora community and culture against persistent anti-Black racism, economic and political exploitation, and gender oppression.

**Acknowledge the Knowledge**
The second pillar of my teaching philosophy is to honor my students, my community, and the scholars and
activist who preceded me as forbearers, ancestors, and prognosticators of Black social and political thought so that we can collectively create a body of scholarship that can contribute to the intellectual and political liberation of African Diasporic people worldwide. In my classes I acknowledge the knowledge by analyzing and hyper-analyzing almost every interaction with my students, my pedagogical approach, and my curriculum in an effort to try to understand how I can be a more effective teacher. Most importantly, I listen closely to my students; I visit my colleagues’ classrooms, I created feedback loops by distributing anonymous mid-semester reviews so that students can give me feedback on the courses I teach, and I encourage them to be extremely critical, even nitpicky (see student evaluations in teaching effectiveness, I also maintain open lines of communication with my students to insure a constant dialogue, which is the heart of liberatory praxis. Perhaps when it is all said and done teaching is the most important thing to me, every day I spend some time thinking about how I can become a better teacher by acknowledging the knowledge of those who have come before me, and after me, both in the classroom and in the community.

Community Commitment
The third pillar of my teaching philosophy is best expressed in the phrase “the community is the classroom and the classroom is the community.” The goal of this pillar, introduced and made popular by Dr. Nathan Hare—is to cultivate, maintain, and continually expand the relationship between the university and the community. Framed and given direction by Black studies departments in general, and the Black studies department at San Francisco State in particular, community commitment is something that I work hard on teaching my students because I believe that it is critical for them to understand that it is only through community commitment they can change the world. Thus, as a way of cultivating community commitment in my classes I have multiple assignments that are designed to allow students to use their creative and analytical skills to address pressing community problems or social justice issues. More specifically, groups and individuals (depending on class size) collectively select a social and local community issue and use Africana philosophies, literature, and research methods, to educate the general public and change the issue being studied. This allows the theory discussed in our classroom to be placed in dialogue with students’ lived experiences, which provides an opportunity for students to critically reflect upon the practical ways that they can practice building community capacity, creating community development, insisting on redevelopment, and applying community uplift strategies to their everyday lives.

Innovate and Educate
Guided by the principle that the discipline of Africana studies is both “interdisciplinary and multidimensional” the fourth pillar of my teaching philosophy is rooted in utilizing a past, present, future, framework to both reclaim the intellectual heritage of African people and to use innovative teaching and instructional strategies to help students gain a comprehensive understanding of the intellectual, artistic, philosophical, and cultural traditions of the field of Africana Studies. In this vein, I use digital media and technology in every class I teach because I am well aware of our students’ voluntary and involuntary fluency in 21st Century media literacies. I use Power Point presentations for each lecture to provide students a roadmap for the lecture. I also post all Power Points and class documents online to insure that students have access to the core materials from the course. After I have modeled techniques for instructional delivery and classroom discussion (multimedia, critical questions, group activities) for the first several class meetings, I then ask that students lead portions of class discussions in order to develop their own pedagogical style, to claim ownership over the material, and to move from consumers to producers of knowledge and ideas. Students regularly comment on the fact that they appreciate the opportunity to become educational leaders in the course. The practice of infusing Geospatial mapping and new media technologies with classical Africana Studies curriculum further establishes and maintains the Africana Studies departments distinction of offering a world class education and lays the foundation for the university to become not simply a center of knowledge but a center of applied knowledge and a guide of action.
Be the Change You Want to See
The fifth pillar of my teaching philosophy is to be the change I want to see. Being the change I want to see is an African centered philosophical framework that breaks away from the dualistic intellectual paradigms separating mind and body, and instead emphasizes a wholeness of mind, body, and spirit. Being the change you want to see is one of the core philosophies of the discipline of Africana Studies, because it, as Karenga notes, “reaffirms the right of African people to 1) exit as a people; 2) to contribute to the forward flowing process of human civilization and culture; and 3) to share with as well as shape the world in response to our own interest and image (energy and spirit)” (Nobles, 2005:5).

For me being the change I want to see often times means being self-critical and embracing the conviction that it is possible to teach without reinforcing exiting systems of domination. Being the change I want to see, at times means understanding that I do not have to be a dictator in the classroom, yet understanding that I always have the responsibility to be the instructional leader. Being the change I want to see, at times, means making myself vulnerable and never expecting a student to take a risk that I would not take, or share in a way that I would not share. And perhaps most importantly, being the change I want to see means interrogating other theoretical and critical orientations in order to engage our students in furthering the development of the field of African Studies through the critical assessment and utilization of different and competing intellectual frameworks and constructions. By embracing the indigenous Africana philosophy of being the change I want to see I have done my best to offer our students a comprehensive understanding of the complexities of the African-centered paradigm as a critical multi-disciplinary and multi- dimensional humanistic, intellectual and cultural project rooted in the liberation of African Diasporic people (Nobles, 2005:4).

The overall efficacy of the five pillars which guide my teaching philosophy and their effectiveness and impact on students, are reflected in my excellent student reviews in a range of Africana classes where I have maintained a 1.24 teaching average across 12 years of teaching multiple preps and a range of classes size from over 150-20.

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ANTWI AKOM CV

EDUCATION

2004 Ph.D. in Urban Sociology, University of Pennsylvania

M.A. Urban Sociology, University of Pennsylvania

M.A. Education. & Teaching Credential, Stanford University

B.A. Political Science/Economics (PEIS), University of California at Berkeley

PROFESSIONAL POSTIONS AND RANKS

2017
2010-2007 Associate Professor Departments of Africana Studies, SFSU

2004-2010 Assistant Professor Departments of Africana Studies, SFSU
2012-2013            Visiting Research Scientist Environmental Energies and Technologies Lawrence Berkeley National Laboratory

2012-Present  Co-Founder/Director Institute for Sustainable Econ Edu Envt’l Design (ISEEED.org)

2007-Present  Director of STEM EducationGreen Corridor, UC Berkeley/ISEEED http://ebgreencorridor.org

2004-2010  Co-Director Cesar Chavez Public Policy Institute, SFSU Educational Equity Initiative

2002-2004  Research Fellow Institute for the Study of Social Change Racial Disparities in Health and Education University of California, Berkeley

2001-2003  Research Associate University of California, San Francisco, Institute for Health Policy Studies Health Disparities in Minority Communities

2001-2002  Research Assistant Diversity Project University of California, Berkeley Graduate School of Education

HONORS AND AWARDS


2015  Knight Foundation Finalist, Digitally Democracy Data, Knight NewChallengeAward

2014-2015  Platform Fellowship for Social Innovation, Kapor Center

2013  Echoing Green Finalist, Civic Innovation & Community Driven Data, Echoing Green Award

2011-2013  New Connections Health Investigator Award, Robert Wood Johnson Foundation

2010-2011  Research Infrastructure in Minority Institutions (RIMI) Award SFSU w/ support from National Center for Minority Health and Health Disparities

2008-2009  Research, Scholarship, and Creative Activities Award (RSCA), San Francisco State University, (elected by the College of Ethnic Studies and Provost)
2007-2008 Outstanding Public Service Award, San Francisco State University, (elected by the Black Student Union)

2006-2007 Distinguished Teaching Award, San Francisco State University, Phi Beta Sigma Inc.


2000-2002 Fontaine Pre-doctoral Fellowship, University of Pennsylvania 1998-1999 Marcus Foster Pre-doctoral Fellowship, University of Pennsylvania

PUBLICATIONS

PEER REVIEWED ARTICLES & PEER REVIEWED BOOK CHAPTERS


2008 Akom, A.A. “Black Metropolis and Mental Life.” Anthropology and Education Quarterly,


* Notes student authors

SOCIAL MEDIA


WORK SUBMITTED OR UNDER-REVIEW


2016 Akom A.A. “How to Make Cities Immune to Gentrification” in Doug Farr’s Sustainable Urban Design to Ignite Community

OTHER PUBLICATIONS


RESEARCH GRANTS AND CONTRACTS (Selected)

Funds Currently Held

• Without SF BUILD $2.5M ($5M over last two years and over $7M over past five years)
• With SF BUILD $19.5M ($22M over last two years and over $25M over past five years)

National Institute of Health: 17M
Project Title: SF BUILD
**The California Endowment: $300,000**  
Project Title: Mapping to Mobilize: Digital Organizing and Community Engagement  
Funding Period: Aug 2015-Aug 2017  
Principal Investigator: Antwi Akom

**The Kresge Foundation: $400,000**  
Project Title: Community-Driven Data and Environmental Health (Asthma/Air Quality monitoring)  
Funding Period: Dec 2014-Dec 2016  
Principal Investigator: Antwi Akom

**The Surdna Foundation: $200,000**  
Project Title: People as Sensors: Digital Technology for Civic Innovation and Environmental Design  
Funding Period: Dec 2014-Dec 2015  
Principal Investigator: Antwi Akom

**National Science Foundation: $1.4M**  
Project Title: Educational Pathways Into College and Career: Innovative Technology Experiences for Students and Teachers (ITEST)  
Funding Period: Mar 2014-Mar 2017  
Role: Board Member  
UC Berkeley: Lawrence Hall of Science  
PI: Ardice Hartry

**California Department of Public Health: Nutrition Education and Obesity Prevention $200,000**  
Project Title: Youth Participatory Action Research and Social Innovation: Network for a Healthy California  
Funding Period: Jan 2015-Jan 2016  
Principal Investigator: Antwi Akom

**Nutrition Education and Obesity Prevention: California Department of Public Health: $300,000**  
Project Title: Youth Participatory Action Research: Building a Health Action Network for California  
Funding Period: Jan 2011-Dec 2013  
Principal Investigator: Antwi Akom

**Robert Wood Johnson Foundation: $75,000**  
Active Living Research  
Project Title: Using Social Media and Technological Innovation to Reduce Childhood Obesity w/ Children, Youth, and Vulnerable Populations  
Funding Period: Jan 2011-Jan 2013  
Principal Investigator: Antwi Akom

**Oakland Unified School District: $90,000**  
Project Title: Youth Participatory Action Research and Community Engaged Design: Healthy Communities, Healthy Schools  
Funding Period: Sept 2012-Present  
Principal Investigator: Antwi Akom, I-SEEED
Silicon Valley Community Foundation: $80,000
Project Title: STEM Innovation Ecosystems and Digital Technologies
Principal Investigator Antwi Akom

The Nathan Cummings Foundation: $150,000
Environment/Health/Contemplative Practice Program.
Project Title: Green Metropolis Opportunity Project: Building Pathways Out of Poverty for Disconnected Youth
Funding Period: Mar 2011-Oct 2012
Principal Investigator: Antwi Akom

Charles E. Mott Foundation: $150,000
Project Title: Building College to Career Pathways in the Clean Energy Economy
Funding Period: Jul 2012-Dec 2013
Principal Investigator Antwi Akom

Charles E. Mott Foundation: $100,000
Project Title: Building College to Career Pathways in the Clean Energy Economy
Funding Period: Jul 2010-Dec 2011
Principal Investigator Antwi Akom

Governors Office Employment Development Department: $500,000
Gang Reduction Intervention Program (GRIP) Grant.
Project Title: Building Green STEM Pathways out of Poverty and Workforce Development Opportunities for Formerly Incarcerated Youth
Funding Period: Jun 2009-Jun 2012
Principal Investigator: Antwi Akom

The David and Lucile Packard Foundation: $125,000
Children, Families and Communities Program.
Project Title: Green STEM Pathways Project: Creating the Next Generation of Climate Scientists and Energy Innovators from Low Income Communities
Funding Period: Oct 2009-Jan 2011
Principal Investigator: Antwi Akom

San Francisco Mayors Office: $40,000
Office of Community Development
Project Title: The Black Out-Migration Project, Superfund Sites, and Toxic Waste
Funding Period: Jul 2004-2005
Co-Investigator: Antwi Akom w/ Shawn Ginwright

PEER-REVIEWED PROCEEDINGS AND PRESENTATIONS (SELECT RECENT)

Medical and Nursing Science: State of States Conference, "We are Kings and Queens: Using Socially Engaged Research to Understand Culturally and Community Responsive HIV/STI Prevention Needs among Black Adolescents with Mental Illness,” Apr 2015 Panelist


American Public Health Association, “Using Community Based Participatory Action Research to understand HIV/STIs among heterosexually-active black adolescents with mental illnesses”, Boston, MA, Nov 2013, Panelist


Annual Hispanic Association of Colleges and Universities, “The Role of Community Based Participatory Action Research in Improving Community Health and Education.” Paper Presentation, Miami, Fl. Oct 2004


INVITED WORKS: ACADEMIC LECTURES (SELECT RECENT)

University of Arizona, Keynote Speaker, Phoenix, May 2016

American Educational Research Association (AERA), Keynote Speaker, “YPAR 2.0: How Technological Innovation and Digital Organizing Sparked a Food Revolution in East Oakland”, May 2016

Enterprise Community Partners and Ford Foundation, Keynote Speaker: Neighborhood Indicators and Community Driven Data- the California Regional and State Convening. April 2016


NYU, Keynote Speaker, Democratizing Data in order to Build Greener and Healthier Cities, March 2016


Rockefeller Foundation, Keynote speaker “Residents as Resilient City Builders through Mobile Engagement” Denver, CO, Jul 2015

Rockefeller Foundation, Keynote speaker “Building Resilient Cities and Schools through Digital Technology”, Chicago, IL, Jul 2015

City Innovation Summit, “Real Time Citizen Participation and Crowd Sourced Community Engagement”, San
Francisco Ca, Jun 2015 **Panelist**

Urban Sustainability Directors Network, Oct 2015, **Keynote Speaker**

Harvard University, LOEB Fellows”, Oct 2015, **Keynote Speaker**

Harvard University, “The Healthy Future of Cities”, Jun 2015, **Keynote Speaker**


University of Colorado Medical School, **Keynote Speaker**, “People as Sensors: Digital Technology for Social Innovation and Economic, Educational, and Environmental Design”, May 2015

NYU: Brown Beyond 60 Conference, **Keynote Speaker** “Using Socially Engaged Scholarship and Digital Technology to Transform Health and Educational Outcomes”, May 2014


The University of Wisconsin, **Keynote Speaker**, “Eco-Apartheid, Environmental Justice, and Human Health: Building Pathways out of Poverty and Workforce Development Opportunities for Formerly Incarcerated Youth and Adults”, Oct 2014

University of Illinois-Urbana, “**Keynote speaker**, “Green STEM Education: Building Pathways to Prosperity”, Scholar in Residence, Sustainability, Feb 2013

CPBR Institute, **Keynote Speaker** (and YPAR group), June 2013, San Francisco State University

Wesleyan College, **Keynote Speaker**, “Rethinking Green Jobs and STEM Education”, Environmental Thought Leaders Series, Feb 2011

Middlebury College, **Keynote Speaker**, “Revolutionizing Technology for Those Who Need It the Most”. Environmental Scholars Sessions, Jan 2011

New Mexico State University (NMSU), **Keynote Speaker**, “Eco-Apartheid: The Educational Impacts of Environmental Inequity”, Environment and Equity Scholar Series, Nov 2011


Evergreen State College **Keynote Speaker** (w/Angela Davis), “Race, Power, and the Environment: Creating a Global Sustainability Charter”, Environmental Studies Lecture Series, May 2010

University of Arizona, **Panelist** “Greening the Ghetto: Youth Participatory Research for Public Health”, Aug 2009

Stanford University, **Panelist** “Eco-Apartheid or Educational Equity: Building Green and Orange Pathways
out of Poverty”, Center for Comparative Study in Race and Ethnicity and the School of Education, Feb 2009

University of California-Davis, Panelist “Promoting Environmental Justice through Youth Participatory Action Research: Building Green and Orange Pathways out of Poverty”, School of Education, May 2008

The Bill and Melinda Gates Foundation, Panelist “Disconnected Males: Beyond the School to Prison Pipeline and Moving From Poverty to Opportunity”, Seattle, WA. Apr 2008


22nd Annual Heman Sweatt Symposium on Civil Rights, Panelist “The State of Black and Latino Youth: Mass Incarceration as Public Health Issues”, The University of Texas at Austin, TX, Mar 2008


University of Texas, Panelist “Participatory Action Research and Black Youth Development: Knowledge, Consciousness, and a Pedagogy of Empowerment”, Center for African Diaspora Studies, Accra, Ghana, Feb 2007

University of New Mexico, Panelist “The Racial Dimensions of Social Capital: Towards a New Understanding of Youth Empowerment and Community Organizing in America’s Urban Core”, Department of Sociology & Graduate School of Education, Oct 2006

University of Indiana-Bloomington, Panelist “Racializing Reproduction Theory: The Impact of Race, Culture, and Socio-Economic Status on Educational Achievement”, Department of Sociology & Graduate School of Education, Oct 2005

University of California-Berkeley, Panelist “Race and Meritocracy: Aspirations and Attainment in a Middle-Class Neighborhood”, Goldman School of Public Policy, Berkeley, CA. Feb 2002

INVITED WORKS: PUBLIC PRESENTATIONS (SELECT RECENT)


Alameda County Public Health Department, Keynote Speaker, “Race, Power, Privilege, and Health”, July 2016.

City of Oakland, Keynote Speaker, “Building an Equitable Oakland”, Feb 2016

Verge Sustainability and Technology Conference- Keynote Speaker “People Powered Places and the Technology that Supports them.” San Jose, CA. Oct 2015

Congress for a New Urbanism (CNU), Keynote Speaker, “Race, Power, Equity: Building for the Common Good”, Dec 2015


Imagine Austin, **Keynote Speaker**, “Eco-Apartheid – Giving Voice to the Voiceless”, Austin, Texas Dec 2015

TEDx talk, **Keynote Speaker**, “Innovation Out of Poverty: Ghettos and Slums as Hot Beds of Green Innovation”. Sacramento, CA, Jul 2015

Rockefeller Foundation and US Housing and Urban Development Department (HUD) - **Keynote Speaker** “Socially Engaged Research 2.0: How Participatory Technology Transforms Civic and Green Infrastructure”, Chicago, Illinois and Denver, CO. Jul 2015


Verge Sustainability and Technology Conference- **Keynote Speaker** “Harnessing Community-Driven Data to Build Sustainable Cities and Schools.”, San Francisco, CA. Oct 2014


Community-Engaged Scholar Series - **Keynote Speaker** “Thinking Big about Crowd-Sourced Data to Drive Social Innovation”, Mill Valley, CA. Dec 2013


Environmental Protection Agency, San Francisco - **Keynote Speaker** “Visions of Sustainability: Building Healthy Communities for All.” San Francisco, CA. Sept 2010

Global Exchange: Greening the Globe Conference - **Keynote Speaker** “Environmental Sustainability, Climate Change, and Community Health.” San Francisco CA. Mar 2009


ACLU Northern California: Green Youth Summer Institute, 2007 - **Panelist** “Promoting Environmental Health Policy through Youth Participatory Action Research: A Case Study of Bay View Hunters Point.”
San Francisco, CA. Aug 2008

10th Annual Raza Studies Teacher Institute - Panelist
“Climate Justice, Environmental Sustainability, and Community Health.” Tucson, AZ. Jul 2008

9th Annual Raza Studies Teacher Institute - Panelist

Kirwan Institute for the Study of Race and Ethnicity - Panelist
“Building Orange and Green Pathways out of Poverty.” Columbus, Ohio. Dec 2007

League of Women Voters: Regional Conference - Panelist
“Unpacking the Black Middle-Class Achievement Paradox.” Oakland, CA. Dec 2001

CURRICULAR INNOVATION

Ed Weekly. April 2016

CONTRIBUTIONS TO CAMPUS & COMMUNITY

Campus

DEPARTMENTAL SERVICE
Hiring Committee 2014-2016
Curriculum Committee 2010-
Member Search Committee for Africana Studies 2014, 2015 Member Masters Design Committee 2006-
Department Representative Director of CCI Search Committee 2007 Department Representative 40th Anniversary Committee 2008 Department Representative Ethnic Studies Graduate Council 2005-
Co-Organizer, Town hall Meetings on Race and Environmental Justice, 2008

COLLEGE SERVICE
Member Ethnic Studies Graduate Council 2010-2012
College Representative University Sabbatical Committee 2012-2014 Executive Committee: School of Education 2016-Present Department Representative Director of CCI Search Committee 2007 Department Representative 40th Anniversary Committee 2008
Member Admissions Committee for Masters in Ethnic Studies 2005-2010 Member Graduate Council 2005-2009

UNIVERSITY SERVICE
Member University Sustainability Committee 2015-Present Board of Directors, Project Rebound, 2009-Present Member University Budget Committee 2013-2016 Member University Sabbatical Committee 2012-2014
All University on Teacher Education Committee 2013-2014 Executive Committee California Faculty Association 2006-2009 Co-Chair Search Committee Ed.D. in
Community Service

International Service
Advisory Board, U.S Green Building Council 2014-

National Service
Board of Directors, Eco-Districts., Portland Oregon 2013-
Chair, Diversity, Equity, and Inclusion Task Force, Eco-Districts., Portland, Oregon 2015-
Finance Committee, Eco-Districts, Portland, Oregon 2014-

Local and Regional Service
Director STEM Education Green Corridor, Berkeley, CA, 2012- Member, Board of Education, Youth Speaks, San Francisco, CA, 2012- Member, Advisory Board, Black Men and Boys Initiative, Oakland, CA. 2013-

PROFESSIONAL SERVICE ACTIVITIES

PEER REVIEWER
Urban Review, 2009
Sociological Perspectives, 2007 Social Science Quarterly, 2006

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
American Educational Research Association (AERA) Member, Section on Environmental Education Member, Section on Sociology of Education
American Sociological Association (ASA)
Member, Section on Environmental Sociology Member, Section on Racial and Ethnic Minorities
American Public Health Association (APHA) Association of Black Sociologist (ABS) Caribbean Studies Association (CSA)
National Council for Black Studies (
A.3 Maria Ifetayo Flannery Statement of Pedagogy and CV

My teaching philosophy and methodology are fundamentally linked to my training in African American Studies as a discipline. My philosophy for teaching is grounded in the ideal that learning is a process which encourages the development of an individual holistically. Teaching and learning should have a cyclical cause and effect relationship wherein, the cause for teaching is to provide moments of learning and the effect of learning creates more teachable moments; ultimately evolving the human personality. Therefore, a good teacher is only as good as his/her ability to enable learning or understanding.

The task to teach is a great one. My philosophical orientation toward teaching requires that one not only teach a subject or method with precision but also provide a context for which the learning material can be applied pragmatically to the learner’s life. For me, the overall goal of teaching is for human development and progress. This perspective is not so much lofty as it is practical. My commitment to teaching is reinforced when learners report gaining both content knowledge and critical thinking skills that can be applied to various areas of their psychological and social expansion. Additionally, although any learning can prove beneficial, I believe there is a logical rationale in prioritizing certain knowledge as it relates to the student’s development in their cultural context. For example, it may be more beneficial for a student living in an urban city to be exposed to urban planning and development, affects of over population, immigration, job production and neighborhood zoning than it would be to a student who lives in a rural farm community. In essence, there is an established ‘standardized’ education scripted for grades k-12 however, secondary education should mold itself toward “relevance”. How will particular information and teaching strategies improve the life of the student? Is the course content applicable to the students lived experiences and culture? My priority is not to convince a student that a fact or theory is true, rather, as the instructor, I strive to present critical perspectives to students so they can make their own informed decisions about content and even offer new ways of interpreting established ideas. This is a major aspect of my teaching pedagogy.

My style of teaching places critical thinking at the forefront of every class discussion or assessment exercise. Otherwise, the “relevance” of the material is limited to my own interpretation rather than that of the student. My class environment is ‘student centered’; this means that although I may have greater insight or more exposure to the course material, I encourage my students to come to their own conclusions and interpretations about the research presented. I do not tell students what to think; this method would counter critical thinking development. Likewise, as the instructor in a classroom, I offer myself as a resource (for information primarily) but not as the sole authority on all knowledge- which is the typical role of a professor in traditional academic spaces. For example, I encourage my students to challenge the information I present to them and consistently prompt class discussion by asking if information I have presented is probable, ‘true’, or likely misinterpreted. This style of teaching constantly requires the student to be an active thinker rather than a sponge learner. This teaching strategy also creates an environment grounded in mutual respect. Both the teacher and the student are valued contributors, wherein the student is not relegated to an inferior position to the instructor. This strategy however, is one I specifically use in secondary educational spaces. Teaching k-12 grades may require more rigid roles between the instructor and student.

Lastly, under this philosophical orientation I realize my expectations in a classroom cannot be static. They fluctuate with the group dynamics of each class I engage. Typically, I introduce to the class more difficult readings to set a pace and standard of excellence. Once the class has overcome difficult readings and ideas in the first two weeks they tend to feel very comfortable with tackling subsequent materials. My goal is not necessarily to cover as much information as possible, but rather to gage a superior level of understanding on the materials that we have time to cover. Again, once a level of critical thinking is attained, a student can self-teach and engage any materials they desire in or outside of the classroom. Teaching critical thinking gives students agency and frees them from the idea that learning only occurs in the context of a classroom. The
The most important goal for me as a teacher is to train students to ask questions which reinforce their cultural location in any historical or social phenomenon.

**Maria Ife Flannery CV**

**Education**

**Temple University**, Philadelphia, PA

*Doctorate*- Africology & African American Studies Conferral Date: May, 2016

**SUNY Albany, State University of New York**, Albany, NY

*Masters of Arts*- Africana Studies Conferral Date: May, 2011

**Georgia State University**, Atlanta, GA

*Bachelor of Science*- Psychology

*Bachelor of Arts*- African-American Studies Conferral Date: May, 2009

**Research**: My work assesses the psychological significance and impact of an African diasporic identity among communities within the diaspora through an African cultural lens. This research also evaluates developments of ethnicity, nativism, nationalism, and the contributions of major philosophical thinkers that advance psychological wellbeing within the African diaspora through the Africana Studies disciplinary framework.

*Africana Psychology* *African Diaspora* *Africana Studies*

**Work Experience**

**Assistant Professor**, Department of Africana Studies

San Francisco State University- San Francisco, CA 415-338-2352, Chair: Dr. Serie McDougal III August 2016- Current

*Instructor for courses:*

-Introduction to Black Psychology (AFRS 200)
- Introduction to Black Family Studies (AFRS 215)

**Graduate Instructor of Record**, Department of Africology & African American Studies Temple University-Philadelphia, PA  
215-204-4928, Chair: Dr. Molefi Kete Asante August 2011- May 2016

*Instructor for courses:*

- The Black Family (AAS 3296)
- The Black Child: Socialization & Development (AAS 4221)
- The Historical Significance of Race in America (AAS 0829)
- The Black Woman (AAS 3205)
- Blacks in Cinema (AAS 2151)
- Introduction to African American Studies (AAS 1296)
- Representing Race (AAS 0834)


*Responsibilities:*

- Updating excel spread sheets containing budget expenditures for university customers
- Arranging software installation appointments
- Managing software inventory
- Managing state and grant budget accounts
- Compiling quarterly data sheets

**Graduate Teachers Assistant**, Department of Africana Studies SUNY Albany, State University of New York- Albany, NY 518-442-4730 att. Dr. Marcia Sutherland August 2009- May 2010


- Grading papers
- Reviewing current and alternative course material
- Meeting with students/ providing office hours
- Lecturing during absence of professor
Publications


Works in Progress

“Assata Shakur: Diasporic Consciousness & the Revisiting of the Black Radical Tradition”, *Journal of Pan-African Studies*

“Comparing the Racial Ideologies of Frantz Fanon & James Baldwin: Interpreting the War on Black Identity”, *Journal of Black Studies*

Awards

- Cum Laude Graduate in both Psychology & African-American Studies 2009: GSU (Georgia State University)
- Hope Scholarship recipient 2004-2009: GSU
- John Henry Clark Award 2008: GSU (outstanding service and scholarly research)
- Ida B. Wells Award 2009: GSU (community activism award)
- W.E.B Dubois Award 2009: GSU (highest graduating GPA in AAS Dept.)
- College of Arts & Sciences Honor Award 2009: GSU (top 10% in Psychology)
- Carson Carr Scholarship 2009-2010: SUNY Albany, Scholarship for Diversity
- Chancellor Award 2011: SUNY Albany, Department of Africana Studies (academic excellence & student leadership)
- Graduate Fellow 2011-2015: Temple University, College of Liberal Arts, Department of African American Studies
- Adeniyi Coker Award 2014: Temple University, Department of African American Studies
Chair’s Award 2014: Temple University, for Extraordinary Service to the 25th Anniversary of the Ph.D. Program in African American Studies.

Faculty Mentor Nomination 2015: Temple University, College of Liberal Arts Undergraduate Ceremony

University Fellowship 2016: Temple University, $10,000 Grant for Support of Academic Research

Molefi Kete Asante Founder’s Award 2016: Temple University

Professional Organization Memberships

➢ NCBS: National Council for Black Studies
➢ ASWAD: Association for the Study of the Worldwide African Diaspora
➢ GSA: Ghana Studies Association
➢ ABPsi: Association of Black Psychologists

Professional Presentations


○ Roundtable Discussion Speaker 2010: SUNY Albany Women’s Studies Student Conference: “Feminist Conversations on Disasters, Divisions, & the Apocalypse”.


○ Guest Lecturer Spring 2011: SUNY New Paltz, Black Studies Department: “Claude Steele and The Stereotype Threat in Classrooms”.


○ Panel Presenter 2013: Black Liberation Conference, Church of the Advocate- Philadelphia: “Messages from the Philosophies of Martin Luther King Jr. and Assata Shakur”.

○ Panel Presenter 2013: NCBS Conference: “Diasporic Nationalism: Constructing a Family of Our Own”.


Service


○ Volunteer & Actress 2007 & 2008: Vagina Monologues Show/Fundraiser- GSU (Raising over $7,000 to donate to programs and organizations preventing violence against women.)


○ Event Coordinator of Nefer Rohu 2009- 2010: SUNY Albany, Graduate Student Organization, Africana Studies Dept.

○ Liaison/ Volunteer 2010: Black & Latino Pride- Albany, NY

○ Volunteer & Performer 2010: ‘Hurricane Katrina Relief’ Fundraiser event- SUNY Albany, School of Social Welfare.

○ Volunteer 2010-2011: Trinity Alliance Community Center- Albany, NY

○ Liaison 2014: Tree House Books (After School Programing)- Philadelphia, PA
○ Vice President 2013-2015: for the Organization of African American Studies Graduate Students (OAAGS), Temple University.


○ Active member 2014-current: Sankofa Community Empowerment Collective, Philadelphia, PA.

○ Planning Committee 2015: Temple University, Department of African American Studies - Ngoma Ceremony of the Drums, Graduation event.

○ Departmental Evaluation Committee 2012-2015: Temple University, Department of African American Studies (Evaluating graduate curriculum, standards, and funding resources available to Temple AAS graduate students relative to other national programs offering terminal degrees in Africana Studies).
“Our role as researchers and professors should be not only to inform, but also to inspire and to foster a bold imagination about how to make the world a more humane dwelling place.

My teaching is driven by one simple question, how can students use their knowledge and imagination to address persistent educational inequality? I have found that the most challenging task for students is not knowledge acquisition about inequality, but rather it is building the confidence to boldly imagine courageous solutions to the problems that face our schools and communities. My teaching therefore nudges, and pushes students in unconventional ways in order to discover how power and inequality are imbedded in schools, public policy and youth development. During my time at San Francisco State University, I have been active in providing the highest quality teaching to Africana studies students. My teaching methods are informed by African centered principles, which encourages students to interpret lessons from an African worldview. Additionally, I complement African centered principles with Freirian pedagogy, which stress equal power relationships between the teacher and the student. A Freirean framework also places an emphasis on rejecting a “banking” approach toward teaching where the teacher is believed to make “knowledge” deposits into the students empty minds. Rather, this approach validates all student experiences and uses these experiences as beginning and ending points for learning.

Shawn A. Ginwright, CV

EDUCATION

Doctorate of Philosophy, Education, University of California, Berkeley, CA; May 1999

Master of Arts, Communication, San Diego State University, San Diego, CA; May 1992

Bachelor of Arts, Speech Communication, San Diego State University, San Diego, CA; December 1989

PROFESSIONAL EXPERIENCE

Academic

2004 to Present  Associate Professor, Africana Studies Department San Francisco State University
Teaches a range of undergraduate and graduate courses; educational equity, urban education and community change, and youth development, race and social justice, youth in urban communities, urban education. Led a working group faculty to establish CSU’s first doctorate program in Education. Publishes articles and books about urban youth.

2004 to 2014 Senior Research Associate Cesar Chavez Institute for Public Policy, San Francisco State University.
Provides guidance to the CCI director and support with development strategy. Initiates and leads research projects connecting students to community organizations.

2002 to 2011

**Consulting Faculty, Fielding Graduate University**
Santa Barbara, California
Served on governing body to establish recruitment strategies, curricular outcomes, assessment protocols for school of Education and Leadership. Provided academic guidance to graduate students for course completion and dissertation writing.

1998 to 2004

**Assistant Professor, Department of Sociology and Ethnic Studies Program, Santa Clara University**
Taught a range of undergraduate courses in sociology and ethnic studies; social movements, civil rights and education, race and ethnicity, urban communities, urban education.

1996 to 1998

**Lecturer, Ethnic Studies Program, Santa Clara University**

**Executive and Administrative Leadership**

2013 to Present

**Trustee, The California Endowment. Los Angeles, CA**
Provides oversight of $3.8 billion dollar endowment. Responsibilities include review of investment strategies with Chief Investment Officer. Reviews and provides feedback on financial protocols and fiscal affairs with Chief Financial Officer. Reviews and recommends governance revisions. Provides vision, feedback and direction to philanthropic strategic directions with Chief Executive Officer. Works closely with other board members to explore Program Related Investment strategies. Speaks publicly at national and statewide convening about TCE philanthropic priorities and direction.

2009 to 2013

**Director of Community Thriving Institute for Sustainable Economic, Educational and Environmental Design (ISEEED).**
Led board development, strategic planning, implementation and initial fund development. Assisted in the development of bylaws for the Board of Directors, and assisted in recruitment of the organization’s first Board. Engaged in ongoing Board cultivation and development.

2008 to 2009

**Interim Director Cesar Chavez Institute for Public Policy. San Francisco State University**
Led strategic planning and financial forecasting during economic downturn. Served as a liaison between university executive management and faculty researchers. Worked closely with university provost to implement a long-term plan for financial sustainability.

1989 to 2001

**Founder & Executive Director, Leadership Excellence Inc.**
Oakland, CA
Led organization from a volunteer organization serving 20 youth to staff of 12, and a one million dollar budget. Established Board of Directors and built solid relationships with East Bay foundations, and donors.

**SELECTED RESEARCH EXPERIENCE**
2011-Present  **Fulbright Senior Scholar**, University of Pretoria, South Africa.
Purpose of the study is to examine teacher resilience and well-being in rural schools in South Africa, and urban schools in the United States to highlight distinctive similarities, and contrast important differences in how hope can be fostered among teachers in highly stressed environments. US State Department.

2011-Present  **Principal Investigator**, Peace Oakland 2.0- Using Smart Phone Technology to Reduce Violence in Oakland. This is a health intervention study that utilizes smartphone technology to increase peaceful behaviors and attitudes among 100 African American and Latino youth.

2012-2013  **Principal Investigator**, Using Mindfulness to Support the Mental Health of African American Young Men on Probation. The purpose of the study was to examine the impact mindfulness on stress, and future orientation among African American young men on probation. **Alameda County Public Health Department, Alameda County Probation Department**.

2009-2013  **Qualitative Research Faculty**, University of Puerto Rico in Cayey.
Purpose of the study was to understand how low income Puerto Rican community residents define and practice sexual health. Building Research Infrastructure and Capacity. Supported by **National Institute on Minority Health and Health (NIMHD)**.

2010-2012  **Senior Researcher**, San Francisco State University. Civic Engagement and Well-Being Study among African American Youth. The purpose of the study was to understand how neighborhood and social settings influence civic engagement and optimism. Supported by **National Institute on Minority Health and Health Disparities (NIMHD) Research Infrastructure in Minority Institutions, San Francisco State University**.

2007-2009  **Principal Investigator**, Developed research design and study on African American youth activism in Oakland, CA. Research involved survey, ethnography and archival research. **Rockefeller Brothers Foundation**.

2004-2008  **Principal Investigator**, Research Collaborative on Youth Activism. Youth Bill of Rights Project. **Cesar Chavez Institute San Francisco State University**. Lead national research team on surveying youth and developing youth bill of rights document. Supported by the **Ford Foundation**

2007-2008  **Principal Investigator**, Developed research design on African American Out-Migration process in San Francisco for. **Mayors Office of Community Development. Task Force on African American Out-migration**

1992 to 1993  **Field Research Assistant**, Joint Center for Political and Economic Studies, **Washington DC**.
- Conducted satellite field ethnography and compiled report of findings

1992 to 1993  **Research Assistant**, UC Berkeley Department of Anthropology, Minority Education Project Dr. John Ogbu, Berkeley, CA
• Coded and interpreted ethnographic data

1990 to 1992  
**Research Assistant, Western Journal of Communications, San Diego State University, San Diego, CA**  
Verified references and APA format for articles submitted to the journal

**PUBLICATIONS**

**Books**


**Peer Reviewed Articles**


2012  Kirshner, B. and S. Ginwright “Youth Organizing as a Developmental Context for African American and Latino Adolescents” Child Development Perspectives


2006 Ginwright, S., Toward a Politics of Relevance: Race, Resistance and African American Youth Activism. Social Science Research Council http://ya.ssrc.org/african/


2002 Ginwright, S., From Assets to Agents: Social Justice, Organizing and Youth Development. New Directions in Youth Development (Ginwright and James) New Directions in Youth Development, 96(Winter).


1999 Ginwright, S., Identity For Sale; The use of racial and cultural identity in urban school reform Urban Review.(32), 87-104

Book Chapters


Thesis and Dissertation


COMMISSIONED PAPERS AND REPORTS


April, 2009  Ginwright, S., Teleconference on Youth Organizing. Hazen Foundation Board of Trustees.


PAPERS AND PRESENTATIONS


October, 2013  Ginwright, S., Innovation and Health for Youth & Civic Engagement Measures. Spencer Foundation, Chicago, IL.


March, 2013  Ginwright, S., Toward a Salutogenic Model for Urban Young Men and Boys of Color California Endowment, Men and Boys of Color Forum, Los Angeles, CA


April, 2012  Ginwright, S., Radical Imaginations and the Art of Emancipatory Research:


April, 2011  Radical Healing: Education and Social Transformation and Community Empowerment, New Orleans, LA

April, 2010  Ginwright, S., Youth Rising: Activism, Hope, and Healing in Urban Education. American Educational Research Association, Denver, CO

April, 2010  Ginwright, S., Breaking the Boundaries on Civic Engagement and Learning: Grassroots and Community Organizing Special Interest Group, American Educational Research Association, Denver, CO

October, 2004  Ginwright, S., Youth, Social Justice Youth and Communities, Ford Foundation Project New York


April, 1999  Ginwright, S., Session Organizer, Urban Communities and Social Change Pacific Sociological Association April 1999, Portland Oregon

April, 1999  Ginwright, S., Identity for Sale: Urban mobilization and Class Conflict Within Oakland’s Black Community. Pacific Sociological Association April 1999, Portland Oregon

April, 1997  Ginwright, S., Theorizing the Afrocentric Social Movement; Understanding the Limits and Possibilities of Afrocentrism in Urban Schools American Educational Research Association, Chicago, IL

January, 1997  Understanding Afrocentric Social Movement and it’s Impact on Urban Schools Pacific Sociological Association, San Diego, CA

January, 1996  Bridging Critical Pedagogy and Popular Culture; Using Rap Music in an Urban Classroom. School of Education Conference, University of California, Berkeley, CA

January, 1996  Racism in Urban Schools; Implications for African American Students. School of Education Conference, University of California, Berkeley, CA

April, 1995  Pedagogy From the Hood; Reaching Youth At Risk Through Hip Hop Culture. National Conference for At Risk Youth, Savannah, GA

April, 1995  Will the Real Racist Please Stand? Understanding Racism in Urban Schools. Eyes on the Mosaic Conference, University of Chicago, Chicago, IL

October, 1992  A Model of Intercultural Training Effectiveness. Western Speech Communication Association, Boise, Idaho

October 1991  Education and the Urban Child. Association of Black Educators, Los Angeles, CA

KEYNOTES & DISTINGUISHED LECTURES, INVITED PRESENTATIONS

July, 2015  The power of creating policy from the heart. Annie E. Casey Foundation National Summer Meeting, Baltimore, MA

April, 2015  The Challenge and Opportunity for Effective Youth Strategies. Youth Transitions Funder Conference, Houston Texas


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<th>Date</th>
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<tr>
<td>October, 2014</td>
<td>Finding Your Purpose as an Urban Educator: Partners for Developing Futures, Los Angeles, CA</td>
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<td>September, 2014</td>
<td>Youth Organizing, Race and Social Change: Fulbright Fellow, School of Education, University of Stellenbosch South Africa</td>
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<td>September, 2014</td>
<td>Listening to our Youth and Understanding Social Change: Fulbright Fellow, Equal Education Youth Center K Khayelitsha Township South Africa</td>
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<td>September, 2014</td>
<td>The Challenge of Race, and Educational Equity in the United States: Fulbright Fellow Distinguished Presidential Lecture, School of Education and Policy.</td>
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<td>December, 2013</td>
<td>California State Assembly Select Committee on The Status of Men and Boys of Color. Oakland, CA</td>
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<tr>
<td>October, 2013</td>
<td>Finding Your Purpose as an Urban Educator: Partners for Developing Futures, New Orleans, LA</td>
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<td>March, 2013</td>
<td>Radically Healing are Way to Justice in Education. Keynote Chicago State University.</td>
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<td>February, 2012</td>
<td>Strategic Investments in Youth Organizing. Harvard University. Match in Dry Grass Conference. Cambridge, MA.</td>
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<td>October, 2011</td>
<td>African American Youth and Educational Equity. Non-College Bound Youth Meeting, Dayton Ohio</td>
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<td>October, 2011</td>
<td>Activism and A Note on Love: Clark University. Worchester, MA</td>
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August, 2011  Building Radical Healing in Policy, Curriculum and Classrooms. Peralta Community College District. Oakland, CA


September, 2010  Shifting from Violence Toward a Radical Healing Approach to Policy. California Endowment Men and Boys of Color Symposium. Los Angeles, CA

September, 2010  Radical Healing in Education: Making Teaching an Act of Justice. Americorp TEAMS Program, University of San Francisco

January 2010  Toxicity of Racism and the Healing Power of Activism Among Urban Youth. Center for Disease Control. Miami, FL.

February 2010  Racial Wellness and Urban Youth. Center for Disease Control. Atlanta, GA.

April 2010  Cultural Competence in working with Urban Youth. National Professional Development. San Francisco, CA

July 2010  The Power of Radical Healing. Transformative Education Institute University of Arizona, Tucson, AZ

October 2009  Activism and Well-being among African American Youth. California Endowment Men of Color Symposium-Oakland, CA

October 2009  Radical Healing: The healing power of activism and community life among African American youth; Steinhart School of Education, New York University

October 2009  Black Youth Rising; Activism and Radical Healing in Urban America; Hunter College School of Education, New York

October 2009  In search of well-being: How activism can heal or harm; New School New York

October 2009  Activism, Organizing and Black Youth Development; National Board Meeting of the National Association for the Advancement of Colored People, Washington D.C.


December 2007  Activism and Civic Life Among African American Youth; International Symposium on Youth Civic Engagement. Youth Research Center, University of Melbourne, Melbourne Australia


October 2005  Structural Racism and the Impact on Youth Development; Center for Applied Research and Technical Assistance. Institute on Disparities on Adolescent Sexuality and
Reproductive Health. Baltimore, MD

March 2004 Understanding the Contours of Youth in Their Communities.
Research Roundtable on Youth Activism: Ford Foundation. New York, NY


November, 2001 Toward a Social Justice Model of Youth Development, Funder’s Collaborative on Youth Development, San Francisco, CA

November, 2001 Beyond Youth Development Third Annual LISTEN conference in Baltimore MD,

REVIEWER: GRANTS, ARTICLES, BOOKS

2014 to Present Reviewer, Spencer Foundation, Major Grants in New Civics Initiative. Chicago IL

2014 to Present Reviewer, South African Journal of Education 2014 to Present
Reviewer, American Journal of Sociology

2014 to Present Reviewer, Palgrave Press. New York, New York

2013 to Present Reviewer, Society for Research on Adolescences

2013 to Present Reviewer, National Science Foundation Sociology Division of Social and Economic Sciences. Washington, DC.

2013 to Present Reviewer, Urban Education

2013 to 2014 Reviewer, Children and Youth Services Review


2013 to Present Reviewer, American Education Research Association Youth and Adolescent Development SIG

2012 to Present Reviewer, New York University Press

2012 to Present Reviewer, Columbia University, Teachers College Press

GRANTS, FELLOWSHIPS & AWARDS

GRANTS
2015  **W.K. Kellogg Foundation**  
$100,000 to support the development and scaling of the radical healing model for schools and community organizations.

2015  **Kaiser Permanente Foundation**  
$100,000 to advance the thriving schools initiative using technology to improve school climate in three school districts.

2015  **Kalliopeia Foundation**  
$100,000 to support the development of smart phone technology to document and facilitate healing, and activism among urban youth.

2015  **San Francisco Foundation**  
$20,000 to support two local schools with social emotional learning strategies for teachers and students.

2015  **Akonadi Foundation**  
$50,000 to support the costs associated with the technical build out for Vibosity, a platform to increase the social emotional health of students of color in Oakland.

2012-2013  **The California Endowment**  
$45,000 to support evaluation and documentation of youth social justice outcomes.

2011-2013  **Alameda County Office of Behavioral Health.**  
Innovations Grant to support African American men and mental health through healing circles. Co-PI with Woody Carter Bay Area Black United Fund.

2013-2014  **Kalliopeia Foundation**  
$100,000 to support the development of smart phone technology to document and facilitate healing, and activism among urban youth.

2013-2014  **Akonadi Foundation**  
$50,000 to support the development of smart phone technology to document and facilitate healing, and activism among urban youth.

2013-2014  **San Francisco Foundation**  
$40,000 to support evaluation and documentation of youth social justice outcomes. Leadership Excellence Inc. outcomes evaluation.

2008-2010  **Research Infrastructure in Minority Institutions (RIMI)**  
$50,000 from institutional support of youth organizing research. Co-PI with Dr. James Wiley.

February 2007  **Surdna Foundation**  
175,000 Support for two years for Research Collaborative on Youth Activism.

November 2006  **Rockerfeller Brothers Foundation**  
150,000 Support for three years for Research Collaborative on Youth Activism.
January 2005  **Ford Foundation**
$200,000 to document youth activism in five cities and support for the Research Collaborative on Youth Activism.

December 2003  **Ford Foundation**
$225,000 to support the project entitled, *Youth Social Justice and Communities: Toward a National Youth Policy*. The project builds a community of scholars of color to explore social justice issues related to children and youth in urban communities and develops policy recommendations for local and national youth stakeholders.

November, 2000  **Santa Clara University Research Grant on Social Problems**
$6,500 to support the cost of data collection, equipment, student research assistant stipends, subscriptions to relevant journals and other research costs

December, 1999  **The Center for Multicultural Learning: Building Partnerships for Diversity**
Ethnic Studies Program Santa Clara University, $1,100 to support the Black Panther Legacy Tour Community Learning Experience.

June, 1999  **Ford Foundation**
Leadership Excellence Inc. $225,000 over three years to document urban youth leadership development activities and to develop training and curriculum handbook.

September, 1996  **Heron Foundation**
Leadership Excellence Inc., $30,000 to hire full and part time staff to transition from volunteer staff to paid staff positions.

October, 1997  **Walter S. Johnson Foundation**
Leadership Excellence Inc., $55,000 over two years to improve and evaluate effectiveness of youth development services to low income African American teens.

October, 1997  **Evelyn and Walter Haas Foundation**
Leadership Excellence Inc., $40,000 over two years to expand services low income African American teens in Oakland.

**FELLOWSHIPS**

2011-Present  **Fulbright Senior Scholar**
University of Pretoria, South Africa.

September, 1997  **Flanders Fellowship**
University of California Berkeley, School of Education

September, 1996  **Flanders Fellowship**
University of California Berkeley, School of Education

September, 1996  **Forgivable Loan Doctoral Award**
California State University
September, 1992  Graduate Minority Fellowship
University of California Berkeley

August, 1990  Graduate Equity Fellowship
San Diego State University

November, 1990  Debut Scholar, Outstanding Scholarly Paper Award
National Convention of Communication

AWARDS
April, 2007  Distinguished Community Scholar Award, Chabot College
May, 1999  University of California Berkeley, School of Education
Nominated for the Outstanding Dissertation Award.

TEACHING SEMINARS AND COURSES

2004- Present  San Francisco State University

Undergraduate
African American Youth & Education
Sociological Theories in
Urban Education
Critical Race Theory
African American Child Development
Urban Society and
Youth Development
Qualitative Methods in Social Science
Research
Social Justice in
Education and Community Change

Graduate Seminars
Education Social Justice and Leadership (Doctoral Course)
Social Theory in the
Study of African American Life
Exploring Progressive Black Masculinities
Qualitative Methods in Urban Education and Youth Development
Critical Writing for
Social Change

1999-2004  Santa Clara University
Race, Ethnicity and Justice in America
Qualitative Methods in
Education Sociology of Deviance
Ethnic Studies and the American Experience
Social Movements and
Social Change
Introduction to Sociology
Urban Sociology and Community Change

Advising Dissertations and Masters Theses

Dissertations in Education and Leadership

2014  Chaired Dissertation Committee  Macheo Payne
2009  Dissertation Committee Member  Laurie Scolari
2009  Dissertation Committee Member  Dayo Diggs
2011  Dissertation Committee Member  Carol Hill
Current Dissertation Committee Member:

2013 Clyde Lewis  
2013 Mignon Page-Broughton  
2013 Joshua Pong  
2013 Timothy Weekes

Masters Theses

Served as research advisory member on dissertations at:

- 2012- Harvard University
  - Thomas Nikundiwe

- 2011-New York University
  - Noel Anderson

- 2009- Mills College
  - Tabora Johnson

- 2003-2008 Fielding Graduate University, School of Education
  - Shifra Teitelbaum
  - Nacole Predom
  - Larry Johnson
  - Cara Powers
  - Melissa Michaels
  - Charlene Adams-Mahaley

CONSULTING

2014- Present The Spencer Foundation  
Aided in the design and review of New Civics portfolio. Reviewed and provided feedback on proposals.

2012-2013 The California Endowment  
Design, and implementation of Boys and Men of Color Statewide Strategy.

2010-2012 National Cares Mentoring “A New Way Forward Initiative” Coordinated and designed mentoring training retreats for potential mentors.

April 2005 San Francisco Mayor’s Office of Community Development. Lead the Black Out-migration Report and Study.

October 2004 Bayview Hunters Point Community Fund. Board development, strategic planning and evaluated a 8 year organizational capacity building strategy for 12 community based organizations in the Bayview Hunters Point community in San Francisco.

2015 Chaired Thesis Committee Johnathan Brumfield
2015 Chaired Thesis Committee Emile Gable
2014 Chaired Thes2is Committee Valerie Higgins
2014 Chaired Thesis Committee Tyresa Leader
2014 Chaired Thesis Committee Guilaine Salomon
2013 Chaired Thesis Committee Dinah Clark
2013 Chaired Thesis Committee Andres Rodriguez
2013 Chaired Thesis Committee Danae Martinez

September 2006 San Francisco Unified School District designed and implemented racial wellness trainings for 100 School Health Programs Department employees six times per year.

August 2007 Tucson Unified School District Member of consulting team to design and implement district wide evaluation of cultural curriculum.

May 2008 Spencer Foundation Concept paper for to inform national trends and strategies for youth activism.

October 2006 Ford Foundation, Development of National Youth Development April 2002 Tides Foundation: Bay View Hunters Point Youth Development Institutes San Francisco California

February, 2001 Aspen Institute, Washington D.C. Advisor; Aspen Institute Project on Structural Racism

April, 1999 Ford Foundation, New York, New York Youth Leadership for Development Initiative design team

October, 2000 Innovation Center, Baltimore, MD Youth Leadership and Development evaluation team

BOARD SERVICE & ASSOCIATIONS

2013 to Present Board Member, Institute for Sustainable Economic, Educational and Environmental Design (ISEEED).

2013 to Present Board Member, The California Endowment, Los Angeles, CA 2010 to 2012 Chair, Strategic Design Team National Cares Mentoring, New York 2010 to 2013 Chair, Oakland African American Brotherhood

2011 to 2013 Co-Chair, American Educational Research Association Special Interest Group Grassroots and Community and Youth Organizing.

2009 to present Advisory Board, The Center for Information and Research on Civic Learning and Engagement CIRCLE, Tufts University

2004 to 2006 Chair, Research Collaborative on Youth Activism National Collaborative

1997 to 2005 Board of Directors (Founding Director), West Oakland Community School

2001 to Present Board of Directors (Founding Director), Leadership Excellence Inc 2001 to Present Member, American Sociological Association

1998 to Present Member, National Community Building Network 1998 to Present Member, Pacific Sociological Association
1998 to 2001 Chairperson Annual Anthropology Sociology Undergraduate Research Conference, Santa Clara University
A.5 Serie McDougal  Pedagogy Statement and CV

As a teacher of Africana Studies, it is my belief that my colleagues and I are, in large part, responsible for ensuring the eternity of unremitting advance within the Black community by building excellence within students and preparing them to be of service to their communities and larger society. It is also my role as a teacher to make an effort to have a mentor/mentee relationship with the students I teach to supplement my pedagogical knowledge. This helps me to be an effective facilitator of knowledge development and cultivation. Because research on people of African descent is constantly developing; it is my responsibility to be aware of and a part of the latest developments, and make students aware of the importance of constantly updating their existing knowledge. I believe that teachers cannot teach what they don’t know. For this reason, it is my responsibility to engage in the constant process of researching and renewing my own stores of knowledge about the social political climate of Africana peoples in the form of research, attending conferences (especially the National Council of Black Studies), and publishing scholarly materials. Because it is a part of my research, I believe it is important to equip students with an intellectual toolbox that includes a range of theoretical perspectives that are designed to explain and advance the lived experiences of people of African descent. However, my own research approach is grounded in the philosophy that the history and culture of the people being studied must be central. I believe that I must be aware of multiple areas of study within the body of research regarding people of African descent, and constantly seek to develop and sustain a general knowledge of several of them. I also feel strongly that I must remain aware of technological tools that have the capacity to supplement teaching and learning. This will prepare me to be a capable and efficient teacher, and heighten students’ ability to benefit from my teaching.

Because of the responsibilities that educators have to the community, students must be equipped with the tools necessary for addressing those responsibilities as efficiently as possible. Students must be taught the concepts, models, and frameworks of analysis that form the foundation of the discipline. Students must also have a working knowledge of the historical genealogy of thought within the discipline from African antiquity up to the present. And teachers must have knowledge of and employ a diversity of teaching strategies to translate important information into a form that is digestible for the students. However, because in education, scholarship does not end with knowledge acquisition alone, students must be knowledgeable of practical application. Students must be introduced to ways to apply theory and technique in a real world setting. Students need to be able to see how the knowledge, concepts, theories, and techniques they are learning are relevant to the real world, and how they can be utilized to improve the overall quality of life for people of African descent the world over, and humanity in general. A teacher should maintain an intimate relationship with community, to remain grounded in the needs and priorities of the communities students come from. It is my belief that a teacher should encourage students to engage in interactive learning that stretches beyond the classroom to the community through well-organized problem solving assignments and projects.

My teaching interests are mainly in the area of African-centered Educational Psychology, Method and Methodology. Specifically, my interest is centered in the culture and learning styles of African children, the African construction of the “self”, African personality theory, and mental health. I have a developing interest in the contours of globalization and resource politics on the African continent. My experience, and study in South Africa have contributed to my interest in South African history, and my desire to continue studying Zulu language and culture. I plan to eventually begin working on a Study Abroad program for students in South Africa. For research purposes, I have also travelled to Egypt, Gambia, Ghana, Togo, Botswana, Mozambique, and Lesotho. In these different African countries, I have collected data on traditional naming rituals, other rites of passage and traditional healing.

Teaching is the most fulfilling experience for me. It is a personal challenge for me to help students to activate the knowledge that they already have and to use that knowledge to properly learn and understand new information. In doing this, I receive much satisfaction from creating and utilizing various techniques
and multiple representations for teaching students in ways that they can understand and apply new information to real world circumstances.

Serie McDougal CV


Degree Sought: Ph.D. in African American Studies
Degree Earned: May 2007
Dissertation Research: The effects of learning style and teaching style congruency on the achievement levels of Black males at the high school level, based on questionnaires and semi-structured interviews.


Degree Sought: Masters of Arts in Africana Studies Degree Earned: May 2003

August 1997 – May 2001 Loras College Dubuque, Iowa

Degree Sought: Bachelors of Arts Degree Earned: May 2001
  ○ Major: Sociology
  ○ Minor: History

June 17th 2005 – August 9th 2005 University of KwaZulu Natal Pietermaritzburg, South Africa

The Zulu Group Project Abroad (GPA) Language study program based in the north eastern region of South Africa. The eight-week program combined campus living and intensive study with home stays, cultural activities and visits to historical sites. Students took courses on Zulu language and culture at the University of KwaZulu Natal.

May 2, 2002 – July 3, 2002 SUNY Study in Ghana Accra, Ghana

Toured cultural sites in Ghana and Togo. Took courses at the University of Ghana, Legon on selected topics: African Psychology; Geography of West Africa; Akan Culture; Akan Spirituality

May 28, 2001 – July 4, 2001 Return to the Source: Study Abroad Banjul, Gambia
&Accra, Ghana

The Return to The Source Study Abroad Program was designed to prepare students to be community builders in an interdependent world. In Banjul, Gambia and the University of Ghana at Legon students were taught: Traditional West African systems of governance; Twi (Ghanaian Language) &; Akan and Wolof cultural customs

January 2000 – May 2000

University of Pretoria Pretoria, South Africa

Took the following sociological courses in the Southern African social political context as a foreign exchange student: Juvenile Delinquency; Pre – Colonial Africa; Social Problems; Cultural Historical Research ; Domestic life, &; Western Civilization until 1789

Associate Professor and Department Chair of Africana Studies

August 2007- Present

San Francisco State University San Francisco, California

Courses Routinely Taught:

Seminar in Africana Studies

- This graduate level course introduces students to the key concepts, theories, and paradigms that guide the discipline’s approach to exploring, explaining and describing the African\Black experience and providing solutions for the challenges faced by the African\Black community.

Research Methods

- The purpose of this course is to introduce students to a range of research methods, culturally relevant theories, and models in the context of Africana Studies. This course will focus on research methods and techniques for gathering data (survey, questionnaire, ethnography, content analysis and experimental design) for the purpose of generating social change. We will discuss some methods of data analysis and proposal design so that you may become familiar with the full cycle of social research.

Introduction to Africana Studies

- This course introduces students to the social \ historical genealogy and institutional development of the discipline of Africana Studies. Students will learn the individuals, organizations and circumstances that gave rise to Africana Studies. This course will present an overview of the major content areas and bodies of knowledge within the discipline.

Black Cultures and Personalities

- This course will explore the relationship between African \ Black culture and conceptualizations of the human person.
Introduction to Black Psychology

- This course introduces students to the origins and continuous development of the field of African (Black) psychology from antiquity to the present. We will explore the major theories, models, and frameworks of analysis as well as current research produced by African (Black) Psychologists.

National Board Member of the National Council of Black Studies
March 2016 – Present
The National Board works to: Establish standards of excellence and provide development guidance for Black Studies programs in institutions of higher learning; Facilitate the recruitment of Black scholars at all levels; Promote scholarly Afrocentric research on all aspects of the African World Experience and make this information more accessible to the general public; Assist in the creation of multi-cultural education programs and materials for K-12 schools; Provide professional advice to policy makers in education, government and community development

Member of the American Association of Blacks in Higher Education
July 2015 - Present
The American Association of Blacks in Higher Education (AABHE) pursues the educational and professional needs of Blacks in higher education with a focus on leadership, access and vital issues impacting students, faculty, staff, and administrators.

Co-Founder and Monthly Writer for of Afrometrics.org
January 2015- Present
Afrometrics is an online research institute that mobilizes culturally grounded social science research and analysis toward improving Africana communities in enduring and effective ways.

Member of the Bay Area Association of Black Psychology
November 2013 - Present
The Bay Area Association of Black Psychologists is a local chapter of The Association of Black Psychologists and is located in the San Francisco Bay Area.

Fellow of The Institute for the Advanced Study of Black Family Life and Culture
May 2012- Present
The Institute addresses the overarching issues of human development and transformation while simultaneously developing and implementing educational and informational systems. Through its programmatic

Book(s):
*Winner of the Cheikh Anta Diop Institute for Scholarly Advancement Excellence in Scholarship Book of the Year award (2015)*

*Winner of the National Council of Black Studies Ida B. Wells-Cheikh Anta Diop Award for Outstanding Scholarship (2016)*

**Journal Articles and Book Chapters:**


**August 2003 – May 2007**

**Temple University**

**Philadelphia, Pennsylvania**

**Degree Sought:** Ph.D. in African American Studies

**Degree Earned:** May 2007

**Dissertation Research:** The effects of learning style and teaching style congruency on the achievement levels of Black males at the high school level, based on questionnaires and semi-structured interviews.

**August 2001 – May 2003**

**State University of New York (SUNY) – Albany, New York**

**Degree Sought:** Masters of Arts in Africana Studies

**Degree Earned:** May 2003

**August 1997 – May 2001**

**Loras College**

**Dubuque, Iowa**
Degree Sought: Bachelors of Arts
Degree Earned: May 2001
  ○ Major: Sociology
  ○ Minor: History

June 17th 2005 – August 9th 2005  University of KwaZulu Natal  Pietermaritzburg, South Africa

The Zulu Group Project Abroad (GPA) Language study program based in the north eastern region of South Africa. The eight-week program combined campus living and intensive study with home stays, cultural activities and visits to historical sites. Students took courses on Zulu language and culture at the University of KwaZulu Natal.

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Member of the San Francisco State University Taskforce for the Advancement of Ethnic Studies
May 2016-Present
The charge of the Ethnic Studies Task Force is to examine and develop strategies for advancing the fields of Ethnic Studies and associated pedagogies that enable student success in the College of Ethnic Studies at San Francisco State University.

Africana Studies Search Committee Chair
Fall 2015 – Spring 2016
I was the leader of the search committee responsible for designing the recruitment plan, coordinating faculty evaluation criteria, scheduling on-campus visits, and welcoming new faculty.

**Africana Studies Search Committee Chair**  
*Fall 2013 – Spring 2014*  
I was the leader of the search committee responsible for designing the recruitment plan, coordinating faculty evaluation criteria, scheduling on-campus visits, and welcoming new faculty.

**University Academic Senate**  
*Fall 2013 – Spring 2014*  
I was a faculty senator representing the college of Ethnic Studies. I assisted the senate in developing policies & procedures regarding faculty & administrative appointments, curriculum, business & fiscal matters, campus development, academic standards, University goals, and much more.

**University Graduate Committee**  
*Fall 2011 – Present*  
From Spring 2011 to the present I have served on the Graduate Committee of the College of Ethnic Studies. Member of this committee are responsible for developing admissions criteria of graduate students who apply to the College of Ethnic Studies. The committee is also responsible for reading, evaluating and selecting graduate students who apply to the college. Committee members are also responsible for providing guidance to graduate students who are admitted to the college.

**University Commencement Ceremony**  
*Fall 2011 – Present*  
The responsibility of this committee is to assess the academic technology needs of the faculty in each department of the College of Ethnic Studies and to

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>March 17-19, 2016</td>
<td>National Council of Black Studies Conference Charlotte, NC</td>
<td>Presentation Title: Africana Epistemology and Research Approaches to Studying Black Fathers</td>
</tr>
<tr>
<td>March 11-14, 2015</td>
<td>National Council of Black Studies Conference Los Angeles, Ca</td>
<td>Presentation Title: The Parenting Experiences of Black Social Fathers</td>
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<tr>
<td>March 13-16, 2014 Assoc. for the Study of African American Life and History Conf. Memphis, TN</td>
<td>Presentation Title: Epistemic Identity in Africana Studies</td>
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<tr>
<td>March 13-16, 2014 Indiana National Council of Black Studies Conference Indianapolis, Indiana</td>
<td>Presentation Title: Epistemic Identity in Africana Studies</td>
<td></td>
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<tr>
<td>March 13-16, 2013 National Council of Black Studies Conference Indianapolis,</td>
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University Commencement Ceremony
Fall 2011 – Present
The responsibility of this committee is to assess the academic technology needs of the faculty in each department of the College of Ethnic Studies and to send those recommendations to the University Academic Technology committee.

University Commencement Ceremony
Spring 2010 and Spring 2012
I participated in the University wide commencement ceremony in both 2010 and 2012 as a faculty marshal and representative of the College of Ethnic Studies.

San Francisco State University Wide Assessment Committee
Fall 2008 – Fall 2009
The Assessment Committee is responsible for producing a university wide annual assessment report.

College of Ethnic Studies Graduation Requirements Task Force Committee (GRTF)
Fall 2009 – Fall 2010
The College of Ethnic Studies GRTF committee was formed to devise a college wise feedback and response to the University’s proposed changes to the graduation requirements.
A.6 Professor Dr. Johnetta Richards

PhD in American History/Emphasis on African American History, University of Cincinnati

“Many universities encourage students to study abroad. Too many African American students believe that study abroad programs are not for them. They believe they have to be ‘rich’. Yet with the internationalization of the American economy, it is imperative that all students, especially Africana Studies majors, acquire knowledge of and sensitivity to global issues. This knowledge and experience will enable them to participate fully in a future work force, society and world that is ethnically and culturally diverse. My challenge to every student pursuing a degree is to begin immediately to chart a new course of study. Talk to professors who encourage you to expand your knowledge. Employers and graduate schools are looking for graduates who can think critically and globally. Changing demographics in the US dictate that we absolutely must acquire global competence, understanding, and appreciation of others. Plans are underway in the department to re-install faculty-led student-study in Zimbabwe. The Africana Studies Department fully encourages and applauds students who want to explore, learn and apply their classroom knowledge in international settings.

PROFILE VITA OF JOHNETTA G. RICHARDS

Department of Black Studies, San Francisco State University
(415) 338-7589 [w] (415) 338-1739 [fax] tatenda@sfsu.edu

FORMAL EDUCATION

Ph.D. University of Cincinnati, 1987
M.A. University of Cincinnati, 1974
B. A. Virginia State University, 1972

PROFESSIONAL POSITIONS

2009 – Present Professor, Africana Studies Department, SFSU
1988 - 2008 Associate Professor of Black Studies, SFSU
1984 -1988 Associate Professor, Women’s Studies Program, Fresno State University, Fresno, California
1979 - 1984 Assistant Professor, History Department, Trinity College, Hartford, Connecticut

INTERNATIONAL EXPERIENCE


Invited Lecturer/presenter at international conferences in Geneva, Switzerland; Couchin, India; Cairo Egypt; Harare, Zimbabwe; Port Elizabeth and Bloemfontein, South Africa.
Resident Director, California State University International Programs, Harare, Zimbabwe, University of Zimbabwe, 1997.

Faculty Supervisor, SFSU Black Studies, Summer Study Tour June 1998, 1999, 2000 and 2001 at University of Zimbabwe. 2002 and 2003 at University of Free State, Bloemfontein, South Africa.

PROFESSIONAL MEMBERSHIPS

African Studies Association
Association of Black Women Historians, Director, Western Division
Association for the Study of African American Life and History. Life Member and Executive Board Member, 2009 - Present

National Council of Black Studies
Women and International Development: Joint Harvard/MIT Group
Zimbabwe Americans Society (Life Member)
A.7 Dorothy Randall Tsuruta, Professor
San Francisco State University

Work:
San Francisco State University
1600 Holloway Avenue
San Francisco, California
94132
Office: (415) 338-1866
e-mail: dtsuruta@stsu.edu

Education:
Ph.D. Stanford University: English/English Education

Employment
San Francisco State University
August 1997--Present
Professor
Department Chair (2004-2016)

University-Wide Committees Served On:

<table>
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<tr>
<th>Committee</th>
<th>Description</th>
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<tr>
<td>Chaired the search team for Associate Vice President of Academic Planning: Linda Buckley was hired.</td>
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<tr>
<td>Chaired the search team for Dean of Ethnic Studies: Kenneth Monteiro was hired.</td>
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<tr>
<td>Chaired the search team for the newly created Liberal Studies program, having co-created that program along with a now retired interim undergraduate dean/History department chair.</td>
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<tr>
<td>Served on Academic Freedom Committee</td>
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<td>Served on the Upper Division GE Committee</td>
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<td>Served on the Lower Division GE Committee</td>
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<tr>
<td>Served as Faculty Marshall at the Undergraduate Honors Ceremony for the past 12 years</td>
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<tr>
<td>Served as co-Lead Marshall for the university graduation at AT&amp;T Park 2015 and 2016</td>
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<tr>
<td>Served as sole Lead Marshall at the 2017 Graduation at the AT&amp;T Park, responsible for organizing faculty volunteers and getting 5000 students in procession and their seats</td>
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<tr>
<td>Chaired American Ethnic Racial Minorities</td>
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College Committees

Served on every College Event (Anniversary events, and fund raising events that the College has had over the past 12 years.

Served on the College Scholarship Committee for the past 6 years

Served on the committee approving applicants for the MA degree

Served on the College of Ethnic Studies Writing Committee

Served on the Committee for the 2008 Conference featuring the Veterans of the 1968 BSU/Strikers

Served on the College Leave With Pay Committee

Department Committees

As Department chair for 12 years served in every endeavor thereof

Thesis Advisor of MA 2006-17
MA Thesis Advisor: Served on one MA in Education
MA Thesis Advisor, Served on approximately 10 in Ethnic Studies MA Program
MA Thesis Advisor Served on one MA in Gerontology
MA Thesis Advisor Served on one MA in Sociology

Honors: International
2017 Invited Keynote Speaker: Upcoming Oct 26 Keynote Speaker “From Abolition to Black Lives Matter: Post and Present Forms of Transnational Black Resistance” Johannes Gutenberg-University, Mainz Germany

2015 Invited Conference Presentation: Japanese Black Studies Association (JBSA) Otani University, Kyoto, Japan

2014 Invited Conference Presentation: International Journal of Arts and Sciences Paris, France

Honors/Awards

2014 Honored by Mary McLeod Bethune organization of San Francisco

2013 Honored by City of San Francisco

2013 Educator's Award given by The National Coalition of 100 Black Women San Francisco Chapter

2009 Honored by Ethnic Studies at Mills College for Women

2000 Paul Lawrence Dunbar Poetry Award for poem “Summers With You Grandma”
1999  It’s Your Business Award for service to the community

1999: San Francisco State University President's Award, spring 1999

1998:  San Francisco State University Affirmative Action Grant

1997:  Honored Ceremony with Plaque for Founding the Women of Color Resource Center at Mills, Oakland, CA

1997: Scholarship in my name through the Marcus Foster Institute in Oakland, CA for my service to education

1991,  Aspen Fellow, Maryland

1981  Pushcart Award for Outstanding Writer to Watch Out For

  • Fulbright Study in West African: Senegal, Ghana, and Nigeria

**Most Recent Publications:**


Advisor to the *Africana Studies Journal*, Fall 1999--Present

**BOOKS IN PROGRESS**

(Very Tentative Titles) *Womanist Resuscitation of the Confounded.*

Or

*Womanist Rescue from Non-Africana Seductions in Education*


Title: *A Black Canon: Rev. Elmer McLaughlin 1897--1994*

Selected Poems for Publication: Title:

*Born in the Motor City, Raised in the Windy City, Came of Age in the City By The Bay*

**Published Conference Papers**


**Consultant and biographer:**


**Professional Organizations**

NATIONAL COUNCIL OF BLACK STUDIES (NCBS)

National Council for Black Studies Board of Directors, 2004—Present

COLLEGE LANGUAGE ASSOCIATION (CLA) 2000--Present

Serve as judge for the creative writing annual conference --Present

LANGSTON HUGHES SOCIETY

ALICE CHILDRESS SOCIETY--Founding Member

Conference Invitations American Literature Association 2014 and 2016
Conference Invitations and consecutive presentations 1997 through Present

Conference of the National Council for Black Studies

Conference Invitation and presentation at the CLA annual Conference,

Conference invitation and presentation, at the ASALA conference in

Conference invitation and presentation at the MLA annual conference

Older conferences
Detroit, Michigan, August 2001
Detroit Writer’s Guild
Conference Invited Speaker

New Orleans, April 2001
College Language Association (CLA)
“Routes and Roots”

San Diego, California, April 11-13 2001
“The Dialogue Continues: Linking Accreditation to Educational Ideals.”

Asilamar 2001
“Ethnic Studies Contribution to the University Conversation”

Conferences 2000
Atlanta, Georgia, March 16-19
The National Council of Black Studies, Inc.

San Francisco, CA January 19, 2000
Asilocampus:” Institutional Effectiveness: The Campus Responds”

Conference Presentations 1999
Minneapolis, Minnesota, Nov. 1999
The Forty-First Annual Convention of the Midwest Modern Language Assoc.
Presentation: “Charlotte Forten: Maturity Reflective of a Mind.”

Detroit Michigan, Oct. 1999
The Association for the Study of African American Life and History, Inc.
Africana Theory and Thought anthology  Panel

Bulawayo, Zimbabwe, May 1999 (paper read for me there)
Global People’s Convention, May 1999
Keynote Address: “Black Women Entering the 21st Century.”

Las Vegas, Nev. March 1999
Las Vegas-Clark County Library District
Wednesday’s Woman Lecture Series in Celebration of National Women’s History Month.
“The Black Woman: Ideology and Literature from the 18th Century to the present.”
Edmonton, Alberta, Canada, Univ. of Alberta
African Society Conference, Feb. 28, 1999
“From a Womanist Visit with Soyinka: The Promised Review of Black Women’s Studies.”

**Conference Presentations 1998**
1998 Modern Language Association (MLA)
Title of my paper: “Evaluating Without Assimilating”
Panel: Educating Teachers
(second paper) “For Some of Us It Reads Fear of Womanism”
Panel: fear of Feminism

1998 Conference on Africa
Title of my paper: “Womanish Writers on the Continent”

Montclair State University, Montclair, New Jersey
1998 First International Conference on Caribbean Writers
Title of my paper: “Womanish in the Caribbean”
Nassau

**Conference Papers 1997**
1997: Modern Language Association (MLA) Annual Conference
Title of my paper: “Inheriting Narratives”
Toronto, Canada

Detroit, Michigan 1997
National Association of Teachers of English Annual Conference
Title of my paper: “From the Lived Experience in Rice, to Writing Black with Confidence”
Conference Papers 1994-1990

1994 Latina Writers’ Conference Mount Holyoke
Roundtable Discussion Participant
Panel: “Publications of Women of Color”

Lagos, Nigeria
1994 Wole Soyinka Festival held in Lagos, Nigeria
Title of my paper: “A Womanist Visit With Soyinka”

1994, 94, 96, 97, HOPPA Conference, UC Berkeley
Panel: Raising Hoppa Children

April 1994 in Durham, North Caroline
College Language Association (CLA)
Title: Womanist Theory

1992 Rise Up Live Conference, UC Berkeley
Title of my paper: “Visible People/Invisible Practices”

1992 Our Time Is Now: UCB Statewide Women’s Conference
Plenary Speaker Title of my talk: The Historical Visibility of Women of Color in the United States
1991 San Francisco: Fifth Annual National Poetry Festival
Title of my paper: “Black Women Writers”

Title of my paper: “The History of African American Poetry: 1747--Present”

Video Productions
1990 Wednesday’s Woman. Video produced for television by the Las Vegas Public Library. “Wednesday’s Woman.”

1999 Collaborator. SFSU Production
Education is subjective. Depending on one’s worldview and approach to knowledge, the function of education is very specific. I utilize a worldview that privileges a multidimensional approach to education that includes axiology, epistemology, cosmology, ontology and logic. As such, I believe that one must have a sankofic approach to education, particularly in order to recognize how one understands the educational process – this then informs learning outcomes and relevant pedagogical strategies. Likewise, I believe that education extends beyond the transference of mere facts: education includes the ability to assess and explore one’s culture such that growth ushers psychological, emotional and spiritual change to affect the personal and one’s community.

Not all students are the same; therefore, a lecture may not work as a true pedagogical tool at all times. I believe that critical active learning, which includes visual and audio aids, truly represent the chameleonic nature of effective instructors, one of whom I strive to become. Respecting students as individuals is also important and helps to foster learning. Each semester students reflect on the fact that I don’t only know their first and last names, but that I noticed when they were absent from a large lecture.

DOÑELA C. WRIGHT CV

EDUCATION
2016  PhD, Africology & African American Studies, Temple University
      Teaching in Higher Education Certificate

2008  MA, English & African American Literature, North Carolina A&T State University

2005  BA, Africana Studies, University of Maryland Baltimore County

PROFESSIONAL POSITIONS
San Francisco State University, Assistant Professor         Fall 2016 – Present

Temple University, Adjunct Assistant Professor    Fall 2015 – Summer 2016

Temple University, Teaching Assistant     Fall 2011 – Summer 2015

Community College of Philadelphia, Adjunct Instructor   2014 – 2015

North Carolina A&T State University, Lecturer     2008 – 2011

Guilford Technical Community College, Adjunct Instructor     2009 - 2010

AWARDS & RECOGNITIONS
Octavius V. Catto Award, Department of Africology & African American Studies, Temple University, May 2016
Distinguished Service Award, Department of African American Studies, Temple University, May 2014

“Woman of Honor” Recognition, Mu Alpha chapter of Alpha Kappa Alpha Sorority Incorporated, Temple University, March 2014

PUBLICATIONS


Currently Received and Under Review Publications
Wright, Doñela C. “Disciplinary Djed: Africana Studies or Africana Women’s Studies? ~ under review for Western Journal of Black Studies

PRESENTATIONS
Conferences
“Africana Women are Homeplace: (Re)Centering Africana Women as Sites of Liberation,” 100th Annual Association for the Study of African American Life and History Meeting and Conference, September 23-27, 2015.

“‘Intelligence is Demanding”: Creating Homeplace Literary Theory to Advance Africana Literary Theory,” 39th Annual Conference of the National Council for Black Studies, March 11-14, 2015.


“Building Within the Canon: Homeplace Theory & its Application,” 38th Annual Conference of the National Council for Black Studies, March 5-8, 2014.

“HBCUs are the Homeplace for Black Students”
• 8th Biennial Conference of the Association for the Study of the Worldwide African Diaspora, October 30 – November 2, 2013.

Invited Public Lectures
“Africana Womanism” Invited Guest Lecture, Black Student Union at Temple University, March 7th, 2016.

“We Are All Tiana Parker: The Attack on Naturals at Work, School and Beyond,” Invited Lecture, Natural Hair Conference at Temple University, November 14, 2013.

Public Guest Commentaries
“Catcalling” Guest Commentary for 900AM WURD Philadelphia Radio Station, October 2014.


Panels
“In the Dark: Homosexuality in the African American Community” panel discussion, North Carolina A&T State University, March 15, 2009.

PROFESSIONAL AFFILIATIONS
National Council for Black Studies
Association for the Study of African American Life and History
The International Black Doctoral Network Association, Inc.

PROFESSIONAL AND UNIVERSITY SERVICE
San Francisco State University, Department of Africana Studies
• Fall 2016: Advisor, Epsilon Nu chapter, Delta Sigma Theta Sorority, Incorporated,
• Fall 2016: Greek Summit Facilitator, “Cultural Appropriating” Workshop

Temple University, Department of African American Studies
• Organizer, Black History Month Collective 2015
• Treasurer, Organization of African American Studies Graduate Students, 2014-2015
• Organizer, Black History Month Collective 2014
• President, Organization of African American Studies Graduate Students, 2013-2014
• Co-Organizer, Department of African American Studies 25th Anniversary Celebration, 2013

COMMUNITY SERVICE
Tree House Books Literacy Organization, Volunteer, Philadelphia, PA
The Charles L. Blockson Afro-American Collection Docent, Philadelphia, PA
Big Brothers, Big Sisters Volunteer, Greensboro, NC
B.1 LECTURER

ASHLEY D. AARON, Statement of Pedagogy and CV

It was through my own journey with Africana Studies, my own journey with education -- that I discovered my purpose in life. I discovered quite by accident that there was nothing I loved more than education, and inspiring that same love of education within others. At the same time, I found that I do this most successfully and most passionately through Africana Studies. Education is not just for the sake of acquiring knowledge, but for the sake of social action, and social change. Audre Lorde once said, “The learning process is something you can incite, literally incite, like a riot.” This ‘riot’ must start first with knowing oneself, then, with educating oneself and those around you. I have seen, in my own experience as an adjunct professor in Africana Studies that my pedagogical approach to teaching largely mirrors this sentiment. The learning process is a process in which students should be encouraged to critically analyze, study, and engage with the world around them – in all its beauty and its ugliness. The process of learning should be something sacred, and the process of teaching then reflects my commitment to my students and my world. This process leads us to a state of critical consciousness, of, as Paulo Freire argues, “… read[ing] the word and the world”. With Africana Studies, students are taught to understand the world, and eventually, to use this understanding to call for change and imagine a new world.

ASHLEY D. AARON, M.A.

EDUCATION
M.A. Ethnic Studies — San Francisco State University, San Francisco, CA
College of Ethnic Studies; May 2011

B.A. History (Designated Emphasis: History of the Americas) — Mills College, Oakland, CA
Department of History (Departmental Honors); May 2009

RECENT TEACHING EXPERIENCE
Lecturer – San Francisco State University – San Francisco, CA
Fall 2011 – Present: College of Ethnic Studies, Department of Africana Studies, Department of Ethnic Studies, Race and Resistance Studies Program, San Francisco State University. San Francisco, CA

Lecturer – Contra Costa College – San Pablo, CA
Fall 2013 – Present: Department of Africana, Chicano, and Ethnic Studies, African American Studies Program, Contra Costa College. San Pablo, CA

Spring 2015 – Present: Department of Social Science, History Program, Contra Costa College. San Pablo, CA

**Lecturer** – *California State University, East Bay – Hayward, CA*

Spring 2014 – Present: College of Letters, Arts, and Social Sciences, Department of Ethnic Studies, California State University, East Bay. Hayward, CA

**Lecturer** – *Merritt College – Oakland, CA*

Spring 2015 – Present: Department of African American Studies Program, Merritt College, Peralta Community College District.

**Peer Mentoring Program Assistant/Extended Day Teacher** – *Safe Passages – Oakland, CA*

Fall 2014 – Spring 2016: Safe Passages, United for Success Academy Middle School. Oakland, CA

**African American Studies Teacher** -- *El Cerrito High School. El Cerrito, CA*

Fall 2013 – Spring 2014: James Morehouse Project (El Cerrito High School College Pipeline Program), El Cerrito High School. El Cerrito, CA

**Lead Classroom Teacher/Servant Leader Intern** – *Oakland Freedom Schools – Oakland, CA*

May 2013 – August 2014: Leadership Excellence, Lincoln Child Center. Oakland, CA

**Youth Camp Counselor/Village Leader** – *Camp Akili – Oakland, CA*

May 2013 – August 2013: Leadership Excellence, Lincoln Child Center. Oakland, CA

**COLLEGE COURSE TEACHING EXPERIENCE**

AFRAM 4: The Black Panther Party: Strategies for Organizing the People, Department of African American Studies, Merritt College, Peralta Community College District.

AFRAM 16: The Prison Industrial Complex: African American Incarceration, Department of African American Studies, Merritt College, Peralta Community College District.

AFRAM 19: Racism in the United States, Department of African American Studies, Merritt College, Peralta Community College District.

AFRAM 31: African American History 1865-1945, Department of African American Studies, Merritt College, Peralta Community College District.

AFRS 204: Black Creative Arts, Department of Africana Studies, College of Ethnic Studies, San Francisco State University.

AFRS 215: Introduction to Black Family Studies, Department of Africana Studies, College of Ethnic Studies, San Francisco State University.

AFRS 304: Black People and the American Experience (Upper Division), Department of Africana Studies, College of Ethnic Studies, San Francisco State University.

AFRS 515: Black Family Studies (Upper Division), Department of Africana Studies, College of Ethnic Studies, San Francisco State University.

RRS 100/ETHS 100: Introduction to Ethnic Studies, Department of Race and Resistance Studies, College of Ethnic Studies, San Francisco State University.

ETHS 260: The African American and Western Racism, Ethnic Studies Program, College of Ethnic Studies, San Francisco State University.
RRS 240: All Power to the People: Comparative Freedom Movements of the "Sixties", Department of Race and Resistance Studies, College of Ethnic Studies, San Francisco State University.

ES 1001: Introduction to Ethnic Studies, Department of Ethnic Studies, College of Letters, Arts and Social Sciences, California State University, East Bay.

ES 3000: Ethnic Writers, Department of Ethnic Studies, College of Letters, Arts and Social Sciences, California State University, East Bay.

ES 3110: Racism in America, Department of Ethnic Studies, College of Letters, Arts and Social Sciences, California State University, East Bay.

ES 3430: Interracial Sex, Marriage, and Relationships, Department of Ethnic Studies, College of Letters, Arts and Social Sciences, California State University, East Bay.

AFRAM 120: Black Experience Through Film, Department of Africana, Chicano, and Ethnic Studies, African American Studies Program, Contra Costa College.

HIST 120: History of the U.S. (Colonial to 1865), History Program, Department of Social Science, Contra Costa College.

HUM 113: African American Humanities, Department of Africana, Chicano, and Ethnic Studies, African American Studies Program, Contra Costa College.

RESEARCH/TEACHING INTERESTS
Black Family Studies; Women in the African Diaspora; Racial Socialization in Black Families; Liberation Movements in the United States; Black Resistance in the Americas; Afro-Latina/o Diasporas and Identity; Black Consciousness in Latin America and Spanish Caribbean; Black Identity in Latin America; Black Immigrant Identity and Migration; Global Black Identity; Racism in the United States, Racism in Latin America and the Caribbean, History and Experiences of Peoples of Color in the U.S.; Comparative Social Movements; African American Experience in Education, Comparative Ethnic Studies; Culturally Responsive Education; Educational Equity; Impact of Ethnic Studies Education on Youth of Color; Youth of Color Empowerment; Youth Development and Enrichment; Afrocentric Epistemologies; Indigenous Philosophy and forms of Knowledge.

ADDITIONAL ACADEMIC WORK EXPERIENCE
After School Program Youth Development Group Leader and Tutor – James Morehouse Project – El Cerrito, CA
December 2012 – June 2013: James Morehouse Project, El Cerrito High School. El Cerrito, CA

Teacher’s Apprentice – Richmond High School, Richmond, CA.
December 2012 – December 2013: West Contra Costa County Unified School District, Richmond High School, Richmond, CA.
Department of English, Multimedia Academy

Ethnic Studies Publications & Production Assistant – Walnut Creek, CA.

TEACHING ASSISTANTSHIP
Afro-Latina/o Diasporas, Department of Latina/o Studies, College of Ethnic Studies, San Francisco State University. Associate Professor Nancy R. Mirabal, Graduate Teaching Assistant.

Anthropology of Blackness, Department of Africana Studies, College of Ethnic Studies, San Francisco State University. Assistant Professor Dawn-Eliisa Fischer, Graduate Teaching Assistant.

Department of English, West Contra Costa County Unified School District, Richmond High School. Multimedia Academy, Lead Teacher: Robin Goodbeer, Teacher’s Assistant.
CONFERENCES

Accepted Conference Papers


INVITED CLASSROOM LECTURES & COURSES

Race, Gender, and Class in Brazilian Films. Focus on Contemporary Filmmakers (CINE 325), San Francisco State University, College of Liberal and Creative Arts, Department of Cinema, Spring 2013. Instructor: E. Nascimento (Invited)

Comparative Focus: Black Children in U.S. and Brazil. Focus on Contemporary Filmmakers (CINE 325), San Francisco State University, College of Liberal and Creative Arts, Department of Cinema, Spring 2013. Instructor: E. Nascimento (Invited)
Race, Ethnicity, and Power in America (RRS 250), San Francisco State University, Department of Race and Resistance Studies, Spring 2013. Instructor: J. Ferreira (Invited)

Latin American Blackness. Afro-Latino/a Diasporas (LTN 380), San Francisco State University, Department of Latina/o Studies, Spring 2011. Instructor: N. Mirabal (Invited)

The African Diaspora in the Dominican Republic. Afro-Latino/a Diasporas (LTN 380), San Francisco State University, Department of Latina/o Studies, Spring 2011. Instructor: N. Mirabal (Invited)

Racial Identity in the Dominican Republic. Anthropology of Blackness (AFRS 310), San Francisco State University, Department of Africana Studies, Fall 2010. Instructor: D.E. Fischer (Invited)

PROFESSIONAL TRAINING

Youth Program Quality Assessment Training – Oakland, CA
Safe Passages; October 2014, December 2015

Attachment Style Teaching: Taking the Stress Out of Teaching and Building a Better Relationship with your Students – Oakland, CA
Lincoln Child Center; July 2014

Restorative Justice and Circle Keeping Training – Oakland, CA
Restorative Justice for Oakland Youth (RJOY); August 2013

Freedom Schools — Ella Baker Child Policy National Training Institute, Clinton, TN
Children’s Defense Fund Alex Haley Farm; June 2013, June 2014

Leadership Excellence — Akili Fellowship Program, Oakland, CA
Lincoln Child Center; May-August 2013

Decolonizing Knowledge: Theory and Practice Workshop – Oakland, CA
American Educational Research Association; April 2013

Professional Development Trainings on Youth Development – San Pablo, CA
West Contra Costa Unified School District After School Program Office; April-May 2013

Bridging the Bay Conference – Oakland, CA
Department of Children, Youth & Their Families; February 2013

Recognizing Sexual Assault and Violence among School Age Children Workshop and Training – Oakland, CA
YMCA; January 2013

Let’s Break Free: Applying an Education for Liberation – Oakland, CA
The Institute for Teachers of Color Committed to Racial Justice; October 2012

VOLUNTEER WORK AND COMMITTEE EXPERIENCE

2013: Speaking Engagement and Member Recruitment Volunteer, Western Service Workers Association, Oakland, CA.

2012-2013: Departmental Volunteer Coordinator – Youth Justice Institute, San Francisco, CA.


2009 – 2011: Co-founding Member – Each One, Teach One Volunteer Mentoring Program, Ethnic Studies Graduate Program - San Francisco State University. San Francisco, CA.

INVITED CONFERENCE PRESENTATIONS, SPEAKING REQUESTS, AND WORKSHOPS
B.2  

Chris E. Bell II

• 3059 Belleview Street. · Stockton, CA 95206 · (415) 424-8974 · ceb310@mail.sfsu.edu ·


PUBLICATIONS


PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

People’s Education Movement, Bay Area Chapter
Freedom Archives, Board Member
Peer Health Exchange, Faculty Advisor, San Francisco State Chapter
Phi Alpha Theta: National History Honor Society, Mills College Chapter, Lifetime Member
National Council of Black Studies (NCBS), Member
Teachers for Social Justice, San Francisco Chapter, Member
Association for the Worldwide Study of the African Diaspora (ASWAD), Member
Association of Black Anthropologists (ABA)
California Faculty Association (CFA)
California Teachers Association (CTA)

Education

San Francisco State University, San Francisco, CA

San Francisco State University, San Francisco, CA
B.A. Africana Studies/B.A. English Literature, May 2011

Teaching Experience

Fall 2016--Present San Francisco State University, College of Ethnic Studies, Department of Africana Studies. Teaching Africana Literature.

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Fall 2010 **Teacher Assistant**, Introduction to Africana Literature. Professor Dorothy Tsuruta. Department of Africana Studies. San Francisco State University.


**Professional Organization:** NATIONAL COUNCIL FOR BLACK STUDIES (NCBS)

**Tutoring Experience**
Oct 2011- Feb 2012 **Tutor**, CLUB Z! In-Home Tutoring Inc., Tutor, Linden, CA
Tutored K-12 school students in multiple subjects. Prepared the students for future quizzes and tests. Created studying lesson plans based on their grade levels. Went over studying techniques to help improve academic performance.

Tutored elementary and middle school children in multiple subjects. Created academic curriculums for classroom. Created activity plans for indoor and outdoor activities. Tutored middle school children in class, and mentored them outside of class.

Oct 2010 - Jan 2011 **Tutor/Mentor**, SF Promise Tutor, San Francisco, CA
Tutored middle school children in class, and mentored them outside of class. Engaged in life-skill exercises that challenged the students to think critically about their life, education, and their position in society as well as in the world.

**Awards, Honors, Grants**
Dean’s List: 2008 Spring; 2010 Spring; 2010 Fall.

**Conferences**


**Publications**

**References**
Dawn-Elissa Fischer, Professor of Africana Studies, Department of Africana Studies EP 103, 1600 Holloway Ave., San Francisco, CA 94132 (415)338-1726/def@sfsu.edu

Evan Wade, Professor of History, Division of Social Sciences, San Joaquin Delta College, 5151 Pacific Ave., Stockton, CA, 95207 (209) 954-5158/ewade@deltacollege.edu

Patricia Mancebo, Manager/Owner, CLUB Z! IN-HOME TUTORING, INC. 21196 E. Rose Clover Ln., Linden, CA 95236 (209) 941-2248/pmancebo@clubztutoring.com
B.3 Dr. Amar (Thomas) Casey CURRICULUM VITAE

EDUCATION:

Golden Gate University, San Francisco, California

1983 University of California at Berkeley, California
Professional Certificate Degree
Land Use and Development Planning
1981 Antioch University, San Francisco Regional Program, Master of Arts Degree (MA)
Urban Planning and Studies

1973 University of Michigan,
Ann Arbor, Michigan
Bachelor of Arts Degree (BA)
Political Science Major
African and African American Studies Minor

Credentials:
1975 University Without Walls, Berkeley, CA.
Teaching Credential, English/Social Sciences

California Community College certification to teach English, Social Science

Employment:

2004 - Present, Lecturer, Ethnic Studies Department/Africana Studies, San Francisco State Un

2001 – 2004 Lecturer/Academic Coordinator, University of California, Santa Cruz, California.

2001 – 2004 Social Science, DePaul University
Researcher Chicago, California.

1989 - 2001 Senior Planner, Oakland Planning Department, Oakland, California.

2000, Adjunct Professor
Golden Gate University
San Francisco, California.

1995-1997 Executive Director, Institute for A New South Africa, Sister Communities Project/Public Administration Exchange Program, Berkeley, CA/Johannesburg, South Africa.

1984- 1989, Planner San Francisco Planning Department, San Francisco, California.

1981 – 1984 Communications Action Project, English Department City College San Francisco San Francisco, California.


1982, School Principal, Young Community Developers (YCD), San Francisco, CA

1973 1980 Oakland Community School, Head Teacher Social Studies Department Oakland, California.

Publications
B. Chapter I, Fall 2006, Multicultural Education and Higher Education, “Power to the People: Service Learning and Social Justice”, Electronic Magazine of Multicultural Education,
D. Research Project, “Workforce Development in Oakland in the 1990’s”, Egan Urban Center at De Paul University, Chicago, November 2004

Courses Taught:
Undergraduate:
- Black Cultures and Personalities
- Black Child Development
- Black Family Studies
- Oakes Community Service Learning

Conference presentations:
- 2004 “Workforce Development in Inner Cities Conference” Co-presenter with Dr. Stan Oden “Workforce Development in Oakland in the 1990’s
1997, Conference, Sister Communities Conference “US/South Africa Women in Governance Exchange Program”, Johannesburg, South Africa and Berkeley, CA

1998, Conference, Sister Communities Conference “US/South Africa Bay Area Science Teachers Seminar” Johannesburg, South Africa and Berkeley, CA

**AFFILIATIONS:**

United Nations Association of San Francisco
San Francisco, California

American Planning Institute
California Chapter

Association for the Study of Classical African Civilization (ASCAC), Oakland, California

**Field Research:**
B.4 - DAVEYD (DAVID COOK)
Lecturer in the SFSU Department of Africana

Recommended by his Stature
as journalist, music critic, political activist.
Graduate of UC Berkley (BA Sociology)

He team teaches the Hip Hop class with Dr. Dawn-Elissa Fischer, whose research is in the musical genre of hip hop. DaveyD (David Cook) has taught at San Francisco State for eight years.

DaveyD (David Cook) Statement of Pedagogy and Background

I believe our African studies department is unique in the sense that many of its courses are built around social justice and liberation struggles. As faculty we are encouraged to highlight resistance struggles and uplift marginalized voices and communities and challenge dominant and increasingly corporatized and corporate backed voices.

Our students are afforded the opportunity to learn, compare and contrast a variety of theories and practices connected to Black liberation struggles and not only explore them with a historical lens but see how they apply in current times.

San Francisco State and its Africana Studies Department is known all over the country and throughout the world as a place that has helped give birth and fostered impactful social movements and activism. The ability and latitude given to continuously expose, engage and connect our students to on the ground, contemporary real time movements while studying theory and histories unique and a valued privilege.
Davey D is a nationally recognized journalist, adjunct professor, Hip Hop historian, syndicated talk show host, radio programmer, producer, deejay, media and community activist. Originally from the Bronx, NY, Davey D’s been down with Hip Hop since 1977 where he started out as an emcee for two crews TDK [Total Def Krew] out of Co-op City and the Avengers out of the Marble Hill Section of the Bronx. He moved to California and graduated from UC Berkeley.

Davey D is the co-founder and host of several of the most cited Hip Hop radio and online news journalism projects of all time. Hard Knock Radio (HKR) is an award-winning daily syndicated prime time afternoon show focusing on Hip Hop culture and politics. One of the first of its kind, the show originated in 1999 on KPFA 94.1 FM in the San Francisco Bay Area, and now can be heard in Seattle, Atlanta, Portland, Fresno and is streamed live on KPFA.org, reaching close to a million listeners daily. In 2003, HKR was cited as best on air show by the East-Bay Express and Davey D voted Best On Air Personality. He was awarded The Profiles in Excellence Award by ABC 7 in the Bay Area (2005). He was recently awarded 'Thank You Award' in 2009 for Independent Artist Week.

He is the founder and webmaster of Davey D’s Hip Hop Corner, which is widely considered to be one of the oldest and largest Hip Hop sites on the web, www.daveyd.com. The writings on his website are frequently referenced and quoted by journalists, scholars and professors and fans around the world. Davey D’s most recent radio effort is Breakdown FM which can be heard through downloadable podcasts, live streaming, radio stations features, and now cell phone outlets. Davey D is the co-founder of the Bay Area Hip Hop Coalition which started out as one of the first Hip Hop radio deejay collectives in the country.

Davey D serves as the managing editor of The Southern Shift which is a media project/website designed to change the political landscape in Texas by continuing to engage many of the first-time and infrequent voters who were inspired by the historic aspects of the 2008 election and voted in record numbers. As an independent expenditure campaign, Southern Shift, then known as Texas Stand Up, helped flip Harris County, the third largest county in the nation from Red to Blue. This was the first time in 44 years this happened. During the ‘08 campaign Texas Stand Up now The Southern Shift shot a series of commercials and vignettes involving local
celebrities, politicians and community members on voting. Southern Shift also produced as a full-length documentary Called ”Turn Texas Blue” which were distributed via DVD to 3000-5000 households of targeted voters in the Houston area.

Davey D is the co-author of 2 books ‘How to Get Stupid White Men Out of Office’ (Soft Skull, 2004) and ‘BAF-Be A Father to Your Child’ (Soft Skull, 2008). He also contributed to Project Censored’s Media Democracy in Action-Censored 2004 (Seven Stories Press, 2004).

Below are Speeches and Interviews done by Davey D

Davey D is a columnist for the San Jose Mercury News in the area of Hip Hop music, culture and politics. He is also an adjunct professor at San Francisco State in the Afro Studies Department where he co-teaches a course on Hip Hop History, Culture and Politics semi-annually

Davey D has been featured in close to 30 documentaries including, Letters to The President, Beef, Thug Angel and the Award Winning PBS Rap City Rhapsody. He is an internationally acclaimed Hip Hop scholar who has presented at top academic institutions and political, policy and music industry convenings worldwide. He is based in Oakland, CA and Austin, TX.

He's been featured in numerous documentaries, magazines, newspapers, videos and TV news shows like; CNN, Fox News, ABC's Nightline, America's Black Forum, The Tavis Smiley Show, Democracy Now, C-Span, BET Television, American Gangster VH1 Television, Link TV, Laura Flanders Grit TV, Australia's Lateline, Distortion of Static, Built From Scratch, Hard Knock TV Rock TV Vlad TV, Internet Cafe, Computer Chronicles, Soul Beat TV, KRON TV, KTVU TV, KTOP, Bay TV, KPIX TV, KBHK TV, Air America Radio Front Page Radio, KGO Radio, KCBS Radio and BBC Radio.

Davey D's appeared in documentaries like; Rap City Rhapsody, Dead Prez Its Bigger than Hip Hop Starz TV Documentary, 2Pac's Thug Angel, Beef I, Beef II, Letter to the President, Soundz of Spirit, Rock the Bells, Turn Off Channel Zero, BET-Master P Special Radio Politricks, Beats by the Bay, Chuck D's Hall of Fame, E-40's Charlie Hustle the Blueprint of a Self-Made Millionaire, American Gangster-(Felix Mitchell), American Gangster-(Romper Room Gang), Straight From The Streets, Reel Changes Jahi’s Redefinition to name a few.


As mentioned earlier, Davey D moved from New York to California to go to school at UC Berkeley where he started deejaying throughout the Bay Area. His mobile DJ company the NY-LA Connection was a mainstay on the UC Berkeley campus and eventually that along with his community activism eventually lead him working at college and community radio stations KALX where he did several shows and served as the station's Third
World Department head including its ground-breaking Sunday Morning show. This show helped net the station its first and only prestigious Gavin Award for best Hip Hop College station in the country. Davey D's work at KALX spawned off several projects including his popular widely distributed newsletter 'The Davey D Beat Report'. It was one of the first of its kind west coast publications chronicling the Bay Area's then emerging Hip Hop scene. It also led to him penning one of the first Hip Hop columns in the country for major publication BAM Magazine where he launched his Beats and Breaks Column. That column eventually landed and ran in the SF Bay Guardian. The other project that spawned from KALX was the Davey D along with radio counterparts KK Baby, Marcus Clemmons and DJ G from KPOO 89.5 FM, DJ Kevvy Kev from KZSU 90.1FM co-founding the Bay Area Hip Hop Coalition (BAHHC) which was one of the first Hip Hop radio DJ unions in the country. It brought all on air Hip Hop deejays together who then adapted Davey D's Beat Report newsletter and turned it into The Bay Area Beat Report which became a mouth piece to the industry and beyond by the collective. From there Davey D went onto Free Speech Speech Radio KPFA 94.1 FM where he started out doing an afternoon show called 'Bring The Noise' which focused on Hip Hop and House music. He later moved to Friday nights where he launched a show called the Friday Night Vibe which grew and went on to be re-broadcasted in Auckland, New Zealand on commercial station The Beat 96 FM.

The Friday Night Vibe became the launching pad for a popular online newsletter called the FNV Newsletter which at its height had an email subscriber base of over 100 thousand people. He later launched an accompanying online publication called the HHIPN [Hip Hop Political Newsletter]. As mentioned earlier he currently hosts the syndicated daily afternoon show Hard Knock Radio

Several years after arriving at KPFA, Davey D landed a gig with commercial giant 106.1 KMEL where he stayed for 11 years. Initially he came on board and launched the station's newsletter The KMEL Beat Report which was based upon his previous projects. He later joined the station's number one rated morning show The KMEL Morning ZOO. He eventually was promoted and served as KMEL's community affairs director where he hosted a Hip Hop oriented talk show called Street Knowledge and a Hip Hop music show that focused on Bay Area music called the Local Flava Hour.

Davey D left KMEL in 2001 and went on to start programming online radio stations for AOL Radio. He was the Urban Music director where programmed and oversaw the day to day programming duties for 15 radio stations. During his stint at AOL Radio Davey D teamed up with legendary Hip Hop icon Chuck D of Public Enemy and launched a Top 20 Countdown Show. Davey D served as the music programmer for that show. From there he went on to program 8 of the urban music radio stations featured on Sprint Radio. Included in that offering were his own online ventures Breakdown FM, Da Underground and Soul Purpose Radio.

In 2000 Davey D was nominated by the Bay Area's City Flight magazine as one of the Bay Area's Most Influential African Americans. In 2001, Davey D was voted by the East Bay Express Newspaper as the Best On Air Personality in the Bay Area. The daily radio show he co-hosts, Hard Knock Radio was voted Best Radio Show in the Bay Area.

Most recently he was featured on the cover story of Urbanview Newspaper here in Oakland. He was also profiled in the January 2003 edition of The Source Magazine as being one of the Top 10 most Influential people in the country when it comes to dealing with Hip Hop and politics.

Davey D was also the guest curator for the Rock N-Roll Hall of Fame Hip Hop Nation Exhibit when it came to San Francisco's Yerba Buena Center in June of 2001. He helped put together a special addition to that exhibit that focused on bay Area and West Coast Hip Hop. Yerba Buena drew its highest number of visitors ever for that exhibit.

Davey D recently served as creative director and consultant for ‘Texas is In Play-Turn Texas Blue’ campaign where he developed a Hip Hop and political get out and vote documentary for the historic 2008 election. Davey D is also a proud member of The PROs Record Pool where he served as director for several years in the late 80s -early 90s. He is also a co-founder of the Bay Area Hip Hop Coalition [BAHHC] Davey D is also a member of the Bay Area Black Journalist Association [BABJA]
Davey D has been a featured speaker at high schools, universities and community centers throughout the country. He speaks on topics ranging from Hip Hop to Politics to bridging the Digital Divide. Here's a short list of places he's lectured.

**Speaking Engagements and Appearances**

- Harvard University
- Stanford University
- San Francisco State University
- San Francisco City College
- San Jose State
- UC Berkeley
- UCLA
- University of Wisconsin-Madison
- University of Maryland
- Northeastern University
- Oberlin University
- Solano State
- St Mary's College
- Evergreen College
- College of San Mateo
- UC Irvine
- UC Santa Barbara
- UC Santa Cruz
- FCC Hearing on Media Consolidation (Monterey)
- FCC Hearing on media Consolidation (Seattle)
- FCC Hearing on media Consolidation (Los Angeles)
- State of the Black World Conference (New Orleans)
- National Hip Hop political Convention 2004 (Newark)
- National Hip Hop Political Convention 2006 (Chicago)
- National Hip Hop Political Convention 2006 (Las Vegas)
- Rainbow Push Silicon Valley Digital Divide Conference (San Jose)
- Hip Hop Archives (Harvard)
- Hip Hop Archives (Stanford)
- Democratic National Convention 2000 Panel
- Shadow Convention 2000
- Congressional Black Caucus Weekend
- Tupac Amuru Shakur Center (Atlanta)
- Critical Resistance Panel-New York City
- City of San Jose Youth Conference-Keynote speaker
- Smith Sonian Institute
- Mobe Internet Conference
- Oakland Digital Divide Conference-keynote speaker
- Santa Rosa Junior College-keynote speaker
- Allen Temple Baptist Church-Oakland
- Bay Area Black Media Coalition
- Filipinos For Affirmative Action
DONNA B. HUBBARD  JD

Education
1976  Juris Doctor, University of Washington School of Law, Seattle WA
1972  Bachelor of Arts, Seattle University, Seattle, WA

Professional Certification
1977  Washington State Bar Association (Active Member)
1977  United States District Court, Western District

Experience Higher Education
1983 -Present  San Francisco State University
For the College of Ethnic Studies and College of Humanities taught graduate courses in their Master's Programs. For the College of Humanities, Women Studies Department taught undergraduate courses. Currently teaching undergraduate courses in the College of Ethnic Studies, Black Studies and American Indian Studies Department. Developed curriculum and instructional materials for all graduate and undergraduate courses. Served as member of University Statutory Requirement Committee, University Library Committee and Chair Review Committee in Black Studies Department. Served as teaching faculty in the Black Studies Step to College Program. Established record of teaching excellence.

Graduate Courses
•Women & Public Policy, Law and Justice (WOMS 540)
A seminar in the Master's program analyzing the impact of public policy issues on the legal and economic status of American women. Graduate students assess how selective topics, e.g. wage disparity and reproductive rights affect the

• Special Topics (ETHS 710) - A required course in the Master's program in Ethnic Studies designed to examine issues of importance to communities of color. Selected topics provide a forum for an in-depth analysis of the impact of public policy strategies and legal decisions that affect communities of color. Enrollment – 15.

Undergraduate Courses - College of Ethnic Studies

• African American History (BLS 304) - A statutory requirement survey course that examines the pivotal historical experiences of African-Americans from the colonial period to present day. Average enrollment - 60.
  • Government, the Constitution and African American Citizens (BLS 376) - A statutory requirement course that analyzes important legal issues affecting the African American community from the colonial period to present day. Its focus on the U.S. Constitution emphasizes the role of the Supreme Court as the final arbiter and definer of constitutional rights. Average enrollment - 60.
• Race, Ethnicity and Power in the U.S. (ETHS 250) - A newly approved (2004) statutory requirement course in the College of Ethnic Studies examining the historical experience and legal status of African-Americans, Asian Americans, American Indians and the La Raza community. Average enrollment - 60+
• Law and the African American Community (BLS 375) - An upper-division course examining significant legal issues affecting the African-American community with particular emphasis on the struggle to achieve equity and parity in the field of public education. Also examines contemporary legal issues such as legal theories supporting reparations. Average enrollment - 30.
• African American Women (BLS 335) - An upper-division course exploring the contributions of women of African ancestry in the U.S. from the colonial period to the present. Designed to review and assess the impact and influence of African American women on the history and development of the U.S. Average enrollment - 35.
• Critical Thinking (BLS/AIS/ETHS 110) - A required general education course that introduces students to the basic structure and content of arguments. Distinctions between fallacies and arguments are explored. Essays and legal opinions provide models for critiquing legal arguments. I have taught this course for the College of Ethnic Studies, Africana Studies and American Indian Studies. Average enrollment - 35.

Undergraduate Courses: College of Humanities

• Women and History (WOMS 150) - A statutory requirement course examining the historical experience of American women with an emphasis on the diversity of the American experience. Taught course for a decade in Women Studies department. Average enrollment - 55.
• Women and Politics (WOMS 160) - A statutory requirement course that analyzed the historic and contemporary political/legal status of American women. Taught the course for a decade in the Women Studies department. Average enrollment: 80.
1999 - 2004  Adjunct Faculty
University of California at Berkeley
Taught Section 59, Education 97/197, a community service-learning course. ED 97/197 is designed to provide UC-Berkeley students with the opportunity to gain experience in the education field while providing a service to the community. Course content presented the legal history of education within ****Course is approved for university credit for Education Minor students at UC-Berkeley.

1983-1984  Legal Advisor, Associated Students San Francisco State University
Provided consultant and management services for the SFSU Legal Information and Referral Center, which served a student population of approximately 14,000. Instrumental in establishing process to insure student reimbursement for dormitory failure to provide basic utilities during winter of 1982. Developed standard operating procedures manual for volunteer student staff to expedite more efficient client intake.
Directed the revision of all staff forms and updated Information/Referral Bank resulting in the expansion of legal sources available to student population. Conducted staff training seminars.

Experience 1995 -Present

Legal Owner and Principal Consultant Hubbard & Associates
Consultancy provides technical assistance to local and national law firms to assist them with issues affecting attorneys of color.

1980 - Attorney At Law, Private Practice
Present: Represent clients in legal and administrative matters including but not limited to: dissolution; probate and business foundation.

1978 - 1980  Seattle City Attorney
Appellate Division Seattle, Washington Senior City Attorney
For Appellate Criminal Division, represented City of Seattle in Superior Court appeals and Municipal Court trials. Successfully represented City of Seattle before Washington State Court of Appeals. As Senior Attorney was responsible for planning and directing litigation for de novo appeals; responsible for daily case docket and assignments. Supervised junior attorneys in pre-trial and trial work. Coordinated judicial project designed to streamline appeals procedure in order to minimize Superior Court trial backlog.
Assistant City Attorney
Responsible for daily screening, negotiation and litigation of over 500 cases including approximately 150 jury trials. Responsible for prosecution of cases for Battered Women Unit, a pilot project designed to coordinate police and prosecutorial efforts. Project was incorporated as a permanent part of City Attorney's Office within two years. Researched and prepared legal memoranda, appellate briefs and accompanying legal documentation for Municipal, Superior and State Court of Appeals trials. Also argued pre-trial motions.
Publications


The 1989 U.S. Supreme Court decision in the City of Richmond v. J.A. Croson announced for the first time that state and local affirmative action programs were subject to strict scrutiny. The decision has had a profound impact on the ability of states and municipality to defend and/or maintain programs created to insure participation of historically excluded businesses in communities of color. Our law review article analyzed judicial responses to set-aside programs by reviewing eight significant post-Croson cases involving state and local minority business enterprise programs and critiqued the limitations of those decisions.

Presentations

2005 "Race, the Constitution and Social Justice: The Kamehameha Schools Case". SFSU and College of Ethnic Studies Workshop for Constitution Day, September 19, 2005

Community Service

1996- Present Board of Directors
Making Waves Education Program, Richmond, CA
The Making Waves Education Program is a non-profit educational program dedicated to ensuring that urban, low-income children acquire the skills necessary to gain acceptance to and graduate from college. Rigorous academic preparation begins in the 5th grade and is sustained through 11th grade. In addition to academic support the program provides financial assistance and expertise making it possible for students to attend the middle school, high school and college or university of their choice.

1994-1998 Presenter (New York, Atlanta, Seattle)
National Black Child Development Institute Conferences NBCDI is a national, non-profit organization dedicated to advancing the health, education and well-being of African-American children. For the past 30 years the organization has played a significant role in influencing the public policy debates that affect its constituency.

1993-1996 Board of Directors and Chair, Personnel Committee
Japanese Community Youth Council
San Francisco, CA
JCYC is a non-profit organization servicing the needs of a diverse, multi-cultural population of children, youth and families throughout San Francisco. JCYC
has provided service for the City of San Francisco and the greater San Francisco community for over .30 years.

Honors
Presidental Recognition of Teaching Excellence, SFSU, 1999
Vice President Research & Profession Development Award, spring 1996 Faculty of the Year Award, Black Studies Department, 1994

B.6 Brittany Anais-Wiley Prince Pedagogy Statement and CV

I pride myself on creating an inclusive, engaging, and community oriented classroom environment that is a safe and inviting space for all students. I promote peer to peer interaction through group activities and whole class discussions. Being an instructor of Africana Literature, it is important to me to set norms and expectations early on in the semester and enforce these throughout the course, especially since the make-up of students in the class is often diverse. I do this to mitigate using disrespectful language, offensive or derogatory terminology, and overall guide students to be aware of their language and contributions to the conversations we’ll have in the class. For example, we review the history of how Black people have been labeled throughout history and discern what are acceptable terms to use and ones to avoid. I encourage respectful debates amongst students during discussion and will often pose challenging follow up questions to push student’s critical thinking.

Brittany Anais-Wiley Prince

EDUCATION  Ed.D. Educational Leadership, degree in progress—graduating class of 2017 San Francisco State University, San Francisco, California

M.A. Ethnic Studies, concentration in Africana Studies, 2008 to 2010 San Francisco State University, San Francisco, California

Africana Studies, Fall 2007, transferred to SFSU Fall 2008 University at Albany, State University of New York, Albany, New York

B.A. English, minor in Ethnic Studies, 2003 to 2007 California Polytechnic State University, San Luis Obispo, California

RESEARCH INTERESTS

ACADEMIC POSITIONS

Department of Africana Studies, Fall 2010 to present

Lecturer, San Francisco State University Courses taught: AFRS 204, Black Creative Arts  AFRS 210, Introduction to Africana Literature AFRS 645, Harlem Renaissance Literature

Department of Africana Studies, Fall 2009

Teaching Assistant, San Francisco State University AFRS 210, Introduction to Africana Literature

EMPLOYMENT EXPERIENCE

Reading Partners, August 2010 to present  2012 to present: Sr. AmeriCorps Program Manager, Training Specialist

v Oversee AmeriCorps grants, supporting 175 Corps members and 25 managers v Complete quarterly progress reports and member file and hours audits

• Monitor and review budget and expenses for $2M of federal funds
• Creator and coordinator of Reading Partners–Leaders in Training (RP-LIT), a leadership and professional development program for 90 returning members
• Train, support, and coach AmeriCorps members to complete their 1700 hours of AmeriCorps service over course of 11 month term 2010 to 2012: Site Coordinator, Bret Harte Elementary School
• Managed a reading center at a public elementary school for a non-profit literacy intervention program
• Trained, scheduled and supported volunteers who tutored one-on-one with students behind in their reading skills
• Liaison for the organization, worked closely with teachers, school administration, tutors, students and parents
• Tutored eight students, twice a week for forty-five minute sessions Upward Bound, Summer 2008 & 2009 Residential Director, California Polytechnic State University v Supervised four Residential Advisors and fifty high school students for Upward Bound’s summer program
• Attended daily meetings and served as a liaison between program director, RAs, students and parents

• Daily tasks included meetings, office work, supervising and leading activities, record keeping and safety rounds Allensworth Mentoring Program, September 2004 to June 2007 Student Coordinator, California Polytechnic State University v Managed thirty students, faculty and staff members

• Program aimed at the outreach and retention of African American students

• Planned and organized monthly events and social activities, such as movie nights, final preparation workshops, and study skills seminar

GRADUATE APPOINTMENTS Department of Africana Studies, Fall 2008 to Spring 2010 Graduate Student Assistant, San Francisco State University v Aided in administrative tasks and managing department’s front office desk v Assisted in planning department events for students and faculty v Created publications and decorated Africana Studies bulletin board Office of Graduate Student Diversity, Fall 2007 Graduate Program Assistant, University at Albany, State University of New York v Outreach & retention program for underrepresented graduate students v Assisted in developing and organizing Africana Studies resource guide v Assisted in planning events such as a graduate school fair and lecture series

UNIVERSITY & COMMUNITY INVOLVEMENT Educational Leadership Executive Committee, 2015-present

Student Representative—2014 cohort, San Francisco State University AmeriCorps State and National, August 2010 to present

Corps member—Corporation for National Community Service, Reading Partners College Track, Fall 2009

Volunteer Tutor—After School Program, San Francisco Ethnic Studies Graduate Council, 2008-2009

Student Representative—first year cohort, San Francisco State University Nefer Rohu, Africana Graduate and Professional Students Organization, Fall 2007

Executive board—Secretary, University at Albany, State University of New York

FELLOWSHIPS AND AWARDS

Graduate Assistantship, Fall 2007

University at Albany, State University of New York

PUBLICATIONS & PRESENTATIONS

Lecturer

B.7 Derrick Spiva Statement of Pedagogy and CV

I believe the goal of teaching “Africana Studies” is to provide students with an introduction to and deep understanding of the continental and diasporan African experience through consciousness, space and time. Based on the histories, literatures, cultures, political and social systems of African peoples in Africa, the United States and around the world. With a systematic exposure to the history, literature, religions and spiritual systems, music, humanities, art, general politics, anthropology, sociology and philosophies of African peoples. Students should emerge from my courses with a broad, inter-disciplinary understanding of common developments and experiences of African peoples and societies; the conditions and impact of their encounters with other peoples and societies, and their historically evolved cultures and world-views. I utilize a variety of analytical and ideological approaches offered by the various disciplines taught through history, literature, music, art, culture and the social sciences which enable students to understand that there are several valid, culturally grounded lenses and intellectual frameworks through which events and experiences in the world can be perceived and interpreted apart from the dominant Western/Eurocentric one.

This world-view and thought system, is thus eclectic, but informed by a distinctive African cultural and intellectual sensibility, mode of perception and consciously awake view of the world.

Africana Studies by it’s very nature is complex and rich philosophical, cultural, literary and historical pedagogy. This should equip students with thoughtful, factual and analytical foundations to be able to interact with diverse peoples; and to enter various careers in government, journalism, social work, teaching etc. .

Education

Doctor of Philosophy (Theology/Communications) San Antonio Theological Seminary San Antonio, TX, CA

Master of Fine Arts (Drama/Education) University of California Irvine, CA

Bachelor of Arts (Speech Communications/Business) California State University Northridge, CA

Community College Teaching Credentials (Language Arts /Communications) University of California Irvine, CA

California Teaching Credentials (Language Arts /Drama/Music/Dance) University of California Irvine, CA

- Tenured Professor
• West Hills College Coalinga, CA Jun '96 - Jun '02 Edward James Olmos Teatro de las Américas, Performing Arts and Communication Education Academy/ WIA (JTPA) Year Round Youth, Online and tele-courses Programming of West Hills Community College. Responsible for the creation, implementation, maintenance and development of program goals and objectives; grant writing and implementation; curricular design; instruction; retention, placement, motivation of staff training, advising students; academy outreach and recruitment; developed, track and manage academy budgets (1.2 million dollar budget); facilities coordination and management; grant writing and contract development; supervise and manage Year Round Youth Program; hiring, training, and supervision of as many as 30 professional staff, 20 junior staff and 334 work experience trainees ages 14 to 21.

• DEAN OF STUDENTS

• Victory Bible College Fresno, CA Sep '89 - Jun '93 Communication Arts Department: Responsibilities include financial aid, student retention, and financial planning

• Grants Funded, Written, Renewed and Maintained:
  
  o Arcus United Methodist General Conference Cross Cultural Coordination 2014
  
  o San Francisco Economic Development Department 2012
  
  o JTPA (Junior Training and Partner Ship Act) Summer Youth Programs from 1989-1997 $70,000 to $200,000

• 1. Gang and Drug Prevention Grant Administered by the U.S. department of Health and Human Services 1992-1996 $5,000,000 for 5 years In 1993, I wrote a grant and later became coordinator for the program called “Club Sanctuary” which was funded by the US Department of Health and Human Services for five years to provide “gang and drug prevention services”. The mental health component was targeted at developing and implementing new innovative mental health, culturally appropriate strategies for African American and Latino young people ages 14-21 useful and effective in the prevention of drug and gang involvement. I directly supervised 4 psychologist/therapists and 2 social workers as a part of my day to day responsibilities. The program was so successful, we were invited to present to the US congress our findings and “best practices” which was later used to reform legislation. We were the original “One Stop Shop” of the “Workforce Act” legislation of 1998. WIA (Workforce Investment Act) Year Round Youth Program 1998-2002 1,000,000 to 100,5000 for 3 years Many other smaller grants as well

• MFA Thesis “Playing Multiple Roles in a Musical a Production”
• Dissertation  “At Risk Youth Ministries”  Honors/Awards  2006 Best School Administrator, Fresno Charter Schools Assoc.  2002 Telly Award, Executive Producer, “Best Documentary Film” “Heresy”  2000 Fulbright-Hays Seminar to Egypt and Israel  1997 Image Award “Youth Involvement/Media” NAACP & United States Congress  1991 Teacher of the Year—National Correctional Education Association  1986 Award for the Best Television Show—National Association of Cable Programmers

Cross Cultural Coordinator Consultant for the 2012 General Conference of the United Methodist church. Responsible for research, program design, leadership development,

Published Business Plan Models:  · CEED Enterprises LLC Business Plan · Dyna/Tek Corporation Master Plan

National Youth and Children's Television Programming for PBS (Public Broadcasting System), The Black Family Channel, The Urban America Network and Cocola Broadcasting. I served as Executive Producer and Chief Writer. A sample DVD is enclosed.

· Through Our Eyes (70 episodes) educational television programs targeted at youth ages 12 to 21 · The 411 (40 episodes) · The 411, a news program presented by youth, asks questions and gives answers by providing information that discusses issues important to young people within the community and the world at large.
Erika M. Walker

EDUCATION

• (In Progress) Ed.D., Organization & Leadership, University of San Francisco, San Francisco, CA 2017 DISSERTATION: Re-Defining the Role of the Social Justice Education
• B.A., Africana Studies, San Francisco State University, San Francisco, CA, 2010

ACADEMIC HONORS AND AWARDS

• Recipient, Graduate Assistantship, University of San Francisco, 2016
• Graduated Magna Cum Laude, Columbia University, 2011

ACADEMIC /TEACHING EXPERIENCE

Teaching Assistant, University of San Francisco, 2015-2016
• Co-taught Urban Education
• Performed research related tasks for distinguished professor

Teaching Assistant, Columbia University, 2010-2011
• Taught Introduction to Black Studies
• Served as assistant for Black Religions
• Performed research related tasks for distinguished professor

PROFESSIONAL EXPERIENCE

Director of Education, Willie Mays Boys & Girls Club; San Francisco, CA, 2016-Present
• Responsible for the education development of all approximately 120 core members ages 6-18.
• Support families by attending IEP meetings.
• Develop new programs for members including those related to early literacy, STEM, college preparatory, career preparedness, etc.
• Plan professional development for all staff with respect to child development.
• Cultivate relationships with local academic institutions and community organizations.

Director of Learning, Operation Genesis INC; San Francisco, CA, 2016-Present
• Design Team member for new San Francisco high school in development.
• Curriculum and pedagogy development for all organization programs.
• Instructor for workshops on identity development, critical theory, community organizing, African American history and African history.
• Present expansion strategy to potential funders.

Program Director, YMCA of the East Bay; Oakland, CA, 2013-2015
• Developed and supervised all programs related to youth leadership, juvenile justice youth transitions, college preparedness, career readiness, etc.
• Served on a Task Force to reshape juvenile justice strategies in Alameda County.
• Served as a community agency representative for SARB hearings.

Assistant History Director, Harlem Children’s Zone; New York, NY, 2011-2012
• Developed programs and assisted in curriculum development.
• Researched special initiatives related to historical relevancy of current events.
• Served as case manager team member for 10-12 students.

PRESENTATIONS


PROFESSIONAL AFFILIATIONS

• American Historical Association, Graduate Student Member
• Critical Race Theory in Education Association, Member, Former conference planning committee member
• American Education Research Association, Student Member
• Phi Delta Kappa, University of San Francisco Chapter, Member
Madeline Y Flamer
Department of Africana Studies
San Francisco State University
1600 Holloway Avenue E/P 103
San Francisco, CA 94132
415-338-2352

Employment

Administrative Analyst Specialist Africana Studies (Department Clerical/Administrative)
San Francisco State University 10/04-Present
Managing the incoming phone calls and emails daily, filing database maintenance and budget. Maintain the department calendar, arrange referrals and advising appointments for students. Maintaining student evaluations, assist with special projects, serve as a liaison between students and faculty and chair when needed. Updating department bulletin boards, department equipment and office supplies. Work with and being a liaison between department and student organizations. Coordinate travel for department faculty job candidate searches and coordinate special department events when needed.

EDUCATION:
M.Ed. Adult Education School of Education San Francisco State University 2013
Bachelors in Arts, English: Creative Writing English Department San Francisco State University 2002
Bachelors in Arts, Africana Studies College of Ethnic Studies San Francisco State University 2002

COURSES:
“Introduction to Africana Literature (Spring 2016) (Spring 2017)
“Graduation Writing Assessment Requirement” College of Ethnic Studies (Fall 2016) (Spring 2015) (Fall 2014)
“Second-Year Written Composition” Africana Studies (Fall 2017) (Spring 2016) (Spring 2016) (Fall 2015)
(Spring 2014) (Fall 2013) (Spring 2009) (Fall 2008)
“Black Woman a Cultural Analysis” (Fall 2007)

TEACHING ASSISTANTS
“Introduction to African and African American Literature” Teaching Assistant, Department of Africana Studies
2002-2005

Employment
Coordinator Assistant Mental Health Stipend Project School of Social Work San Francisco State University 11/08-7/14
Worked with the Coordinator monitoring the students’ progress in the training, attaining jobs in approved facilities and payback processes through collection through The California Social Work Education Center.
(CalSWEC) that granted ten stipends to the School of Social Work to support second year graduate students interested in public mental health.

Extended Opportunity Programs (EOP) San Francisco State University 2/19/02-8/04 Tutor Summer Bridge (04)
Work with students tutoring in ESL, English, Ethnic Studies, Critical Thinking, and Black Studies.

Student Assistant Gerontology Program San Francisco State University 6/00-6/05
Research, data entry, clerical support and fulfilling assigned tasks, filing, phones, providing information and referrals for students and potential students.
Completed

Leadership Experience
Advisor, Jabulani Black African Legacy Rite
Advisor, SFSU Gospel Gators
Advisor, Zeta Phi Beta
Advisor, African Student Association
Advisor, Habesha Student Union

Field Study
Black Teachers Teaching Black Adults
Reading, writing and Speech for inner-city adults
External Reviewers’ Report

Department of Black Studies
San Francisco State University March 7-8, 2005

Submitted by Professor Molefi Kete Asante
Department of African American Studies 1115 W. Berks Mall
Temple University Philadelphia, Pennsylvania 19122
Masante@temple.edu  Editor,
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Professor Shirley Nash Weber Department of Black Studies San Diego State University San Diego,
California 92105 Weber2@sdsu.edu
President, National Council of Black Studies 619 594 6550

I. Introduction

The aim of an evaluation is manifold. However, one of the purposes of such an evaluation is to assess whether or not a program has stated a clear mission, understood it and then achieved its mission. If it has achieved its mission then evaluators should suggest ways to maintain and improve upon the mission. If it has not achieved its mission, then the evaluators must suggest ways that will bring the Department in symmetry with its own vision. Of course, if the mission is unclear then it is necessary to propose a possible mission within the context of the shifting realities of the academy. Our task, as we saw it, was to assist the department and the University in fashioning a programmatic model that is achievable within the parameters of the campus community. Fortunately, for us the department had presented a thorough self-study that gave us useful and indeed essential information in our review although it had been completed some months prior to our visit. We believe that an external program review of an academic department must be evaluated in the context of the mission of the University as well as that of the department itself. To this end, we requested from the University administrators a copy of the current strategic plan of the University.

To achieve our evaluative purpose, we attempted to ascertain where the department stood at this time in its history and within the discipline of which it is a part. In order to arrive at this understanding, we reviewed the department within the context of the academic environment and public context to which the department responds. We also examined in detail the department’s self-study prepared by Professor Wade Nobles.

Prior to our on-site phase of the review we spent several hours going through the documents received. The documents assisted us in meeting the challenge of conducting a comprehensive review in order to prepare this report. The departmental self-study included information on departmental objectives, goals, curricular issues, student issues, and faculty vitae. During our site visit we interviewed administrators, faculty, and students and read additional materials.
This report is based on interviews of the following representatives of the University Administration, the departmental faculty, and students: Administrators included:
Dr. Richard Giardina, Associate Vice President Dr. Bruce Heiman, Member, APRC
Dr. Ann Hallums, Graduate Dean

Dr. Dan Buttlaire, Undergraduate Dean
Dr. Ken Monteiro, Acting Dean, Ethnic Studies Dr. Dorothy Tsuruta, Chair, Black Studies
Dr. Marilyn Verhey, Dean, Faculty Affairs

In addition to these interviews, we conducted group interviews with faculty and students in the department, surveyed the department’s space and general environment, and held individual conversations with a range of faculty and students. We were extremely grateful for the in-depth discussions we had with the administrators and faculty of the department during the first morning visit. We held a very in-depth discussion with Acting Dean Ken Monteiro who answered our questions with intelligence, reflection, and appreciation for the value of the department to the overall enterprise of education at San Francisco State University.

At the conclusion of our two full days of interviews and discussions on campus we had an exit review that included additional members of the Administration. Provost John Gemello was joined in the meeting by the original administrative cadre plus Dr. Enriques Riveros-Schafer of Academic Resources and Dr. Gail Whitaker of Academic Program Development. The External Reviewers then met to determine how we would proceed with the external report. It was decided that to develop a systematic framework for the program review report so that conceptual content was joined with descriptive and evaluative discussion, we would arrange our comments under the following general areas: Overview, Academic Perspectives: Breadth and Scope, Interpersonal Relations: Faculty and Students, Faculty Hiring and Development Issues, Curriculum, and Recommendations and Conclusions.

We were guided in this decision by the initial meeting we had with the Administrators who identified five general areas for analysis and comment: Curriculum, Faculty Issues, Interpersonal Relations, Students, and Breadth and Scope of the Department. We have dealt with all of the issues raised in the Departmental Self-Study Report, the initial meeting with the administrators, the acting dean, the meetings with the faculty and students, embedding the answers throughout our narrative. In addition we have made a careful perusal of *A Bridge to Opportunity: University Strategic Plan, 2005-2010*. A separate set of resource dependent and non-resource dependent recommendations appear at the end of our report.

II. Overview

San Francisco State University is one of the leading urban/metropolitan universities in the State of California. It “aspires to be the nation’s preeminent public urban university” (*A Bridge to Opportunity: University Strategic Plan, 2005-2010*). This is both a laudable and achievable goal for this University. Since its inception the University has met the needs of a diverse population, including a multiplicity of cultural groups and nontraditional students. SFSU has projected a progressive attitude toward cultural, ethnic, class, and gender diversity becoming over the years a leader in the nation in this regard. This has given the University a special flavor and a rather cosmopolitan history and atmosphere.

Given the mission of San Francisco State University and what we have read in *A Bridge to Opportunity: University Strategic Plan, 2005-2010* we have provided the University with an evaluation that
took into consideration the University’s support for academic excellence, access and flexibility for diverse communities, engaged and expanded intellectual community, and institutional culture that supports change and innovation. These are uniquely powerful themes in a comprehensive vision for a large multicultural and multidimensional public campus.

We found the University to be a highly progressive university seeking to reflect the diversity of its members, its stakeholders, and its community. Its reach to become an even more significant urban institution is supported by its commitment to the optimization of its resources for teaching, research, and community activity. Hence, it has conjoined its ethnic, cultural, and diverse composition with sincere statements about diversity and effective education.

Moreover, the University has dedicated itself to the enhancement of instruction and research, collaborative ventures, and efficiency and effectiveness in education in an effort to continue an atmosphere of creative intellectual growth and development. Most members of the Department of Black Studies told us that they saw themselves and their program in the light of the University’s goals. However, they also indicated that there were areas of concern.

Professors and graduate students in the field of Black Studies learn about the origin of the San Francisco State University Department of Black Studies as a matter of the history of the field. In fact, Nathan Hare, the original founder of the program, has become an icon in the field because he was the first person to establish a department of Black Studies. The department’s self-study accurately assessed the nature of the movement to create Black Studies in those early days as a response to the legitimate academic goals of a liberal society. The Self Study Program Review Report states “The history of the Black Studies Department is genetically linked to the development of the discipline itself.” The Report points out that the appointment of Nathan Hare in 1968 was critical to the development and approval of the program in 1969.

Thus, the field of Black Studies was born at San Francisco State.

This is a fact that puts the University squarely in the history of a discipline as it is in no other discipline. We are not aware of any other discipline being developed at San Francisco State University. So this is a remarkable achievement, one which the University should cherish as a major achievement in the history of higher education.

III. Academic Perspective: Breadth and Scope

The emergence of the discipline of Black Studies (variously called Africana Studies, Africology and African American Studies now) represents a response to the historical neglect of a major portion of the human experience in the traditional departments. As a discipline it has offered a critique of institutional knowledge by Afrocentric scholarship, that is, demonstrating African agency in phenomena as well as a critique of domination that has introduced African agency to the academy.

As such the Department’s self-study accurately insisted that Black Studies is a transforming discipline. The Report eloquently stated that “... Black Studies…has historically focused on (1) the intellectual inadequacy and injurious nature of traditional white (Eurocentric) Studies (2) the need to teach Black studies from a black frame of reference; and, (3) the problem of white conversion, wherein the regular educational experience resulted in the transformation of Black students into vulgar careerists or what Fanon called “obscene, caricatures of Europe” and pathetic imitators of their oppressors without a sense of social commitment. The first three decades, locally and nationally, in the field were devoted to formulating structures and concepts to govern the intellectual work of the scholars who devoted their lives to bringing this new vision into the academy. Thus, professional organizations such as the National Council for Black Studies and the African Heritage Studies Association, Association for the Study of Classical African Civilizations, were started to provide space for continuing debate, engaging discussions, and critical discourse.
What was clear to many of the scholars who worked in the field during those early years was that the academy held some of the same injustices for African people as in those areas ancillary to the University. These were not just personal injustices, but problems of concepts, theories, intellectual orientations, and philosophies.

Many arguments in the social sciences posit the European particular experience as universal and generalize this experience as the norm for intellectual inquiry. Thus, there has been a growth in theoretical work in the field of Black Studies in the last few years. Much of the philosophical foundation work being done by Professors Theophile Obenga and Wade Nobles can be placed in the forefront of the discourse on philosophical bases of Black Studies.

The department has defined itself as on the cutting edge of the discipline. Our assessment is that the department has the potential to be on the cutting edge because of its commitment to African philosophy as the underlying base of the department’s curricular thrust. There is no question that African philosophy is fundamental to an appreciation of Africana Studies as an intellectual field. What we would like to see is this emphasis infused in more courses in the department. As new faculty members are hired and acculturated into the discipline in an integrative fashion it will mean that the coherence of the faculty, that is, at the level of its intellectual mission and objectives will be clarified for a larger body of individuals.

It bears repeating that the Department of Black Studies at San Francisco State University led the spirit that caused more than 300 colleges and universities to establish African American Studies during the past thirty five years. This was a spirit of academic excellence and social responsibility. We gather that there is a strong desire on the part of the faculty and students to recapture the glory of those early days. It appears that they have undertaken some “circles of success” in terms of teaching and research and using their students as participants in the discovery of knowledge. This is useful and very effective in establishing the department as within the scope of the University’s A Bridge to Opportunity: University Strategic Plan, 2005-2010.

The original warrant for the department is still as great today as it was in the late 1960s. All evidence, nationally and locally, indicate that the field is of even more importance now that the region has become more diverse. But there is perhaps an even greater warrant contained in the College’s and University’s renewed commitment to diversity as told to us during our interview. We believe that there is a continuing University interest in the African experience as a legitimate area of intellectual inquiry. This attitude suggests to us that the University recognize the significance of the department in helping to meet some of the objectives in its overall mission. At the core of the potential synergy ought to be, it seems to us, a strong commitment, as expressed by the administrators whom we interviewed, to reinvigorate the department.

IV. Interpersonal Relations: Faculty and Students

The atmosphere in the departmental space is generally friendly. Yet we were made aware of some personal tensions between some faculty members as seems to be the norm in highly active and opinionated faculty members in departments. While we did not see this as at a destructive stage we believe that it is necessary for the faculty to pay close attention to interpersonal relationships where they impinge on the success of the department’s objectives and the students’ learning effectiveness.

The department appears to have dodged some extremely serious moments in its stability during the term of the previous dean of the college. According to members of the faculty there were attempts to undermine the relationships between faculty members but despite these efforts at manipulation the faculty members remained cordial and collegial.

We discovered that students found the department to be “student friendly” and an enjoyable environment. We found the students to be excited about the department. During a wide ranging discussion with ten majors in the department we were told that the faculty members of the department were extremely helpful. Some students said that the atmosphere was like that in a family. They felt comfortable in the department, in the classes, and with professors. The students singled out several professors for special
mention: Professors Oba T’Shaka, Wade Nobles, Johnetta Richards. These were the names that were mentioned spontaneously by the group of students who met with us on our first day on campus. The students then gave us a fairly detailed account of their experiences in the department. Comments about the professors’ willingness to counsel without judging, guide and direct research, spend time with students on complex subjects, allow students to express feelings, and teach students how to write, learn lesson planning, and study abroad were particularly helpful to our assessment. These comments we were able to put within the context of the overall Self-Study of the department.

We did not get the impression that there were any professors who had negative evaluations from the students we interviewed. We asked students to tell us about the strengths and weaknesses of the program. They could not think of any particular weaknesses although some expressed the belief that there could be more study abroad programs to more places in the African world (Africa and South America), and more high school visitations so that when freshmen enter the University they would know about the department. All of them seemed to know about the “Chicken and Juice” event that occurs in the department on a regular basis but they had different ideas about how it started than those expressed to us by the faculty. All the students, however, thought that the coming together of faculty to prepare food for the students was a good activity and provided “free” space for discussion, social interactions, and informal learning and teaching.

One of the troubling aspects of the departmental administration is the lack of adequate secretarial support. There should be at least one full time person accredited to the department for clerical support. We found the department’s clerical staff to consist of two part timers. This is quite unacceptable.

In general it appears that the administrative environment of the department is fair and healthy. The current chair of the department, Dr. Dorothy Tsuruta, has created the kind of open atmosphere that is warm and friendly. But she has also, with the assistance of the faculty, established a space for intellectual discussion and debate on issues dealing with culture, class, and gender issues. These achievements are to be praised and should be rewarded with increased University support.

The two recent hires in the department, Dr. Shawn Ginwright and Dr. Antwie Akom, seem to be welcomed by the faculty and students and appear to have good relationship with their colleagues. In their discussions with us they were energetic and excited about the historical nature of the department and the possibility of reinvigorating the future of the program. They do not have full time obligations in the department but do appear committed to the discipline and the department. This will hamper their ability to take on the development of the discipline and the shaping of the direction of the program. We expect that these two hires once they are more actively integrated into the teaching program of the department will bring an infusion of new ideas and concepts. It is critically important that they are socialized into the “family” through the mature and professional modeling of the senior faculty in research, teaching, and community service. We were happy to see a good spirit between the senior faculty and new hires.

V. Faculty Hiring and Development Issues

The Department is in the College of Ethnic Studies. It has sought a full collegial relationship with other units in the college and University. Of course, the department faces great challenges considering the limited budget, other administrative and departmental duties, and community service that the faculty members are required to perform.

One way that they can continue to meet the needs of the discipline and tighten their academic program is through setting hiring priorities that valorize the terminal degree in Africana Studies itself. There are many examples of programs that went through such a creative shift in the academy: communication, biochemistry, criminal justice, and computer science. After nearly forty years of academic training and many years of graduate education in Black Studies it is time for the department to begin the process of examining hiring that is consistent with the maturity of the field. This means that the current
Faculty must look to replace themselves with individuals trained in the field. Actually this is the only way that the department can preserve its rich legacies in scholarship, service, and teaching that have been developed for many years.

There are now six doctoral granting programs in the field (Temple, Berkeley, UMass, Michigan State, Yale, and Harvard). All doctorates in Africana Studies are not the same since there are different schools of thought as in other fields. Some people will come from departments and programs that have a more Afrocentric emphasis and some will have a more Americo-centric emphasis or a West Indian-centric approach. Their interests will be different as well because some will emphasize literary subjects, music, philosophical issues, psychological issues, aesthetic ideas, social institutions, political issues, and history and others will want to concentrate on policy issues such as housing, international areas, education, and public policy. We state this fact because in a department that seeks to be Afrocentric where the emphasis is on the agency of African people wherever they are in the world, e.g., United States, Nigeria, Brazil, Jamaica, Mexico, or Canada, one can still have discussion and debate about what constitutes agency in given situations. This allows the department to argue trans-continentally. The department also has a commitment to a trans-generational emphasis which allows the department to cover various periods in the history and experiences of the African world.

The department has two people who are leaders in the field: Professors Wade Nobles and Theophile Obenga. They deserve special recognition and mention for their efforts to expand the intellectual scope of the discipline, creating for themselves and San Francisco State University an international reputation for excellence throughout the world. They are, in effect, world class scholars in any university. In addition, Professor Oba T'Shaka's special work in Pan African organizations, as a former leader of the Congress of Racial Equality, and organizer of major conferences on activism, has made him one of the keepers of the San Francisco State University tradition of scholarship and community involvement.

The work of Dr. Johnetta Richards in socializing students toward the entire African world with study abroad programs to Africa and South and Central America must be seen as a positive contribution to the education of the students in the department.

The review committee was left with the impression that the routine work of the department was left to a handful of faculty members who had the daunting task of trying to carry out the original mission of the department to work with the community and to perform on a personal basis with projects in the community while receiving limited or no support from the University. There are some key projects and activities that taken together constitute an enormous commitment of energy by the faculty. For example, there are journals that are edited by Dr. Theophile Obenga and Dr. Dorothy Tsuruta; a school supported and led by Dr. Oba T'Shaka, and a community center led by Dr. Wade Nobles.

Several initiatives started by faculty were developed off campus because the faculty members felt they were unable to secure funding or clerical support on campus. This is a travesty in many respects because the individuals have gained enormous prestige with the projects and the department has been made anemic by the lack of identification with this work and research. This is an area that deserves to be addressed and redressed if the department is going to ensure the survival of the activities beyond the tenure life of the individuals.

VI. Curricula

The department has developed a curriculum that is solid in depth and breadth of courses offered. Students can take a major or a minor in Black Studies. Those majoring can take courses leading to the B.A. degree. There is also a M.A. in Ethnic Studies with a concentration on Black Studies.

There are two initiatives that are proposed by the department: (1) a concentration-emphasis shift, and (2) a stand alone graduate program in Black Studies. In addition to these two initiatives we have
examined the department’s assessment work.

**The Emphasis Shift**

The department proposes to shift from a two-concentration emphasis to a four-concentration emphasis. At the present time the department offers courses in Humanities and Behavioral areas. It proposes to shift to four emphases: History, Human Development, Aesthetics, and Science/Spiritness. The department’s proposed program demonstrates strong intellectual leadership in defining the nature of the Africana Studies and should be supported as one of the cutting-edges of the field. Indeed, the conceptualization of the field as an Afrocentric (African-centered) discipline is at the frontier of the field. Other departments are now moving in this direction as the ultimate philosophical location of the discipline. If the department does not move in this direction it means that the mere aggregation of courses about African descended people constitutes the field of study. Clearly, the department sees the necessity of defining the discipline of Black Studies as more than a collection of courses about black people, but in a philosophical way, in line with the major trends in the field, the department has moved to the forefront of the Afrocentric aim of highlighting the agency of African people in all phenomena about African people. This is highly productive in a theoretical and methodological manner, giving birth to new ways of viewing old facts and new assumptions about research issues. We found this to be quite exciting. Of course, there are some things that the department must do in order to align itself with this new thrust. One obvious discrepancy for us was the fact that there are still some courses that are titled “Black this-or-that” in sort of a throwback to another era when the field was emerging into its own perspective. Now that most departments have abandoned this construction of the curriculum the department will need to revisit those courses in light of the declared Afrocentric emphasis. They should be stated not as an opposition to “white” courses but in a more positive and agency-filled way.

We were impressed with the fact that the department saw the value in aligning its learning objectives, course development and curricular structure to the Afrocentric thrust of the discipline as “a vitalistic synergetic multidimensional science” (*Self Study Program Review Report*).

The bold revision of the core should be encouraged for the department because it seeks to “prepare students to not only understand the world they live in but to see where the world is wanting and to have the ability and the desire to make it better” (*Self Study Program Review Report*). The four new concentrations are: The History and Philosophy Emphasis, the Human Development and Governance Emphasis, the Aesthetic Emphasis, and the Science/Spiritness Emphasis. When we look at the courses accompanying these concentrations it seems quite logical and rational. The Science/Spiritness Emphasis is particularly bold within the context of the University because it brings together for the first time philosophical interests of the African world with concepts that are normally thought of as only Western. Science and Spiritness, the qualities consistent with the deepest structure of African thought, will invigorate new synergistic work in the discipline. Universities have long been the incubators for cutting-edge ideas and this is certainly a useful idea that will allow the explorations of many aspects of the science of knowledge from an Afrocentric perspective. This is definitely one of the critically important areas for the future of Black Studies. We are certain that this will be followed by other campuses.

Clearly, the curriculum is a major strength of this department. The faculty has been very creative in establishing courses that give students a clear and balanced perspective of Black Studies. San Francisco State University is in the best position, given its African philosophical base, to carry out these components as a way of integrating the study of African phenomena in North and South America, Africa, and the Caribbean. The department should be encouraged in this work.

The department has taken seriously the University’s desire to create “a culture that promotes and supports race and gender diversity, inclusivity, equity, and open education.” Each of the department’s courses addresses issues that are relevant and meaningful to residents of a large urban community.
The Graduate Proposal

Considering the range of courses and the qualifications of the faculty and the interests we saw in the students, there is no reason why the department should not also consider a stand-alone graduate program in Black Studies. This would be a special program in the state university system since there is not one at the present time and the graduate program at Berkeley addresses entirely different interests inasmuch as they are not directly related to the historical bases of the black studies movement of which San Francisco State University is the legendary symbolic program.

Based on the research of the faculty and their interests, however, we believe that it would be in the best academic interest and best historical interest for there to be a stand-alone Master’s program in Africana Studies and a joint-doctoral program.

Stand-alone programs exist at institutions such as State University of New York at Albany, University of Wisconsin at Madison, Cornell University, Temple University, University of Massachusetts at Amherst, University of Louisville, Ohio State University, and Clark Atlanta University. San Francisco State University’s department pre-existed all of these programs and should now have its own graduate program.

The academic interest is paramount in our minds because the special and unique needs of the graduate program in Black Studies cannot be adequately accommodated in a generic graduate program. If one accepts the basic premises of the Afrocentric disciplinary thrust then it becomes clear that the graduate program must be grounded in the Kemetic or Classical African philosophical traditions. It is extremely difficult to see how this would work in the context of a generic graduate program.

Secondly, the historic nature of the San Francisco State University department in Black Studies should not be underestimated in terms of the national psyche. It is imperative that it seems to us that the University that first gave the world Black Studies moves to re-establish its position as a leader in the field by supporting the creation of the Black Studies stand-alone Masters and the joint-doctoral program.

The curriculum would clearly serve students in many other disciplines and build relationships as well as stimulate intellectual conversation and collegiality among departments. Based on other such programs we predict that this department would be one of the leading magnets for graduate study in Black Studies in the nation.

There are several possible scenarios for the Joint Doctorate in Africana Studies Program: (1) Explore Interstate Joint Degree Program with Temple University and (2) Explore Ph.D. jointly with Berkeley or Stanford.

Program Assessment

In addition to the Black Studies initial program assessment plan for 1999-2000 found in the review documents, we had the opportunity to review the department’s assessment reports for the past three years. It is apparent that the Black Studies department thoroughly understands the concept of assessment, learning outcomes and objectives, and the various methods of evaluation. Their initial document’s objectives are clearly articulated and can be found expressed in various forms of curriculum development and course outlines.

Each year, the department identifies one of the objectives for assessment. This way, over a student’s career, all of the objectives will have been assessed. The reports indicate favorable results of courses achieving the intended outcomes for the vast majority of the students. The results of the prior year’s assessment are discussed with the faculty. When concerns have been identified from the assessment results, the department has responded by curriculum change and/or academic interventions. In one instance, in order to achieve the Department and University’s learning outcomes in the area of writing, Black Studies developed a tutorial program that assisted students in achieving the writing objectives. Though successful, this program was discontinued due to budget cuts.
The Department is to be commended for its work in the area of assessment. It has a clearly stated program of assessment that impacts the work of the department to the benefit of the students. Given the fact that there is not direct institutional support at the department level for assessment, they have done an excellent job in this area.

Recommendations and Conclusions

In order for the department to meet its obligations and responsibilities we are urging the following recommendations to the College and University. We believe that at a minimum the University should (1) restate its support for the Department of Black Studies, (2) work to increase the faculty, and (3) encourage greater faculty involvement in the activities of the University.

We have divided our specific recommendations into Resource Dependent and Non-Resource Dependent.

Resource Dependent Recommendations

• The department should be granted the opportunity to make six new faculty hires over the next three years. Preferably these hires will be individuals with terminal degrees in the discipline of Black Studies although their interest areas may be tied to the specific curricular needs of the department inasmuch as Africana doctoral programs usually have their own concentrations in behavioral, humanities, creative, and other fields. This recommendation is made in cognizance of the fact that the department lost nearly a dozen lecturers under the previous dean. These lines should be restored as full time equivalents plus two additional lines for discipline development. We believe with such a faculty the department would be set for many years to maintain a high level of scholarship, teaching, and research consistent with the mission of the University.

• To attract and retain additional particularly research-productive faculty, additional support for research and travel is recommended. This is especially the case given the extremely competitive pressures operating with regards to quality Black Studies faculty. Many of the faculty members have not traveled to a professional conference in the field in many years. This is neither good for the students nor for the advancement of the discipline at San Francisco State University.

• The College and University should make the establishment of the joint Ph.D. a priority to reassert the preeminence of San Francisco State University in Black Studies.

• The College and University should support the creation of the stand- alone M.A. in Black Studies as a clear signal that the University intends to reassert its leadership in this field.

• The University should support the establishment of a Distinguished Chair in Black Studies to be named in honor of the department’s first chair, Dr. Nathan Hare.

• The University should support the revitalization of the Anna Julia Cooper/Amilcar Cabral Lecture Series at $25,000 per year as a way to re-launch the national visibility of the program.

• The College should support the hiring of another full time secretary.

Non-Resource Dependent Recommendations

• The College and University administrators should endeavor to make sure that the expertise of the faculty is clearly publicized and understood across the campus. Effective sponsorship of opportunities for cross-fertilization is imperative. This expertise should be actively sought in developing strategic initiatives in
African diasporic studies, experiential learning, urban development, online learning, school collaboration and reform, teacher education, and entrepreneurship and economic development, international development, and other programs.

- The department should provide its students a stronger concentration on the intellectual roots of the field, for example, there should be seminars on the 20th and 21st century movements that underlie the philosophical thrust of the Africana Studies discipline. Students need to be acculturated into the history of the discipline itself as well as the history of African people.
- The name of the Department should be changed from Department of Black Studies to the Department of Africana Studies in line with the recommendations of the National Council for Black Studies.
- The integrity and long history of Black Studies as a pioneering field of interdisciplinary and international studies should be recognized and utilized in additional college-wide and university-wide collaborations.
- Black Studies in meeting the strategic directions of SFSU with regards to its diversity and cosmopolitan direction--in teaching, in research, and in hiring--should be fully embraced and supported with additional financial, personnel, and moral support.
  A SFSU should market the history of Black Studies at the University in order to attract more students.
  It seems that the University is not sufficiently aware of its status as the first Black Studies program to use it for marketing purposes.
  B Study abroad opportunities should be enhanced, especially with regards to its affordability for students of moderate family and personal income.
  C Black Studies should carefully study and enhance its approach to marketing its general education courses among the students.
  D The Department of Black Studies should re-establish the writing and tutorial program for students.
  Perhaps this might be done with the assistance of the newly hired professors.
  E The Department of Black Studies should designate one person as undergraduate advisor and provide that person with a course reduction.

Conclusions
The department has the ability, flexibility, and intellectual vision, given the support of the Administration to join the ranks of healthier departments. It is clear that Black Studies--in every dimension of its existence and operation--has been shaped by the particular and often troubling history of Africans in the Academy. Despite this history, however, the Department has remarkable strength in both its chair and in its faculty. With proper support and nurturing by College and University leadership, and continued community support, there is no reason why this department cannot return to its proper place as the beacon for Black Studies and the leader of one of the most outstanding departments in the United States.

Should the department and university act in concert a stronger academic unit will emerge to the benefit of the University and the wider public. While we were impressed with the leadership in the department and college, we believe that both the University and department can do more to extend the strengths of this department to a national audience. The potential, inherent in the departmental vision within the setting of the challenges posed by the University, is far greater than presently realized. There is no question in our minds that this potential is reachable with a limited output of resources and goodwill.
Committee Process

The Academic Program Review Committee ("APRC") report is based on the following data:

1. The Department of Black Studies Academic Program Review Self-Study, (Fall 2003) ("Self-Study").

2. The Program Report of the Outside Reviewers for the Department of Black Studies, (March 7 – 8, 2005) ("External Review").

3. The Department’s Response to the Outside Reviewers' Report ("Response").

4. APRC interview on October 11th, 2005 with Professor Dorothy Tsuruta and Acting Dean Ken Monteiro ("Interview").

5. The Guidelines for the Fifth Cycle of Academic Program Review.

6. The APRC Evaluative Procedures.

Taken together, the information sources listed above provided an integrated view of the program’s current strengths and future aspirations.

APRC notes that, during the process of External Review, the Department was successful in changing its name from Black Studies to Africana Studies, as had been supported by the External Reviewers. Therefore, both names are used in various places among the documents used in this review.

Report Introduction

The Department of Africana Studies is distinguished by housing one of the few, if not the only, disciplines established at San Francisco State University as an outgrowth of the social movements of the 1960s. Today’s department is working to continue to carry out that distinguished history and tradition while adjusting to transitions in leadership, faculty, curriculum, and student interests.

Curriculum

There are seventeen specific curricular recommendations in the Self-Study (pp. 9-10). Almost all of them are part of the process of transformation of the undergraduate program from a two-concentration “Black Studies” orientation into a four-concentration “Africana Studies” program, a move which was begun at the conclusion of the fourth cycle of academic program review. Almost all of these recommendations involve gestures of significant outreach by the
Department to other departments in the College, to departments in other colleges, to other campuses in the CSU system and elsewhere and to other countries. This willingness to work with other constituencies cannot but help enrich the Program in a variety of ways. The External reviewers do not respond to any of the specific recommendations though they characterize the entire programmatic shift as “bold” and “cutting edge” (External Reviewers Report, pp. 19-20). The APRC approves of and supports the general thrust of the curricular revision but would like to raise some issues about certain of the recommendations.

The Committee recommends that any move to on-line courses (Recommendations 7, 8, 15) be done gradually. In fact, we recommend that the Department begin by initially offering only one course online. This experience should then be evaluated and the pros and cons of such a move considered before proceeding.

It is not entirely clear what qualifications would be required by those Africana Studies faculty who would be teaching “conceptual” science in the Departments of Physics and Chemistry (Recommendation 12). The APRC suggests that the Department clarify their intentions and the qualifications of those who would be offering to teach in those courses.

The APRC has strong concerns about the interdisciplinary strategies being suggested by the Department without clarifying qualifications and standards. We urge the development of a coherent strategy for working collegially to facilitate interdisciplinary collaboration.

The Committee strongly supports the recommendation for a capstone Senior Seminar partly for purposes of improving assessment (Recommendation 17). The Committee supports the effort to improve assessment and is pleased that student feedback is used in making curricular determinations (Self-Study, pp. 20-22).

It is not clear whether Africana Studies 266: Introduction to African Languages in the new core is a Linguistics course or a Language course and APRC suggests that the course description be modified to clarify its purpose.

In relation to the new concentrations in the Afrocentric major, there are problems of clarity in the “Science / Spiritness” emphasis which need to be resolved precisely because that emphasis is, as the External Reviewers maintain, both ground-breaking and “particularly bold” (External Reviewers Report, pp. 19-20). It is clear that central to African Epistemology is the ubiquitous and constant interflow, in both directions, between matter and spirit and that any African Science began from that orientation (e.g., their use of fractal mathematics in village architecture and quilt design) long before Europe even discovered it. The footnote explaining that epistemology on page 33 of the Self-Study, however, asserts the primacy of spirit. What is not clear, then, is how this position differs from similar arguments made about the primacy of spirit and how that should relate to the teaching of science.

Though the Self-Study (p.8) makes but a single reference to it, the External Reviewers assert that the establishment of an M.A. in Africana Studies and eventually a joint Ph.D. is as important a curricular issue as the present reshaping of the undergraduate major (External Reviewers, pp. 21-24). Their argument for the former is persuasive and APRC encourages the Department to take the next steps in this process. APRC believes, on the other hand, that the discussion of a joint Ph.D. is premature at this time and would be better served by the experience gained in the management of a functioning MA program.

The renaming of Black Studies to Africana Studies represents a significant change in the scope and epistemology of the discipline. The Department suggests as much in the Self-Study (p.24), and follows that assertion with an enthusiastic and powerful eight page essay as an example of what the program will be able to cover in the future. It is clear the reach of Africana Studies is much broader than the reach of the program before the name change. The intellectual energy behind that reach is evident in every passage of that essay (Self-Study, pp. 24-31), and it is an exciting delight to read.

There is, however, a potential problem which could arise as a consequence of this broader reach which needs to be made explicit from the very beginning. Both the Self-Study (p.3) and the External Review (p.8) maintain that the program change is desirable because it will ameliorate the institutional deficiencies in the way African materials are usually taught. At present, courses with predominantly African materials are also taught in the following departments: History, International Relations, Political Science, Art History, Cinema,
Dance, Music, Education, English and Humanities. (Anthropology and Women’s Studies used to be in that group and may want to be again.) The APRC believes that this practice should continue in the future. Collegial consultation has always been part of the generation of new courses at SFSU and the Committee is sure that this will not change with the new major. But with the previous curricular focus, the process was simpler. Courses that focused centrally on African American materials were in the field of “Black Studies”, those that focused on Africa could be taught in other departments. Those limits now may be thought to have changed. Many of these courses taught outside Africana Studies are not “Afrocentric.” The nature of their disciplinary constraints makes that impossible upon occasion. But they all generate significant knowledge about Africa. APRC believes that as the boundaries between disciplines evolve, departments affected by this transformation must engage, early in the process, in open dialogue and consultation with all concerned parties.

APRC is pleased with the direction in which the Department is moving and foresees that the gestures of cooperation (e.g., team teaching across Departments and Colleges) will be welcomed. The dialogue between the different approaches to the material can’t help but enrich the lives of the students.

**Faculty**

The Department of Africana Studies has recently seen a great deal of turnover and change in its faculty and lecturers. Department representatives state they are currently delivering their curriculum with lecturers (ARPC Interview) as they have two senior faculty who are in the FERP, and they were not able to make new hires in the past two years. In addition, they have lost lecturers through budgetary reductions. The Department is unhappy with this reliance on lecturers, and the ARPC concurs. APRC is concerned that the Department may have developed a curriculum that cannot be offered with existing full time faculty. The APRC recommends that the Department employ a more incremental strategy: developing new curriculum as new faculty are hired.

Currently, the Department is recruiting for a senior theorist faculty member after making requests for five additional faculty (Self-Study, p. 10). The APRC had requested the Department prioritize their position requests. In the APRC interview, the current chair stated that after the senior theorist, they would like to have the Psychology / Womanist position, then the diaspora, then the literature position (APRC Interview). The APRC is pleased that they have been granted the much-needed senior position and recommends negotiating with the Dean for their additional requests.

The APRC notes the External Reviewers suggestion (External Reviewers Report, p. 20) that future faculty be hired with terminal degrees specifically in Africana Studies. The APRC is concerned that as there are so few institutions offering this degree, an ironclad rule might have the unintended consequence of limiting the pool of acceptable applicants. The APRC recommends flexibility in this area.

In addition, the APRC supports the External Reviewers suggestion that the University take advantage of the Department’s unique position at San Francisco State University and make creating a named chair in honor of Dr. Nathan Hare a development priority (External Reviewers Report, p. 25).

Finally, the APRC agrees with the External Reviewers suggestion that Department faculty need to get more involved in University activities (External Reviewers Report, p. 24).

**Students**

At this writing the APRC notes that data on number of majors and graduation rates that was requested of and promised by the Department was never received. The APRC strongly encourages the Department to track and report graduation rates as a part of standard practice. The APRC notes, with serious concern, the low number of majors in the Department, which has actually declined over the past several
that reconfiguration of the major has the potential to energize students in the Department. We
encourage the Department to pay special attention to graduation rates and to monitor the effect of these
curriculum changes have on the student population.

APRC commends the Department for innovative community building events like the “Chicken and
Juice” monthly meetings as attempts to gain and retain majors. However, the APRC supports the External
Reviewers recommendation that the Department utilize its unique history and tradition at San Francisco State
University as one tool to recruit additional majors (External Reviewers Report, p. 28). In addition, the APRC
supports the External Reviewer recommendations to have the Department enhance their approach to
marketing their GE courses and to enhance their study abroad program as other tools to encourage students to
take courses and perhaps become majors.

APRC strongly encourages the Department to adopt the External Reviewers’ recommendation to
reinstitute the writing and tutorial program (External Reviewers Report, p. 28) and to appoint an undergraduate advisor (External Reviewers Report, p. 28). We note that in the
Department’s response to this External Review recommendation, they failed to support this recommendation, instead saying that they did have advising materials available (Department’s Response to
External Review, p. 3). However, having materials ready and available is not the same as having one person
responsible for ensuring their accuracy and timeliness. Having an undergraduate advisor does not mean that
other faculty do not participate in advising but that one individual is responsible for coordinating the advising
and ensuring its effectiveness. We strongly urge the Department to adopt this practice.

Given the increasing focus on outreach to alumni as part of our campus-wide developmental effort,
the APRC recommends that Africana Studies create and maintain relationships with alumni to provide
opportunities for current undergraduates and support for the Department. In conclusion, the APRC
recommends that the Department, through improvement to advising and alumni involvement, assist majors
in connecting coursework to career pathways and future opportunities.

Resources

From the Department’s initial Self-Study, the External Reviewers Report, and the
Department’s response to that report, it appears clear that, in addition to having more
faculty, the priority resource need is for additional clerical and administrative support for the Department.
The APRC supports this priority and suggests working with the Dean to ensure that Africana Studies has
clerical and administrative support equal to that of the other units in the College of Ethnic Studies.

The APRC also notes the misunderstanding concerning the External Reviewers believing that some
Department faculty had not been attending conferences (External Reviewers Report, p. 25), perhaps leading to
their recommendation for additional funding for travel. In their response to the External Reviewers
(Department Response, p. 2), the Department corrects this misunderstanding. However, the APRC believes
that this issue should be examined and the College should assure that the Department is receiving its equal
share of travel funding.

The APRC would also like to strongly commend the External Reviewers for including two separate
sections on recommendations in their report—one on recommendations requiring monetary resources and one
that does not. This acknowledgement that not all program improvements require monetary resources is
refreshing.

Non-Resource Dependent Recommendations

• The College and University administrators should endeavor to make sure that the expertise of the faculty is
clearly publicized and understood across the campus. Effective sponsorship of opportunities for cross-fertilization is imperative. This expertise should be actively sought in developing strategic initiatives in African diasporic studies, experiential learning, urban development, online learning, school collaboration and reform, teacher education, and entrepreneurship and economic development, international development, and other programs.

- The department should provide its students a stronger concentration on the intellectual roots of the field, for example, there should be seminars on the 20th and 21st century movements that underlie the philosophical thrust of the Africana Studies discipline. Students need to be acculturated into the history of the discipline itself as well as the history of African people.
- The name of the Department should be changed from Department of Black Studies to the Department of Africana Studies in line with the recommendations of the National Council for Black Studies.
- The integrity and long history of Black Studies as a pioneering field of interdisciplinary and international studies should be recognized and utilized in additional college-wide and university-wide collaborations.
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- The Department of Black Studies should re-establish the writing and tutorial program for students. Perhaps this might be done with the assistance of the newly hired professors.
- The Department of Black Studies should designate one person as undergraduate advisor and provide that person with a course reduction.

Conclusions

The department has the ability, flexibility, and intellectual vision, given the support of the Administration to join the ranks of healthier departments. It is clear that Black Studies--in every dimension of its existence and operation--has been shaped by the particular and often troubling history of Africans in the Academy. Despite this history, however, the Department has remarkable strength in both its chair and in its faculty. With proper support and nurturing by College and University leadership, and continued community support, there is no reason why this department cannot return to its proper place as the beacon for Black Studies and the leader of one of the most outstanding departments in the United States.

Should the department and university act in concert a stronger academic unit will emerge to the benefit of the University and the wider public. While we were impressed with the leadership in the department and college, we believe that both the University and department can do more to extend the strengths of this department to a national audience. The potential, inherent in the departmental vision within the setting of the challenges posed by the University, is far greater than presently realized. There is no question in our minds that this potential is reachable with a limited output of resources and goodwill.

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MEMORANDUM OF UNDERSTANDING
SAN FRANCISCO STATE UNIVERSITY
Africana Studies February 2007

Introduction

Black Studies at San Francisco State University began in 1969 and was the first Black Studies Department at a four year college in the United States. In its early years, the program focused on establishing the study of the history of African American struggles as a legitimate academic and scholarly discipline. During these years, the Department was primarily concerned with the problems impacting Black communities in the United States and the struggles against racist oppression. Since that time the Department has extended its subject matter to include Africa and the African American/Diasporan people across time and space. The expanded vision of the discipline has brought an increased focus on scholarship without neglecting the Department’s activist origins. During the course of this program review, the Department changed its name from Black Studies to Africana Studies in order to appropriately reflect the subject matter of the Department. Africana Studies awards a BA degree that provides an African-centered intellectual paradigm rooted in African philosophy, history, culture, science, art, music literature, psychology, family studies, sociology, economic systems, government and religious thought.

In the interest of furthering and reaffirming the quality of its program, the Department undertook a self-study of its BA program, which was followed by an external review by Professor Molefi Kete Asante from Temple University and Shirley Nash Weber from San Diego State University. The external review was, in turn, followed by an internal review by the Academic program Review Committee of the Academic Senate.

Action Plan

Based on the outcome of the program review and on the discussions resulting from this review, the Department of Africana Studies will take the following actions:

Curriculum

1. The Department should move to institute a capstone Senior Seminar. In addition to providing a culminating experience for majors, this course could also be used for department assessment.
2. The Department should clarify the nature of Africana Studies 266: Introduction to African Languages as a linguistics course or a language course.
3. The development of on-line courses involves extensive planning and an additional assessment process. If the Department decides to move in that direction, it should do so incrementally and in consultation with the Office of Academic Planning and Educational Effectiveness.
4. If the Department decides to pursue the development of an MA in Africana Studies, it should work with the AVP for Academic Development to determine the viability of such a graduate program. Although the external review suggests developing a Ph.D. program, the University is precluded by Title 5 from offering independent Ph.D. programs.
5. Consistent with its campus-wide position, the University acknowledges the course content offered in Africana Studies. In this regard, the University encourages the Department to continue to collaborate and communication among faculty and departments throughout the University in matters of course offerings.
Faculty

1. The University notes that the Department has been given permission to search for a senior theorist. In addition, the Department is encouraged to negotiate with the dean further in order to hire a Womanist, Diaspora specialist, and a Literature Specialist.
2. When determining the qualifications for new faculty hires, the Department should cast a wide net in specifying the field of the terminal degree in order to secure a rich pool of acceptable applicants.
3. The Department should pursue the creation of an endowed chair.
4. The Department’s faculty should become more involved in University governance and service.

Students

1. The Department should carefully monitor enrollment and graduation rates and should develop outreach plans to increase enrollment in the major. This effort could include continuing events such as “Chicken and Juice” and advertising the Department’s unique history and tradition at SFSU.
2. The Department should reinstitute the writing and tutorial program.
3. The Department should appoint an undergraduate advisor. The Department is encouraged to create and maintain relationships with alumni in order to enrich the program’s curriculum and for resource augmentation.

Resources

1. The Department should seek funding for addition clerical and administrative support.
2. The Department should seek funding for faculty to attend conferences

Provost’s Statement

The following statement from John Gemello is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding: “Student demand is growing in many areas of the curriculum. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase appreciably (if at all) beyond current levels. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and to assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of Ethnic Studies and the Department Africana Studies must look at their ability to continue to offer the full array of current programs and emphases over the next several years.”

Authorization

We hereby approve this Memorandum of Understanding:

_________________________   ________________
John Gemello, Provost and Date
Vice president, Academic Affairs
Kenneth P. Monteiro
College of Ethnic Studies

Dorothy Tsuruta, Chair
Department of Africana Studie
Department of Africana Studies Online
Teaching and Learning Policy

The faculty in the Department of Africana Studies voted and approved the following Online Education Policy on June 10, 2016.

Attendance:

Tenured faculty present face-to-face at the meeting include: Serie McDougal, Johnetta Richards, Dorothy Tsuruta, Dawn-Elissa Fischer. Tenured faculty members present in the meeting via conference call include: Shawn Ginwright and Antwi Akom. The policy is as following:

Per Academic Year, Fall and Spring:
§ Two online and one hybrid per year;
§ Three courses must be face-to-face;
§ Face-to-Face office hours are required.

This policy applies to tenure and non-tenure track faculty, as well as tenure-track faculty after their submission of third year review.

Furthermore we established this policy contingent on it being in compliance with Academic Senate Online Education Policy (#S16-264) that at least 51 percent of our degree program must be face-to-face.

As reference, see this excerpt from AS #S16-264: “Any degree, certificate, or credential program, new or existing, in which 50% or more of the course delivery occurs through an online course format must consult with the Office of Academic Planning and Development (APD) to obtain WASC approval.”

In this policy, note that “Tenured / tenure-track faculty are essential to the integrity of any academic program.”

Also, “As is the case with face to face modality, class size and corresponding faculty workload will be determined by the department chair and faculty member, taking into account the level of interaction between faculty and students in the course environment, as well as the physical class sizes common on the campus.”

Any professor wishing to teach an online class must complete the QOLT certification process (email the chair proof of completion). This requirement for all faculty wishing to teach online classes, will take effect beginning with the scheduling of the Fall 2017 courses. Emailing the chair proof of having begun the process by attending the workshop, completing the self-review, or initiating the online process will suffice by January 2017, for those interested in teaching online in the Fall of 2017.

The QOLT (Quality Online Learning and Teaching) certification workshops are ongoing. There is a faculty learning community and workshops offered on campus as well as through CSU throughout the year. It is recommended that faculty complete the self-review part of the process and have submitted online course for review by the first department meeting/ faculty development days in January, 2017.

How to get started?

For private workshops for existing program/department cohorts email iteach@sfsu.edu or call 415-405-5550.

QOLT Mentorship Cohort

Who: For instructors who have completed or started a QOLT self-review, are committed and motivated to
earn a certification, and are currently working on course revisions. We recommend that have you completed the QOLT Self-review Workshop above.

**What:** The QOLT mentorship cohort consists of a group of online and hybrid instructors working together to earn their full QOLT certifications. Cohorts work collaboratively to address common instructional challenges and share their solutions while QOLT mentors and AT staff also provide individualized support. During the mentorship period you will revise and improve your course. You will also complete your Self-review and Revision Planning Document and QOLT Certification Application.

**When & Where:** Ongoing group and individual meetings from August 2016 to December 2016 depending on cohort member need and availability. Participation is primarily in-person on campus, but remote participation through live web conference is also possible. All 2016 cohort members will be recognized for their dedication to quality teaching and learning at a wine and cheese recognition event in December 2016.

**How:** To join email iteach@sfsu.edu or call 415-405-5550

See: QOLT (qolt.sfsu.edu) or contact iteach@sfsu.edu more information.
AFRICANA STUDIES
Retention/Tenure/Promotion Policy

Approved by the Provost March 2017

Africana Studies is a multidimensional department with a rigorous intellectual paradigm centered in African philosophy with a "community is the classroom" intellectual and activist thrust.

Documentation: The candidate should prepare a complete CV, a narrative account of activities also called a “self-statement” for each of the three criteria below and supplementary information. The Africana Studies Department will provide examples of successful files for candidates to review in the department chairs office.

General Criteria: The university, college, and department criteria for tenure and/or promotion are (a) teaching effectiveness, (b) professional achievement and growth and (c) contribution to campus and community. Candidates will be evaluated based on these criteria and assessed via the measures of impact.

A. PROFESSIONAL ACHIEVEMENT AND GROWTH

Candidates for tenure and/or promotion are expected to publish on intellectual topics relevant to the African-centered thrust of Africana Studies and in ways that link scholarship, creativity, and activism. The department requires one or a combination of the following professional development criteria to be met for the purposes of tenure and/or promotion to Associate Professor:

• Three peer-reviewed journal articles or book chapters in an edited volume, single or co-authored, that address the Africana studies departments mission in reputable interdisciplinary and/or disciplinary journals or with reputable presses. A reputable press is a press with publication standards, other than author subsidy. Co-authored work is welcomed, however if publications are co-authored, the candidate must be the lead-author on at least three publications and make explicit what role the faculty played in co-authoring the material. Overall, co-authored will be weighted by the RTP Committee based on the documentation provided by the candidate.

or

• One published scholarly self-authored book or a co-authored book that is equivalent to a single authored book that focuses on issues relevant to the Africana Studies mission in a reputable press. Self-published books do not count towards tenure and promotion in the Africana Studies department.

or

• Two published scholarly edited books that focus on issues relevant to the Africana Studies mission in a reputable press.

or

• Grants (200k or above) and creative works in combination with one of the above criteria. Candidates must detail the grant size, their role (i.e. PI), objectives, and accomplishments and how the grant benefits the department of Africana Studies and is aligned with its mission.

Candidates that seek promotion to Full Professor are expected to achieve at least one or a combination of the following professional development criteria:
Publish one scholarly book or co-edited volume in a major press since achieving the designation of Associate Professor.

Publish five additional peer-reviewed journal articles or book chapters in major academic journals or with reputable presses since achieving the designation of Associate Professor. Co-authored work is welcomed and will be weighted by the RTP Committee based on the documentation provided by the candidate.

Secure three major grants or fellowships since achieving the designation of Associate Professor that equal or exceed 300k and are granted by locally, regionally, or nationally recognized organizations/foundations. The grants or fellowships must focus on issues relevant to the Africana Studies mission.

Other contributions such those listed above will be considered. The final determination of professional achievement will be based on the RTP committee evaluation of the above factors in alignment with University RTP policy and procedure.

The Africana Studies department encourages publishers and peer reviewed journals that adhere to the highest standards of Africana scholarship including (but not limited to): the Association of Black Psychologists Journal of Black Psychology; The Association of Black Anthropologist Journal, Transforming Anthropology; Black Journal of Employment and Entrepreneurs; The Journal of African Civilizations; The Journal of African American Studies; The Journal for Pan African Studies; Fire!; The International Journal of Africana Studies: Black Women, Gender, and Families; The Journal of Negro Education; Souls; Callaloo; Black Scholar; The Journal of Black Studies; The Western Journal of Black Studies, African American Research Perspectives; College Language Association CLA Journal: Africa World Press; Third World Press; Black Classics Press; Culture and Society, and similar types of presses that originate in the future.

Curricular Innovation and Development - Candidates must show evidence of some form(s) of curricular innovation. Curricular innovations may include the development of new courses, updating of courses, new areas of instructional expertise, and innovative pedagogical approaches that advance the stated mission and goals of the department. Other forms of curricular innovations may include programmatic innovation within or across the discipline. Equally valued is the design and/or coordination of academic programs such as study abroad. Program description, goals, and outcomes must be submitted along with candidate’s innovations. Candidate must include documentation of the above, including but not limited to items like new and old course content, general education course outlines, and study abroad program overviews.

The Africana Studies department takes a holistic approach to weighing the balance and entire body of work of an individual faculty member, given their unique commitments and strengths in all areas of professional achievement or growth.

B. TEACHING EFFECTIVENESS

The Africana Studies department criteria for retention, tenure and promotion is consistent with broader San Francisco State University retention and tenure policy related to teaching effectiveness. Teaching effectiveness is evaluated through a multiple assessment process including but not limited to (1) peer observations of classroom teaching, (2) student anonymous quantitative and qualitative evaluations, (3) examination of syllabi and related course materials, (4) evaluation of the candidates teaching statement provided in the WPAF.

Effective teaching is demonstrated in the classroom and/or community, when faculty joint with students to develop knowledge and skills through classroom experiences, research, creative activities and community service. The department also considers external and internal grants and consequent course buy outs as an
important but not necessary component to maintain quality teaching. Therefore, candidates who are successful in buying out their time will not be penalized for teaching fewer courses than a standard load. Teaching effectiveness will be demonstrated through the following criteria.

**Course materials**: syllabi, examinations, learning objectives, assignments and projects, reading lists, bibliographies, evidence of course organization.

**Student evaluations**: Faculty seeking tenure and promotion should submit teaching evaluations to students in all classes taught each semester. The RTP committee regards these surveys as essential to the performance review. Scores below 1.5 the College or Department mean are considered “exceptional”; Scores between 1.5 and 2.0 at the College or Department mean are considered “effective.” Scores higher than 2.0 the College or Department mean are considered “need for improvement”.

**Signed and written comments and letters from students**: Letters and notes are reviewed and considered but we recognize that they usually represent a small sample of student opinions.

**Peer class evaluations**: The faculty being reviewed will include peer evaluations from senior members of the department and can also get peer reviewed by faculty outside the department in consultation with the RTP committee and department chair. These evaluations are important for assessing the level of instructor preparations, pedagogy, and presentation of ideas. One peer evaluation per year is required; two are encouraged.

**Advising/Mentoring**: The committee also values the advising of students and student groups. Candidates may include documentation of the nature and quality of involvement. Documentation should include specific activities (include dates), organizational duties, accomplishments, and awards. The committee also values the roles that faculty may serve on students’ master’s theses, senior projects, and the supervision of teaching/research assistants. Candidates who serve in these roles must include: the student name, year, title of thesis/project; indicate those that were chaired.

**Contributions to the Campus and Community**

Contributions in this area are broadly defined as service to university life at a program/department, college, and/or university level, and service to professional and civic communities at the city, state, national, and/or international levels.

**Campus Service**—The RTP committee expects that all probationary faculty will provide service to the program/department. Candidates for tenure and/or promotion to Associate Professor should also have experience on college level committees and candidates for Full Professor should have, in addition, served on a university-wide committee, or the Academic Senate, and/or university-wide or college-wide special groups (for example, the Cesar Chavez Institute or the Wangari Maathai Center). Candidates that demonstrate active participation in campus service at appropriate levels will be tenured and or promoted. **Contributions to the campus may include, but are not limited to the following:**
Africana Studies department committees, 
College of Ethnic Studies committees 
University-wide committees 
University-supported Research centers/programs (MRISP, RIMI, CCI, WMC) 
Black History month leadership 
Black Faculty, Staff, Association Advising: undergraduate and MA thesis advising 
Program development Sponsorship of student organizations 
Non-instructional activities and projects 

There should be evidence that supports contributions in this area. Assessment of the contributions to the campus should contain descriptions and the nature and extent of the work, committee documents, student and colleague letters, and project reports.

Community Service—The RTP committee expects emphasis to be placed on those activities, which directly use the academic expertise of the candidate. Community service comprises of service other than those provided to the program, college, or university. The community to which this service is directed must be related to the candidate’s intellectual purpose. Effective service is determined by its relevance to the field, and mission of Africana Studies. Candidates for tenure and/or promotion to associate professor should be active participants in work of importance and relevance to their field of expertise. Candidates for full professor should demonstrate leadership in work of importance and relevance to their field of expertise. Candidates are required to document their involvement in community service and address community service in their narratives. Contributions in this area should benefit both the community (first and foremost), as well as the campus, by way of SFSU faculty involvement. Candidates must include details of their involvement in service activities, such as relevant goals, objectives, results/outcomes, their specified contributions or roles (such as PI, co-PI, etc.), dates and locations. Relevant activities may include but are not limited to the items below:

− Grassroots organizing and community activism
− Professional services and consultations rendered to community organizations, advocacy organizations, NGOs, and public or private sector agencies.
− Membership on boards of relevant organizations and/or agencies.
− Contributions to the media including newspapers, radio and TV.
− Workshops and talks geared toward community groups and/or educational institutions.
− Committee participation and offices held in professional societies.
− Serving on editorial boards of academic presses and/or journals
− Reviewing manuscripts for professional journals or presses.
− Reviewing grant proposals and serving on grant review panels.
− Reviewing conference papers and panel proposals.
− Facilitating international exchanges and sponsoring visiting scholars from abroad.
− Holding office in professional or community organizations connected to the candidates field.
− Coordinating a convention,
− offering expertise in service the community at the city, national, and international levels.
Class 2017
Baccalaureate and Master’s Ceremony
1988-2017

A Step Toward Change, A Walk Toward Equality, A March Toward Justice

Friday, May 26, 2017
5:30 pm
Main Campus Gym

Class of 2017 Jabulani Commencement Participants
AFRICANA STUDIES
Keir Abrams
Joseph Adams
Zakiyyah Brewster
Nonye Ezekwo (minor)
Ezra Feven (minor)
Nailah Gatson (minor)
DeMareon Gibson
Nohemi Gomez
Toshi’Ar Green
Jayvond Jeffries-Brown (minor)
Daesha Jordan (minor)
Destinee Lanns (minor)
Eboni Maxwell
Tiara Phalon (minor)
Derron Sims Jr. (minor)
Dominique Turner
Eddie Whitfield
Hanna Kebron Wodaje

Class of 2016 Jabulani Commencement Participants
AFRICANA STUDIES
Mercedes Alexander (minor)
Jewell Bachelor (MA)
Meredyth Floyd
Alicia Ford
Claryssa Ford
Tisha Harvey
Justice Howard
Jahil Warton
Jaron McReynolds (minor)
Tyra Norwood (minor)
Rachel Prince
Aliyah Shaheed (minor)
Janice Stutts (minor)
La’Shawnda Thompson
Joy Williams (MA)
Lisa Wilson (minor)
Danielle Wright (minor)
Jasmine Wright (minor)

Class of 2015 Jabulani Commencement Participants
AFRICANA STUDIES
Jasonna Auzenne
Beverly Castillo (minor)
Skky Foster (minor)
Nakira Glasgow
Ashley Graham
Jordan Hicks
Taisha Hudson (minor)
Jamisha Jefferson (minor)
Timothy Killings
Brittany Mosley-Turner
Jasmarie Murry
Monica Pinkard
Shanice Robinson
Sharlana Turner (minor)
Mariah X (minor)

Class of 2014 Jabulani Commencement Participants
AFRICANA STUDIES
Jewell Bachelor
Chelsey Barnes (minor)
Zenaida Barr (minor)
Jozik Benite
Briahna Braxton-Araujo
Thomesha Finley
Babatunde Harrison
Jamila Levine
Shawn McGriff (minor)
Adeilei Ngeno
Veta-Irby Ware
CLASS OF 2013 Jabulani Commencement Participants
AFRICANA STUDIES
Shant’e Austin
Tommy Cross
Marina Dates
Jennifer Early
Imani Hollingsworth
Jameila Louisville-Tatum B
Brittney Venter
Joseph Wilson Jr.
Samyiah Wilson-Franklin
Alicia Garza, one of the founders of Black Lives Matter, who spoke on behalf of SF State graduate students, earned a master's degree in ethnic studies.

SAN FRANCISCO, May 25, 2017– At San Francisco State University’s 116th Commencement today, speakers encouraged the class of 2017 to fight for justice and resist the politics of fear. Alicia Garza, one of the founders of Black Lives Matter who spoke on behalf of SF State graduate students, declared her speech to be “An Ode to Black Women,” saying, “Thank any black woman you want for their resilience, determination, audacity, persistence, dedication. Chosen to speak on behalf of graduate students was Garza, who completed her master’s degree in ethnic studies this year. Garza paid tribute to her mother and the remarkable contributions of generations of African American women.

"Were it not for black women, this black woman standing right here in front of you would not have finished her degree while fighting for the rights of domestic workers and fighting for black lives all over the world, including my own," Garza said.
While a graduate student in Ethnic Studies, Alicia Garza co-founded Black Lives Matter, an internationally recognized organization that began in 2013 to fight violence and racism toward black people. The organization began after the acquittal of George Zimmerman in the shooting death of teenager Trayvon Martin in Florida. It has since grown to an international network of more than 40 chapters across North America and the United Kingdom. Garza said it took her eight years to finish her master’s degree, partly because she had so many other projects going on. She credits SF State Professor of Africana Studies Dawn Elissa Fischer and Dorothy Randall Tsuruta, the chair of the Africana Studies Department, with pushing her to complete her thesis, which looked at how intersectionality has impacted the black radical tradition. Her thesis title states, “None of us are free until all of us are free.”

“I feel really proud of this place. It has a really special history,” she said. “A lot of people who I was mentored by helped create the program that I just graduated from. It’s a special honor to be able to graduate from a program that people fought for really hard and won.”
Richard Polote, a decorated U.S. Air Force veteran, thought he had his college plan mapped out after he completed his military service: get a business degree and make a lot of money. But that plan changed the day Polote took his first Africana studies class and realized he had found his true passion. He will receive his bachelor's degree in Africana Studies. At SF State, Polote also found an ongoing passion for community service. For three years, he served as a mentor to incarcerated youth through San Francisco's Youth Justice Institute, where he's been recognized as Mentor of the Year. He also volunteers at the Afrikatown Community Garden at Qilombo Community Center in Oakland.

Today, he works as a youth development coordinator at the Boys & Girls Club, responsible for planning, coordinating and carrying out educational and mentorship programs for children from first grade through middle school. In addition to science, math and social justice lessons, he shares his knowledge of Africana
Polote plans to pursue a master's degree in Africana studies and journalism and is currently working on a documentary film about the lynching of African American men in the Southern U.S. since 2000.
Thesis: "Oakland's Urban Hieroglyphics: 21st Century Youth Scribes of Oakland's 'Graffiti' Culture"

Born in Pittsburgh, Pennsylvania, Jonathan Brumfield and his family moved to Oakland when he was 12, a difficult transition for him. A self-described "knucklehead kid who challenged educational systems," Brumfield struggled in school but found a sense of belonging attending hip-hop events. "With hip hop, I knew I had a voice, I knew I had a platform," he said. His involvement in hip hop and interest in aerosol art -- commonly referred to as "graffiti" -- also kept him out of violent situations, he said.

Brumfield, who will receive a master's of arts in ethnic studies, now leads the arts program at Safe Passages, an Oakland nonprofit with the goal of inspiring young people and ending the cycle of poverty. He teaches the history of hip hop and aerosol art, using these topics as a tool to connect students to their heritage and personal
identities. "Hip hop saved my life, and I am so grateful to be able to save other young people through hip hop," he said. "All these young people were considered taggers, but I help them explore the context of what they do." Brumfield's thesis also investigated aerosol art and its culture, making links to historic Africana aesthetics. As part of his research, Brumfield interviewed youth who create aerosol art in vulnerable Bay Area communities, exploring the significance of the art form and common misconceptions about it. Brumfield has been invited to speak and teach aerosol art practice overseas, including a recent trip to Senegal where he taught art to youth for several weeks. One of his major life goals is to develop an educational exchange program between youth from Oakland and Africa based on hip hop and aerosol art.
Welcome! As a student, you are an important part of SFSU, and your opinions and thoughts continue to matter to us today. We are currently working hard to improve the curriculum, advising, and support we offer students, and hope you will be willing to help with this. This questionnaire is for you if you have taken one or more classes in Africana Studies. We would appreciate learning your thoughts about your experiences in the Africana Studies course(s) you have taken. If you’re willing to help us, please complete the following survey. Participation in this survey is, of course, entirely voluntary, and your responses will be kept confidential. We know that your time is valuable. This survey should take approximately 20 minutes to complete. Please answer as many questions as you can. Your participation in this survey will help us to improve the educational opportunities we offer our students today. Many thanks! This survey is for anyone who has taken a course in the department of Africana Studies at San Francisco State University. Have you?

- Yes (1)
- No (2)

If No is selected, then skip to the end of the survey.

Please answer the following questions by clicking in the circle next to your answer. Are you currently a student at San Francisco State University?

- Yes (1)
- No (2)

Q1 Africana Studies has helped diversify my educational experience here at San Francisco State University

- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)

Q2 Africana Studies has helped me understand the role that scholarship plays in improving the lives of people of African descent

- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)

Q3 In Africana Studies, I have engaged in learning activities that go beyond the classroom

- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)
Q4 Africana Studies has helped me understand culturally grounded approaches to studying people of African descent
- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)

Q5 Africana Studies has helped me gain a better understanding of my own identity
- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)

Q6 Africana Studies has taught me to use my scholarship to challenge oppression
- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)

Q7 My Africana Studies course/s taught me to better explain lived experiences of people of African descent
- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)

Q8 My course/s in Africana Studies enhanced my commitment to social justice.
- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)

Q9 I have been held to a high standard of academic performance in Africana Studies
- Strongly disagree (1)
- Disagree (2)
- Not Sure (3)
- Agree (4)
- Strongly agree (5)
Q10 In Africana Studies, I learned the importance of addressing the challenges that Black communities face
• Strongly disagree (1)
• Disagree (2)
• Not Sure (3)
• Agree (4)
• Strongly agree (5)

Q11 I have learned how to carry out innovative scholarship in Africana Studies
• Strongly disagree (1)
• Disagree (2)
• Not Sure (3)
• Agree (4)
• Strongly agree (5)

Q12 My learning in Africana Studies has helped me appreciate the diversity among people of African descent
• Strongly disagree (1)
• Disagree (2)
• Not Sure (3)
• Agree (4)
• Strongly agree (5)

Q13 My experience in Africana Studies has made me feel more connected with the university community
• Strongly disagree (1)
• Disagree (2)
• Not Sure (3)
• Agree (4)
• Strongly agree (5)

Q14 Africana Studies has helped me improve my writing skills
• Strongly disagree (1)
• Disagree (2)
• Not Sure (3)
• Agree (4)
• Strongly agree (5)

Q15 Africana Studies has helped me improve my critical thinking skills
• Strongly disagree (1)
• Disagree (2)
• Not Sure (3)
• Agree (4)
• Strongly agree (5)

Q16 Africana Studies has helped me improve my research skills
• Strongly disagree (1)
• Disagree (2)
• Not Sure (3)
• Agree (4)
• Strongly agree (5)
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<th>Dissatisfied (2)</th>
<th>Not Sure (3)</th>
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Q21 In your own opinion, what are the most important things you have learned in Africana Studies? Please type your answer in the space provided below.

Q22 In your own opinion, how has your experience in your Africana Studies class/es compare to your experiences in courses outside of Africana Studies? Explain. Please type your answer in the space provided below.

Q23 In your own opinion, what have you gained most from the class/es you have taken in Africana Studies? Please type your answer in the space provided below.

Q24 What is\are your major(s)? Please type your answer in the space provided below.

Q25 What is\are your minor(s)? Please type your answer in the space provided below.

Q26 Do you plan to make use of what you have learned in Africana Studies in your career after you have earned your undergraduate degree? (Please click inside the circle next to your answer.)
- Yes (if yes, please explain how in this space) (1) ____________________
- No (2)

Q27 Are there any subject(s) that you feel were not adequately addressed in the Africana Studies classes you took? (Please click inside the circle next to your answer.)
- Yes (If yes, what subject(s) do you feel were not adequately addressed in the Africana Studies class/es you took?) (1) ____________________
- No (2)

Q28 Do you plan to go to graduate school after you earn your undergraduate graduate? (Please click inside the circle next to your answer.)
- Yes (If yes, what graduate programs are you interested in pursuing? ) (1) ____________________
- No (2)
Q29 Do you think that San Francisco State University should offer a Master’s Degree program in Africana Studies? (Please click inside the circle next to your answer.)
   • Yes (If yes, would you apply to that program?) (1) ________________
   • No (2)

Q30 What career(s) do you plan to ultimately pursue? Please type your answer in the space provided below.

Q31 How many Africana Studies courses have you taken? Please type your answer in the space provided below.

Q32 What is your age? Please type your answer in the space provided below.

Q33 What is your gender? Please type your answer in the space provided below.

Q34 Are you of Latino or Spanish origin? (Please click inside the circle next to your answer.)
   • No (1)
   • Yes, Mexican, Mexican American, Chicano (2)
   • Yes (3)
   • Yes, Puerto Rican (4)
   • Yes, Cuban (5)
   • Yes (but not listed) (6) ________________

Q34 Which of the following races do you consider yourself to be? (select all that apply) (Please click inside the circle next to your answer.)
   • White or Cacasian (1)
   • Black or African American (2)
   • American Indian or Alaska Native (3)
   • Asian (Specify) (4) ________________
   • Native Hawaiian or Pacific Islander (5)
   • Other (specify) (6) ________________

Q40 Thank you for participating!

Eighty-nine current SFSU students and twenty-six alumni who had graduated from San Francisco State university with major or minor Africana Studies, were surveyed about their experiences taking Africana Studies classes. The questions they were asked are aligned with the mission and learning outcomes of the Department of Africana Studies. Among the current students 54.4% of them were currently majors or minors in Africana Studies and 45.6% were not. Among non-Africana Studies majors or minors, all had taken at least one course in Africana Studies. Eighty-one percent of the current student respondents were African Americans, 7% were White, 10% were Asian, and 3% identified as other (and specified several different ethnic groups). Ten percent identified as Mexican, Mexican American or Chicano.

**Summary of Current Student Survey Quantitative Results:**
• 94.4% agreed or strongly agreed that Africana studies helped diversify their educational experience at SFSU
• 94.4% agreed or strongly agreed that Africana Studies helped them understand the role that scholarship plays in improving the lives of people of African descent
• 84% agreed or strongly agreed that In Africana Studies, they engaged in learning activities that go beyond the classroom
• 93% agreed or strongly agreed that Africana Studies has helped them understand culturally grounded approaches to studying people of African descent
• 85% agreed or strongly agreed that Africana Studies has helped them gain a better understanding of their own identity
• 85% agreed or strongly agreed that in Africana Studies classes they learned to use their scholarship to challenge oppression
• 92% agreed or strongly agreed that their Africana Studies courses taught them to better explain the lived experiences of people of African descent
• 85% agreed or strongly agreed that their Africana Studies courses enhanced their commitment to social justice.
• 84% agreed or strongly agreed that they had been held to a high standard of academic performance in Africana Studies classes
• 92% agreed or strongly agreed that in Africana Studies, they learned the importance of addressing the challenges that Black communities face
• 69% agreed or strongly agreed that they had learned how to carry out innovative scholarship in Africana Studies
• 95% agreed or strongly agreed that their learning in Africana Studies has helped them appreciate the diversity among people of African descent
• 80% agreed or strongly agreed that their experience in Africana Studies has made them feel more connected with the university community
• 74% agreed or strongly agreed that Africana Studies has helped them improve their writing skills
• 88% agreed or strongly agreed that Africana Studies has helped them improve their critical thinking skills
• 78% agreed or strongly agreed that Africana Studies has helped them improve their research skills
• 95% were satisfied or very satisfied with the quality of teaching in their Africana Studies courses
• 85% were satisfied or very satisfied with the accessibility of the faculty in their Africana Studies courses
• 94% were satisfied or very satisfied with the academic rigor in their Africana Studies courses
• 93% were satisfied or very satisfied with Africana Studies faculty’s interest in their academic success

**The Most Important Things They Learned**

Students were asked the following question: “In your own opinion, what are the most important things you have learned in Africana Studies?” Coding of their responses to this question revealed several key themes: history and context, knowledge of self, cultural knowledge and understanding, and social responsibility. Many student respondents mentioned that in African Studies courses they learned the “true” or “real” history of people of African descent. They repeatedly mentioned learning things about people of African descent that were never part of their pre-college education. They also mention how they learned that Black people’s history went far beyond slavery. Others mentioned how their Africana Studies courses provided them with context that helped them understand current conditions and disparities. Some of their responses were: “Learned a lot about African history, to ancient Kemet. U.S. government, and historical context to Black issues”; “I have learned more of my history and other students perspectives on issues, as well as stay updated on things”; and “learning the actual history of Africans and African Americans breaking stereotypes, our history didn't begin with slavery”. Other students, mostly Black students, mentioned that they had gained “knowledge of self”. These students explained how what they had learned had caused them to have a greater understanding of themselves and place a greater value on themselves. They made note of how what they were learning helped them to feel more comfortable with who they are. Others mentioned how their experience in Africana Studies had been a transformative experience that caused them to change their outlooks on life. Examples of student comments about knowledge of self are: “I have learned more about myself and my people”; “I have learned a lot more about myself and who I want to be, moving forward in my life.”; and “confidence in self, importance of history, psychological effects on black people”. Many students mentioned gaining cultural knowledge and understanding. These students made note of the fact that their Africana Studies classes taught them appreciation for cultural difference, how to use culturally responsive approaches to studying different populations, and how to appreciate differing cultural outlooks. Some examples of Reponses about cultural knowledge and understanding are: “intersectionality within other cultures outside Africa and Black America”; “I learned a lot about the differences in African culture as well as African decent and ancient civilization.”; and “One of the most important things I
learned was the importance of being true to one's self, identity, and cultural background and history”. Lastly, student respondents frequently mentioned learning the importance of social responsibility in their Africana Studies classes. These students made note of how they learned the importance of using what they learn in college to serve their communities, to help underserved population, and to challenge injustice. Some examples of Reponses about social responsibility are: “how to use my interest to serve my community”; “Africana studies has invigorated my interest in the Black community”; and “I learned that I can't simply get my education and become a ladder altruist and leave my community behind. I have to go back and help these people who look like me, think like me and act like me.”

What Makes Africana Studies Courses Unique “The Africana Studies Effect”

Students were asked the following question: “In your own opinion, how has your experience in your Africana Studies class/es compare to your experiences in courses outside of Africana Studies?”. Coding of their responses to this question revealed several key themes: Relevant and Engaging, Communal Atmosphere, Africana Perspectives, and Connection to Professors. Many students referred to their Africana Studies courses as more relevant and engaging compared to courses outside of Africana Studies classes. Some of these students explained that their Africana Studies courses were more relatable to the “real world” or the society they live in. Others expressed that the courses were more relatable to their personal lives and experiences. Some students evaluated their Africana Studies courses as more exciting, interesting, and thought provoking that their courses outside of Africana Studies. Some example of student responses about the ways that Africana Studies is relevant and engaging are as follows: “I am more engaged in afrs than other classes”; “I felt so engaged in courses, very interesting and engaging”; and “interesting, more engaging, and thought provoking.”. Many students described their Africana Studies courses as more communal than their non-Africana Studies. These students explained that they felt more welcome and free to express themselves and their viewpoints in Africana Studies classes. Other described Africana Studies classes as relatively less judgmental (particularly regarding discussions of race and racism), more diverse, and open to non-mainstream and Eurocentric perspectives. Some examples of student responses about the communal nature of Africana Studies classes are: “Outside of AFRs there is no sense of community or even concern for others understanding of the material.”; “I felt more welcome, safe and classrooms felt like family environment due to shared cultural experiences”; “I also got to hear from those with different experiences being in these classes gives students the opportunity to talk about things they wouldn’t normally because they may not feel as comfortable outside of Africana Studies.”; “I can express concern with systems from oppression in some classes, what’s called unprofessional for expressing my concerns in ___________(name of a specific class)”; “more open minded but also most willing to talk about issues that affect the black community and other communities of color”; “I have felt at home and more comfortable expressing myself and my thoughts within this class. In certain academia circles it becomes a bit uncomfortable talking about things that involve race and within Africana studies you already know what your getting into, at least you think you know”. Many student responses mention that their Africana Studies classes offered them unique perspectives that distinguished them from other classes. Some of these students mentioned that their Africana Studies courses taught them ways of examining their own ways of thinking and perspectives that challenged Eurocentric ways of thinking. Some examples of student responses about the unique perspective of Africana Studies classes are: “helped me analyze the world in a newer light with a more critical eye for western philosophy”; “Black experience and history of the field that Africana studies brings education that represents all perspectives”; and “differences would be the Africana perspective it’s the study. Other classes focus on their own perspective + viewpoints. Eurocentric view point, evolutionary viewpoint, etc.”. Many of the student respondents mentioned their connection to the professors in Africana Studies classes and their qualities which distinguish them from their experiences in classes outside of Africana Studies. These students explain that they find their Africana Studies professors more relatable to them, passionate about what they teach, and more open minded compared to those outside of Africana Studies. Some examples of student responses about their connection to the professors in Africana Studies classes are: “I gained a better relationship with my classmates and professor”; “there is more of a connection with the professors who teach Africana studies that make you want to learn more and do more in your community”; “the students and faculty in my Africana studies classes have generally been not only more open minded but also more willing to talk about
What They Gain

Students were asked the following question: “In your own opinion, what have you gained most from the class/es you have taken in Africana Studies?”. Coding of their responses to this question revealed two key themes: self-perception and knowledge/understanding. Many students mentioned that they’d gained a new perception of themselves. Some mentioned that they gained an ability to challenge their own ideas and preconceptions. Others noted that they have gained a sense of racial or cultural confidence. Still others explained that they had gained a personal transformation. Some of their responses were: “the knowledge needed to make change in my community. I understand the forces that impact them.”; “I gained more knowledge about the African culture and learned more about the different ways that I personally can fight oppression.”; and “I have gained more knowledge about the history of African people and how songs were the only outlet for them ever since slavery times.” Many student respondents also mentioned that the most important thing that they’d gained was knowledge and understanding of peoples of African descent. These students mentioned the importance of what they learned about African people’s contributions to the world, their experiences, ideas, perspective, and methods of making change. Some of their responses were: “I have gained more confidence in myself and culture”; “I have gained more self-confidence in my blackness. I feel more empowered new knowledge of black people and history”; and “I have gained a sense of myself, as well as my community. I have learned my value in society that has told me that I am without worth”.

What Issues Could Be Addressed More

Students were also asked if there were any subjects that they felt were not adequately addressed in their Africana Studies courses. Most students (85%) responded “no” to this question. Among those who answered “yes”, several subjects were mentioned, including metaphysics, cultural appropriation, popular culture, Black Queer/trans identities, economics, colorism.

Careers Africana Studies Students Are Interested In

Students were also asked what careers they intended to pursue. Students identifying themselves as Africana Studies majors and minors provided a variety of responses to this question, including entering fields such as education, healthcare, law, psychology, social work, media, computer science, and business. However, the most represented professions were education, social work, and healthcare. It is important to note that taken together the most popular professions among Africana Studies majors are those classified as the human services.

Summary of Alumni Survey Results:

- 88% agreed or strongly agreed that Africana Studies courses have helped them understand culturally grounded approaches to studying people of African descent.
- 80% agreed or strongly agreed that Africana Studies helped them gain a better understanding of their own identities
- 85% agreed or strongly agreed that Africana Studies courses and research provided to them were relevant to their career goals and directions.
- 88% agreed or strongly agreed that Africana Studies course/s taught them to better explain the lived experiences of people of African descent.
- 88% agreed or strongly agreed that in their Africana Studies classes, they were held to a high standard of academic performance.
- 92% agreed or strongly agreed that in their Africana Studies classes they learned the importance of addressing the challenges that Black communities face.
- 85% said that their experience in Africana Studies made them feel more connected with the university community.
- 85% agreed or strongly agreed that Africana Studies has helped them improve their writing skills.
- Over 95% report being satisfied or very satisfied with the rigor, quality of teaching, faculty accessibility, and faculty interest in their academic success in Africana Studies.
• 91.67% said that they were able to make use of what they learned in Africana Studies in their career after they earned their undergraduate degree. They noted several ways they made use of what they learned, including: using the knowledge they gained to develop initiatives targeted toward providing services to Black population, and mixed ethnic population, contextualizing the experiences of Black clients in service providing fields, sensitivity to the experiences of Black populations, and teaching skills they use in educational settings.
• 46% had gone on to graduate school since graduating from SFSU
• 100% think that SFSU should offer a Master’s Degree in Africana Studies
• Since graduating, the alumni surveyed had gone into a range of difference professions, including politics, business, and education. The most frequently occurring profession was education; teaching and administration at the elementary, high school, and college levels.
Africana Studies Assessment 2015

Learning Objective
As inspired by novels of African and African American writers, Chinua Achebe and James Baldwin, Students develop a thesis on the theme of family and explore character in both works.

(Learning Objective of AFRS

Ability to comprehend, critique and create examples and evidence of the Africana aesthetic.

<table>
<thead>
<tr>
<th>ASSESSMENT STRATEGIES</th>
<th>SUMMARY OF FINDINGS RE. STUDENT LEARNING</th>
<th>USE OF FINDINGS FOR PROGRAM IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students 8-10-page thesis was graded for ability to discuss aesthetics of the works that resonated with them as studied during the semester, and on their demonstrated understanding how the art is in the service of life—in Africa and the Africana Diaspora in the United States.</td>
<td>Students' essays demonstrated critical thinking, and grasp of the concept of art/art in the service of life. Their papers varied in ability to express ideas in writing.</td>
<td>Program will continue to build on the success in this area of learning outcomes/. But also, that given the concerns with written composition, students’ midterm essay could be assigned earlier in the semester to serve diagnostic purpose and refer student to tutorial.</td>
</tr>
</tbody>
</table>
Program/Degree: Africana Studies  College: Ethnic Studies  Date: 2013 report

Program Mission: Consistent with the mission of the University and the College of Ethnic Studies, Africana Studies [formerly Black Studies] is dedicated to developing in our students the socio-cultural character and intellectual outlook that gives them the ability to contribute to the well-being of themselves and humanity. Truth and an unrelenting, high regard and deep respect for the values of all humanity drive the discipline of Black Studies. Centered in the authenticity and agency of African and African American/Diaspora people across time and space, Africana Studies explores, uncovers, rescues, critically examines, documents and defends the contributions that Black people have given to the world. As a wholistic, integrative and synergistic discipline, Black Studies utilizes the living spirit of excellence to shape the possibilities of both our students and community.

-----------------------------------------------------------------

The Africana Studies Department is in the process of rewriting the mission—and the following is that mission in progress:

Mission for Africana Studies (As in progress of being revised)

The mission of Africana studies is to advance academic excellence, social responsibility and cultural grounding. Africana studies focuses on the study of people of African descent from a core paradigm which seeks human liberation and higher level human functioning. As a discipline, Africana studies draws its philosophical and intellectual foundation from African culture. The discipline of Africana studies is concerned with investigating the thought and practice of people of African descent using theories, concepts, and perspectives that emerge from the unique heritage, and contemporary experiences of people of African descent. Key to Africana Studies is how our curricular strategies can foster liberatory knowledge that can be used to improve and transform conditions in urban black community and global settings. This discipline encourages students to think about how to use the knowledge and skill they acquire to address the needs and concerns of people of African descent and larger society in general.

• Provide students with knowledge of the conceptual approaches and tools of inquiry best suited to explore, explain, describe and advance the lives experience(s) of people of African descent.

Summary of findings about student learning

Students’ essays published in the journal demonstrated their ability in writing to bring constructive analysis to issues affecting the African American community. The students’ poetry complemented the essays in rendering aesthetically the concerns deliberated in the journal.
Use of Findings for Program Improvement
The findings support the organization of the class that assigns students the roles of editors, journalists, and overall producers of the journal, brainstorming as whole class editorial board.

The findings will be used to continue course work in writing and editing and training students to be judges of submissions that meet the standard for a quality publication.
Bachelor of Arts in Africana Studies – SOCIAL JUSTICE STUDIES Associate Degree for Transfer Roadmap

This is a sample pathway for students who transfer to San Francisco State University in 2017–2018 with an AA-T in Social Justice Studies. All lower division GE requirements have been satisfied. Students consult with a major advisor about the most appropriate course sequence.

**Degree completion guaranteed in 60 units:**

**Plan of Study**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
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<tbody>
<tr>
<td>AFRS 101</td>
<td>Introduction to Africana Studies</td>
</tr>
<tr>
<td>AFRS 200</td>
<td>Introduction to Black Psychology</td>
</tr>
<tr>
<td>or AFRS 210</td>
<td>Introduction to Africana Literature</td>
</tr>
<tr>
<td>AFRS 208</td>
<td>Introduction to African American History</td>
</tr>
<tr>
<td>AFRS 326</td>
<td>Black Religion</td>
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</table>

| Units | 15 |

<table>
<thead>
<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>AFRS 200</td>
</tr>
<tr>
<td>or AFRS 210</td>
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<tr>
<td>Core Requirement – See List – Select Two</td>
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<tr>
<td>AFRS 376</td>
</tr>
<tr>
<td>ETHS 300GW</td>
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| Units | 15 |

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<th>Third Semester</th>
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<tbody>
<tr>
<td>Core Requirements – See List – Select Two</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>AFRS 515</td>
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**Fourth Semester**

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<tr>
<td>AFRS 516</td>
<td>Research Methods</td>
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<td></td>
<td>Major Emphasis (9 Units Total) – See List – Take Two</td>
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<tr>
<td>University Elective ^3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>15</th>
</tr>
</thead>
</table>

| Total Units | 60 |

1 AFRS 208 and AFRS 326 also count towards AFRS Humanities emphasis.

2 AFRS 376 counts towards AFRS Behavioral and Social Sciences Emphasis.

3 Three or more units depending on course choices made at the community college, how transferred units are applied to the requirements above, and course choices at SF State. Some courses may meet more than one requirement, e.g., UD GE and the major.

**To Do at SF State:**

Enough total units to reach 120 minimum for graduation; 40 units minimum at the upper division level; to include the following:

**University-wide Requirements: 6–15 Units**

1976 AFRS 214 or equivalent A4 course if not completed prior to transfer (0–3 units)

1977 American Institutions (0–6 units): US History, US Government, CA State and Local Government requirements. If not completed before transfer, recommended courses also satisfy specific major requirements. See notes.

1978 University

1979 Upper division GE: Take three units to satisfy UD-B. Courses approved for UD-C and UD-D satisfy major requirements.

1980 Students entering the major with the AA-T in Social Justice Studies are not required to fulfill SF State Studies requirements.
1981 Complementary Studies: consult with a department advisor on how transfer units and/or SF State units can be applied to ensure degree completion within 60 units.

Africana Studies major: 39 Units

- Core Requirements (30 units) - see list below
- Areas of Emphasis (9 units) – in consultation with a department advisor, choose three courses from either the Africana Humanities Emphasis or the Africana Behavioral and Social Sciences Emphasis. See list below.

University Electives: 3 or More Units

Depends on course choices made at the community college, how transferred units are applied to the requirements above, and course choices at SF State. Some courses may meet more than one requirement, e.g., in both UD GE and the major.

Table 4

Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AFRS 266</td>
<td>Black On-line: Cyberspace, Culture, and Community</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 300</td>
<td>From Africa to Olmec America: Ancient African Prehistory and History</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 303</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 305</td>
<td>Ancient Egypt</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 345</td>
<td>Blacks in Urban America</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 375</td>
<td>Law and the Black Community</td>
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</table>

Africana Humanities Emphasis

<table>
<thead>
<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Code</td>
<td>Title</td>
<td>Units</td>
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<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>AFRS 201</td>
<td>Kemet, Afrocentricity, and the Dawn of Science</td>
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</tr>
<tr>
<td>AFRS 204</td>
<td>Black Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 208</td>
<td>Introduction to African American History</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 213</td>
<td>Science and Spirituality in Ancient Africa</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 221</td>
<td>African American Music: A 20th Century Survey</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 225</td>
<td>Images and Issues in Black Visual Media</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 230</td>
<td>African American Gospel Workshop</td>
<td>3</td>
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<tr>
<td>AFRS 271</td>
<td>Elementary Kiswahili Language and Culture</td>
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</tr>
<tr>
<td>AFRS 301</td>
<td>Africa in Global Perspective</td>
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<tr>
<td>AFRS 302</td>
<td>Black Diaspora</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 305</td>
<td>Ancient Egypt</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 312</td>
<td>Kalifia: The Black Heritage of California</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 326</td>
<td>Black Religion</td>
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<tr>
<td>AFRS 400</td>
<td>Black Arts and Humanities</td>
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<tr>
<td>AFRS 411</td>
<td>African and African American Literature</td>
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<tr>
<td>AFRS 450</td>
<td>African Philosophy and Cosmology</td>
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<tr>
<td>AFRS 551</td>
<td>Fieldwork in Africana Studies</td>
<td>3</td>
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<tr>
<td>AFRS 525</td>
<td>Black Child Development</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 665</td>
<td>Black Journalism</td>
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## Africana Behavioral and Social Sciences Emphasis

### Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>AFRS 100</td>
<td>General Studies Colloquium</td>
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<tr>
<td>AFRS 111</td>
<td>Black Cultures and Personalities</td>
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<tr>
<td>AFRS 125</td>
<td>Black Community Involvement Workshop</td>
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<tr>
<td>AFRS 202</td>
<td>Black Men's Studies</td>
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<tr>
<td>AFRS 301</td>
<td>Africa in Global Perspective</td>
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<tr>
<td>AFRS 310</td>
<td>Anthropology of Blackness</td>
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<tr>
<td>AFRS 320</td>
<td>Black Politics, Mass Movements, and Liberation Themes</td>
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<td>AFRS 335</td>
<td>The Black Woman: A Cultural Analysis</td>
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<td>AFRS 350</td>
<td>Black-Indians in the Americas</td>
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<tr>
<td>AFRS 370</td>
<td>Health, Medicine, and Nutrition in the Black Community</td>
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<tr>
<td>AFRS 376</td>
<td>Government, the Constitution, and Black Citizens</td>
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<tr>
<td>AFRS 401</td>
<td>Pan African Black Psychology: A North American, South American and Caribbean Comparison</td>
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<tr>
<td>AFRS 600</td>
<td>Proseminar in Africana Studies</td>
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<tr>
<td>AFRS 646</td>
<td>Frantz Fanon's Psychology of Violence, Negation, and Liberation</td>
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<tr>
<td>AFRS 660</td>
<td>Civil Rights Movement and Education</td>
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<tr>
<td>Code</td>
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<tr>
<td>AFRS 678</td>
<td>Urban Issues of Black Children and Youth</td>
<td>3</td>
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<tr>
<td>AFRS 705</td>
<td>Seminar in Africana Studies</td>
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</table>

(excluding the two writing calluses GWAR and Second Year Written Composition)

Program Planning for the department takes into consideration the Course offering Enrollment and Frequency (Table 12).
Universities that offer an MA and PhD in Africana/Black Studies

<table>
<thead>
<tr>
<th>MASTER'S PROGRAMS</th>
<th>DOCTORAL PROGRAMS</th>
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<td>Clark Atlanta University</td>
<td>Cornell University</td>
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<tr>
<td>Columbia University</td>
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<td>Northwestern University</td>
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<td>Temple University</td>
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<td>State University of New York, Albany</td>
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</tr>
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</table>
Africana Studies Brouchure/checklist

Department of Africana Studies, Ethnic Studies and Psychology Building, Room 103
Phone: 415-338-2352

Chair: Dr. Dawn Elissa-Fischer

Professors:
Antwi Akom
Johnetta Richards
Dorothy Tsuruta,

Associate Professors:
Antwi Akom
Dawn-Elissa Fischer
Shawn A. Ginwright
Serie McDougal

Assistant Professors:
Ifetayo Flannery
Donela Wright

Emeriti Chairs:
Wade Nobles
Raye Richardson
Oba T’Shaka

Lecturers:
Ashley Aaron
Chris Bell
Thomas Casey
James Cook III
Madeline Flamer
Donna Hubbard
Brittany Prince
Derrick Spiva
Erica Walker

Programs Scope
The Department of Africana

Bachelor of Arts in Africana Studies (39 Units)
Core Requirements: 30 Core Course Units + 9 Elective Units in an Area of Emphasis = 39 Total Units for Africana Studies Major

<table>
<thead>
<tr>
<th>Course#</th>
<th>Core Course Titles</th>
<th>General Education Course Attributes</th>
<th>Taken/Currently Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRS 101</td>
<td>Introduction to Africana Studies (3 Units)</td>
<td>D1: Social Sciences, American Ethnic and Racial, Social Justice</td>
<td></td>
</tr>
<tr>
<td>AFRS 200</td>
<td>Introduction to Black Psychology (3 Units)</td>
<td>D1: Social Sciences, American Ethnic and Racial, Global Perspectives, Social Justice</td>
<td></td>
</tr>
<tr>
<td>AFRS 210</td>
<td>Introduction to Africana Literature (3 Units)</td>
<td>C3: Humanities: Literature, American Ethnic and Racial, Social Justice</td>
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</tr>
<tr>
<td>AFRS 266</td>
<td>Black On-line: Cyberspace, Culture, and Community (3 Units)</td>
<td>E1: Lifelong Learning Develop, C2: Humanities, American Ethnic and Racial, Global Perspectives, Social Justice</td>
<td></td>
</tr>
<tr>
<td>AFRS 300</td>
<td>From Africa to Olmec America: Ancient African Prehistory and History (3 Units)</td>
<td>American Ethnic and Racial, Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>AFRS 303</td>
<td>African American History (3 Units)</td>
<td></td>
<td></td>
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<tr>
<td>AFRS 345</td>
<td>Blacks in Urban America (3 Units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFRS 515</td>
<td>Black Family Studies (3 Units)</td>
<td>UD-D: Social Sciences, American Ethnic and Racial, Environmental Sustainability, Social Justice</td>
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</tr>
<tr>
<td>AFRS 516</td>
<td>Research Methods (3 Units)</td>
<td>UD-D: Social Sciences, Social Justice</td>
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</tbody>
</table>

Minor Program in Africana Studies (18 Units)

Core Requirements: 9 Core Course Units {One Course From Categories A, B, & C) + 9 Elective Units = 18 Total Units for Africana Studies Minor. Additional courses taken from categories B & C count as electives.

<table>
<thead>
<tr>
<th>Category</th>
<th>Course#</th>
<th>Core Course Titles</th>
<th>General Education Course Attributes</th>
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</thead>
</table>

212
<table>
<thead>
<tr>
<th>AFRS 101</th>
<th>Introduction to Africana Studies (3 units)</th>
<th>Dl: Social Sciences, American Ethnic and Racial, Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRS 200</td>
<td>Introduction to Black Psychology (3 units)</td>
<td>Dl: Social Sciences, American Ethnic and Racial, Global Perspectives, Social Justice</td>
</tr>
<tr>
<td>AFRS 345</td>
<td>Blacks in Urban America (3 Units)</td>
<td>U D-D: Social Sciences, American Ethnic and Racial, Environmental Sustainability, Social Justice</td>
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<tr>
<td>AFRS 515</td>
<td>Black Family Studies (3 Units)</td>
<td>UD-D: Social Sciences, Social Justice</td>
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<tr>
<td>AFRS 516</td>
<td>Research Methods (3 Units)</td>
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<tr>
<td>AFRS 210</td>
<td>Introduction to Africana Literature (3 Units)</td>
<td>C3: Humanities: Literature, American Ethnic and Racial, Social Justice</td>
</tr>
<tr>
<td>AFRS 266</td>
<td>Black On-line: Cyberspace, Culture, and Community (3 Units)</td>
<td>El: Lifelong Learning Develop, C2: Humanities, American Ethnic and Racial, Global Perspectives, Social Justice</td>
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<td>AFRS 300</td>
<td>From Africa to Olmec America: Ancient African Prehistory and History (3 Units)</td>
<td>America n Ethnic and Racial, Global Perspectives</td>
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<td>AFRS 303</td>
<td>African American History (3 Units)</td>
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<td>Core Course Titles</td>
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<tr>
<td>AFRS 201</td>
<td>Kemet, Afrocentricity, and the Dawn of Science</td>
<td>American Ethnic and Racial, Global Perspectives</td>
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<td>AFRS 204</td>
<td>Black Creative Arts</td>
<td>C1: Arts, American Ethnic and Racial, Global Perspectives, Social Justice</td>
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<tr>
<td>AFRS 213</td>
<td>Science and Spirituality in Ancient Africa</td>
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<tr>
<td>AFRS 221</td>
<td>African American Music: A 20th Century Survey</td>
<td>C1: Arts, American Ethnic and Racial</td>
</tr>
<tr>
<td>AFRS 225</td>
<td>Images and Issues in Black Visual Media</td>
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<tr>
<td>AFRS 230</td>
<td>African American Gospel Workshop</td>
<td>C1: Arts, American Ethnic and Racial</td>
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<tr>
<td>AFRS 301</td>
<td>Africa in Global Perspective</td>
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<td>AFRS 302</td>
<td>Black Diaspora</td>
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<td>AFRS 305</td>
<td>Ancient Egypt</td>
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<tr>
<td>AFRS 312</td>
<td>Kalifia: The Black Heritage of California</td>
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<tr>
<td>AFRS 326</td>
<td>Black Religion</td>
<td>UD-C: Arts and/or Humanities, American Ethnic and Racial, Social Justice</td>
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<tr>
<td>AFRS 400</td>
<td>Black Arts and Humanities</td>
<td>UD-C: Arts and/or Humanities, American Ethnic and Racial, Social Justice</td>
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<tr>
<td>AFRS 411</td>
<td>African and African American Literature</td>
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<tr>
<td>AFRS 450</td>
<td>African Philosophy and Cosmology</td>
<td>UD-D: Social Sciences, American Ethnic and Racial</td>
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<td>AFRS 525</td>
<td>Black Child Development</td>
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<tr>
<td>AFRS 551</td>
<td>Fieldwork in Africana Studies</td>
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<tr>
<td>AFRS 645</td>
<td>Literature of the Harlem Renaissance</td>
<td>UD-C: Arts and/or Humanities, American Ethnic and Racial, Global Perspectives, Social Justice</td>
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<tr>
<td>AFRS 665</td>
<td>Black Journalism</td>
<td>UD-C: Arts and/or Humanities, Am. Ethnic &amp; Racial Minorities</td>
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</table>

**Africana Behavioral and Social Sciences Emphasis:**
Select Nine Units in Addition to Core for Major or Minor

<table>
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<th>Core Course Titles</th>
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<tr>
<td>AFRS 100</td>
<td>General Studies Colloquium</td>
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<tr>
<td>AFRS 111</td>
<td>Black Cultures and Personalities</td>
<td>D1: Social Sciences, American Ethnic and Racial, Social Justice</td>
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<tr>
<td>AFRS 125</td>
<td>Black Community Involvement Workshop</td>
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<tr>
<td>AFRS 202</td>
<td>Black Men’s Studies</td>
<td>D1: Social Sciences, American Ethnic and Racial, Social Justice</td>
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<tr>
<td>AFRS 203</td>
<td>Black Social Sciences</td>
<td>D1: Social Sciences, American Ethnic and Racial, Social Justice</td>
</tr>
<tr>
<td>AFRS 256</td>
<td>Hip Hop Workshop</td>
<td>E1: Lifelong Learning Develop, C1: Arts American Ethnic and Racial, Environmental Sustainability, Global Perspectives, Social Justice</td>
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<tr>
<td>AFRS 290</td>
<td>Malcolm X in the Context of Black Nationalism</td>
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<tr>
<td>AFRS 301</td>
<td>Africa in Global Perspective</td>
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<tr>
<td>AFRS 310</td>
<td>Anthropology of Blackness</td>
<td></td>
</tr>
<tr>
<td>AFRS 320</td>
<td>Black Politics, Mass Movements, and Liberation Themes</td>
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<td>AFRS 350</td>
<td>Black-Indians in the Americas</td>
<td>UD-D: Social Sciences, American Ethnic and Racial</td>
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<td>AFRS 370</td>
<td>Health, Medicine, and Nutrition in the Black Community</td>
<td>UD-D: Social Sciences, American Ethnic and Racial, Environmental Sustainability, Social Justice</td>
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<td>AFRS 376</td>
<td>Government, the Constitution, and Black Citizens</td>
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<tr>
<td>AFRS 382</td>
<td>African American Economic History</td>
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215
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AFRS 551</td>
<td>Fieldwork in Africana Studies</td>
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<tr>
<td>AFRS 600</td>
<td>Proseminar in Africana Studies</td>
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<tr>
<td>AFRS 646</td>
<td>Frantz Fanon's Psychology of Violence, Negation, and Liberation</td>
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<tr>
<td>AFRS 660</td>
<td>Civil Rights Movement and Education</td>
</tr>
<tr>
<td>AFRS 678</td>
<td>Urban Issues of Black Children and Youth</td>
</tr>
<tr>
<td>AFRS 705</td>
<td>Seminar in Africana Studies</td>
</tr>
</tbody>
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For more information about the Department of Africana Studies at SFSU:
Website: http://africana.sfsu.edu/content/home
Facebook: I Love SFSU Africana Studies

#TheDiscip
OUR MISSION

The mission of Africana Studies is to advance academic excellence, social responsibility, and cultural grounding. Africana Studies focuses on the study of people of African descent from a core paradigm, which seeks human liberation and higher-level human functioning. As a discipline, Africana Studies draws its philosophical and intellectual foundation from African culture. The discipline of Africana studies is concerned with interpreting the thought and practice of people of African descent using theories, concepts, and perspectives that emerge from the unique heritage, and contemporary experiences of people of African descent.
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<thead>
<tr>
<th>Course</th>
<th>Humanities Emphasis Courses</th>
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<tbody>
<tr>
<td>AFRE 201</td>
<td>Kenya, Africanometry, and the Dawn of Science</td>
</tr>
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<td>AFRE 204</td>
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<td>Fieldwork in African Studies</td>
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<td>AFRE 648</td>
<td>Literature of the Harlem Renaissance</td>
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### Behavioral and Social Science Emphasis Courses

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<td>Black Men's Studies</td>
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<tr>
<td>AFRE 203</td>
<td>Black Social Sciences</td>
</tr>
<tr>
<td>AFRE 215</td>
<td>Introduction to Black Family Studies</td>
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<td>Hip Hop Workshop</td>
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<td>Malcolm X in the Context of Black Nationalism</td>
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<td>Black Politics, Mass Movements, and Liberation Themes</td>
</tr>
<tr>
<td>AFRE 335</td>
<td>The Black Woman: A Cultural Analysis</td>
</tr>
<tr>
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