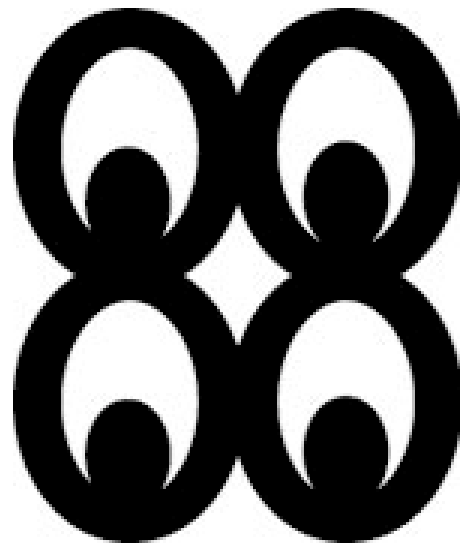


Africana Studies in the US



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Available at eblackstudies.org

Table of contents

Acknowledgments	3
Introduction	4
Method	5
D1: Definition.....	6
D2: Data collection	7
D3: Digitization	7
D4: Discovery.....	7
D5: Design	8
D6: Dissemination	8
D7: Difference	8
Research note	8
Research report.....	9
1. How many institutions grant degrees in Africana/Black Studies?	9
2. What is their identity/focus?.....	13
3. What is the administrative structure?.....	15
4. What degrees are granted?	15
5. What graduate study opportunities exist?	16
Appendix: Directory of Africana Studies academic programs	18
Bibliography.....	28

List of tables

Table 1. The D-7 method	6
Table 2. Number of Africana degree granting institutions and Black population, by state.	11
Table 3. Number of Africana Studies degree programs in each state, ordered alphabetically (left) and by number of programs (right).	12
Table 4. Number of public institutions with Africana Studies degree programs, by region, also showing public institutions as a percent of all institutions with programs	13
Table 5. Names of academic units offering Africana Studies degrees.	14
Table 6. Percent of academic units which use a Diasporic name, by region.	14
Table 7. Structure of academic units.	15
Table 8. Percent of academic units organized as departments, by region.	15
Table 9. Highest degrees offered by academic units.	16
Table 10. Percent of academic units offering a bachelor’s degree, or major, as highest degree offered, by region.	16
Table 11. Graduate programs	17

Note on the cover image

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

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

Introduction

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

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

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

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

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

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

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

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

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

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

Method

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

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

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

Table 1. The D-7 method

D1: Definition

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

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

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

D2: Data collection

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

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

D3: Digitization

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

D4: Discovery

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

D5: Design

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

D6: Dissemination

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

D7: Difference

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

Research note

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

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

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

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

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

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

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

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

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

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

Research report

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

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

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

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

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

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

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

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

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

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

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

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

2. What is their identity/focus?

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

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

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

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

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

	East N = 108	Midwest N = 56	South N = 71	West N = 76	Total N = 311
Percent with Diasporic names	91%	91%	93%	57%	83%

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

3. *What is the administrative structure?*

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

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

Table 7. Structure of academic units.

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

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

4. *What degrees are granted?*

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

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

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

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

Table 9. Highest degrees offered by academic units.

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

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

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

5. What graduate study opportunities exist?

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

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

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

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

Table 11. Graduate programs.

Appendix: Directory of Africana Studies academic programs

State

Institution	Program
Alabama	
Birmingham-Southern College	Latin American Studies
University of Alabama	African American Studies
University of South Alabama	African American Studies
Arizona	
Arizona State University	African and African American Studies
University of Arizona	Africana Studies
Arkansas	
University of Arkansas	African American Studies
California	
California Polytechnic State University	Ethnic Studies
City College of San Francisco	African American Studies
Claremont Graduate University	Africana Studies
Claremont McKenna College	Black Studies
Contra Costa College	African American Studies
Cosumnes River College	Ethnic Studies
CSU Dominguez Hills	Africana Studies
CSU East Bay	Ethnic Studies
CSU Fresno	Africana and American Indian Studies
CSU Fullerton	Afro-Ethnic Studies
CSU Long Beach	Black Studies
CSU Los Angeles	Pan-African Studies
CSU Northridge	Pan-African Studies
CSU Sacramento	Ethnic Studies/Pan-African Studies
CSU San Bernardino	Ethnic Studies
CSU San Marcos	Ethnic Studies
CSU Stanislaus	Ethnic Studies
Humboldt State University	Ethnic Studies
Los Angeles City College	American Cultures

Los Angeles Mission College	African American Studies
Los Angeles Valley College	Ethnic Studies
Loyola Marymount University	African-American Studies
Mendocino College	Ethnic Studies
Merritt College	Ethnic Studies
Mills College	Ethnic Studies
Orange Coast College	Ethnic Studies
Pepperdine University	African-American Studies
Pitzer College	Black Studies
Pomona College	Black Studies
Riverside Community College	History, Philosophy, Humanities and Ethnic Studies
Sacramento City College	Ethnic Studies
San Diego City College	Black Studies
San Diego Mesa College	Black Studies
San Diego Miramar College	Black Studies
San Diego State University	Africana Studies
San Francisco State University	Black Studies
San Jose State University	African-American Studies
Santa Ana College	Ethnic Studies
Scripps College	Black Studies
Solano Community College	Ethnic Studies
Sonoma State University	American Multicultural Studies
Southwestern College	African-American Studies
Stanford University	African and African American Studies
UC Berkeley	African American Studies
UC Davis	African American and African Studies
UC Irvine	African American Studies
UC Los Angeles	Afro-American Studies
UC Riverside	Ethnic Studies
UC San Diego	Ethnic Studies
UC Santa Barbara	Black Studies
UC Santa Cruz	American Studies
University of La Verne	Ethnic Studies
University of Redlands	Race and Ethnic Studies
University of San Diego	Ethnic Studies
University of San Francisco	African Area Studies
University of Southern California	American Studies and Ethnicity

University of the Pacific	Ethnic Studies
Ventura College	African-American Studies
West Los Angeles College	African-American Studies
Yuba College	Ethnic Studies
Colorado	
Colorado College	Black Studies
Colorado State University	American Ethnicity
Metropolitan College of Denver	African American Studies
University of Colorado	Ethnic Studies
University of Northern Colorado	Africana Studies
Connecticut	
Connecticut College	Africana Studies
Fairfield University	Black Studies
University of Connecticut	African American Studies
University of Hartford	African American Studies
Wesleyan University	African American Studies
Yale University	African American Studies
Delaware	
University of Delaware	African Studies
District of Columbia	
George Washington University	Africana Studies
Georgetown University	African American Studies
Howard University	Afro-American Studies
Florida	
Florida A&M University (HBCU)	African American Studies
Florida Atlantic University	Ethnic Studies
Florida International University	African-New World Studies
Florida State University	African American Studies
Nova Southeastern University	Latin and Caribbean Studies
Rollins College	African/African American Studies
St. Petersburg College	African American Studies
University of Central Florida	African American Studies
University of Florida	African American Studies

University of Miami
University of South Florida

African American Studies
Africana Studies

Georgia

Agnes Scott College
Clark Atlanta University
Emory University
Georgia College and State University
Georgia Institute of Technology
Georgia Southern University
Georgia State University
Morehouse College
Savannah State University
University of Georgia

Africana Studies
African and African American Studies
African American Studies
African Studies and Black Studies
African American Studies
Africana Studies
African American Studies
African American Studies
Africana Studies
Institute for African American Studies

Illinois

Augustana College
Bradley University
Eastern Illinois University
Loyola University Chicago
North Park University
Northern Illinois University
Northwestern University
Southern Illinois University Carbondale
University of Chicago
University of Illinois-Chicago
University of Illinois-Urbana-Champaign
Western Illinois University

African-American Studies
African-American Studies
African-American Studies
Black World Studies
Africana Studies
Black Studies
African-American Studies
Black American Studies
African and African American Studies
African-American Studies
Afro-American Studies
African American Studies

Indiana

Ball State University
Indiana State University
Indiana University
Purdue University
University of Notre Dame
Valparaiso University

African American Studies
Africana Studies
Afro-American Studies
African American Studies
African and African-American Studies
Ethnic Studies, Interdisciplinary

Iowa

Coe College	African American Studies
Grinnell College	Africana Studies
Iowa State University	African American Studies
University of Iowa	African American Studies
Kansas	
Emporia State University	Ethnic and Gender Studies
Fort Hayes State University	Ethnic Studies
University of Kansas	African and African American Studies
Wichita State University	Ethnic Studies
Kentucky	
Kentucky State University	African American Studies
University of Kentucky	African American Studies
University of Louisville	Pan-African Studies
Louisiana	
Louisiana State University	African and African American Studies
Tulane University	African and African Diaspora Studies
Maine	
Bates College	African American Studies
Bowdoin College	Africana Studies
Colby College	African American Studies
Maryland	
Frostburg State University	African American Studies
Morgan State University	African American Studies
University of Maryland	Afro-American Studies
University of Maryland Baltimore County	Africana Studies
Massachusetts	
Amherst University	Black Studies
Boston College	Black Studies
Boston University	African Studies
Brandeis University	African and Afro-American Studies
College of the Holy Cross	African American Studies
Harvard University	Afro-American Research

Mount Holyoke College	African-American and African Studies
Northeastern University	African-American Studies
Salem State College	African-American Studies
Simmons College	Africana Studies
Tufts University	Africa and the New World
University of Massachusetts-Amherst	Afro-American Studies
University of Massachusetts-Boston	Africana Studies
University of Massachusetts-Dartmouth	African and African American Studies
Wellesley College	Africana Studies
Wheaton College	African, African American, Diaspora Studies
Williams College	Africana Studies
Michigan	
Eastern Michigan University	African American Studies
Grand Valley State University	African/African American Studies
Michigan State University	African American and African Studies
University of Michigan-Ann Arbor	AfroAmerican and African Studies
University of Michigan-Dearborn	African and African American Studies
University of Michigan-Flint	Africana Studies
Wayne State University	Africana Studies
Minnesota	
Carleton College	African/African American Studies
University of Minnesota	African American and African Studies
Mississippi	
University of Mississippi	African-American Studies
Missouri	
Missouri State University	African American Studies
Truman State University	African/African American Studies
University of Missouri	Black Studies
University of Missouri-Kansas City	Black Studies
Washington University-St. Louis	African and Afro-American Studies
Montana	
University of Montana	African American Studies

Nebraska	
University of Nebraska-Lincoln	African American and African Studies
University of Nebraska-Omaha	Black Studies
Nevada	
University of Nevada	Afro-American Studies
New Hampshire	
Dartmouth University	African and African American Studies
New Jersey	
Adelphi University	African American Studies
Drew University	Pan-African Studies
Princeton University	African American Studies
Rowan University	African American Studies
Seton Hall University	Africana and Diaspora Studies
The College of New Jersey	African American Studies
William Patterson University	African, African American, and Caribbean
New Mexico	
University of New Mexico	African American Studies
New York	
Adelphi University	African-American and Ethnic Studies
Albany SUNY	Africana Studies
Bard College	Africana Studies
Barnard College	Africana Studies
Baruch College CUNY	Black and Hispanic Studies
Binghamton SUNY	Africana Studies
Borough of Manhattan Community College CUNY	Ethnic Studies (African-American Studies)
Brockport SUNY	African and Afro-American Studies
Brooklyn College CUNY	Africana Studies
Buffalo State College SUNY	African and African American Studies
Buffalo SUNY	African American Studies
City College CUNY	Black Studies
Colgate University	Africana and Latin American Studies

College of Saint Rose	American Studies
College of Staten Island CUNY	African American Studies
Columbia University	African-American Studies
Cornell University	Africana Studies
Cortland SUNY	African American Studies
Daemen College	Black Studies
Empire State College SUNY	African American Studies
Fordham University	African and African American Studies
Fredonia SUNY	African American Studies
Graduate Center CUNY	African Diaspora in the Americas and the Carribean
Hamilton College	Africana Studies
Hartwick College	Ethnic Studies
Hobart and William Smith College	Africana Studies
Hofstra University	Africana Studies
Hostos Community College CUNY	Humanities
Hunter College CUNY	Black and Puerto Rican Studies
Ithaca College	Culture, Race, and Ethnicity
John Jay College CUNY	African American Studies
Lehman College CUNY	African and African American Studies
Manhattanville College	African Studies
Medgar Evers College CUNY	Interdisciplinary Studies
Nazareth College	Multicultural Studies
New Paltz SUNY	Black Studies
New York City College of Technology CUNY	African American Studies
New York University	Africana Studies
Niagara University	Black Family Studies
Oneonta SUNY	Africana and Latino Studies
Oswego SUNY	African/African-American Studies
Pace University	African and African-American Studies
Plattsburgh SUNY	Africana/Minority Studies
Potsdam SUNY	Africana Studies
Purchase SUNY	Global Black Studies
Queens College CUNY	Africana Studies
Sarah Lawrence College	Africana Studies
Siena College	Multicultural Studies
St. John Fisher College	African American Studies
St. John's University	Africana Studies

St. Lawrence University	United States Cultural and Ethnic Studies
Stony Brook SUNY	Africana Studies
Syracuse University	African American Studies
Union College	Africana Studies
University of Rochester	African and African-American Studies
Vassar College	Africana Studies
Wells College	American Studies
York College CUNY	African American Studies

North Carolina

Duke University	African and African American Studies
Elon College	African American Studies
North Carolina State University	Africana Studies
University of North Carolina-Asheville	Africana Studies
University of North Carolina-Chapel Hill	African and Afro-American Studies
University of North Carolina-Charlotte	African and African American Studies
University of North Carolina-Greensboro	African American Studies
University of North Carolina-Wilmington	African American Studies

Ohio

Antioch University	African/African-American Studies, Cultural and Interdisciplinary Studies
Bowling Green State University	Africana Studies
Central State University	African Studies
Cleveland State University	Black Studies
College of Wooster	Black Studies
Denison University	Black Studies
Kent State University	Pan-African Studies
Kenyon College	African and African American Studies
Miami University	Black World Studies
Oberlin College	African American Studies
Ohio State University	African American and African Studies
Ohio University	African American Studies
University of Cincinnati	African American Studies
University of Toledo	Africana Studies
Youngstown State University	Africana Studies

Oklahoma

University of Oklahoma	African and African American Studies
University of Tulsa	African American Studies
Oregon	
Oregon State University	Ethnic Studies
Portland State University	Black Studies
University of Oregon	Ethnic Studies
Pennsylvania	
Bryn Mawr College	Africana Studies
Chatham College	African-American Studies
Drexel University	Africana Studies
Franklin and Marshall University	Africana Studies
Gettysburg College	Africana Studies
Haverford College	Africana and African Studies
Indiana University of Pennsylvania	Pan-African Studies
Lafayette College	Africana Studies
Lincoln University	Black Studies
Shippensburg University of Pennsylvania	Ethnic Studies
Swarthmore College	Black Studies
Temple University	African American Studies
University of Pittsburgh	Africana Studies
Villanova University	Africana Studies
Rhode Island	
Brown University	Africana Studies
Providence College	Black Studies
South Carolina	
Claflin College	Black Studies
Clemson University	African American Studies
University of South Carolina	African American Studies
Tennessee	
Middle Tennessee State University	African American Studies
Tennessee State University	Africana Studies
University of Memphis	African and African American Studies
University of Tennessee-Knoxville	Africana Studies

Vanderbilt University	African-American Studies
Texas	
Southern Methodist University	Ethnic Studies
University of Houston	African American Studies
University of Texas at Austin	African and African-American Studies
Virginia	
George Mason University	African American Studies
Old Dominion University	African American Studies
University of Virginia	Afro-American and African Studies
Virginia Commonwealth University	African American Studies
Virginia Tech	Africana Studies
William and Mary	Black Studies
Washington	
Eastern Washington University	Africana Studies
University of Washington	American Ethnic Studies
Washington State University	Comparative Ethnic Studies
Wisconsin	
University of Wisconsin-Madison	Afro-American Studies
University of Wisconsin-Milwaukee	Africology
University of Wisconsin-OshKosh	African-American Studies
University of Wisconsin-Whitewater	Race and Ethnic Cultures

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