

LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

LS 203



UWUCC USE Only  
Number: 95-50a  
Submission Date: \_\_\_\_\_  
Action-Date: App 4/23/96

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

App Senate  
12/13/96

I. CONTACT

Contact Person Yaw A. Asamoah Phone 4506  
Department Economics/Graduate School

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE \_\_\_\_\_  
Suggested 20 character title

New Course\* AF 131 Introduction to Pan-African Studies  
Course Number and Full Title

Course Revision \_\_\_\_\_  
Course Number and Full Title

Liberal Studies Approval+ \_\_\_\_\_  
for new or existing course Course Number and Full Title

Course Deletion \_\_\_\_\_  
Course Number and Full Title

Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title  
New Number and/or Full New Title

Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title

PROGRAM:  Major  Minor  Track

New Program\* \_\_\_\_\_  
Program Name

Program Revision\* \_\_\_\_\_  
Program Name

Program Deletion\* \_\_\_\_\_  
Program Name

Title Change \_\_\_\_\_  
Old Program Name  
New Program Name

III. Approvals (signatures and date)

Department Curriculum Committee  
[Signature] 12/6/95  
College Curriculum Committee

Department Chair  
[Signature] 12/6/95  
College Dean

+Director of Liberal Studies (where applicable)

\*Provost (where applicable)

## Proposal for a New Course

### I. CATALOG DESCRIPTION

AF 131 Introduction to Pan-African Studies

3c-01-3sh

A multi-disciplinary introduction to Africa and the African diaspora. The course explores the effects of Africa's history, in particular colonialism and independence, on present-day Africa; it examines the relationship between Africa and the African diaspora with special attention to African arts, social systems, and political and economic development; it also looks at Africa's contribution to contemporary culture in the Americas.

### II. COURSE OBJECTIVES

1. Students will learn about Africa and the African diaspora from a multi-disciplinary perspective.
2. Students will be exposed to the variety of historical, social, economic, political, cultural, and geographical factors that have shaped Africa and the African diaspora.
3. Students will be sensitized to the relevance of the Pan-African cultural heritage.
4. Students will understand the diversity of the African continent and the variety of political developments that have occurred on the continent since independence.
5. Students will understand the relationship between Africa and the African diaspora.

### III. COURSE OUTLINE

- A. Introduction to African History** (2 weeks)
1. Africa as the birthplace of humankind
  2. Islamic and pre-colonial European influences on Africa
  3. The impact of geography on African history
    - a. the role of the Nile on the origin of civilization
    - b. the legacy of slavery and colonialism on African development
- B. Introduction to African Geography** (1.5 weeks)
1. The physical features, climate and vegetation of Africa, and their impact on Africa's development
  2. The population and its growth rate in relation to the continent's resource base
- C. Introduction to African Art, Religion, Music and Culture** (6 weeks)
1. Introduction to African Literature
    - a. Anglophone African literature
    - b. Francophone African literature
    - c. Afro-Caribbean literature
    - d. African-American literature
    - e. Afro-Brazilian literature
    - f. Afro-Hispanic literature
  2. Introduction to African Religions
    - a. Factors that influence development of religion in Africa
      - How traditional African religions, Islam, and Christianity co-exist and

- influence each other
      - "Africanization" of Christianity and Islam
    - b. The influence of traditional African religion on the African diaspora
  - 3. Introduction to African Art and Music
    - Elements of African art and music on the continent and in the diaspora
  - 4. Introduction to African Culture
    - a. Aspects of traditional African culture
    - b. The influence of indigenous, Western, and Islamic factors on the African contemporary lifestyle
- D. Introduction to African Political and Economic Development (3 weeks)**
- 1. Introduction to African Politics
    - a. Colonial and post-colonial politics of Africa
      - the effects of colonial legacies on African political development
      - Africa's post-colonial search for a viable form of government
    - b. The role of African women, and of women of African descent in the political and economic struggles in their respective regions of residence
  - 2. Introduction to Economic Development in Africa and in the Diaspora
    - a. The meaning and relevance of development to the African condition
    - b. factors affecting the impending development of Africa
    - c. The economic condition of people of African descent in the Americas
- F. Africa and the World (1.5 weeks)**
- 1. African contribution to contemporary culture
    - a. the significance of the African diaspora in the United State and Caribbean
    - b. the continuing influence of the erstwhile superpowers on Africa.

#### IV. EVALUATION METHODS

##### 1. Attendance Policy

Regular attendance in class is expected, but is not required. Students should note, however, that their active participation in class and in-class assignments makes up a portion of their grade.

##### 2. The final grade for the course will be determined by the following scheme:

- Three exams (two mid-terms and a final), each of which will weigh 20% of the final grade. Each exam will consist of true/false (with explanation) questions. The questions will be based on material presented in class and on the assigned readings.
- Two short (maximum length: two typewritten pages, double spaced) book reviews of the novels (to be selected from the Recommended Books listed below). Each review will make up 10% of the semester grade.
- The remaining 20% of the student's grade will be based on his or her class participation score (10%) and the aggregate score on in-class assignments (10%).

3. The following grading scale will be used:

90 - 100% A;      80 - 89% B;      70 - 79% C;  
60 - 69% D;      59% or less F.

V. REQUIRED TEXT

Mazrui, Ali A., et al. (eds), The Africans: A Reader, New York, N.Y., 1986.

RECOMMENDED BOOKS

Achebe, Chinua. A Man of the People, London, Heinemann, 1968.

Armah, Ayi Kwei. The Beautiful Ones Are Not Yet Born, New York, Collier Books, 1969.

Baldwin, James, Go Tell It On The Mountain, New York, Dell, 1985.

Ellison, Ralph. Invisible Man, New York, Random House, 1952.

Gates, Henry Louis. Colored People: A Memoir, New York, Knopf, 1994

Haley, Alex. Roots, Garden City, NY: Doubleday, 1976.

Hurston, Zora Neale. Moses, Man of the Mountain, New York, HarperPerennial, 1991.

Hurston, Zora Neale. Tell My Horse: Voodoo and Life in Haiti and Jamaica, New York, Perennial Library, c1990.

Morrison, Toni. Beloved: A Novel, New York, Knopf, 1987.

Morrison, Toni. The Bluest Eye, New York, N.Y., Washington Square Press, 1972.

Muyumba, François N. and Esther Atcherson (eds.). Pan-Africanism and Cross-Cultural Understanding: A Reader, Needham Heights, MA., Ginn Press, 1993.

Ngugi, Wa Thiong'o. A Grain of Wheat, London, Heinemann, 1967.

Ousmane, Sembene. God's Bits of Wood, London, Heinemann, 1962.

Price, Sally. Co-wives and Calabashes, Ann Arbor, University of Michigan Press, 1994.

Ramsay, F. Jeffress. Africa, 5th ed. Guilford, Conn., Dushkin Pub. Group, 1993.

Walcott, Derek, The Antilles: Fragments of Epic Memory, New York, Farrar, Strauss and Giroux, 1993

Walker, Alice. Her Blue Body Everything We Know, San Diego, Harcourt Brace Jovanovich, 1991.

Walker, Alice. The Color Purple: A Novel, New York, Harcourt Brace Jovanovich, 1982.

VI. SPECIAL RESOURCE REQUIREMENTS

The Africans. A Triple Heritage: A Commentary A videorecording production of WETA-TV and BBC-TV, Annenberg/CPB Project, Santa Barbara, CA, Intellimation, distributor, 1986.

VII. BIBLIOGRAPHY

Abbey, J.L.S. African Realities in the Next Decade. Montreal, Quebec, Centre for Developing-Area Studies, McGill University, 1986.

Abraham, Kinfe. Politics of Black Nationalism: From Harlem to Soweto. Trenton, NJ, Africa World Press, 1991.

Abubakar, Ahmad. Africa and the Challenge of Development: Acquiescence and Dependency Versus Freedom and Development. New York, Praeger, 1989.

Adam, Heribert and Kogila Moodley. The Opening of the Apartheid Mind: Options for the New South Africa, Berkeley, University of California Press, 1993.

Adjibolosoo, Senyo B-S. K. The Human Factor in Developing Africa. Westport, Conn., Praeger, 1995.

Africa: History, Culture, Geography. Englewood Cliffs, NJ, Globe Book, 1989.

Alexander, Neville. Some are More Equal Than Others: Essays on The Transition in South Africa. Cape Town, Buchu Books, 1993.

Asante, Molefi Kete and Kariamuw Welsh Asante (eds.). African Culture: The Rhythms of Unity, Trenton, NJ, Africa World Press, 1990, 1985.

Austen, Ralph. African Economic History: Internal Development & External Dependency, New Hampshire, Heinemann, 1987.

Ayittey, George B.N. Africa Betrayed, New York, St. Martin's Press, 1992.

Berman, Bruce J. and Colin Leys (eds.). African Capitalists in African Development, Boulder, L. Rienner Publishers, 1994.

Blakely, Thomas D., Walter E. van Beck, and Dennis L. Thomson. Religion in Africa: Experience and Expression, New Hampshire, Heinemann, 1994.

Bonner, Philip, Peter Delius, and Deborah Posel (eds.). Apartheid's Genesis, 1935-1962, Braamfontein, South Africa: Ravan Press; Johannesburg, Witwaterstrand University Press, 1993.

Chazan, Naomi, Robert Mortimer, John Ravenhill and Donald Rothchild. Politics and Society in Contemporary Africa, 2nd Edition. Boulder, CO, Lynne Rienner, 1991.

- Davidson, Basil. Modern Africa. 2nd Edition New York, Longman, 1989.
- Esterhuysen, Pieter (compiler). Africa at a Glance, 1992: Facts and Figures. Pretoria, Republic of South Africa, Africa Institute of South Africa, 1992.
- Galembo, Phyllis (ed.). Divine Inspiration: From Benin to Bahia, Albuquerque, NM, University of New Mexico Press, c1994.
- Glickman, Harvey (ed.). The Crisis and Challenge of African Development, New York, Greenwood Press, 1988.
- Harbeson, John W. and Donald Rothchild (eds.). Africa in World Politics: Post-Cold War Challenges, 2nd ed. Boulder, Colo, Westview Press, 1995.
- Hargraves, J.D. Decolonization in Africa. New York, Longman, 1988.
- Harrow, Kenneth W. Faces of Islam in African Literature, New Hampshire, Heinemann, 1991.
- James, Adeola. In Their Own Voices: African Women Writers Talk, New Hampshire, Heinemann, 1990.
- Killick, Tony. Explaining Africa's Post-Independence Development Experiences. London, Overseas Development Institute, Regent's College, 1992.
- Mann, Kristin and Richard Roberts. Law in Colonial Africa, New Hampshire, Heinemann, 1991.
- Mazrui, Ali A. Cultural Forces in World Politics, New Hampshire, Heinemann, 1990.
- Mbiti, John S. Introduction to African Religion, New Hampshire, Heinemann, 1992.
- Mbiti, John S. African Religions and Philosophy, New Hampshire, Heinemann, 1990.
- McEvedy, C. The Penguin Atlas of African History, Harmondsworth, Middlesex, Penguin Books, 1980.
- Morrison, Donald George, Robert C. Mitchell, and John N. Paden. Black Africa, 2nd Edition. New York, Paragon House, 1989.
- Ngugi, Wa thiong'o. Decolonising the Mind: The Politics of Language in African Literature, New Hampshire, Heinemann, 1986.
- Nkrumah, Kwame. I Speak of Freedom: A Statement of African Ideology, London, Heinemann, 1961.
- Nyerere, Julius K. "Ujamaa: The Basis of African Socialism," Freedom and Unity, Dar es Salaam and London, Oxford University Press, 1968.

- Nyong'o, Peter Anyang' (ed.). 30 Years of Independence in Africa: The Lost Decades?, Nairobi, Kenya, Academy Science Publishers, 1992.
- O'Brien, Cruise D.B. The Mourides of Senegal, Oxford, The Clarendon Press, 1971.
- Price, Richard. Maroon Societies: Rebel Slave Communities in the Americas, Garden City, N.Y., Anchor Press, 1973.
- Price, Richard. The Guiana Maroons: A Historical and Bibliographical Introduction, Baltimore, Johns Hopkins Press, 1976.
- Price, Sally and Richard Price. Afro-American Arts of the Suriname Rain Forest, Berkeley, University of California Press, 1980.
- Radcliffe-Brown, A.R. and Daryll Forde (eds.). African Systems of Kinship and Marriage, London; New York, KPI in association with the International African Institute; New York, NY, 1987.
- Robertshaw, Peter. A History of African Archaeology, New Hampshire, Heinemann, 1990.
- Roskin, Michael G. and John Nottigham. The Myth of "Mau Mau": Nationalism in Kenya, New York, Praeger for the Hoover Institution, 1966.
- Salibi, Kamal. The Bible Came from Arabia, Bonn, Spiegel, 1984.
- Shaw, Thurstan (ed.). The Archaeology of Africa: Foods, Metals, and Towns, London; New York, Routledge, 1993.
- Shillington, Kevin. History of Africa, Englewood Cliffs, NJ, Prentice Hall, 1989.
- Sweetman, David. Women Leaders in African History, New Hampshire, Heinemann, 1984.
- Understanding Africa's Food Problems: Social Policy Perspectives. London; New York, Hans Zell Publishers, 1990.
- Vogel, Ronald J. Financing Health Care in Sub-Saharan Africa. Westport, Conn, Greenwood Press, 1993.
- Welliver, Timothy K. (ed.). African Nationalism and Independence, New York, NY., Garland Publishers, 1993.

**LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST**

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

First Composition Course  
 Mathematics

Second Composition Course

KNOWLEDGE AREAS:

Humanities: History  
 Humanities: Philos/Rel Studies  
 Humanities: Literature  
 Natural Sci: Laboratory  
 Natural Sci: Non-laboratory

Fine Arts  
 Social Sciences  
 Non-Western Cultures  
 Health & Wellness  
 Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy—writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

D. Collateral Skills:

1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

2. Define and analyze problems, frame questions, evaluate available solutions and make choices.

3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

4. Recognize creativity and engage in creative thinking.

5. Continue learning even after the completion of their formal education.

6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.



Liberal Studies Course Approval, Parts 4 - 6

- IV. A. The structure of the program requires that only one section of the course be offered at a time. It is possible that, being an interdisciplinary minor, more than one instructor may teach the course from year to year. Basic equivalency in the course from year to year will be assured by the use of a common basic syllabus for the course; by continuing review by the Pan-African Studies Committee; and by a formal program review at least every five years by a faculty review team appointed by the Dean of Humanities and Social Sciences.
- B. By definition, this course examines the perspectives of people of African descent and their contributions to the Americas and the rest of the world.
- C. The syllabus outlines a section of study of African literature, organized as Anglophone, Francophone, Afro-Caribbean, Afro-Brazilian, and African-American literatures. 16 of the 18 books listed in the "Recommended Books" reading list are primary works.
- D. This course is designed to be an overview to the Pan-African Studies minor. However, because the minor is interdisciplinary, students are provided a rich experience in history, geography, literature, religion, art, music, economics, politics, and culture, rather than a narrow focus on a single discipline.

# CHECK LIST -- NON-WESTERN CULTURES

## Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

## Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

## Course Analysis Questionnaire

### Section A: Details of the Course

- A1 This course is designed to be an introductory overview of Pan African studies, and will be required of all Pan African Studies minors.
- A2 The course does not require changes in the content of any other existing courses.
- A3 The course has never been offered at IUP before.
- A4 This is not a dual-level course.
- A5 The course is not intended to be taken for variable credit.
- A6 Lincoln, Temple and San Diego State Universities; to name a few, offer this course. Please see the attached course description from each of these three institutions.
- A7 The course is not required by any professional or accrediting authority.

### Section B: Interdisciplinary Implications

- B1 The course will be taught by one instructor.
- B2 This multi-disciplinary survey course introduces students to issues that would be covered in greater detail in courses offered by the participating departments. For copies of the communication between the Pan African Studies Committee and participating departments, please see Appendix B.
- B3 This course will be open to all students, including those in the School of Continuing Education.

### Section C: Implementation

- C1 Several members of the Pan-African Studies Committee, most of whom are in the College of Humanities and Social Sciences, are qualified to teach this course. Replacement of faculty time needed to teach the course will be granted by the Dean of Humanities and Social Sciences where necessary.

- C2 No additional resources will be needed to teach the course. The course relies heavily on library resources, required readings, and media resources that are already available.
- C3 The resources for this course are not grant-funded.
- C4 The committee's expectation is that the course would be offered once a year.
- C5 The committee anticipates that one section would be offered in any single semester.
- C6 The committee expects to be able to accommodate a maximum of 45 students per section of this course, and this number is not limited by the availability of resources.
- C7 There are no enrollment limits imposed by any professional society.

303-304. Seminar in History (3 credits each)

A select number of students will pursue particular topics under the direction of the instructor. Emphasis will be placed upon the use of primary sources, and students will be expected to present oral and written reports from a variety of historical fields.

307. History of Africa to 1885 (3 credits)

History of the Great Civilizations of Ancient Africa. This course covers all the major kingdoms and civilizations that developed in Africa from the earliest times up to the era of the colonial period. The civilizations to be included in this course are: Ancient Egypt, Kingdoms of Nubia and Axum, Ancient Ghana, Songhay, Mali, the Ancient Kingdom of the Congo, the Great Zimbabwe civilization and the Zulu Kingdom.

308. History of Africa Since 1885 (3 credits)

African responses to European Imperialism. This course examines the concept of European Imperialism and the factors that led to the partition of Africa by European powers in the latter part of the nineteenth century. It also examines the character of colonial rule and its ultimate overthrow in Africa. The course will also examine the post-independence period and the various ideological postures of the independent states will be analyzed.

309. United States Intellectual History (3 credits)

The main trends in the growth of American thought, from the Puritans in the seventeenth century through the naturalism and pragmatism of the late nineteenth century, are treated in this course.

*Demand will determine availability.*

312. Urban History of the United States (3 credits)

This course covers the rise and development of the city and of urban life in United States from the earliest beginnings to the present.

313-314. Diplomatic History of the United States (3 credits each)

This course traces the major developments in foreign policy and diplomacy from the time of the American Revolution to the present.

401-402. Historical Methods (3 credits each)

A required course for history majors. The course emphasizes concepts of historical causation, theories of history, basic bibliography and techniques of historical research through assignment of research problems.

*Prerequisite: A minimum of four courses in history.*

**History Course Requirements for Social Studies Teacher Certification Candidates**

Because these requirements change frequently, and vary from state to state, students interested in teacher certification should consult with the department chairperson.

**Black Studies**

Courses in Black Studies are offered under the auspices of the History Department. All students at Lincoln University are encouraged to take such

courses as they deem appropriate in order to give themselves a fuller understanding of the historical, political, social, cultural and economic aspects of Black people in America.

The following Black Studies courses are available:

201-202. The Black Experience: An Introduction to Black Studies (3 credits each)

A two-semester course which will deal with the total Black experience beginning in Africa and extending to the Americas and the present. It will be interdisciplinary in nature, i.e., the social, psychological, economic and political aspects of the experience as well as the historical aspects will be closely examined. The course will be designed to prepare the Black Studies student for all other courses in the department and will do this largely by posing some of the pressing questions which will be considered in Black Studies. Guest lectures will be used as well as any audiovisual aids deemed helpful by the instructor.

301. The Black Family (3 credits)

The course will examine the origins of the Black family in Africa; its structure and function within the total society. It will look at the effects of slavery on the family and will look at the Black family within the white American context. It will analyze current ideologies regarding the role of family members and their viability in the present society.

302. The Black Community (3 credits)

This course will look at the social, political and economic factors contributing to the development and perpetuation of the so-called ghetto and particular emphasis will be placed on the current conditions in Black communities. Special emphasis will be given to the various agencies and institutions operating within Black communities, such as anti-poverty programs, departments of welfare, settlement houses, etc.

The student will be encouraged to examine closely both the philosophy and programs of these institutions in order to determine their efficacy and how they relate to the power structures within communities, and what possible alternatives can be created. The concepts of power and community will be studied.

304. Mass Media and the Black Community (3 credits)

This will be a critical examination of the Black experience with mass media including both a look at the evolution of the Black media as well as the dilemma of Blacks with the American media. Radio, television, motion pictures, sound recording, newspapers, magazines, and books will be considered.

314. Racism and American Law (3 credits)

This course will be designed to examine the relationship between racism and American law. It will address itself to the question of the extent to which American racism has been reflected in the country's legal system and the ways in which the legal order has abetted racism, as well as to the more general question of the power of the law as an agent of social change.

315. Research Methods and Design (3 credits)

The design and techniques of effective research, with particular emphasis on the problems of research in regard to the Black community. Existing studies will be analyzed and criticized vis a vis both content and methodology.

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**0044. The Black Church (3 s.h.) F**

An examination of the significant role the black church has played in creating an African-American response to social, political, and economic obstacles and barriers in America. Introduction to Richard Allen, Henry McNeal Turner, Martin Luther King, and other church leaders. Students learn to appreciate how the church builds the community, maintains culture, and produces leaders.

**LOWER LEVEL****0050. Afrocentricity (3 s.h.) S**

An introduction to the theories and methods of Afrocentricity. Discussion of cultural, scientific, historical, and psychological consciousness. Critique of Africa world-voice by examining Pan Africanism, Negritude, and African Nationalism.

**W051. Introduction to African-American Studies (3 s.h.)**

An introduction to the field. The history, philosophy and pedagogical basis, methodology, and relevance of African-American Studies within a liberal arts education.

**0042. Introduction to Black Aesthetics (3 s.h.) (D-1) FS**

An overview of the cultural experience of African peoples. An examination of the culture of peoples in Africa, America, and the Caribbean in a comprehensive and structurally integrated manner. An introduction to black aesthetics and the interrelationship of the humanities course in African-American Studies. Designed to acquaint students with important historical and philosophical investigations of the creative process and to explore interrelationships, similarities, and differences in the various cultural expressions of African peoples.

**0053. Blacks in World History (3 s.h.) (D-3) S (Formerly 0003.)**

Prerequisite for all history courses to be applied to the major. An introduction to the entire field of black history, both in Africa and the New World. A basic core course, comprehensive in scope, to provide a firm grounding for students interested in taking subsequent history courses.

**W054. Introduction to Politics of the Black World (3 s.h.)**

Prerequisite for all political science courses to be applied to the major. An introduction to the politics of the black world. Fundamentals of the political reality of blacks in Africa, the U.S., and the Caribbean; basic concepts, approaches, and methods in politics; black politics as a reaction to colonization and its legacy; and colonialism, the basic concept. Dealt with in terms of definition, motivating factors, methods, effects, and ramifications.

**0056. Introduction to African Dance (3 s.h.) S**

Introduction to the classic dances of West and Southern Africa. Analysis, study, and performances of *umpondalasi* techniques in African dance.

**0061. Africa in the 20th Century (3 s.h.) (S) FS**

A summary of the major political, economic, social, and cultural developments in Africa since 1900. The impact of indigenous and foreign philosophies on industrialization, urbanization, and peasantization during the twentieth century.

**0068. African-American History Since 1900 (3 s.h.) (AC) FS**

A general treatment of the turbulent twentieth century in African-American history. Attention given to the rise of the Ku Klux Klan, the anti-lynching campaigns, northern migration, the Marcus Garvey Movement, the Harlem Renaissance, and the Civil Rights Movement.

**0086. History of Black Theater (3 s.h.) S**

Survey of the rise of African-American theatre from the slavery period. Covers the Harlem Renaissance, the civil rights period, and contemporary theatres.

**UPPER LEVEL****0100. African Civilization (3 s.h.) FS**

A survey of Africa's contributions to world history and civilization from 5000 BC to 1800 A.D. An intensive analysis of the major issues in African civilization.

**0110. African Politics (3 s.h.)**

This course is intended to provide students with the necessary historical background to the socio-political aspects of African society. Topics to be covered will include: the Pre-colonial Political System, the Enslavement and Colonialism, Liberation movements, and Independence.

**0118. Psychology of the Black Experience (3 s.h.)**

The course is intended to discuss special types of attitudes and behavior that have been developed by black people as a result of specific episodes in their history, such as the Enslavement, Emancipation, and Racial Segregation.

**0130. Creative Writing Workshop (3 s.h.) F**

This course provides an opportunity for students to explore and develop their writing talents under the influence and direction of an experienced writer. African and African-American subjects, themes, and materials used. Students read works of African-American writers.

**0134. The Literature of American Slavery (3 s.h.) S**

Slaves, slaveowners and abolitionists, men and women, perceived slavery in distinctive ways and recorded those perceptions in songs and poems, folk tales, autobiographical narratives and novels, speeches and tracts, travel accounts, journals, diaries, and letters. Through an examination of this oral and written literature, such themes as the character of slave culture, the relations between slaves and masters, the oppression of women under slavery, and the connection between abolitionism and feminism are explored. Lectures provide historical background and a context in which to read the selections. Cross listed with American Studies 0134.

**0138. Comparative Slavery (3 s.h.) S**

Slavery as a social institution in different societies from antiquity to modern times. Origins and development of the European slave trade and the resultant ramifications on Africa.

**0140. African Literature (3 s.h.) (D-1) FS**

Survey introduces the literature of Africa through epic, drama, poetry, short stories, and novels. Literary and thematic trends examined in the works of major writers, e.g., Soyinka, Ngugi, Emecheta, Aidoo, La Guma, Abrahams, Achebe, Ba, Ousmane, Kuenene, Bruns, and Head.

**0150. Blacks in Cinema (3 s.h.)**

An overview of portrayals in cinema from its inception to the present, including developments from Hollywood, independent film makers, and experimental foreign films. The story of the "race movies" treated in depth. Also contemporary trends such as the independent Black film movement in Africa and the U.S.

**0151. Mass Media and the Black Community (3 s.h.) F**

An examination of the peculiar role mass media plays in the African-American community. Ownership, access, and image making are a few of the topics discussed. The aim is to develop an appreciation and awareness of the role media play in shaping opinions.

**0155. Introduction to Research Methods (3 s.h.) FS**

Introduction to basic research in African-American studies. Theories and methods of conceptualization, instrument development, and data collection.

**0160. Politics and Change in the Third World (3 s.h.) S**

An examination of the Third World in the context of the international political situation. Discussion of the African nations, Southeast Asia, and Latin America in terms of communication, commerce, technology, the balance of power, and national debts.

**0170. African Women in Historical Perspective (3 s.h.) S**

The history of the African woman from Hatshepsut to Yaa Asantewaa. Discussion of the roles played by women in politics, religion, military, education, and resistance. An overview of historical problems and future prospects for women in Africa.

**0180. Black Folklore: Africa and Afro-American (3 s.h.) S**

An overview of the folk literature and orature of African peoples on the African continent and in the Americas. Tales, stories, myths, and proverbs, and their function in society. Breer Rabbit, Anansi the Flying African, High John de Conquerer, John Henry, Shineek, and many other characters are examined.

**0257. Black Social and Political Thought (3 s.h.) S**

The thoughts and philosophies of black leaders as they relate to the struggle of black people for liberation: from Booker T. Washington to Karenga, Kouroumah to Mugabe.

**0270. History of Pan African Thought (3 s.h.) F**

A study of the works and thoughts of Sylvester Williams, W.E.B. DuBois, Kwame Nkrumah, Julius Nyerere, M.K.O. Abiola, and others. Analysis of the Pan African Congress from 1919 to 1987.

**0276. Contemporary Black Poets (3 s.h.)**

An examination of the major works of contemporary poets of African descent. Students are introduced to the writings of poets such as Sonia Sanchez, Amiri Baraka, Arukwe Oka, and Haki Madhubuti.

**W286. The Black Family (3 s.h.)**

An historical and sociological approach to the development of the black family in America. A comprehensive picture of the structure and function of black family life starting with family life in traditional African society and including the slave experience as well as the experience in industrial and contemporary America. A writing course.

**0300. Workshop in Performing Arts (3 s.h.) S**

Workshop in contemporary African-American performing arts. Music, dance, and theatre included.

**0321. The Black Child: Development and Socialization (3 s.h.) FS**

A study of the development and socialization of the African-American child. Discussion of family, peer group relationships, formal and informal education, and early racial consciousness.

**0342. Nationalism in Africa 1900 (3 s.h.)**

An examination of the history, philosophy, and practice of Nationalism in Africa through the works of Nationalist theorists and leaders like Fanon, Cabral, Nkrumah, El Sadr, and Dangremba. Apart from themes like Anti-colonialism, self-determination, self-sufficiency, and political pluralism, the question of women will be addressed as an issue of Nationalism.

**0346. Women Writers in Black Literature (3 s.h.) F**

A comparative exploration of the nature, form, themes, and techniques of major black women writers from Africa, the U.S., and the Caribbean. Cross listed with Women's Studies 301.

**0378. Seminar: Special Topics in Political Development (3 s.h.) FS**

Political changes for blacks and other racial and ethnic minorities result from increased voter participation and electoral success. Focus upon the impact of demographic change and heightened minority group political consciousness. Cross-listed with Political Science 0307 and Urban Studies 0270.

**0395. Independent Study (3 s.h.) FS**

(Formerly PAS 0388.) Field research in a Pan African Studies problem area (i.e., the U.S., Caribbean, and Africa). Each student identifies a task in a problem area and develops a research project around it. Research projects must be approved by the department chairperson in advance of registration for the course.

**0397-0398. Senior Directed Research (3 s.h.; 2 s.h.) FS**

Open only to majors who have completed the first semester of their junior year. A serious in-depth study of a specific topic within a traditional discipline in the African-American Studies field for two consecutive semesters. Culminates in a concise, well-documented senior essay paper.

**01852/American Studies****LOWER LEVEL****C051. American Lives (3 s.h.) (AC) FS**

This course is an introduction to American Studies—life stories as presented by the individuals involved—to give us insights into "America." By looking closely at these American lives, students will meet people of various periods and backgrounds and become familiar with important developments, influential ideas, conflicting images and realities in American society.

## Afro-American Studies

In the College of Arts and Letters

### Faculty

Chair: Scarborough

Professors: Chambers, Kornwelbel, Meadows

Associate Professors: Scarborough, Thomas, Weber

### Offered by the Department

Major in Afro-American studies with the A.B. degree in liberal arts and sciences.

Minor in Afro-American studies.

### Advising

All College of Arts and Letters majors are urged to consult with their department adviser as soon as possible; they are required to meet with their department adviser within the first two semesters after declaration or change of major.

### Afro-American Studies Major

With the A.B. Degree in Liberal Arts and Sciences (Major Code: 22111)

All candidates for the degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements."

A minor is not required with this major.

**Preparation for the Major.** Afro-American Studies 101, 286; three units selected from 102, 140, 230, 231, 232, 250; and three units selected from 170A, 170B, 180 or 260. (12 units.)

**Foreign Language Requirement.** Twelve units in a foreign language or demonstration of equivalent knowledge in a reading examination administered by the foreign language department concerned.

**Upper Division Writing Requirement.** Passing the University Writing Examination or completing one of the approved writing courses with a grade of C (2.0) or better.

**Major.** A minimum of 24 upper division units to include six units of Afro-American Studies 496 and 12 units selected from one of the following areas and six units from the remaining two areas.

Area I. Afro American Studies 330, 331, 360, 445 and 451.

Area II. Afro-American Studies 363, 460, 461, 470 and 480.

Area III. Afro-American Studies 362, 470, 471A and 471B.

### Afro-American Studies Minor

The minor in Afro-American studies consists of a minimum of 18 units to include six units selected from the courses for preparation for the major, six units selected from one of the three areas of the major, and three units from each of the remaining areas.

Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and general education requirements, if applicable.

### LOWER DIVISION COURSES

#### 101. Introduction to Afro-American Studies (3) I

Interdisciplinary introduction that examines development and scope of subject matter orientation of Afro-American studies through analysis of major dimensions of Black experience.

#### 102. Afro-American Lifestyles (3) II

Afro-American lifestyles in the past, present, and future. Examination of contemporary problems, their roots and their effects on twentieth-century America.

#### 120. Composition (3) I, II

Prerequisites: Satisfaction of the English Placement Test and Writing Competency requirements. (See Graduation Requirements section of catalog.) Proof of completion of prerequisites required.

Designed to develop and enhance composition and reading skills. Focus on writing skills that contribute to academic growth and development. Not open to students with credit in English 100 or higher-numbered composition or creative writing course or Linguistics 100 or Mexican-American Studies 111B.

#### 140. Oral Communication (3) I, II

Practice in speaking, critical listening, reasoning and organizing. Theory and techniques of communications used to evaluate the effect they have on the lives of Blacks and others. Not open to students with credit in Mexican-American Studies 111A or Speech Communication 103.

#### 170A-170B. Afro-American History (3-3) I, II

American history from a Black perspective. (Satisfies American institutions requirements.)

#### 180. Afro-American Music (3) I, II

Afro-American Music from its African roots to present. Consideration of musical styles, events, significant contributors as well as role of socio-cultural variables in development of music.

#### 200. Intermediate Expository Writing and Research Fundamentals (3) I, II

Prerequisites: Satisfaction of the English Placement Test and Writing Competency requirements; and English 100. Proof of completion of prerequisites required.

Development of intermediate expository writing skills and application of practical research principles.

#### 220. Politics and Economics of Urban Development (3)

Prerequisite: Afro-American Studies 101.

Political, economic, and other social implications of urban development, decay and renewal and context within which they occur or are undertaken. Analysis of specific programs and projects.

#### 230. Ethnicity and Black Social Competence (3) I, II

An exploration into the concept of ethnicity as a positive mental health model for Afro-Americans in the process of identity formation and coping strategies.

#### 231. Cultural Patterns and Black Identity (3) I, II

An analysis of institutions in society and their socializing effect upon Afro-Americans, and the cultural parameters that guide behavior.

#### 232. Social Analysis From a Black Perspective (3)

Prerequisite: Afro American Studies 101 or 102.

Sociological concepts and models used to describe the social behavior of Afro-Americans. Issues in the interpretation of sociology from the Black perspective using the work of Black sociologists from 1900 to the present.

#### 250. Psychology of Blackness (3) I, II

Facts, principles, and concepts which are basic to understanding human behavior. An analysis of the psychological motivations and behavioral responses of and toward Afro-Americans.

#### 260. Introduction to Afro-American Literature (3) I, II

Modern and contemporary writing of Black-American authors. The sociopolitical impact the literature has had upon the Afro-American culture.

#### 286. Statistics and Research (3) I

Prerequisite: Academic Skills 103 or qualification on the Mathematics Placement Examination.

Fundamentals of research and statistics as used for writing reports, papers, books.

#### 296. Experimental Topics (1-4)

Selected topics. May be repeated with new content. See Class Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree.

**Part IV : Letters of Support**



DEC 12 1995

Department of Political Science  
Indiana University of Pennsylvania  
Keith Hall Annex  
Indiana, Pennsylvania 15705-1069

(412) 357-2290



December 11, 1995

Dr. Brenda Carter, Dean  
College of Humanities and Social Sciences

Dear Dr. Carter:

It is with considerable pleasure that I write in support of the Pan African Studies Minor program. When Drs. Yaw Asamoah and Dagem Dejene first approached this department about the possibility of identifying the potential linkages between courses offered by the Political Science department and a Pan Africa concentration, we expressed great interest in actively pursuing the idea.

At a subsequent meeting of the Political Science department, we carefully considered the formal proposal put forward by the Pan Africa committee and voted unanimous support. We further expressed our commitment to the active participation of this department in offering the Political Science courses identified in the proposed curriculum on an ongoing and regular basis to meet the needs of students enrolled in the program. Additionally, we agreed to provide the scheduling flexibility that would allow one of our members, Dr. Dagem Dejene, to teach AF 131, Introduction to Pan African Studies, periodically.

Should you have additional question regarding the level of Political Science commitment, please contact me. I can be reached at x2290.

Sincerely,



David D. Chambers, Ph.D.  
Chair, Political Science Department



Department of Journalism  
Indiana University of Pennsylvania  
434 Davis Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-4411



October 13, 1993

Dr. Yaw A. Asamoah  
Chairperson  
Pan-African Studies Committee

Dear Dr. Asamoah:

I am pleased to inform you that at the Oct. 6 meeting of the journalism department support was given to the minor program in Pan-African Studies.

We also support our faculty member, Dr. Stanford Mukasa, in his participation in this minor program with his proposed course: Pan-African Issues in the Media.

The department would like to know if journalism majors who are not pursuing this particular minor would be eligible to enroll in this course.

Again, the support of this department is with you in this worthwhile endeavor.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'Patricia I. Heilman'.

Patricia I. Heilman  
Chair

PIH/mal

c: Dr. Brenda Carter, Dean, CHSS  
Dr. Stanford Mukasa  
Journalism faculty

Department of Philosophy & Religious Studies  
Indiana University of Pennsylvania  
451 Sutton Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-2310

September 27, 1993

IUP

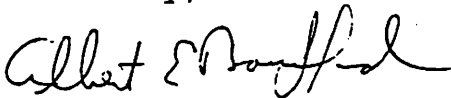
Yaw A. Asamoah  
Chairperson  
Pan-African Studies Committee

Dear Dr. Asamoah:

I have talked to Dr. Yirenkyi who teaches RS 360 African Religions. He agrees to have the course included in the Minor program in Pan-African Studies and I concur.

If there is any other way we can be of assistance in furthering this worthwhile program, please let us know.

Sincerely,



Albert E. Bouffard  
Chairperson

AEB/pm

xc: Dr. Brenda Carter, Dean, CHSS

Asamoah.mem;Dept#5

**SUBJECT:** Pan-African Studies Minor

**TO:** Dr. Yaw Asamoah, Chairperson  
Pan-African Studies Committee

**FROM:** Donald A. Walker, Chairperson  
Department of Economics



**DATE:** October 8, 1993

The Pan-African Studies Minor proposal that you conveyed to me on September 20, 1993, has been reviewed by the Department of Economics Curriculum Committee. The Committee believes that the minor is very worthwhile, and that the proposed composition of the minor is sound. I agree with the Committee's opinion.

On behalf of the Department of Economics and myself, I am happy to offer our full support of your proposal. We are gratified that EC339 Economic Development I is proposed as a required course in the program.

Department of Anthropology  
Indiana University of Pennsylvania  
Keith Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-2730

September 21, 1993

IUP  
Yaw Asamoah, Chairperson  
Pan African Studies Committee

Dear Yaw,

I am writing to enthusiastically endorse the proposal for the Pan African Studies Minor. As you know, I have long supported the idea of grouping these related courses under an umbrella designation that would allow students to build a modicum of expertise on issues related to Africa and the African-American experience. The collection of courses we currently have at IUP is quite robust, and very complementary, and it has seemed a pity that we haven't in the past been able to unite them in a coherent program.

I commend the efforts of the committee to see this project through to fruition. I assure the Department of Anthropology will do what we can to support this important objective in curriculum development.

Sincerely,

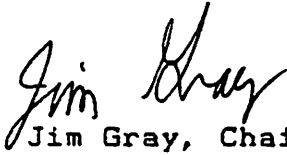


Miriam S. Chaiken  
Chair

English Department  
Indiana University of Pennsylvania  
110 Leonard Hall  
Indiana, Pennsylvania 15705

October 7, 1993

As chair of the English Department I find the plan for a minor in Pan-African Studies an encouraging and positive step and am please to express enthusiastic support for it. I have spoken with Dr. Cecilia Rodriguez Milanes, who frequently teaches African American Literature (EN 348); she is equally supportive.



Jim Gray, Chair  
English Department

Department of Geography and Regional Planning  
Indiana University of Pennsylvania  
2 Leonard Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-2250



October 1, 1993

Yaw A. Asamoah  
Chairperson  
Pan-African Studies Committee

Dear Dr. Asamoah:

I am writing to convey our whole hearted and unanimous endorsement of the proposed Minor program in Pan-African Studies you described in your letter of September 20, 1993. We are very pleased that GE255, Geography of Africa, has been considered as part of your proposal.

On a separate sheet I have brought some questions of definition to your attention.

Sincerely,

A handwritten signature in cursive script that reads "Susan Forbes".

Susan Forbes

Enclosure

MAIL> ext tt

From: GROVE::NBLEHMAN 19-APR-1995 13:55:05.89  
To: YAW\_ASAMOAH  
CC: NBLEHMAN  
Subj: Pan-African Minor

In response to your inquiry regarding the History Department's reaction to the proposed Pan-African studies minor: I have never felt that the absence of a Pan-African minor reflects a shortcoming of our curriculum. At the same time, I am well aware that there is enthusiasm within the campus community for such a program and I certainly feel that the courses identified as a part of the program curriculum are solid academically. On this basis, I will support the proposal, even though one can well argue that the term "Pan-African" is a misnomer. Neil Lehman, History Department

MAIL> 554

#554 19-APR-1995 14:00:38.01

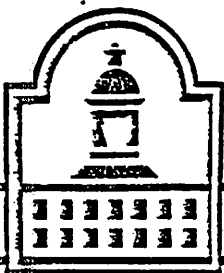
MAIL

From: GROVE::NBLEHMAN  
To: YAW\_ASAMOAH  
CC: NBLEHMAN  
Subj: Pan-African Studies

I forgot to note in my response, and you are probably aware of this, that Katherine Harris's two course proposals have now been formally approved as Africa I and Africa II (short titles) HI 355 and HI 356



DEC 21 1990



BLOOMSBURG CALIFORNIA CHEYNEY CLARION EAST STROUDSBURG EDINBORO INDIANA  
KUTZTOWN LOCK HAVEN MANSFIELD MILLERSVILLE SHIPPENSBURG SLIPPERY ROCK WEST CHESTER

STATE SYSTEM OF HIGHER EDUCATION  
COMMONWEALTH OF PENNSYLVANIA

Vice Chancellor for Academic Affairs

December 19, 1990

Dr. Hilda Richards  
Vice President for Academic Affairs  
Indiana University of Pennsylvania  
Indiana, PA 15705

Dear Hilda:

Thanks for the letter about gleaming new program possibilities.

Your assumptions about the track in Entrepreneurship and Small Business Management (that it is FYI only) are indeed correct, but I appreciate the notice. Dean Camp and I did discuss this emphasis when I was out there months ago, and I am pleased to see the track. There may be opportunities for me to use this information in appropriations hearings and discussions, as we demonstrate our rural and small business ties.

The Pan-American Studies minor will require approval as it develops, but sounds like a good idea. The usual weaknesses of such interdisciplinary proposals are four: (1) questionable faculty expertise and/or priority; (2) "between the cracks" vulnerability--i.e., not within any department's clear administrative responsibility, so that scheduling, advising, library and other resources get third priority; (3) administration by committee, with no real locus of responsibility; and (4) tendency to just aggregate existing courses, rather than develop a coherent, integrated program. You probably have the people who can work their way around and through these, and I hope they will.

Thanks for the update. Happy holidays.

Sincerely,

*Emily*  
Emily Hannah  
EH:jak

**Part IV: Program and Course Descriptions from Other Institutions**

Coordinator: **CHARLES JAMES** (English Literature)  
 Committee: **John Alston** (Music and Dance)  
**Syd Carpenter** (Art)  
**Yvonne Chlreau** (Religion)  
**Charles L. James** (English Literature)  
**Joe Mason** (Dean's Office)  
**Darrell Moore** (Philosophy)  
**Ethel Moore** (Psychology)  
**Michellne Rice-Maximin** (Modern Languages)<sup>3</sup>  
**Peter Schmidt** (English Literature)  
**Allison P. Williams** (Chemistry)  
**Jerome H. Wood** (History)

The purpose of the Black Studies Program is (1) to introduce students to the history, culture, society, and political and economic conditions of Black people in Africa, the Americas, and elsewhere in the world; and (2) to explore new approaches—in perspectives, analyses and interdisciplinary techniques—appropriate to the study of the Black experience.

Students in any department may add a Concentration in Black Studies to their departmental major by fulfilling the requirements stated below. Applications for admission to the Concentration should be made in the spring semester of the sophomore year to the Coordinator of the Program. All programs must be approved by the Committee on Black Studies.

All Concentrators in Black Studies are required to take History 7, as early as feasible, and Black Studies 91, ordinarily in the last semester of the senior year. Members of the 1997 and 1998 classes may substitute either Religion 10 or English 59 for the History 7 requirement. Concentrators must take a minimum of five courses in Black Studies. These must include at least three courses (which may include Black Studies 91) outside the departmental major, from at least two departments other than the major.

Black Studies 91, Special Topics in Black Studies, will take the form of a one-credit

tutorial (if there are three or fewer students in any one year) or a one-credit seminar (if there are four or more students), with all senior Concentrators participating. The topics selected for reading, class discussions, and the writing of seminar papers will be drawn from representative works in Black Studies from a variety of disciplines and perspectives and will depend on the interests and backgrounds of the participants. The tutorial or seminar will normally be taken in the spring semester of the senior year, and will culminate in a senior thesis administered by the Black Studies Committee.

The committee expects those students who use their thesis credit for both a major and Black Studies to show much more substantial work than single-credit theses applied only to Black Studies 91.

Courses of the Black Studies Concentration are listed below. Courses of independent study, special attachments on subjects relevant to Black Studies, and courses offered by visiting faculty (those courses not regularly listed in the College Bulletin) may, at the discretion of the Black Studies Committee, be included in the Program. Students who wish to pursue these possibilities should consult with the appropriate department and with the Black Studies Committee.

## COURSES

- Dance 9. Music and Dance of Africa.  
 Dance 21. History of Asian and African Dance.  
 Economics 71. Labor Economics.  
 Economics 72. Social Economics.  
 Economics 73. Women & Minorities in the Economy.  
 Economics 82. The Political Economy of Africa.  
 Economics 171. Labor and Social Economics  
 Economics 172. Urban Underclass.  
 English Literature 50. Theories of Black Studies.  
 English Literature 52. The Harlem Renaissance.  
 English Literature 58. Autobiographical Acts.  
 English Literature 59. The Afro-American Writer.  
 English Literature 60. The Contemporary Afro-American Writer.  
 English Literature 76. The Black African Writer.  
 English Literature 121. Modern Black Fiction.  
 History 7. History of African-American People.  
 History 8A. Africa in the Era of the Slave Trade, 1600-1800.  
 History 8B. Modern Africa, 1880 to Present.  
 History 53. Black Culture and Black Consciousness.  
 History 58. The World of DuBois, Rogers, and Dlop.  
 History 63. History of South Africa.  
 History 67. The Black Experience in Latin America.  
 History 85. African and African American Folklore.  
 History 86. Women in Early African Civilizations.  
 History 140. The Colonial Encounter in Africa.  
 Linguistics 37. Languages of Africa.  
 Linguistics 52. Historical and Comparative Linguistics.  
 Literature 79F. France and Africa Through Each Other's Eyes.  
 Modern Languages 12L. Introduction L'expérience Littéraire.  
 Modern Languages 77. Prose Francophone: Littérature et Société.  
 Modern Languages 78. Théâtre d'écritures françaises.  
 Modern Languages 110. Ecritures françaises: hors de France: Fiction et réel.  
 Music 3. Jazz History.  
 Music 9/Dance 9. Music and Dance of Africa.  
 Music 24. Armstrong, Parker and Coltrane.  
 Music 61. Jazz Improvisation.  
 Political Science 33. Race, Ethnicity and Public Policy.  
 Political Science 58. African Politics.  
 Political Science 110. Comparative Politics: Africa.  
 Religion 10. African-American Religions.  
 Black Studies 91. Special Topics in Black Studies (Thesis).

<sup>3</sup> Absent on leave, 1994-95.

## Afro-American Studies

In the College of Arts and Letters

### Faculty

Chair: Scarborough  
Professors: Chambers, Kornweibel, Meadows  
Associate Professors: Scarborough, Thomas, Weber

### Offered by the Department

Major in Afro-American studies with the A.B. degree in liberal arts and sciences.  
Minor in Afro-American studies.

### Advising

All College of Arts and Letters majors are urged to consult with their department adviser as soon as possible; they are required to meet with their department adviser within the first two semesters after declaration or change of major.

### Afro-American Studies Major

With the A.B. Degree in Liberal Arts and Sciences (Major Code: 22111)

All candidates for the degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements."  
A minor is not required with this major.

**Preparation for the Major.** Afro-American Studies 101, 286; three units selected from 102, 140, 230, 231, 232, 250; and three units selected from 170A, 170B, 180 or 260. (12 units.)

**Foreign Language Requirement.** Twelve units in a foreign language or demonstration of equivalent knowledge in a reading examination administered by the foreign language department concerned.

**Upper Division Writing Requirement.** Passing the University Writing Examination or completing one of the approved writing courses with a grade of C (2.0) or better.

**Major.** A minimum of 24 upper division units to include six units of Afro-American Studies 496 and 12 units selected from one of the following areas and six units from the remaining two areas.

Area I. Afro American Studies 330, 331, 360, 445 and 451.

Area II. Afro-American Studies 363, 460, 461, 470 and 480.

Area III. Afro-American Studies 362, 470, 471A and 471B.

### Afro-American Studies Minor

The minor in Afro-American studies consists of a minimum of 18 units to include six units selected from the courses for preparation for the major, six units selected from one of the three areas of the major, and three units from each of the remaining areas.

Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and general education requirements, if applicable.

### LOWER DIVISION COURSES

#### 101. Introduction to Afro-American Studies (3) I

Interdisciplinary Introduction that examines development and scope of subject matter orientation of Afro-American studies through analysis of major dimensions of Black experience.

#### 102. Afro-American Lifestyles (3) II

Afro-American lifestyles in the past, present, and future. Examination of contemporary problems, their roots and their effects on twentieth-century America.

#### 120. Composition (3) I, II

Prerequisites: Satisfaction of the English Placement Test and Writing Competency requirements. (See Graduation Requirements section of catalog.) Proof of completion of prerequisites required.

Designed to develop and enhance composition and reading skills. Focus on writing skills that contribute to academic growth and development. Not open to students with credit in English 100 or higher-numbered composition or creative writing course or Linguistics 100 or Mexican-American Studies 111B.

#### 140. Oral Communication (3) I, II

Practice in speaking, critical listening, reasoning and organizing. Theory and techniques of communications used to evaluate the effect they have on the lives of Blacks and others. Not open to students with credit in Mexican-American Studies 111A or Speech Communication 103.

#### 170A-170B. Afro-American History (3-3) I, II

American history from a Black perspective. (Satisfies American institutions requirements.)

#### 180. Afro-American Music (3) I, II

Afro-American Music from its African roots to present. Consideration of musical styles, events, significant contributors as well as role of socio-cultural variables in development of music.

#### 200. Intermediate Expository Writing and Research Fundamentals (3) I, II

Prerequisites: Satisfaction of the English Placement Test and Writing Competency requirements; and English 100. Proof of completion of prerequisites required.

Development of intermediate expository writing skills and application of practical research principles.

#### 220. Politics and Economics of Urban Development (3)

Prerequisite: Afro-American Studies 101.

Political, economic, and other social implications of urban development, decay and renewal and context within which they occur or are undertaken. Analysis of specific programs and projects.

#### 230. Ethnicity and Black Social Competence (3) I, II

An exploration into the concept of ethnicity as a positive mental health model for Afro-Americans in the process of identity formation and coping strategies.

#### 231. Cultural Patterns and Black Identity (3) I, II

An analysis of institutions in society and their socializing effect upon Afro-Americans, and the cultural parameters that guide behavior.

#### 232. Social Analysis From a Black Perspective (3)

Prerequisite: Afro-American Studies 101 or 102.

Sociological concepts and models used to describe the social behavior of Afro-Americans. Issues in the interpretation of sociology from the Black perspective using the work of Black sociologists from 1900 to the present.

#### 250. Psychology of Blackness (3) I, II

Facts, principles, and concepts which are basic to understanding human behavior. An analysis of the psychological motivations and behavioral responses of and toward Afro-Americans.

#### 260. Introduction to Afro-American Literature (3) I, II

Modern and contemporary writing of Black-American authors. The sociopolitical impact the literature has had upon the Afro-American culture.

#### 286. Statistics and Research (3) I

Prerequisite: Academic Skills 103 or qualification on the Mathematics Placement Examination.

Fundamentals of research and statistics as used for writing reports, papers, books.

#### 296. Experimental Topics (1-4)

Selected topics. May be repeated with new content. See Class Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree.

UPPER DIVISION COURSES  
(Intended for Undergraduates)

**320. Organizational Management of Urban Low-Income Neighborhoods (3)**

Prerequisite: Afro-American Studies 101.

Examination of relevant approaches to administration and management in relation to the acquisition of skills for the analysis, development, and management of urban programs in low-income neighborhoods.

**330. Black Child Development (3) II**

Attitudes, needs and problems of the Afro American child with emphasis on new approaches and insights into the development of positive changes for the child's growth and development.

**331. The Black Family (3) I**

Structure and functions of the Black family in contemporary American society.

**332. Black Women: Myth and Reality (3) I**

Prerequisites: Afro-American Studies 101 and 102.

Images of Black women in America and how those images have been distorted.

**350. The Black Total Theatrical Experience (3) I, II**

Six hours of activity.

A "living performing arts museum" that utilizes folktales, literature, music, Africanisms, folk myths and history to artistically reflect various cultural and historical aspects of black life. Performances are important aspect of course. Maximum credit six units.

**360. Communications and Community Action (3) I, II**

Prerequisite: Afro-American Studies 140 (field assignments are a major part of this course).

Application of the basic theories of communication through field projects. Study of the communication problems that exist between sociopolitical groups and the media.

**362. Rhetoric of Black America (3)**

Prerequisite: Three units in Afro-American history or communications.

Rhetoric of Black Americans from David Walker to the present, the role rhetoric has played in the history of Black people and an analysis of the Black audience in terms of the Black experience.

**363. Sociocultural Analysis of Black Languages (3)**

Prerequisite: Three units in Afro-American Studies.

Social and cultural function of Black languages, verbal and nonverbal, in Afro-American life, and their profound impact on larger society. Also, a probe into issues concerning validity of Black English.

**380. Blacks in the American Justice System (3)**

Interpretation and application of constitutional principles and judicial decisions to political and social problems faced by Afro-Americans.

**445. Ethnicity and Social Psychology (3)**

Prerequisite: Afro-American Studies 101 or 250.

Analysis of major social psychological theories specifically focusing on how these theories relate to minority attitude/value formation and group behavior. Strategies for resolving social issues.

**448. Black and Non-Black Interpersonal Relations (3)**

Cognitive and experiential examination of contemporary issues around Black and non-Black interpersonal relations. Authenticity in relationships, interracial trust, personal development, conflict resolution, and proactive belief systems. Central aim to assist Blacks and non-Blacks to facilitate communication.

**451. Black Consumer Psychology (3) I, II**

Prerequisite: Afro-American Studies 250.

Attitude values and decision making of Black people as consumers. Laws and techniques of manipulating consumers.

**452. Race Relations Strategies (3)**

Prerequisite: Afro-American Studies 101 or 102 or 250.

Systematic inquiry into contemporary strategies and systems employed to ease racial tensions. Trends and approaches in military, religious, economic, educational, and other social institutions examined, focusing on those that offer most promise in terms of facilitating racial harmony.

**453. Issues in Mental Health: A Multicultural Perspective (3)**

Prerequisite: Afro-American Studies 230 or 250.

Examination of multicultural mental health issues. Institutionalization, treatment, social policy funding, prevention, insurance, and community programs will be covered. Relevant research literature will be examined.

**460. Black Images in Western Literature (3) I, II**

Study of how the image of the Black has been portrayed in Western (white) literature and the attitudes and images of non-Black writers towards Blacks.

**461. Afro-American Literature (3) I, II**

Prerequisite: Afro-American Studies 101 or 260.

Contemporary writings of Afro-Americans. Analysis of themes, techniques, etc., of Afro-American fiction, poetry and drama.

**462. The Harlem Renaissance (3) II**

Prerequisite: Afro-American Studies 260.

Black literature of the 1920s from literary, historical, sociological and cultural perspectives.

**470. Comparative History: Afro-American and African Heritage (3) I, II**

Conceptual framework of African history and a comparative study of Afro-American institutions.

**471A. Black History, 1492-1877 (3) I**

Afro-Americanization and African survivals in the U.S.; origins and development of slavery; growth of free Black communities; antislavery movements and Black nationalism; slavery's end and dawn of freedom.

**471B. Twentieth Century Black History (3) II**

History of social movements and institutions from 1890 to the present. Focus on both leadership and life of the masses.

**480. History of Afro-American Jazz (3) I, II**

Prerequisite: Afro-American Studies 101 or 180.

Historical development of jazz from its beginnings to the present, based on the ability to identify people, discuss musical styles and events, and to relate these factors to the life of the times.

**498. Experimental Topics (1-4)**

Selected topics. May be repeated with new content. See Class Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree.

**499. Special Study (1-3) I, II**

Prerequisite: Consent of instructor.

Individual study. Maximum credit six units.

**303-304. Seminar in History** (3 credits each)

A select number of students will pursue particular topics under the direction of the instructor. Emphasis will be placed upon the use of primary sources, and students will be expected to present oral and written reports from a variety of historical fields.

**307. History of Africa to 1885** (3 credits)

History of the Great Civilizations of Ancient Africa. This course covers all the major kingdoms and civilizations that developed in Africa from the earliest times up to the era of the colonial period. The civilizations to be included in this course are: Ancient Egypt, Kingdoms of Nubia and Axum, Ancient Ghana, Songhay, Mali, the Ancient Kingdom of the Congo, the Great Zimbabwe civilization and the Zulu Kingdom.

**308. History of Africa Since 1885** (3 credits)

African responses to European Imperialism. This course examines the concept of European Imperialism and the factors that led to the partition of Africa by European powers in the latter part of the nineteenth century. It also examines the character of colonial rule and its ultimate overthrow in Africa. The course will also examine the post-independence period and the various ideological postures of the independent states will be analyzed.

**309. United States Intellectual History** (3 credits)

The main trends in the growth of American thought, from the Puritans in the seventeenth century through the naturalism and pragmatism of the late nineteenth century, are treated in this course.

*Demand will determine availability.*

**312. Urban History of the United States** (3 credits)

This course covers the rise and development of the city and of urban life in United States from the earliest beginnings to the present.

**313-314. Diplomatic History of the United States** (3 credits each)

This course traces the major developments in foreign policy and diplomacy from the time of the American Revolution to the present.

**401-402. Historical Methods** (3 credits each)

A required course for history majors. The course emphasizes concepts of historical causation, theories of history, basic bibliography and techniques of historical research through assignment of research problems.

*Prerequisite: A minimum of four courses in history.*

**History Course Requirements for Social Studies Teacher Certification Candidates**

Because these requirements change frequently, and vary from state to state, students interested in teacher certification should consult with the department chairperson.

**Black Studies**

Courses in Black Studies are offered under the auspices of the History Department. All students at Lincoln University are encouraged to take such

courses as they deem appropriate in order to give themselves a fuller understanding of the historical, political, social, cultural and economic aspects of Black people in America.

The following Black Studies courses are available:

**201-202. The Black Experience: An Introduction to Black Studies** (3 credits each)

A two-semester course which will deal with the total Black experience beginning in Africa and extending to the Americas and the present. It will be interdisciplinary in nature, i.e., the social, psychological, economic and political aspects of the experience as well as the historical aspects will be closely examined. The course will be designed to prepare the Black Studies student for all other courses in the department and will do this largely by posing some of the pressing questions which will be considered in Black Studies. Guest lectures will be used as well as any audiovisual aids deemed helpful by the instructor.

**301. The Black Family** (3 credits)

The course will examine the origins of the Black family in Africa; its structure and function within the total society. It will look at the effects of slavery on the family and will look at the Black family within the white American context. It will analyze current ideologies regarding the role of family members and the viability in the present society.

**302. The Black Community** (3 credits)

This course will look at the social, political and economic factors contributing to the development and perpetuation of the so-called ghetto and particular emphasis will be placed on the current conditions in Black communities. Special emphasis will be given to the various agencies and institutions operating within Black communities, such as anti-poverty programs, departments of welfare, settlement houses, etc.

The student will be encouraged to examine closely both the philosophy and programs of these institutions in order to determine their efficacy and how they relate to the power structures within communities, and what possible alternatives can be created. The concepts of power and community will be studied.

**304. Mass Media and the Black Community** (3 credits)

This will be a critical examination of the Black experience with mass media including both a look at the evolution of the Black media as well as the dilemma of Blacks with the American media. Radio, television, motion pictures, sound recording, newspapers, magazines, and books will be considered.

**314. Racism and American Law** (3 credits)

This course will be designed to examine the relationship between racism and American law. It will address itself to the question of the extent to which American racism has been reflected in the country's legal system and the way in which the legal order has abetted racism, as well as to the more general question of the power of the law as an agent of social change.

**315. Research Methods and Design** (3 credits)

The design and techniques of effective research, with particular emphasis on the problems of research in regard to the Black community. Existing studies will be analyzed and criticized vis a vis both content and methodology.

#### 401. Racism

(3 credits)

The course opens with the earliest known contacts of European explorers and traders with Africa; it also examines the initial relationship between Africa and Europe and the attitudes held by each toward the other. The differences and similarities between the two civilizations will be examined as they relate to the development and dissemination of the "inferiority" myth about Africans and the Social Darwinism doctrine. The course will analyze the social, psychological, economic and cultural implications of racism as well as its role in the total American structure.

#### 402. Black Liberation and Survival

(3 credits)

An examination of the patterns which have emerged in the oppression of Black people and an analysis of the social and political ideologies which have arisen from the Black society in response to those patterns. The origins and development of these ideologies as well as their viability will be discussed. This course will allow the students and instructor to use the readings and studies available in order to arrive at what seems a feasible solution for Black people.

### Political Science

*Professor:* Alexine L. Atherton, Ph.D.

*Associate Professor:* Sibusiso Nkomo, Ph.D., *Chairperson*

*Assistant Professor:* Chronis Polychroniou, Ph.D.

The Political Science major is designed for students who wish to pursue graduate work in political science or to enter law school. The major includes the appropriate curriculum for Pre-Law and a concentration in International Relations. The Political Science Department prepares students to pursue careers in higher education, the legal profession, state and local government, urban planning, the federal bureaucracy, and journalism. In addition, the Political Science Department houses the Public Affairs Program.

Students considering a major in political science or public affairs should consult with the department chairperson as early as possible, preferably during their freshman year. The major must be declared by the end of the sophomore year. This is done by formal application to the department through forms available from the Registrar.

Courses in the department must be pursued in sequence. Under no circumstances will a student be admitted to any course unless its prerequisites have been attained. All departmental requirements must be completed at Lincoln University.

#### Political Science Departmental Requirements

POL 101.

POL 201.

POL 202.

POL 300.

POL 301.

POL 302.

Introduction to Political Science  
State and Local Government and  
Finance

American Politics  
Development of Political Thought I  
Development of Political Thought II  
Comparative Politics I

120

Temple

William W. Cutler, Adviser  
(215) 787-1644/7755

Major Requirements

All majors must complete five of the six American Studies core courses: A.S. 51: Understanding America; A.S. 62: Work in America; A.S. 102: Technology and American Culture; A.S. 103: American Places: Home, City, Regions; A.S. 104: The Arts in America; and A.S. 105: Ideal America: Reform, Revolution, and Utopia. Students must also complete two courses in American Studies (numbered 100 or above), at least 9 credits in American history and literature, and a course in either cultural anthropology, comparative culture, or area studies. In addition, majors have the option of either doing independent field work or completing a senior essay which treats a theme or topic related to their individual programs.

The American Studies Program also offers sub-tracks with concentrations in Anthropology and Art History. These subtracks are designed for the student who wishes to combine two different but related disciplines. The subtrack with Art History offers the student the means not only to learn about the history of American art but to place that history within the context of American culture. In the Anthropology sub-track the student can learn how American culture is linked to the social determinants by which all cultures are constituted throughout the world. Students interested in either subtrack should consult with an American Studies adviser to plan an individual program of study.

Minor Requirements

Six courses in American Studies (18 s.h.) at least three of which must be from among the following: A.S. 51 or A.S. 62; A.S. 102; A.S. 103; A.S. 104; A.S. 105.

Anthropology

Leonard Greenfield, Advising Coordinator  
(215) 787-1489

Major Requirements

One introductory course from the anthropology core: 60, 61, 62, 64, 65  
Anthropology 120  
Two from the following: Anthropology 124, 125, 127  
Three of the following "Anthropology Basics" courses: Anthropology 151, 152, 153, 154, 161, 162, 171, 172, 181, 182  
Two topical courses, Anthropology 200-290  
One seminar course, numbered 310-390  
One capstone course, Anthropology 301  
One elective, numbered 120-390

plete the degree requirements of the B.A. in the College of Arts and Sciences and the requirements for the Interdisciplinary Major described above as well as the requirements for the University Honors Program. Approval for this program must also be obtained from the University Honors Steering Committee prior to the initiation of the last 60 semester hours of the degree. In addition, the proposed Major Program should include submission of an acceptable Honors Thesis to the University Honors Steering Committee.

4. Minor. Students may also choose to complete the requirements for a Minor. The minimum acceptable grade in a course taken to fulfill Minor requirements is C-. The minimum G.P.A. for all CAS minors is 2.0. This requirement is superseded if some higher G.P.A. is required by any specific minor program. At least half of the courses taken by a student to fulfill the minor must be taken at Temple. Forms for declaring a minor are available in the Academic Advising Center in Sullivan Hall. Minors are available in the following programs:

- African-American Studies
- American Studies
- Anthropology
- Art
- Art History
- Biology
- Classics
- Computer and Information Sciences
- Criminal Justice
- Economics
- English
- French
- Italian
- Geography and Urban Studies
- German
- Hebrew
- History
- Jewish Studies (see Religion)
- Linguistics
- Mathematics
- Mathematical Economics
- Music
- Philosophy
- Physics
- Polish (see German and Slavic)
- Political Science
- Portuguese (see Spanish and Portuguese)
- Psychology
- Religion
- Russian
- Sociology
- Spanish
- Women's Studies

Students may declare a Minor in an approved program outside of the College of Arts and Sciences. For students declaring an Outside Minor the eighteen semester hour limit on courses taken outside of the College of Arts and Sciences is increased to thirty semester hours, provided that at least half are in their minor. Currently approved Outside Minors are Art and Art History in Tyler School of Art, Education in the College of Education, and Electrical Science and Mechanical Science Minors in the College of Engineering, Computer Science and Architecture.

5. Additional Specialization. Finally, students may choose to complete the requirements for an Additional Specialization. Forms for declaring an Additional Specialization are available in the Academic

Advising Center in Sullivan Hall. Additional Specializations are available in the following programs:

- Chinese (see Critical Languages)
- Foreign language
- Inter-American Studies (Certificate Program)
- Mapping and Data Handling (see Geography and Urban Studies)
- Multilingual Business and Government Studies (see Spanish)
- Political Economy
- Writing (see English)

Program Descriptions

Following is information about programs and majors offered in the College of Arts and Sciences. Listed under each degree program are the courses students must successfully complete to earn that particular B.A. or B.S. degree. These required courses are in addition to the University Core Curriculum requirements and the College's requirements. See Core Curriculum and Requirements for the Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) Degrees.

African-American Studies

Sonja Peterson-Lewis, Undergraduate Chair  
(215) 787-1996

Major Requirements

- AAS 051—Introduction to African-American Studies
- AAS 052—African Aesthetics
- AAS 100—African Civilizations
- AAS 151—Mass Media and the Black Community
- AAS 155—Introduction to Research Methods

Five additional courses are needed. At least three must be above the 100-level. Two of these three upper level courses may be chosen from courses having substantial relevant content from History, Sociology, Political Science, English, Anthropology, Geography and Urban Studies, Economics, Psychology, American Studies, or Rhetoric and Communication. Students should clear any outside courses to be used for major with the department adviser.

Minor Requirements

- AAS 051—Introduction to African-American Studies
- AAS 052—African Aesthetics
- AAS 100—African Civilizations
- AAS 151—Mass Media and the Black Community
- AAS 155—Introduction to Research Methods

Two additional courses in African-American Studies above the 100-level.



- 0189-0190. Experimental Film (3 s.h.) FS respectively  
Exploration of animation and other experimental film techniques with emphasis on the creative use of optical printing.
0201. Graphic Arts Process (3 s.h.) FS  
A technical and information course dealing with fundamental and advanced graphic art instruction for the artist, designer, printmaker, and photographer working with offset lithography. The course is limited to seniors and graduate students with the instructor's permission.
0203. Advanced Photo Workshop (3 s.h.) FS  
An advanced photography workshop with an emphasis on photographing several specific locations. Additionally, there is an emphasis on large-scale prints.
- 0253-0254. Advanced Graphic Design (3 s.h.) FS respectively  
*Prerequisite:* 0117 Graphic Design. Design as it relates to visual communications. Typography, symbol, image, and visual organization are considered in the context of contemporary practice.
- 0255-0256. Illustration (3 s.h.) FS respectively  
*Prerequisite:* 0117 Graphic Design. A consideration of the image as a means of communication. Design of such graphic idioms as the poster, the book cover, and the record album cover.
- 0257-0258. Typography (3 s.h.) FS respectively  
*Prerequisite:* 0117 Graphic Design. Typographic forms studied as both visual and verbal means of communication.
- 0279-0280. Photo Process Workshop (3 s.h.) FS respectively  
*Prerequisite:* 0171 Photo I. Studio orientation to specific photographic process or procedures outside traditional silver printing. Workshop orientation varies from semester to semester according to specialization of faculty teaching the class.
- 0281-0282. View Camera (3 s.h.) FS respectively  
*Prerequisite:* 0171 Photo I. An introduction to the view camera; its basic operation functions, specific uses, and potential as a creative tool are studied.
- 0286-0290. Senior Graphic Design (3 s.h.) FS  
Advanced problems in graphic design.
- 0300-0301. Student Mobility Program (12-17 s.h.) FS respectively  
An exchange program enabling juniors to spend one semester at any of nine participating East Coast art schools without losing status as an official Tyler student. Work, grades, and full degree-granting credit are given by the host institution.
- 0321-0322. Advanced Etching (3 s.h.) S  
Advanced problems in etching and relief processes. The following areas are examined: color etching, photo etching, copper engraving, power tools, and mezzotint, relief media, and embossing. The course also analyzes contemporary methods in printmaking.
- 0331-0332. Advanced Lithography (3 s.h.) FS respectively  
*Prerequisite:* 0137 Lithography. Theory and practice of color lithography, photolithography, editing, and advanced platemaking techniques.
0338. Relief and Monoprint Workshop  
The directness of both the woodcut and monoprint processes allows students to master technical concerns quickly, and thus concentrate on the image possibilities. In woodcut students experiment with traditional chisels and non-traditional tools and multi-color printing.
- 0345-0346. Advanced Serigraphy (3 s.h.) S  
Advanced water-based silk-screen printing with emphasis on expanding the students' definition of screenprinting so that screenprinting becomes a part of their own studio research. The course includes research, field trips and frequent critiques.
- 0347-0348. Printmaking Workshop (3 s.h.) FS respectively  
Studies in printmaking emphasizing individual instruction for students of varied backgrounds.
0349. Art Career Workshop (3 s.h.) FS  
Creative and practical art career problems of an artist and preparation of the art student for postgraduate challenges.

0350. Senior Projects Workshop/Seminar (3 s.h.) FS  
A combination workshop/seminar course in which the senior printmaker, through classroom and individual discussion with the instructor, develops, and produces a major print project. The course ends with a formal presentation of all the projects.
0361. Senior Portfolio (3 s.h.) S  
Projects during the senior year are reviewed in conference with the graphic design faculty. The student prepares a portfolio while solving advanced problems in design.
- 0383-0384. Senior Photography (3 s.h.) FS respectively  
Development of a theoretical and conceptual base for long-range involvement with photographic image making and processes. The course generally includes research, field trips, and the organization of a final portfolio of work.

## 02602/Painting, Drawing, and Sculpture (PDS)

- 0001-0002. Foundation Drawing (+ s.h.) FS  
A foundation drawing course which concentrates on developing basic skills. The course examines varied media in the study of the figure, geometric composition, landscape, and an introduction to color as it relates to drawing.
0003. Three Dimension (3 s.h.) FS  
A foundation course—paired with Crafts 0004—which teaches students to use three dimensional concepts. The course emphasizes the mastery of ideas using basic materials.
- 0111-0112. Figure Modeling (3 s.h.) FS  
This course stresses clinical observation as well as analytical response to issues pertaining to the body. The nature and aspects of representation in the sculptural tradition are considered.
- 0131-0132. Painting (3 s.h.) FS  
Introduces the second-year student to the procedural logic necessary to articulate the figure and still life in oil and acrylic media. The student is encouraged to explore invented as well as analytical form.
- 0143-0144. Intermediate Drawing (3 s.h.) FS  
Drawing considered as an art form with emphasis upon both disciplined draftsmanship and imaginative composition.
- 0169-0170. Sculpture (3 s.h.) FS  
Develops the integration of sculpture concept and practice, and the critical analysis of completed sculpture through a series of projects which investigate basic sculptural processes and issues. Lectures on directions in sculpture, technical demonstrations, and group critiques are scheduled.
- 0219-0220. Sculptural Tactics (3 s.h.) F  
This course is taught by three visiting sculptors in three successive sections and focuses on the diversity in contemporary sculptural practice through the unique approaches of the three different artists invited each year. Projects, lectures, and critiques are scheduled.
- 0221-0222. Advanced Sculpture (3 s.h.) FS  
Emphasis on developing of an individual direction in sculpture through studio work, drawing, writing, and some research. Progress is reviewed through individual critiques. The development of critical analysis of completed work is emphasized in group critiques.
- 0243-0244. Foundry (3 s.h.) S  
Ceramic shell bronze and aluminum casting techniques are emphasized, as well as a variety of hot and cold casting materials and processes. The course focuses on the way these techniques serve sculptural thinking.
- 0253-0254. Figure Drawing (3 s.h.) FS  
An advanced course focused entirely on the human figure as subject. There is emphasis on a variety of approaches to drawing the figure. Dynamics, proportion, anatomy, volume, and structure will be investigated through various drawing methods and selected materials. Frequent historical references will be made through reproductions and slides, and 20th century figure drawing thoroughly discussed.

0257. Landscape (3 s.h.) F  
An examination of painting problems involved in the variable light, space, and form of cityscape, and landscape. Work from various sites and sources.
0258. Figure Painting (3 s.h.) FS  
A painting course based on direct observation. Fundamentals of oil painting as well as an understanding of anatomy, composition, and the relationship of the figure to its environment are stressed. The development of an individualized approach and the use of content are explored through group discussion and assigned work.
- 0266-0267. Advanced Painting (3 s.h.) FS  
A studio painting course with emphasis on the development of a student's individual point of view. Class work focuses on the development of the student's ability to work at a conceptually advanced level. Experimentation is encouraged.
- 0270-0271. Color (3 s.h.) S  
The study of color, its characteristics, and interaction, explored through studio painting experiences.
0277. Painting on Paper (3 s.h.) F  
A study of the uses of aqueous media beyond transparent watercolor. Opaque watercolor, collage, and transfer techniques, and oil and acrylic on paper are explored.
- 0278-0279. Advanced Drawing (3 s.h.) FS  
A course designed to encourage the development of mature skills in draftsmanship.
- 0300-0301. Student Mobility Program (12-17 s.h.) FS respectively  
An exchange program enabling juniors to spend one semester at any of nine participating East Coast art schools without losing status as an official Tyler student. Work, grades, and full degree-granting credit are given by the host institution.
- 0331-0332. Senior Painting Studio (6 s.h.) FS  
The senior painting studio program is designed to provide an intensive studio experience while working in individual studio space. The group works with four faculty in individual and group critiques. Admission to the program is by faculty selection through the competitive process of portfolio reviews.
- 0335-0336. Senior Sculpture (3 s.h.) S  
A combined studio and seminar course for senior majors in sculpture emphasizing knowledge of contemporary issues in sculpture, and critical and analytical skills through research projects and group discussions. The preparation of a portfolio and statement of individual working philosophy are part of this course.

## COLLEGE OF ARTS AND SCIENCES\*

\*"D1", "D2", "D3", or "D4" symbol after a course title indicates that the course meets the CAS distribution requirement. Consult your adviser for further information. These distribution requirements apply to students who matriculated prior to Fall, 1988 and to transfer students matriculating with 15 or more credit hours prior to Fall '90.

### 01850/African-American Studies

#### PREPARATORY LEVEL

0024. Elementary Yoruba (3 s.h.)  
An introductory course in the understanding, reading, and speaking of Yoruba, an African language which has had a major impact on the African cultures of Brazil, Haiti, Cuba, Puerto Rico, Jamaica, and the United States. Students will be taught grammar, vocabulary, and conversation in the language. The course will be a lecture-demonstration.
0025. Elementary Hausa (3 s.h.)  
An introductory course in the understanding, reading, and speaking of Hausa, a language spoken by more than 70 million people in West Africa. Students will be taught grammar, vocabulary, and conversation in the language. The course will be a lecture-demonstration.

**0044. The Black Church (3 s.h.) F**

An examination of the significant role the black church has played in creating an African-American response to social, political, and economic obstacles and barriers in America. Introduction to Richard Allen, Henry McNeal Turner, Martin Luther King, and other church leaders. Students learn to appreciate how the church builds the community, maintains culture, and produces leaders.

**LOWER LEVEL****0050. Afrocentricity (3 s.h.) S**

An introduction to the theories and methods of Afrocentricity. Discussion of cultural, scientific, historical, and psychological consciousness. Course of African world-voice by examining Pan Africanism, Negritude, and African Nationalism.

**W051. Introduction to African-American Studies (3 s.h.)**

An introduction to the field. The history, philosophical and sociological basis, methodology, and relevance of African-American Studies within a liberal arts education.

**0052. Introduction to Black Aesthetics (3 s.h.) (D-1) FS**

An overview of the cultural experience of African peoples. An examination of the culture of peoples in Africa, America, and the Caribbean in a comprehensive and structurally integrated manner. An introduction to black aesthetics and the interrelationship of the humanities course in African-American Studies. Designed to acquaint students with important historical and philosophical investigations of the creative process and to explore interrelationships, similarities, and differences in the various cultural expressions of African peoples.

**0053. Blacks in World History (3 s.h.) (D-3) S (Formerly 0003.)**

Prerequisite for all history courses to be applied to the major. An introduction to the entire field of black history, both in Africa and the New World. A basic core course, comprehensive in scope, to provide a firm grounding for students interested in taking subsequent history courses.

**W054. Introduction to Politics of the Black World (3 s.h.)**

Prerequisite for all political science courses to be applied to the major. An introduction to the politics of the black world. Fundamentals of the political reality of blacks in Africa, the U.S., and the Caribbean; basic concepts, approaches, and methods in politics; black politics as a reaction to colonization and its legacy; and colonialism, the basic concept. Deal with in terms of definition, motivating factors, methods, effects, and ramifications.

**0056. Introduction to African Dance (3 s.h.) S**

Introduction to the classic dances of West and Southern Africa. Analysis, study, and performances of *unghindalai* techniques in African dance.

**0061. Africa in the 20th Century (3 s.h.) (IS) FS**

A summary of the major political, economic, social, and cultural developments in Africa since 1900. The impact of indigenous and foreign philosophies on industrialization, urbanization, and personalization during the twentieth century.

**0068. African-American History Since 1900 (3 s.h.) (AC) FS**

A general treatment of the turbulent twentieth century in African-American history. Attention given to the rise of the Ku Klux Klan, the anti-lynching campaigns, northern migration, the Marcus Garvey Movement, the Harlem Renaissance, and the Civil Rights Movement.

**0086. History of Black Theater (3 s.h.) S**

Survey of the rise of African-American theater from the slavery period. Covers the Harlem Renaissance, the civil rights period, and contemporary theaters.

**UPPER LEVEL****0100. African Civilization (3 s.h.) FS**

A survey of Africa's contributions to world history and civilization from 5000 BC to 1800 A.D. An intensive analysis of the major issues in African civilization.

**0110. African Politics (3 s.h.)**

This course is intended to provide students with the necessary historical background to the socio-political aspects of African society. Topics to be covered will include: the Pre-colonial Political System, the Enslavement and Colonialism, Liberation movements, and Independence.

**0118. Psychology of the Black Experience (3 s.h.)**

The course is intended to discuss special types of attitudes and behavior that have been developed by black people as a result of specific episodes in their history, such as the Enslavement, Emancipation, and Racial Segregation.

**0130. Creative Writing Workshop (3 s.h.) F**

This course provides an opportunity for students to explore and develop their writing talents under the influence and direction of an established writer. African and African-American subjects, themes, and materials used. Students read works of African-American writers.

**0134. The Literature of American Slavery (3 s.h.) S**

Slaves, slaveowners and abolitionists, men and women, perceived slavery in distinctive ways and recorded those perceptions in songs and poems, folk tales, autobiographical narratives and novels, speeches and tracts, travel accounts, journals, diaries, and letters. Through an examination of this rich oral and written literature, such themes as the character of slave culture, the relations between slaves and masters, the oppression of women under slavery, and the connection between abolitionism and feminism are explored. Lectures provide historical background and a context in which to read the selections. Cross listed with American Studies 0134.

**0138. Comparative Slavery (3 s.h.) S**

Slavery as a social institution in different societies from antiquity to modern times. Origins and development of the European slave trade and the resultant ramifications on Africa.

**0140. African Literature (3 s.h.) (D-1) FS**

Survey introduces the literature of Africa through epic, drama, poetry, short stories, and novels. Literary and thematic trends examined in the works of major writers, e.g., Soyinka, Ngugi, Emechebe, Achebe, La Guma, Abrahams, Achebe, Ba, Ousmane, Kuenene, Bruns, and Head.

**0150. Blacks in Cinema (3 s.h.)**

An overview of portrayals of blacks from its inception to the present, including developments from Hollywood, independent film makers, and experimental foreign films. The story of the "race movies" treated in depth. Also contemporary trends such as the independent Black film movement in Africa and the U.S.

**0151. Mass Media and the Black Community (3 s.h.) F**

An examination of the peculiar role mass media plays in the African-American community. Ownership, access, and image making are a few of the topics discussed. The aim is to develop an appreciation and awareness of the role media play in shaping opinions.

**0155. Introduction to Research Methods (3 s.h.) FS**

Introduction to basic research in African-American studies. Theories and methods of conceptualization, instrument development, and data collection.

**0160. Politics and Change in the Third World (3 s.h.) S**

An examination of the Third World in the context of the international political situation. Discussion of the African nations, Southeast Asia, and Latin America in terms of communication, commerce, technology, the balance of power, and national debts.

**0170. African Women in Historical Perspective (3 s.h.) S**

The history of the African woman from Hatshepsut to Yaa Asantewaa. Discussion of the roles played by women in politics, religion, military, education, and resistance. An overview of historical problems and future prospects for women in Africa.

**0180. Black Folklore: African and Afro-American (3 s.h.) S**

An overview of the folk literature and orature of African peoples on the African continent and in the Americas. Tales, stories, myths, and proverbs, and their function in society. Brer Rabbit, Anansi the Flying African, High John de Conquerer, John Henry, Shiner, and many other characters are examined.

**0257. Black Social and Political Thought (3 s.h.) S**

The thoughts and philosophies of black leaders as they relate to the struggle of black people for liberation: from Booker T. Washington to Kwarema, Krumah to Mugabe.

**0270. History of Pan African Thought (3 s.h.) F**

A study of the works and thoughts of Sylvester Williams, W.E.B. DuBois, Kwame Nkrumah, Julius Nyerere, M.K.O. Abiola, and others. Analysis of the Pan African Congress from 1919 to 1987.

**0276. Contemporary Black Poets (3 s.h.)**

An examination of the major works of contemporary poets of African descent. Students are introduced to the writings of poets such as Sonia Sanchez, Amiri Baraka, Arunke Olatunji, and Haki Madhubuti.

**W286. The Black Family (3 s.h.)**

An historical and sociological approach to the development of the black family in America. A comprehensive picture of the structure and function of black family life starting with family life in traditional African society and including the slave experience as well as the experience in industrial and contemporary America. A writing course.

**0300. Workshop in Performing Arts (3 s.h.) S**

Workshop in contemporary African-American performing arts. Music, dance, and theatre included.

**0321. The Black Child: Development and Socialization (3 s.h.) FS**

A study of the development and socialization of the African-American child. Discussion of family, peer group relationships, formal and informal education, and early racial consciousness.

**0342. Nationalism in Africa 1900 (3 s.h.)**

An examination of the history, philosophy, and practice of Nationalism in Africa through the works of Nationalist theorists and leaders like Fanon, Cabral, Nkrumah, El Sazawi, and Dangremba. Apart from themes like Anti-colonialism, self-determination, self-sufficiency, and political pluralism, the question of women will be addressed as an issue of Nationalism.

**0346. Women Writers in Black Literature (3 s.h.) F**

A comparative exploration of the nature, form, themes, and techniques of major black women writers from Africa, the U.S., and the Caribbean. Cross listed with Women's Studies 301.

**0378. Seminar: Special Topics in Political Development (3 s.h.) FS**

Political changes for blacks and other racial and ethnic minorities result from increased voter participation and electoral success. Focus upon the impact of demographic change and heightened minority group political consciousness. Cross-listed with Political Science 0307 and Urban Studies 0270.

**0395. Independent Study (3 s.h.) FS (Formerly PAS 0388.)**

Field research in a Pan African Studies problem area (i.e., the U.S., Caribbean, and Africa). Each student identifies a task in a problem area and develops a research project around it. Research projects must be approved by the department chairperson in advance of registration for the course.

**0397-0398. Senior Directed Research (3 s.h.; 2 s.h.) FS**

Open only to majors who have completed the first semester of their junior year. A serious in-depth study of a specific topic within a traditional discipline in the African-American Studies field for two consecutive semesters. Culminates in a concise, well-documented senior essay paper.

**01852/American Studies****LOWER LEVEL****C051. American Lives (3 s.h.) (AC) FS**

This course is an introduction to American Studies—life stories as presented by the individuals involved—to give us insights into "America." By looking closely at these American lives, students will meet people of various periods and backgrounds and become familiar with important developments, influential ideas, conflicting images and realities in American society.

#7

12-FEB-1996 16:53:33.28

NEWMAIL

From: GROVE::OSEBO "Yaw A. Asamoah"  
To: JWCROSS  
CC: OSEBO  
Subj: The Pan-African Studies Proposal

John,  
I wanted to offer my responses to the questions raised by the sub-committee of the UWUCC that is reviewing the PAS proposal.

The questions/comments:

OK [1] Since the SO/AN courses included in the proposal are cross-listed, a need to get a letter of approval from the chairperson of the Sociology department.

Response:

I think this makes sense. Indeed we got the Sociology chairperson's approval or endorsement. The only problem is, his approval was handwritten at the top of our memo soliciting his response. I have forwarded a copy to you to share with the other members of the committee.

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[2] On page 16, the PAS Committee indicates [under item B1] that only one instructor will teach the Intro to Pan-African Studies course. How does this mesh with the notation under C1 that "several members of the PAS Committee, most of whom are in the College of Humanities and Social Sciences, are qualified to teach this course."?

Response:

The committee's plan is to have one instructor teach the course in any one semester that the course is offered, but the intent is to identify a pool of 5 or 6 faculty members who have an expertise and interest in teaching the course.

[3] The UWUCC sub-committee urges the PAS Committee to consult the Directors of the Women's Studies Program to explore the possibility of cross-listing the courses to be included in the Pan-African Studies program as AF/XX courses.

Response:

It is no surprise that members of the subcommittee see the Women's Studies

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Program as a model for this proposed program. The PAS committee used the WS proposal as a model. In this matter of cross-listing, however, the committee chose a different format. We decided to go a separate route as a means of simplifying the program proposal and approval process, and we thought that the Certification program in Gerontology would be a more fitting model. In addition, since the Dean of Humanities and Social Sciences is the person charged with making sure that courses are offered in sufficient variety and frequency to help students complete their minor requirements, the risk posed by departments that may lose interest at some future point will be much reduced, since the Dean can offer resource incentives to assure that course offerings are enough to support the program.

If I have misunderstood the questions/comments, or if you need any follow up responses, I would be happy to provide them, or to consider any suggestions or ideas the subcommittee would offer to improve the proposal.

My thanks to you and the members of the subcommittee.

yaw.

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12-FEB-1996 16:53:33.28

NEWMAIL

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Yaw A. Asamoah  
Graduate School & Research  
125 Stright Hall  
Indiana U. of Pennsylvania  
Indiana, PA 15705

Network Server: osebo@grove.iup.edu  
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Phone: (412) 357-4506  
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Department of Economics  
Indiana University of Pennsylvania  
Keith Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-2640



September 20, 1993

Dr. Herbert Hunter  
Chairperson  
Department of Sociology

Dear Dr. Hunter:

I am writing you on behalf of the Pan-African Studies Committee to ask for your support for a proposed Minor program in Pan-African Studies.

As the enclosed program summary indicates, the program seeks to bring together the collection of existing African-related courses under one umbrella. By so doing, the Committee hopes to offer interested IUP students a keener understanding of people of African ancestry, thereby helping enrich the non-Western component of our curriculum at little additional cost to the University.

Your department will be affected by the proposal because one or more of your courses are being considered as electives in the minor (please see the program summary), and we would appreciate your writing us a brief note indicating your support or approval of the proposal. (As you know, the University-wide Undergraduate Curriculum Committee requires letters of support for such a program.) If, on the other hand, you have any reservations about the proposal, we look forward to hearing them directly from you so that we may address them before it is formally sent to our College Curriculum Committee for its review and approval.

Thank you.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'Yaw A. Asamoah'.

Yaw A. Asamoah  
Chairperson  
Pan-African Studies Committee

Enclosure

xc: Dr. Brenda Carter, Dean, CHSS  
Dr. Donald Walker, Economics  
Dr. James Gray, English  
Ms. Susan Forbes, Geog. & Reg. Plan.  
Dr. Neil Lehman, History  
Dr. Patricia Heilman, Journalism  
Dr. David Chambers, Political Science  
Dr. Miriam Chaiken, Anthropology  
Dr. Albert Bouffard, Phil. & Rel. Studies

*Your honor  
my approval -  
with your success  
program*

A large, handwritten signature in cursive script, likely belonging to the sender, Yaw A. Asamoah.

## Program Description: Minor in Pan-African Studies

### Summary of Requirements for a Minor in Pan-African Studies

1. The Pan-African Studies minor should consist of 15 credits.
2. The Introduction to Pan-African Studies course should be required of all minors.
3. To complete this sequence, students should be required to take their remaining twelve credits from following courses:

AN/SO 271 Cultural Area Study: Africa  
EC 339 Economic Development I  
EN 348 African-American Literature  
GE 255 Geography of Africa  
HI 365 History of Black America Since  
Emancipation  
HI 366 African-American Women

HI 3XX History of West Africa I\*  
HI 3XX History of West Africa II\*  
JN 3XX Pan-African Issues in the Media\*  
PS 382 African Politics  
PS 281 African-American Politics  
RS 360 African Religions

\* Senate approval pending

### Advising Procedure for Pan-African Studies Minors

1. When a student declares an interest in pursuing a Pan-African Studies Minor he or she may receive full information from the Pan-African Studies Coordinator.
2. A student may declare a Pan-African Studies Minor by completing a form and submitting it to the Coordinator, who will then assign a faculty advisor to the student. The advisor will be a member of the Pan-African Studies faculty. Wherever possible the advisor will be a member of the student's major department. In the event that there is no Pan-African Studies faculty available in the student's major department, the student may be assigned an advisor in another department.
3. Minors will be placed on the Pan-African Studies mailing list and receive materials of interest relating to campus events and programs in Pan-African Studies.
4. The student will keep the advisor informed on the student's progress by updating a minor advising form each semester or each year.
5. The minor program will be listed in the Undergraduate Catalog. In addition, a flyer advertising the program will be distributed to faculty members for advisement purposes and posted at key locations on campus.
6. During each term, at least one meeting will be convened by the Coordinator of the Program to bring Pan-African Studies faculty and students together to discuss the needs of the students, the degree to which their expectations are being met by the Program, and to explore any necessary changes.
7. Upon completion of 15 credits, a "Minor in Pan-African Studies" will be listed on the students' official university transcript.

#34

22-FEB-1996 13:09:19.46

MAIL

From: GROVE::BLCARTER "Brenda Carter"  
To: JWCROSS, MJSTAT  
CC: BC  
Subject: Minor in Pan-African Studies

Hi! I write to clarify the resource issues related to this new minor without a major and provide an update on our contacts with SSHE.

Please recall that on January 25, 1996, the Liberal Studies Committee approved Introduction to Pan-African Studies as a Non-Western Cultures course and a Liberal Studies Elective. When a copy was sent to Mark Staszkiwicz, he and I discussed the administrative structure of the minor and the resources needed to implement the program. At that time, he verbally approved the proposal. Resource needs are minimal since all courses are on the books but for this introductory course, and the small operating budget (\$2,000), the summer contract and the faculty replacement costs are able to be provided within the college allocations.

Our proposal addressed all the concerns identified by Dr. Emily Hannah in press RETURN for more...

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MAIL

December, 1990. Since then, I have discussed the new minor informally with Dr. Mary Burger, current Vice Chancellor for Academic Affairs, when she visited IUP as part of the Middle States Review. She was very positive.

I ask Professor Cross to contact me if I need to clarify the resource issues further. I ask Provost Staszkiwicz to send a copy of the proposal forward to SSHE, as outlined in the Procedure for Approval of a New Minor Where Major Program Does Not Exist.

I look forward to the successful implementation of this important program and will be happy to clarify further. My thanks.

MAIL>

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