COLLEGE of CHARLESTON
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P. George Benson, President

January 23, 2012

Dr. T. Michael Raley, Director
Academic Affairs and Licensing Division
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

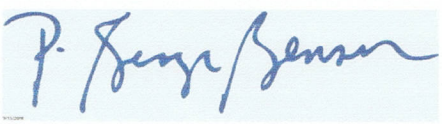
Dear Dr. Raley,

Enclosed you will find a program planning summary for the proposed Bachelor of Arts degree in African American Studies at the College of Charleston. Given the historical significance of the College's location, and the particular history of our institution, the College of Charleston is long overdue for a major in African American Studies. With a major in place, College of Charleston students will have a richer array of opportunities to study African American history and culture.

The College should be providing intellectual leadership in this area and a major in African American Studies will allow us to attract and cultivate that leadership.

We look forward to a favorable review of the planning summary. Please don't hesitate to contact me if there are any questions.

Sincerely,



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66 GEORGE ST. | CHARLESTON, SC 29424-0001

ACAP
3-22-12
Agenda Item 3a

Name of Institution: College of Charleston
Designation: Program Planning Summary
Name of Degree: Bachelor of Arts
Name of Program: African American Studies
Implementation Date: August 2013
Number of Credit Hours in New Major: 33 hours
Program Length: 4 years
STEM Scholarship Applicability: No
CIP Code: 05.0201

Justification of need for the proposed program:
Given the historical significance of our location, and the particular history of our institution, the College of Charleston is long overdue for a major in African American Studies. Indeed, many prospective students, job applicants, and community members assume we already have one. With this major in place, all College of Charleston students--whether they are majors, minors, or non-majors--will have a richer array of opportunities to study African American history and culture.

Adding a major to our existing minor will add to the intellectual life of the College in three ways. First, it will broaden the populations we serve by attracting students we have historically had difficulty recruiting, a key goal of our diversity strategic plan. Second, an African American Studies major will allow us to make more intentional and coordinated use of the unique resources available to us in Charleston. Students will have access to museums, plantations, historic homes, churches, historical archives, the Avery Research Center, Medical University of South Carolina, the Charleston School of Law, and eventually the International African American Museum, the Preservation Society, etc. Many of these institutions have a particular focus on African American history and culture; some are just developing this interest. The College of Charleston should be providing intellectual leadership in this area and a major in African American Studies will allow us to attract and cultivate that leadership.

Finally, the major will provide students with critical thinking and problem solving skills, as well as knowledge of diverse communities and cultural practices that they can take into the workforce. The students most likely to major in African American Studies plan to go into a variety of public service fields: public health, law, education, social work, public history, etc. Students prepared to work effectively with diverse populations, as students completing the African American Studies major will be, are extremely marketable. Because the major is friendly to a double major/minor, a student could, for instance, double major in Psychology and African American Studies and minor in Spanish, giving her a wealth of professional, historical, cultural, and linguistic information and tools. That student is much more prepared to work as a psychologist in a public school, a large metropolitan community, or multinational corporation, than a student who majored in Psychology alone.

Anticipated program demand and productivity:
Program demand can be assessed by the number of classes being taught that count toward the African American Studies minor in a single semester. As of fall 2011, the minor includes 32 possible courses offered in thirteen different departments/programs; on average 14 of these courses are offered in any given semester. This is an increase from fall 2007 when five courses in three departments/programs were offered and represents an intentional effort to build course offerings in preparation for launching the major. On average, the African American Studies minor adds 8-10 students and graduates 4-5 students a year. We anticipate that within five years the major will graduate 10 to 15 students a year.

Assessment of extent to which the proposed program duplicates existing programs in the state:
Surprisingly, there are only two other colleges or universities in South Carolina that offer a major in African American Studies. One is offered at a private college, Claflin, and the other is at University of South Carolina. There is currently no major in African American Studies along the eastern seaboard of South Carolina. While our proposed curriculum is similar to USC's existing curriculum (as they both follow the discipline's curricular best practices), our emphasis on experiential learning sets us apart. The African American Studies major at the College of Charleston is unique in its ability to take advantage of the social and historical significance of the Lowcountry in African American history and culture. Partnerships with the Avery Research Center, the Gullah/Geechee Corridor, and the International African American Museum, as well as with area cultural organizations and historical institutions, will provide students a significant number of opportunities to network, collaborate, and intern. The major at the College of Charleston will be able to offer students first-hand career experience. Scholars from around the world come to Charleston to study African American history and culture in public health, public history, education, law, social work, environmental studies, and material culture; African American Studies majors at the College of Charleston will join their ranks.

As the program matures we anticipate more collaboration with other institutions that do not have an African American Studies major. For instance, we are collaborating with the Citadel for a spring 2012 speaker event that will involve students from both of our campuses. A major, which will attract more students and faculty than a minor, will allow more of this kind of collaboration.

Relationship of the proposed program to existing programs at the proposing institution:
Academic departments and programs are eager collaborators with the African American Studies program, as evidenced by the increase in course offerings and affiliated faculty across the curriculum. African American Studies majors will likely major/minor in other areas, offering various points of collaboration. The College also plans to hire two new faculty members in the next two to three years. These new faculty members will offer new courses, broadening the curriculum for our majors and the entire student body. They will also provide an opportunity for coordinated research projects with students/faculty from a variety of programs/departments. In addition to this, the African American Studies program continues to work closely with the program in the Carolina Lowcountry and the Atlantic World and the Avery Research Center on projects like the upcoming symposium on Civil Rights/Black Power and the 2013 Year of Jubilee.

Relationship of the proposed program to the other institutions via inter-institutional cooperation:
A major will attract students and students will give us an opportunity to collaborate with other institutions. For instance, the Avery Research Center is collaborating with MUSC on an African American oral history project. We have plans to train African American Studies students to conduct these oral histories.

Outline of curriculum:
The proposed major will consist of 33 hours. The 15 hour core follows the best practices of African American Studies curriculum, requiring students to take African American history and literature as well as introducing them to the intellectual history of and research methodology in the discipline. The middle of the major consists of 15 hours of electives, allowing students to develop in specialties/expertise of particular interest to them. The last 3 hours are a capstone course requiring students to conduct a research project or participate in an internship that synthesizes the information

and skills they have developed in the previous 30 hours. With the addition of new faculty, new courses will be added.

CORE COURSES (15 hours)
AAST 200: Introduction of African American Studies
ENGL 216: Introduction to African American Literature
HIST 216: African American History to 1877
HIST 217: African American History since 1877
AAST 301: Social Perspectives in African American Studies (research methods)

ELECTIVES (15 hours)
Majors will choose at least five additional courses from a list of approved courses, in consultation with an advisor.
SOCY 337: Prejudice
SOCY 366: Race and Ethnic Relations
SOCY 349: White Privilege
AAST 300: Special Topics in African American Studies
AAST 381: African American Studies Internship
AAST 400: Independent Study
AAST 499: Bachelor's Essay
HIST 210: Civil Rights
HIST 211: American Urban History
HIST 272: Pre-Colonial Africa
ENGL 313: Survey of African American Literature
RELS 270: African American Religions
THTR 316: African American Theater
HIST 366: Comparative Slavery in the Americas
MGMT 351: Minority Entrepreneurship

Majors may also choose from additional elective courses as long as at least 1/3 of the course content includes African American history, politics, and/or culture, as demonstrated by the instructor and the director of African American Studies.

CAPSTONE (3 hours)
AAST 401: Capstone in African American Studies

Total New Costs associated with implementing the proposed program (general estimates):
Most African American Studies faculty are already housed in existing departments, so overall new costs will be minimal. Administrative support for the minor currently comes from a temporary administrative assistant shared with two other interdisciplinary programs. A permanent administrative assistant will eventually be necessary, though that assistant could still be shared. In addition, there will need to be an increase in the program operating budget (currently $5000 for the minor) and library budget (currently $1000) to serve the new needs of students and faculty, as well as a modest increase in the director's stipend to compensate for his/her additional responsibilities. We are in the process of hiring a full-time tenure track faculty member. Our proposal anticipates hiring two more faculty members within two to three years.