

**A Hand Book for the Graduate Programs of
the Department of Africology and African
American Studies (AAAS)
Eastern Michigan University**

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CHAPTER 1

INTRODUCTION

This student handbook is essential reading for all students newly admitted to the graduate programs of the Department of Africology and African American Studies. Upon admission to either the Graduate Certificate in Africology and African American Studies or the Master of Arts in Africology and African American Studies, students should obtain this handbook and read it in its entirety.

The handbook contains valuable information about successfully progressing through the programs. It identifies program goals and objectives, policies related to program development, the department's dismissal policy, the process of planning a program of study, the supervised internship experiences for the applied track of the MA program, supervised research for the thesis-track, and exit requirements for graduation.

The department welcomes you to the program and wants you to have a successful and academically enriching experience while progressing through our program. Advisers are available to schedule appointments with you to assist you in progressing through your program. However, you are responsible for knowing the content contained within this handbook. Advisers and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Reviewing this handbook periodically is therefore highly recommended. For specific questions and concerns it is always a good idea to speak directly with your adviser or course faculty. Listed in this handbook in Chapter 10 is the contact information for each of the Program faculty. Each of us has scheduled weekly office hours. You are encouraged to contact us.

Chapter 2

MISSION

The mission of the Department of Africology and African American Studies (AAAS) is to provide robust and critical programs of study, research and service on the African world experience--including a particular focus on the life and culture of people of African descent in the Americas. The department pursues its mission by cultivating successive cadres of students imbued with community consciousness and equipped with intellectual tools for shaping the world of the present and the future, community engagement and diverse careers.

AAAS engages in its study of the African descent population in the United States, the African diaspora, and the African continent itself, using a broad array of interdisciplinary tools. It has touchstones in all branches of human endeavor. The multi-racial and multi-ethnic reality that is the United States and the world today has been shaped by multiple forces of human history, including science, technology, culture, entrepreneurship, the natural world, politics, literature, art, law, and education. Together with the overarching themes of the human experience--ideas, power, structure, and sustainability—these forces predominate as items of study within the multi-subject curriculum of AAAS.

All students graduating from EMU will enter a world in which these same forces and concerns will be matters of politics, public policy, societal structure, health and well-being. Technology and STEM will be a part of the broad canvas upon which their lives will unfold. Interweaving themselves throughout every society in the world will be the variables of race, ethnicity, class, religion, and gender--issues at the heart of the inquiry in AAAS. Ultimately, a graduate of the Master of Arts program in Africology and African American Studies is equipped with knowledge, skills, and techniques necessary for effective functioning in a multicultural, multiracial, and technologically advanced society.

As a concrete expression of its mission, the department currently offers a Master of Arts in Africology and African American Studies, a Bachelor's degree program in Africology and African American Studies, a minor in Africology and African American Studies, a graduate certificate in Africology and African American Studies and an undergraduate certificate in African Studies.

Chapter 3 **AAAS Graduate Programs**

The Graduate Certificate in Africology and African American Studies

Bring a specialty to your degree with a Graduate Certificate in Africology and African American Studies. Gain a special insight into American cultural diversity from a scholarly perspective of the life and culture of a people who have faced historical and institutionalized barriers and yet have contributed much to society.

Studies in this field delve into history, politics, culture, and economics, and create an environment for the student to develop a unique knowledge of and sensitivity to issues as they pertain to race and cultural diversity.

This program is designed to prepare and equip students with:

- Advanced research skills
- Diversity-related knowledge
- The ability to develop social policies and cultural competencies applicable to their careers
- Knowledge of epistemological issues in Africology and African American Studies

Career Opportunities

Many professionals with advanced degrees in a variety of educational arenas may find that this program gives them an edge on the competition. This certificate complements careers in a wide variety of fields, including, but not limited to, education, social work, literature, visual arts, healthcare and political science. Those with careers in public policy and administration, economic and political welfare, public relations, community outreach, social services, human resources and cultural diversity may find this certificate particularly helpful.

Course Sequence

Courses can be completed on EMU's main campus in Ypsilanti and online. All courses are designed for the working professional and are offered on weekday evenings and online.

Program Admission

1. A bachelor's degree from an accredited institution;
2. An undergraduate GPA of 2.75 or higher;
3. A statement of goals demonstrating how the graduate certificate program will help the student's professional goals and intellectual

- enrichment; and
4. A minimum of two letters of recommendation.

The certificate in Africology and African American Studies requires the completion of 15 hours of course work to be distributed among required courses as follows:

Mandatory Courses (6 hrs)

- AFC 501 - Foundational Issues in Africology and African American Studies
3 hrs
- AFC 602 - Researching Black Communities 3 hrs

Restricted Elective Courses: choose nine hours from the following:

- AFC 503 - Public Policy and African Americans 3 hrs
- AFC 504 - Politics in the African American Experience 3 hrs
- AFC 505 - The African Political Economy 3 hrs
- AFC 506 - Advanced Studies in African Civilization 3 hrs
- AFC 540 - Contemporary African Womanhood 3 hrs
- AFC 541 - Law, Race and Community 3 hrs
- AFC 542 - Race and Crime and the African American Experience 3 hrs
- AFC 543 - Civil Rights and the African American Experience 3 hrs
- AFC 544 - African Caribbean Worldviews 3 hrs
- AFC 592 - Special Topics 3 hrs
- Any other approved graduate-level course 3 hrs

The Master of Arts in Africology & African American Studies

The Master of Arts in Africology & African American Studies offers two optional tracks: Applied or Thesis-based. The two tracks offer a concentration in Africology & African American Studies courses, but, in each case, students are required to choose a complementary focus according to their intellectual or vocational orientation or their undergraduate degrees—from among participating disciplinary programs/departments across academic disciplines and programs of Eastern Michigan University.

Applied Track

Integrates theoretical perspectives and disciplinary knowledge with practical skills and training required to serve constituent organizations, enterprises, companies, and businesses in diverse communities of the United States and beyond.

A capstone internship seminar will serve as the major element of the second-year's field experience phase of the program. Typically, the project will involve working with companies and/or organizations in the region or elsewhere that serve a diverse clientele. During the internship period, the student will work under the guidance of two supervisors: the DAAAS internship director through a capstone internship seminar (AFC 603) and a representative of the internship placement institution who will oversee the student's activities and will report periodically to the AAAS Dept's internship director.

Thesis-based Track

The main goal of this track is to ensure that the theoretical, methodological, and functional dimensions of the degree will complement one another, and thus, increase the students' preparedness to tackle a diverse range of issues that affect the lives and experiences of the African world, particularly the African Diaspora.

The track encompasses a composite knowledge of African peoples' historical and contemporary experiences and of the discipline of Africology in relation to other areas in the humanities, social sciences, and natural sciences. This is an intensive academic writing and researching program aimed at students' acquisition of (1) a deep insight into the particular nature of the African American and African experiences and (2) knowledge and skills necessary to contribute to the advancement of conversations about the African and African diasporic experience both historically and contemporarily. Coursework and guided research will be developed and assessed in accord with both prescribed departmental standards and applicable standards of the Graduate School.

Program Admission

Minimum requirements for admission:

1. A completed graduate admissions application with application fee
2. Meet the Graduate School admission requirements
3. A B.A. or B.S. degree from an accredited college or university
4. A cumulative 3.0 undergraduate Grade Point Average (GPA)
5. A statement of purpose
6. Two (2) letters of recommendation from college professors attesting to the student's ability to pursue graduate-level work
7. Writing sample
8. A Curriculum Vitae/Resume
9. Graduate Assistantship application (optional)/For additional information, see [emich.edu/graduate/financial assistance/assistantships](http://emich.edu/graduate/financial_assistance/assistantships)

For International Applicants, there are additional requirements

1. TOEFL (Test of English as a Foreign Language) score
2. International Transcripts - Post-secondary transcripts from a non-U.S. institution must be submitted directly to one of four approved evaluation services for a detailed, course-by-course report.
3. See International Admission Checklist for additional information.
4. Applicants should allow 2-6 weeks for the evaluation to be completed.

Transfer Credit (optional)

With the approval of the AAAS Director of Graduate Studies, a student may apply to have up to 9 graduate credits completed at other accredited institutions counted towards completion of the Master of Arts in Africology & African American Studies.

The intended transfer credit courses cannot date back more than five (5) years before matriculation in the Department of Africology & African American graduate program. The application for these credits is to be made during the first semester of the student's enrollment in the AAAS graduate program. The student should discuss with the AAAS Director of Graduate Studies advisor, the specific courses she or he wishes to transfer and then submit:

A letter specifying each course the student wishes to have considered for credit toward the AAAS MA program,

Supporting documents (e.g., syllabi, course descriptions from college catalogs, assignments completed in the courses such as essays, a letter from the transfer course instructor or department) showing the overlap, quality, relevance, or similarity-in-content between the intended transfer course and a

specific AFC graduate course, and
An official transcript from the previous institution.

Degree Requirements: 33 hours

The Master of Arts in Africology and African American Studies requires students to complete 33 credit hours broken down as follows:

Core Courses: 12 hours

- AFC 501 - Foundational Issues in Africology and African American Studies 3 hrs
- AFC 502 - African Philosophical Thought and Aesthetics 3 hrs
- AFC 601 - Theory and Analytical Methods in Africology 3 hrs
- AFC 602 - Researching Black Communities 3 hrs

Applied or Thesis Track: 3 hours

Applied Track (Internship & Final Project Report)

Upon completion of their internship and the concurrent capstone internship course, each student will defend their cumulative final project report before a committee consisting of three faculty members (One faculty member from AAAS Dept, the Internship Director, and one faculty member representing the cognate discipline, who is a project reader). If a student chooses a cognate within AAAS (that is, by completing an additional nine credit hours of Restricted Electives), the third member of the committee will be an AAAS faculty member.

AFC 603 - Capstone Internship Seminar in Africology & AAS 3 hrs

Thesis Track (Thesis Research & Oral Defense)

As a writing intensive track, the thesis-based program merges the disciplinary theoretical foundation and methodologies of research. Full-time graduate work and a supervised individual thesis research will be required and assessed in accordance with both prescribed departmental standards and applicable standards of the Graduate School.

During their second year, subject to consultation with their faculty advisor and the department faculty's permission, and depending upon their anticipated volume of thesis-related research in a given semester/term, students will have the flexibility of enrolling in 1, 2, or 3 credit hours of "Developing a Master's Thesis" courses as follows:

- AFC 690 - Developing a Master's Thesis 1 hr
- AFC 691 - Developing a Master's Thesis 2 hrs
- AFC 692 - Developing a Master's Thesis 3 hrs

At any of the preceding credit-hour levels of supervised thesis research, the thesis research project serves as a faculty-supervised study that guides students through the steps of generating a thesis question or hypothesis, literature review, a methodological design, data collection, quantitative and/or qualitative, content or literary analysis, discussion and completion of a master's thesis.

A student is required to submit a thesis, followed by an oral defense, both of which will be evaluated by a committee consisting of three faculty members (one faculty member from AAAS, the student's thesis advisor, and one faculty member representing the cognate discipline, who is a thesis reader). If a student chooses a cognate within AAAS (that is, by completing an additional nine credit hours of Restricted Electives), the third member of the committee will be an AAAS faculty member.

Restricted Electives: 9 hours

Based on their subject area of interest, the regional area of interest (such as Africa, North America, or the Caribbean), career goals, and cognate/complementary focus, the student will select and complete three courses from the following:

- AFC 503 - Public Policy and African Americans 3 hrs
- AFC 504 - Politics in the African American Experience 3 hrs
- AFC 505 - The African Political Economy 3 hrs
- AFC 506 - Advanced Studies in African Civilization 3 hrs
- AFC 540 - Contemporary African Womanhood 3 hrs
- AFC 541 - Law, Race and Community 3 hrs
- AFC 542 - Race and Crime and the African American Experience 3 hrs
- AFC 543 - Civil Rights and the African American Experience 3 hrs
- AFC 544 - African Caribbean Worldviews 3 hrs

Cognate: 9 hours

The student will select and complete nine credit hours of coursework as part of a complementary focus in another discipline. The selection of a cognate will be done in consultation with the Director of Graduate Studies in the Department of Africology and African American Studies, as well as the other discipline.

Alternatively, a student may also choose to establish a cognate within the Department of Africology and African American Studies by completing an additional nine credit hours of AFC restricted electives.

Chapter 4

Student Conduct, University GPA Requirement, Grading Policies, Probation & Dismissal Policies

Student Conduct

The University and the Department of Africology and African American Studies expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (included in "Policies Affecting you at EMU" document).

A. Non-Academic Behaviors That May Result in Disciplinary Action.

Any conduct by a student that is a violation of the University Student Conduct Code may be referred to the Office of Student Conduct, Community Standards and Wellness for campus disciplinary action, in addition to any actions taken by the Counseling Program. The Conduct Code outlines the kinds of student behaviors that will result in disciplinary action, including possible dismissal from the University. Conduct violations by a student off-campus in university related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

B. University Grade Point Requirement

Graduate students must also meet the university's grade point standard in order to remain at Eastern Michigan University. As per the EMU Graduate Catalog, the requirement is as follows:

Students are placed on academic probation at the end of any semester in which their cumulative EMU grade point average in courses taken for graduate credit is below 3.0. Students must complete six graduate credit hours at EMU before being subject to academic probation. Students are notified in writing each semester of their status, and enrollment is only permitted on a semester-by-semester basis until the probation is removed. Probationary students who do not return to good standing by the end of the next two enrollment periods (spring and summer sessions equal one enrollment period) are dismissed from the University and are so notified in writing.

A student who has been dismissed under the University's grade point standard is entitled to a dismissal appeal. Visit <https://www.emich.edu/graduate/policies/probation.php> for information on the Graduate School Dismissal Appeals Process.

C. Grading Policies

Grades and expectations of students in AAAS courses will be determined

by the individual instructor of each course and outlined in the course syllabus.

As per University Policy, a student may pursue a grade grievance for any final grade that he/she believes was assigned capriciously or unfairly. See the "Policies Affecting You at EMU" document for a copy of the applicable Grade Grievance Procedures.

D. Graduate School Probation, Dismissal and Appeals Process

The Graduate School places students on academic probation at the end of any semester in which their cumulative EMU grade point average in courses taken for graduate credit is below 3.0. Students must complete six graduate credit hours at EMU before being subject to academic probation.

Probationary students who do not return to good standing by the end of the next three semesters of enrollment are dismissed from the University and are so notified via my.emich.edu email. Individual departments may specify additional grounds for dismissal. Students who are dismissed from an individual program while in good academic standing may still be eligible for another graduate program at EMU.

After dismissal, students may request reinstatement by submitting a Request for Reinstatement packet to the Office of Records and Registration. Deadline for submission of request will be included in the notice of dismissal. This request packet should include a personal letter which states the causes of the student's academic challenges, changes in the student's situation that may rectify those challenges and proposed plan of action to ensure success in graduate studies. Documentation which supports the circumstances described will be required. Dismissed students whose cumulative GPA is less than 2.0 are automatically denied reinstatement. After the deadline for submission of requests for reinstatement has passed, the Office of Records and Registration will initiate the appeals process with the Academic Status Review Committee.

All reinstatement requests must be in writing, accompanied by documentation. There are no exceptions to this process. All documents become the property of EMU and will not be returned or copied after submission. Students should make copies for their personal use before submitting them to the committee. Personal interviews will not be considered and reinstatement request decisions are final. Notification of decisions will be sent to your my.emich.edu email account within 14 days of the request submission deadline. If the request is approved, further action on the student's part WILL be necessary to finalize their reinstatement. Deadlines will apply and be sent by email with instructions.

CHAPTER 5

Planning a Program of Study

Meeting with Your Faculty Advisor

Upon program admission, the student is assigned to a faculty advisor. The student is expected to meet with his/her advisor to begin program planning as soon as possible following notification of admission. No more than nine credit hours may be taken and applied to the Program of Study prior to this step. All students are therefore encouraged to meet with their advisors during their first semester of coursework.

During the first planning meeting, the student and advisor discuss career goals, program requirements, as well as personal/professional development needs. The student and advisor work together to select electives and to build a program of study that fits the student's needs and meets program requirements. The written program of study is signed by the advisor and the student. The student must consult with the advisor about making any future program changes. A copy of the signed program of study becomes the university's contract with the student and is forwarded to the Graduate School. A copy of this formal program of study is sent to the student.

The student-advisor relationship is ongoing and continues after the program of study is written. The student is encouraged to meet with his or her advisor periodically to discuss progress in the program, career options, internship placement and thesis development.

Chapter 6

MA's Program Requirements

Option I - Master's degree in Applied Africology & African American Studies

Core Courses: 15 credit hours

- AFC 501 Foundational Issues in AAS (03 hrs)
- AFC 502 African Philosophical Thought & Aesthetics (03 hrs)
- AFC 601 Theory and Analytical Methods in Africology (03 hrs)
- AFC 602 Researching Black Communities (03 hrs)
- *AFC 603 Capstone Internship Seminar in Africology & African Am Studies (03 hrs)

Restricted Elective Courses in Africology and African American Studies: 9 credit hours

Based on his/her subject area of interest, regional area of interest (such as Africa, North America or the Caribbean), career goals, and anticipated complementary focus, the student will select and complete three courses from the following list of Restricted Electives in Africology and African American Studies:

Select **3 courses (9 credits)** from the AFC section listed below

- AFC 503 Public Policy and AfAms
- AFC 504 Politics in the AfAm Experience
- AFC 506 Advanced Studies in African Civilization
- AFC 507 African Political Economy
- AFC 540 Contemporary African Womanhood

- AFC 541 Law, Race, and Community
- AFC 542 Race and Crime and the AfAm Experience
- AFC 543 Civil Rights and the AfAm Experience
- AFC 544 African Caribbean worldviews
- Any approved new AFC 3-credit graduate course to be developed in the future

A complementary focus in another discipline: 9 credit hours

The student will select and complete three 3-credit courses for a complementary focus in another discipline upon consultation with both the DAAAS Director of Graduate Studies and the Respective Graduate Director of the other discipline.

Internship Placement, Internship Course (AFC 603) & Final Project Report: 3 credit hours

The proposed MA in Applied Africology & African American Studies will integrate theoretical perspectives and disciplinary knowledge with practical skills and training required to serve constituent organizations, enterprises, companies, and businesses in diverse communities of the United States and beyond. A capstone internship seminar will serve as the major element of the second-year's field experience phase of the program. Typically, the project will involve working with companies and/or organizations in the region or elsewhere that serve a diverse clientele. During the internship period, the student will work under the guidance of two supervisors: the DAAAS internship director through a capstone internship seminar (AFC 603) and a representative of the internship placement institution who will oversee the student's activities and will report periodically to the DAAAS internship director.

Oral Defense of Final Project Report for the Applied MA

Upon completion of his/her internship and the concurrent capstone internship course (AFC 603), each student of the Applied MA in Africology and African American Studies will schedule and defend his/her cumulative final project report before a committee of three faculty members: two AAAS faculty members (including the DAAAS internship director), and 1 faculty member representative of the complementary discipline as a project reader.¹

Option II – a Thesis-based Master of Arts degree in Africology & African American Studies

The main goal of the Master of Arts degree in the thesis-based Africology & African American Studies is to ensure that the theoretical, methodological, and functional dimensions of the degree will complement one another, and thus, increase the students' preparedness to critically engage with scholarship focusing on the African world, particularly the African Diaspora.

The program encompasses a composite knowledge of African peoples' historical and contemporary experiences and of the discipline of Africology in relation to other areas in the humanities, social sciences, and natural sciences. This is an intensive academic writing and researching program aimed at students' acquisition of (1) a deep insight into the particular nature of the African American and African experiences and (2) knowledge and skills necessary to contribute to the advancement of conversations

¹ If a student of the Applied MA option has chosen to establish a complementary subject area of focus within the department of Africology and African American Studies (that is, by completing 18 credits of AFC Restricted Elective courses, instead of 9 credits), the third member of his/her 3-person faculty advisory group must be chosen from DAAAS.

about the African and African diasporic experience both historically and contemporarily. Classroom work and guided research will be developed and assessed in accordance with both prescribed departmental standards and applicable standards of EMU's Graduate School. In order to obtain their degree, the thesis-based MA students are required to complete and submit a thesis which will be evaluated by a committee consisting of three faculty members: 2 AAAS faculty members (one of whom is the thesis adviser), and 1 faculty member representative of the complementary discipline, who is a thesis reader.

Core Courses: 15 credit hours

- AFC 501 Foundational Issues in AAS (03 hrs)
- AFC 502 African Philosophical Thought & Aesthetics (03 hrs)
- AFC 601 Theory and Analytical Methods in Africology (03 hrs)
- AFC 602 Researching Black Communities (03 hrs)
- AFC 692 Thesis Research (03 hrs)²

Restricted Elective Courses in Africology and African American Studies: 9 credit hours

Based on his/her subject area of interest, regional area of interest (such as Africa, North America or the Caribbean), career goals, or anticipated complementary focus, the student will select and complete three courses from the following list of

² Subject to consultation with their Major AAAS Faculty adviser and department's permission, and depending upon their anticipated volume of thesis-related research in a given semester/term, students have the flexibility of enrolling in a 1-credit supervised Thesis study (AFC 690 Thesis Research (01 hr) per semester/term, a 2-credit supervised Thesis study (AFC 691 Thesis Research (02 hrs) per semester/term, or the full 3-credit Thesis study (AFC 692 Thesis Research (03 hrs) per semester/term.

Restricted Electives in Africology and African American Studies:

Select **3 courses (9 credits)** from the AFC section listed listed below

- AFC 503 Public Policy and AfAms
- AFC 504 Politics in the AfAm Experience
- AFC 505 African Political Economy
- AFC 506 Advanced Studies in African Civilization
- AFC 540 Contemporary African Womanhood
- AFC 541 Law, Race, and Community
- AFC 542 Race and Crime and the AfAm Experience
- AFC 543 Civil Rights and the AfAm Experience
 - AFC 544 African Caribbean worldviews
 - Any approved new AFC graduate 3-credit course to be developed in the future

A complementary focus in another discipline: 9 credit hours

The student will select and complete three 3-credit courses for a complementary focus in another discipline upon consultation with both the DAAAS Director of Graduate Studies and the respective Graduate Director of the other discipline. Alternatively, a student may also choose to establish a complementary focus within the department of Africology and African American Studies by completing 18 credit hours of AFC restricted electives, instead of 9 AFC restricted electives.

Thesis Research & Oral Defense: 3 credit hours

As a writing intensive program, the thesis-based Master of Arts in Africology and African American Studies will merge the disciplinary theoretical foundation and methodology (ies) of research. Full-time graduate work and supervised individual thesis research will be required and assessed in accordance with both prescribed departmental standards and applicable standards of the EMU's Graduate School. During their second year, subject to consultation with their Major Faculty adviser and department's permission, and depending upon their anticipated volume of thesis-related research in a given semester/term, students will have the flexibility of enrolling in a 1-credit supervised Thesis study (AFC 690 Thesis Research (01 hr)) per semester/term, a 2-credit supervised Thesis study (AFC 691 Thesis Research (02 hrs)) per semester/term, or the full 3-credit Thesis study (AFC 692 Thesis Research (03 hrs)) per semester/term. At any of the preceding credit-hour levels of supervised thesis research, the thesis research project serves as a faculty supervised study that guides students through the steps of generating a thesis question or hypothesis, literature review, a methodological design, data collection, quantitative and/or qualitative, content or literary analysis, discussion and completion of a master's thesis.

In order to obtain their degree, students are required to submit a thesis followed by an oral defense which will be evaluated by a committee consisting of 3 faculty members: 2 faculty members of the Africology and African American Studies department (one of whom is the student's thesis adviser), and one faculty member

representative of the complementary discipline,³ who is a thesis reader.

The following tables exemplify options I & II of the Master of Arts in Africology and African American Studies.

Table I

<p style="text-align: center;">Option I-Core Courses (15 credits)</p> <p style="text-align: center;">Applied MA in Africology and African American Studies</p> <p>Core Courses: 15 credit hours</p> <ul style="list-style-type: none"> - AFC 501 Foundational Issues in AAS (03 hrs) - AFC 502 African Philosophical Thought & Aesthetics (03 hrs) - AFC 601 Theory and Analytical Methods in Africology (03 hrs) - AFC 602 Researching Black Communities (03 hrs) - *AFC 603 Capstone Internship Seminar in Africology and AA Studies (03 hrs) 	<p style="text-align: center;">Option II-Core Courses (15 credits)</p> <p style="text-align: center;">Thesis-based MA in Africology and African American Studies</p> <p>Core Courses: 15 credit hours</p> <ul style="list-style-type: none"> - AFC 501 Foundational Issues in AAS (03 hrs) - AFC 502 African Philosophical Thought & Aesthetics (03 hrs) - AFC 601 Theory and Analytical Methods in Africology (03 hrs) - AFC 602 Researching Black Communities (03 hrs) - AFC 692 Thesis Research: (03 hrs)
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³ If a student of the thesis-based MA option has chosen to establish a complementary subject area of focus within the department of Africology and African American Studies (that is, by completing 18 credits of AFC Restricted Elective courses, instead of 9 credits), the third member of his/her 3-person faculty advisory group must be chosen from DAAAS.

Table II

Restricted Electives in Africology and African American Studies (09 credits)

Based on his/her subject area of interest, regional area of interest (such as Africa, the Caribbean or North America), or anticipated complementary focus, the student should select and complete three courses from the following list of Restricted Electives in Africology and African American Studies.

- AFC 503 Public Policy and AfAms
- AFC 504 Politics in the AfAm Experience
- AFC 505 African Political Economy
- AFC 506 Advanced Studies in African Civilization
- AFC 540 Contemporary African Womanhood
- AFC 541 Law, Race, and Community
- AFC 542 Race and Crime and the AfAm Experience
- AFC 543 Civil Rights and the AfAm Experience
 - AFC 544 African Caribbean worldviews
 - Any approved new AFC graduate 3-credit course to be developed in the future

Chapter 7

AAAS Graduate Courses

AFC 501 - Foundational Issues in Africology and African American Studies (3 hrs)

This course provides an advanced examination of theoretical and conceptual issues that form the epistemological foundation of Africology and African American studies. It investigates key studies, scholars, and theories in the field. Readings and discussions pay close attention to the relationship between theory and empirical research and their applications to contemporary social issues.

Course Rotation Fall

AFC 502 - African Philosophical Thought and Aesthetics (3 hrs)

The course examines the philosophical, mythological, and mythopoetic responses Africans made to the universe, to human relationships, and the divine that establish an inalienable link between African philosophical thought, religion, and art. Particular emphasis is placed on the study of the ethical and metaphysical foundations of ancient Egypt by exploring the concepts of Maat, goodness, and beauty as the philosophical bases of African aesthetics.

Course Rotation Fall

AFC 503 - Public Policy and African Americans (3 hrs)

This course examines the implications of major and evolving national public policies and policy alternatives for economically vulnerable and/or historically disadvantaged segments of the population, particularly African Americans. Such policies include those related to social welfare, education, campus climate, employment, mass communication, housing, affirmative action and drug and crime control.

Course Rotation Fall or Winter

AFC 504 - Politics in the African American Experience (3 hrs)

This course is designed to provide the student with an advanced and critical knowledge of black political behavior in the United States in its evolution from protest to contemporary, institutional politics.

Course Rotation Fall or Winter (online)

AFC 506 - Advanced Studies in African Civilization (3 hrs)

The course is designed as an in-depth and critical study of key centers of African Civilization from antiquity to the 1960s. The student will also learn about certain fundamental ancient African cultural commonalities, albeit in the

midst of linguistic and other kinds of diversity. While the course critically examines a cross-section of studies about cross-cultural influences between African civilization and other civilizations, the students will also investigate the nature of lingering controversies about the authenticity of an African antiquity.

Course Rotation Fall or Winter (online)

AFC 507 - The African Political Economy (3 hrs)

This course serves as an advanced and critical survey of Africa's contemporary political economy. In examining post-colonial developments, the course focuses on regional and national strategies for social transformation.

Course Rotation Fall, Winter, and Summer II (online)

AFC 540 - Contemporary African Womanhood (3 hrs)

The course explores the myriad variations in African women's experience as well as their theoretical underpinnings through their portrayals in autobiography, fictional literature, film and social media. Students will consider the political, racial, social and economic contexts in which African women self-depict and are represented through the lens of their located lives in Africa and in the diaspora both in the present and in an imagined time. Through intensive writing workshops toward the course's end, students will have the opportunity to produce a potentially publishable research paper.

Course Rotation Fall or Winter

AFC 541 - Law, Race and Community (3 hrs)

This course examines the legal history of African Americans and the related search for a concept of community within the United States. The course ranges from European movement into the Western Hemisphere in the 1400s to the challenges of race and structural inequalities of the 21st century.

Course Rotation Fall or Winter

AFC 542 - Race and Crime and the African American Experience (3 hrs)

This course will provide a comparative analysis of the experience of African Americans and other groups with the criminal justice system in the United States. Students will critically examine historical patterns, theories of race and crime and the effects of race and class on social attitudes and criminal justice practices.

Course Rotation Winter

AFC 543 - Civil Rights and the African American Experience (3 hrs)

This course will explore the impact of race as a dominant and dynamic force that has shaped the interpretation of the Constitution and subsequent Civil Rights Acts. Students will critically examine how black communities organized for change and how the Civil Rights movement contributed to American political reform.

Course Rotation Fall

AFC 544 - African Caribbean Worldviews (3 hrs)

The course provides a foundational introduction to theory, history, film, and literature from the region that is thought of as the Caribbean. Through a study of the theory that emerges from the region as well as its cultural production, students will come away from the course with an understanding of some of the major issues facing the Caribbean region historically and contemporarily.

Course Rotation Fall or Winter

AFC 601 - Theory and Analytical Methods in Africology (3 hrs)

This course examines the historical and intellectual roots of Afrocentricity as well as the most prominent paradigms in the discipline; it encourages the applicability of the theory through its cognitive, structural, and functional dimensions; fosters a critical thinking methodology to sharpen students' skills as critics, theoreticians, and researchers to examine the agency of African people and/or interpret the African world experience transnationally and trans-generationally.

Course Rotation Winter

AFC 602 - Researching Black Communities (3 hrs)

Through the application of qualitative and ethnographic techniques, students will study groups, institutions and other social phenomena that affect African American communities and culture. Social research will be linked to intellectual and theoretical traditions in the field of African American studies.

Course Rotation Winter

AFC 603 - Capstone Internship Seminar in Africology & AAS (3 hrs)

The course is designed as a practicum by which students of the Applied Master of Arts in Africology and African American Studies can acquire a practical experience of either an African American organization or any organization that serves a diverse clientele. The seminar must be taken while a student is in an internship program. Involving an advanced and critical survey of major coping strategies typically deployed by racial and ethnic minority communities of the United States, the seminar is designed to help prepare the master's degree students for effective functioning in their future places of work.

AFC 690 - Developing a Master's Thesis (1 hr)

This course is a faculty-supervised study that guides students through the steps of generating a thesis question or hypothesis, literature review, a methodological design, data collection, quantitative and/or qualitative, content or literary analysis, discussion and completion of a master's thesis.

Grade Mode Credit/No-Credit

Course Rotation Fall, Winter, and Summer

**Prerequisite(s) AFC 501, AFC 502, AFC 601, and AFC 602
Department Permission is required**

AFC 691 - Developing a Master's Thesis (2 hrs)

This course is a faculty-supervised study that guides students through the steps of generating a thesis question or hypothesis, literature review, a methodological design, data collection, quantitative and/or qualitative, content or literary analysis, discussion and completion of a master's thesis.

**Grade Mode Credit/No-Credit
Course Rotation Fall, Winter, and Summer**

**Prerequisite(s) AFC 501, AFC 502, AFC 601, and AFC 602
Department Permission is required**

Major Restriction(s) Master of Arts in Africology & African American Studies

Class-Level Restriction Graduate standing

AFC 692 - Developing a Master's Thesis (3 hrs)

This course serves as a research-oriented study conducted under the supervision of departmental faculty for the purpose of research for and completion of a Thesis for the Master of Arts degree in Africology and African American Studies.

**Credit 3 hrs May be repeated for additional credit
Grade Mode Credit/No-Credit
Course Rotation Fall, Winter, and Summer**

**Prerequisite(s) AFC 501, AFC 502, AFC 601, and AFC 602
Department Permission is required**

Major Restriction(s) Master of Arts in Africology & African American Studies

Class-Level Restriction Graduate standing

CHAPTER 8

Student Feedback

Instructor Effectiveness

Graduate students have the opportunity to evaluate faculty members through the university's course evaluation process at the end of a semester. Students are asked to use the course evaluation to provide feedback regarding the teaching effectiveness of faculty members or lecturers. The course evaluations are reviewed by the department head and are then returned to the faculty member or lecturer. The course evaluations are reviewed carefully when faculty members are considered for promotion and tenure or when lecturers are evaluated or considered for additional teaching responsibilities.

Program Evaluation

On an ongoing basis, follow-up studies are conducted with program graduates and their employers to obtain feedback about our programs. We are interested in their perceptions of the graduates' preparedness to work as professionals or faculty in school, college, and community settings. The questionnaires focus specifically on the areas outlined in our program goals and objectives.

CHAPTER 9

Academic Conference & Professional Organizations

Students are encouraged to join national disciplinary organizations. Membership in these organizations can be beneficial to students in a number of ways. Publications and conventions help members stay in touch with the most recent developments in the discipline. They also provide valuable contacts for graduates seeking faculty positions in academic departments or those seeking professional positions in non-academic settings. Students receive reduced membership rates in most organizations. Listed below are the some of the major organizations that students may consider joining. Additional information about joining these or other organizations can be obtained from the organizations' websites and from faculty advisers.

List of Academic Conference Organizations

The National Council for Black Studies (NCBS)

The National Council for Black Studies (NCBS) is the leading organization of Black Studies professionals in the world. For more than 40 years, NCBS has been at the forefront of driving the development of Black/Africana Studies/Africology as a respected academic discipline.

Website: https://www.ncbsonline.org/about_ncbs

The Annual Cheikh Anta Diop International Conference

For over the last 30 years, the mission of the Diopian Institute for Scholarly Advancement has been to continue the work of Cheikh Anta Diop by seeking the truth of our cultural inheritance using all the techniques and tools at our disposal, as well as, extending the extensive and exhaustive dialogues that seek to validate, clarify and solidify African ideas. In fulfilling this duty, every year the Annual Diop International Conference has brought together a community of noteworthy scholars, artists, educators, and activists to discuss, debate, and collaborate on concepts and projects that inspire and empower African people worldwide. We acknowledge the record of our successes and we recognize that our aim to practice this work is difficult, yet supremely relevant in the 21st century.

Website: <https://www.diopianinstitute.org/index.php/conference/>

The Association for the Study of African American Life and History (ASAALH)

Established on September 9, 1915 by Dr. Carter G. Woodson, we are the Founders of Black History Month and carry forth the work of our founder, the Father of Black History.

We continue his legacy of speaking a fundamental truth to the world—that Africans and peoples of African descent are makers of history and co-workers in what W. E. B. Du Bois called, “The Kingdom of Culture.” ASALH’s mission is to create and disseminate knowledge about Black History, to be, in short, the nexus between the Ivory Tower and the global public. We labor in the service of Blacks and all humanity. The vision of the Association for the Study of African American Life and History is to be the premier Black Heritage learned society with a strong network of national and international branches and partners whose diverse and inclusive membership will continue the Woodson legacy. The mission of the Association for the Study of African American Life and History (ASALH®) is to promote, research, preserve, interpret and disseminate information about Black life, history and culture to the global community.

Website: <https://asalh.org/>

[African Studies Association \(ASA\)](#)

Established in 1957, the African Studies Association is the flagship membership organization devoted to enhancing the exchange of information about Africa.

With almost 2,000 individual and institutional members worldwide, the African Studies Association encourages the production and dissemination of knowledge about Africa, past and present. Based in the United States, the ASA supports understanding of an entire continent in each facet of its political, economic, social, cultural, artistic, scientific, and environmental landscape. Our members include scholars, students, teachers, activists, development professionals, policymakers and donors.

<https://africanstudies.org>

National Association of African American Studies and Affiliates (NAAAS)

The National Association of African American Studies and Affiliates (NAAAS) was founded in 1992 on the campus of Virginia State University in Petersburg, Virginia. The founders, all members of the College of Social Sciences, include Mr. Gary Baker, Valery Y.R. Bates-Brown, Ph.D., Lemuel Berry, Jr., Ph.D., Mrs. Juanita B. Evans, Joseph Goldenberg, Ph.D., Mrs. Pansy E. Jacobs-Jackson, and Wallace McMichael, Ph.D. The overarching goal of the organization was directed toward providing faculty and students an opportunity to engage in scholarly endeavors. This goal has been expanded and the following goals are the foundation from which the organization derives its directions and actions.

Goals:

To serve as a resource for scholars in the field who desire information and support for research related to the African and African American, Hispanic, Latino(a) and Chicano(a), Native American and Asian experiences:

Objectives:

To promote acquaintanceship and group effort among those interested in African Americans, Hispanics, Latinos(as) and Chicanos(as), Native Americans and Asians;

To further the cause of research in African American, Hispanic, Latino(a) and Chicano(a), Native American and Asian Studies;

To stimulate greater public interest in and better informed public opinion regarding African Americans, Hispanics, Latinos(as) and Chicanos(as), Native Americans and Asians;

To serve as a forum for the expression of research and artistic endeavors in the celebration of the lives and works of African Americans, Hispanics, Latinos(as) and Chicanos(as), Native Americans and Asians;

To provide research and information on African American, Hispanic (Latino/a and Chicano/a), Native American and Asian Studies in publications and a refereed journal;

To promote globalization through international forums;

To maintain archives which will be made available to all who are desirous of using available resources; and

To support and host a national conference each year which will provide students and scholars an opportunity to present research in an open forum.

<https://www.naaas.org>

The Association of Caribbean Historians (ACH)

The Association of Caribbean Historians (ACH) is an independent, non-profit, professional organization devoted to the promotion of Caribbean history from a multidisciplinary, pan-Caribbean perspective, and is the primary association for scholarly and public historians working in the field. Initially formed from a 1969 colloquium under the leadership of Francophone scholar Jacques Adélaïde-Merlande. In 1973, the ACH was formed. Since then, the organization has grown to several hundred members around the globe.

Its principal activity is an annual conference, which is alternately hosted by an English, Spanish, French, or Dutch-speaking Caribbean nation. To encourage intellectual exchange, all attendees attend each conference session and all papers and discussion sessions are simultaneously translated in English, Spanish and French.

The ACH membership includes students, graduate students, faculty, staff of public and government institutions, and independent or retired researchers. While it began under the auspices of history, it now frequently hosts papers and panels on Caribbean literature, art, theatre, archeology, material culture, and identity.

ACH members have played leading roles in the Caribbean, most notably in public service and in academia. These include current and past service as leaders of government, national, regional, and international organizations. Many current members serve in senior positions at Caribbean, North American, and European universities.

<http://www.associationofcaribbeanhistorians.org>

Latin American Studies Association (LASA)

The Latin American Studies Association (LASA) is the largest professional Association in the world for individuals and institutions engaged in the study of Latin America. With over 12,000 members, over 65 percent of whom reside outside the United States, LASA is the one association that brings together experts on Latin America from all disciplines and diverse occupational endeavors, across the globe.

LASA's mission is to foster intellectual discussion, research, and teaching on Latin America, the Caribbean, and its people throughout the Americas, promote the interests of its diverse membership, and encourage civic engagement through network building and public debate.

<https://www.lasaweb.org/en/>

List of African American Professional Organizations

[African American Planning Commission \(AAPC\)](#)

The African American Planning Commission (AAPC) Inc., is a New York City-based nonprofit organization committed to reducing homelessness and addressing the related issues of domestic violence, HIV/AIDS, mental illness, substance abuse, shortage of affordable housing, and unemployment in the communities in which we live and serve.

Website: <https://aapci.org/site/>

[American Association of Blacks in Energy \(AABE\)](#)

The American Association of Blacks in Energy is a national association of energy professionals founded and dedicated to ensuring the input of African Americans and other minorities into the discussions and developments of energy policies, regulations, R&D technologies and environmental.

Website: <http://www.aabe.org/>

[The Association of Black Psychologists](#)

The Association of Black Psychologists was established to promote and advance the profession of African Psychology, influence and affect social change and develop programs whereby psychologists of African descent can assist in solving problems of Black communities and other ethnic groups.

Website: <http://www.abpsi.org/>

[National Association of African Americans in Human Resources](#)

[National Association of African Americans in Human Resources](#) is a national organization of human resource professionals with 36 local chapters; includes consultants and students.

Website: <https://naaahr.site-ym.com/default.aspx>

National Black MBA Association

National Black MBA Association is an 8,000-member professional organization made up of African American graduates with MBAs and advanced degrees. Established in 1970, its mission is to increase the number and diversity of African Americans in business.

Website: <https://nbmbaa.org/>

BCA

Incorporated as the **Black Culinarian Alliance** in 1998 and now known by its acronym. A national educational and networking organization that serves African American and other minority professionals working in hospitality and food services.

Website: <https://bcaglobal.org/>

Blacks in Government

Blacks in Government Members are civil servants at the federal, state, county and municipal levels. Founded in 1975; more than 50 chapters include the Departments of State and Homeland Security, the Coast Guard, and the National Institutes of Health.

Website: <http://www.bignet.org/>

ColorComm

ColorComm is an essential organization for women of color in all areas of communications including Public Relations, Corporate Communications, Advertising Print Media, Broadcast, Digital and more.

Website: <http://www.colorcommnetwork.com/>

The Executive Leadership Council

The Executive Leadership Council is the preeminent member organization for the development of global black leaders. The mission is to increase the number of successful black executives — both domestically and internationally — by adding value to their development, leadership, and philanthropic endeavors throughout the life-cycle of their careers thereby strengthening their companies, organizations, and communities.

Website: <https://www.elcinfo.com/index.php>

Information Technology Senior Management Forum

Information Technology Senior Management Forum's mission is to increase the representation of black professionals at senior levels in technology, to impact organizational innovation and growth. By 2020, ITSMF will graduate 500 professionals through a series of rich, development, and career-advancing programs.

Website: <https://www.itsmfonline.org/>

Joint Center for Political and Economic Studies

The Joint Center for Political and Economic Studies is a nonprofit public policy organization that produces innovative, high-impact ideas, research, and policy solutions that have a positive impact on people and communities of color. The Joint Center does this by building and fueling a nonpartisan network of innovative elected and appointed officials of color and scholars for whom this goal is a priority. The Joint Center uses policy roundtables, research reports, and targeted media to reach key audiences of innovative officials of color and other thought leaders.

Website: <https://jointcenter.org/>

National Association for the Advancement of Colored People (NAACP)

The National Association for the Advancement of Colored People's mission is to ensure the political, educational, social and economic equality of rights of all persons and to eliminate racial hatred and racial discrimination.

Website: <https://www.naACP.org/>

National Association of Black Accountants, Inc.

The National Association of Black Accountants is a nonprofit membership association dedicated to bridging the opportunity gap for people of color in the Accounting, Finance, Consulting, Information Technology and other related business professions.

Website: <https://www.nabainc.org/>

National Bar Association

National Bar Association is an advocate for social justice since 1925; promotes professional development for African Americans in the legal profession. Members include more than 20,000-member lawyers, judges, educators and law students.

Website: <https://www.nationalbar.org/>

National Association of Blacks in Criminal Justice:

National Association of Blacks in Criminal Justice Organized in 1974; state and local chapters across the US. Members include law enforcement personnel, corrections officers, court employees, social services workers, academics and clergy.

Website: <http://www.nabcj.org/>

National Association of Black Journalists

The National Association of Black Journalists was founded in 1975 and is an organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of African-American journalists worldwide.

Website: <https://www.nabj.org/default.aspx>

National Black Chamber of Commerce (NBCC)

The National Black Chamber of Commerce, incorporated in Washington, D.C. in March 1993, represents 95,000 African-American–owned businesses and provides advocacy that reaches one million African-American-owned businesses. From the original 14 chapters the NBCC has grown to over 200 chapters located in 40 states and 50 nations. It is the largest Black business association in the world. The National Black Chamber of Commerce is dedicated to economically empowering and sustaining African-American communities through entrepreneurship and capitalistic activity within the US and via interaction with the African Diaspora.

Website: <https://www.nationalbcc.org/>

National Black Justice Commission (NBJC)

National Black Justice Commission is America's leading national Black LGBT civil rights organization focused on federal public policy. The mission is to end racism and homophobia. NBJC provides leadership at the intersection of national civil rights groups and LGBT organizations, advocating for the unique challenges and needs of the African American LGBT community.

Website: <http://nbjc.org/>

National Black MBA Association

The National Black MBA Association is dedicated to developing partnerships that result in the creation of intellectual and economic wealth in the African-American community. The National Black MBA Association, which has more than 9,000 members and represents more than 300 corporate partners, operates around three cornerstones—education, employment and leadership. To date, NMBAA was awarded over \$5 million in scholarships to deserving youth and minority students.

Website: <https://nbmbaa.org/>

National Black Nurses Association (NBNA)

The National Black Nurses Association's mission is “To represent and provide a forum for black nurses to advocate for and implement strategies to ensure access to the highest quality of healthcare for persons of color.”

Website: <https://www.nbna.org/>

National Council of Negro Women, Inc. (NCNW)

The National Council of Negro Women is an assembly of national African-American women's organizations and community-based sections. Founded in 1935, the NCNW's mission is to lead, develop and advocate for women of African descent as they support their families and communities. NCNW fulfills this purpose through research, advocacy and national and community-based services and programs on issues of health, education and economic empowerment in the United States and Africa.

Website: <http://ncnw.org/>

National Coalition of 100 Black Women (NCBW)

The mission of **National Coalition of 100 Black Women** is to develop leaders who will help to rebuild their communities and redirect the energies of younger African-Americans in those communities. The purpose of the Coalition is to foster principles of equal rights and opportunities, promote the awareness of Black culture, develop the potential of the membership for effective leadership and participation in civic affairs, take action on specific issues of national and international importance, and cooperate with other persons and organizations to achieve mutual goals.

Website: <http://www.ncbw.org/>

National Medical Association (NMA)

The **National Medical Association** promotes the collective interests of physicians and patients of African descent. The organization is a leading force for parity in medicine, the elimination of health disparities and the promotion of optimal health.

Website: <https://www.nmanet.org/default.aspx>

National Organization of Black Law Enforcement Executives

National Organization of Black Law Enforcement Executives Founded in 1976. Public service organization serves as the "conscience of law enforcement."

Website: <http://noblenational.org/>

National Urban League

The National Urban League is a civil-rights organization focused on the economic empowerment of underserved urban communities. The National Urban League works through 100 local affiliates in 36 states and the District of Columbia to provide programming, public policy research and advocacy designed to improve the lives of more than 2 million people nationwide.

Website: <http://nul.iamempowered.com/>

National Sales Network

National Sales Network is an association of African American sales and sales management professionals. Organized in 1992, with more than 2,000 members in 16 chapters.

Website: <http://www.salesnetwork.org/>

National Society of Black Engineers (NSBE)

The **National Society of Black Engineers'** mission is to increase the number of culturally responsible African-American engineers who excel academically, succeed professionally and positively impact the community. With over 30,000 members around the world, NSBE is one of the largest student-governed organizations based in the United States.

Website: <http://www.nsbe.org/home.aspx>

The Partnership, Inc.

The Partnership, Inc. is New England's premier organization dedicated to enhancing the economic competitiveness of the region by attracting, developing, retaining and convening professionals of color. The Partnership has helped corporations gain a competitive edge by developing a culturally inclusive workplace. Their corporate partners are distinguishing themselves with employers who have different backgrounds, ideas and perspectives and as a result provide diversity of thought. Founded in 1987, The Partnership provides state of the art executive leadership development programs to help professionals of color reach their full potential. During our 31-year history, The Partnership has developed 4,000+ alumni and collaborated with more than 300 corporate partners.

Website: <https://www.thepartnershipinc.org/>

Organization of Black Designers

The Organization of Black Designers is a non-profit national professional association dedicated to promoting the visibility, education, empowerment and interaction of its membership and the understanding and value that diverse design perspectives contribute to world culture and commerce. The Organization of Black Designers is the first national organization dedicated to addressing the unique needs of African-American design professionals.

Website: <http://obd.org/>

United Negro College Fund (UNCF)

The United Negro College Fund is the nation's largest, oldest, most successful and most comprehensive minority higher-education assistance organization. The UNCF provides a range of support to keep academic programs strong and tuition affordable for 37 member historically African-American colleges and universities. As a result of this support, member institutions educate more than 50,000 students each year and have produced more than 430,000 graduates with the help of UNCF.

Website: <https://www.uncf.org/>

U.S. Black Chambers, Inc

The U.S. Black Chambers, Inc. (USBC) provides committed, visionary leadership and advocacy in the realization of economic empowerment. Through the creation of resources and initiatives, we support African-American Chambers of Commerce and business organizations in their work of developing and growing Black enterprises. The USBC is an association of

more than 100 self-sustaining Black Chambers and small business associations nationwide and serves close to 250,000 small businesses.

Website: <http://www.usblackchambers.org/>

100 Black Men of America

The mission of **100 Black Men of America** is to improve the quality of life and enhance educational and economic opportunities for all African Americans.

Website: <https://100blackmen.org/2018-leadership-summit/>

Chapter 10

AAAS Faculty & Staff

Faculty

Department Head

- Professor Victor Oguejiofor Okafor

Faculty

- Professor Ronald C. Woods
- Assistant Professor Toni Pressley-Sanon

Lecturers

- Dr. Kefentse Chike, Part-time Lecturer
- Micala D. Evans, Part-time Lecturer
- Mark Fancher, Esq, Part-time Lecturer
- Dr. Imelda Hunt, Part-time Lecturer
- Dyann Logwood, Full-time Lecturer
- Robyn McCoy, Esq, Part-time Lecturer
- Dr. Patrick Pieh, Part-time Lecturer
- El Ra Radney, Part-time Lecturer
- Dr. Jerome Reide, Part-time Lecturer
- Dr. Jefferey D. Robinson, Part-time Lecturer
- El-Ra Radney, Part-time Lecturer

Office Manager

- Charisse Doré Nilles, MS

For additional information about AAAS faculty, lecturers and staff, go to:

<https://www.emich.edu/aas/faculty.php>