

**BST PhD Program Guides  
(from department internet sites)**

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[www.professorevans.com](http://www.professorevans.com)

1. Wisconsin
2. Pennsylvania
3. Indiana
4. Temple
5. Massachusetts-Amherst
6. Berkeley
7. Harvard
8. Yale
9. Michigan State
10. Northwestern

1. Temple University, <http://www.temple.edu/aas/>
2. University of Massachusetts, <http://www.umass.edu/afroam/>  
~ Doctoral Dissertations: [http://scholarworks.umass.edu/afroam\\_diss/](http://scholarworks.umass.edu/afroam_diss/)
3. University of California, Berkeley, <http://africam.berkeley.edu/>  
~ Graduate Student Profiles: <http://africam.berkeley.edu/programs/graduates.htm>  
~ Former Graduate Student Profiles: <http://africam.berkeley.edu/programs/postdocs.htm>
4. Harvard University, <http://aaas.fas.harvard.edu/index.html>  
~ Graduate Student Profiles:  
[http://aaas.fas.harvard.edu/graduate\\_program/student\\_profiles.html](http://aaas.fas.harvard.edu/graduate_program/student_profiles.html)
5. Michigan State University, <https://www.msu.edu/~aaas/>
6. Northwestern University, <http://www.afam.northwestern.edu/>
7. Yale University, <http://www.yale.edu/afamstudies/>  
~ Former Graduate Student Profiles:  
<http://www.yale.edu/afamstudies/gradprogram.html#students2>  
~ Current Graduate Student Profiles:  
<http://www.yale.edu/afamstudies/gradprogram.html#students>
8. Indiana University, <http://www.indiana.edu/~afroamer/>
9. University of Wisconsin-Milwaukee, <http://www4.uwm.edu/lets/africology/>
10. University of Pennsylvania, <http://www.sas.upenn.edu/africana/home.html>  
\*Brown University, [http://www.brown.edu/Departments/Africana\\_Studies/](http://www.brown.edu/Departments/Africana_Studies/)

## A Handbook for Graduate Students

### The Ph.D. Degree in Africology

#### Disciplinary Overview

The first academic programs and departments in africology appeared in the American academy in the late 1960s. However, as a subject of intellectual inquiry and discourse africology spans millennia in regard to Africa and the global African diaspora.

Accordingly, the discipline of africology scrutinizes conceptually and empirically the life experiences and life prospects of Africans and their descendants across space and time. The Ph.D. degree in africology at the University of Wisconsin-Milwaukee (hereinafter UWM) is grounded in the axiomatic assumption that, with continuing globalization, the twenty-first century will witness an exponential expansion in the demand for africological knowledge and expertise in the academy and beyond. And so, the design of the Ph.D. degree integrates local and global phenomena to foster knowledge, understanding, and wisdom that enable graduates to be of the greatest possible value to their communities and societies. Graduates will leave the department as strong africological scholars, whose knowledge and expertise position them to be invaluable professionals in both the public and the private sectors of societies throughout the global African diaspora.

#### Curriculum

The curriculum of the graduate program is divided into two fields of concentration, Political Economy and Public Policy, and Culture and Society: Africa and the African Diaspora, each of which has three subfields. The subfields of Political Economy and Public Policy are: 1) Theories of Political Economy and Public Policy; 2) Comparative Political Economy and Public Policy in Africa and the African Diaspora; and 3) Political Economy and Public Policy in the United States. The subfields of Culture and Society: Africa and the African Diaspora are: 1) Comparative Sociocultural Theories; 2) Cultural and Social Foundations of Africa and the Diaspora; 3) and Literary Genres in African Societies and the Americas. The department encourages, and expects students to be well-rounded in their knowledge and understanding of africology. Students are required to take courses in the two fields of concentration offered by the department, as well as a field of concentration from outside the department. However, they will write doctoral preliminary examinations in only two of their fields of concentration.

The department is well-attuned to the significance of conceptual elasticity and the permeability of boundaries demarcating fields of concentration in africology and other disciplines. And so, for example, its Forms of Reasoning courses are designed to hone analytical and research skills that are invaluable in regard to both departmental fields of concentration, as well as concentrations taken from outside the department. The concentration in Political Economy and Public Policy arcs beautifully into given concentrations in disciplines such as economics, political science, sociology, history, and geography. And the concentration on Culture and Society: Africa and the African Diaspora is complemented coherently by particular concentrations in English, foreign languages and literatures, history, and sociology, for example.

### **Admission Requirements**

Each year, the department aims for an entering class of four (4) to six (6) students. Applicants to the program must satisfy the requirements of UWM's Graduate School, as well as hold a bachelor's or master's degree in africology or a related discipline. Normally, students are admitted only for the fall semester. However, in extraordinary circumstances, a student may be permitted to begin Ph.D. studies in the spring semester. The department does not offer a terminal M.A. degree. Students applying without a master's degree are admitted to the Ph.D. program in the equivalent of master's students status, which they will retain until they have completed the equivalent of a UWM master's degree and are recommended by the department for doctoral student status.

Students entering the Ph.D. program with a master's degree will consult with the Director of Graduate Studies who will determine the suitability of any master's level coursework to count toward the Ph.D. degree. Generally, only coursework taken toward a master's degree in African-American Studies or African Diasporic Studies will be considered as satisfying requirements of the Ph.D. degree. Students with a master's in other fields must demonstrate a significant emphasis on African American or African Diasporic Studies in order to have any of their master's level coursework apply toward the Ph.D. degree. The Graduate School requires that at least half of the graduate credits required for the Ph.D. be completed at UWM in doctoral status. This policy and the Graduate School's "continuous-year residence requirement" will limit the number of credits from the master's degree that may apply to the Ph.D.

Admission to the graduate program is based on a careful review of the applicant's academic qualifications, and is highly competitive. Successful candidates usually have a high grade point average (GPA) in their undergraduate majors, as well as overall. There are, of course, a variety of factors that come into play over the years of an applicant's

studies, and so the admissions committee will consider closely a student's academic profile, as well as accomplishments that are germane to his/her application.

For an applicant to be considered for admission, the following materials must be submitted to The Graduate Adviser, Department of Africology, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, Wisconsin 53201: (Note: I'll discuss appropriate changes with the Graduate School.)

1. At least three (3) letters of recommendation from individuals who are familiar with the applicant's academic work;
2. A sample (10-15 pages) of the individual's written work, signaling the applicant's aptitude for graduate work;
3. A lucid and cogent (1-2 pages) personal statement from the applicant indicating the individual's reasons for pursuing graduate study;
4. Undergraduate and graduate transcripts from all institutions that the individual has attended. Students are expected to have distinguished themselves in their undergraduate or M.A. programs. To be admitted in good standing an applicant must possess a minimum GPA of 3.33 (B+). Applicant lacking the requisite GPA may be admitted on probation;
5. Official scores from the aptitude portion of the GRE from all students, and TOEFL scores from non-native English speakers.

*Students must also apply directly to UWM's Graduate School, and forward the requisite application fee in order to have their materials considered. Prospective applicants should visit the Graduate Schools website.*

## **Course of Study**

### **The First Three Semesters**

#### *General Observations*

Upon admission to the program, students are expected to consult with the Director of Graduate Studies about the department's expectations of them, as well as elucidate their own expectations of the department. The department expects reciprocal respect from all members of its intellectual community. It is committed to fostering and maintaining a collegial atmosphere in which ideas are sifted and winnowed without intimidation or fear of reprisals. It expects the highest standards of conduct from its faculty and students, and is committed to nurturing the intellectual and personal integrity of its faculty and students.

Soon after entering the program, students should consult with the Director of Graduate Studies, or other members of the faculty, about securing individual advisers.

*The Comprehensive Examination*

Prior to the end of each entering student's third semester in residence, s/he is required to take and pass the department's graduate student Comprehensive Examination (written and oral) in order to continue his/her studies toward the Ph.D. degree. There are no exceptions to this requirement. The Comprehensive Examination is administered in the spring and fall semesters of each academic year.

The examination is based on the 18 credits. Twelve (12) credits of Forms of Reasoning courses—six of which are in empirical theory and methods, and the remaining six in either normative theory and social organization or critical literary theory in the history of ideas—and 6 credits from one or both of the department's fields of concentration.

The graduate level Forms of Reasoning Courses are:

- Empirical Theory and Methods I, 3 credits
- Empirical Theory and Methods II, 3 credits

and either

- Normative Theory and Principles of Social Organization I, 3 credits
- Normative Theory and Principles of Social Organization II, 3 credits

or

- Critical Literary Theory in the History of Ideas I, 3 credits
- Critical Literary Theory in the History of Ideas II, 3 credits

The written examination is drawn two parts. Part I consists of questions pertaining to what the student has learned in the Forms of Reasoning courses that s/he took. Part II is divided into two sections, A and B. Section A has questions about political economy and public policy, Section B is devoted to questions concerning culture and society: Africa and the African diaspora. There always will be sufficient questions in Sections A and B such that a student may elect to answer the required number of questions in Part II either from Section A or Section B, or make use of both Sections A and B.

The examination will be administered by three (3) members of the department's faculty, who will grade the written work and conduct the orals. Members of the examination

committee rotate each academic year. Students must pass the written examination to be eligible for the oral examination.

The oral examination tests a student's ability to think on one's feet before a committee of examiners and articulate lucidly, cogently, and substantively a range of concepts, ideas, hypotheses, theories, and empirical generalizations with which one has had to grapple in one's coursework since being admitted to the program. There is no expectation in the oral examination that students will be able to elucidate soundly topics that lie beyond the scope of the 18 graduate credits that they have taken in the department.

Students who pass the comprehensive examination are permitted to continue toward the Ph.D. degree. Failing the examination will result in a recommendation by the department to the Graduate School for the student's academic dismissal. *The Comprehensive Examination is not repeatable.*

### **Language or Mathematics/Statistics Proficiency**

Students are expected to enter the Ph.D. program with proficiency in a language other than English and/or in mathematics/statistics. Students may satisfy the language requirement by passing a translation examination administered by a faculty member at UWM, or by completing, with a grade of C or better, the final course in a four-semester sequence in a language approved by the department. Native speakers of a departmentally approved language may petition the graduate adviser for an exemption to the foreign language requirement.

Proficiency in mathematics/statistics is indicated by completion of two courses at the upper-division level (numbered 300 and above or requiring junior standing) with at least a B average. Students who have not completed this requirement in the context of their undergraduate (or master's degree) studies must take courses to satisfy the requirement during their Ph.D. studies. Credits earned in satisfying this deficiency do not count toward the required credits for the Ph.D. degree. The language or mathematics/statistics proficiency requirement must be completed prior to the doctoral preliminary examinations in the students' fields of concentration. And so, students are encouraged strongly to have the proficiency requirements out of the way by the time they complete the comprehensive examination.

### **The Next Four Semesters**

The Ph.D. degree requires the completion of 54 graduate credits—48 credits of coursework, and 6 dissertation credits. Students may count up to a maximum of six (6) credits in dual level , undergraduate/graduate, courses toward the degree. The precise

number of credits and actual course requirements will be determined after a review of the applicant's previous coursework. (A graduate student who enters the program with a baccalaureate degree and who is able to devote full time to academic study will ordinarily complete the degree in six years or less.)

Upon entering the program, students are required to consult with the Director of Graduate Studies regarding a Graduate Adviser, and must secure one by the time the comprehensive examination is completed.

#### *The Doctoral Preliminary Examination*

The purpose of the Ph.D. preliminary examination is to test a student's command of the foundations of knowledge in cross-sections of the discipline of african studies. Accordingly, students will write doctoral preliminary examinations in two (2) of their three fields of concentration, must pass both of those examinations with a grade of at least a B, and take an oral examination. The department will award at its discretion, a "pass with Distinction," to students who have done outstanding work on the preliminary examination as a whole. To be eligible to take the preliminary examination, which is administered in the fall and spring semesters of each academic year, student must:

- be registered and have a GPA of at least 3.0 (B), at the time of the examination;
- have completed all coursework—there shall be no incompletes (Is) at the time of the examination;
- have satisfied the foreign language or mathematics/statistics requirement;
- have fulfilled all residency requirements; and
- have secured, in addition to their primary departmental adviser, a secondary adviser from outside the department should they plan to use their extra-departmental field of concentration as one of the two written-examination fields.

Prior to taking the preliminary examination, a student shall have made one (1) presentation to the department's faculty as a whole in the Departmental Faculty Colloquium Series. The purpose of the presentation is to: I) refine a student's knowledge of a given subject; ii) socialize students in the rigors of making a scholarly presentation on one's research before future peers; and iii) prepare students for the demands of interviews for future jobs.

Typically, a student will prepare a 30 to 35-page paper, which may have originated as a paper for a given course, with the advice and assistance of his/her adviser and a member of the faculty with expertise in the subject matter of the individual's research. The paper will be reviewed by three (3) members of the graduate faculty, which typically will be the

Director of Graduate Studies, the student's adviser, and another member of the faculty, who, for example, could be the individual from whose course the paper originated.

A student will not be judged to either have passed or failed the presentation. Rather, s/he will be given constructive comments concerning the substance and style of his/her presentation. Generally, each colloquium will last for two (2) hours.

**The Written Preliminary Examination Portion** (See the [Ph.D. Section of the Graduate School's website](#) for further information and application.):

The written examination in both departmental concentrations will be administered by three (3) members of the department's graduate faculty, who will be unknown to the students writing the examination. Students who offer a field of concentration from outside the department as the second of two written-examination fields will have their examination administered by their secondary adviser, and one additional graduate faculty member with whom they have worked.

The written, closed-book examinations, each of which generally will last six (6) hours, will be administered over a two-week period of time—one examination in each of the two weeks. Upon satisfactory completion of the written examinations, that is, with a grade of B or better in each, students will then take an oral examination.

*Students who fail one of the two examinations, upon petition to the Director of Graduate Studies and the Graduate Studies Committee, may be permitted to retake the examination at the next scheduled examination cycle. Students who fail both examinations will not be permitted to retake them.*

### **The Oral Preliminary Examination**

The purpose of the oral examination is assure that students possess substantial disciplinary knowledge, and are capable of undertaking regimes of original research for their dissertations. In the oral examination, a student should demonstrate:

- Analytical and critical observations pertaining to fundamental ideas, concepts, hypotheses, theories, paradigms, and empirical generalizations that frame the discipline of africology;
- Broad familiarity with africological literatures; and
- An understanding of intersections between africology and other disciplines in a context of cross-disciplinary collaborations.

The Oral-Examination Committee will consist of a student's adviser, and two (2) additional members of the department's graduate faculty chosen by the student. Should a student have a written examination field from outside the department, the oral-examination committee will be composed of a student's departmental adviser, his/her secondary adviser, and one (1) additional member from the graduate faculty of the department chosen by the student.

The Oral-Examination committee shall have been given the results of a student's written examinations, and upon completion of the orals shall make a recommendation to the Graduate Studies Committee and the Director of Graduate Studies that the student has:

- passed the examination as a whole;
- passed the examination as a whole, "With Distinction";
- failed the oral examination, but allowed to retake the orals;
- failed the examination as a whole.

*Failure of both written examinations, or the retake of a written examination, or a retake of the oral examination, will result in a recommendation to the Graduate School for the student's academic dismissal. Students who pass the preliminary examinations shall proceed to prepare a dissertation prospectus.*

*The preliminary examinations must be taken within five years of enrollment in the Ph.D. program by full-time students.*

### **The Final Five Semesters**

#### **Dissertation Committee**

A student's dissertation committee shall consist of five (5) graduate faculty members, including his/her major professor. A least three (3) of the five members must be from the Department of Africology.

#### **Dissertation Prospectus: Proposal Hearing** (See the [Ph.D. Section of the Graduate School's website](#) for further information and application.):

Prior to undertaking research for one's dissertation, a student is required to prepare a dissertation prospectus, with the advice and consent of his/her adviser and Dissertation Committee. *It must be emphasized here that a student's adviser is absolutely critical to the successful, and timely, completion of his/her dissertation.*

The purpose of the prospectus is to provide the Dissertation Committee with a conceptual framework of a student's proposed dissertation. The prospectus—which should be approximately 25-30 pages, that is 7,500 to 9,000 words—is designed to assist a student in clarifying his/her own thoughts in regard to a research agenda that s/he intends to pursue. It must frame lucidly and cogently a specific subject on which the student plans to do original research, methods of inquiry, as well as how that research will be executed, for example, the collection of data/evidence. A student is required to work closely with his/her adviser in clearing away what is generally called conceptual underbrush in the preparation of the prospectus, as well as in developing important empirical markers where these are essential to the successful completion of the dissertation. The prospectus also must include an abstract of the individual chapters of the proposed dissertation. Once a student's Dissertation Committee has approved the prospectus, s/he may begin work on the dissertation proper.

**Dissertator Status** (See the [Ph.D. Section of the Graduate School's website](#) for further information and application.):

Specific requirements which must be completed before a doctoral student qualifies for dissertator status are described in the Graduate School Doctoral Requirements page.

### **Dissertation**

The dissertation, *representing original research*, must be of publishable quality, and it is the responsibility of a student's adviser and dissertation committee to assure that this is so. Typically, dissertations go through several drafts, and so there is a crucial reciprocal responsibility here. As soon as a student feels comfortable with a chapter, s/he should present it to his/her adviser, who should scrutinize it carefully and in the utmost detail within a month of having received it, and return it to the student promptly. It is not advisable for a student to present one's dissertation to his/her adviser in toto, and is discouraged strongly by the Graduate Studies Committee.

*In order that students undertaking research which utilizes human subjects not be delayed unduly in the execution of their plans, they are required to work closely with their advisers to have that portion of their proposed research approved by the Institutional Review Board (IRB) before any research is initiated.*

In the semester that a student expects to complete his/her dissertation, s/he shall submit to the Graduate School an application for doctoral graduation. Once a student's dissertation has been approved by his/her adviser and Dissertation Committee, the document, in approved Graduate-School format, is ready to be filed with the Graduate

School. There is no oral defense of the dissertation. For more information, please visit the [Ph.D. Section of the Graduate School's Website](#).

### **Time Limit**

It is expected that students entering the program with a baccalaureate degree should normally complete their Ph.D. degree within six (6) years. However, because circumstances beyond a student's control may prevent completion of requirements according to this timeline, students will be granted a maximum of ten years to complete the degree.

### **Financial Support**

The Department of Africology strives to provide funding for as many of its graduate students as it possibly can. All first-year students are fully funded. Continuing students are encouraged strongly, and are assisted by the faculty, to apply for extramural funds. Moreover, the department works hard to underwrite the cost of basic living expenses, plus tuition and fees for all of its students through the on-time completion of the preliminary examination, that is, the fourth year. Teaching assistantships and fellowships are the primary means through which students are funded. Dissertators are expected to seek extramural funding, as well as enter campuswide competitions for dissertation funds. The department will, though, assist them through direct dissertation grants, an additional year of teaching assistantship, or helping them to secure part-time appointments in nearby institutions.

On a competitive basis, the department will provide limited support to students for research-related expenses, as well as the cost of travel to professional conferences to deliver papers. Some support also will be afforded students to attend professional conferences for the purpose of securing employment, once their dissertations are nearing completion.

UWM's Graduate School provides links to funding opportunities on its website. *Students are encouraged to keep in close touch with their advisers, and the Director of Graduate Studies, about sources of funds, and the timely application for them.*

### **Teaching Assistants**

Teaching assistants will be evaluated in the spring of each academic year through the use of classroom visitations, student evaluations, and self-evaluations. Reappointments are contingent on those evaluations.

### **Prizes**

Each academic year, on the advice of the Graduate Studies Committee, the Department of Africology will award a certificate and a prize of \$1000.00 to a second-year student who has shown truly exceptional promise, through his/her work and conduct, in advancing toward the Ph.D. degree.

**At the department's Faculty Award Banquet, and on the advice of Graduate Studies Committee, an award of \$500.00 and a certificate will be made to a first-year student whose coursework has been deemed to be particularly notable.**

### **Placement**

Among the many responsibilities of a department to its graduate students are funding and placement, once a student has completed his/her degree. It is thus of the utmost importance that the faculty assist students to be highly competitive in an extremely competitive marketplace by helping them to write superb dissertations, attend and read papers at professional conferences regularly, and publish one or more papers in refereed journals.

A student's dissertation adviser has an especially important role to play in helping the student to develop networks of relationships nationally by exposing them to colleagues at national and regional conferences, and through joint publications in refereed journals. It is crucial for faculty members to call out to colleagues around the American academy and in Canada, as well as elsewhere, dissertators who would make strong additions to their respective departments and institutions. But placement in academic institutions is not the only option for dissertators. A range of opportunities is open in both the public and the private sectors of the society, and it is the responsibility of a student's dissertation adviser, the Director of Graduate Studies, and the faculty at large to keep abreast of those opportunities in relation to the specific competencies of given students, and assist in every way possible to link up those students with the available opportunities. Students, of course, also have a responsibility to seek out opportunities by themselves.

The Director of Graduate Studies coordinates the department's placement activities. As the placement coordinator, the Director of Graduate Studies will hold meetings with dissertators about interviewing to academic, as well as non-academic, jobs; assist them in the preparation of attractive, compelling curriculum vitae; hold mock interviews; help them in preparing distinctive letters of application; and alert them to the importance of securing letters of recommendation that call out their particular strengths and distinctiveness. Students who plan to enter the job market in the fall should have their

dossiers (curriculum vitae, transcripts, samples of their writing, and a statement of their individual strengths) filed with the Director of Graduate Studies by the end of summer.

### **Afterword**

This handbook has been prepared for the purpose of providing graduate students with clear and distinct markers concerning the department's expectations of them, and reciprocally, what they should expect of the department. It will be revised from time to time with inputs from students. In the meantime, each student should consult it regularly, along with his/her adviser and the Director of Graduate Studies. The faculty trusts that you will have a highly productive and satisfying six-year stay in the department.

## **Pennsylvania**

### **Studying the African Diaspora Today**

Recognizing the need for an informed, comprehensive, and inclusive study of African peoples, the Center for Africana Studies has continued to develop a curriculum that addresses the unique experiences and interconnections of African peoples on the continent, in the Americas, and throughout the Diaspora. For thirty years the Center for Africana Studies has sought to provide students with knowledge to understand and critically evaluate the human, cultural, social, and economic factors that have helped to create and shape the African American and other African Diaspora experiences throughout the world. This academic and intellectual mission has become even more significant with the emerging global economy and the increasing social interdependence of nations in the 21st century. Thus, the Center seeks to explore the profound ways in which African peoples have functioned on a global scale and how their experiences have resonated in numerous sites around the world throughout history.

Each semester the Afro-American Studies Program offers over thirty courses focusing on the life, history, and culture of African Diasporic peoples. The core of the Afro-American Studies curriculum and the vast majority of courses are taught by the faculty of the School of Arts and Sciences. Most courses comprising the curriculum originate in several departments and programs including: Anthropology, Asian and Middle Eastern Studies, Comparative Literature, English, History, Folklore and Folklife, Linguistics, Music, Political Science, Religious Studies, Romance Languages, Sociology, Urban Studies and Women's Studies. Select courses are also offered through the Graduate Schools of Education, Nursing, and Social Work as well as the Annenberg School for Communication and the Wharton School.

The success of the Center for Africana Studies has been largely due to the exemplary teaching and scholarship of its faculty members and to the dedication of its students. Their vision and commitment to the discipline has made the University of Pennsylvania's Center for Africana Studies a leader in African American and African Diaspora study in this country.

### **From the Ph.D. Program Chair, Tukufu Zuberi**

Lasry Family Professor of Race Relations  
Faculty Associate Director/Graduate Group Chair

The Center for Africana Studies at the University of Pennsylvania will offer an innovative Ph.D. program in Africana Studies starting in the fall of the 2009-2010 academic year. This program trains students in an interdisciplinary, three-fields approach to African, African American, and African Diaspora Studies. Students will critically examine the cultural, political, economic, and historical factors that have created and shaped the African, African American, and African Diasporic experiences.

The Program's in-depth training in the field of Africana Studies will prepare students for the challenges of the globally interconnected world of the 21st century. The Program will position students for careers in the academy and professions, enabling them to make ground-breaking contributions to national and global discourse and problem solving.

### **Ph.D. Program**

The Program is designed to provide students with the flexibility to design courses of study that reflect their individual interests and are responsive to emerging fields of research within African, African American, and African Diaspora Studies. The program's requirements have also been specifically designed so that dual degree students can complete all requirements in both programs. The Program admits students for the Ph.D. degree only. All applicants will automatically be considered for fellowship awards. All students in good standing are provided full tuition and living stipends.

### **Three-Track Approach**

The three tracks of concentration in African Studies, African American Studies, or Diaspora Studies will allow students to select both a topical and an area studies sub-field. Hence, for example, a student who wishes to study public policy can do so while focusing attention on the experiences of African peoples in specific locations in the United States, South America, Africa, or the Caribbean.

Prospective students must identify which track they will pursue during the first year of study; however, double track concentrations are welcomed and encouraged.

### **To obtain the Ph.D., students will be required to meet the following requirements:**

- Complete the Core Program and pass the First-Year Comprehensive Examination at the end of the first year
- Pass an examination in a language of library research by October of the second year (for students pursuing research in a language other than English)
- Complete 20 course units (includes four Core and two Second-Tier Courses)
- Complete two years introduction to an African language (for students who select the African Studies track)
- Submit an A. M. Paper by the end of the second year (for Ph.D. students only)

- Pass the Final Oral Examination, based on a draft proposal for doctoral research and written statements on four related fields of specialization (two major and two minor)
- Submit a Dissertation that is acceptable to both the graduate group and the Graduate Council of the Faculties

## Summary of Course Requirements

**Master of Arts Degree** (for Ph.D. students only) - eight course units required, distributed as follows:

- Four Core Courses
- Two Second-Tier Courses
- Two courses in an area of special interest. Only one of these courses may be an independent study.

**Doctor of Philosophy Degree** - twenty course units required, distributed as follows:

- Four Core Courses
- Two Second-Tier Courses
- Fulfill course requirements for secondary department (if applicable)
- Four semesters of an African language for African Studies track
- (for Ph.D. students only)

## Core Courses

The Core Program consists of four courses taught by Center for Studies faculty and can be shaped to emphasize their particular areas of expertise. In some cases, other courses may serve as alternatives for fulfilling these requirements.

- Proseminar in Africana Studies: Focuses on the historical and cultural relationship between Africans and their descendants abroad.
- Introduction to Africa and African Diaspora Thought: Examines the processes by which African peoples have established epistemological, cosmological, and religious systems both prior to and after the institution of Western slavery.
- Cultural and Literary Theory of Africa and the African Diaspora: Introduces students to the theoretical strategies underlying the construction of coherent communities and systems of representation and how those strategies influence the uses of expressive culture over time.
- Political Economy and Social History of Africa and the African Diaspora: Provides the opportunity for students to investigate the relationship between the emergence of African peoples as historical subjects and their location within specific geopolitical and economic circumstances.

## Second-Tier Courses

In addition to the four first-year courses, students must take two additional methodology courses by the end of their second year in either:

1. Ethnographic Methods
2. Quantitative Methods
3. Methods course specific to an existing graduate group

Apart from the Core and Second-Tier Courses, no other specific courses are required. The remaining courses of the 20-course unit requirement are expected to satisfy disciplinary standards and are chosen in consultation with faculty advisors.

### **First-Year Comprehensive Examination**

All students must pass a Preliminary Examination in May of their first year. The Preliminary Examination is a two-day (four hours each day) examination that is based on the four Core Courses. Two graduate group members will administer and evaluate the student's performance. The exam is graded Pass/Fail. A satisfactory performance on the examination is a requirement for an A.M. degree in the program. A superior performance is a requirement for continuation in the program as a Ph.D. candidate.

### **A.M. Paper** (for Ph.D. students only)

In order to fulfill the research requirement of the Graduate Council of the Faculties, each student must submit an A.M. paper. This paper will normally be written in the context of a graduate course and, if necessary, revised for this occasion. The student's faculty advisory committee must approve the A.M. paper.

### **Ph.D. Oral Examination**

The Ph.D. Oral Examination is taken a semester after the completion of coursework. Students are examined in four related fields of specialization (two major and two minor). Committee members will work with students to identify four fields of specialization relating to their dissertation project. Students will then be expected to work with committee members to develop comprehensive reading lists in each of those four fields. Students must be prepared to discuss the relevant scholarly debates and histories of those fields in an examination setting. At the end of the examination, the candidate's performance will be evaluated and graded, either pass with distinction, pass, pass conditionally upon specified further work, re-examination at a later date, or fail. To be admitted to candidacy, students must pass the Oral Examination.

### **Ph.D. Dissertation**

A doctoral dissertation in the program is expected to be a substantial work of original scholarship demonstrating theoretical sophistication and intensive research. Ph.D. candidates are expected to begin full-time research on their dissertation projects immediately upon passing their comprehensive examinations. During the third year of graduate study (or in the case of students with A.M.s, in the second term of the second

year), candidates will submit a dissertation proposal to and receive the approval of all members of their advisory committees.

## **Application Process**

The Center for Africana Studies welcomes your application to our program. All applications should be submitted on-line via the Apply/Yourself application on the Graduate Division of Arts & Sciences webpage at:

<http://www.sas.upenn.edu/GAS/home/apply/admissions.html> >>

The Graduate Group in Africana Studies admits a small class of highly qualified students to the doctoral program each year. Admission to the Graduate Group is highly competitive. When reading applications, we consider every element of the application carefully, in particular:

- The match between the applicant's intellectual interests and the strengths of our faculty.
- The academic record, with close attention to grades in history and related subjects.
- The recommendations of three faculty members.
- GRE scores. GRE scores are considered with the totality of the application. Alone, they do not determine the admissibility of a student.
- TOEFL/TSE scores, if applicable.

Recommendations can be sent on-line via the [ApplyYourself application](#). You may also mail your three recommendations to:

Graduate Division of Arts & Sciences Admissions  
University of Pennsylvania  
3401 Walnut Street, Suite 322A  
Philadelphia, PA 19104-6228

Official transcripts and scores should also be sent directly to the Graduate Division of Arts & Sciences Admissions office.

All applications to the Ph.D. program in Africana Studies must be submitted no later than midnight of December 15 for admission into the Ph.D. program for the Fall term (beginning in September) of the next year. Applicants are urged to file their applications and supporting materials as early as possible to allow time for the most careful consideration.

Students will be notified of their admission status by mid- to late February.

## Writing Sample

A writing sample is a required part of the application. The writing sample should be one paper and should match the applicant's disciplinary concentration.

All writing samples should be sent directly to the Center for Africana Studies, postmarked by December 15. Send writing samples to:

Graduate Program  
Center for Africana Studies  
University of Pennsylvania  
3401 Walnut St, Suite 331A  
Philadelphia, PA 19104-6379

## Financial Aid

All students in good standing are provided full tuition and living stipends.

## INDIANA

### PhD Program

This new program is not yet in the IU Bulletin. Please click these links for information about the new doctorate in AAADS:

- [Poster overview \(PDF\)](#)
- [Information about curriculum and admission requirements \(PDF\)](#)

### Admissions

AAADS graduate students can pursue advanced degrees in a variety of programs that qualify them to hold teaching and research positions at academic institutions and to take leadership roles in the arts, sciences, business, and other areas. Outstanding academic programs and support services, geared to each student's particular interests and needs, provide the underpinnings of our graduate programs

### Graduate Courses

Students pick an area of concentration (arts, literature, or history, culture, and social issues) to be the core of their studies and choose from an array of courses that will ground them in the discipline and provide depth in their concentration. For dual degrees, courses are taken in AAADS and the second major. The PhD minor allows the student to choose a concentration for study (arts, literature, or history, culture, and social issues).

**Temple:** [http://www.temple.edu/gradbulletin/cla/african\\_am\\_st\\_phd.htm](http://www.temple.edu/gradbulletin/cla/african_am_st_phd.htm)

**African American Studies, Ph.D.**  
**COLLEGE OF LIBERAL ARTS**

- [Admission Requirements and Deadlines](#)
- [Program Requirements](#)
- [Contacts](#)
- [About the Program](#)
- [Financing Opportunities](#)

**Admission Requirements and Deadlines**

**Application Deadline:**

*Fall:* January 15

Applications for admission are processed together shortly after the deadline date.

***APPLY ONLINE to this graduate program.***

**Letters of Reference:**

*Number Required:* 3

*From Whom:* Letters of recommendation are preferred from college/university faculty members who have taught or worked with the applicant. Letters from employers with relevant relation to the applicant's area of study are also useful.

**Coursework Required for Admission Consideration:**

The applicant's official transcripts must show formal course-based exposure to and education in an area that the Admissions Committee judges to be closely related to African American Studies.

**Master's Degree in Discipline/Related Discipline:**

A master's degree in American Studies, Black Studies, Ethnic Studies, History with a concentration in African or African American Studies, or other content areas with a concentration in African or African American Studies is required.

**Bachelor's Degree in Discipline/Related Discipline:**

A baccalaureate degree is required.

**Statement of Goals:**

The Statement of Goals should be approximately 500-1,000 words in length and should include the following elements: the nature of the applicant's specific interest in the Ph.D. Program in African American Studies at Temple University; a clearly articulated research goal as it relates to African American Studies; future career goals; academic and research achievements; community service activities; and an explanation of exceptional circumstances.

**Standardized Test Scores:**

The GRE is required. A combined minimum score of 1,000 on the verbal and quantitative sections is expected.

Minimum TOEFL score needed to be accepted: 600 paper-based, 250 computer-based, or 100 internet-based.

**Resume:**

A resume is required.

**Writing Sample:**

The writing sample should demonstrate the student's ability to conduct research and write a scholarly paper relevant to the discipline. The paper should be no more than 20 pages in length and fully referenced according to a professional, scholarly style manual.

**Advanced Standing:**

A student who enters the Ph.D. Program with an M.A. in African American Studies from one of the AAS M.A.-degree granting programs (e.g., Berkeley, Ohio State, SUNY-Albany, Wisconsin, Yale) may apply for advanced standing. The maximum number of advanced standing credits awarded is 30.

**Program Requirements**

**General Program Requirements:**

*Number of Didactic Credits Required Beyond the Master's: 48*

*Required Courses:*

AAS 8001  
AAS 8002  
AAS 8003  
AAS 8004  
AAS 8005 or 8006  
AAS 8008  
AAS 9001  
AAS 9002

Additional course requirements include:

Three courses from among AAS 8008, AAS 8521, AAS 8542, AAS 8547, and AAS 8566  
Three from courses numbered AAS 9001-9761  
6 s.h. of dissertation research post-candidacy

View all COURSE OFFERINGS in [African American Studies](#).

*Internship:* No internship is required.

*Language Examination:* The language requirement in African American Studies is intended to ensure that students have a working familiarity with a language and culture other than English and/or their native language. The Ph.D. student may take the exam at any time, but must pass it before taking the preliminary examination. The student who has English as a second language may use English to fulfill the language requirement. With the recommendation of the advisor, a student may demonstrate competency in Statistics to fulfill the language requirement. The language examination must be administered and graded by a college/university affiliated or certified instructor in the

exam language, but may not be from the Department of African American Studies. The results must be forwarded on letterhead that attests to the examiner's credentials. Temple University's various language departments offer non-credit language courses and administer examinations for graduate students needing to fulfill the language requirement.

**Culminating Events:**

*Preliminary Examination:*

The preliminary examination is a culminating examination intended to probe the student's knowledge of content, literature, theory/methodology, and methods in African American Studies, and to test the student's ability to apply theoretical issues to praxis. It is a proctored, closed-book, 12-hour written examination administered by the student's Examination Committee. Students are expected to take the preliminary examination upon completion of the coursework component of the program and upon the satisfactory completion of the language requirement.

The student is strongly advised to choose an Examination Committee at the beginning of the semester in which the last course is taken. The student should consult with her/his graduate advisor in selecting members of the Examination Committee and in setting the date for the exam. The student should then write to prospective members requesting that they serve on the Committee. In the letter, the student should mention the course(s) taken with the professor, and include a copy of her/his statement of research interests and career goals. The faculty member should notify the student's advisor in writing of her/his agreement to serve on the Committee.

The subject areas are chosen by the Examination Committee. Particular reading lists or specific materials may be suggested for review before the exam. The student's major advisor composes six hours of the examination, and the other members compose the balance. Examiners submit exam items directly to the Graduate Director. In order to take the exam, the student must register for AAS 9994: Preliminary Exam Preparation.

The preliminary examination is offered twice a year: during the first week of April and the first week of November. The hours of the exam are from 9:00 a.m. to 12:00 noon and 1:00 p.m. to 4:00 p.m. The student should notify the Graduate Secretary of her/his intention to take the examination at least one month in advance after consultation with her/his advisor. The Graduate Secretary will check to be sure the student's records are free of encumbrances that would prevent her/him from meeting University requirements for taking the exam. If the student meets all requisites, the Graduate Secretary informs the student's Committee of the planned date of the exam.

Each member of the Examination Committee evaluates her/his exam question(s). The student may be required to retake all or part of the examination.

The Graduate Director will notify the student of the preliminary exam results no later than five weeks after the completion of the exam. Based on the quality of the examination results, the Examination Committee may make one of the following determinations: (1) Pass: The student passes the exam and may now write her/his dissertation proposal; (2) Fail: The student fails the written and/or oral examination, but may retake part or all of the examination once; or (3) Fail/Termination: The student fails the written examination for the second time, may not retake the exam, and is dismissed from the program.

*Dissertation Proposal:*

The formal research proposal, usually at least 30 pages long, presents a plan for increasing the knowledge base in the discipline. The student works in concert with the Chair of the Doctoral Advisory Committee to fine-tune the proposal. With the Chair's approval, the student submits the proposal to the other Committee members who make suggestions for changes. When the entire Committee is satisfied with the proposal, the student makes an oral presentation and defends the proposal, where other suggestions to strengthen the proposal can be made. After a successful oral defense and submission of the proposal along with the Proposal Transmittal form to the Graduate School, the student is raised to candidacy.

*Dissertation:*

The dissertation is an original and definitive empirical study that makes a significant contribution to the field of African American Studies. It should add to the knowledge of one or more areas either by uncovering new information, providing an innovative synthesis of existing information, propounding a new theory, fine-tuning an existing theory, or offering a new interpretation substantiated by data. The length of the dissertation varies but should be in excess of 150 pages.

The Doctoral Advisory Committee guides the candidate's doctoral research. This committee offers regular advice and expertise as the student collects data, researches, and writes the proposal and dissertation. The DAC must include at least three Graduate Faculty members from Temple University; two of them, including the Chair, must be from the Department of African American Studies. The Committee may be expanded to include other Temple University faculty (from within or outside the Department) and/or doctorally prepared experts from outside the University, provided that a majority of the Committee members are Graduate Faculty members.

The function of the Dissertation Examining Committee is to evaluate the dissertation and the student's performance in the oral defense, and to decide whether the candidate passes or fails. All members of the DEC must be physically present for the oral defense. Exceptions must be specifically approved in writing by the Dean of the Graduate School. The Dissertation Examining Committee is composed of the DAC plus at least one additional reader who may be a Graduate Faculty member from Temple or another university, but cannot be a member of the Department of African American Studies.

A student must have an advisor at all times. However, it is possible that as the student's interests develop, s/he may find it desirable to change major advisors and/or advisory committees. The advisee/advisor relationship can be terminated by mutual consent with a note to the Graduate Director signed by both parties or by either party through negotiation with the Graduate Director, who must not at the time be serving as a member of the Doctoral Advisory Committee. When the Graduate Director is also a member of the Committee, then another member of the Graduate Faculty, appointed by the Department Chair, should serve as the negotiator between the student and the Committee member. The student must complete a "Change of Advisor" form, which may be obtained from the Graduate Secretary. Once a defense date is set, no changes can be made in major advisor or Committee membership.

When the Chair of the Doctoral Advisory Committee is satisfied with the dissertation draft, s/he will advise the student to distribute it to the other members of the Committee. When the entire Committee is satisfied with the draft, the student and Chair will decide on an examination date. At the conclusion of the dissertation defense, the

Dissertation Examining Committee may recommend either that the candidate passes or fails. After the student passes the dissertation defense, certification forms are signed by the Committee members and forwarded to the Graduate School. Failure may call for substantial revisions and a new defense.

Students who are preparing to defend their dissertation should confirm a time and date with their Doctoral Advisory Committee and register with the Graduate Secretary. The Graduate Secretary will arrange for the room; prepare the appropriate forms; send copies of the announcement to the Graduate School and departmental Graduate Faculty; and post the announcement on public bulletin boards. Every dissertation defense must be publicly announced in writing at least 10 working days prior to the defense and must be open to the academic community.

### **Contacts**

#### **Program Contact Information:**

[www.temple.edu/aas](http://www.temple.edu/aas)

#### **Department Information:**

Dept. of African American Studies  
810 Gladfelter Hall  
1115 W. Berks Street  
Philadelphia, PA 19122  
[afroam@temple.edu](mailto:afroam@temple.edu)  
215-204-8491

#### **Department Contacts:**

##### *Admissions:*

Jacqueline Farley  
Graduate Secretary  
[jfarle01@temple.edu](mailto:jfarle01@temple.edu)  
215-204-9607

##### *Program Coordinator:*

*Graduate Chairperson:* Abu Abarry , Ph.D.  
[abu.abarry@temple.edu](mailto:abu.abarry@temple.edu)  
215-204-8496

##### *Chairperson:* Nathaniel Norment, Jr., Ph.D.

[nnorme01@temple.edu](mailto:nnorme01@temple.edu)  
215-204-5073

### **About the Program**

The mission of the Department of African American Studies is to provide an intellectual arena in which students learn to critically examine, analyze, and interpret the experiences, traditions, and dynamics of people of African descent. The Department's undergirding philosophy is that the specific historical experiences of a people must be the central axis guiding and informing any effective analysis and interpretation of that people's past, present, and future. Our graduate program is informed by the African-centered/Afrocentric paradigms in relation to other perspectives in Africana studies. The program reflects a deeply ingrained commitment to the self-directed study of African peoples and has benefited from a variety of conceptual and political inputs from diverse, but fully committed, faculty participation as well as invaluable contributions from the

community. It is the goal of the Department that graduates of our Ph.D. program be prepared to engage in a diverse range of intellectual issues that affect the lives of Africans on the continent and in the diaspora.

**Time Limit for Degree Completion:** 7 years

**Campus Location:** Main

**Full-Time/Part-Time Status:** The majority of courses are offered after 4:30 p.m. Students are able to complete the degree program on a part-time basis (8 credit hours or less per semester).

**Department Information:**

Dept. of African American Studies  
810 Gladfelter Hall  
1115 W. Berks Street  
Philadelphia, PA 19122  
[afroam@temple.edu](mailto:afroam@temple.edu)  
215-204-8491

**Interdisciplinary Study:** Advisors may encourage or require students to take at least one or more courses outside the Department of African American Studies to enhance their research agenda. A student must obtain prior approval from her/his major advisor for any courses taken outside the Department that s/he wants to use to fulfill departmental requirements. However, for personal and intellectual enrichment, a student may take as many external courses as s/he wishes.

**Affiliation(s):** Faculty are affiliated with a variety of professional organizations such as the African Heritage Studies Association (AHSA); African Literature Association; African Studies Association (ASA); American Anthropological Association; Association for the Study of African American Life and History (ASALH); Association for the Study of Classical African Civilizations (ASCAC); Association of Black Women Historians; Black Expressive Culture Association; Black History Advisory Committee of the Pennsylvania Historical and Museum Commission; College Language Association (CLA); Germantown Friends Summerbridge Program; Modern Language Association (MLA); National Council for Black Studies (NCBS); National Council of Teachers of English (NCTE); Pan African Studies Association; Pennsylvania Humanities Council; Teachers of English as a Second Language (TESL); and Young Scholars Program of Temple.

**Study Abroad:**

The Department offers study abroad in the Temple University Ghana program. A maximum of 6 credits may be applied toward the doctoral degree.

**Ranking:** Not applicable.

**Accreditation:** This program is accredited by the National Council for Black Studies.

**Areas of Specialization:** Applicants to the Ph.D. program should have a clearly articulated research interest that fits within the Department's faculty expertise. African American Studies is a discipline that draws from diverse academic fields. Most research areas fall into two general categories: cultural aesthetic and social behavioral. The cultural aesthetic focus engages interests in the humanities, particularly history, literature, and the performing arts. The study of society from a social and behavioral standpoint comprises the social behavioral focus. These are issues that may be addressed under the broad domains of sociology, political science, psychology, philosophy, anthropology, and the like. Faculty specialize, offer substantial coursework,

and mentor in a variety of areas, including Afrocentric Theory, African Civilizations, African and African American Literature, African American Drama, African Languages, the Narrative Tradition, African and African American History, Mass Media, Social and Political Thought, Women's Studies, Cultural Studies, Caribbean Culture, Linguistics, Rhetoric and Composition, African American Psychology, Research Methods, Popular Culture, and Ethnographic Methods.

**Job Placement:**

Graduates of the Ph.D. Program in African American Studies generally find employment based on their area of concentration in one or more of the following areas: public and private high school administration; college and university administration; academia; social work; public relations; journalism; criminal justice; non-profit organizations; local, state, and federal government; and entertainment.

**Licensure:**

Not applicable.

**Non-Degree Student Policy:**

Non-matriculated students who desire to take courses at the Ph.D. level in the Department of African American Studies must first submit an academic transcript to the Department's Graduate Director for review. The prospective non-matriculated student will receive a letter stating whether or not s/he has been approved to take courses in the Department. A maximum of 9 credits may be applied toward a degree if the student later matriculates. Non-matriculated students may not take AAS 9982: Independent Study.

**Financing Opportunities**

The Department offers a limited number of assistantships on a highly competitive basis. The awards usually involve teaching or assisting one or more faculty with instructional duties. Teaching Assistants receive a stipend and full tuition remission of up to 9 credits. The applicant must have a grade point average of 3.5 or better and strong letters of recommendation. A resume, writing sample, and/or syllabus are also required with the "Teaching Assistantship" application, which is obtained from the Graduate Secretary. Applications for a Teaching Assistantship should be submitted along with the application for graduate study.

**UMASS-Amherst**

**Graduate Program Purpose and Goals**

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The objective of the graduate program in Afro-American Studies is to produce scholars and teachers in the tradition of the Department's namesake, W. E. B. Du Bois, a native son of Massachusetts who throughout his long life insisted that a commitment to social justice must be rooted in scholarship of the highest order. Our graduate students receive a thorough grounding in the historical and cultural realities of the African American experience and are assisted in developing the intellectual and scholarly capacity to undertake an Afro-American critique of American life, history, and society, as well as to make on-going

contributions to the scholarship on the questions of race and race relations. Our graduate program encourages our students to adopt a critical perspective requiring an integrative approach to the study of history, politics, economics, and culture that does not abstract them from their political and social contexts, but rather relocates them within the social and political contexts out of which they have developed. Students are required to focus not only on the experiences of African Americans, but also on the linkages of those experiences to the cultural, political, and economic forces of the larger society to which Black people have been, and are, inextricably linked. There is a growing demand for scholars and teachers who are professionally trained in African American Studies and who are able to teach the subject at the undergraduate and graduate levels. It is our aim to produce a steady stream of superbly trained scholar-teachers who will help to staff the undergraduate and graduate departments and programs in Afro-American Studies throughout the country as well as the numerous public and private schools which have expanded their curricula to include the study of Black people in the United States. In addition to African American Studies departments and programs which will provide a natural source of teaching positions for our graduates, there are hundreds of history departments and literature departments seeking scholars and teachers to staff courses in Afro-American history or literature. As a consequence, our graduates will be able to obtain teaching positions in four year colleges and in universities. Graduates of the Du Bois Department also are prepared to meet the growing demand for men and women possessing a scholarly understanding of Afro-American Studies, a demand expressed by federal, state, and local government, by charitable organizations, and by other organizations of public trust and responsibility.

Thank you very much for your inquiry concerning our doctoral program in Afro-American Studies. Here are some bits of information that you may find helpful as you consider making application.

- We run a very small program, admitting five students each year. Unfortunately, we receive applications from more qualified students than we can possibly admit. Thus far, we have been able to offer financial support, in the form of fellowships, to each of the incoming students, and we hope to continue that practice.
- We base our decisions on five pieces of information: The applicant's record of **previous undergraduate or graduate study (all transcripts); statement of purpose; three letters of recommendation; a substantial piece of written work**; and sometimes, personal or telephone interviews. We do not require the Graduate Record Examination, because we have not always found it to be a reliable predictor of success. But we would like to see the results if you have taken it.
- Because our program is small, we wish to admit students whose interest is focused on Afro-American Studies as a field, and who seek to become scholars and teachers of Afro-American Studies. If you are really interested only in History, only in Literature, only in African Studies, or only on the Ancient World, you should probably look for a program that is better suited to your plan of study.
- Our application deadline is **January 15, 2009**. It is very important that all your materials be submitted by that date.
- If you are an undergraduate, and qualify for a waiver of the fee for the Graduate Record Exam [whether or not you take it], you will also qualify for a waiver of the application fee required by the University of Massachusetts. If you think you may qualify, contact the Office of the Graduate School at (413) 545-0722.

- If at all possible, get letters of recommendation from professors who have taught you in courses related to Afro-American Studies. We are **not** looking for general character references.
- Your sample of written work should be your best work that you have submitted for a grade in a course, or for publication. Once again, it should be on a topic related to Afro-American Studies, if at all possible.
- Your statement of purpose should tell us, as clearly and simply as you can, why you wish to pursue a doctorate in Afro-American Studies. Because we have more qualified applicants than we can admit, we weigh the statement of purpose heavily.
- Finally, if you have any questions, I hope you will feel free to call the main office at 413-545-2751, or contact our Graduate Program Director through email at [jimoh@afroam.umass.edu](mailto:jimoh@afroam.umass.edu).
- To receive an application or additional information, please visit our Graduate School homepage at [www.umass.edu/gradschool/](http://www.umass.edu/gradschool/).

## Mission Statement



The objective of the Doctoral Program in Afro-American Studies is to produce scholars and teachers in the tradition of the Department's namesake, W. E. B. Du Bois, a native son of Massachusetts who throughout his long life insisted that a commitment to social justice must be rooted in scholarship of the highest order. The central conceptual theme of the Du Boisian tradition is eloquently captured by his most widely-quoted pronouncement: "The problem of the Twentieth Century is the problem of the color line." In our view, it would be equally true to say that the problem of the entire sweep of American history and society is the problem of the color line, for from the earliest Colonial days to the present, the role, status, and treatment of the African slaves and their descendants have been at the heart of the American story.

Materially, it was the forced labor of the slaves that built the great wealth of the American South, and fueled the economic expansion that created the modern American nation. Militarily, it was the struggle to end slavery that precipitated the convulsive conflict of the Civil War, universally recognized as the defining event of American history. Politically, it has been the necessity of accommodating the existence of the institution of slavery and its successor practices that has driven both the formation of the United States and its subsequent politics, all the way to presidential contests being fought out in a given year. Legally, it is the anomaly of slavery that has distorted and contorted the American judicial system for three centuries. And spiritually, it is slavery, and the racism attendant upon it and upon its aftermath, that has fatally corrupted America's claim to be a City shining upon a Hill, acting as a moral beacon to humankind. Indeed, we can ill afford to ignore the role of people of African descent in the making of the American nation. Through their rich cultural heritage and long, historical struggles against various forms of racial oppression, African Americans have not merely contributed to, but have redefined and remade the American experience. In the end, the nation was led to rely on

the efforts of its disfranchised to redeem its notions of citizenship and democracy. Similarly, the nation's distinctive tradition in music, dance, art, folklore, literature, language, and humor was dependent on the cultural gifts bequeathed to it by the oppressed within its borders. In many ways this dependency continues today. To recapture all the dimensions of the African American past is to emerge with a new understanding of American society as a whole.

Because of the centrality of the role of African Americans, we are persuaded that a consideration of the Afro-American experience is nothing less than a reconsideration of America. Through the prism of Afro-American Studies, the light shining from the City upon a Hill is fractured into the rainbow of the composite American experience. When that light is resynthesized, we are presented with a new image of America, an image critical as well as celebratory. Afro-American Studies is not, in our conception of it, the Negro Quarter in the ghetto of Multiculturalism--a vibrant place of strange sounds and smells that the uptown folks can visit on a night out. Afro-American Studies is the necessary corrective to a three-centuries-long misappropriation of the American experience by the Humanities.

Because the Afro-American experience is as multi-dimensional as life itself, the study of that experience must range over many disciplines. Once again, Du Bois serves as our guide, for in the vast corpus of his writings, spanning as they do nearly a century, we find history, philosophy, politics, sociology, religion, music, poetry, fiction, the visual and plastic arts, and law. Although none of us can lay claim to the entire legacy of this protean man, we aspire, as a department, to achieve some measure of the universality that was his crowning achievement. To paraphrase an epigram fashioned with Thomas Jefferson in mind, the scholarly world has rarely seen so impressive a collection of intellectual achievements as when Du Bois sat down to dine alone.

A legacy of this magnitude would be inspiration enough, one might think, but it is in fact only part of the task Du Bois sets us by his example, for throughout his life, he was a thoroughly engaged and committed activist, working for the advancement of the African American people and thereby for the liberation of America itself. At every stage in his career, he combined rigorous scholarship with social and political action, never content to allow his books and articles to speak for him. This same fusion of scholarship and action is the distinctive hallmark of our department, for virtually all of our members have, in their own lives, exhibited the same inseparability of *theoria* and *praxis*.

Our doctoral program seeks to reproduce both the scholarship and the social commitment of Du Bois in a new generation of scholar/actors who will carry into the twenty-first century the work that Du Bois accomplished in the nineteenth and twentieth centuries. Rigorously trained in the highest ideals and most advanced techniques of scholarship, our students also learn from us the responsibility to carry that scholarship out of the academy and into the world, for the good of the community and the nation.

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## Requirements for the Ph.D. in Afro-American Studies

**\*Note: All information on this website that refers to the procedures and policies**

in the Du Bois Department's graduate program is for general reference purposes only and may not be current. For the most current information on the policies and procedures for the graduate program, please contact the Graduate Program Director. (9/2/08)

### Preliminary Requirements

- Grades of B or better in sixteen graduate courses and seminars [64 credits], no more than four of which shall be Afro-Am 799 [Reading Course in Afro-American Studies]. Students will normally take Afro-Am 799 for eight credits in the Sixth Semester in order to prepare a satisfactory Dissertation Essay. These sixteen courses will normally be completed during the student's first three years.
  
- Students electing the **History/Politics** Track will be expected to take three graduate level courses or seminars offered by other departments or divisions of the University, as approved by the Graduate Program Director. Students electing the **Literature/Culture** Track will be expected to take four graduate level courses or seminars offered by other departments or divisions of the University, as approved by the Graduate Program Director, including at least two graduate courses in literary theory offered by the English Department.  
(The slight variation between the two tracks in the course requirements reflects the Department's response to comments by English Departments whose opinions were solicited as part of our review of employment opportunities. A number of respondents stated that they looked for evidence of formal training in literary theory in applicants for entry level tenure track Assistant Professorships. To meet their needs, we have added such a requirement in the **Literature/Culture** track.)
  
- A two-semester double course, Afro-Am 701 and 702, to count as four of the student's sixteen courses, required of all doctoral students in Afro-American Studies during their first year, and open only to first-year doctoral students.
  
- Five courses selected from the sub-group of courses constituting either the **Literature/Culture** or the **History/Politics** track, to include appropriate courses from other departments.
  
- Demonstration of reading proficiency in one language other than English directly related to the research interests and dissertation topic of the student, to be accomplished by the end of the sixth semester. This requirement may be met **either** by achieving an Intermediate level of competency on the Graduate School Foreign Language Test administered by the Office of the Dean of the Graduate school, **or**, with the approval of the Graduate Program Director, by presenting evidence of a grade of B or better in a second-year undergraduate language course.
  
- Satisfactory performance on a two-part written General Examination at the end of the sixth semester, the first part of which will test the student's general knowledge of the field of Afro-American Studies, and the second part of which will test the student's mastery of advanced materials in either the **History/Politics** or **Literature/Culture** track.

Satisfaction of the above requirements shall constitute completion of the Preliminary Requirements for the Ph.D.

### **Additional Requirements**

- A total of ten dissertation credits [Afro-Am 899].
- A doctoral dissertation satisfactory in form and content.

## **Berkeley**

### The Department of African American Studies

The department began in 1970, as a unit within the newly established special program of Ethnic Studies, comprised of African American Studies, Asian American Studies, Chicano Studies, and Native American Studies. An A.B. Degree has been offered in African American Studies since 1973. The department is internationally recognized as a pioneer in the area of African Diaspora Studies.

### Graduate Program Introduction

The African American Studies graduate program focuses on the life, culture, and social organization (broadly defined) of persons of African descent. The study of Africa, North America, and the Caribbean are central components of the program. Students are expected to apply a multidisciplinary approach to the study of the international and national divisions of race as they pertain to persons of African descent, wherever they may find themselves. Such an approach is to be employed for the study and understanding of development and underdevelopment, domination and power, self determination, mutual cooperation, and aesthetic and creative expression. Issues of identity construction, marginality, territoriality and the universal role of race in the organization of political economy and in class formation are critical to the program's intellectual agenda.

### Program Requirements

A minimum of two years or four semesters of academic residence is required by the university for all Ph.D. programs. Academic residence is defined as enrollment in at least four units in the 200 series of courses. Thus, every graduate student must enroll in and complete a minimum of four units of graduate course work per required semester of academic residency. After successful completion of course work with a minimum GPA of 3.30, a pre qualifying examination based upon general knowledge in the field of African American Studies will be administered by the department.

### Academic Preparation

Applicants must have completed an undergraduate degree and should demonstrate a general knowledge of African American history and an understanding of the disciplinary bases for the study of the African Diaspora. Demonstrated knowledge in the field should include understanding relations among social, economic, and political structures and culture in African American life. Applicant records must also demonstrate proficiency in a foreign language at the undergraduate level comparable to this university's language requirement.

## Admissions

The department will admit graduate students to the Fall Semester only. Applicants must file a completed application for admission as well as all additional documents by the deadline. The deadline for admission to the Fall semester is normally on or before December 15th for Fellowship and non Fellowship applicants. Applications are accepted for the Ph.D. only. For U.S. citizens or current permanent residents, a nonrefundable fee of \$70, (check or money order only) payable to the "Regents of the University of California," and sent to the Cashier's Office, must be submitted before we can process your application for admission. For all others the fee is \$90.

## Admission Checklist

- \* A completed University of California, Berkeley graduate application;
- \* 2 official transcripts from all colleges and universities attended;
- \* 3 letters of recommendation;
- \* Writing sample (15 pages or less) that best reflects your program/research interest;
- \* TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System (required for all international students)).

## **Questions**

- 1) How competitive is admission to the Graduate Program?
- 2) How many students apply and how many are admitted?
- 3) What are the admissions criteria?
- 4) How is funding organized and how do I apply for funding? Are there options for teaching or doing research on campus while in the Ph.D. program?
- 5) Are GRE scores required?
- 6) What is the Normative Time for completion of the Graduate Program?
- 7) Do you admit student for the MA degree only?
- 8) Do the foreign language requirements need to be completed prior to entering the Ph.D. program?
- 9) Can I get credit for graduate work previously done elsewhere?
- 10) When will I learn whether I have been admitted to the program?
- 11) Is it possible to enroll in the Graduate Program part time?

## **How competitive is admission to the Graduate Program?**

The Graduate Division of the University of California at Berkeley requires a minimum GPA of 3.0 for admission to any graduate program on the campus. All students must satisfy this minimum. The Department of African American Studies does not require a minimum GPA for admission of students aside from that required by the Graduate Division.

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## **How many students apply and how many are admitted?**

Recent years have seen approximately 60-80 students apply, with between 5-10 students being admitted each year.

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## **What are the admissions criteria?**

We employ a range of criteria for evaluating applicants for admission to the program. Our goal is to examine a range of indicators of student potential for academic success in the program, taking account of current faculty areas of expertise and interests. No individual criterion has superior weight on its own. We consider GPA, personal statement, letters of reference and sample of writing. We also look at individual statements of obstacles overcome on the path to academic success at the BA level. Finally, we ensure that there is a match between student areas, and faculty availability to advise and work with students. In other words, we seek to ensure that particular faculty members do not have too many demands on their time in such a way that student needs are not met.

Note that it is not necessary to have an undergraduate degree in African American Studies, though students must demonstrate that they have completed coursework that has a significant focus on African American Studies or African Diaspora Studies. Students applying from other countries may demonstrate substantial study of African Diaspora populations elsewhere, for example, Race and Ethnic Relations courses at universities in Britain; or Literature, History, Sociology or Anthropology courses in nations in Africa, the Caribbean or South America. In these instances the burden is upon the student to demonstrate that (s)he has covered the conceptual, theoretical and empirical work within the broad area of African Diaspora studies in such a way that would lead to the necessary levels of excellence in courses in the Department that focus on African Americans.

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## **How is funding organized and how do I apply for funding? Are there options for teaching or doing research on campus while in the Ph.D. program?**

All students applying for admission must indicate on the application form if they want to be considered for funding, and must submit the application by the relevant due date - currently December 15th of each year. The applicant pool is evaluated and applicants who are admitted are also evaluated for funding. The admissions committee will make ranked nominations for funding. The Department offers funding packages ranging from one to five years, with fellowships including a combination of tuition, fees, and living expenses. Such funding is normally for nine-month periods and students usually need to seek additional summer funding. Funding will almost always require some teaching, usually as a Graduate Student Instructor on courses taught within the Department. The Department has very limited funds for graduate research, although there are options for such funding in other departments, and research units on campus, depending on the student's focus. For example, see the relevant web sites for the following units: The Townsend Center, The Center for Race and Gender, The Center for Latin American Studies, The Institute for the Study of Social Change.

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**Are GRE scores required?**

GRE scores are not required by the Graduate Division, nor by the Department. However, students should note that some outside funding agencies may require GRE scores, for example, in nationally competitive funding agencies. Applicants should consult all the relevant sources of funding before deciding whether to do the GRE or not.

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**What is the Normative Time for completion of the Graduate Program?**

The Normative time for the program is six years.

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**Do you admit student for the MA degree only?**

We do not admit students for the MA degree only, though the MA degree is awarded on the way to completion of coursework towards the Ph.D. Students who already have an MA in African American Studies, Africana Studies are prohibited by the Graduate Division from receiving a second degree from the Department. However all students must complete all the necessary coursework for the Degree (unless granted specific exceptions by the Graduate Advisor to a maximum of 6 units) but are not required to take the MA Oral exam. Students with degrees in related topics - for example, Ethnic Studies, African Studies, American Studies, must normally earn the MA degree in African American Studies on the way to earning the Ph.D.

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**Do the foreign language requirements need to be completed prior to entering the Ph.D. program?**

The foreign language requirement can be satisfied in two ways. Students who have already completed 2 years of foreign language study before they begin the program can satisfy the Department's language requirement without further study. The relevant paperwork must be completed as soon as possible after starting the program. The foreign language requirements can also be completed while studying for the degree in the Department itself. Usually this can be done by completing the necessary minimum coursework in the relevant language, or by petitioning for a written examination administered by a faculty member. All students must complete these requirements before they take their Qualifying Examinations - that is, usually before completing the third year of the program. Details will be provided by the Graduate Advisor.

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**Can I get credit for graduate work previously done elsewhere?**

Yes, up to 4 semester units or 6 quarter units for comparable Diaspora Studies coursework.

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### **When will I learn whether I have been admitted to the program?**

Admitted students will get a phone call in mid-February when the Department has made their recommendation to the Graduate Division. In addition, we want to ensure that admits will attend the University's Spring Diversity Day, which in 2005 will be March 13. The Spring Diversity Day is a day for admitted students to come to Berkeley to get acquainted with the campus and its resources, meet faculty, graduate students and other admits.

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### **Is it possible to enroll in the Graduate Program part time?**

Yes, it is possible to be a part time student however, due to the extremely demanding requirements of the program we discourage part time study. Only students with outstanding academic records, and very specific reasons for part time study, will be accepted for admission.

## **Michigan State**

**The Doctor of Philosophy degree in African American and African Studies** is an interdisciplinary program of study devoted to advanced exploration and analysis of the social, cultural, and political experiences of Black peoples in the United States, Africa, and other parts of the African Diaspora. The objective of the program is to develop scholars committed to academic excellence and social responsibility in the Black world and the broader community. Comparative, integrative, and applied approaches to the acquisition and pursuit of knowledge are given emphasis.

### **Completing an application**

To be considered for admission to the Doctor of Philosophy degree in the Program in African American and African Studies, an applicant must:

1. Have a 3.0 grade-point average in last 30 credits of coursework
2. Submit on-line application ([Domestic Student Application](#) or [International Student Application](#))

3. Submit a Personal statement including academic purpose
4. Have the results of the Graduate Record Examination (GRE) general test forwarded to the Program
5. Submit a writing sample that reflects aptitude for critical and scholarly writing (approximately 15-20 pages)
6. Submit three letters of recommendation from faculty acquainted with your scholarly work; use the [University Letter of Recommendation form](#)
7. Submit two copies of official transcripts
8. Submit a resume or curriculum vitae

### **Where to send materials**

AAAS Admissions Committee @ MSU

C/o Linda Cornish

1 Morrill Hall

East Lansing, MI 48824

Dept: 517-432-0869

Email: [aaas@msu.edu](mailto:aaas@msu.edu)

**PLEASE NOTE: \$50 application fee must be submitted to the Office of Admissions, 250 Administration Building, Michigan State University, East Lansing, MI 48824.**

**Deadlines: The deadline for applications and all supporting materials is December 28 for fall semester admission to the AAAS Ph.D. program.**

### **Guidance Committee**

Three of the four guidance committee members must be selected from the core faculty of the African American and African Studies program, one of whom must be from the student's cognate specialization area. In addition to meeting the requirements of the University and the College of Arts and Letters, students must complete 24 credits of doctoral dissertation research, and the requirements are specified below:

1. Complete 30 credits of coursework, including:

A. All of the following courses 3 Credits

**AL 830** Introduction to African American and African Studies I

**AL 831** Introduction to African American and African Studies II

**AL 832** Supervision Seminar in African American and African Studies

**AL 891** Introduction to African American and African Studies III

B. Both of the following courses for a total of 3 credits as approved by the Guidance Committee:

**AL 893A** Internship in African American and African Studies. Must be performed in an African American community - 1 or 2 Credits

**AL 893C** Internship in African American and African Studies. Must be performed in a Black community outside of the United States - 1 or 2 Credits

C. A minimum of 3 credits in research methods in the area of specialization.

D. An additional 12 credits of course work selected from an approved course list by the Guidance Committee. At least 6 of these credits must be in the area of specialization.

2. Choose an area of specialization in consultation with the Guidance Committee.

3. Choose either an African or non-African language to fulfill the language requirement.

Students selecting an African language must attain spoken and written second-year proficiency in at least one language from the following list (Yoruba, Hausa, Zulu, Shona, or Swahili). Second-year proficiency will be measured by completion of two years of university-level coursework in the language or by passing oral and written examinations equivalent to those given at the end of second-year coursework. For non-African languages (Spanish, Portuguese, French, or other languages approved by the Guidance Committee) there must be demonstrated advanced reading proficiency relevant to the student's area of specialization.

4. Pass two comprehensive examinations: a general examination in African American and African Studies and an examination in the area of specialization.
5. Assist faculty in one offering of **AL 495**, Research-Mentoring in African American and African Studies.
6. Submit a dissertation proposal to the Guidance Committee and pass an oral examination in defense of the proposal. This examination must be passed before the student may begin dissertation research.
7. Prepare and successfully defend the dissertation.  
Fellowships, Assistantships, and other funding opportunities are possible.

Apply for Admissions on-line at: <http://www.msu.edu/user/gradschl/apply.htm>

## HARVARD

### **AFRICAN AND AFRICAN AMERICAN STUDIES**

The Department of African and African American Studies offers graduate programs in the fields of African American Studies and of African Studies. Their aim is to offer rigorous interdisciplinary training in the humanities and the social sciences, with a focus in a disciplinary field, leading to the PhD.

#### **Advising**

- In their first year, students are advised by the Director of Graduate Studies (DGS), who serves as their mentor until they choose an advisor, generally before the beginning of their second year. After consulting with the DGS, a student may change advisors. Students are encouraged to discuss their interests outside of the primary field with faculty from other departments. This process enables students to develop relationships with various faculty members from whom the student will ultimately select a dissertation committee.

#### **Academic Residence**

- A minimum of two years of full-time study (14 half-courses or equivalent) is required.

#### **Program of Study**

- Students must take a combination of 14 courses of which eight must be courses in a primary field. The distribution of courses in the first three years of study is as follows:

#### **First Year**

- *African and African American Studies 301/302*

This required yearlong course is co-taught by the faculty of the program. It aims to introduce students to central topics and themes in African and African American studies and

to major theories and debates. The first term focuses on issues in literature, philosophy, and culture, including: the concepts of race and ethnicity, slavery and the slave narrative, debates about African and African American literature, art, music, and religion, the American literary canon, the "African" and the "American" in African American culture. The second term focuses on issues in the social sciences and public policy concerning African and African American peoples, including such topics as African languages, nationalism, colonialism and decolonization, varieties of religious experience, aspects of intellectual history, ethnic conflicts and governance, strategies of economic development, and public health (e.g. HIV/AIDS, sickle-cell anemia, malaria, and the politics of science practice) as well as race and class in America, the role of race in the political system, the study of racial attitudes, racial discrimination, affirmative action, criminal justice, and redistricting.

- There are two required final presentations to the faculty at the end of each term, one on a humanities topic, the other on a social science topic.
- In addition, students must ordinarily take at least six other courses, of which at least two must be in African or African American studies and two in the primary field.

### **Second Year**

- Students must ordinarily take at least six courses in their second year.
- Students will ordinarily be required to take all of the following courses or their equivalents by the end of their second year:

1. *African and African American Studies 218* — Topics in African and African American History (or applicable graduate seminar in another department encompassing a broad survey of African, African American, or Caribbean History)
2. One graduate seminar in African and African American Literature
3. *African and African-American Studies 241* — Topics in African and African American Social Science (or applicable graduate seminar in another department focusing on Social Science methods)
4. At least one research seminar – Students who have not taken a research seminar by the end of the first semester of their 2nd year must enroll in a graduate course in which they produce a paper of publishable quality. This must be done no later than the second semester of their 2nd year. This can be done in a research seminar or in an independent tutorial through AAAS 391 (Directed Writing). Students will not be allowed to take their oral general examination unless they satisfactorily complete a research paper.

- By the end of the second year, the total number of courses taken in African and African American Studies and the primary field should be 14, including at least eight in the primary field. In particular, students should take all courses required for an AM in their primary field.

- Students specializing in African or African American Studies may substitute other appropriate courses with the approval of the DGS. Students who have already done an equivalent course at other institutions may be permitted to substitute graduate level work at Harvard in African and African American history, literature, and social science, respectively, for these courses, with the consent of the DGS. (The department will require both a copy of the syllabus of the course at the undergraduate institution and an oral or written examination of the student administered by an appropriate member of the department's faculty.)

### **Third Year**

Students must have completed all course work and language requirements prior to their oral exams for their admission to candidacy.

By the end of the fall term of this year students must have completed the oral exam described below.

### **Master of Arts (AM)**

- The department does not admit candidates for a terminal AM degree, but students who have met all the course requirements for the degree may petition to be awarded an AM in African and African American Studies. (Students may also find that they can meet the requirements for the AM in their primary field. Students should consult with the DGS in their primary field if they wish to pursue this option.)

### **Teaching**

- An important element of graduate education in the program is the experience of working as a teaching fellow in courses in African or African American Studies. The department also encourages students to seek teaching opportunities in their primary fields.
- The graduate committee must verify that a student has had sufficient preparation in teaching before voting him or her a degree. Students ordinarily teach at least two courses in African and African American studies and one in their primary field during their third and fourth years.
- If designated as part of the student's financial package, students are expected to teach in their third and fourth years at the rate of 2/5 per term. The department will assist the student in securing teaching positions. Priority for teaching fellow positions is given to students in their third and fourth years of graduate study.

### **Other Requirements**

#### **Languages**

- The student's advisor will identify the language requirements appropriate for the student's research in the primary field. In general, these requirements reflect the language requirements of the graduate program in their primary field. However, the DGS and the student's primary advisor may propose modifications of these requirements if, in their judgment, a different language is more suitable. The student's orals committee is responsible for determining whether the student has met an appropriate language requirement before proposing a candidate to the graduate committee for admission to the doctorate. Students in African Studies are required, in addition to a major European language, to take at least one African language to the level at which they reach proficiency.

#### **Grade Requirements**

- Students must maintain a grade average of B+ or better in each year of graduate work. At no time may a student register for a term if he or she has more than one Incomplete. Where the primary field requires either that all courses be passed at or above a certain grade or that the student's average grade be higher than B+, the student will be required to meet that requirement for courses in the primary field.
- No more than one Incomplete may be carried forward at any time by a graduate student in African and African American Studies. It must be made up no later than six weeks after the start of the next term. In applying for an Incomplete, students must have signed permission from the instructor and the Director of Graduate Studies, or the course in question may not count toward the program requirements. If students do not complete work by the deadline, the course will not count toward the program requirements, unless there are documented extenuating circumstances.

### **Admission to Candidacy**

#### **Oral Examination**

- Once students have completed their course work, they begin to prepare for their *oral exam* in their primary field. For this purpose they require a committee, consisting of their major advisor and at least two others, at least one of whom should be a member of the discipline of the primary field. This committee, the student's orals committee, meets with the student once his or her course work is complete, and defines a bibliography and a set of four areas on which the student will be examined orally in the first term of the third year. Once the student has passed the oral exam, he or she prepares a written prospectus.

## **The Dissertation**

### **Prospectus**

- Ordinarily the orals committee then becomes the dissertation committee, but students may reform their committee at this stage. Students have flexibility in picking their major advisor at the stage that the dissertation committee is formed, since this is the right moment to identify the member of the faculty whose work is closest to theirs. The dissertation committee is responsible for approving the prospectus, and this should ordinarily be completed and accepted at the latest by the middle of their fourth year. The composition of the student's orals and dissertation committees is subject to the approval of the graduate committee in African and African American Studies, though students are given great flexibility in choosing their advisors.
- The prospectus is due at the latest by the end of the first term of the fourth year of residence. The student must discuss the prospectus with each member of the dissertation committee and then have a final oral exam on that prospectus: If the committee accepts the prospectus at the exam, the student is admitted to candidacy and begins research for the dissertation.
- NOTE: Many departments and independent groups organize dissertation colloquia for students in their fourth, fifth, and sixth years, at which they may present and discuss their research.

### **Dissertation Review**

- During the period that a student is working on the dissertation, the student will have a primary advisor and a dissertation committee. Each term the student will consult with and report to the dissertation committee, which will in turn report to the committee on graduate studies as to the progress toward completion of the dissertation. While the student's principal advisor will ordinarily become the primary advisor and the prospectus committee will ordinarily become the dissertation committee, a student, in consultation with the DGS, may choose other faculty members. The dissertation committee must consist of a primary advisor and at least two others, at least one of whom must be a member of the discipline of the primary field. The primary advisor is the chair of the dissertation committee and must be a member of the Faculty of Arts and Sciences. In addition, at least one other member of the dissertation committee must be a member of the Faculty of Arts and Sciences.
- Upon approval of the dissertation by the dissertation committee, the department, student, and the dissertation committee will agree upon a date for the dissertation defense. Completion of the dissertation is ordinarily expected by the end of the sixth year.
- The dissertation defense is an oral examination open to any member of the university at which the dissertation committee leads in questioning the candidate on his or her work. Upon completion of the oral examination, the members of the graduate committee will consult with the dissertation committee and vote as to whether the candidate should be recommended for the PhD degree in African and African American Studies and whether the candidate passed with distinction.

### **Satisfactory Progress**

- The faculty monitors each student's progress year by year. During the period between admission to candidacy and submission of the dissertation, the dissertation committee is asked whether the candidate is making satisfactory progress and has to certify in writing when the candidate has completed two draft chapters.

### **Summary of Requirements**

14 courses, at least eight in the primary field.

African and African American Studies 301, 302, 218, 241, and one graduate seminar in African or African

American Literature (or equivalent courses with approval of the DGS).

All courses required for an AM in the primary field.

Completion of one research paper of publishable quality (may be completed through AAAS 391).

Language requirements as specified.

B+ average at the end of each year (and any other requirements of the primary field).

No more than one Incomplete outstanding at any given time.

Oral exam for admission to candidacy.

Teaching experience.

Prospectus exam.

Dissertation completion.

Dissertation defense.

### **Additional information is available from:**

Kathleen Cloutier

Graduate and Undergraduate Program Officer

Barker Center, Room 232

Phone: 617.384.7767

Fax: 617.496.2871

Email: [cloutier@fas.harvard.edu](mailto:cloutier@fas.harvard.edu)

Online submission is encouraged.

### **Admissions Office**

Harvard Graduate School of Arts and Sciences

Byerly Hall, 2nd floor

8 Garden Street

Cambridge, Massachusetts 02138

### ***African and African American Studies as a Secondary Field***

Students enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University, including Anthropology, Comparative Literature, Economics, English, Government, History, History of Art and Architecture, History of American Civilization, History of Science, Music, Philosophy, Sociology, and Religion may achieve formal recognition for completing a secondary field in African and African American Studies.

Graduate students who choose African and African American Studies as a secondary field will benefit from learning how to do interdisciplinary work on the basis of the substantial body of scholarly writing on African and African American social, cultural, economic and political life and history. The Department also encourages comparative work on African, African American, and diasporic topics.

Graduate students must meet the following requirements in order to have the secondary field officially recorded on their transcript.

## Coursework

\* Completion of four graduate-level courses in African and African American Studies with honors grades of B+ or above.

### Demonstrating Mastery in the Secondary Field

\* Successful completion of a research paper demonstrating mastery in the field of African and African American Studies is also required. Ordinarily this is the most successful graduate term paper written for one of the four African and African American Studies courses.

## Record-keeping

\* Students interested in declaring a secondary field in African and African American Studies should submit to the Director of Graduate Studies evidence of their successful participation in four appropriate graduate courses in the Department of African and African American Studies as well as the research paper. Once they obtain the approval of the DGS they and the registrar will receive certification of successful completion of secondary field requirements.

The Graduate Program of the Department of African and African American Studies was established with the help of many colleagues in the Harvard Graduate School of Arts and Sciences. The design of the program takes advantage of our intellectual resources, working within the framework of Harvard's traditions, in order to provide a graduate education that trains colleagues so that they may continue with the work of the field in the years to come. At the heart of our program is one idea and one practice.

The idea is that we are an interdisciplinary field, a meeting place of scholars and methods grounded in different disciplinary traditions. We aim to educate students who know their way around this interdisciplinary field while at the same time learning the skills, methods, and problems of a discipline. So each of our students will be able to go out into the world ready to teach and research African and African American issues within a discipline but also will be able to introduce their students to the whole interdisciplinary field and to make scholarly contributions to it.

The practice is one of teaching together: your first year as a student here you will participate in an interdisciplinary seminar talk by all of our faculty. We enjoy this practice because it allows us to get to know each other and to know you. But it is also an embodiment of the idea of an interdisciplinary conversation that allows each of us, whatever his or her training, to see how insights from other intellectual traditions can give fruit in our own understanding and, more specifically, in our work.

**YALE**

## History and Structure

In 1993-94, African American Studies developed a unique graduate program in cooperation with a number of other departments and programs across the university. This program, which grew out of the M.A. program that African and African American studies had launched in 1978, now offers a Joint Doctoral Degree in African-American Studies and another field or discipline. The program became a department in July 2000.

African American Studies offers a combined Ph.D. in conjunction with several other departments and programs. Departments and programs which currently offer a combined Ph.D. with African American Studies are: [American Studies](#), [Anthropology](#), [English](#), [Film Studies](#), [French](#), [History](#), [History of Art](#), [Political Science](#), [Psychology](#), [Religious Studies](#), [Sociology](#), and [Spanish and Portuguese](#). Within the field of study, the student will select an area of concentration in consultation with the directors of graduate studies of African American Studies and the joint department or program. An area of concentration in African American Studies may take the form of a single area study or a comparative area study: e.g., Caribbean or African American literature, a comparison of African American literature in a combined degree with the Department of English; an investigation of the significance of the presence of African cultures in the new World, either in the Caribbean or in Latin and/or South America in a combined degree with the Spanish and Portuguese department. An area of concentration may also follow the fields of study already established within a single discipline, e.g., race/minority/ethnic studies in a combined degree with Sociology. An area of concentration must either be a field of study offered by a department or fall within the rubric of such a field. Please refer to the description of fields of study of the prospective joint department or program.



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### **Special Admissions Requirements**

Strong undergraduate preparation in a discipline related to African American studies; writing sample; description of the fields of interest to be pursued in the combined degree program. Additionally, please indicate both African American Studies and the second department/ program on all supporting documents (personal statement, letters of recommendation, transcripts, etc.).

### **Special Requirements for the Combined Ph.D. Degree**

Students will be supervised jointly by the African American Studies Department and the participating department or program. The student's academic program will be decided in consultation with an advisor, the director of graduate studies of African American Studies, and the director of graduate studies of the participating department or program and must be approved by all three.

Students are required to take four designated core courses in African American Studies. Core courses are (1) Theorizing Racial Formations (AFAM 505a/AMST 643a), which is a required course for all first-year graduate students in the combined program; (2) American Legal History: Citizenship and Race (AFAM 829b/WGSS 715b) and/or Race, Racism, and Social Theory (AFAM 719b/SOCY 654b/WGSS 719b), which is a required course for all first-year graduate students in the combined program spring term; (3) Interdisciplinary Analysis in Race, Class, Gender (AFAM 827b), which is a required course for all second-year graduate students in the combined degree spring term; (4) Dissertation Prospectus Workshop (AFAM 895a and b).

After completion of course work, students are required to attend the one-year dissertation prospectus workshop during their third year. This workshop is intended to support preparation of the dissertation proposal. Each student will be expected to present his or her dissertation prospectus during that year. The workshop will also feature seminars in which students present chapters of their dissertations-in-progress.

The expectation is that this workshop will be voluntarily attended by students even during terms when they are not required to register for it. The workshop will be an important part of each graduate student's professionalization and will serve as a vital stimulus to intellectual activity.

Qualifying examinations and the dissertation proposal will be administered jointly by the program and participating department and must be passed within the time required by the participating department.

The total number of courses required will adhere to the requirements of the participating department or program. Each student must complete the minimum number of courses required by the participating department or program; African American Studies core courses (excepting the dissertation prospectus workshop) count toward the participating department's or program's total. For details of these requirements, see the special requirements of the combined Ph.D. for the particular department. Students will be required to meet the foreign language requirements of the participating department. Students will not be admitted to candidacy until all requirements, including the dissertation prospectus, have been met and approved by the Graduate Studies Executive Committee of the African American Studies Department and the participating department.

The faculty in African American Studies consider teaching to be an essential component of graduate education, and students therefore will teach in their third and fourth years.

## **NORTHWESTERN**

### **Graduate Program**

African American Studies by its very nature is an interdisciplinary field. It acquaints the student with myriad ways of thinking (historical, sociological, literary, quantitative analysis), researching, and writing about the diverse experiences of African Americans in the United States and of African descended people throughout the African Diaspora (from dispersion, colonialism, the slave trade and slavery, through emancipation, decolonization, independence, and postcolonialism). African American Studies brings together the voluminous scholarship generated by past and present historians; political scientists; sociologists; cultural, literary, and performance studies critics; and scholars working on diverse topics and constructions of class, race, ethnicity, gender, and sexuality.

The Department of African American Studies is comprised of renowned core faculty and faculty affiliates who are integrally involved in the teaching, service, and research interests of the department. Affiliated faculty members are invited, and in fact expected, to be key participants in African American Studies. Both our core and affiliated faculty have appointments in the following Northwestern University schools: Weinberg College of Arts and Sciences, the School of Communication, Human Development and Social Policy, the Law School, the School of Music, and the Garrett-Evangelical Theological Seminary. This involvement of affiliates positions us well to mobilize their active support and engagement for the graduate program in African American Studies. Affiliated faculty stand

poised to assist with graduate teaching by cross-listing their current graduate course offerings; to serve on the examination and dissertation committees of our students; and to participate on administrative committees related to the graduate program such as in-house competitive fellowships, admissions, and program governance.

The Department offers advanced graduate training through a PhD in African American Studies. Three substantive areas form the basis of this program: 1. Expressive Arts and Cultural Studies; 2. Histories; 3. Politics, Society, and Culture. Each of these areas is populated by scholars within the department who focus their research within a domestic and/or international context. The Ph.D. program in African American Studies provides students with the historical background in the experiences of people of African descent, the analytic preparation to carry out rigorous empirical research, and the professional development to pursue careers in academia or beyond.

**Students who have completed either the B.A. or M.A. degree may apply to the Ph.D. program in African American Studies. While there are plans to mount a terminal master's program in the near future, no such program exists at present.**

Traditionally the social sciences and humanities have found their subject matter within the contours of the western nation-state system and the European and American lineage of western history and philosophy. The first wave of intellectual developments in Black Studies and African American Studies from the 1960s onwards challenged the neglect and exclusion of critical analyses of Atlantic slavery, western colonialism and American racism; and facilitated research in the expressive traditions of Black cultural and political movements and the racial dynamics of contemporary social life and public policy. This was an extremely important period of nation-centered and historiographic scholarship, opening up new fields of sustained inquiry, and underwriting the longevity and vitality of the African American intellectual tradition. Consequently, over the last 40 years African American Studies with its emphasis on national intellectual inclusiveness and critique has to a considerable extent influenced, if not transformed, the epistemologies and methodologies of the social sciences and humanities in the US. At the same time, the scholarship produced by African American Studies has been disseminated through a dynamic transnational circuit of intellectuals, literary movements and knowledge production across the urban centers of Latin America, Canada, the Caribbean, Africa and Europe.

However, since the last decade of the 20th century and the beginning of the 21st century, African American Studies like many inter-disciplines spanning the social sciences and humanities, is becoming more responsive to, and influenced by, a contemporary world that is increasingly interdependent and subject to diverse representations and questionings. The world is no longer centered, if indeed it ever was, on the singular cultures of self-enclosed or autonomous nations. The multicultural, multi-ethnic, multi-faith

and gendered dimensions of national spaces and histories are accelerating to prominence under the influence of economic and cultural forms of globalization. Intellectual orientations are increasingly being underwritten and overwritten by questions of trans-nationalism and deterritorialization. Currently we are experiencing a new wave of diaspora-centered African American Studies where greater emphases on diversity and inter-disciplinarity are assuming greater prominence in dialogue with the changing complexity of the modern world. The latest developments in African American Studies are contributing to a new wave of intellectual and intercultural developments which are

symptomatic of the changing vicissitudes of the world, where the recognition of worldly interdependence, cultural diversity and academic interdisciplinarity are now indispensable for the production of knowledge in the 21st century. In this context our PhD program is very much a part of and contributes to this new wave of African American Studies, oriented both to the historical world that produced the African diaspora as well as to the contemporary world that continues to be shaped by the politics, popular cultures and social movements of Black populations.

African American Studies in the 21st century is a dynamic field characterized by a history of interdisciplinarity to develop new forms of intellectual work that arise because of trends towards interdependency and multilateralism within and across nations, particularly throughout the African diaspora. The scholarship of African American Studies is poised to respond and contribute to the intellectual debates that arise from these trends. It also provides for the continued development and expansion of fields of inquiry that explore the formation and intersection of race, ethnicity, class, gender, and sexuality. The PhD program in African American Studies is led by faculty with diverse interests in the histories, experiences, and cultures of people of African descent around the world. This is reflected in the depth and range of our scholarship as well as the courses we currently offer (and those we will mount in the future).

The department is allied closely with other departments and programs within the university, including Anthropology, African Studies, American Studies, Art History, Asian American Studies, Comparative Literary Studies, English, Gender Studies, History, Performance Studies, the Interdisciplinary PhD in Theatre and Drama, Latin American & Caribbean Studies, Political Science, Sociology, and others. African American Studies PhD students may earn a graduate certificate in [Gender Studies](#) and in [African Studies](#), or they may participate in the [Interdisciplinary Cluster Initiative](#), a program designed to help graduate students during their academic career at Northwestern by fostering connections with students and faculty in other programs.

The Department of African American Studies' administrative offices and faculty offices are housed respectively in the interconnected buildings of Kresge Cenntinniel Hall and Crowe Hall. The department shares these buildings with the Department of Philosophy, the Department of French & Italian, the Program in African & Asian Languages, the Program in Gender Studies, the Department of Spanish & Portuguese, the Department of German, and the Department of Art History among others.

General information on graduate study at Northwestern University is available at The Graduate School website .

### **Admissions**

Applicants to the Ph.D. program in African American Studies are expected to submit the following by December 31st:

- A graduate application ([Click here for the online application form](#))
- Statement of purpose : Applicants will supply personal statements in which they describe their intellectual interests and the factors that have shaped them. Statements may also include information on significant barriers that they have overcome from which they have learned relevant lessons. Applicants should demonstrate why a degree in African American Studies is relevant for their

professional aspirations. We will use the essay to assess each applicant's fit for our graduate program given the research and teaching areas of the faculty.

- **At least two letters of recommendation:**  
Reference letters should speak to students' writing, research, analytical, and teaching skills where applicable, and all letters should comment on students' intellectual creativity and enthusiasm. Students who are returning to academia after significant work experience must still include one academic letter of reference while the other may be from a professional supervisor, colleague, or community leader.
- **Writing sample:**  
Candidates will need to demonstrate a critical facility in their writing and in the analysis of intellectual problems. The writing sample of 15-25 pages can be in any area of study, but should address issues relevant to the Black community, nationally or internationally defined.
- Exams : TOEFL scores will be required of non-native English speakers. GRE scores are NOT required.
- The application fee

**Northwestern University  
Department of African American Studies  
1860 Campus Drive  
Crowe 5-128  
Evanston, IL 60208-2210  
Attn: Graduate Admissions**

- **Undergraduate and graduate transcripts** (where applicable)

**Undergraduate Degree and Coursework:** A suitable background for an interdisciplinary advanced degree in African American Studies will be a significant factor. This is most clearly signaled by an undergraduate degree in African and/or African American Studies, but may also be satisfied by relevant coursework in African American Studies, African Studies, Ethnic Studies (with a concentration on Blacks in the US and/or the diaspora), or Area Studies (e.g., Caribbean Studies, Latin American Studies). We will definitely consider applicants with majors in the traditional disciplines that illustrate significant interest in African American Studies through their additional coursework and/or baccalaureate work/research.

**Additional Considerations:** While we do not yet offer a terminal MA degree, students entering our program with a Masters may be exempt from certain course requirements to be decided in consultation with the Director of Graduate Studies. Generally, only Masters in African American or African Diasporic Studies will be considered as satisfying requirements toward the degree. Students with Masters in other fields must illustrate a concentration through significant coursework and writing in African American Studies.

[Click here for the online application form.](#)

## **DEADLINES**

Applications for the Ph.D. program must be received by December 31st.

## **FINANCIAL AID**

Students admitted to the PhD program typically receive five years of funding, including a fellowship in the first year and fellowships or departmental assistantships in subsequent

years. Students will also receive summer support for three years. Fellowships and assistantships cover the full cost of tuition and provide a stipend. Ongoing funding is contingent upon the student's satisfactory progress towards the degree.

Some PhD students may be eligible for funding through the Illinois Consortium for Educational Opportunity Program (ICEOP), a state-funded, need-based program awarding fellowships that provide a stipend, with tuition scholarships provided by the Graduate School. To be eligible, minority students must be Illinois residents and intend to seek faculty positions in Illinois upon degree completion.

### **Questions**

Please see the department's [Admission FAQ](#) page.

### **General Information**

General information on graduate study at Northwestern University is available at [The Graduate School website](#) .

### **Requirements**

The track is one of the three areas of research training in the Department of African American Studies: 1. Expressive Arts and Cultural Studies; 2. Histories; 3. Politics, Society, and Culture.

Our intention is to offer a graduate curriculum that provides a range of graduate students with a firm grounding in a variety of essential texts, materials, methodologies, and traditions. At the same time, we have built in a degree of flexibility that would enable our own students to achieve a higher degree of proficiency within a specific sub-field. Consequently, we will require all our students to take eighteen (18) courses total over two years (that's an average of three courses per quarter). The specific breakdown of the 18 required courses goes as follows:

- . 6 core courses
- . 4 track courses
- . 4 courses within one's chosen discipline of specialization
- . 3 elective courses
- . 1 research methods course

All students will be required to take six core courses. Three of the core courses correspond to our tracks. We will also require our students to take three introductory, interdisciplinary courses: one covering the diaspora, a second dealing with the concept of memory, and a third focused on conceptual methodologies. The first three core courses will be taught by core African American Studies faculty; the second three will be taught (either independently or in teams) by African-American Studies faculty and faculty from related fields. The six core required courses, then, are: 1. Conceptual Methodologies; 2. Diasporic Theory and Diaspora Tropes; 3. Memory Studies; 4. Black Historiography; 5. Black Expressive Arts; and 6. Black Social and Political Thought.

The descriptions of the six core courses can be found later in this section followed by lists of the relevant track courses. We have required four courses not necessarily containing African American Studies content in another discipline in order to allow students to establish their competence in the discipline in question (e.g., History, English, Theatre, Political Science, Philosophy, etc.) and to enhance their subsequent marketability. The participation of African American Studies-affiliated faculty in other disciplines on student dissertation committees; and the course instruction within the tracks by core African American Studies faculty trained in the traditional disciplines will also assist the students in establishing competence in one of these disciplines. Finally, we will require all students to take a research methods course. In consultation with their advisors, and depending upon the nature of their research interests, students will choose an appropriate course in quantitative and/or qualitative methods.

## Core Course Descriptions

### Diasporic Theory and Diaspora Tropes

This graduate level course introduces students to a survey of critical approaches to understanding the meaning and applications of diaspora as a concept and discusses a range of approaches involved in developing an analytics of Diaspora formations, imaginaries and mobilizations. The course has five thematic sections. The first theme relates to the generic significance of diaspora. It discusses both the etymology and the genealogy of diaspora as a term and idea involved in accounts of human dispersals, migrations and displacements. It discusses the relevance of the analytical distinction between ethnographic and conceptual accounts of diaspora, as well as the meanings of "diaspora-space" and "diaspora-time." The second theme discusses the social and cultural impact of globalization on the emergence and prominence of diaspora; both historical and contemporary forms of globalization are understood in terms of their colonial and postcolonial dimensions in the dissemination of social identities and the circulation of cultural practices. This third section discusses what may be gained from thinking in terms of comparative diasporas, in particular it examines as exemplars of diaspora, the Jewish, African and South Asian diasporas. The final section discusses recent important developments in social and cultural theory that can be used to understand the tropes of diaspora in differently nuanced ways, particularly as the formation, imbrication and dispersion of meaningful discourses, enactments of identity and exchanges of cultural affinity/dissonance. It highlights the significance of creolization, genealogy and deconstruction in marking these features conceptually.

The following texts offer a representative, rather than exhaustive, sample from which readings may be drawn: Joseph Harris, *Global Dimensions of the African Diaspora*; David Scott, *Refashioning Futures*; Paul Gilroy, *The Black Atlantic*; Brent Edward Hayes, *The Practice of Diaspora*; Stuart Hall, *The Stuart Hall Reader*; Edouard Glissant, *Caribbean Discourse*; and Aimé Césaire, *Discourse on Colonialism*. Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalization*; Homi Bhabha, *The Location of Culture*; James Clifford, *Routes: Travel and Translation in the Late Twentieth Century*; Pheng Cheah and Bruce Robbins eds. *Cosmopolitics: Thinking and Feeling Beyond the Nation*; Mireille Rosello *Declining the Stereotype: Ethnicity and Representation in French Cultures*; Jacques Derrida *Monolingualism of the Other, or the Prosthesis of Origin*; Aihwa Ong *Flexible Citizenship: The Cultural Logics of Transnationality*; Robin Cohen *Global Diasporas*; Jana Evans and Anita Mannur eds. *Theorizing Diaspora: A Reader*; Avtar Brah *Cartographies of Diaspora: Contesting Identities*; Jonathan Boyarin and Daniel Boyarin *Powers of Diaspora*.

### Memory Studies

This graduate level course explores and reflects on the status of memory as an object of investigation in critical theory and as a contested form of social, cultural and political

practice, particularly at the intersection with historiographic representations of the past. It considers why many of the more global issues associated with organized social and cultural repertoires of remembering and forgetting arise in the context of colonial and postcolonial developments. It is concerned with examining the ways in which contested representations of the past and the impact of that contestation on the present, are infused with the politics and ethics of remembering and forgetting. This particularly underlines the displacement and dislocation of populations shaped by the western formations and contested memories and histories of those formations. The course considers the circumstances in which the writing of history and the questions surrounding its remembering and its forgetting have become significant methodological and ethical dimensions of the transnational and diaspora experiences of both colonial modernities and modern post/colonialisms. The first section discusses the intersection between History and Memory, with respect to the conceptual and methodological issues posed. The second section discusses the distinction and relation between social memory (expressed in narratives, oral traditions, popular histories, rituals and commemorations, bodily practices and spatial organization) and cultural memory (associated with forms of trauma, displacement, expressive arts, identity formations). The third section discusses the politics of remembering and forgetting in relation to two case studies: Atlantic slavery and the Holocaust. The final section discusses the question of memory as methodology and ethics. How can memory studies be used as part of critical inquiry? Is there an obligation to remember or to forget in the design of social forms and the cultivation of cultural expressivity?

The following texts form the basis for a sample representative reading list: Paul Ricoeur, *History, Memory, Forgetting*; Genevieve Fabre and Robert O'Meally, eds., *History and Memory in African-American Culture*; Edouard Glissant, *Caribbean Discourse*; Marcus Wood, *Blind Memory*; Michel-Rolph Trouillot, *Silencing the Past*; Jennifer L. Eichstedt and Stephen Small, *Representations of Slavery-Race and Ideology in Southern Plantation Museums*; Johannes Fabian *Remembering the present: Painting and popular history in Zaire*; Andreas Huyssen, *Twilight Memories: Marking time in a culture of amnesia*; Peter Novick, *The Holocaust and Collective Memory*; Maurice Halbwachs *On Collective Memory*; Paul Connerton *How Societies Remember*; Pierre Nora *Sites of Memory*; Richard Tierdeman, *Past, Present: Modernity and the Memory crisis*; Douure Draisma, *Metaphors of Memory*; Paul Antze and Michael Lambel eds. *Tense Past: Cultural Essays in Trauma and Memory*; Theo D'Haen and Patricia Krus eds. *The Proceedings of the XVth Conference of the International Comparative Literature Association*, 10 volumes; Susannah Radstone ed. *Memory and Methodology*; Diana Taylor *The Archive and the Repertoire: Performing Cultural Memory in the Americas*; Avishai Margalit *The Ethics of Memory*.

### **Conceptual Methodologies**

The aim of this course is to introduce graduate students to the importance of conceptual analysis and the development of concepts in the theoretical, textual, or ethnographic aspects of research. It is particularly concerned with highlighting for attention and discussion a significant range of concepts that are recurrently deployed in critical transnational approaches undertaken in both the social sciences and humanities. Here the general idea of concepts relates both to the development of analysis in research and to the organization of exposition in the presentation of research. The course aims to cover the methodological vacancy that exists between traditional qualitative and quantitative methodologies due to the neglect of focused discussion on the application of critical concepts in interdisciplinary analyses. This is not intended as a course in philosophy, which might be described as the invention and formulation of concepts, but rather as a course in methodology, understood here as the application and development of concepts. The course is divided into four parts, each of which provides an examination of themes, debates and approaches in conceptual analysis. The first section ("Understanding Conceptual Analysis")

invites an exploration of the meaning of concepts and their deployment in sustaining different kinds of conceptual methodological approaches. Among the issues taken up in this section are: the meaning of concepts; descriptive and critical distinctions; etymology as conceptuality; applied concepts in grounded theory, grand theory and literary theory; and the status of concepts in the development of conceptual analysis. The remaining three sections, which cover the interdisciplinary dimensions of the course, discuss particular concepts in relational pairings in order to emphasize the extent to which the meaning of a concept is also determined by its relation to and/or distinction from other concepts, which may be similar, oppositional or contextual. The conceptual pairings in each section are intended to be heuristic rather than exhaustive and will be discussed in relation to significant case-studies and exemplary texts. The second section, "historical analysis," discusses a range of conceptual pairings that have become important in accounting for major historical formations and transformation in the making of the contemporary world of transnational and diaspora experiences. It covers the following: Modernity/Post-Modernity; Racism/Eurocentrism; Colonial/Postcolonial. The third section, cultural analysis, examines a range of conceptual pairings which are significant for understanding the dissemination and mobilization of cultural practices and repertoires in distinctive expressive cultures. It considers the following: Identity/Difference; Discourse/Practice; Performance/Representation. The last section investigates a range of conceptual pairings which have important implications for the analysis of social movements and the politics of subaltern communities across various within and across national formations. It covers the following themes: Structure/Agency; Power/Resistance; Hegemony/Ideology.

Relevant readings would include the following: Stuart Hall, ed., *Representations*; Robert Bocock, *Hegemony*; Ernesto Laclau and Chantale Mouffe, *Hegemony and Socialist Strategy*; William Connolly, *The Terms of Political Discourse and Identity/Difference*; Eric Hobsbawm and Terence Ranger, *The Invention of Tradition*; David Scott, *Refashioning Futures*; K. Woodward, ed., *Identity and Difference*; Allon White and Peter Stallybrass, *The Politics and Poetics of Transgression*; Gilles Deleuze and Felix Guattari, *What is Philosophy*; Edward Said, *Orientalism*; James M. Blaut, *The Colonizer's Model of the World*; Raymond Williams, *Keywords*; David Theo Goldberg, *Racist Culture*; Michel Foucault, *Power and Selected Readings*; V.Y. Mudimbe, *The Invention of Africa*; J. Achille Mbembe, *On the Postcolony*; and Aimé Césaire, *Discourse on Colonialism*.

### **Black Historiography**

This graduate level course charts the development of African American history writings and interpretations from the era of enslavement through the twentieth century. The course has four parts. The first part explores the texts early writers produced to chronicle the contributions of African Americans to the making of America. These first writers were self-taught and wrote not only to document Black achievement but to counter prevailing negative stereotypes in the larger society. The second part focuses on the work of scholars who received formal academic training and produced books that celebrated African Americans as active agents of history. The range of texts includes essays, monographs, anthologies, journals etc. and other writings of individuals such as W.E.B. Du Bois, Carter G. Woodson, E. Franklin Frazier, John Hope Franklin, Benjamin Quarles and others. The third part focuses on the Civil Rights Movement and Black Power Era scholars who spearheaded the development of Black Studies. Foci concern the traditional academic scholarship that challenged conventional interpretations of slavery, Black nationalism, Black institutional and organizational development, and enhanced comprehension of Black expressive culture as fundamental to American culture. Another critical development in part three was the emergence of survey texts in African American Studies such as Ron Karenga's *Introduction to African American Studies*. The fourth part examines the major ideological developments in African American Studies as it acquired legitimacy and acceptance within the academy.

The works of Afrocentrists such as Molefi Asante, the challenge of African American women studies scholars that made gender a category of analysis as important as race, and the emergence of African diaspora studies and comparative Black history signaled another important development in African American Studies Historiography. While the course devotes considerable attention to historical works, it is equally important to concentrate on the writings of literary and cultural studies theorists, as well as those of sociologists and political scientists in order to appreciate the richness and expanse of intellectual engagement and productivity of this vital and dynamic discipline.

The following texts form the basis for a sample representative reading list of works that provide a foundation for the diverse ideological contours and streams of black studies scholarship: W.E.B. Du Bois, *The Souls of Black Folk*; Carter G. Woodson, *The Mis-Education of the Negro*; E. Franklin Frazier, *Black Bourgeoisie*; John Hope Franklin, *George Washington Williams*; Molefi Asante, *Afrocentricity*; Sterling Stuckey, *Black Nationalism*; Ron Karenga, *Introduction to African American Studies*; Darlene Clark Hine and Jacqueline McLeod, eds., *Crossing Boundaries: Comparative History of Black People in Diaspora*; Dwight A. McBride, *Why I Hate Abercrombie and Fitch*; David Barry Gaspar and Darlene Clark Hine, eds., *More Than Chattel: Black Women and Slavery in the Americas*; and *Beyond Bondage: Free Women of Color in the Americas*; Patricia Bell-Scott, *Black Feminist Thought*; and Barbara Smith, *Homegirls*.

### **Black Expressive Arts**

The trope of the talking book that conferred humanity and power upon its owners is one starting point for the study of African American/African diaspora expressive arts. The very term points to an oxymoron, juxtaposing the alleged fixity of the written word against the ephemeral polysemy of the body in performance that artists, critics, and lay people have sought to negotiate and complicate in order to articulate individual subjectivity and collective identity. Using crosscutting thematic, historical, and generic grids, the course will utilize such data as slave narratives, fiction, poetry, drama, dance, music, the visual arts, and critical theory to survey how Africa-descended peoples have grappled with such issues as: the relationship to Africa (survivalisms, diaspora, Pan Africanism, Afrocentrism, Black Atlanticism); literature as a mode of self-articulation and struggle (protest tradition, the New Negro Renaissance, Negritude, Indigenism, postcoloniality); performance as a site of knowledge production and contestation; the constitution of blackness (authenticity, creolite, migratory subjectivity, Black feminisms, queer/"quare" theory); modes of representation and their relationship to various ideological and/or theoretical debates; the global circulation of Black cultural production.

The course also exposes students to a variety of research methodologies and provides jumping-off points for further analysis from national, regional, and/or transnational perspectives. The following texts offer a representative, rather than exhaustive, sample from which readings may be drawn: W.E.B. Du Bois, *Souls of Black Folk*; Angelyn Mitchell, ed., *Within the Circle: An Anthology of African American Literary Criticism from the Harlem Renaissance to the Present*; Frantz Fanon, *Wretched of the Earth and Black Skins, White Masks*; Paul Gilroy, *The Black Atlantic: Modernity and Double Consciousness*; Edouard Glissant, *Caribbean Discourse: Selected Essays*; Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*; Anthony Appiah, *In My Father's House: Africa in the Philosophy of Culture*; Henry Louis Gates, *The Signifying Monkey*; Houston A. Baker, *Blues, Ideology, and Afro-American Literature*; Hazel V. Carby, *Cultures in Babylon: Black Britain and African America*; Wole Soyinka, *Myth, Literature and the African World View*; Stuart Hall, *Representation and the Media and Race, the Floating Signifier (videorecordings)*; Patricia Hill Collins, *Black Sexual Politics: African Americans,*

*Gender, and the New Racism*; Anna Grimshaw, ed., *The C.L.R. James Reader*; Isidore Okpewho, Carole Boyce Davies and Ali A. Mazrui, eds., *The African Diaspora: African Origins and New World Identities (selected essays)*; Sheila S. Walker, ed., *African Roots/American Cultures: Africa in the Creation of the Americas*; Paul Rabinow, ed., *The Foucault Reader*; Jennifer Brody, *Impossible Purities: Blackness, Femininity and Victorian Culture*; E. Patrick Johnson and Mae Henderson, eds., *Black Queer Studies: A Critical Anthology*; Dwight A. McBride, "Can the Queen Speak? Racial Essentialism, Sexuality and the Problem of Authority," *Why I Hate Abercrombie & Fitch*; and Sandra L. Richards, "Yoruba Gods on the American Stage: August Wilson's *Joe Turner's Come and Gone*."

### **Black Social and Political Thought**

Sustained social and political questionings of inequalities in the formation of the modern world have been posed by Black populations across the African diaspora since the end of the 17th century. The study of black social and political thought includes investigating not only the pivotal scholarly texts produced by trained social scientists but also the social and political practice of abolitionists, maroons, Pan-Africanists, club women, freedom fighters, poets, and the vast array of "race men and women" across the spectrum of crusades. To explore this range of intellectual production and protest ideology/action, this course has three parts. Part I focuses on the politics and social observation of Blacks in the pre-emancipation Americas and Europe. In an era of "liberty" for many colonies and their white male citizens, how did Blacks, in bondage and not, lay claim to the language of "nation" "freedom" and "liberty"? We will interrogate the narratives, sermons, speeches, and other texts by bondsmen/women and freedmen/women from across the diaspora for early sentiments on political power and social justice. We will also investigate the familial, religious, and organizational lives that Blacks forge in their new worlds, which are characterized by important continuities and breakages. Part II focuses on liberation struggles. Such struggles are characterized by a diversity of forms, strategies and emphases based on the distinct geographic contexts in which they emerged. But we will also investigate how such struggles were transformed and how they inevitably came into dialogue with one another across boundaries of space and time. Such social movements include: Negritude, anti-colonial resistances, the Civil Rights Movement, international Black Marxism, the anti-apartheid struggle, black feminism, and Black Power. Part III covers the post-colonial and post-civil rights period after roughly 1970 (with the important exception of South Africa) characterized by increasing political and identificatory autonomy at the individual-level, processes of state- and community-building at national level, and economic and cultural systems that are globally interdependent. Contemporary black social/political theory created by observers, activists, analysts, and critics of and in these developments has taken two routes: On the one hand, it has attended more acutely to important axes of difference among African-descended peoples, such as gender, class, sexuality, ethnicity, nationality, religion, and skin color. On the other hand, Black social/political theorists are highlighting the transnational linkages and interactions that constitute the global African diaspora despite these particularities.

The following texts offer a representative, rather than exhaustive, sample from which readings may be drawn: W.E.B. Du Bois, *Souls of Black Folk and Black Reconstruction in America*; C.L.R James, *The Black Jacobins*; Melville Herskovitz, *Acculturation: The Study of Cultural Contact*; Oliver C. Cox, *Caste, Class and Race*; E. Franklin Frazier, *The Negro Family in the United States, The Black Bourgeoisie, and The Negro Church in America*; Aldon Morris, *Origins of the Civil Rights Movement*; Cathy Cohen, *The Boundaries of Blackness*; Michael Dawson, *Behind the Mule and Black Visions*; Michael Hanchard, *Orpheus and Power*; Franz Fanon, *The Wretched of the Earth*; Aimé Césaire, *Discourse on Colonialism*; Paul Gilroy, *The Black Atlantic*; Cedric Robinson, *Black Marxism*; Angela Davis, *Women, Race, and Class*; Mary Pattillo, *Black Picket Fences, Paula Giddings, When and Where I Enter*;

William Julius Wilson, *The Truly Disadvantaged*; David Scott, *Refashioning Futures*; Barnor Hesse, *Un/Settled Multiculturalisms*; Lani Guinier, *The Tyranny of the Majority*; Randall Kennedy, *Race Crime and the Law*; and Charles Hamilton and Stokely Carmichael, *Black Power*.

## **CURRICULAR TRACKS**

### **The Histories Track:**

Darlene Clark Hine  
Sherwin Bryant  
Martha Biondi  
John Marquez

### **Courses to be Offered by Core History Faculty:**

*Historicizing the Early Modern Black Atlantic* (Bryant)  
*Comparative Slavery* (Bryant)  
*Slavery, Freedom and the Gendered Worlds of Blacks in Colonial Latin America* (Bryant)  
*Civil Rights and Black Power* (Biondi)  
*African Americans and the World: Black Internationalism in the Twentieth Century* (Biondi)  
*African Americans and the City: Labor, Politics and Culture in the 20th Century* (Biondi)  
*Race, Class, Gender and the Professions in the Diaspora* (Hine)  
*History of Black Women in Diaspora: Race and Gender in Slavery and Freedom* (Hine)

### **Other Offerings History Track:**

*Black Feminist Theory/Theories* (Gender Studies 380): S. Richards  
*Slavery and Emancipation in Comparative Perspective* (History 492): D. Penningroth  
*Running Black: Race to Empire* (History 492): H. Neptune  
*Islam in West Africa* (History 000): B. Ware  
*Method and Theory in African History* (History 405):  
*African History* (History 450):  
*Topics in African History* (History 460):

### **Expressive Arts and Cultural Studies (EACS) Track:**

Core EACS Faculty:  
Sandra Richards  
Dwight A. McBride  
Alex Weheliye  
Tracy Vaughn  
Sharon P. Holland

### **Courses to be Offered by Core EACS Faculty:**

*African American Literary Criticism and Theory* (McBride)  
*The Literature of Slavery and Abolitionist Discourse* (McBride)  
*Issues in Black Queer Studies* (McBride)  
*The African American Novel* (Weheliye)  
*Contemporary African American Literature* (Weheliye)  
*Black Speculative Fiction* (Weheliye)  
*Figurations of Humanity in Afro-Diasporic Literature and Culture* (Weheliye)

### **Other Offerings EACS Track:**

*Black Feminist Theory/Theories* (Gender Studies 380): S. Richards  
*Studies in Drama: African and Caribbean Theatres* (Theatre 545): S. Richards

*Studies in Drama: African Theatre* (Theatre 545): S. Richards  
*Performances of Memory in the Black Atlantic* (Theatre 000): S. Richards  
*Black Independent Film and Video* (African American Studies 000): J. Brody  
*Black British Cultural Studies* (African American Studies 000): J. Brody  
*James Baldwin* (African American Studies 000): Brody/McBride  
*Black Queer Theory Meets Black Feminist Theory* (Performance Studies 000): P. Johnson/S. Richards  
*Issues of Representation in Visual Culture* (English 000): J. Brody  
*Ethnographic Methods* (Performance Studies 000): P. Johnson  
*Studies in Race, Gender and Sexuality* (Performance Studies 000): P. Johnson  
*Studies in African Art* (Art History 486):  
*Studies in Colonial and Post-Colonial Literature* (English 465):  
*French Colonialism in the 18th Century: Discourses, Fictions, Practices* (French): D. Garroway  
*The Aporetic Ideal: Blackness and Silence in Adorno's Aesthetic Theory* (Comparative Literature 481): K. Bell  
*Post-Structuralism and Minority Discourse* (English 481): A. Weheliye  
*Sonic Afro-Modernity* (English 471): A. Weheliye  
*African American Folklore* (Performance Studies 000): P. Johnson  
*Black Popular Culture* (Performance Studies 000): P. Johnson  
*Black Arts Movement* (Performance Studies 000): P. Johnson  
*Black Performance Studies/Theory* (Performance Studies 000): P. Johnson

**Politics, Society, and Culture (PSC) Track:**

AFAM PSC Faculty: Mary Pattillo, Celeste Watkins, Barnor Hesse, Richard Iton, Nitasha Sharma

**Courses to be Offered by Core PSC Faculty:**

*Class Debates in the Black Community* (Pattillo)  
*Inequality and Public Policy in Black America* (Watkins)  
*Sociological Perspectives on Black Families* (Watkins)  
*Racism, Deconstruction and Governmentality* (Hesse)  
*Genealogy of Politics and the Political in the African Diaspora* (Hesse)  
*Black Vernacular Movements* (Hesse/Iton)  
*African American Politics* (Iton)  
*Race and Constitutional Order* (Iton)  
*Race, Ethnicity and American Politics* (Iton)

**Other Offerings PSC Track:**

*Black Queer Theory Meets Black Feminist Theory* (AFAM 000): Johnson/Richards  
*Transnational Black Politics* (Political Science 490): M. Hanchard  
*Black Political Thought* (Political Science 490): M. Hanchard  
*Race, State and Nationalism* (Political Science 490): M. Hanchard  
*Black American Politics in the Post-Civil Rights Era* (Political Science 490): R. Rogers  
*Immigrant Politics and Race in American Cities* (Political Science 490): R. Rogers  
*Sociology of the Black Experience* (Sociology 440): A. Morris  
*Welfare States and Inequalities: Class, Gender and Race* (Sociology 440): A. Orloff  
*Seminar in African Philosophy* (Philosophy 466): S. Diagne  
*Critical Race Theory* (Philosophy 467): R. Gooding-Williams  
*Seminar in African American Philosophy* (Philosophy 467):  
*Black Feminist Theory/Theories* (Gender Studies 380): S. Richards  
*Stereotyping and Prejudice* (Psychology 486):

*Theories of Economic Development* (Economics 425):  
*Globalization and Its Discontents: Race, Gender and Culture in Capitalist Histories*  
(Anthropology 490): M. Di Leonardo  
*African American Child Development* (Human Development 451): Jelani Mandara