

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: James M. Jones phone number 831-2897

Action: Add Major

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 07F
(use format 04F, 05W)

Current degree NA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Major in Black American Studies
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major/Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(Attach your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor/concentration: _____

List program changes for curriculum revisions:

We are proposing a 31-credit major in Black American Studies. See the next sections for the specifics of this proposal. The detailed proposal is attached. The basic curriculum calls for only 3 required courses; BAMS 110 (introduction to Black American Studies) and BAMS466 (senior project) already exist. One new course, Research Methods in Black American Studies is a new courses and is described below. All other courses are existing courses or regular courses that will be converted from experimental “x67” designations to permanent course numbers.

List new courses required for the new or revised curriculum:

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

Research Methods in Black American Studies—It is being taught 07S as BAMS367. It will be proposed as a permanent number after we have had a chance to evaluate the best method for teaching this courses as a multidisciplinary approach to critically examining the Black American and Diasporic experience. The detailed proposal offers the following basic approach:

“The basic structure is a course that will help students develop a critical ability to conduct systematic empirical/theoretical and analytical research across disciplines regarding Black Americans in the Diaspora. The five major emphases are 1) Developing a research questions; 2) Designing or constructing a means of assessing the basic idea; 3) Implementing an empirical or analytical analysis; 4) Interpreting findings and results; 5) Applying results of the research/analysis to the field or to an identified problem.”

Other affected units:

(List other departments affected by this new or revised curriculum. Attach permission from the affected units. If no other unit is affected, enter “None”)

Other Units are not affected but we will be relying on a majority of cross-listed courses. We have five core faculty in Black American Studies and have signed letters of agreement from an additional eleven (11) faculty with joint appointments. In addition, the detailed proposal contains signed letters of support from all Department Chairs for those faulty with Joint Appointments.

Rationale:

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

There has been a long standing desire for a Major in Black American Studies. At the moment and over its history, the Black American Studies Program has offered only a minor. Students have argued forcefully for a Major for many years and feel that until there is a Major in Black American Studies, their educational options are limited. In addition, it is our belief that the systematic inquiry into the loved experiences of Black Americans and others in the African Diaspora are significant aspects of higher education at the University of Delaware. We believe that a BAMS major will attract Black students to the University of Delaware, and will provide expanded opportunities to all students to learn more about the significant issues of race and black life and culture. Moreover, there are a wide and impressive array of courses already on the books that the Major will consolidate into a systematic inquiry which will be reflected in 31 course credits that are well integrated and provide an incremental learning experience. This will be a significant improvement on the 18-credit Minor that is now available.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the present curriculum.)

I am not sure if you wish to see all of the course descriptions. If so, I will have to pull that together.

**MAJOR: Black American Studies
CURRICULUM**

CREDITS

MAJOR REQUIREMENTS

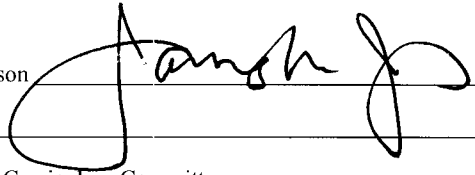
A minimum grade of C- is required In each BAMS course for the B.A. Degree in Black American Studies.

BAMS110	Introduction to Black American Studies	3
BAMS3xx	Research Methods in Black American Studies*	4

<u>One of the following courses in Comparative and Diasporic Studies</u>		3
ANTH/BAMS333	Peoples of Africa	
HIST/BAMS395	Pan Africanism	
ARTH/BAMS203	Art, Power and Architecture in Africa	
<u>One of the following courses in Arts and Humanities</u>		3
BAMS3xx	African American Art I	
BAMS206	Survey of African American Culture	
ENGL344/BAMS313	African American Literature I	
<u>One of the following courses in Social and Behavioral Sciences</u>		3
POSC/BAMS322	Race and Politics	
SOCI/BAMS204	Urban Communities	
SOCI/BAMS215	Race in Society	
BAMS205	Contemporary African American Issues	
<u>One of the following courses in History</u>		3
HIST/BAMS134	History of Africa	
HIST/BAMS220	American Civil Rights Movement	
BAMS304/HIST325	History of Black America to the Civil War	
BAMS306/HIST326	History of Black America since the Civil War	
Electives: Any three(3) of the following courses at least one of which is at the 400 level or higher may meet this requirement. Courses above 300 from any of the four areas listed above may also meet this requirement.		9
CRJU/BAMS355	Inequality, Crime, and Justice	
HIST/BAMS331	History of the Caribbean I	
HIST/BAMS332	History of the Caribbean II	
HIST/BAMS334	African American Women's History	
ENGL/BAMS345	African American Literature II	
PHIL/BAMS327	Race, Gender and Science	
BAMS/PHIL307	Black Thought and Philosophy	
BAMS3xx	Black Men in the Streets and the Criminal Justice System	
BAMS3xx	maggie's course this semester	
BAMS3xx	yasser's course next spring	
BAMS3xx	maggie's course next spring	
ENGL/BAMS382	Studies in Multicultural Literature in English	
POSC/BAMS439	Problems in African Politics	
SOCI/BAMS418	Race, Gender and Poverty	
SOCI/BAMS4xx	The Black Middle Class	
PSYC416/BAMS432	Psychological Perspectives on Black Americans	
CRJU/BAMS413	Hate Crimes	
CRJU/BAMS444	Capital Punishment & American Culture	
SOCI/BAMS415	Race, Class and Gender	
BAMS440	Themes in Black American Studies(Open to juniors/seniors only)	
BAMS650	Black Community Studies	
BAMS 660	Visual Vibe: Oral History and Visual Rhetoric in African American Women's Art	
UAPP/BAMS649	Civil Rights Law and Policy	
BAMS466	Senior project	3
Total		31

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson



Date

10/23/06

Dean of College

Date

Chairperson, College Curriculum Committee

Date

Chairperson, Senate Com. on UG or GR Studies

Date

Chairperson, Senate Coordinating Com.

Date

Secretary, Faculty Senate

Date

Date of Senate Resolution

Date to be Effective

Registrar

Program Code

Date

Vice Provost for Academic Programs & Planning

Date

Provost

Date

Board of Trustee Notification

Date

Revised 11/03/04 /khs



COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF SOCIOLOGY
AND CRIMINAL JUSTICE

322 Edward Laurence Smith Hall
University of Delaware
Newark, Delaware 19716-2580
Ph: 302/831-2581
Fax: 302/831-2607

October 19, 2006

To: James M. Jones, Director
Black American Studies

From: Ronet Bachman, Chair
Dept. of Sociology and Criminal Justice

Subject: Letter Supporting of a Black American Studies Major

I am very excited about the prospect of Black American Studies granting a B.A. degree, and I want to reaffirm our commitment to cross-listing courses that would satisfy this major. The four faculty in our department who have joint appointments with Black American Studies, Margaret Andersen, Elizabeth Higginbotham, Ben Fleury-Steiner, and Antonia Randolph, will all regularly teach cross-listed courses with BAMS. In addition to these faculty members with joint appointments, we have other faculty members who are engaged in research that is substantively related to the BAMS curriculum, including myself, who would be available to serve as research mentors for your students. In sum, you can expect full support from the Department of Sociology and Criminal Justice – I look forward to working with you in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronet Bachman".

Ronet Bachman
Professor and Chair



COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF ENGLISH

212 Memorial Hall
University of Delaware
Newark, Delaware 19716-2537
Ph: 302/831-2361
Fax: 302/831-1586

October 12, 2006

To: James Jones, Director
Black American Studies

From: Steve Bernhardt, Chair
English

A handwritten signature in black ink, appearing to be "Steve Bernhardt", with a large circular flourish underneath.

Subj: English supports BAMS

The English Department committed itself formally by vote to supporting joint appointments of Tim Spaulding and Carole Henderson-Belton to BAMS. It is part of our Goals and Actions statement to work closely and cooperatively with BAMS as they develop programs and provide opportunities to increasing numbers of students. Minority literatures as well as cultural and ethnic studies represent an increasing presence in our own curriculum, so we see good opportunities to work together and would welcome BAMS students to our own English courses. We would also welcome double majors or minors in English/BAMS.

We have long taught cross-listed courses with BAMS and will continue to do so with frequency. If asked to provide faculty time to teach stand-alone core courses dedicated to BAMS majors or minors, we would need to consider the teaching demands on English first, but we would work to meet the needs of BAMS as well and we would always try to be responsive to requests from faculty members to teach important courses for other programs.

Our goal is to have collaborative, collegial participation in BAMS and to be considered partners in education.



OFFICE OF ADMISSIONS

116 HULLIHEN HALL
UNIVERSITY OF DELAWARE
NEWARK, DELAWARE 19716-6210
Ph: 302/831-8123
Fax: 302/831-6905
Email: admissions@udel.edu
www.udel.edu/viewbook

October 9, 2006

Dr. James M. Jones
Director
Black American Studies Program
University of Delaware
Newark, DE 19716

Dear Dr. Jones:

I am pleased to write in support of the proposal for a Black American Studies major at the University of Delaware.

While it is always difficult to project enrollments for a major that does not yet exist, I do note that there are approximately two dozen students on campus who currently minor in Black American Studies. Creating a major in Black American Studies will give BAS courses greater visibility, and that may increase enrollments.

I will admit to a self-serving reason for supporting this proposal. The fact that we offer majors and minors that permit students to focus their learning on people of color and on regions of the world apart from North America enhances our ability to recruit a more diverse student body. It also enhances our recruitment of majority students, who have increasingly come to value diversity and to see it as a characteristic of academically prestigious colleges and universities.

With best wishes,

Louis L. Hirsh
Director of Admissions
louhirsh@udel.edu



UNIVERSITY OF
DELAWARE LIBRARY
OFFICE OF THE DIRECTOR

University of Delaware
Newark, Delaware 19717-5267
Phone: 302/831-2231
Fax: 302/831-1046
Library Web: <http://www.lib.udel.edu>

October 10, 2006

MEMORANDUM

To: James M. Jones
Director
Black American Studies

From: Susan Brynteson 
The May Morris Director of Libraries

I am responding to your request to supply information for the purpose of a self-study about the capability of the University of Delaware Library to support the proposed new major in Black American Studies.

The University of Delaware Library is well able to support the proposed new major in Black American Studies Program. Enclosed is a description of collections, resources and services available.

I would be pleased to respond to any questions.

SB/nb
Enclosure

c: Craig Wilson, Assistant Director for Library Collections
Carol A. Rudisell, Librarian, Reference Department



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October 10, 2006

Report on Library Services and Collections in Support of the Black American Studies Program
for the College of Arts and Science

General Description

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; three branch libraries located on the Newark campus, the Agriculture Library, the Chemistry Library, and the Physics Library; and a fourth branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. In addition to collections which directly support the Black American Studies Program, the Library has strong collections in other areas that relate to the program, such as Anthropology, Art History, Communication, Economics, Education, English, Ethnic Studies, Film Studies, History, Individual and Family Studies, Music, Philosophy, Political Science, Psychology, Public Policy, Sociology, Theatre, Urban Affairs, and Women's Studies. The Special Collections Department houses significant collections that support the Black American Studies Program, including a growing collection on the Harlem Renaissance, the books and papers of Alice Dunbar-Nelson, the papers of Pauline A. Young, the books and papers of Ishmael Reed, a number of published slave narratives, and books by other African-American writers.

Books, periodicals, microforms, government publications, computer databases and other electronic resources, maps, manuscripts, and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware, and the nation. Library staff members provide a wide range of services, including reference assistance, circulation, interlibrary loan, instructional programs, and assistance to the visually impaired.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains a complete file of every patent the U.S. Office of Patents and Trademarks has issued.

The online catalog, called DELCAT, provides access to millions of items by author, title, subject, and keyword.

Library collections number over 2,700,000. In 2005/2006, the Library Web www.lib.udel.edu received over 52,000,000 hits.

The University of Delaware Library is a member of the Association of Research Libraries, OCLC, the Center for Research Libraries, PALINET, CIRLA (The Chesapeake Information and Research Library Alliance), and NERL (NorthEast Research Libraries).

James M. Jones
October 10, 2006
Page 2

Specific support for the Black American Studies Program

Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections. Support for the Black American Studies Program is supplemented by funds used to purchase materials in the related areas noted previously as well as funds for the purchase of electronic resources.

The Library subscribes to many print journals and hundreds of electronic journals, many of which support Black American Studies. A list of electronic journals by subject is available from the Library Web by clicking on "Electronic Journals" at the top of the main page www.lib.udel.edu. In addition to various reference sources in print (see the "Research Guides" section of the Subject Guides "African American Studies" available under the section "Subject Guides A-Z" on the Library Web page), the Library also makes available several electronic databases of which support the Black American Studies Program, including African American Newspapers: The 19th Century, American Civil War: Letters and Diaries, American Memory, AncestryPlus, Anthropology Plus, Black Literature Index, Black Thought and Culture: African Americans to 1975, Civil War: A Newspaper Perspective, Education Full Text, Ethnic NewsWatch, Family & Society Studies Worldwide, Grove Music, HarpWeek, International Index to Black Periodicals Full Text, Literature Resource Center, Making of America, MLA International Bibliography, Nation Digital Archive, New York Times, North American Women's Letters and Diaries: Colonial - 1950, and Women and Social Movements in the United States 1600-2000.

In addition, the Library provides access to such important electronic databases as ABI/Inform, America: History and Life, ARTstor, several biography databases (American National Biography, Biography and Genealogy Master Index, Biography Reference Bank, Biography Resource Center), Britannica Online, Dissertation Abstracts, EconLit, Expanded Academic ASAP Plus, General Business File ASAP (includes electronic full text of journal articles for many journals), Historical Abstracts, the various LexisNexis databases but principally LexisNexis Academic, Sociological Abstracts, STAT-USA, and Web of Science (includes electronic full text of journal articles for many journals and incorporates the Library's service, Article Express). Census information and other demographic data are available as is a wide range of printed and electronic reference sources.

The Library has a strong collection of videotapes and films which cover a wide range of subjects related to Black American Studies. The video collection is heavily used; is increasing in size; and there has been much consultation about it by Francis Poole, Librarian and Head of the Instructional Media Department with faculty in all areas.

A professional librarian, Carol A. Rudisell, Librarian in the Reference Department, serves as liaison to the faculty in the Black American Studies Program. Suggestions for purchases received by the Library in for materials related to Black American Studies are directed to Ms. Rudisell, who also regularly consults faculty about priorities and the direction the collections should take. Ms. Rudisell is also available for instruction in the use of the Library for students and faculty. She maintains a subject Web site for African American Studies which can be accessed from the Library Web <http://www.lib.udel.edu> by clicking on "Subject Guides A to Z" or directly by the URL <http://www2.lib.udel.edu/subj/blks/>

Susan Brynteson
The May Morris Director of Libraries

I. DESCRIPTION

Briefly describe the new program and state its objectives. This statement should describe the proposed course of study that can be used as the basis of subsequent program reviews. The description also should focus on the knowledge, values, skills and other learning outcomes that program graduates will be expected to have acquired. A description of how the learning outcomes will be assessed including benchmarks for success should also be provided.

The goal of the proposed BAMS major is to provide students with a broad critical exposure to a multidisciplinary study of African American and African Diaspora life and culture. We propose a 31-credit curriculum of courses that begins with an introductory survey course in Black American Studies (3 cr.) and culminates in a discovery learning experience highlighted by a research/scholarly/experiential project that is taken as a senior project (3 cr.). In between, we offer a required course in research and analytical methods that offers a multidisciplinary perspective on the varied methods of Black American Studies (4 cr.). The curriculum is designed for maximum flexibility so that students may easily pursue double majors or other minors. We recognize that many students feel that traditional programs of study leading to recognizable jobs or advanced study or professional preparation are essential to their career opportunities. We believe that BAMS can support any of these objectives and has the added advantage of providing a focus for critically examining and understanding the experience of African descended people in the United States and throughout the Diaspora. To support this flexibility we have divided the major into two parts:

Part One is the breadth requirement of 12 credits which is defined by taking at least one course in each of four main areas (we call them *pillars*): Comparative and Diasporic Studies (Caribbean, Africa; South America; International Relations), Arts and Humanities (literature; art and art history; visual studies, philosophy and so on); Social and Behavioral Sciences (political science, sociology, criminal justice, psychology, urban affairs) and History (African American, Caribbean and African history).

Part Two is a 9-credit sequence that provides a flexible way to obtain a more focused program of study. This can be done in two ways: 1) By taking 3 elective courses (9 credits total) from the total set of courses included in the four pillars providing at least two are at 300 levels or higher and at least one is at 400 level; 2) By electing to do a concentration which consists of 3 courses (9 credits total) that fall within an approved area for concentration. Four such areas for which there are an adequate number of courses have been identified:

- a. Law and Public policy
- b. Literature of the Diaspora
- c. Visual studies
- d. Race and identity

As with the first option, these courses must all be at 300 levels or higher and at least one must be a 400 level course.

The specific objectives of the BAMS Major are to provide systematic, discovery based opportunities for students to:

1. Acquire broad and basic knowledge of the Experiences of African Americans and the Diasporic influences that affect them through multidisciplinary inquiry and analysis in Arts/Humanities; Social/Behavioral Science; and History
2. Develop critical thinking, analytical, and research skills as applied to the experiences of Black Americans

3. Conduct comparative analyses of experiences across the African Diaspora and of other ethnic/racial/cultural experiences
4. Acquire personal experiences in Diasporic cultural settings outside of the United States
5. Conduct a major scholarly project of independent research that culminates in a senior thesis.
6. To acquire through courses and other activities, public speaking skills; skill at using computers to solve problems, and writing skills.

II. RATIONALE AND DEMAND

A. Institutional factors.

B.

1. *Explain how the proposed program is compatible with the Academic Priorities of the University.*

The BAMS major has been designed with the University general education goals in mind. The proposed Major seeks to help students to think critically, and to develop the analytical and research skills. Students will have to demonstrate strong oral and written communication skills, the ability to solve problems, to work independently and collaboratively, and to show intellectual curiosity. We have taken seriously the idea of service, discovery experience and transformative learning and woven it into the courses, the requirements, and the approach to teaching.

2. *Describe the planning process that resulted in the development and submission of this proposal.*

The BAMS Executive Committee worked to develop the proposal over the fall and spring of academic year 2005-06. The first draft was presented to a group of faculty and BAMS Minors at a dinner meeting in May 2006. The proposal has been further refined and shared with the new BAMS core faculty in September 2006. The first draft of this proposal was sent to all BAMS joint faculty in October for their review and comment. A draft of the proposal was sent to all current BAMS minors in early October to get their feedback and suggestions. This proposal reflects the overall view of these multiple constituencies who are in strong support.

3. *Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University.*

The BAMS major will broaden the array of courses meeting the multicultural requirement and as noted in the letter from the admissions office, will expand the recruitment of African American students to the university, and provide support for those other students who have a strong desire to have a broader multicultural education. The courses that meet the BAMS Major meet a variety of educational goals of the University:

- Multicultural Requirement = 19 courses
- Second Writing requirement = 3 courses
- Breadth B = 5 courses
- Breadth C = 5 courses

These numbers are likely to increase as we develop and refine the courses that complete the Major, and more fully employ our new faculty in our teaching.

4. *Describe how the proposed curricula would more fully utilize existing resources.*

The BAMS program has recently hired two, new tenure-track faculty and one full Professor, as well as making formal joint appointments with 11 other faculty from departments across the University. Together, these faculty provide strong teaching and advising resources to support the new Major. Faculty appointed in the BAMS program

have their primary teaching responsibilities within the BAMS Program; faculty holding joint appointments also have a formal obligation to teach at least two BAMS courses every 3 years. Many of the courses required in the major already exist and the BAMS program has the resources to develop the newly required courses.

C. Student demand

1. *Describe how enrollment projections have been derived. Show estimated credit hours to be generated, number of new majors, and number of program graduates. Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives to other majors. Indicate whether new majors will be wholly new to the campus or internal transfers.*

We are projecting an estimate of 20 majors in the initial stages of the offering. We currently offer a Minor in Black American Studies and have 26 registered students. The number of Minors has fluctuated between 25 and 40 per year over the past several years. We project that about half of them would have majored in BAMS if they had the opportunity. In addition, we annually teach some 22 courses with a total enrollment of 800 students. In the current semester, we offer 16 courses to 525 students. It is hard to say how many of them would want to major.

2. *State whether the curriculum is designed to meet the needs of specific student clienteles, e.g., part-time students, currently employed professionals, non-traditional students, those preparing to reenter the job market, etc.*

The major is geared to any student who wishes to study the life and culture of persons of African descent in America and throughout the Diaspora.

D. Transferability

Indicate the number of graduates expected to transfer. Document any unique agreements concerning the transfer of students or credits.

We have no way of knowing how many will transfer into the major. We do know that several students have expressed an interest in majoring in Black American Studies and have indicated they would have majored in BAMS had it been available at the time they selected their major. We estimate that number at around 10. It is hard to say how many would now switch majors but we do believe that a number of undeclared students would choose BAMS.

E. Access to graduate and professional programs

Please respond to this item only if the proposed course of study will prepare students for entry into graduate or professional schools. Describe briefly (1) the requirements for admission into the appropriate graduate or professional program, and (2) the prospects for appropriate employment after completion of the advanced program.

The proposed program is designed to provide a flexible, multidisciplinary training in Black American Studies. The principles underlying the major are that one can select a set of courses that will prepare one for any number of graduate programs by concentrating in an area (say cultural and visual studies, civil rights law and public policy, literature of the African Diaspora). The sets of skills and experiences developed and supported through the major will have broad utility for students who wish to pursue graduate study, or law school. In addition, we note that there are ten (10) universities that offer the Ph.D. in Black American Studies, including, UC Berkeley, Harvard, Yale, Temple, Michigan State, U Massachusetts, Amherst, Emory, Howard universities. We believe that a student seriously interested in the subject matter and career possibilities will be prepared to enter one of these doctoral programs, pending their academic performance.

F. Demand and employment factors

Please respond to this item only if preparing students for specific employment opportunities is a key objective.

In such cases, describe the audience and unique career paths.

NA

G. Regional, state, and national factors

1. *List comparable courses of study in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area which the curriculum would serve. Describe any significant differences between the proposed course of study and others in the region or State that have some similar characteristics.*

There are no other courses of study leading to the major in African or Black American Studies in Delaware. Other regional programs include Howard, University of Maryland, Seton Hall, William Paterson, Franklin and Marshall, Temple. They do not provide an alternative, though, for students who are enrolled at the University of Delaware.

2. *Describe the regional accrediting, professional association, and licensing requirements that have helped shape the proposed curriculum. Indicate the effects such agencies have had on the length, content or mode of deliver, and on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements.*

We do not have any specific accreditation criteria and thus have not used any in the development of the proposed Major.

H. Describe other strengths

1. *Describe any special features that convey the character or personality and make the proposed course of study distinctive. (Examples might include the interest and special expertise of certain faculty members, the location and availability of unique materials or technologies at or near the campus, special relationships to other departments, organizations, or institutions, etc.)*

There are two special features of the BAMS program that deserve mention:

- 1) Delaware is privileged to house the Paul R. Jones Collection of African American Art. It is one of the premier collections in the country. The Curator of the Collection, Dr. Amalia Amaki, is also a Professor in the Black American Studies Program and teaches courses as part of the proposed Major. Further, BAMS has been designated the home of the Paul R. Jones Collection initiative, a systematic set of programs to foster educational uses of the Collection at UD as well as other educational institutions. We foresee these activities as a signature aspect of the BAMS program and Major.
- 2) BAMS has been awarded a College of Arts and Sciences Transformation grant with BAMS Assistant Professor Yasser Payne as the Principle Investigator, and Prof. Jones as the Co-PI. The title of the grant is "The Lived Experiences of Black Students and Faculty at the University of Delaware." The project will provide a comprehensive research and social justice based experience to a set of four undergraduate students. This project will document the lived experiences, basic interests and expectations of Black students and faculty at the University of Delaware (UD).

The study's main objectives are:

- 1) to document the multiple lived experiences, standpoints and/or phenomenological perspectives of Black students and faculty at UD; 2) to document, from the standpoint of students and faculty, how UD more generally and the BAMS program students and faculty, how UD more generally and the BAMS program specifically, supports the basic needs, interests and/or satisfaction of Black students and faculty at the University of Delaware, and 3) to detail how social justice concepts and theories apply to the experiences of Blacks at UD.

We feel that this project will provide a major opportunity for students to have Discovery Learning Experiences as part of their BAMS Major activities.

2. *Report on any anticipated collaborative arrangements with other parties (for example, inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.*

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. *Enrollment*

If enrollments are to be limited, e.g., by size, by pre-requisites, or by academic performance, describe the restrictions and the reasons for them. Be sure to indicate the effective academic year. A letter of support from the Admissions Office for undergraduate programs or Office of Graduate Studies will also be helpful in projecting enrollments for the proposed program.

We do not intend to restrict entry to the major by any criteria beyond being in good academic standing in the university. We attach a letter from the Director of Admissions which indicates the difficulty of projecting enrollments, but which proposes that the major will be attractive to African American students, as well as the ethnic and racial minorities and majority students as well.

B. *Admission Requirements*

1. *Describe the criteria for selecting among applicants.*

We do not distinguish among applicants beyond the basic eligibility of being in good academic standing at the university.

2. *Distinguish, if necessary, selection criteria between freshman, transfers from other institutions and transfers from with the University.*

We do not make such distinctions.

3. *Attach any Retention Policy that might apply and provide rationale for this policy.*

We do not have any retention policy, although students will be expected, in accordance with requirements in the College of Arts and Sciences, to earn at least a C- in all courses that count for major credit.

C. *Student Expenses and Financial Aid*

1. *Indicate the need for any required student expenses beyond the traditional book and supplies, for example, personal computer, extensive laboratory fees, etc. For Graduate and professional courses of study, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.*

NA

IV. CURRICULUM SPECIFICS

A. *Institutional Factors*

State the degree to be awarded to those who complete the program and explain why this is the appropriate form of recognition.

We request that the degree of Bachelor of Arts (BA) be awarded to the students who successfully complete the proposed major. We believe that the curriculum is rigorous, meets general education goals, and will prepare a student to enter a post-baccalaureate life prepared to successfully enter a variety of post graduate training or work careers.

B. Describe the curriculum

1. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.

We propose a major of 30 credit hours. Because there has not been a major during the entire period of the BAMS existence, there is some concern on the part of students and parents that the major while important, may not be that useful to prepare a student for life after college. We have focused specifically on creating a curriculum and set of requirements that emphasize flexibility; discovery experiences,

2. Provide a sample curriculum by following the format in the Undergraduate and Graduate Catalog. See below

**MAJOR: Black American Studies
CURRICULUM**

CREDITS

MAJOR REQUIREMENTS

A minimum grade of C- is required In each BAMS course for the B.A. Degree in Black American Studies.

BAMS110	Introduction to Black American Studies	3
BAMS3xx	Research Methods in Black American Studies*	4
<u>One of the following courses in Comparative and Diasporic Studies</u>		3
ANTH/BAMS333	Peoples of Africa	
HIST/BAMS395	Pan Africanism	
ARTH/BAMS203	Art, Power and Architecture in Africa	
<u>One of the following courses in Arts and Humanities</u>		3
BAMS3xx	African American Art I	
BAMS206	Survey of African American Culture	
ENGL344/BAMS313	African American Literature I	
<u>One of the following courses in Social and Behavioral Sciences</u>		3
POSC/BAMS322	Race and Politics	
SOCI/BAMS204	Urban Communities	
SOCIBAMS215	Race in Society	
BAMS205	Contemporary African American Issues	
<u>One of the following courses in History</u>		3
HIST/BAMS134	History of Africa	
HIST/BAMS220	American Civil Rights Movement	
BAMS304/HIST325	History of Black America to the Civil War	
BAMS306/HIST326	History of Black America since the Civil War	
<u>Electives: Any three(3) of the following courses at least one of which is at the 400 level or higher may meet this requirement. Courses above 300 from any of the four areas listed above may also meet this requirement.</u>		9
CRJU/BAMS355	Inequality, Crime, and Justice	
HIST/BAMS331	History of the Caribbean I	
HIST/BAMS332	History of the Caribbean II	

HIST/BAMS334	African American Women's History	
ENGL/BAMS345	African American Literature II	
PHIL/BAMS327	Race, Gender and Science	
BAMS/PHIL307	Black Thought and Philosophy	
BAMS3xx	Black Men in the Streets and the Criminal Justice System	
BAMS3xx	Maggie's course this semester	
BAMS3xx	Yasser's course next spring	
BAMS3xx	Maggie's course next spring	
ENGL/BAMS382	Studies in Multicultural Literature in English	
POSC/BAMS439	Problems in African Politics	
SOCI/BAMS418	Race, Gender and Poverty	
SOCI/BAMS4xx	The Black Middle Class	
PSYC416/BAMS432	Psychological Perspectives on Black Americans	
CRJU/BAMS413	Hate Crimes	
CRJU/BAMS444	Capital Punishment & American Culture	
SOCI/BAMS415	Race, Class and Gender	
BAMS440	Themes in Black American Studies (Open to juniors/seniors only)	
BAMS650	Black Community Studies	
BAMS 660	Visual Vibe: Oral History and Visual Rhetoric in African American Women's Art	
UAPP/BAMS649	Civil Rights Law and Policy	
BAMS466	Senior project	3
	Total	31

* This is a new course and will be required of all Majors. It is designated as 4 credits since we intend to have a research project with a lab requirement. It is listed as a BAMS3xx since we are now teaching it as a BAMS367. Our aim is to develop the course and make sure it does what we want before going for permanent course number. The basic structure is a course that will help students develop a critical ability to conduct systematic empirical/theoretical and analytical research across disciplines regarding Black Americans in the Diaspora. The five major emphases are 1) Developing a research questions; 2) Designing or constructing a means of assessing the basic idea; 3) Implementing an empirical or analytical analysis; 4) Interpreting findings and results; 5) Applying results of the research/analysis to the field or to an identified problem. Note also that all other courses marked with "xx" are in the process of being converted to permanent course numbers as of November 1, 2006.

3. *Indicate how the curriculum satisfies University of Delaware, college and departmental requirements, such as ENGL110, multicultural, college core, etc.*

The BAMS major has been designed with the University general education goals in mind. We think that students who graduate with a BAMS major should have demonstrated their ability to *think critically*, but also to have developed the *analytical and research skills* that will help them succeed in careers or further education. The senior project, in particular, is a capstone experience that will require them to complete a major research project, culminating in a senior thesis. Depending on the student's interests, this might be social science or humanities research, but we have designed the concept of the project to also entail other creative work. Either way, students will have to demonstrate

strong oral and written communication skills, the ability to solve problems, to work independently and collaboratively, and to show intellectual curiosity.

Other general education goals are also reflected in the substance of this proposed major: Understanding the *diverse ways of thinking across various disciplines* is a central concept in interdisciplinary Black American studies; questions of *ethics and responsibility to self and community* are also central to the BAMS mission, as is *integrating academic knowledge with experiences that go beyond the boundaries of the classroom*. The inclusion of a requirement for Diaspora studies reflects the BAMS commitment to have students understand the *international and global context* of their work and certainly understanding *cultural diversity* is central to the focus on BAMS. And, finally, because of the centrality of the Paul Jones Collection to the BAS program, our students will develop a strong *appreciation of aesthetic and intellectual expression*.

In addition to satisfying the University's commitment to general education, the new BAMS major is also consistent with other University and College requirements. Most of our courses already satisfy the University multicultural requirement and the core distribution requirements of the new major will also map well onto College breadth requirements in Arts and Sciences.

4. *In the Appendices, provide approval from affected departments for all newly required courses that support the proposed curriculum.*

There are no new courses required from other departments or teaching units. However, we rely heavily on cross-listed courses by BAMS joint and Affiliated faculty. Appendix A contains letters or email notes indicating the support of each department with which we have Joint faculty arrangements.

V. RESOURCES AVAILABLE

A. *Learning Resources*

Describe briefly the scope and quality of available library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the proposed course of study. If appropriate, obtain a Library Assessment Statement.

Library Assessment Statement :A formal written assessment from the Director of Libraries of the Library's ability to support a proposal for a new or expanded academic degree or program is required as part of a formal proposal. The assessment statement may include but is not limited to the strength of collections; access to electronic and networked information access to collections not owned by the University of Delaware; library space and library computer requirements; language and subject capabilities of library staff; and nature of service and increased usage demands resulting from the proposed new degree/program. The request for the library assessment accompanied by details of a proposed degree or program needs to be received by the Library at least one month before the Library's assessment of a proposed degree or program is required. The Library will respond in a timely manner, usually within two weeks in order to allow time for faculty discussion of the library assessment and possible further discussion and/or interaction with the Director of Libraries, if desired.

There are ample collections and titles in the library to support the BAMS Curriculum. Carol Rudisell maintains contact with BAMS faculty and provides a constant updates and advice, as well training on how to use the holdings that address African Americans. We have attached a letter (see appendix "x") from Susan Brynteson, Director of Libraries, that documents the scope and quality of library resources tat would support the proposed Major.

B. *Faculty / Administrative Resources*

Describe the available program administrators and faculty expertise which support the proposed curriculum. List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who would be directly involved, including campus administrators. If appropriate, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation of the faculty.

BAMS has six full time faculty who will be directly involved in the program. The faculty are accomplished and dedicated to teaching and scholarly activities. They teach an average of 18 courses per year. All faculty teach courses that are integral to the proposed new BAMS major. Historically, the faculty have never exceeded three, but with the addition of a new BAMS faculty member next year, we will be able to offer 22 courses each academic year. Up to now, we have never had more than three full time faculty so we are poised now to effectively mount a major with control within the Program to meet the curriculum requirements.

BAMS Core Faculty:

<u>Rank</u>	<u>Degree</u>	<u>Specialization</u>	<u>Scholarly accomplishments</u>
Professor	PhD	African American Art History, Art	Curator Paul R. Jones Collection; One woman show, National Museum of Women in the Arts, Washington, DC- "Boxes, Buttons and the Blues."
Professor	PhD	History, African American and Caribbean	Francis H Squire Professor of History
Professor	PhD	Social Psychology of Black Culture; Racism	Authored <i>Prejudice and Racism</i> (1997 McGraw Hill, and currently under contract for <i>Beyond Prejudice and Racism</i> , Blackwell publishers.
Associate Professor	PhD	African History	<i>MAU MAU AND KENYA: An Analysis of a Peasant Revolt</i> (Indiana University Press, 1993, 1998). Forthcoming book: <i>AFRICAN WOMEN IN REVOLUTION</i> (Africa World Press, 2006/7).
Assistant Professor	PhD	Social Psychology of Black Men	Awarded a transformation grant (2006-08) by the College of Arts and Sciences to study experiences of blacks at the University of Delaware
Assistant Professor	PhD	Sociology of Black Urban Working Poor and Women Studies	Fellowship at Radcliffe Institute for Advanced Study, January 2005; Project Title: Managing a Stigmatized Identity: A Multi-Generational Study of Black Workers

In addition to the Core BAMS Faculty noted above, there are eleven (11) additional faculty who hold joint appointments with BAMS. These faculty have committed to teaching a minimum of 2 courses every three years. This amounts to an average of 7 additional BAMS courses each year. In fact they teach more than three per year--most teach *at least* one every year. The table below lists these joint faculty each of whom has signed a letter sent by the BAMS Director and Dean of the College of Arts and Sciences agreeing to these teaching expectations as well as other roles including advisement.

BAMS faculty with Joint Appointments

<u>Name</u>	<u>Rank</u>	<u>Degree</u>	<u>Specialization</u>	<u>Home Department</u>
Randolph, Antonia	Assistant Professor	PhD	Sociology of Race in Education	Sociology
Wilson, David	Assistant Professor	PhD	Political Psychology; Racial Attitudes	Political Science

Armstrong-Dunbar, Erica	Associate Professor	PhD	African American History	History
Davis, Theodore	Associate Professor	PhD	Black Politics	Political Science
Fleury-Steiner, Benjamin	Associate Professor	PhD	Criminal Justice, Race and Jury Behavior	Criminal Justice
Henderson, Carol	Associate Professor	PhD	African American Literature	English
Okoye, Ikem	Associate Professor	PhD	African and Diaspora Art History	Art History
Spaulding, Timothy	Associate Professor	PhD	African American Literature	English
Andersen, Margaret	Professor	PhD	Sociology of Race, Ethnicity and Gender	Sociology
Higginbotham, Elizabeth	Professor	PhD	Sociology of Race and Gender	Sociology
Ware, Leland	Professor	JD	Law and Public Policy of Civil Rights	CHEP

Finally, there are an additional four faculty (Marks-Sociology; Weil-Anthropology; Wolters-History; Andreassen-Philosophy/Linguistics) who regularly teach cross-listed courses in sociology, anthropology, history, linguistics, and philosophy. This adds up to another 4-5 courses per year. So in all, we can regularly expect to offer over 30 courses per year to satisfy the requirements for a BAMS major.

C. *External Funding*

Indicate any resource or source of funding external to the University which has been garnered to support the curriculum.

None

VI. RESOURCES REQUIRED

A. *Learning Resources*

Identify needed additional learning resources. Indicate which of these are essential for basic implementation and whose which will produce a premiere program able to compete favorably for the highest caliber of student.

We do not have any specific resource needs to implement the program.

B. *Personnel Resources*

Indicate any new faculty positions required and the qualifications and subject matter specialties that will be sought. Give reasons for needing new position.

We have been authorized to search for a new position whose specialty will be the general area of the arts and humanities. More specifically, we are interested principally in philosophy of arts and literature, but will also accept applications from visual studies, American studies and the performing arts. We just added two new faculty in the social behavioral sciences whose specialties are sociology and social psychology.

C. *Budgetary Needs*

Attach an accounting of budgetary needs.

No specific new budgetary needs.

VII. IMPLEMENTATION AND EVALUATION

A. *Implementation Plan*

Describe how the curriculum will be implemented.

See below under B.

B. *Assessment Plan*

Indicate how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative. Success should be measured against the criteria listed including stated learning outcomes and against whatever objectives have been set forth in

the first section of the proposal. Academic units are encouraged to consult with the Office of Educational Assessment in developing the appropriate learning outcomes, assessment criteria, and benchmarks for success.

We plan to evaluate the new major at the end of the provisional period to be able to demonstrate the program's effectiveness prior to permanent approval. Assessment will be done in a variety of ways:

- (1) We routinely evaluate individual courses at the end of each semester; courses taught by BAMS faculty (including cross-listed courses taught by our jointly appointed faculty) are regularly reviewed by the Director of BAMS;
- (2) At the end of the provisional period, we will survey all students who have graduated with a BAMS major, collecting quantitative data on their career paths, their perceptions of the value of the BAMS major to their career, and their perceptions of the value of the BAMS major to their undergraduate education;
- (3) At the end of the provisional period, we will conduct interviews with BAMS major (using an appropriate sample, depending on the size of the population). The interview will include questions about their experiences in the BAMS program, their perceptions of its effectiveness in their undergraduate education and their career plans.

Such an assessment can be repeated at periodic intervals once the program is permanently approved.

In addition, one of our faculty, Maggie Ussery, has been appointed an Assessment Fellow. She will be the lead person in BAMS to learn effective ways to evaluate academic programs, and will provide oversight and technical support to the Program as we develop our assessment strategy.

VIII. APPENDICES

Appendix A: Letters of Approval from Contributing Departments

The English Department committed itself formally by vote to supporting joint appointments of Tim Spaulding and Carole Henderson-Belton to BAMS. It is part of our Goals and Actions statement to work closely and cooperatively with BAMS as they develop programs and provide opportunities to increasing numbers of students. Minority literatures as well as cultural and ethnic studies represent an increasing presence in our own curriculum, so we see good opportunities to work together and would welcome BAMS students to our own English courses. We would also welcome double majors or minors in English/BAMS.

We have long taught cross-listed courses with BAMS and will continue to do so with frequency. If asked to provide faculty time to teach stand-alone core courses dedicated to BAMS majors or minors, we would need to consider the teaching demands on English first, but we would work to meet the needs of BAMS as well and we would always try to be responsive to requests from faculty members to teach important courses for other programs.

Our goal is to have collaborative, collegial participation in BAMS and to be considered partners in education.

steve

Stephen A. Bernhardt, Chair
Department of English
Andrew B. Kirkpatrick, Jr., Chair in Writing
University of Delaware
302-831-3351

<http://www.english.udel.edu/sab/>

Dear Jim:

Thanks for your note. I have reviewed the terms of Professor Okoyé's joint appointment and support it wholeheartedly. It is my hope that opportunities of this nature will attract more Art History faculty and continue to build ties between our two programs.

I'll be sending a letterhead version of this note for your files.

Bernie Herman
Chair, Art History

To: James Jones
Chair, Black American Studies

From: Carole Haber

Chair, Department of History

Date: October 21, 2006

Re: Joint position of Erica Armstrong Dunbar

I strongly support the joint position of Erica Armstrong Dunbar, a member of the History Department, with Black American Studies. We are committed to Prof. Armstrong Dunbar teaching cross listed courses with the program, and look forward to the establishment of a major, in which Prof. Armstrong Dunbar would play a significant role.

.....

Dear James,

This letter confirms that my Department will continue to support periodic teaching activities of Professor Ted Davis and Professor David Wilson, **Political Science and International Relations** faculty, who hold joint appointments in Black American Studies, to support and augment instruction in BAMS.

Jim

James Magee, Chair
Political Science and International Relations

.....

Appendix B: Other Pertinent Documents

October 9, 2006

Dr. James M. Jones
Director
Black American Studies Program
University of Delaware
Newark, DE 19716

Dear Dr. Jones:

I am pleased to write in support of the proposal for a Black American Studies major at the University of Delaware.

While it is always difficult to project enrollments for a major that does not yet exist, I do note that there are approximately two dozen students on campus who currently minor in Black American Studies. Creating a major in Black American Studies will give BAS courses greater visibility, and that may increase enrollments.

I will admit to a self-serving reason for supporting this proposal. The fact that we offer majors and minors that permit students to focus their learning on people of color and on regions of the world apart from North America enhances our ability to recruit a more diverse student body. It also enhances our recruitment of majority students, who have increasingly come to value diversity and to see it as a characteristic of academically prestigious colleges and universities.

With best wishes,

Louis L. Hirsh
Director of Admissions
louhirsh@udel.edu

October 10, 2006

C. MEMORANDUM

To: James M. Jones
Director
Black American Studies

From: Susan Brynteson
The May Morris Director of Libraries

I am responding to your request to supply information for the purpose of a self-study about the capability of the University of Delaware Library to support the proposed new major in Black American Studies.

The University of Delaware Library is well able to support the proposed new major in Black American Studies Program. Enclosed is a description of collections, resources and services available.

I would be pleased to respond to any questions.

SB/nb
Enclosure

c: Craig Wilson, Assistant Director for Library Collections
Carol A. Rudisell, Librarian, Reference Department

October 10, 2006

Report on Library Services and Collections in Support of the Black American Studies Program
for the College of Arts and Science

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; three branch libraries located on the Newark campus, the Agriculture Library, the Chemistry Library, and the Physics Library; and a fourth branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. In addition to collections which directly support the Black American Studies Program, the Library has strong collections in other areas that relate to the program, such as Anthropology, Art History, Communication, Economics, Education, English, Ethnic Studies, Film Studies, History, Individual and Family Studies, Music, Philosophy, Political Science, Psychology, Public Policy, Sociology, Theatre, Urban Affairs, and Women's Studies. The Special Collections Department houses significant collections that support the Black American Studies Program, including a growing collection on the Harlem Renaissance, the books and papers of Alice Dunbar-Nelson, the papers of Pauline A. Young, the books and papers of Ishmael Reed, a number of published slave narratives, and books by other African-American writers.

Books, periodicals, microforms, government publications, computer databases and other electronic resources, maps, manuscripts, and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware, and the nation. Library staff members provide a wide range of services, including reference assistance, circulation, interlibrary loan, instructional programs, and assistance to the visually impaired.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains a complete file of every patent the U.S. Office of Patents and Trademarks has issued.

The online catalog, called DELCAT, provides access to millions of items by author, title, subject, and keyword.

Library collections number over 2,700,000. In 2005/2006, the Library Web www.lib.udel.edu received over 52,000,000 hits.

The University of Delaware Library is a member of the Association of Research Libraries, OCLC, the Center for Research Libraries, PALINET, CIRLA (The Chesapeake Information and Research Library Alliance), and NERL (NorthEast Research Libraries).

D. Specific support for the Black American Studies Program

Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections. Support for the Black American Studies Program is supplemented by funds used to purchase materials in the related areas noted previously as well as funds for the purchase of electronic resources.

The Library subscribes to many print journals and hundreds of electronic journals, many of which support Black American Studies. A list of electronic journals by subject is available from the Library Web by

clicking on “Electronic Journals” at the top of the main page www.lib.udel.edu. In addition to various reference sources in print (see the “Research Guides” section of the Subject Guides “African American Studies” available under the section “Subject Guides A-Z” on the Library Web page), the Library also makes available several electronic databases of which support the Black American Studies Program, including [African American Newspapers: The 19th Century](#), [American Civil War: Letters and Diaries](#), [American Memory](#), [AncestryPlus](#), [Anthropology Plus](#), [Black Literature Index](#), [Black Thought and Culture: African Americans to 1975](#), [Civil War: A Newspaper Perspective](#), [Education Full Text](#), [Ethnic NewsWatch](#), [Family & Society Studies Worldwide](#), [Grove Music](#), [HarpWeek](#), [International Index to Black Periodicals Full Text](#), [Literature Resource Center](#), [Making of America](#), [MLA International Bibliography](#), [Nation Digital Archive](#), [New York Times](#), [North American Women's Letters and Diaries: Colonial - 1950](#), and [Women and Social Movements in the United States 1600-2000](#).

In addition, the Library provides access to such important electronic databases as [ABI/Inform](#), [America: History and Life](#), [ARTstor](#), several biography databases ([American National Biography](#), [Biography and Genealogy Master Index](#), [Biography Reference Bank](#), [Biography Resource Center](#)), [Britannica Online](#), [Dissertation Abstracts](#), [EconLit](#), [Expanded Academic ASAP Plus](#), [General Business File ASAP](#) (includes electronic full text of journal articles for many journals), [Historical Abstracts](#), the various [LexisNexis](#) databases but principally [LexisNexis Academic](#), [Sociological Abstracts](#), [STAT-USA](#), and [Web of Science](#) (includes electronic full text of journal articles for many journals and incorporates the Library’s service, [Article Express](#)). Census information and other demographic data are available as is a wide range of printed and electronic reference sources.

The Library has a strong collection of videotapes and films which cover a wide range of subjects related to Black American Studies. The video collection is heavily used; is increasing in size; and there has been much consultation about it by Francis Poole, Librarian and Head of the Instructional Media Department with faculty in all areas.

A professional librarian, Carol A. Rudisell, Librarian in the Reference Department, serves as liaison to the faculty in the Black American Studies Program. Suggestions for purchases received by the Library in for materials related to Black American Studies are directed to Ms. Rudisell, who also regularly consults faculty about priorities and the direction the collections should take. Ms. Rudisell is also available for instruction in the use of the Library for students and faculty. She maintains a subject Web site for African American Studies which can be accessed from the Library Web <http://www.lib.udel.edu> by clicking on “Subject Guides A to Z” or directly by the URL <http://www2.lib.udel.edu/subj/blks/>

Susan Brynteson
The May Morris Director of Libraries