**Pan-Africana Studies Program(s) at Lincoln University**  
*(Prepared by the Black Studies Ad-Hoc Committee)*

March 2015

**Executive Summary**

The purpose of this proposal is to recommend for approval and implementation a Pan-Africana major at the Lincoln University. This proposal sheds light on the potential scholastic and economic benefits the Pan-Africana major program will provide Lincoln University.

Lincoln University is the first degree granting institution of higher learning dedicated to the advancement and empowerment of people of African descent. Lincoln University’s famous legacy of producing outstanding graduates that have contributed to Civil Rights in the USA, African liberation movements, and general movements for human well being is more than enough to justify the need for Lincoln University to provide a high quality Pan-Africana major. The Lincoln University’s global historic footing uniquely positions the institution with a clear advantage to becoming the foremost-centralized world authority for scholarship and research on Pan-African experiences and initiatives. This contention is further bolstered when examining the potential economic impact Lincoln University can assert on local, national, and international economies. Finally, the program being proposed will be among the first of its kind since it will develop options for STEM and professional concentrations in its first three years.

This proposal provides compelling evidence of said economic potential for Lincoln University’s faculty, students, alumni, and extended communities. This proposal examines and concludes that an objective analysis of employer trends in the upcoming decade weigh favorably for the increasing need of producing a dynamic...
pool of scholars and professionals necessary to profress and forecast the economic impact African peoples have on local, national, and international scales. This proposal thoroughly documents the current economic rise of African and Caribbean nations as well as highlights the projected spending trends of African Americans that will surpass 1.1 trillion dollars in 2015. It is only fitting that the university solely responsible for creating the catalyst via education for economic and socio-political empowerment of Africans in Africa and abroad is granted every opportunity and available resource to harvest the scholastic prestige and economic benefits of its 161 year mission to address the needs of the Pan-African world.

To this end, this proposal asserts that the approval and implementation of a Pan-Africana major program is vital and necessary for the progression and elevation of Lincoln University as a major force in international economic and scholastic spheres of influence.
Rationale for modification

- 21st century academic programs will be developed along lines that recognize contemporary challenges and prepare learners to be effective in the modern world with the demonstrated capacity to create future opportunities.
- The familiar paradigms used for Black, African American, Africana, Diaspora, and African Area studies programs are antiquated. They tend to be locked into grand theme questions of traditional disciplines and seldom focus on developing future opportunities, especially for African descendants and ascendants.
- Current Black/Africana/African American/Diaspora/and African Area Studies programs also tend to be restricted to the social sciences and humanities.
- The new program paradigm requires the inclusion of initiatives and challenges in science, technology, engineering, and math (STEM) areas subsumed in a Pan-African culture-scope. The breadth of that scope is especially appropriate because communication technology and contemporary techniques have condensed the world and accelerated global linkages. Research ‘units of measure’ will necessarily vary to examine macro and micro data but the research grand theme question will remain people/human-centric and African focused.

1. Appropriateness to mission of Lincoln University

Previous Mission of the Black Studies Program:

Mission (From the 2003-2006 Lincoln University Catalog)

The Black Studies major seeks to achieve the following:
- To deepen the knowledge as well as enrich the understanding of the history and culture of Black people in Africa and the Diaspora.
- To expose students to an African-centered methodology for understanding and interpreting Black life and culture.
- To expose students to the use of insights and techniques of several disciplines for the understanding, explanation and theorization of the Black experience.
• To provide students with skills for appreciating and analyzing as well as interpreting the continuities and transformations in Black culture in Africa and the Diaspora.
• To prepare students for graduate studies in the history and culture of the Black peoples.
• To expose students to a non-Eurocentric and non-hegemonic approach to the investigation, interpretation and evaluation of the experiences of the Black peoples of the world.
• To seek new approaches—in perspective, analysis, and interdisciplinary techniques appropriate to the study of the Black experience.

**Pan-Africana Major Program’s Modified Description:**

- **Scope**
  - Programmatic tracks at the graduate and the undergraduate levels should be geographically global and pan-temporal, in other words, not limited to ‘narrow normative Eurocentrism’\(^1\).
  - Specific programmatic foci will be geographically categorized into Pan-Africa (Africa and the African Diaspora), Pan-America (North America, South America, Central America, and the Caribbean), Europe, and Asia.
  - Matriculating Pan-Africana Studies majors will develop broad geographical-historical comprehension through Pan-Africana courses in ancient, contemporary, and futurist categories. As in all majors, the depth of inspection determines the amount of courses needed. Likewise, the depth of inspection will signal the level of degree program that a learner is attempting.

Previous objectives of the Black Studies Major (From the *2003 – 2006 Lincoln University Catalog*)

- To provide concentration in Black Studies as majors and/or minors.
- To provide students with opportunities for study abroad.
- To provide opportunities for internship in Black communities.
- To provide opportunities for research in Black issues.

2. **Need**

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\(^1\) This term is referring to the tendency to assert the universality of the Western European experience as well as centering all referents of quality measures to Western European norms.
Current Lincoln University student demand:

Lincoln University offered Black Studies degrees twice in its past prior to this proposal. Each time the degree was offered as a rising Black cultural consciousness had become a social reality and perceived need in the country. The first time the major was offered was during the rising Black Power movement of the late 1960s and the 1970s. The second time the major was offered at Lincoln University coincided with the rise of the ‘Conscious Hip Hop’ movement had saturated the American youth in the mid-1990s through the first few years of the 21st century. The lack of dedicated resources and attention did not allow the major to be modified to remain relevant to the changing demands of the academic world and the professional job market. Only the minor remained after 2006.

The inspiration aroused by highlighting the initiatives and experiences of African descendants will logically increase the persistence of Lincoln University’s first generation students. In 2008 the USA elected Barak Obama. This was not only American history it was Black American history. The jubilation among Lincoln University students was apparent that year to all that were present on the campus. The interest in the achievements and challenges facing persons and communities of African descent has increased since that time as witnessed by the increase in students that selected the Black Studies minor. In 2012, 19 students had selected Lincoln University’s Black Studies minor. That number changed to 20 by Fall 2013, 24 by Spring 2014, and to 27 as of Spring 2015. These increases in demand all happened while the general student enrollment fell dramatically. Even more outstanding is the fact that this growing minor is popular without having a similarly named major to offer it organized support.

3. Academic Integrity

Previous Major Course Requirements of the Black Studies Program:
(From the 2003-2006 Lincoln University Catalog)

The Black Studies Major
- BLS-101 Introduction to Black Studies
- BLS-403 Ideologies of Black Liberation
- BLS-411 Senior Seminar I
- BLS-412 Senior Seminar II
- HIS-205 History of African-American People I
- HIS-206 History of African-American People II
- HIS-307  History of Africa to 1885
- HIS-308  History of Africa Since 1885

Two of the following:
- BLS-301 The Black Family
- ENG-285  Harlem Renaissance
- ENG-319  Survey of African-American Literature
- ENG-322  African-Americans in Broadcasting
- HIS-212  History of Black People in the Twentieth Century
- HIS-307  History of Africa to 1885
- HIS-308  History of Africa Since 1885
- MUS-325  African-American Music
- PHL-211 Philosophy & the African-American Experience
- PHL-212 African Philosophy
- POL-203  African-American Politics
- PSY-20E  Black Psychology
- REL-307  The Religion of the Afro-American
- SOC-209  Institutional Racism
- SOS-151 African American Experience

[30 credits]

For the Bachelor of Science:
- Elementary II (102) of an indigenous African language (Swahili or Yoruba) [4 credits]

For the Bachelor of Arts:
- Either: Elementary II (102) of an indigenous African language (Swahili or Yoruba)* and Intermediate II (202) of any other foreign language
Or:  Intermediate II (202) of an indigenous African language (Swahili or Yoruba)* [8 credits]

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Modified Major Course Requirements of the Pan-Africana Studies Program:

General Education  = 45 to 49 credits
- For the Bachelor of Science: Level 1 of a non-English language [4 credits]
- For the Bachelor of Arts: Level 1 & 2 of a non-English language [8 credits]

Pan-Africana Major Core  = 30 credits
Pan-African Major Electives: 9 credits
Second major, minor and/or electives = 32 to 36 credits
TOTAL = 120 credit maximum

DETAIL
The Pan-Africana Studies Major Core (10 courses)
  o Introductory Survey of the Discipline
    ▪ (1 course – currently BLS 101 {Introduction to Black Studies})
  o History of Africans in the Americas
    ▪ (2 courses – currently HIS 205 & HIS 206 {History of African American People 1 & 2})
  o History of Africa
    ▪ (3 courses – currently HIS 307, HIS 308 {African History 1 & 2}; and HIS 211 {History of Revolutionary Africa} or HIS Topics {303 or 304})
  o History of Africans in Eurasia
    ▪ (2 courses – to be developed focusing on the experiences and initiatives of African peoples in relation to European and Asian countries – currently BLS 405 {Topics in Black Studies} & BLS 495 {Independent Study} Both courses require approval of the Ad-Hoc Black Studies Committee)
  o Practicum
    ▪ (1 course – currently BLS 411)
  o Capstone
    ▪ (1 course – currently BLS 412)
  o Total (10 courses = 30 credits)

Pan-Africana Electives (select 3 courses minimum)
  • BLS-301 The Black Family
  • ARH-276 African Art History
  • ARH-376 African American Art History (pre-requisite POL 102)
  • ENG-285 Harlem Renaissance (pre-requisite ENG 102)
  • ENG-319 Survey of African-American Literature (pre-requisite ENG 102)
  • ENG-320 Studies in Afro-American Literature (pre-requisite ENG 102)
  • COM-322 African-Americans in Media (pre-requisite COM 202 & ENG 102)
  • HIS-212 History of Black People in the Twentieth Century
  • MUS-323 Jazz in American Culture (pre-requisite ENG 101)
  • PHL-211 African American Philosophy
  • PHL-212 African Philosophy
  • POL-205 African-American Politics (pre-requisite POL 101)
• POL-304 Comparative African Politics (pre-requisite POL 101)
• POL-305 African Political Economy (pre-requisite POL 101)
• PSY-208 Black Psychology (pre-requisite PSY 101)
• REL-307 African American Religion
• REL-310 Martin Luther King, Jr.
• SOC-321 Ethnography of West Africa (pre-requisite SOC 101)
  o Total (3 courses = 9 credits)

Other Electives (select 11 - 12 courses)

The Pan-Africana Major is structured in such a way that it allows students that select it to double major, double minor, or select an array of electives outside of the major. It is the quintessential liberal arts major and encourages cross-disciplinary experiences that have increasingly become the choice of the 21st century scholar. Those Pan-Africana majors that are considering going into the professorate in Black Studies, Pan-African Studies, African Area Studies, or the like, are encouraged to take 18 Pan-Africana elective credits electives rather than the required 9 credits.
4. **Coordination with Other Programs**

It is recommended that the coordination of this major with other programs be done through the Ad-Hoc Committee on Black Studies until such time that another structure is found necessary.

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**Curriculum Map**

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<td>Total = 120 – 122 for BS</td>
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5. **Assessments and Accreditation**

This program will follow the assessment program required by the Lincoln University’s Assessment Office including the use of Xitracs to document program and course evaluations.

6. **Resource Sufficiency**

The Lincoln University currently has four employees with Doctors of Philosophy in African American studies or Africalogical studies (a Pan-African variant): Dr. V. Harrison, Dr. L. Lee, Dr. M. Deas, and Dr. D. Z. Poe. The last two of these are Assistant Professor and Professor respectively. Additionally, there are currently two professors in Psychology that teach the Black Psychology course, one professor in Philosophy that teach the two related philosophy courses, two professors in Mass Communication that teach its departmental related course, and a number of faculty on campus that teach the African American Experience general education course.

7. **Impact on Educational Opportunity**

8. **Bibliography**

*Black Studies at HBCUs*. D. Z. Poe. *Handbook of Black Studies*

*Introduction to Black Studies*. M. Karenga

*The Lincoln University Catalogy 2003 - 2006*

**Five-Year Budget Projection**

Enrollment in the major program is projected to grow to 20 within four years. If this enrollment is reached it is projected that two full time faculty positions will be needed as the major expands into the College of Science and Technology and the College of Professional, Graduate, and Extended Studies. This projection is difficult to estimate at this time because of the cross-disciplinary growth that is expected and encouraged.