



Handbook

Department of African American Studies,
Africana Women's Studies, and History





The Clark Atlanta University Department of History announces an extraordinary sankofa odyssey, a literary sojourn...



African-American Studies, Africana Women’s Studies, and History (AWH)

“The function of the university is not simply to teach bread-winning, or to furnish teachers for the public schools, or to be a center of polite society; it is, above all, to be the organ of that fine adjustment which forms the secret of civilization.”

- W.E.B. Du Bois, *The Souls of Black Folk* (1903)

AWH DEPARTMENT HANDBOOK

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Updated Fall 2017

DEPARTMENT MISSION AND VISION

AWH Department Mission

The Mission of the Department of African American Studies, Africana Women's Studies and History is to contribute to the University experience as a transformative process that is centered upon the cultivation of leadership abilities, problem-solving skills, and scholarly aptitudes as well as of a body of knowledge sufficient for making a social contribution and for meeting the challenges of life and career.

African American Studies Mission

The mission of African American Studies is to offer students an interdisciplinary course of study that expands and imparts knowledge related to gender, cultures, and the history of the African Diaspora utilizing scholarly research, theoretical inquiry and policy analysis to prepare graduates for diverse professions which understand experiences of people of Africa descent and others as well as promote social justice within the global community.

Africana Women's Studies Mission

The mission of Africana Women's Studies is to provide a comprehensive plan of study which explores gender and its intersections with sexuality, race and ethnicity, nationality, disability and class.

History Mission

The mission of the History Program is to prepare students in the major and in other disciplines with historical knowledge of human experience, past events and the understanding of global issues, diverse cultures, and our shared humanity.

AWH Department Vision

The Department of African American Studies, Africana Women's Studies, and History defines itself and its vision within the context of the larger University goal of becoming a twenty-first century research university of first choice within and without its historical constituency, by building innovative programs, a first-rate faculty able to maintain and expand upon a record of high-quality research and instruction, and an academic environment that challenges and nurtures faculty and student intellectual achievement.

African American Studies Vision

The vision of the African American Studies Program is to be a premier model of Africana Studies, through an integrated department to provide students with knowledge, values and skills necessary to enter the professional fields of education, research, government, and civic service nationally and globally.

Africana Women's Studies Vision

The vision of the Africana Women's Studies Programs is to provide a comprehensive plan of study in conjunction with in-depth leadership development that focuses on building and enhancing core competencies recognized as "fundamental musts" for those in leadership positions and have proven to be essential characteristics in enriching worker/job behaviors and achievements that are significant for job success.

History Vision

The vision of the History Program is to serve as an innovative center of historical study for students to acquire knowledge of past events of the human experience, to respect and value cultural diversity, and to demonstrate scholarly achievement through assessment of social, political, and economic issues of significance throughout the world.

AWH Degrees:

BA Bachelor of Arts (History)

MA Master of Arts (History, AAS, AWS)

PhD Doctorate of Philosophy in Humanities (formerly DAH)



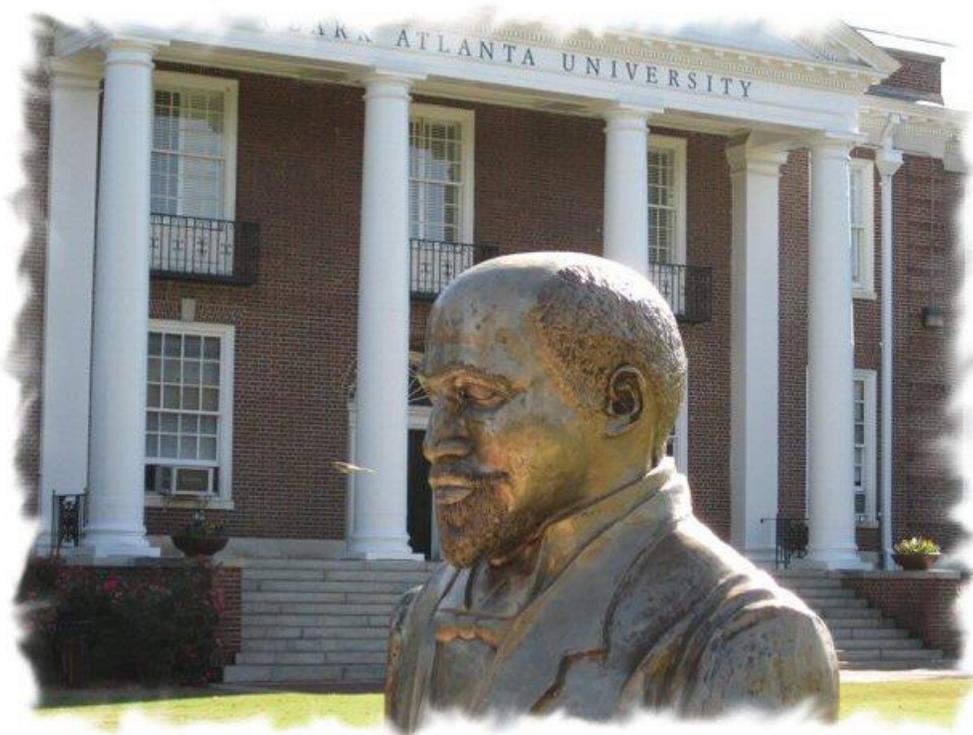
DEPARTMENT HERITAGE

The consolidation of Atlanta University and Clark College in 1988 established Clark Atlanta University. Once combined, the departments inherited a uniquely, prestigious legacy. The AWH Department faculty continues to advance the twin foci of applicable scholarship and intellectual rigor. Like Clark College, the AWH Department seeks to provide higher education that is accessible and conducive to student success in life. Like Atlanta University, we work to provide an academic experience of the highest quality and one consistent with the tradition of scholarship created by such world class scholars as W. E. B. Du Bois and C. Eric Lincoln. We welcome scholars of all levels to join us in continuing the departmental legacy.

The **African American Studies** degree program was established in its present form in 1968. The degree is designed for students with professional interest in a comprehensive understanding of African American, African or Diasporic culture needed for work in various communities and institutions. Graduates are equipped with knowledge of, and sensitivity to, the teaching of African and African American socio-political cultures. The AAS degree program provides focus and breadth through an interdisciplinary approach. Because of the long tradition of African and African American studies at Clark Atlanta University, pertinent courses are also offered in many departments, particularly English, Foreign Language, Political Science and Sociology.

Founded in 1982, the **Africana Women's Studies** degree program is the only graduate degree-granting women's studies program located in an Historically Black College and University (HBCU), and the only women's studies program in the United States or the world which offers the doctoral degree in Africana Women's Studies (a Humanities PhD concentration). The AWS degree program provides opportunities for the systematic analysis of the convergence of gender, class and racial bias. Building on the legacy of activist women such as Lugenia Burns Hope and Alma Williams, faculty and students focus on the comparative examination of the contributions, problems, strategies and concerns of Africana women. Analytical approaches that rigorously compare and contrast the lives of all women by class, age and color without regard to their geographic location are strongly encouraged. AWS is cross-cultural, international and interdisciplinary. Similar to many nontraditional programs and departments, AWS has a core faculty with faculty associates from additional CAU departments.

The **History** degree program serves as a center for historical study, providing a core base of knowledge of past events and fostering an atmosphere to examine the significance of those events on the human experience. With a commitment to academic excellence, to train historians and to enhance the historical knowledge of students in other disciplines, the department stresses the development of analytical skills and critical judgment. As an extension of the classroom instruction, students are encouraged to engage in practical applications of learning through service learning projects, internships, and study abroad. Dr. W. E. B. Du Bois served as a faculty member of History, Economics, Sociology, and Social Work at Atlanta University for a total of 23 years. During this time, he produced such works as *Souls of Black Folk* (1903), the *Atlanta University Publications* (1898-1914), *Black Reconstruction* (1935), *Phylon Journal* (1940) and *Dusk of Dawn*, the second of three autobiographies (1940). We undertake historical research, teaching, and service as a privilege and responsibility to be worthy bearers of this rich inheritance.



CLARK ATLANTA CORE VALUES

Clark Atlanta University community draws motivation and direction through strongly held principles which guide the manner in which we treat one another and those we serve. Our core values serve as the foundation of each step we take toward achieving our vision.

1. Promote **innovation and collaboration** to unite and make significant contributions to the knowledge of humankind.
2. Uphold a **student-centered** ethos that is responsive to diverse student backgrounds, learning styles, and career aspirations.
3. Commitment to the pursuit of **quality and excellence** in service to all stakeholders.
4. Act with personal and professional **accountability and integrity** in all we do.
5. Exhibit **respect** for all individuals, workplace, and natural environment.
6. Practice and nurture **ethical behavior and social responsibility** in all endeavors and toward all constituents.
7. Embrace and support all forms of human **diversity and inclusiveness** in all of our actions.

AWH DEPARTMENT CONTACT

AWH Department Chair: Dr. Stephanie Y. Evans, sevans@cau.edu, 404.880.6352

Administrative Assistant: Ms. Natasha Lipscomb nlipscomb@cau.edu, 404.880.8239

Department Website <http://www.cau.edu/department-of-africana-womens-history/index.html>

Du Bois Legacy Website: <http://cauduboislegacy.net>

Facebook Page <https://www.facebook.com/CAUHistoryDepartment/>



AWH DEPARTMENT WELCOME



This AWH Department Handbook is designed to inform, inspire, and guide those in the department to academic success and professional growth. In addition to those in the department, this handbook can clarify inner workings of how the department operates within Clark Atlanta University and offers information for prospective students about our degree requirements, academic programs, student and faculty scholars, and projects of interest.

The newly combined Department of African American Studies, Africana Women's Studies and History offers three unique degrees and presents an unprecedented opportunity to create a community of scholars steeped in tradition, yet on the cutting edge of advancing critical race and gender scholarship. Clark Atlanta University has a storied history of groundbreaking scholarship that has advanced intellectual excellence and social equity since before the turn of the 20th century. The AWH Department signals both a return to tradition and a forging ahead of visionary scholarship to address new and recurring problems of the 21st century and beyond.

This department harkens back to Dr. W. E. B. Du Bois as the main progenitor and towering paradigm; yet, the rich legacy of scholars before and after Dr. Du Bois demonstrates the concept of a community of scholars, rather than a model of individual producers. These scholars include Dr. Carolyn Fowler, Dr. David Dorsey, Dr. Shelby Lewis, Dr. Alma Williams, and Dr. Alexa Henderson among many others committed to training the next generation of scholar-activists.

The AWH Department reflects a longstanding commitment to the principles of CAU: we research, teach and emulate a *'Culture for Service'* and during challenging times we always *'Find a Way or Make One.'* AWH students represent a rainbow of backgrounds, a broad range of research interests, and will harvest a compellingly diverse set of professional futures in scholar-activist work. In my years at CAU, I have witnessed firsthand the tradition of student leadership as a campus cornerstone and I am blessed to be part of such a spirited academic base.

CAU faculty, in the far past and in the present, are dedicated to inquiry—their own and their students'. This handbook will guide current undergraduate and graduate students in the department to identify practical and intellectual resources necessary for the completion of the degree program, but also provides protocol and practices that will serve you well in your career beyond the degree. This handbook will also be a resource to faculty as we work to ensure a seamless experience for students in line with all other administrative areas of the institution and in preparation for student success in the next steps of their personal and professional journey.

I see Dr. Du Bois's interdisciplinary, collaborative and engaged research as a fitting guide for AWH's quest toward a more connected CAU scholarly community. As Toni Morrison wrote, our work is to examine, evaluate, posit, and reinforce liberatory values in higher education.

Check out the AWH Department newsletter online and access additional resources there to discover how we can all become a greater part of the CAU Du Bois Legacy, even as we create our own stamp as an innovator in higher education. *May we dream and work in the memory of all who have come before us.*

Dr. Stephanie Y. Evans

Chair, Department of African American Studies, Africana Women's Studies and History

FULL TIME FACULTY

Dr. Daniel Black (AAS Graduate Advisor)

PhD, Temple University
255 MD, (404) 880-8179
dblack@cau.edu

Dr. Rico Chapman (Associate Dean and HUM Director)

PhD, Howard University
Sage-Bacote 204, (404) 880-8909, (404) 880-6282
rchapman@cau.edu

Dr. Eric D. Duke (AAS Graduate Advisor)

PhD, Michigan State University
257 MD, (404) 880-6282
eduke@cau.edu

Dr. Stephanie Y. Evans (Chair)

PhD, University of Massachusetts-Amherst
251 MD, (404) 880-6352
sevans@cau.edu

Dr. Richard Allen Morton (Ad Hoc Committee Chair)

PhD, University of Illinois at Urbana-Champaign
256 MD, (404) 880-8988
rmorton@cau.edu

Dr. Charmayne Patterson (HIS Graduate Advisor)

PhD, Georgia State University
252 MD, (404) 880-8247
cpatterson@cau.edu

Dr. Stephanie Sears (AWS Graduate Advisor)

PhD, Emory University
260 MD, (404) 880-6201
ssears@cau.edu

Dr. Aubrey Underwood (HIS Undergraduate Advisor)

PhD, Georgia State University
254 MD, (404) 880-8785
aunderwood@cau.edu

Dr. Danille Taylor, SAS Dean

Emeritus

Dr. Alexa Benson Henderson

Former Staff

Ms. Claudia Coms, Retired 2017
(Over 30 years of service to CAU)



MS. NATASHA LIPSCOMB,

Administrative Assistant

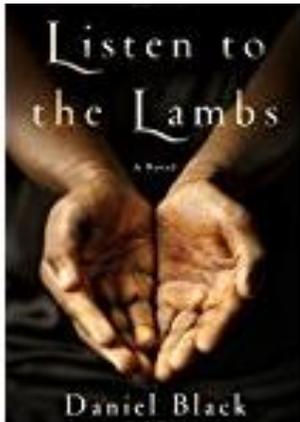
253 MCPHEETERS-DENNIS HALL

(404) 880-8239

nlipscomb@cau.edu



Dr. Daniel Black



Education: PhD, African American Studies, Temple University

Research: Black Male Studies, Paul Laurence Dunbar, Middle Passage (Maafa), and Ancient African Initiation Systems

Dissertation: Dismantling Black Manhood: An historical and literary analysis of the Legacy of Slavery

Publications: *Listen to the Lambs* (St. Martin's Press 2016); *The Coming* (St. Martin's Press, 2015); "The Price of the Presidency: At least for a Black man" in Melvin Rahming's edited book titled *Reaffirming the Hope: Critical Essays on Barack Obama* (Cambridge Scholars 2012); *Twelve Gates to the City* (St. Martin's Press 2012); *Perfect Peace* (ST. Martin's Press 2010); *The Sacred Place* (St. Martin's Press 2007); *They Tell Me of a Home* (St. Martin's Press, 2005); *Dismantling Black Manhood* (Rutledge 1997);

Campus and Community Engagement: Ndugu-Nzinga Student Rites of Passage Society, Department Activity Program Directory

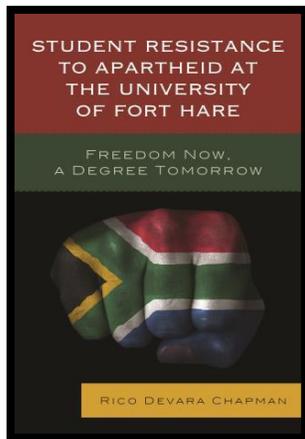
Teaching: African American Literature, Folklore, Pro-Seminar

Website: <https://us.macmillan.com/author/danielblack/>





Dr. Rico Chapman



Education: PhD, African Studies, Howard University

Research: African History, South African History, Public History, Student Activism

Dissertation: “A Culture of Resistance: Student Activism at the University of Fort Hare, South Africa, 1970-1994”

Publications:

Book: *Student Resistance to Apartheid at the University of Fort Hare: Freedom Now, A Degree Tomorrow* (Lexington Books, 2016).

Articles & Book Chapters: “Public History, Diversity, & Higher Education: Three Case Studies on the African American Past,” in *Navigating Souths* (2017); “Hip Hop, Youth Activism and the Dilemma of Coloured Identity in South Africa” in *Ni Wakati: Hip Hop and Social Change in Africa* (2014); “The Civil Society in Africa and the African Diaspora,” *Journal of Transatlantic Studies* (2013); “A Profile History of the University of Fort Hare and the Emergence of Student Activism in South Africa,” *The Researcher: An Interdisciplinary Journal* (Spring 2012).

Teaching: Ph.D. Consultation, Internship

Campus and Community Engagement: Assistant Dean, School of Arts & Sciences, Humanities Program Director

Education: PhD, Comparative Black History, Michigan State University

Research: African Diaspora, Caribbean, and African American History; Black Internationalism and Diaspora Politics; Colonialism and Anti-colonialism; Decolonization and Nation-Building; Intra-Racial Relations

Dissertation: "Seeing Race, Seeing Nation: Conceptualizing A 'United West Indies' In The British Caribbean And Diaspora"

Publications:

Books: *Building a Nation: Caribbean Federation in the Black Diaspora* (University Press of Florida 2016); Co-Editor, *Extending the Diaspora: New Histories of Black People* (University of Illinois Press, 2009).

Articles & Book Chapters: "A Beacon for a Unified and Independent West Indies Nation: Charles Petioni, Black Diaspora Politics, and Transnational Nation-Building," *In the Fires of Hope: Essays on the Modern History of Trinidad and Tobago* (2016); "The Diasporic Dimensions of Caribbean Federation in the Early Twentieth Century," *New West Indian Guide* (2009)

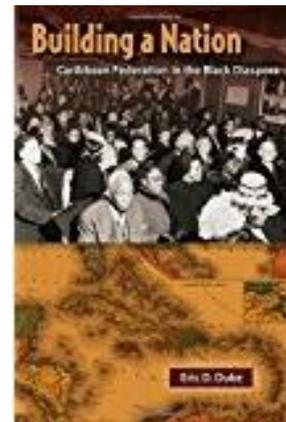
Encyclopedia Entries: *Oxford Encyclopedia of the Modern World*; *Black Women in America: An Historical Encyclopedia*

Teaching: African Diaspora, Caribbean, and African American History/Studies

Campus and Community Engagement: African American Studies Graduate Advisor



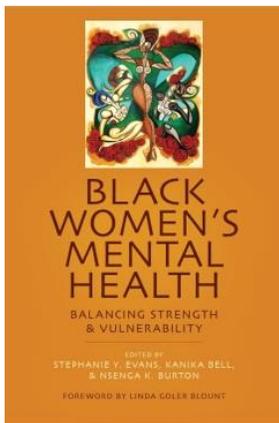
Dr. Eric D. Duke





Dr. Stephanie Y. Evans

Department Chair



Education: PhD, Afro-American Studies, University of Massachusetts-Amherst

Dissertation: Living Legacies: Black Women, Educational Philosophies, and Community Service, 1865-1965

Research: Black women's intellectual history; African American autobiography, Black travel narratives

Publications:

Books: co-editor, *Black Women's Mental Health: Balancing Strength & Vulnerability* (State University Press of New York, 2017); author, *Black Passports: Travel Memoirs as a Tool for Youth Empowerment* (State University of New York Press, 2014); co-editor, *African Americans and Community Engagement in Higher Education* (State University of New York Press, 2012); author, *Black Women in the Ivory Tower, 1850-1954, An Intellectual History* (University Press of Florida, 2007).

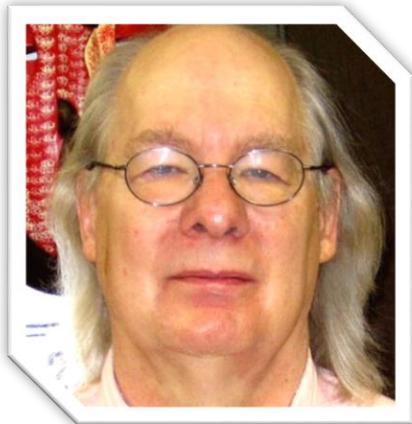
Articles: *GRIOT, International Journal of Women's Studies, Black Women, Gender, & Families, Feminist Teacher, Thought and Action, International Journal of the Humanities, and African American Research Perspectives.*

Teaching: African American women's memoirs, Honors Research, Introduction to Women's Studies

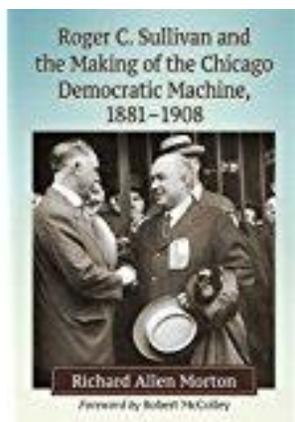
Honor Societies: Phi Beta Kappa ~ Phi Kappa Phi

Campus and Community Service: Originator and organizer of the W. E. B. Du Bois Legacy Project. A decade of mentoring community service-learning classes.

Website: www.professorevans.net



**Dr. Richard Allen
Morton**



Education: PHD, History, University of Illinois at Urbana-Champaign

Research: American political, urban, twentieth, and nineteenth century American history.

Publications:

Books: "Roger C. Sullivan and the Triumph of the Chicago Democratic Machine, 1908-1920" (scheduled 2018). *Roger C. Sullivan and the Making of the Chicago Democratic Machine, 1881-1908* (McFarland, 2016). *Justice and Humanity, Edward F. Dunne, Illinois Progressive* (Southern Illinois University, 1998).

Articles: "It Was Bryan and Sullivan Who Did the Trick,' How William Jennings Bryan and Illinois' Roger C. Sullivan Brought About the Nomination of Woodrow Wilson in 1912," *Journal of the Illinois State Historical Society*, fall 2015 (winner of the 2015 Pratt Award for best journal article); "A Victorian Tragedy: The Strange Deaths of Mayor Carter H. Harrison and Patrick Eugene Prendergast." *Journal of the Illinois State Historical Society*, spring 2003 (winner of the 2003 Pratt Award for best journal article); "Public Transportation and the Failure of Municipal Socialism in Chicago, 1905-07." *Illinois History Teacher*, summer 2000; "Man of Belial: Roger C. Sullivan, the Progressive Democracy, and the Senatorial Elections of 1914," *Journal of the Illinois State Historical Society*, winter 1999; "Means of Grace: Directions in Presbyterian Home Mission Policy," *American Presbyterians, Journal of Presbyterian History*, winter 1994; "Edward F. Dunne, Illinois' Most Progressive Governor," *Illinois Historical Journal*, winter 1990.

Reference: *The Yale Biographical Dictionary of American Law* (Yale 2009): "Stephen S. Gregory."

Teaching: American History, Twentieth century American, European History, Historical Methods, Graduate History

Education: PhD, History, Georgia State University

Dissertation: “The African American Megachurch and Prosperity Theology.”

Research: contemporary religious history, especially the Black Church; 20th Century social movements

Teaching: US, Africa, and the World, US History, African American History, History of Africa since 1800, Jim Crow South, African American History Graduate Seminars.

Campus and University Engagement: Secretary, CAU Chapter Phi Kappa Phi Honor Society, Department Liaison for Study Abroad Program, Faculty Advisor for the DuBois Society, Faculty Advisor for the Onyx Basketball Dance Team, Volunteer for Destiny’s Daughter of Promise.



**Dr. Charmayne
Patterson**





Dr. Stephanie Sears

Education: PhD, Religion, Emory University

Dissertation: *“Spiritual Quest and Crisis in African American Liberative Writing: Seeking Complementarity, Generative Power and Constructive Agency through a Womanist Psychology and Religion Framework.”*

Research: Religion (Psychology of Religion and Contemplative Studies), Women’s Studies (feminism, black feminism and womanist theology/thought), Positive Psychology, Energy., Psychology, African-American Studies, Sociology of Culture and Practical Theology.

Teaching: Africana Women’s Studies, Religion



Education: PhD, History, Georgia State University

Dissertation: “The Apocalypse will be televised: Representations of the Cold War on Network Television, 1976-1987”

Research: Post war-US history, Cold War, World history, Environmental History

Publications: “The Radioactive South: Antinuclear Activism, the Department of Energy, Race, and the Environment, 1976-2012,” under review University of Pittsburgh Press.

Teaching: World History, US History, Digital History, US in the twentieth century honors History

Campus and Community Engagement: History undergraduate advisor, CHIS 201 and 202 Coordinator, Phi Alpha Theta honor society advisor, CAU Debate Club faculty advisor, History Honors Program.



Dr. Aubrey Underwood



General Education Core Curriculum

Overview

General Education is foundational to all baccalaureate degree programs at Clark Atlanta University. Its mission is to ensure that students acquire the skills, knowledge, and experiences that will help them successfully matriculate in all degree programs and that will prepare them to become informed and responsible citizens in the global society. The program is designed to develop in students the core abilities to communicate effectively, utilize quantitative data, demonstrate critical thinking skills, enhance their understanding and appreciation of the humanities, and expand their knowledge of the social and natural worlds in which they live. This component of the Clark Atlanta University baccalaureate degree program consists of a set of courses and other experiences in the humanities, social and natural sciences; computer literacy and information technology; communication and quantitative skills; foreign languages; and several other areas, which are generally sequenced in the first two years of study.

The Clark Atlanta University **General Education Core Curriculum** includes seven (7) **Key Categories of Learning**:

- I. Communication Skills**
- II. Financial, Quantitative, Technology, Scientific Literacy**
- III. Integrative and Collaborative Learning**
- IV. Critical and Creative Thinking**
- V. Multicultural and Global Interaction**
- VI. Appreciative of Humanities and the Fine Arts**
- VII. Personal and Professional Ethics, Human Values, Holistic Wellness**



General Education Student Learning Outcomes

Clark Atlanta University Graduates will be able to:

1. Effectively communicate, orally and in writing, using Standard English and the appropriate language, tone and disposition for the purpose and audience. **(Written and Oral Communication Skills)**
2. Demonstrate proficiency in the utilization of mathematical skills, concepts, and ideas to solve problems and interpret information. Utilize current technology to effectively analyze and manage data, and solve problems in a variety of contexts demanding technological literacy. Analyze and apply basic scientific principles and research methods of scientific inquiry to make informed decisions. **(Financial, Quantitative, Technology and Scientific Literacy)**
3. Integrate knowledge and concepts from multiple disciplines or fields and work in teams on assignments and knowledge creation. **(Integrative and Collaborative Learning)**
4. Independently demonstrate competency in utilizing critical thinking processes and problem-solving techniques to evaluate arguments or conclusions, to explore causal questions and explanations, and to evaluate data for consistency with facts or hypotheses. **(Critical and Creative Thinking)**
5. Identify and analyze diverse cultures and their value to individuals and society through language, literature, arts, and cultural and historical studies. **(Multicultural and global interactions)**
6. Identify theories, methods, and concepts used to and respond to the human condition. Examine and articulate how various humanists/artists have responded to the human condition and evaluate and critique how humanistic/artistic expression contributes to individual and/or sociocultural understanding, growth, and well-being. **(Appreciation of Humanities and Fine Arts)**
7. Apply knowledge of political, social, and economic systems, complex group and organizational behavior, and principles of social science inquiry to evaluate contemporary issues and make informed decisions. Identify and explain the implications of ethical values in a chosen profession. Apply knowledge to evaluate and make informed decisions on connections between mind, body, and spirit. **(Personal and Professional Ethics, Human Values and Holistic Wellness)**

Curriculum Requirements:

The following courses of instruction meet the requirements of the General Education Core.

Students should refer to Departmental Course Lists for specific requirements and detailed course descriptions. This list represents courses that may satisfy degree requirements. Please seek assistance with an academic advisor. Upper level (300 / 400 course numbers) courses are only open to juniors and seniors.

FIRST-YEAR STUDENT SEMINAR - Students who transfer in with a minimum of 28 credit hours are not required to take this course. Transfer students who are required to take only one semester of Seminar should take CGED 100 to fulfill this requirement. Honors Program students must complete CHON 100 and 102.

CGED 100 First-Year Seminar I / CHON 100H Honors Seminar I
CGED 101 First-Year Seminar II / CHON 102H Honors Seminar II

<p>Area (Credit Hours 3-9 in each area)</p>	<p>At least one course from each area. Course options are based on the student's major. Please follow the academic program for your major.</p>
<p>Area A. Humanities/Fine Arts (3-9)</p>	<p>HISTORY CHIS 201 The United States, Africa and the World I CHIS 202 The United States, Africa and the World II CHIS 211 History of the United States before 1865 CHIS 212 History of the United States since 1865</p> <p>HUMANITIES CART 150 Art Appreciation CHUM 228 Early Period: 1500 - 1914 CHUM 230 Modern Period: World War I - Present CMUS 119 World Music CMUS 120 Music Appreciation CSTA 252 Theatre Appreciation</p> <p>PHILOSOPHY / RELIGION CPHI 105 Critical Thinking CPHI 221 Introduction to Philosophy CPHI 241 Philosophy of Religion CREL 101 The Biblical Heritage CREL 103 African American Religious Experiences I CREL 104 African American Religious Experiences II CREL 250 Comparative Religion</p>
<p>Area B. Social / Behavioral Sciences (3-9)</p>	<p>POLITICAL SCIENCE CPSC 219 American Government and Politics CPSC 315 Comparative Politics CPSC 322 International Relations</p> <p>PSYCHOLOGY CPSY 211 General Psychology CPSY 218 Human Growth and Development CPSY 385 Abnormal Psychology CPSY 301 Educational Psychology</p> <p>CRIMINAL JUSTICE / SOCIOLOGY CSCJ 215 Introduction to Sociology CSCJ 216 Introduction to Anthropology CSCJ 218 Contemporary Social Problems CSCJ 310 Criminology CSCJ 431 Social Stratification</p>
<p>Area C. Natural Science / Mathematics / Statistics (3-9)</p>	<p>BIOLOGICAL SCIENCES CBIO 101 Biological Science CBIO 111 General Biology I CBIO 112 General Biology II</p> <p>CHEMISTRY CCHE 111 General Chemistry I CCHE 112 General Chemistry II</p>

	<p>MATHEMATICS (Students who are required to take a math course beyond Algebra will be tested during the CAU Experience to determine placement.)</p> <p>CMAT 103 Algebra I CMAT 104 Algebra II CMAT 105 Pre-Calculus I CMAT 106 Pre-Calculus II CMAT 111 Calculus I CMAT 112 Calculus II CMAT 209 Calculus and Analytical Geometry I CMAT 210 Calculus and Analytical Geometry II CMAT 211 Calculus III CMAT 212 Differential Equations CMAT 214 Linear Algebra</p> <p>PHYSICS</p> <p>CPHY 102 Physical Science CPHY 104 Earth Science CPHY 111 General Physics CPHY 112 Modern Physics CPHY 121/L Mechanics Lecture and Lab CPHY 122 Elect. & Maget. Lecture and Lab CPHY 123 Optics and Modern Physics Lecture and Lab</p> <p>STATISTICS</p> <p>CBUS 313 Statistics I CSCJ 337 Statistics I CSCJ 387 Research Methods I</p>
<p>Area D. Communications (3-9)</p>	<p>ENGLISH</p> <p>CENG 105 College Composition I CENG 106 College Composition II</p> <p>FOREIGN LANGUAGE / CULTURE</p> <p>CFLX 101 Elementary I CFLX 102 Elementary II CFLX 201 Intermediate I CFLX 202 Intermediate II</p> <p>LITERATURE</p> <p>CENG 201 World Literature I CENG 202 World Literature II</p> <p>SPEECH</p> <p>CSTA 101 Fundamentals of Speech</p>

<p>Area E. Financial / Technological (3-9)</p>	<p>ART CART 227 Computer Imaging (Art and Fashion Majors only)</p> <p>BUSINESS CBUS 101 Financial Literacy CBUS 250 Survey of Financial Planning CBUS 341 Business Finance</p> <p>COMPUTER SCIENCE CCIS 100 Information Technology and Computer Applications CCIS 101 Introduction to Computing CCIS 103 Science Computing and Visualization CCIS 104 Business Programming CCIS 105 Programming Principles I CCIS 121 Introduction Compute Systems EDC 262 Educational Technology (Education majors)</p> <p>ECONOMICS CECO 107 Introduction to Economics CECO 250 Principles of Economics CECO 251 Principles of Macroeconomics</p> <p>EDUCATION CEDC 262 Educational Technology</p> <p>PHILOSOPHY CPHI 262 Science, Technology and Human Values</p>
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ADVISEMENT

All Students: Make an appointment with your advisor at least twice per semester: as soon in the semester as possible to go over progress in the degree program and during registration period to plan for the next semester. It is imperative that you know you are on track according to the catalog graduation requirements and that you keep *your own copy* of your advising forms. Course substitution requests should be made before enrolling in the course, so written approval from your advisor and chair can be on file before a graduation audit is submitted. Ultimately, you are responsible for completing all degree requirements, so pay close attention to details in the most recent undergraduate or graduate catalog, deadlines, and university policies.

Given the amount of students in graduate and undergraduate studies, the department chair will only meet with students after they have consulted with their advisor for the semester and have a written plan of action. The AWH faculty advisors are:

Dr. Underwood	Undergraduate Advising Coordinator	aunderwood@cau.edu
Dr. Duke	Graduate African American Studies	eduke@cau.edu
Dr. Sears	Graduate Africana Women's Studies	ssears@cau.edu
Dr. Patterson	Graduate History	cpatterson@cau.edu

Graduate Students: Dr. Rico Chapman and the Humanities Handbook are the first contact for all advising of PhD/DAH students. The AAS, AWS, or HIS concentration advisor should be consulted only after communication with Dr. Chapman to ensure you are on track for Humanities requirements as well as the concentration requirements. Make sure advising sessions engage the most recent catalog and that they are recorded in writing, especially regarding expectations for exams, language requirements, suggested coursework and pre-graduation planning. Humanities students should have a copy of all concentration documents placed in the AWH Department file in addition to any Humanities student file.

Students are assigned a Departmental Advisor (see above), but the thesis and dissertation committee chair/advisor is a choice made by students; department advisors and thesis/dissertation advisors are not automatically the same person. Students must ensure to have a *signed* form that designates the thesis/dissertation chair and, after the chair has signed and agreed, signatures must be secured by all committee members. A copy of the thesis/dissertation committee must be kept in the AWH Department's student file and the student must keep a copy as well. Thesis committee forms should be secured no later than the end of the last semester of coursework.

Students completing a thesis as part of their graduate program should be mindful of the various university deadlines. These deadlines include approval at the committee, department, school, and graduate school levels. Given that these deadlines begin **several** months before the end of the semester in which a student intends to graduate, it is crucial that students understand the successful completion and defense of a thesis is not a one-semester project. Please speak with your program advisor during your first semester/year to ensure you are planning properly.

Faculty: make sure all advising sessions are written and that a copy of the advising instructions are placed in the student file. Provide a formal advising form that outlines courses and instructions for thesis/dissertation writing expectations. The Undergraduate Catalog and the Graduate Catalog are online and outline expectations for advising (required courses for each degree program, expectations of students regarding academic production, expectations for reasonable time to return student work etc.).

Students and faculty should always consult handbook and catalogs to ensure a smooth advising process and graduation audit. Sample forms for undergraduate and graduate advising are provided in the appendices of this AWH Handbook. **There must be a written record with vital advising information that is signed by both the student and the advisor.** A copy of all advising and committee forms must be given to the student and one copy should be kept in the department student files.

UNDERGRADUATE PROGRAMS

Programs of Study

1. Bachelor of Arts Degree in History (122 Credits)
2. Minor in History (18 Credits)

Bachelor of Arts Degree in History (122 Credits)

Program Description

The Bachelor of Arts in History Degree Program prepares students with a solid liberal arts foundation in the study of history for professional opportunities in diverse career fields such as law, historian and archives management, education, government, and industry. The curriculum focuses on understanding global issues and appreciating the diversity of cultures and our shared humanity. Classroom instruction is complemented by internships, study abroad opportunities, and research projects that utilize the University's rich African-American archives and special collections.

Student Learning Outcomes

Graduates of the History Program will be able to:

1. Reference knowledge of the varying perspectives of cultures of the past, particularly with attention to a local, regional, national, and global geographic scope.
2. Use timelines and other tools that present historical data and develop a familiarity with historical maps, charts, visual, literary, oral and creative texts as useful historical sources. Develop sound technical skills of identifying source types and citation style to produce an academically-sound research paper.
3. Recognize in historical narratives the context of the historians' values, goals and predispositions; evaluate data based on its context, credibility, authority, and bias.
4. Discuss the contributions of major scholars within historical schools in U.S., African, African American, and Civil Rights Movement history to synthesize source and apply information.
5. Evaluate the intersectional aspects of history, particularly the various types of history (i.e. topical, geographic, and temporal).

Admissions Requirements

Applicants must meet the General Admissions Requirements as published in the CAU Undergraduate Catalog.

Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in History must complete the following courses:

Required Courses: 42 Credits

- CHIS 201 U.S., Africa, and the World History I (3)
- CHIS 202 U.S., Africa, and the World History II (3)
- CHIS 211 U.S. History to 1865 (3)
- CHIS 212 U.S. History since 1865 (3)
- CHIS 319 African-American History to 1877 (3)
- CHIS 320 African-American History since 1877 (3)
- CHIS 350 History of Africa to 1800 (3)
- CHIS 351 History of Africa since 1800 (3)
- CHIS 403 Historical Methods (3)
- CHIS 404 Early Modern Europe (3)
- CHIS 405 Modern Europe since 1815 (3)
- CHIS 490 Senior Seminar (3)
- CHIS 4XX Courses in Applied History Research I and II (3 each)

Cognate Courses: 9 Credits

CAAS 301 Introduction to African American Studies (3)
CAWS 4890 Introduction to Africana Women's Studies (3)
CHIS, CAAS, or CAWS Elective (3)* must be at the 300 level or higher

Electives: 9 Credits

Students choose 3 courses.

CHIS 317 Civil War and Reconstruction (3)
CHIS 355 United States in the Twentieth Century-Women (3)
CHIS 360 American Social and Intellectual History (3)
CHIS 422 History of Georgia (3)
CHIS 433 History of Urban America (3) CHIS 450 The Jim Crow South (3)
CHIS 491: Special Topics in Contemporary History (3)

General Education Courses: 33 Credits

AREA A: Humanities/ Fine Arts: 9 credits

CPHI 105 Critical Thinking (3) or
CHUM 230 The Modern Period (3), and
CREL 103 African American Religious Experience I (3), or
CREL 250 Comparative Religions (3), and
CCST 252 Theater (3), or
CMUS Music Appreciation (3) or CART 150 Art Appreciation (3)

AREA B: Social/ Behavioral Sciences: 6 Credits

Students choose 2 courses.

CPSY 211 General Psychology (3)
CSCJ 215 Introduction to Sociology (3)
CPSC 219 American Govt. & Politics (3)

AREA C: Natural Sciences/ Mathematics/ Statistics: 6 credits

CIBO 101 Biological Science (3), or
CPHY 102 Physical Science (3), and
CMAT 103 Algebra I (3), or
CMAT Algebra II (3), or
CMAT 105 Pre-Calculus I (3), or
CMAT 106 Pre-Calculus II (3)

AREA D: Communications: 9 credits

CSTA 101 Fundamentals of Speech (3)
CENG 105-College Composition I (3)
CENG 106-College Composition II (3)

AREA E: Financial/ Technological: 3 Credits

CCIS 100 Information Technology (3), or
CGIS 400 Fundamental Geographic Inform Systems (3), or
CSCJ 420: Special Topics Geographic Information Systems (3)

Other University Requirements: 2 Credits

Seminar I (1)
Seminar II (1)

***Free Electives: 9 Credits**

***Note: Free electives should be chosen along with an advisor and depending on student's area of interest and stackable credits.**

Plan of Study for the Bachelor of Arts Degree in History (122 Credits)

FRESHMAN YEAR					
FALL SEMESTER		CR	SPRING SEMESTER		CR
CPHI 105 CHUM 230	Critical Thinking or The Modern Period AREA A	3	CREL 103	African American Religious Experience AREA A	3
CMAT 103 or CMAT 105 or CMAT 106	Algebra I or Pre-Calculus I or Pre-Calculus II (AREA C)	3	CENG 106	College Composition II (AREA D)	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CPSY 211 or CSCJ 215	General Psychology or Introduction to Sociology	3	CSTA 101	Fundamentals of Speech (AREA D)	3
CENG 105	College Composition I (AREA D)	3	CHIS 202	US, Africa, and the World	3
CHIS 201	US, Africa, and the World	3	CSTA 252 or CMUS 120 or CART 150 or CHUM 230	Theater or Music Appreciation or Art Appreciation or The Modern Period (AREA A)	3
TOTAL		16	TOTAL		16
SOPHOMORE YEAR					
FALL SEMESTER		CR	SPRING SEMESTER		CR
CBIO 101 or CPHY 102	Biological Science or Physical Sciences (AREA C)	3		Minor or Stackable Elective	3
CPSC 219	American Govt. & Politics (AREA B)	3	CFLX	Foreign Language Requirement	3
	Minor or Stackable Elective*	3		Free Elective*	3
CHIS 211	US History to 1865	3	CHIS 212	US History since 1865	3
CHIS 319	African American History to 1877	3	CHIS 320	African American History since 1877	3
TOTAL		15	TOTAL		15
JUNIOR YEAR					
FALL SEMESTER		CR	SPRING SEMESTER		CR
CHIS 491	Special Topics in History	3	CCIS 100 or CGIS 400 or CSCJ 420	Information Technology or Fundamentals Geographic Information Systems or Special Topics Geographic Information Systems	3
	Minor or Stackable Elective	3	300-400 Level	Minor or Stackable Elective	3
CHIS 350	History of Africa to 1800	3	CHIS 351	History of Africa since 1800	3
CHIS 403	Historical Methods	3	CAAS 301	Introduction to African American Studies	3
	Free Elective*	3		300-400 Level Minor or Stackable Elective	3
TOTAL		15	TOTAL		15
SENIOR YEAR					
FALL SEMESTER		CR	SPRING SEMESTER		CR
CHIS 489	Research Methodologies	3	CHIS 490	Senior Seminar	3
CAWS 490	Intro to Women's Studies	3	300-400 Level	CHIS, CAAS, or CAWS Elective	3
CHIS 404	History of Europe 1500-1815	3	CHIS 405	History of Europe 1815+	3
300-400 Level	Minor or Stackable Elective	3	CHIS 491	Special Topics in History	3
	Free Elective*	3	300-400 Level	Minor or Stackable Elective	3
TOTAL		15	TOTAL		15
*History Electives must be at the 300-400 level.					
*Free Electives should be chosen in consultation with the advisor depending on the choice of minor or stackable credentials.					

Minor in History (18 Credits)

The Minor in History is for students with any University major and requires eighteen (18) credit hours of coursework in History.

Required Courses: 12 Credits

CHIS 201 or CHIS 202 USA, Africa, and the World (3)

CHIS 211 or CHIS 212 U.S. History (3)

CHIS 319 or CHIS 320 African American History (3)

CHIS 350 or CHIS 351 African History (3)

History Electives: 6 Credits

Students must take two 400-level History classes to complete the minor.

These class credits must total 18 hours in the field of study.

GRADUATE PROGRAMS

Programs of Study

Master of Arts Degree in History (30 Credits)

Master of Arts Degree in African American Studies (30 Credits)

Master of Arts Degree Africana Women's Studies (30 Credits)

African American Studies Program

The **African American Studies** Program was established in the late 1960s. The African American Studies Program is designed for students with professional interest in a comprehensive understanding of African American or African diaspora culture needed for work in their target community and to equip educators with knowledge of and sensitivity to the teaching of African, African American, and cultures in the African diaspora.

Admissions Requirements

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts degree in African American Studies** must have maintained a minimum cumulative grade point average (GPA) of 3.0 in twenty-four (24) credits of undergraduate study in an established discipline in the humanities, social sciences, or professional fields. Applicants with less than the minimum cumulative GPA of 3.0 in their undergraduate major but who otherwise show excellent promise of success may be **conditionally** admitted with the recommendations of the Department Admissions Committee and the Department Chair. GRE required.

Program Objectives

1. To provide a comprehensive knowledge of concepts and theories related to African American and African diaspora cultures.
2. Prepare graduates for diverse professions in education, research, government and civic services that require an understanding of people of African descent to work in targeted communities.
3. Equip educators with knowledge and sensitivity to the teaching of African, African American, and African diaspora cultures.
4. Prepare students for opportunities in continuing or advanced studies.

Student Learning Outcomes

Students pursuing the **Master of Arts Degrees in African American Studies** will:

1. Demonstrate mastery of principles related to the lived black experience from multiple positions and their implications on society.
2. Apply theoretical knowledge of Afrocentricity, Afrocentric historiography, and the history of African people nationally and globally to construct a research-based thesis or non-thesis project.
3. Identify and communicate effectively in written and oral formats issues related to African Americans and people of African descent.
4. Advocate the values of African, African American people and African diaspora cultures.
5. Conduct systematic analysis of the convergence of gender, class, and racial bias through the application of historical and contemporary knowledge of African Americans and people of African descent.

AAS Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in African American Studies** may select a thesis or a non-thesis option at the time of admission to the degree program. Students selecting the non-thesis option must complete two capstone courses and submit written projects demonstrating knowledge of the thesis preparation process. Students may only take two (2) directed studies courses. A written comprehensive examination is required. An oral defense of the thesis or non-thesis project is required.

Master of Arts Degree in African American Studies (30 Credits)

I. Required Courses: 6 Credits

CAAS 501, Africa and the African Diaspora (3)
CAAS 710, Pro-Seminar in Africana Studies (3)

Cognate Courses: 3 Credits

CENG 530, The African Novel (3)
CPSC 591, Government and Politics of Modern Africa (3)
CPSC 598, African Political Economy (3)
CPSC 600, African Political Ideas (3)
CHIS 680, History of Africa to 1800 (3)
CHIS 681, History of Africa since 1800 (3)

Approved Electives: 12 Credits

CAAS/CAWS/CHIS XXX, Graduate Elective (3)
CAAS/CAWS/CHIS XXX, Graduate Elective (3)
CAAS/CAWS/CHIS XXX, Graduate Elective (3)
CAAS/CAWS/CHIS XXX, Graduate Elective (3)

Foreign Language Requirement: 3 Credits

CFRE 056/506, French for Graduate Students (3) *or*
CSPA 056/506, Spanish for Graduate Students (3)

II. Thesis Option or Non-Thesis Option: 6 Credits

Thesis Research: 6 Credits

CAAS XXX, Thesis Research (6)

or

Capstone Courses: 6 Credits

CAAS 652, Capstone I (3)
CAAS 653, Capstone II (3)

III. Qualifying Examination and Defense

A written comprehensive examination is required.

An oral defense of the thesis or non-thesis project is required.

**Plan of Study for the Master of Arts Degree in African American Studies
(30 Credits)**

Year One	Fall Semester	Cr		Spring Semester	Cr
CAAS 501	Africa and the African Diaspora	3	CAAS 710	Pro-Seminar in Africana Studies	3
CAAS/CAWS XXX	Graduate Elective	3	CENG/CPSC/CPSC XXX	Cognate Course	3
CFRE 056/506 or CSPA 056/506	French for Graduate Students or Spanish for Graduate Students	3	CAAS/CAWS XXX	Graduate Elective	3
	TOTAL	9		TOTAL	9
Year Two	Fall Semester			Spring Semester	
CAAS/CAWS XXX	Graduate Elective	3	CAAS/CAWS XXX	Graduate Elective	3
CAAS XXX or CAAS 652*	Thesis Research or [non-thesis] Capstone I		CAWS XXX or CAAS 653*	Thesis Research or [non-thesis] Capstone II	3
	TOTAL	6		TOTAL	6

*Students selecting the non-thesis option must complete both Capstone I & II courses.



Africana Women's Studies Program

The **Africana Women's Studies** Program, founded in 1982, is the only degree-granting women's studies program located in a historically black college in the United States, the only women's studies program in the United States which offers the doctoral degree concentration in Africana Women's Studies and the only Africana Women's Studies program in the world. This program focuses mainly on the comparative examination of the contributions, problems, strategies and concerns of Africana women. Analytical approaches that rigorously compare and contrast the lives of all women by class, age, and color without regard to their geographic location are strongly encouraged.

Admissions Requirements

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts degree in Africana Women's Studies** must have maintained a minimum cumulative grade point average (GPA) of 3.0 in twenty-four (24) credits of undergraduate study in an established discipline in the humanities, social sciences, or professional fields. Applicants with less than the minimum cumulative GPA of 3.0 in their undergraduate major but who otherwise show excellent promise of success may be **conditionally** admitted with the recommendations of the Department Admissions Committee and the Department Chair. GRE required.

Program Objectives

1. To provide a comprehensive knowledge of concepts and theories related to women and gender African American and African diaspora cultures.
2. Prepare graduates for diverse professions in education, research, government and civic services that require an understanding development and women of African descent to work in targeted communities.
3. Equip educators with knowledge and sensitivity to the teaching of women and gender issues in African, African American, and African diaspora cultures.
4. Prepare students for opportunities in continuing or advanced studies.

Student Learning Outcomes

Students pursuing the **Master of Arts Degrees in Africana Women's Studies** will:

1. Demonstrate mastery of principles related to the lived black experience from multiple positions and their implications on society.
2. Apply theoretical knowledge of Africana historiography, and the history of African people nationally and globally to construct a research-based thesis or non-thesis project.
3. Identify and communicate effectively in written and oral formats issues related to African Americans and people of African descent.
4. Advocate the values of Black feminism, womanism, Africana womanism, and feminist studies in Africa, African American people and African diaspora cultures.
5. Conduct systematic analysis of the convergence of gender, class, and racial bias through the application of historical and contemporary knowledge of African Americans and people of African descent.

AWS Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in Africana Women's Studies** may select a thesis or a non-thesis option at the time of admission to the degree program. Students selecting the non-thesis option must complete two capstone courses and submit written projects demonstrating knowledge of the thesis preparation process. Students may only take two (2) directed studies courses. A written comprehensive examination is required. An oral defense of the thesis or non-thesis project is required.

Master of Arts Degree in Africana Women's Studies (30 Credits)

I. Required Courses: 9 Credits

CAWS 611, Introduction to Africana Women's Studies (3)

CAWS 501, Feminist Theory (3) or CAWS 502, Africana Feminist Theory (3)

CAWS 503, Feminist Methodology (3)

Approved Electives: 12 Credits

CAAS/CAWS/CHIS XXX, Graduate Elective (3)

CAAS/CAWS/CHIS XXX, Graduate Elective (3)

CAWS 506, Women and Development (3)

CAWS 600, Seminar in Africana Women's Studies (3)

Foreign Language Requirement: 3 Credits

CFRE 056/506, French for Graduate Students (3) *or*

CSPA 056/506, Spanish for Graduate Students (3)

II. Thesis Option or Non-Thesis Option: 6 Credits

Thesis Research: 6 Credits

CAWS XXX, Thesis Research (6)

or

Capstone Courses: 6 Credits

CAWS 652, Capstone I (3)

CAWS 653, Capstone II (3)

III. Qualifying Examination and Defense

A written comprehensive examination is required.

An oral defense of the thesis or non-thesis project is required.

Plan of Study for the Master of Arts Degree in Africana Women’s Studies (30 Credits)

Year One					
Fall Semester		Cr	Spring Semester		Cr
CAWS 611	Introduction to Africana Women’s Studies	3	CAWS 503	Feminist Methodology	3
CAWS 501 or CAWS 502	Feminist Theory Africana Feminist Theory	3	CAWS 600	Seminar in Africana Women’s Studies	3
CAWS 506	Women and Development	3	CFRE 506 <i>or</i> CSPA 506	French for Graduate Students <i>or</i> Spanish for Graduate Students	3
TOTAL		9	TOTAL		9
Year Two					
Fall Semester		Cr	Spring Semester		Cr
CAAS/CAWS XXX	Graduate Elective	3	CAAS/CAWS XXX	Graduate Elective	3
CAWS XXX <i>or</i> CAWS 652*	Thesis Research <i>or</i> Capstone I	3	CAWS XXX <i>or</i> CAWS 653*	Thesis Research <i>or</i> Capstone II	3
TOTAL		6	TOTAL		6

*Students selecting the non-thesis option must complete both Capstone I & II courses.



History Program

The **History** Program serves as a center for historical study, providing a core base of knowledge of past events and fostering an atmosphere to examine the significance of those events on the human experience. The **Master of Arts Degree in History** is designed to train students in historical methodology, research techniques and writing, and to impart historical knowledge with special emphasis on the United States, Africa, and African diasporic (including African American) communities. The program offers an outstanding opportunity for students seeking professional training in history and provides a learning environment featuring a quality faculty, intimate classes, and personal advisement that challenges and nurtures the aspiring student as a historian. Graduate students writing masters theses are strongly encouraged to utilize the rich primary source collection in the archives of the Robert W. Woodruff Library. The program prepares students for careers in academia, research, government service, and related professions. Students may concentrate in any combination of United States, Africa, and African American history. Moreover, graduate aid and internships are available for both financial support and direct experience.

Admissions Requirements

In addition to the General Admissions Requirements as published in this Catalog, applicants to the Master of Arts Degree in History must have completed at least four (4) courses in history or its equivalent, not including the social science general education requirements of the undergraduate institution with a minimum cumulative grade point average of 3.0. In special cases, students may be admitted conditionally and meet prerequisites by completing additional undergraduate or graduate courses or meeting other conditions approved by the Departmental Admissions Committee and the Department Chair. GRE required.

Program Objectives

1. Provide students with varying perspectives of cultures of the past, in reference to local, regional, national, and global geographic scope.
2. Identify the impact of past events and examine the significance of historical writings.
3. Articulate historians' contributions to historical knowledge and human experience.
4. Prepare students for advanced studies as well as careers in education, research, government and other professions.
5. Provide intersectional types of history such as topical, geographic, and temporal; and outline various aspects of multi-disciplinary historical approaches to the profession including feminist, cultural, and political.

Student Learning Outcomes

Students pursuing the **Master of Arts Degree in History** will:

1. Discuss and critique the contributions of major scholars within historical schools in U.S., African, African American, and Civil Rights Movement history.
2. Demonstrate comprehensive knowledge of principles and strategies of historical and geographical inquiry.
3. Interpret the influence of the impact of the past on the present and append the multiple facets of causation.
4. Assess the value of historical data based on its context, credibility, authority, and bias.
5. Utilize appropriate tools to construct chronology of timelines and sources of historical data.
6. Apply advanced technical skills to produce an academically sound research-based thesis on theoretical concepts of history.

HIS Degree Requirements

Students pursuing the **Master of Arts Degree in History** must complete the General Degree Requirements as published in this Catalog and a minimum of thirty (30) graduate credits.

Master of Arts Degree in History (30 Credits)

I. Required Courses: 3 Credits

CHIS 795, Advanced Historiography and Methodology (3)

Approved Electives: 18 Credits

CHIS 551, U.S. Constitutional History and the Law since 1877 (3)

CHIS 563, The African-American in the United States to 1877 (3)

CHIS 564, The African-American in the United States since 1877 (3)

CHIS 575, Intellectual and Cultural History of the United States (3)

CHIS 576, Social and Economic History of the United States (3)

CHIS 606, Black Woman in American History (3)

CHIS 607, Community, Family, and Oral History (3)

CHIS 630, Historical Trends & Concepts (3)

CHIS 631, Historical Trends Third World (3)

CHIS 681, History of Africa since 1800 (3)

CHIS 780/781, History Internship I *or* II (3)

CAAS/CAWS XXX

Foreign Language Requirement: 3 Credits

CFRE 056/506, French for Graduate Students (3) *or*

CSPA 056/506, Spanish for Graduate Students (3)

II. Thesis Research: 6 Credits

CHIS 691, Thesis Consultation (1)

CHIS 695, Thesis Research (6)

**Students must obtain approval from the Department Chair before pursuing thesis research.*

III. Qualifying Examination and Defense

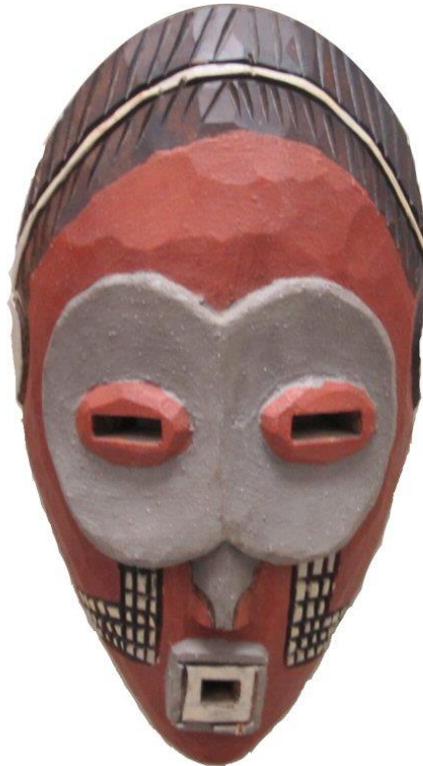
A written comprehensive examination is required.

An oral defense of the thesis project is required.

Plan of Study for Master of Arts Degree in History (30 Credits)

Year One					
Fall Semester		Cr	Spring Semester		Cr
CHIS 551	U.S. Constitutional History and the Law since 1877	3	CHIS 563	The African-American in the United States to 1877	3
CHIS 564	The African-American in the United States since 1877	3	CHIS 575	Intellectual and Cultural History of the United States	3
CHIS 576	Social and Economic History of the United States	3	CHIS 681	History of Africa since 1800	3
TOTAL		9	TOTAL		9
Year Two					
Fall Semester		Cr	Spring Semester		Cr
CHIS 691 <i>or</i> CHIS 695*	Thesis Consultation <i>or</i> Thesis Research	1-3	CHIS 691 <i>or</i> CHIS 695*	Thesis Consultation <i>or</i> Thesis Research	1-3
CHIS 607	Community, Family, and Oral History	3	CHIS 795	Advanced Historiography and Methodology	3
TOTAL		6	TOTAL		6

*Students selecting the non-thesis option must complete both Capstone I & II courses.



FINANCIAL AID

For questions pertaining to financial aid, contact the Office of Financial Aid. Though some department funds are often awarded for graduate students, for a complete understanding of your financial package, you must meet with a financial advisor and access your financial account directly online. It is best to plan ahead and arrange meetings at times that avoid the beginning of the semester rush. It is imperative to ensure that your CAU email account is working because the Office of Financial Aid sends out important announcements and they only correspond via CAU email accounts.

For graduate students to be considered for departmental funding, an application for funding must be completed in a timely manner and returned to the chair before the deadline. Students below a 3.0 are not eligible for departmental financial aid. Funds are distributed in an equitable manner, depending on categories (i.e. incoming student or dissertating student, GPA, service to the department). The department does not have absolute control over funding, so it is imperative to get financial counseling in advance of each semester to ensure the ability to enroll.

STUDENT ORGANIZATIONS

Africana Studies Organization (ASO)

The ASO of the African American Studies, Africana Women's Studies, and History Department (AWH) hosts regular general body meetings throughout the academic year. You are cordially invited to attend and join in the fellowship as the proud students of the AWH Department come together to celebrate scholarship here at Clark Atlanta University. You will enjoy a warm, friendly environment and an assortment of pleasant treats to eat. This is the official student organization of the AWH Department and where students can find a sense of intellectual and social connection as well as get a sense of what is happening in the department and on campus. There is a strong service component that enhances the academic experience as well. There are many opportunities to get involved with academic and community projects, so contact us to see what is happening next!

Phi Alpha Theta

Phi Alpha Theta is an honor society ranked after only Phi Beta Kappa in prestige and status. It is for undergraduate, graduate students and professors of history. The society has over 350,000 members, with about 9,500 new members joining each year through 860 local chapters. Undergraduate students must complete a minimum of 12 semester hours (4 courses) in History achieve a minimum GPA of 3.1 in History and a GPA of 3.0 or better overall. Only 3 credit hours of online, transfer, or AP credits may be applied to the membership eligibility requirement. Membership is not limited to History majors. Graduate students should have completed a minimum of 12 semester hours towards their Master's Degree in History, have a GPA of better than 3.5, and shall have completed approximately 30% of the residence requirements for the Master's Degree.

Alpha Epsilon Lambda Membership is by invitation only.

Alpha Epsilon Lambda, an interdisciplinary graduate honor society was established as a national graduate student honor society in 1990. The Alpha Tau Chapter was established at Clark Atlanta University in 2010 by Lauren Williams, MPA. She served as President for the year 2010.

The Mission of the national AEL is to:

- confer distinction for high achievement
- Promote Leadership Development
- Enrich the intellectual environment of graduate education
- Encourage high standards of ethical behavior

The Mission of the Alpha Tau Chapter includes the above as well as the promotion of service, academic excellence and camaraderie amongst all graduate students at Clark Atlanta University.

PROFESSIONAL RESOURCES

There are several professional organizations that exist to assist you in honing your academic writing and that provide ample resources to help you understand the wide range of career options available to you upon graduation. It is worth the investment to submit papers for conference presentation, even if institutional funds are not available to support travel; this is part of student and faculty professional development; planning ahead can significantly cut costs. If travel is not possible, many of the major conferences meet in Atlanta often, so take time to become familiar with organizations, deadlines, and get involved in the national community!

National Council of Black Studies (NCBS) <http://www.ncbsonline.org/home>

Association for the Study of African American Life and History (ASALH)
<http://www.asalh.org/annualconvention.html>

National Women's Studies Association (NWSA)
<http://www.nwsa.org/content.asp?pl=15&contentid=15>

Association for the Study of the Worldwide African Diaspora (ASWAD)
<http://www.aswadiaspora.org/conferences.html>

The Association for the Study of Classical African Civilizations (ASCAC)
<http://www.ascacwesternregion.org/Conferences-&-Events.html>

Organization of American Historians (OAH)
http://annualmeeting.oah.org/future_past/

American Historical Association (AHA)
<http://www.historians.org/annual/next.htm>

Southern Historical Association (SHA)
http://sha.uga.edu/meeting/meeting_dates.htm

National Black Graduate Student Association (NBGSA)
<http://nbgsa.org/nbgsc2012/>

International Black Doctoral Network <http://www.blackphdnetwork.com/>

POLICIES, RULES AND GUIDELINES

AWH administrators, faculty, students, and staff must all adhere to CAU guidelines. This is especially important regarding expectation for student academic performance and expectation for faculty professional performance. Consult the most recent versions of undergraduate, graduate, and faculty handbooks; if a question arises outside of those details, inquire with the chair in writing for clarification. Basic expectations exist on all levels: (students) professional behavior, engaged classroom participation, integrity in assignment completion, and high quality coursework; (faculty) professional behavior, clarity of instruction, consistent grading criteria, detailed evaluation returned in a timely manner; and (administration) professional behavior, consistent facilitation of departmental processes, timely response to inquiries and requests. The creation of this AWH Department Handbook is a primary step toward ensuring the chair duties are adequately fulfilled. CAU handbooks offer guidelines like the length of time faculty should return coursework (2 weeks) or return thesis/dissertation reviews (30 days). These guides will help students and faculty better plan for smooth progression of coursework and graduation requirements. Students must plan ahead; turning in requests at the last minute does not obligate faculty or staff to rush work through. Department deadlines are firm, plan ahead.

In the event of any question or dispute, the catalogs and handbooks are the documents that will be consulted to find resolution. This CAU Ungraduated and Graduate catalogs supersede this department supplemental catalog. Basic department expectations include professional, timely and

respectful communication, *use of CAU email* for all correspondence by ALL parties, and high academic performance. Basic expectations also include attendance at required departmental functions such as advising sessions (students) and faculty meetings (advisors). If you are unable to attend a departmental function, please notify the appropriate person in writing. Written communication is expected for all regular job functions and for important issues that arise. For example, faculty who will be absent from class *for any reason* must provide written notification directly to the chair prior to class and every effort must be made to find an appropriate AWH faculty member substitute to ensure student learning continues. Similarly, students are expected to adhere to guidelines of attendance and professional academic behavior when interacting in class and with peers, staff, and professors outside of class.

FUNCTIONS: ACTION REQUESTS, APPEALS, PROBATION

Students should make appointments to meet regularly with advisors, at least once per semester. Email the chair for an appointment or visit during posted office hours. For any action request made to the chair by students or faculty, documentation will be required and an informational form must accompany the request. This will enable the chair to gather all necessary information and to track the progress of the request.

The undergraduate student form for appeal of academic decisions can be found in the appendices. As stated in the Graduate Catalog (p. 43), all graduate grade appeals begin between student and faculty. If a graduate or undergraduate student has a question regarding the grade for a course or assignment, the first step is to meet with the faculty to look at the syllabus and better understand the basis of the grade. For either grade review request (generated by student) or grade change request (generated by faculty), documentation will be required. If the inquiry is not resolved between student and faculty, students may request a grade review by the chair. The chair *will not* initiate a grade change; however, if a dispute arises, both student and faculty will be required to submit a completed form and documentation of grades. Only the faculty of record (not the chair or dean) can change a grade, but the chair can facilitate a review of the grading process to ensure the student is presented with details. The syllabus will be consulted to ascertain if further action is warranted. Regardless of the reason, documentation of the actual grade record will be required to accompany all faculty grade change request forms. Grade review and change requests must be submitted within 30 days of the semester immediately following assignment of the grade.

Written records are essential to any action requests. When advising (faculty) or preparing to meet graduation requirements (students) records such as incomplete "I" grade contracts will be required to ensure smooth progression toward completion. Both students and faculty (department file) should maintain a copy of records. Requests such as course substitutions must be in writing; forms can be requested from the AWH administrator. For more serious issues requiring chair action, including probation and dismissal of student or faculty, the appropriate catalog or handbook will be consulted.

GRADUATION

For graduation requirements, it is imperative to consult the university catalogs, handbooks, and online resources. Without exception, deadlines must be adhered to and all requirements met. Those not meeting requirements by the noted deadlines will not, under any circumstances, be allowed to walk in commencement ceremonies.

Graduation audits take planning and preparation. Consistently arrange appointments with advisor so planning takes place between 1-2 years before anticipated graduation. Written plans should reflect ample time in anticipation of any delays that may occur. To ensure a smooth path to graduation, try to beat the stated deadline for any task by at least 30 days. Then, if something happens, you are able to still move forward. Graduation applications are first completed with your department advisor, then will be reviewed and approved by the department chair. Account for this process in your planning.

We celebrate you! Please help us create and develop a strong AWH Departmental Alumni Network! Help your advisors help you by reading all requirements far in advance and applying early to ensure all paperwork is in order.

Undergraduate Appeals

See Undergraduate Catalog

Graduate Appeals

See Graduate Catalog

Appeal of Academic Decisions

Students have the right to appeal decisions (*e.g., final grade appeals*) regarding their academic performance or an academic requirement. Before initiating an appeal, students should attempt to resolve the issues directly with the Instructor of Record of the course at issue. The student must initiate and document contact with the Instructor of Record not later than thirty (30) calendar days from the beginning of the academic term following that in which the course at issue was completed. The student's documentation should include the date, time, and place at which the contact with the Instructor of Record occurred and a description of the content of discussion. If the issues as discussed with the Instructor of Record cannot be resolved, students electing to appeal an academic decision must adhere to the following process and procedures:

The student must submit a written statement of appeal along with supporting evidence (including the student's documentation regarding the date, time, and place at which the above contact with the Instructor of Record occurred and a description of the content of the content) justifying the grounds for the appeal to the Instructor of Record's department chair. The appeal must be submitted to the department chair not later than thirty (30) calendar days from the beginning of the academic term following that in which the course at issue was completed. Students not in residence should send their appeals by certified mail to the School Dean for disposition according to the following process and procedures:

- The department chair forwards (1) the student's written statement of appeal, (2) supporting documentation, and (3) progress toward resolution of the student's issues to the School Dean and the Instructor of Record.
- The School Dean may choose to appoint a Committee of the Faculty to (1) review the student's written statement of appeal and supporting documentation, (2) secure any additional relevant information from the student, and (3) examine evidence and other information that the Instructor of Record may wish to offer to the Committee. The Chair of the Committee of the Faculty forwards a letter of recommendation

to the School Dean, who sends a letter to the student, the Instructor of Record, the Department Chair, and the Chair of the Committee of the Faculty documenting the School Dean's decision. The School Dean should send a certified letter to students not in residence.

-The student may appeal the decision by the School Dean to the Provost and Vice President for Academic Affairs who may elect to submit the student's appeal to the Academic Council for recommendations. The Provost and Vice President for Academic Affairs will notify the student by certified letter of his/her decision and will forward copies of the letter to the School Dean, the Chair of the Committee of the Faculty, the Department Chair, and the Instructor of Record. The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed.

Appeal of Academic Policies

Undergraduate students may appeal academic policies that adversely affect their academic outcomes by submitting a written request for relief to the Executive Director of the Center for Academic and Student Success (CASS). The student's appeal must state (1) the specific policy and the policy's impact, (2) the desired relief, and (3) the justification for seeking the desired relief. Students not in residence should send appeals by certified mail to the Executive Director of the CASS. The Executive Director of the CASS will forward student appeals and supporting documentation to the UCAC for recommendations concerning disposition.

The Executive Director of the CASS will submit recommendations from both the Executive Director and the UCAC to the Provost and Vice President for Academic Affairs for approval. Within thirty (30) calendar days of the undergraduate student submitting his/her appeal, the Provost and Vice President for Academic Affairs will forward his/her decision to the student in a certified letter with copies to the Executive Director of the CASS and the student's School Dean and Department Chair. Prior to notifying the student, the Provost and Vice President for Academic Affairs may elect to submit the student's appeal to the Academic Council for recommendations. The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed.

Clark Atlanta University Undergraduate and Graduate Catalogs

<http://www.cau.edu/registrar/registrar-catalogs.html>



Atlanta University, Class of 1903

Photo: [Finding a Way Exhibit](#)
Robert W. Woodruff Library

All Handbook artwork is from the Natisse Mitchell Collection on display in the AWH Department suite,
curated by Dr. Daniel Black.

