

California State University, Fullerton

African American Studies Department
Program Performance Review
Self-Study
February 2016

I. *Department/Program Mission, Goals and Environment*

Introduction: Changes in the Department and the Discipline

The Department of African American Studies at California State University, Fullerton is undergoing this Program Performance Review at a moment of profound transformation. Between 2005 and 2013, all tenured faculty members in the department retired. And as this shift in personnel took place, the department was unable to retain any of their newly hired tenure-track faculty. By fall 2012, the department contained no full-time faculty on the tenure track.

Additionally, African American Studies has been forced to contend with a lack of consistent leadership. As Julie Stokes (the last remaining senior African American Studies faculty member) slowly stepped away from her longtime role as Department Chair (serving from 2007-2011) to enter the Faculty Early Retirement Program, the Dean of the College has appointed a series of faculty from other departments, including William Haddad from the Department of History (who filled in when Professor Stokes took a leave of absence in 2011-2012), Alexandro Gradilla (2012-2014 from Chicano Studies) and Erica Ball (2015-present from American Studies) to chair the department for short periods of time.

Meanwhile, over the past two decades, African American Studies has moved towards the study of Black people and communities around the globe. Many African American Studies departments now include courses on the African Diaspora. And African American Studies scholarship increasingly concerns itself with the many ways that class, region, gender and sexuality shape the lives and experiences of people of African descent past and present.

Given these developments, we are treating this self-study as an opportunity to reset the clock on the department's progress. As we assess where the department stands and articulate our goals for the future, we will focus on what African American Studies needs to do to grow as a department, and what the unit needs from the University to widen its influence in the larger campus community.

Current Environment and Mission

Currently composed of one full-time lecturer, three tenure-track faculty (all in their second and third years at CSUF), and two part-time faculty, the members of this department have spent the last two years working tirelessly to begin updating the department's mission and curriculum, to create a viable assessment program, to "rebrand" the department, and reverse the precipitous decline in enrollment that began with the exodus of tenure-track faculty in 2010, 2011 and 2012.

The first order of business has been to create a new mission statement that reflected the core values of the University's strategic plan, recent developments in the discipline of African American Studies, and the specialties of the current tenure-track faculty. The department's new mission statement reflects the current state of African American Studies scholarship and pedagogy. And it is in keeping with the first goal of CSUF's strategic plan: "Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs." The department has long emphasized the connection between intellectual growth and civic engagement, and, like the University's new strategic plan, places diversity at the center of its educational mission. As of 2015-2016, the mission for the Department of African American Studies is as follows:

Approved New African American Studies Mission Statement

The mission of the African American Studies Department is to foster an understanding of and appreciation for the rich traditions of the African diaspora, to advance interdisciplinary knowledge of African American history and culture, and to develop critical awareness of the status of peoples of African descent in our inter-connected global society. Students who take African American Studies courses will learn about the ways that people of African descent have created dynamic cultural forms, forged communities and fought for freedom within and outside the United States. They will gain an understanding of the varied inter- and intra-racial dynamics that affect black communities in the United States and abroad. And they will apply this knowledge to forms of community, cultural, professional or civic engagement.

High-Impact Practices, Co-Curricular Activities and Service

The department offers a growing array of challenging courses designed to promote undergraduate research and scholarly activity. Faculty utilize a range of high-impact practices and sponsor a number of co-curricular activities to enhance the learning experience for our students.

In fact, all of the faculty members (both full-time and part-time) have given presentations across the campus as well as in the wider community. For example, in Fall 2015, Tyler D. Parry presented his research on the history of dogs in North American and Caribbean slavery at the African American Resource Center. Stan Breckenridge gave the Keynote Address, "Harlem Renaissance: Music and Culture," for the Dr. King Jr, Celebration in January 2015, Sponsored by the Office of the President. And Siobhan Brooks presented her research on "Black Women, Mental Health and the Welfare State" at the College of Humanities and Social Sciences Fall 2015 "Conversations on Inequality and Violence" Lecture series. Throughout 2014-2015, Natalie Graham facilitated a series of poetry writing workshops in partnership with the African American Resource Center, Osher Lifelong Learning Institute, and Pollak Library. These are just some of the many presentations that AFAM faculty have given in the past two years.

The African American Studies Department also organized four major events: Natalie Graham spearheaded the department's first symposium "Hip Hop's Rarest Elements" with co-sponsors from Diversity Inclusion and Resource Centers, Office of Research and Development, and faculty from Chicano Studies, Asian American Studies, and English. In collaboration with Pollak Library and English, Natalie Graham also organized a National Poetry Month Celebration that included a student poetry contest and poetry reading and talk with Claudia Rankine, the award-winning author of *Citizen: An American Lyric*. Professor Graham also organized a symposium on Black Fatherhood in conjunction with her "Black Men in America" classes in fall 2015. Erica Ball collaborated with the Department of Criminal Justice to bring University of Colorado Associate Professor of Ethnic Studies Hillary Potter to campus to discuss activism in Ferguson "After the Blood Dries." All of these events were extraordinarily well-attended, and they were excellent examples of cross-departmental and community collaboration.

AFAM faculty have also devoted themselves to forms of service designed to increase the number of black students enrolled at CSUF, to enhance the experiences of black students, and to reduce the achievement gap. Each year, department faculty have participated in the "Welcome Day" for new African American Students. They have presented their favorite lectures during "Fall in Love with Fullerton Day" in an effort to encourage black students to consider attending CSUF. They were essential to the planning and execution of Black History Month in 2013-2014 and 2014-2015. And they have taken the lead role in sustaining and supporting the African American Resource Center (founded by AFAM Professor Julie Stokes) since its inception in 2005. All of these efforts are in keeping with the University's efforts to recruit and retain students of African descent (currently 2% of the CSUF student population) and close the achievement gap for underrepresented students.

In addition, AFAM faculty have served on numerous university and college committees and represented CSUF in the wider community. In 2014 Siobhan Brooks served on the Western Association of Schools and Colleges (WASC) Interim Report as a subcommittee Member. She also served as Search Committee Chair for Director of Diversity Initiatives and Resources Centers, and also the Faculty Awards Committee. During her first year she was on the search committee in African American Studies to hire our third faculty member. Natalie Graham and Stan Breckenridge have served as the advisers for the Afro-Ethnic Student Association.

Tyler Parry has facilitated numerous dialogues for student organizations. He presented research at CSUF's African American Resource Center (AARC) on the History of Canine Units in the United States. He also three discussions on "What it Means to be a Minority for the Alliance for the Preservation of African Consciousness (APAC); Sistertalk; and the Association for Intercultural Awareness (AICA). Parry also facilitated a similar dialogue for the 2015 Social Justice Summit, which engaged CSUF and the broader community. Parry also gave a guest lecture on the legacies of 1865 and 1965 for CSUF's Black History Month in February 2015, as well as a guest lecture on Black Consciousness for APAC's Fall 2014 event "The Black Man's Soul." Parry has most recently chaired three different committees, including the AFAM department's

Curriculum Committee; the Search Committee for Director of the AARC; and the Black History Month Scholarship Committee. He currently sits on the External Grants Committee. Additionally, he served as a faculty mentor for two students in the EPOCHS program, designed to provide guidance for Graduate students from underrepresented backgrounds.

Recently, Parry has effectively distributed his research specialties to the broader community. In October 2015 he discussed the Jim Crow South at a special event put on by the Fullerton Public Library. Subsequently, Fullerton Public Library has invited him back for a special lecture on the racial connotations of Canine Units in the United States. The Social Justice Summit has again requested Parry's expertise, and he will give a lecture on Police Brutality on February 20, 2016. He will also facilitate three lectures at the California African American Museum on topics related to Black Politicians in US History for their Carter G. Woodson African American History Series. Finally, he serves on three MA Thesis Committees, two internal to CSUF, and one for a student at Marshall University

Stan Breckenridge represents CSUF as the point person for Disneyland Resorts Annual Scholarship that is tied to its Celebrate Gospel event in February. Here, a deserving African American student is award a modest scholarship to continue their studies in music and related fields. In addition, Stan functions as a consultant for gospel music. In 2014 he researched and provided all historical material for the Gospel History Walk, which is a walk-through exhibit highlighting the history and rich traditions of gospel music. As an alumnus U.S. Fulbright Scholar Stan was nominated to serve as a U.S. Fulbright Alumni Ambassador—the official representative at conferences and events. This is a two-year appointment where he will give presentations about the Fulbright Scholar program to various institutions within the United States. In addition, he is serving a three-year appointment as one of the committee members that recommends U.S. Fulbright Scholar candidates to Poland and Romania. Stan also represents CSUF as an authority on music composition, particularly African American music. In 2012 he completed the music score for the DVD *Building the Dream: A Documentary*. The Black Chamber of Orange County sponsored the documentary, and was produced by William Byers of Explorer Studios.

The African American Studies faculty also served the profession in a variety of capacities. Natalie Graham serves as a member of the Editorial Board of the Journal of Popular Culture. Tyler Parry currently edits H-Afro-Am, the premier listserv for topics and discussions on African American history that holds thousands of subscribers throughout the world. He also serves as a member of the Editorial Review Board for the *Journal of Colorism Studies*. Stan Breckenridge has served the profession by disseminating knowledge about African American music, and consequently African American culture and American identity on an international as well as national level. As a Fulbright Scholar in Poland from September 2012-August 2014 he gave over 100 lectures/performances throughout the country. These were in addition to his teaching responsibilities at the University of Marie Curie Sklodowska in Lublin and one of the oldest university's (650 years) in Europe, Jagiellonian University in Krakow.

Current Challenges and Priorities for the Future

The African American Studies Department currently faces many challenges, including: a rapidly falling population of Black students at CSUF, a reduced faculty allocation, waning national support for the humanities and social sciences, and campus-wide confusion over the identity and role of African American Studies. Indeed, despite the fact the department changed its name from “Afro-Ethnic Studies” to “African American Studies” in 2012, it has been virtually impossible to get units across the campus to refer to the department by its proper name: “African American Studies.” Additionally, students have reported that advisers in other colleges discourage students from majoring or minoring in African American Studies on the grounds that it will negatively impact a student’s “employability” after graduation.

Despite these obstacles, Professors Breckenridge, Brooks, Graham and Parry have energized the African American Studies Department, designing new courses, offering a range of co-curricular activities, collaborating with other departments and, as members of a small department in the process of rebuilding, engaging in far more service than is usually expected of or appropriate for untenured faculty.

In addition to undertaking all that is usually expected of faculty of color and faculty with expertise on issues of diversity, they also updated the department’s curriculum, submitted new course proposals, redesigned and rewritten the department’s website with entirely new content, designed an assessment process, and connected with faculty across the college. They have done all of this while teaching a 4/4 load.

Because of their extraordinary efforts these past two years, the department is attracting new students once again. Last year the department was at 99% of target, and this year the department is on track to exceed its enrollment target by a significant margin. This trend bodes well for the future health of African American Studies.

But the future of the African American Studies Department will ultimately depend upon how much support the faculty and department receive from the University in the coming years. As the department continues to meet and exceed its enrollment targets, it is imperative that the department’s faculty allocation be increased. Doing so will allow the department to hire more faculty to share the unconscionable and unsustainable service burden the African American Studies faculty have been carrying. The 2015 Draft Report of the CSU Task Force for the Advancement of Ethnic Studies noted that the uncompensated labor required of Ethnic Studies faculty in an effort to recruit, retain and mentor underrepresented students is a serious problem that should be addressed as soon as possible. An increased budget would also enable the department to offer assigned time for these and other forms of service, so that AFAM faculty have a workload more comparable to that of faculty in other departments in the College of Humanities and Social Sciences (including colleagues in Chicano Studies). The CSUF African American Studies Department does not have a good track record for retaining African American faculty. Goal three of the University Strategic Plan, “Recruit and retain a high-quality and

diverse faculty and staff,” recognizes that retaining African American faculty is also university-wide challenge. But making the course load more equitable will be an important first step toward reversing this trend in this department.

Special Sessions and Self-Support Classes

We currently offer two online GE courses (AFAM 356 “African American Music Appreciation” and AFAM 311 “Race and Relationships” during winter and summer sessions. In keeping with current CSU trends, we will continue to develop online GE courses so that we may contribute to efforts to improve retention and graduation rates for students across CSUF.

II. Department/Program Description and Analysis

A. Structure of the Degree Program

The African American Studies Department shares an Ethnic Studies major with the Asian American Studies Program and the Chicano Studies Department. Students who choose to major in African American Studies receive a B.A. in “Ethnic Studies” with an “African American Studies Option.” Since the last PPR in 2008-2009, the Chicano Studies Department, the Asian American Studies Program and the African American Studies Department have taken steps toward creating a shared intellectual experience for Ethnic Studies majors that reflects the shared degree students ultimately receive. A few years ago, it was determined that AFAM/ASAM/CHIC 101, AFAM/ASAM/CHIC 307 and AFAM/ETHN 490 would be required of all ES majors, irrespective of their option.

As of 2015-2016, the new major and minor requirements for the African American Studies are as follows:

Ethnic Studies Major - African American Studies Option (36 units)

Ethnic Studies Core courses (9 units)

AFAM/ASAM/CHIC 101 “Intro to Ethnic Studies” (required)

AFAM/ASAM/CHIC 307 “Research and Writing in Ethnic Studies” (required)

AFAM/ETHN 490 “Ethnic Studies Capstone Seminar”(required)

AFAM Core Courses (6 units)

AFAM 107 “Intro to African American Studies” (required)

Either HIST/AFAM/ASAM/CHIC 190 “Survey of Ethnic Minority History”

or AFAM 280 “Survey of African American History” (newly proposed course currently under review)

AFAM upper division electives (21 units)

21 units of AFAM upper division electives (up to 6 units may be taken outside the department in consultation with adviser)

African American Minor Requirements (21 units)

AFAM Core courses (6 units)

AFAM 107 “Intro to African American Studies” (required)

Either HIST/AFAM/ASAM/CHIC 190 “Survey of Ethnic Minority History”

or AFAM 280 “Survey of African American History” (newly proposed course currently under review)

AFAM electives (15 units)

15 units of AFAM upper or lower division electives (3 units may be taken outside the department in consultation with adviser)

B. Recent Curricular Changes

The African American Studies Department underwent a series of curricular changes in 2014-2015. We redesigned the major and minor requirements after deep reflection about how we might best provide access to a diverse range of challenging high-quality courses for our students. Because we are a small department with only four full-time faculty, offering a range of courses in all time slots is difficult. Our new requirements offer students the option to include up to two well-chosen courses with significant African American Studies content that are taught by faculty in other departments such as philosophy, women and gender studies, history and sociology.

The department also elected to make these changes to address three key structural problems. First, many of the department’s required core and elective courses had not been taught for some time. Proposed decades ago by faculty who had long since retired, these classes reflected African American Studies as it was taught in the 1970s and 1980s. Second, only four of the required five core courses had been offered since 2011, and it had become virtually impossible for students to complete the core requirements for the major. With only 12 units of core courses from which to choose, Ethnic Studies-AFAM Option students and African American Studies minors had been completing the requirements with the liberal use of TDA exception forms. Finally, while AFAM 101, AFAM 307 and AFAM/ETHN 490 were required for completion of the Ethnic Studies BA neither AFAM 307 nor AFAM 490 was actually listed as a *requirement* for students who choose the African American Studies option. Instead, AFAM 307 was categorized as *optional*, and AFAM 490 was *not included at all*. This meant that Ethnic Studies-AFAM Option students could technically graduate without taking the required Ethnic Studies core courses. So in 2014-2015, the department took decisive steps to bring the AFAM option into compliance with the Ethnic Studies major, and to revise the core and elective requirements so that students could complete their requirements in a timely fashion. Since the department curriculum committee is actually a committee of the whole, these changes were undertaken after substantive discussion with all members of the department. Erica Ball served as the chair of the curriculum committee in 2014-2015. Tyler D. Parry is the chair of the curriculum committee in 2015-2016.

In addition to restructuring our requirements, we have taken steps to ensure that we offer a broader range of courses and to ensure that the courses we offer reflect the most recent developments in the discipline. For example, AFAM 308 was changed to from “African American Males in American Social Systems” to “Black Men in America.” Similarly, AFAM 304 “The Black Family” is now “Black Families in America.” We have also collaborated closely with other departments such as History, English and Sociology to revive cross-listed courses like AFAM/ENGL 324 “African American Literature,” and AFAM/SOCI 304 “Black Families in America.” We have worked with the History Department to develop and propose a new cross-listed course including AFAM/HIST 476 “African American History 1607-1876.” We have also worked within the Ethnic Studies major department to develop and propose AFAM/CHIC/ASAM 250 “Introduction to Multi-Ethnic Literatures.”

The department has also taken steps to have African American Studies courses added to the list of approved electives for other majors and minors. AFAM 301 “African American Food Culture,” and AFAM/SOC 304 have been added to the list of electives for the Health Professions major. And AFAM 301 will be included as an elective in the new Food Studies minor program. A newly proposed course AFAM 463 “Black LGBT Experience” will be included as an elective in the Queer Studies Minor once it has been approved. Finally, multiple courses continue toward approval, including AFAM 358 “Soul Music and the Civil Rights Movement;” AFAM 280 “Introduction to African American History;” and AFAM 444 “Global Blackness: An Interdisciplinary Interrogation of the African Diaspora.”

The department has also actively contributed in the University’s Study Away program. In Summer 2015, Dr. Breckenridge served as the resident faculty for the Cal State DC Scholar Program. Meanwhile, Natalie Graham proposed and developed the department’s first Study Away program in New Orleans. This program will support the efforts by the university and college to provide transformative travel programs and opportunities available to a more diverse range of students, particularly those who cannot afford to study abroad.

C and D. Enrollment Trends and Significance of the Program

With no tenure-track faculty present and able to teach, and very few courses offered, enrollments declined steadily between 2011-2012 and 2014. The department also lost a significant share of enrollment in 2012 when Human Services removed AFAM/HUSR 311 “Race and Relationships” (then called Intercultural Socialization) from their list of required courses. But with the arrival of new tenure-track faculty, our enrollments have stabilized and we are now meeting and exceeding our enrollment target. Our current FTES target is 120 and our SFR is 24.0. In fall ’15 we were at 112% of target. We are currently at 115% of target for spring 2016.

African American Studies currently has 15 students who have chosen to major in Ethnic Studies with the African American Studies Option. Of these fifteen majors, six are

actually double majors who have chosen the ES-African American Studies Option as their second major. These numbers reflect the fact that the vast majority of students enter our courses through the General Education program. They usually choose to change their major to Ethnic Studies-AFAM, add ES-AFAM as a second major, or minor in African American Studies after taking multiple AFAM upper division General Education classes. We currently have seven African American Studies minors.

While the number of students who choose the Ethnic Studies: African American Option major is small when compared with other departments in the college, we impact students from across the college through the general education program. Each full-time faculty member teaches between 96-128 students each semester, playing an essential role in ensuring that the experiences of people of African descent are included in CSUF's curriculum. Any substantive change in the University's General Education requirements is likely to have a disproportionately negative impact on this department's ability to continue teaching African American Studies content to a diverse range of students, build our enrollment or recruit majors.

E. Short and Long-Term Curricular Plans for Future

In the next three years, we plan to continue working with other units across campus to further integrate African American Studies into other programs on campus. We have two short-term goals. The first is to take necessary steps to move GE courses into the appropriate GE category. Currently, AFAM 107 "Introduction to African American Studies" is categorized as upper division GE (Category D5 – Explorations in Social Sciences). This means that our introductory course requires a prerequisite and cannot be taken by entering freshmen. We hope that the HSS and University curriculum committees will support our effort to move this introductory course to Category D1 – Introduction to Social Sciences.

Our second short-term goal is to create a list of approved optional outside electives for the major and minor. We will also work to have more African American studies courses included as outside electives or as collateral courses for other majors and minors. Since 2010, most of our double majors and minors have Communications, Public Relations, or Human Services as first majors. So we will focus on strengthening our relationships with these departments. We will also cross-list new courses when appropriate. As a small department, we rely on this type of interdepartmental collaboration. Given the size of our faculty program, it would be impossible to offer a diverse range of courses without collaborating with other departments.

Collaboration will help us to more deeply connect African American Studies to the rest of the campus and increase enrollment. For example, this year, the history department began allowing African American Studies to offer an additional section of HIST/AFAM/ASAM/CHIC 190 each semester. This course consistently fills every semester, and it is a core requirement for our majors and minors. We expect that adding

this additional section will not only help us to increase our enrollment in the short term, but to increase the number of our majors and minors over the next few years.

Moreover, given the fact that departments across the campus are now, in an effort to diversify their departments in accordance with the strategic plan, taking steps to hire faculty to teach courses with African American Studies content, it is imperative that the African American Studies department be supported as we work with these new faculty to develop courses that not only allow them to teach to their strengths, but also further enhance opportunities for African American Studies students. Faculty in History, RTVF, Dance and Comparative Religion have recently expressed interest in creating new cross-listed courses with African American Studies. The desire for this type of interdepartmental collaboration is essential for this department. It will also go a long way toward helping the African American Studies Department serve as the intellectual center for the research and study of African American life and history at CSUF.

Finally, the department must decide whether or not to join a division with one or more of the other Ethnic Studies units, or forge a new plan for an independent African American Studies curriculum. Making such a decision and building upon it would significantly strengthen the department's role on campus. It would also allow the faculty to move toward the creation of an MA program either in African American Studies or Ethnic Studies. This would position the University to capitalize on the growing movement to make Ethnic Studies a requirement in K-12 schools across California by preparing CSUF students to meet an emerging workforce need.

F. Special Sessions and Self-Support Classes

We currently offer two online GE courses (AFAM 356 "African American Music Appreciation" and AFAM 311 "Race and Relationships" during winter and summer sessions. In keeping with current CSU trends, we will continue to develop online GE courses so that we may contribute to efforts to improve retention and graduation rates for students across CSUF.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

A. Creation of an Assessment Program

In 2014-2015, the African American Studies created an assessment plan. We used the mandate that we create an assessment program as an opportunity to create the new learning outcomes for the department and to carefully link the department SLOs to the University Learning Outcomes. Consequently, we have a very carefully considered assessment strategy in place. Working closely with the HSS Assessment Coordinators

(Lisa Tran and Carl Wendt), the department designed its assessment plan in exact accordance with the guidelines established by Su Swarat. With Erica Ball serving as chair of the department’s Curriculum Committee, the faculty created an assessment rubric for each of the department’s new Student Learning Outcomes. Erica Ball entered the SLOs into Compliance Assistant, assessed the data collected from AFAM 107 “Introduction to African American Studies,” and entered the data into Compliance Assist.

The chair of the assessment committee for 2015-2016 is Siobhan Brooks. This spring, she will oversee the assessment of AFAM 307, which was taught by Natalie Graham in fall 2015.

B. New Approved Student Learning Outcomes

Students who major in African American Studies will be expected to:

1. Identify a range of cultural documents and expressive forms (such as folk culture, music, literature, mass media, interviews and oral history), and describe their significance to African American culture. [USLO I] (Assess AFAM 107)
2. Identify and explain the significance of key individuals and events that shaped the culture and history of people of African descent in the U.S. and wider diaspora. (Assess AFAM 280) [USLO-I]
3. Examine the ways that race, gender, class and/or sexuality intersect in the lives of individuals and their communities. [USLO-V] (Assess AFAM 311)
4. Integrate Ethnic Studies methodologies into one’s written work. [USLO II and VI] (Assess ETHN 307)
5. Communicate complex arguments, ideas, and research findings in well-organized written papers. [USLO-III] (Assess AFAM 490)

Implementation of Assessment Data

SLO #	Dimension	Evidence	Course SLO	0	(1) Does not meet Expectations	(2) Meets Expectations (Proficient)	(3) Exceeds Expectations
(1) Identify a range of cultural documents and expressive	Identify and describe the larger significance of cultural documents	A sample essay/assignment from all AFAM majors and minors enrolled in AFAM 107	AFAM 107 Learning Outcome: Identify key texts, theories, concepts and	Fails to identify cultural documents correctly and fails to describe their	Identifies aspects of documents and expressive forms correctly but does not	Correctly identifies cultural documents and expressive forms and adequately explains their	Demonstrates a sophisticated understanding of cultural documents and expressive

forms and describe their significance to African American culture.			perspectives that have shaped African American culture	significance	adequately explain their significance	significance to African American culture	forms and their significance to African American culture
(2) Identify and explain the significance of key individuals and events that shaped the culture and history of people of African descent in the U.S. and wider diaspora.	Demonstrate understanding of African American history	A sample essay/assignment/exam from all AFAM majors/minors enrolled in AFAM 280	AFAM 280 Learning Outcome: students will gain a broader understanding and deeper appreciation for the experiences and contributions of peoples of African descent throughout the history of the United States	Fails to demonstrate any understanding of African American history	Identifies some key issues in African American history but fails to adequately explain their significance	Demonstrates a basic understanding the experiences and contributions of people of African descent in the United States	Demonstrates a sophisticated understanding of the history and larger significance of the experiences of people of African descent in the United States
3 Examine the ways that race, gender, class and/or sexuality intersect in the lives of individuals and their communities.	Examining the ways social categories of difference intersect	A sample essay or research paper from all AFAM majors and minors enrolled in AFAM 311	AFAM 311 Learning Outcome: Understand how race and ethnicity intersect with other social categories of difference	Fails to demonstrate understanding of intersectionality and its role in shaping identity	Demonstrates understanding of various social categories of difference, but fails to adequately explain the ways these social categories intersect within communities or shape individual identities	Demonstrates understanding of social categories of difference and adequately explains and the way(s) intersectionalities can shape identity, interpersonal relationships or community dynamics	Offers a sophisticated examination of the ways that race, gender, class and/or sexuality can shape race/ethnic identity, interpersonal relationships or community dynamics
4 Integrate Ethnic Studies methodologies into one's written work.	Integrate Ethnic Studies methodologies into written work	A sample essay from AFAM majors enrolled in AFAM/ETHN 307	AFAM 307 Learning Outcome 3: Know research methodologies used in Ethnic Studies	Fails to demonstrate any understanding of Ethnic Studies methodologies	Demonstrates some awareness of Ethnic Studies methods but does not adequately employ these concepts in written work	Demonstrates a basic understanding of critical issues in Ethnic Studies and incorporates these concepts into written work	Demonstrates a sophisticated grasp of critical issues in Ethnic Studies and thoughtfully engages these concepts in written work
5 Communicate complex arguments, ideas, and research findings in well-organized written papers.	Communicate clearly, effectively and persuasively in writing	Final Essays from AFAM majors enrolled in AFAM/ETHN 490	AFAM 490 Learning Outcome: Communicate clearly, effectively, and persuasively, both orally and in writing.	Essay fails to communicate ideas in a coherent manner	Essay lacks a thesis, sufficient evidence or coherent organizational framework	Essay contains a clear thesis, utilizes evidence and examples appropriately and is clearly and effectively organized	Essay contains a sophisticated thesis, an elegant organizational framework and offers thoughtful analysis of relevant examples and supporting evidence

In 2014-2015, the department assessed AFAM 107 “Introduction to African American Studies.” We received the following feedback from the Office of Assessment and Educational Effectiveness.

Step 1: Assessable Outcome

	Review Criteria	Simple Feedback	Comments
1.1	Are the outcomes viable?	Yes	SLO 1 seems a bit oddly worded.
1.2	Are the outcomes learner/customer centered?	Yes	
1.3	Are the outcomes specific, clear, and concise?	Yes	
1.4	Are the outcomes measurable?	Yes	

Step 2: Identify Methods & Measures

	Review Criteria	Simple Feedback	Comments
2.1	Are the outcomes assessed with Embedded Measures?	Yes	
2.2	Are the outcomes assessed with Direct Measures?	Yes	
2.3	Are the outcomes assessed with Indirect Measures?	No	
2.4	Do the measures appear to be valid and reliable?	Yes	
2.5	(If provided) Are the strategies to accomplish the outcome appropriate?	Yes	

Step 3: Criteria of Success

	Review Criteria	Simple Feedback	Comments
3.1	Does every method/measure have a predetermined criterion of success?	Yes	
3.2	Are the criteria of success appropriate?	Yes	70% of students "meet or exceed" expectations - is the bar for success set too low?

Step 4 (2014-2015): Data Collection and Analysis

	Review Criteria	Simple Feedback	Comments
4.1	Is there sufficient description of the data collection?	Partially	Only one assessed (SLO 1).
4.2	Is there sufficient description of the data analysis procedures and results?	Partially	
4.3	Are the sample populations and sample sizes appropriate?	No	Only one document assessed for SLO1?
4.4	(If used) Is the rubric calibrated?	N/A	Only one reader for one document?

Step 5 (2014-2015): Improvement Actions

	Review Criteria	Simple Feedback	Comments
--	-----------------	-----------------	----------

5.1	Are there any plans to use assessment results for improvements?	No	
5.2	Are there any actual improvements made based on the assessment results?	N/A	
5.3	Are there any plans to assess the impact of the improvement actions?	N/A	

The Office of Assessment and Educational Effectiveness was pleased with our rubric and approach to assessment, calling it a “sound approach.” They encouraged us to follow the same principles as we assessed our other SLOs. They did, however, express concern about the small sample size of our data and our requirement that 70% of students “meet or exceed” expectations. But since generating a larger pool of data to assess would mean creating a very different, more holistic assessment program – one not in keeping with the guidelines (which favor larger programs) established by the Office of Assessment and Educational Effectiveness – we will continue to follow this assessment program until required to do otherwise.

Since last year was the first year of the department’s assessment program, and because our sample of students is still very small, we have not yet used the data to make changes in our pedagogy or course content. Once we have gathered sufficient data we will discuss any steps we might take to ensure that we are meeting our benchmarks.

C. Additional Indicators of Student Success

Due to the faculty’s commitment to undergraduate research, a significant percentage of AFAM students have achieved academic success. Two of our majors, Jade Love and Moriayo Oduguwa, presented on a panel discussing gender and representation at the Popular Culture and American Culture Association national conference in New Orleans. They were accompanied by Natalie Graham who taught an “Intro to Hip Hop” course that was the impetus for the students’ research. Gwen Alexis, lecturer in African American studies, also worked with the students.

One Major, Clayton Finn, received the 2015 Martin Luther King Scholarship given by the Christ Our Redeemer AME Church in Orange County, CA. Finn also presented his research at the Southern California Conference for Undergraduate Research in 2015, while remaining active in public forums of scholarship in African American studies. Recently, he contributed a Blog Post about recent controversies on college campuses to the H-Afro-Am online network, a forum designed for discussions on issues pertinent to the black experience in the United States and wider diaspora. Clay’s post appeared next to those of many distinguished scholars, and he is currently the only undergraduate invited to contribute a Blog Post to this network. Clay coauthored an article with AFAM Faculty member Tyler D. Parry entitled " The N-word: Interracial Evolution and Transnational Connotations," currently under review at the journal *American Quarterly*. In spring 2015 Clay completed an independent study with Professor Siobhan Brooks

exploring the concept of social death and race. He wrote a paper entitled “Social Death and Dehumanization in Modern Anti-Black Sentiment: From Slavery to Ferguson,” which he presented fall 2015 at the Southern California Conference for Undergraduate Research. He also submitted an article by the same name to the *Critical Ethnic Studies Journal*.

Assessment of Online Courses

We include online sections of AFAM 311 in our assessment program. Student assignments from AFAM 311 will be collected along with student work from in-person sections of AFAM 311 and assessed in accordingly.

IV. Faculty

A. Current Faculty

In 2013-2014 the AFAM FTEF allocation was 6.00 and the FTES target was 152. In 2014-2015 the AFAM FTEF allocation was decreased to 4.70 and the FTES target was 104. In 2015-2016 the AFAM FTEF allocation was increased slightly to 5.00 while the FTES target was increased to 120 with an SFR of 24.

In Fall 2015, the Department of African American Studies had an actual FTEF of 4.5. Three of these full-time faculty are assistant professors. They are Siobhan Brooks, Natalie Graham and Tyler Parry. Stan Breckenridge is the department’s full time lecturer. Julie Stokes is in her third year of the Faculty Early Retirement Program. The full-time faculty are a model of teaching and scholarly excellence. In the past three years, our highly-qualified faculty have given multiple scholarly presentations at national, international and regional professional conferences, given scores of musical performances, poetry readings and public lectures and published several peer-reviewed articles, essays, and textbooks. Their remarkable record of contributions to the profession has translated to increased undergraduate student research and creative activity for African American Studies students.

Siobhan Brooks has published three peer-reviewed articles. The first article “Beyond Marriage and the Military: Race, Gender, and Radical Sexual Politics in the Age of Neoliberalism,” was published in the online journal, *Scholars and Feminist Online* from Barnard University. This article explored the relationship between neoliberalism and gay marriage debates. The second article, “From the Padded Room to the Iron Cage: Race, Motherhood, Surveillance, and Mental Illness in Public Housing” is forthcoming in the *Journal of Women, Gender, and Families of Color*, published by University of Illinois Press. She argued that using autoethnography methods that for poor Black women who were institutionalized during the 1950s, that many were re institutionalized in the welfare

system. The third article “Staying in the Hood: Black Lesbian and Transgender Women, Homophobia, and Identity Management in Philadelphia” is published in *The Journal of Homosexuality*. She examines the ways Black urban lesbians manage their sexual identity in heterosexual environments. She has also received two awards in 2014 for teaching and research: the Faculty Development Center Teaching Award and the Junior Intramural Research Award. She has developed new and reinvigorated old courses such as “Black Families in America,” “Race and Relationships,” “Black Women in America” and “The Black LGBT Experience” for the AFAM curriculum.

Natalie Graham has had peer-reviewed creative and critical work accepted for publication. Graham’s poem “Naked, in a Stormy Passage” will be published in February 2016, *Southern Humanities Review* Vol 49.3. Her article “Cracks in the Concrete: Policing Lil Wayne’s Masculinity and the Feminizing Metaphor” is forthcoming from the *Journal of Popular Culture*. She is currently submitting her current poetry manuscript to first book prizes for publication. This manuscript, *Begin with a Failed Body* engages the fluidity of purported boundaries, grief, and the fragility of black life through the revision of history and memory in persona poems. Nine poems from this manuscript have already been accepted for publication in peer-reviewed journals.

In October, 2015 Graham was a featured author and reader on *All Fines Forgiven*, a literary-themed variety show hosted by Emmy-nominated filmmaker and author, Arthur Bradford. She also was a reader for and helped to organize Los Angeles’ #BlackPoetsSpeakOut event, February 2015 in collaboration with #BlackLivesMatter organizers and Cave Canem poetry fellows. This event was part of nationwide protest poetry reading series and talks coordinated in response to the continued oppressive violence against black people in the U.S. Professor Graham teaches numerous courses including “African American Music Appreciation,” “African American Literature,” “African American Food Culture,” “Black Men in America,” “Hip Hop Culture” and “Research and Writing in Ethnic Studies.”

Since arriving at CSUF, Tyler Parry has obtained internal funding from CSUF that allowed for international research in the UK and a competitive grant from the Huntington Library for his research on slave marriage in the Caribbean. In his first year he published an article entitled “Married in Slavery Time: Jumping the Broom in Atlantic Perspective,” in the May 2015 issue of *The Journal of Southern History*, a competitive peer-reviewed journal for works on the South, slavery, and African American history. He also has a forthcoming chapter in the edited work *Reconsidering Roots: The Phenomenon that Changed the Way we Understood American Slavery*, entitled “The Politics of Plagiarism: *Roots*, Alex Haley, and Margaret Walker,” to be published by the University of Georgia Press in 2017. He continues to present his research at national and international conferences, and he is currently revising his manuscript *Bound in Bondage: Slave Matrimony in the African Diaspora*, which has gauged interest from many University Presses, including Georgia, Pennsylvania, and Cambridge. He teaches “Introduction to African American Studies” “Survey of African American History” and “History of Racism for the department, and he is in the process of developing new courses on the history of the African Diaspora.

Dr. Breckenridge became a United States Distinguished Chair Fulbright Scholar to Poland in 2012-2013 with an extension in 2013-2014. His Fulbright entailed teaching about American Identity through American music, more specifically African American music, at the University of Marie Curie Sklodowska in Lublin and Jagiellonian University in Krakow. Stan Breckenridge has two recently published textbooks by Kendall Hunt Publishing Company. *African American Music for Everyone: Including Theater, Film, and Dance* (2014, 3rd edition), and *Music Taste or Waste: Critical Listening Skills for Students, Teachers, and Parents* (2015, 2nd edition). A contract was signed with the Kendall Hunt Publishing Company to complete a third edition of his *Popular Music in America: Forging the American Spirit*. Twice he was honored and awarded a certificate as a CSUF Faculty Author. In 2013, 2014, and 2015 Stan Breckenridge recorded three albums, *All About Jazz*, *Out of Love for Jazz*, and *Inspirations*, respectively, which are all available on most music listening services (including iTunes, Rhapsody, Spotify). Dr. Breckenridge teaches courses on African American music and performance, including “African American Music Appreciation,” “Blacks in the Performing Arts” and “Pan African Movement and Dance.”

Priorities for Future Faculty Hires

In the future, we hope to hire a specialist in one of the following areas: visual culture studies, carceral studies, environmental racism, or black entrepreneurship. We will be especially interested in candidates who will support our development of community-embedded service learning, high impact research projects, and provide students more varied opportunities for undergraduate research. Unfortunately, we will not be able to hire any additional faculty until the college restores our faculty allocation to 6.0. At the present moment, African American Studies only has four offices. So we will also need designated office space for any newly hired faculty.

Having more tenure-track faculty in African American Studies will support the University’s Strategic Plan by contributing to student advisement, thus improving retention and graduation rates. It will also allow us to expand our curriculum by incorporating important new emerging fields in African American Studies. The new hire would also help the in the University’s efforts to diversify the faculty.

Part-Time Faculty

Since the last PPR, the African American Studies department has relied on the contributions of part-time faculty including J. Michael O’Neal, Edward Robinson, Ernest Bridges, Gwendolyn Alexis and Charlene Riggins. The department currently contains two part-time lecturers – Gwendolyn Alexis and Charlene Riggins. Part-time faculty are teaching approximately 21% of African American Studies classes in 2015-2016. In fall 2015 AFAM offered 24 classes, seven of which were taught by part-time faculty (two of these sections were staffed by PT faculty from the Department of Psychology). In spring 2016 African American Studies offered 19 classes, four of which were taught by part-

time faculty. Part-time faculty are also active participants in programming at the African American Resource Center. Most notably, Gwendolyn Alexis has served as the *de facto* faculty liaison to the AARC for the past three years.

Instructor Participation in Special-Session and Self-Support Programs

All four of our full-time faculty teach summer session and intersession courses.

V. Student Support and Advising

A. Advising

The department is in the process of developing a new advising system. At present, all faculty take an active role in advising students who are curious about African American studies courses or are considering pursuing a major or minor in the African American Studies program. Faculty then direct students to meet with the chair, who acts as the “official” advisor, signing all required documents, consulting with students on their progress, submitting TDA exception forms and processing graduation checks. As enrollments continue to grow (and the faculty gain tenure) one faculty member will become the official adviser. In exchange for assigned time, this faculty member will oversee all of the department’s student advising.

B. Undergraduate Research and Internships

The African American Studies faculty are mentoring undergraduate students and helping them engage in research without compensation or release time. Currently, the department is working to create a new student department student organization designed to facilitate student undergraduate research and creative activities. The new organization, called the Scholars Student Association of African American Studies, is in the process of petitioning for University approval. Siobhan Brooks is serving as the faculty adviser.

All full-time faculty members in the department have participated directly in at least two collaborative research and creative projects with students. The research projects have led to multiple peer-reviewed journal article submissions and several research presentations at national conferences. Also, Natalie Graham served as a judge for the 2015 CSUF Student Research Competition and will continue to work with the Faculty Fellows for Student Creative Activities and Research to learn best practices for engaging students in provocative and engaging research.

Also, our Hip Hop Symposium in 2015 gave all CSUF students the opportunity to submit creative work to industry professionals. Three finalists were chosen for a recording

session and video shoot, two of them were offered recording contracts with the record label. We are currently redeveloping our student organization to focus on supporting the research and creative activities of our students. This organization will plan an on campus conference to provide students an opportunity for collaboration with peers and faculty.

The department hopes to implement an internship program or service-learning program for its majors and minors. But it is unable to do so until faculty can be compensated with release time to develop and oversee such a program. The department is already in the process of developing partnerships with the local community that will lead to internships at the Orange County Black Chamber of Commerce, the GREEN Foundation, and the Orange County LEAP program. Natalie Graham is currently working to develop an internship with the label to sustain the partnership established during the 2015 Hip Hop symposium. As soon as the faculty can be compensated for overseeing these programs, the department will take advantage of these opportunities and incorporate them into our curriculum.

As a previous resident faculty member for the Cal State DC Scholars Program, Dr. Breckenridge continues to encourage students to participate in this life-changing internship in our nation's capital. Moreover, he has established relationships with notable D.C. institutions such as the U.S. Fulbright Office, as well as individuals in the Department of Foreign Affairs in an effort to connect students to desired internships. Dr. Breckenridge also continues to work with Disney Resorts to establish connections with our students. An example includes the yearly event Disney "Celebrates Gospel", which celebrates its 7th anniversary on February 13, 2016. Dr. Breckenridge functions as a consultant on the history of black gospel music in America. In 2014 he provided all materials for Disney's Gospel History Walk, a walk-through exhibit highlighting the history and rich traditions of gospel music in America. Eventually, the hope is to establish an internship whereby AFAM students can greatly participate in this yearly magical event.

VI. Resources and Facilities

A. Itemized State Support and Non-State Support Resources Since 2010

We requested this information, but the Dean's Office did not supply it.

B. Classrooms and Space

The African American Studies department does not have access to any large classrooms (holding over 40 students). Without access to large classrooms, the department has no opportunity to increase enrollment. If the department cannot increase enrollment, the department cannot grow and expand opportunities for student enrichment.

C. Library Resources

The resources in Pollak Library are inadequate for undergraduate (or graduate) research in African American Studies. Students in African American Studies courses need access to databases such as the African American Newspapers database in Accessible Archives; the Black Newspapers database from Proquest Historical Newspapers; and the digitized collection "Chronicling America" available through the Library of Congress. These are essential teaching and research tools held by other university libraries across the country. Lack of access to these sources makes substantive undergraduate research very difficult for our students.

VII. Long-Term Plans

Summary, Goals and Strategies

First, faculty must decide on African American Studies department becoming independent, or functioning as a division with Ethnic Studies and take steps to move in that direction. Once they have made this decision, the department will continue revising and updating the curriculum, taking care to create the appropriate 400 level courses that will enable majors and minors to engage in more substantive undergraduate research. The department will continue to offer high-impact curricular experiences in accordance with the strategic plan. Building on ties with local organizations, the department will institute an internship and service-learning experience for students. Keeping in mind the LA Unified School District's new Ethnic Studies requirement, the African American Studies will work with other departments in the college to develop a graduate certificate or MA program in African American or Ethnic Studies.

The department will continue to value research and creative activity on the history and culture of people of African descent. Doing so will ensure that the department's tenure-track faculty will achieve tenure and promotion. Toward these ends, the department plans to establish an African American Studies faculty research colloquium to connect AFAM faculty with specialists in African American Studies across campus. We expect that this colloquium will be a significant factor in the University's effort to recruit and retain a diverse and highly qualified faculty. We also believe that we will be able to further enhance student success by modeling African American Studies research practices for our students, and incorporating our research into the classroom.

The faculty will continue to serve the profession, their department, the college and the University in a variety of capacities. The department will also increase the number of sustained partnerships on and off campus.

Evidence Used to Measure the Unit's Results in Achieving Long Term Plans

We will measure our success according to the following criteria:

- Tenure-track faculty achieve tenure and promotion
- Increased enrollment in AFAM courses
- An increase in the number of ES-AFAM option majors and AFAM minors
- Increased student participation in undergraduate research and creative activity
- The creation of an interdepartmental African American Studies colloquium

Long-Term Budget Plan in Association with Goals and Strategies and their Effectiveness Indicators.

The department will only be able to implement its vision for making the African American Studies Department a hub for CSUF students and scholars when it receives substantive support from the University. Until the department is allocated a budget that will allow us to hire an additional tenure-track faculty member, we will have difficulty reaching more students and expanding our role in the University. But because funding is enrollment driven, our allocation will not increase until enrollments grow. University support for an African American Studies colloquium would go a long way toward making the department the intellectual center for the study of African American culture and history, and to foster an environment conducive to retaining a high-quality and diverse faculty and staff.

Appendices

APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

For each undergraduate degree program, a table will be provided with the number of student applications, number of students admitted, percent admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students enrolled is the number of students enrolled divided by the number of students admitted or the yield rate.

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2010-2011	11	2	18%	0	0%
2011-2012	5	1	20%	0	0%
2012-2013	9	3	33%	1	33%
2013-2014	12	2	17%	0	0%
2014-2015	10	1	10%	0	0%

TABLE 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2010-2011	5	2	40%	1	20%
2011-2012	7	2	29%	0	0
2012-2013	9	6	67%	3	20%
2013-2014	14	1	7%	1	100%
2014-2015	8	1	13%	1	100%

TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past five years, including lower and upper division enrollment.

TABLE 2-A. Undergraduate Program Enrollment in FTES

Academic Year	Enrollment in FTES		
	Lower Division	Upper Division	Total
2010-2011	28.9	119.7	148.6
2011-2012	29	122.1	151.1
2012-2013	39	116.4	155.4
2013-2014	30.4	83.7	114.1
2014-2015	25.6	81.4	107.0

TABLE 2-B. Undergraduate Program Enrollment (Headcount)

Academic Year	Majors				
	Lower Division	Upper Division	Post Bacc (2 nd bacc)	Total	FTES per headcount
2010-2011	2.2	12.1		14.3	148.60
2011-2012	1.4	13.5		14.9	151.10
2012-2013	0.9	10.6		11.5	155.40
2013-2014	0.4	7.2		7.6	114.10
2014-2015					

TABLES 3. Graduation Rates for Majors

For each undergraduate degree program, tables will be provided showing the graduation rates for majors. Table 3-A will summarize the freshman graduation rates. Table 3-B will summarize the graduation rates for transfer students.

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

Entered In	Headcount	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2010									
Fall 2011									
Fall 2012	1	0%	0%	0%	0%	0%	0%	0%	0%
Fall 2013									
Fall 2014									

TABLE 3-B. Transfer Student Graduation Rates for Majors

Entered In	Headcount	% Graduated in 3 years		% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2010	2	0%	100%	0%	100%	0%	100%	0%	100%
Fall 2011	1	0%	0%	0%	0%	0%	0%	0%	0%
Fall 2012	3	33%	0%	33%	0%	33%	0%	0%	0%
Fall 2013	1	0%	0%	0%	0%	0%	0%	0%	0%
Fall 2014	1	0%	0%	0%	0%	0%	0%	0%	0%

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number degrees awarded for the five most recent academic years for which data are available.

TABLE 4. Degrees Awarded

Academic Year	Degrees Awarded
2010-2011	4
2011-2012	9
2012-2013	6
2013-2014	3
2014-2015	7
Total	29

APPENDIX II. GRADUATE DEGREE PROGRAMS

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

For each graduate degree program, a table will be provided showing the number of student applications, number of students admitted, the percentage of students admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students admitted is equal to the number of students admitted divided by the number of students who applied. Percentage of students enrolled is equal to the number of students enrolled divided by the number of students admitted.

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2010-2011					
2011-2012					
2012-2013					
2013-2014					
2014-2015					

TABLE 6. Graduate Program Enrollment in FTES

For each graduate degree program, tables will be provided showing student enrollment for the past five years.

TABLE 6-A. Graduate Program Enrollment in FTES

Academic Year	Enrollment in FTES
2010-2011	
2011-2012	
2012-2013	
2013-2014	
2014-2015	

Table 6-B. Graduate Program Enrollment in Headcount

Academic Year	Headcount majors				FTES per headcount
	Master’s	Doctoral	Credential	Total	
2010-2011					
2011-2012					
2012-2013					
2013-2014					
2014-2015					

TABLE 7. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduate rate for master's-seeking students.

TABLE 7. Graduation Rates for Master's-Seeking Students

All Master's Enrolled in:	Headcount	% Graduated within 3 years	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years plus 7 year persistence
Fall 2010					
Fall 2011					
Fall 2012					
Fall 2013					
Fall 2014					

TABLE 8. Master's Degrees Awarded

For each graduate degree program, a table will be provided with the number of master's degrees awarded.

TABLE 8. Master's Degrees Awarded

Academic Year	Degrees Awarded
2010-2011	
2011-2012	
2012-2013	
2013-2014	
2014-2015	

APPENDIX III. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

For the five most recent academic years, a table will be provided with the Number of Tenured Faculty, Number of Faculty on Tenure Track, Number of Faculty on Sabbatical, Number of Faculty in FERP, Number of Lecturers, Full-Time Faculty Equivalent (FTEF) Allocation, Full-Time Student Equivalent (FTES) Target, and the Actual FTES.

Note that Data on FTES Target and Actual FTES will be provided by the Office of Institutional Research and Analytical Studies.

Table 9. Faculty Composition

YEAR	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF Allocation	FTES Target	Actual FTES
2010-2011	1	3			7	5.25	148	148.7
2011-2012	1	2			8	6.0	141	151.1
2012-2013	1	1	1		9	6.1	150	155.5
2013-2014	0	2		1	9	6.0	152	114.2
2014-2015	0	3		1	5	4.70	108	107.1

APPENDIX IV. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

We were unable to obtain this information.

APPENDIX V. LONG-TERM PLANNING

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g. graduation rates, and faculty composition, FTES enrollment), how do they inform and influence the long-term goals of the department or degree program?

APPENDIX VI. FACULTY CURRICULUM VITAE

SIOBHAN KING BROOKS

skingbrooks@fullerton.edu

Education

2008 Ph.D. Sociology, New School University
2001 M.A. Sociology, New School University
1996 B.A. Women's Studies, San Francisco State University

Employment

2013-present Assistant Professor of African American Studies, Cal State Fullerton
2010-2013 Visiting Assistant Professor of Women's Studies, Temple University
2008-2010 Post-doc Fellow in Gender Studies, Lawrence University
2007-2008 Lecturer Women's Studies and Law and Society, University of California, Santa Barbara
2005 Adjunct Instructor of Women Studies, Brooklyn College
2005 Eugene Lang Teaching Fellow, Eugene Lang College
2003-2006 Adjunct Instructor of Sociology and Women Studies, Lehman College
2002-2003 Adjunct Instructor of Sociology, Kingsborough Community College

Areas of Interest

Critical Race Feminism, Sexuality, Cultural Sociology, Race and Gender Stratification, Urban Sociology, Symbolic Racism, Ethnographic Research Methods, Socio-Autobiography.

Honors, Fellowships, and Awards at Cal State Fullerton

2014-2015 Junior Intramural Research Award (\$2,500)
2014 Faculty Development Center Teaching Award

Honors, Fellowships and Awards Prior to Cal State Fullerton

2008 SUNY Press Dissertation/First Book Prize in Queer Studies
2008-2009 Lawrence University Postdoctoral Fellowship
2006-2007 UC Santa Barbara Teaching Dissertation Fellowship Award
2005 Eugene Lang Teaching Fellowship
2002-2004 Stanley Diamond Fellowship; New School for Social Research
2002 Third Wave Foundation Scholarship

2001-2002 University Scholarship; New School for Social Research
1999-2000 New School Graduate Faculty Scholarship; New School for Social Research

Courses Taught at Cal State Fullerton

2015 Introduction to African American Studies (AFAM 107), two sections
2015 Race and Relationships (AFAM 311), two sections (online, in person)
2015 Race and Relationships (AFAM 311), Summer online
2015 Black Women in America Fall (two sections)
2015 Race and Relationships (online)
2014 Race and Relationships (Prior was Intra-Cultural Socialization Patterns), Fall (two sections)
2013 Intra-Cultural Socialization Patterns (AFAM 311), Summer online
2013 Introduction to African American Studies, Cal State Fullerton, Fall (two sections)
2014 Intra-Cultural Socialization Patterns (AFAM 311), Spring
2014 Intra-Cultural Socialization Patterns (AFAM 311), Spring (two online sections)
2014 Intra-Cultural Socialization Patterns (AFAM 311), Summer (online section)

Courses Taught Prior to Cal State Fullerton

2010 Living for Change: Women Writing Autobiography. Temple University
2011 Feminist Research Methods. Temple University.
2010 Introduction to Gender Studies (co-taught with Judith Sarnecki) Lawrence University.
2009 Introduction to Feminist Theory and Practice, Lawrence University. Spring
2009 Introduction to Gender Studies, (co-taught with Helen Boyd) Lawrence University.
2008 Women, Culture, and Society, UC Santa Barbara. Spring
2008 Global Policing of Sex and Drugs, UC Santa Barbara. Spring
2008 Interpreting Socio-Legal Research, UC Santa Barbara. Winter
2008 American Law and Society, UC Santa Barbara. Winter

Courses Designed at Cal State Fullerton

LGBT Black Experience
Race and Relationships
Black Women in America
Black Families in America

Courses Taught and Designed Online and in Person Prior to Cal State Fullerton

2012 Critical Race Feminism. Temple University. Spring
2008 Desire and the Reproduction of Race, Lawrence University. Fall
2007 Introduction to Queer Studies, UC Santa Barbara. Fall

- 2007 Criminal Justice and Society, UC Santa Barbara. Fall
- 2007 Desire and the Reproduction of Race, UC Santa Barbara, Santa Barbara. Winter
- 2006 Sex, Power, and Money, Brooklyn College, Brooklyn, New York. Spring
- 2005 Women in the City, Brooklyn College, Brooklyn, New York. Fall
- 2005 Women in Society, Lehman College, Bronx, New York. Spring
- 2004 Social Inequalities, Lehman College, Bronx, New York. Spring
- 2004 Women in Society, Lehman College, Bronx, New York. Spring (two sessions)
- 2003 Women in Society, Lehman College, Bronx, New York. Fall
- 2003 Social Inequalities, Lehman College, Bronx, New York. Fall (two sessions)
- 2003 Women in Society, Lehman College, Bronx, New York. Spring
- 2003 Social Inequalities, Lehman College, Bronx, New York. Spring (two sessions)
- 2003 Introduction to Sociology, Kingsborough Community College, Brooklyn, New York.
- 2003 Introduction to Sociology, Kingsborough Community College, Brooklyn, New York.
- 2002 Introduction to Sociology, Kingsborough Community College, Brooklyn, New York.

Peer Reviewed Journal Articles at Cal State Fullerton

Brooks, Siobhan. "Beyond Marriage and the Military: Race, Gender, and Radical Sexual Politics in the Age of Neoliberalism." *Scholars and Feminist Journal Online* Issue 11.1-11.2. Barnard Center for Research on Women. Barnard College: New York, 2013.

Brooks Siobhan. "From the Padded Room to the Iron Cage: Race, Motherhood, Surveillance, and Mental Illness in Public Housing." *Journal of Women, Gender, and Families of Color*. University of Illinois Press. In Press, Expected publication date Spring 2017.

Brooks, Siobhan. "Staying in the Hood: Black Lesbian and Transgender Women, Homophobia, and Identity Management in Philadelphia" forthcoming in *Journal of Homosexuality* Taylor and Francis. In Press, Expected publication date Spring/Summer 2016.

Peer Reviewed Journal Articles Under Review at Cal State Fullerton

Brooks, Siobhan. "Black on Black Love: Black Lesbian/Bisexual Women and the Meaning of Marriage." Submitted to *The Black Scholar*.

Articles in Progress at Cal State Fullerton

"Sometimes Rhythm, Sometimes Blues: Black Women and Same Sex Mentoring Relationships in Academia."

Non-Peer Reviewed Journal Articles at Cal State Fullerton

Brooks, Siobhan. "How Race Based Scholars can Respond to Their Haters." *Chronicle of Higher Education*. 2014.

Non Peer Reviewed Journal Articles Prior to Cal State Fullerton

Brooks, Siobhan and Tom Conroy, 2011. Introduction to Special Issue on Globalization and Hip-Hop for the *American Behavioral Scientist*, SAGE Publication Thousand Oaks, CA.

Brooks, Siobhan, 2010. "Hypersexualization and the Black Body: Race and Inequality among Black and Latina Women in the Exotic Dance Industry." *Sexuality Research and Social Policy*.

Brooks, Siobhan, 2009. "Sex in the City: A Sociological Sexual History of San Francisco." *ASA Footnotes*, Vol. 67, No. 2.

Brooks, Siobhan, 1999. "Sex Work and Feminism: Building Alliances through a Dialogue between Siobhan Brooks and Professor Angela Y. Davis," *Hastings Women's Law Journal*, Volume. 10, No. 1, pp. 181-187.

Peer Reviewed Books and Edited Work Prior to Cal State Fullerton

Brooks, Siobhan and Tom Conroy, 2011. Special issue on Globalization and Hip-Hop for the *American Behavioral Scientist*, SAGE Publication Thousand Oaks, CA.

Brooks, Siobhan, 2010. *Unequal Desires: Race, and Erotic Capital in the Stripping Industry*. Albany: State University of New York Press.

Non Peer Review Book Chapters Prior to Cal State Fullerton

Brooks, Siobhan, Melissa Hope Ditmore, and Juline A. Koken, 2006. "Race and Ethnicity in Sex Work." *Historical Encyclopedia on Prostitution Volume 2*, pp. 376-382. Edited by Melissa Hope Ditmore. Greenwood Publishing Group, Westport, CT.

Brooks, Siobhan. "The Prison We Called Home: Reflections on Growing up in a Housing Project." *Without a Net: The Female Experience of Growing Up Working-Class*, pp. 33-40. Edited by Michelle Tea. Seattle: Seal Press. 2004.

Brooks, Siobhan. "Confessions of a Ghetto Princess." *Dangerous Families: Queer Writing on Surviving*, pp. 179-190. Edited by Matt Bernstein. New York: Halworth Press. 2003

Brooks, Siobhan. "Black Feminism in Everyday Life: Race, Poverty, and Motherhood." *Colonize This! Young Women of Color on Today's Feminism*, pp. 99-118. Edited by Daisy Hernández and Bushra Rehman. Seattle: Seal Press, 2002. Reprinted in *SIECUS Report*. Vol. 33, No. 2 Thomson Gale Publishers. 2005

Brooks, Siobhan. Exotic Dancing and Unionizing: Challenges of Feminist and Antiracist Organizing at the Lusty Lady Theater." *Feminism and Anti-Racism:*

- International Struggles for Justice, pp. 59-70. France Winddance Twine and Kathleen Blee, (Eds). New York: New York University Press. 2001
- Brooks, Siobhan. "Dancing in the Shadows: an Interview." Revolutionary Voices: Queer Youth Anthology, pp. 170-176 Edited by Amy Sonnie, New York: Alyson Press. 2002
- Brooks, Siobhan. "Dancing Toward Freedom." Whores and Other Feminists, pp. 252-255. Edited by Jill Nagle, New York: Routledge, 2002

Book Reviews Prior to Cal State Fullerton

- Neon Wasteland: On Love, Motherhood, and Sex Work I A Rust Belt Town.* By Susan Dewey. Gender and Society. 2012
- Naked Lives: Inside the World of Exotic Dancers*, by Mindy Bradley-Engen. Contemporary Sociology: A Journal of Reviews. Vol. 39, No. 3, 2010.
- African Intimacies: Race, Homosexuality and Globalization*, by Neville Hoad, Ethnic and Racial Studies Journal. Vol. 31, No. 4, 2008.
- Blue Chip Black: Race, Class, and Status in the New Black Middle Class*, by Karyn R. Lacy, Colorlines Magazine, 2007.

Journal and Book Manuscript Reviews at Cal State Fullerton

- 2014 Reviewed manuscript entitled, "Personal Preference as the New Racism: Gay Desire and Racial Cleansing in Cyberspace" for Sociology of Race and Ethnicity.
- 2013 Reviewer for book Introducing Women's Studies Routledge, New York.

Journal Manuscript Reviews and Journal Editing Prior to Cal State Fullerton

- 2013 Reviewer for book Introducing Women's Studies Routledge, New York.
- 2011 Reader of *Sex, Gender, and Sexuality: The New Basics*, Oxford University Press.
- 2008 Reader of book proposal on Intersectionality for Palgrave Macmillan Publisher.
- 2007 Reviewer for American Journal of Sociology, University of Chicago.
- 2006 Reviewer for Meridian Journal, Smith College.
- 1999-2000 Assistant Book Review Editor for International Labor Working-Class History Journal published by Cambridge University, New School University, New York.

Conferences, Presentations, and Guest Lectures at Cal State Fullerton

- 2015 Presenter, HSS Lecture Series Interdisciplinary Conversations on Inequality and Violence. Fall 2015. Cal State Fullerton.
- 2015 Moderator, "Race, Identity, Hip-Hop." Hip-Hop Symposium. Cal State Fullerton.
- 2015 Moderator, "Sexuality and Identity." Sistertalk, Cal State Fullerton.

- 2014 Presenter, "Black Lesbians and Identity." American Sociological Association. San Francisco, CA.
- 2013 Presenter, "Unleashing the Black Erotic Conference". The College of Charleston's Avery Research Center and African American Studies Program. Charleston, SC. September.

Conferences, Presentations, and Guest Lectures Prior to Cal State Fullerton

- 2012 Presenter, American Sociological Association, Denver, CO.
- 2012 Presenter, Association of Black Women in Higher Education, Drexel University.
- 2012 Presenter, work in progress, Women and Society, Columbia University.
- 2011 Presenter, ethnography workshop, Sociology Department of University of Pennsylvania
- 2011 Panelist, The American Studies Association, panel on *Unequal Desires*. October.
- 2008 Presenter, The University of Illinois at Chicago, Race, Sex, Power Conference. April.
- 2007 Presenter, UC Santa Barbara, Intimate Economies Conference, October.
- 2007 Presenter of Dissertation, "Desire and the Reproduction of Race: Erotic Capital, Race and Industry." UC Santa Barbara, Women's Center.
- 2006 Invited Speaker. Swarthmore College Sager Symposium, "All in the Family: Black Respectability, Black Nationalism, and Queer Black Movements," March.
- 2005 Panel Moderator, Lehman College. Hip-Hop: From Global to Local Practice. "Feminism, Sexuality, and Hip-Hop," October.
- 2005 American Sociological Association. "Knowledge and Empowerment: Struggles within Dominant and Subordinate Cultural Frameworks." Cultural Sociology Roundtable, August.
- 2005 Invited Panelist, Barnard College, The Scholars and Feminist Conference, April.
- 2005 Invited Speaker. Color of Violence Conference. New Orleans, March.
- 2005 Invited Speaker. Ohio University. Women's History Month, February.
- 2004 Presenter and Presider. American Sociological Association Graduate Student Work in Progress Roundtable. "The Reproduction of Race and Desire." San Francisco, August.
- 2004 Invited Panelist, Hampshire College. "From Abortion Rights to Social Justice," April 3.
- 2004 Invited Lecture at Clarion University, "What Would Dr. Martin Luther Say: Race and Wage Inequality Within the Exotic Dancing Industry," March 27.
- 2003 Invited Lecture, Spelman College. Sisterspeak Conference. "Women of color and Reproductive Health," November 14.
- 2003 Invited Lecture, Wilson College. "Towards a Revolutionary Feminism: Meeting

- Race, Class, and Gender at the Crossroads," April 14.
- 2003 Invited Panelist, Georgetown University of Law. "Symposium on Jurisprudence and Gender," March 28.
- 2002 Invited Panelist City University of New York Graduate Center. Panel discussion of *Live, Nude, Girls Unite!*
- 2002 Invited Moderator, "Third Annual Critical Themes in Media Studies Conference," New School University.
- 2002 Keynote Speaker International Women's Week Conference at the University of Colorado at Boulder. "The Business of Bodies; Women and the Global Sex Market," March.
- 2002 Invited Lecture, "Sociology of Gender" Barnard College at Columbia University, Professor, Elizabeth Bernstein.
- 2001 Invited Panelist, Screening of *Live, Nude, Girls, Unite!* Panel Discussion with Andrew Ross and Julia Query. New York University Cantor Films.
- 2001 Invited Speaker, Arizona Sex Worker Film Festival, Tuscan, Arizona.
- 2001 Repeated Invited Lecturer "Sociology and Sex," Rutgers University, New Brunswick, NJ, Women's Studies Department, Instructor Martha Blose.
- 1999 Invited Lecture "Feminist Theologies in the Third World," Yale University Divinity School, Professor Letty M. Russell.
- 1999 Invited Lecture "Society and Sex," San Francisco State University, Department of Sociology, Professor Karen J. Hossfeld.
- 1998 Repeated Invited Lecturer "Variations in Human Sexuality" San Francisco State University, Department of Human Sexuality, Professors John DeCecco and John Elia.
- 1998 Invited Lecture "Sociology of Gender" Sonoma State University, Department of Human Sexuality, Professor Norma Hitchcock.
- 1998 Invited Panelist, Economic Justice for Sex Workers, 1998 Symposium, University of California Hastings College of the Law, December
- 1998 Invited Panelist, Asian Women and Sex Work, University of California Berkeley.
- 1998 Invited Panelist, Next Wave Feminism Panel, San Francisco Bay Area Book Festival.

Conferences Organized Prior to Cal State Fullerton

- 2004 Co-Organizer, Hip-Hop Conference Lehman College with Tom Conroy, "Hip-Hop: From Global to Local Practice." Bronx, New York.

Conference Sessions Organized Prior to Cal State Fullerton

- Co-Organizer American Sociological Association, Race, Class, and Gender Roundtable Section, August 2008.
Lehman College. Hip-Hop: From Global to Local Practice. "Feminism, Sexuality, and Hip-Hop." October 2004.

Professional Experience and Service at Cal State Fullerton

2015 Faculty advisor for student scholar's group in African American Studies
2015 Member of the CSUF/Community Collaborative on Homelessness
2015 Presented lecture "Beyoncé and Feminism." Fall in Love with Fullerton Day
2015 Severed on Faculty Awards Committee.
2014 Search Committee Chair for Director of Diversity Initiatives and Resources Centers
2014 Western Association of Schools and Colleges (WASC) Interim Report Subcommittee
Member
2013 Search Committee Member in African American Studies

Professional Experience and Service Prior to Cal State Fullerton

2012 Certificate in Virtual Teaching, Temple University
2010-present Undergraduate advisor for women's studies, LGBT studies Temple University
2010-present Steering Committee Member of women's studies, Temple University
2008-2009 Chair, Best Graduate Student Paper Award Committee, American Sociological Association
2007- 2008 ASA Race, Gender, Class section Council

Events Organized at Cal State Fullerton

2014 "Strange Bedfellows: Obama, LGBT Communities and Neoliberalism in Post-Racial America" Event organized for Black History Month with graduate student, Jamal Batts.

Events Organized Prior to Cal State Fullerton

2007 Invited Sylvia Guerrero to Multicultural Center at UC Santa Barbara in honor of "Day of Remembrance" to discuss the murder of her transgendered daughter, Gwen Araujo, in conjunction with a documentary about the murder trail entitled, "Trained in the Ways of Men," directed by Shelly Prevost.

Mentorship at Cal State Fullerton

2015 Guided independent research project for African American Studies major Kelli Boyd
2015 Guided independent research project for African American Studies major Asha Cyrs
2015 Guided independent research project for African American Studies major Clay Finn

2014 Provided input on research proposal for graduate student Jamal Batts
2013 Provided feedback on CV of African American Studies colleague for academic job market

Mentorship prior to Cal State Fullerton

2011 Mentored McNair Scholar, Sasha O. Johnston, Lawrence University.

Professional Affiliations and Membership

American Sociological Association

Natalie Graham
ngraham@fullerton.edu

EDUCATION

PhD, American Studies

Michigan State University – East Lansing, MI
University Distinguished Fellow
Graduate Certificate in Community Engagement

Dissertation: “Don’t Throw Out ‘Weezy F. Baby’ with the Bathwater: Lil’ Wayne as a Window into Post-Soul/Hip-Hop Era Black Masculinity Construction, Performance, and Reception”
Committee: Drs. Pero Dagbovie (Advisor), Geneva Smitherman, Gary Hoppenstand and Ken Prouty
8/2008 – 6/2013

MFA, Creative Writing

University of Florida – Gainesville, FL
Concentration: Poetry
8/2003 – 5/2005

BA, English

University of Florida – Gainesville, FL
Magna Cum Laude
Minor: Anthropology
1/2001 – 12/2002

Swarthmore College – Swarthmore, PA
8/1998 – 5/2000

TEACHING EXPERIENCE

8/2013 – Present

Assistant Professor
African American Studies Department
California State University, Fullerton

Courses:

AFAM 210 – Introduction to Hip Hop
AFAM 301 – African American Food Culture
AFAM 307 – Research and Writing in Ethnic Studies
AFAM 308 – Black Men in America
AFAM 356 – African American Music Appreciation
AFAM 388 – Hip Hop Culture
AFAM 324 – African American Literature

1/2012 – 5/2012

In-Residence Faculty Leader, New Orleans Program
Office of Study Away, Michigan State University

Designed and conducted classroom seminar and field study of historically and culturally significant New Orleans landmarks as part of HST 322 – History of the American South.

Supervised student internships. Managed group activity budget. Acted as liaison between Michigan State and Tulane University offices.

- 8/2009 – 5/2011 *Graduate Teaching Assistant (Full Responsibility)*
Writing, Rhetoric, and American Cultures Department
Michigan State University
- Courses:
WRA 150 – The Evolution of American Thought (Fall 2009)
WRA 135 – Writing and Public Life (Spring 2010 – Spring 2011)
- 8/2009 – 12/2009 *Co-Instructor (Joint Responsibility)*
Bailey Scholars Program, Michigan State University
- Course:
ANR 310 – Connected Learning Seminar I (Fall 2009)
- 1/2005 – 8/2008 *Adjunct Instructor (Full Responsibility)*
African American Studies Program
University of Florida – Gainesville, FL
- Course:
AFA 2000 – Introduction to African American Studies (15 sections)
- 1/2004 – 1/2005 *Graduate Teaching Assistant (Full Responsibility)*
Creative Writing Program,
University of Florida – Gainesville, FL
- Courses:
CRW 2100 – Fiction Writing (Spring 2004)
CRW 2300 – Poetry Writing (Spring 2005)

RESEARCH AND CREATIVE PUBLICATIONS

- 2015 “Lil Wayne and” *Journal of Popular Culture* (Article accepted for publication)
- 2014 “Naked, in a Stormy Passage” *Southern Humanities Review* (Poem accepted for publication)
- 2012 “Instructor-Led Engagement and Immersion Programs: Transformative Experiences of Study Abroad.” *Journal of Higher Education Outreach and Engagement* (16) 3: 79-81.
- 2011 “Notes from the Musical Underground.” *Cult Pop Culture Anthology: How the Fringe Became Mainstream*. Ed. Robert Batchelor. Westport, CT: Praeger Publishers.

- 2011 "Cinderella Sends her Godmother Away," "Song, without a Musical Note for my Granddaddy," and "Intersection" *Callaloo* (34)4.
- 2011 "Last Lament for Judas," "Judas Kiss," and "The Temptation of St. Anthony" *New England Review* 32(2): 87-89.
- 2011 "Certain Immutable Laws" and "What Might Not Break Through" *Valley Voices: A Literary Review* 11(1): 59-60.
- 2010 Review of *Cotton's Queer Relations: Same-Sex intimacy and the Literature of the Southern Plantation* by Michael Bibler, *Western Journal of Black Studies* 34(1): 65-67.
- 2010 "Music and Motherhood." *Encyclopedia of Motherhood*. Ed. Andrea O'Reilly. Thousand Oaks, CA: SAGE Publications.

RESEARCH AND CREATIVE CONFERENCE PRESENTATIONS

- 9/2015 "Black Names: Race and Perceptions of Course Value." Association for the Study of African American Life and History. Atlanta, GA.
- 4/2015 "Crank That Adorno" Popular Culture Association / American Culture Association Conference. New Orleans, LA
- 11/2014 "Flipping the Script: Hip Hop's Revision of Place Narratives" National Council of Teachers of English. Washington, DC. (Panelist – Emerging Musical Narratives: opening Spaces for Students' Developing Rhetorical Landscapes in Writing)
- 10/2013 "Slavery's not Yet Done with Us: Poetry as Emancipation." Association for the Study of African American Life and History. Jacksonville, FL.
- 9/2012 "A Monster is a Female Version of a Hustler: Gendered Modes of Popular Resistance." Association for the Study of African American Life and History. Pittsburgh, PA. (Panelist – Transgressive Black Females in African American Fiction and Pop Culture)
- 11/2011 "Get In There and Act Right! ... Using Citations to Open up Intellectual Space" National Council for Teachers of English. Chicago, IL. (Demonstration)
- 10/2011 "Transformative Experiences of Study Abroad: Engagement, Instructor-Lead and Immersion Programs." National Outreach Scholarship Conference. East Lansing, MI. (Poster – Student Outcomes Division)
- 10/2011 "Singing over John Brown's Body: Remaking Masculinity through Civil War Music." Association for the Study of African American Life and History. Richmond, VA. (Panelist – The Civil War in Cultural Memory)

- 10/2011 "Teamwork and Collaboration in Research." Leading Though Teamwork Conference. Michigan State University. East Lansing, MI. (Panelist)
- 4/2011 "Transgressing Tradition: Transitional Bodies in Popular Music." Popular Culture Association/American Culture Association. San Antonio, TX. (Panelist – Impure (Im)Positions: Monstrous Bodies, Anxieties, and Paradigms of Purification across Multiple Popular Culture Genres)
- 1/2011 "Opening Your Worldview: Pedagogy of the Un-oppressed." Martin Luther King Jr. Student Leadership Conference. Office for Inclusion and Intercultural Initiatives, Michigan State University. East Lansing, MI. (Panelist)
- 4/2010 "Sound and Silence: Picturing Landscapes of Creative Nonfiction through Anthologies" and "Remembering David Foster Wallace, Essayist." Association of Writers and Writing Programs Conference. Denver, CO. (Panelist)
- 10/2009 "Signifyin' Freedom: Representations of U.S. Citizenship in Southern Hip Hop." Association for the Study of African American Life and History. Cincinnati, OH. (Panelist - Identity, Representation, and Politics in Hip Hop)
- 3/2007 "Positive Gangstas? Relating to Youth Cultures." National Organization of Black Law Enforcement Executives. Jacksonville, FL. (Panelist – Youth Crimes and Approaches to Youth Offenders)
- 2/2007 "Mic Check: How Consumerism and Capitalism affect Hip Hop's Image." Black-on-Black Crimes Task Force: Beyond Beats and Rhymes. Gainesville Police Department. Gainesville, FL. (Workshop Presenter)
- 1/2007 "African-American History and Activism." Black Student Leadership Conference. University of Florida. Gainesville, FL. (Workshop Presenter)
- 10/2006 "Hip Hype: What's Ruining Rap?" Institute of Black Culture Luncheon Series. University of Florida. Gainesville, FL. (Panelist – The Tradition of Black Music in Mainstream Culture)
- 7/2006 "Color Issues and Beauty Stereotyping." Girls Empowerment Summer. Wilhelmina Johnson Community Center. Gainesville, FL. (Youth Workshop Facilitator)

FELLOWSHIPS & AWARDS

- 2014 Faculty of the Year, Afro-Ethnic Student Association, Cal State University, Fullerton
Recognizes outstanding leadership and commitment to the prosperity of the African American Studies department.
- 2011 Outstanding Poster Award, National Outreach Scholarship Conference
Five recipients selected from over 100 poster session participants.

- 2011 Heart and Soul Award, Michigan Campus Compact
Public service award from a consortium of Michigan college and university presidents.
- 2010 – 2011 Graduate Fellow, Bailey Scholars Program, Michigan State University
Selected graduate students engage with faculty mentors and develop creative approaches to pedagogy and interdisciplinary research.
- 2009 Third Place, Little Big Show Poetry Prize (Entry title: “Gallery Songs”)
Arts showcase and competition co-sponsored by several Michigan State University departments and (SCENE) MetroSpace Art Gallery of East Lansing, MI.
- 2009 Graduate Student Conference Award, American Studies, Michigan State University
Funding support to present work at national and international conferences.
- 2008 – 2013 University Distinguished Fellow, Michigan State University
Full tuition scholarship and stipend awarded to approximately twenty students from each incoming class based on demonstrated academic excellence, leadership potential and contribution to academic diversity.
- 2007 Cave Canem Fellow, Cave Canem Foundation
Poets are selected to participate in summer workshop retreat based on blind reading of a submission of their work. Attended 2007, 2009, and 2011.
- 2003 – 2005 Graduate Alumni Fellow, University of Florida
Award provides students with demonstrated academic excellence and engagement in undergraduate programs with tuition and a stipend.
- 2003 Board of Education Program Fellow, University of Florida
Program provides research preparation courses and a summer stipend.

PROFESSIONAL SERVICE & MEMBERSHIPS

- 6/2015 – Present *Editorial Board Member*
Journal of Popular Culture, Michigan State University
- 8/2014 – 6/2015 *Faculty Mentor*
Afro-Ethnic Student Association, Cal State Fullerton
- 2013 – Present *Lifetime Member*
Association for the Study of African American Life and History
- 2010 – Present *Member*
Pop Culture Association/American Culture Association

TYLER D. PARRY

800 N. State College Blvd
HSS 314
African American Studies Department
California State University, Fullerton
Fullerton, CA 92831

Tel. 657-278-2490

tparry@fullerton.edu

ACADEMIC APPOINTMENTS

Assistant Professor of African American Studies, California State University-Fullerton. Summer 2014 to Present.

EDUCATION

Ph. D.: University of South Carolina, Department of History, May 2014
Cumulative Graduate GPA- 4.0

M.A.: University of South Carolina, Department of History, Dec. 2011
Thesis: "Jist Lak...De White Folks": "Jumping The Broom" As A Case Study In Exploring The Intercultural And Atlantic Dimensions Of Southern Society

B.A.: University of Nevada Las Vegas, Department of History, December 2008
Summa Cum Laude, Department Honors Scholar
Senior Honors Thesis: "The Paradox of Progress: Hildegard of Bingen in the Age of Transition." Advisor: Elspeth Whitney. Awarded Lance and Elena Calvert Award for best research using Library resources; and **Caryll Dzeidziak Award for best paper** in feminism, gender, and/or women's history

Comprehensive Examinations:

*Passed with Distinction

US History to 1789, Daniel C. Littlefield

US History to 1876, Mark M. Smith

Sub-Saharan Africa, Kevin Dawson

Atlantic History, Matt D. Childs

DISSERTATION

Love and Marriage: Domestic Relations and Matrimonial Strategies Among the Enslaved in the Atlantic World. Defended April 7, 2014.

Dissertation Advisor: Daniel C. Littlefield

Committee Members: Matt D. Childs, Mark M. Smith, and Thavolia Glymph

PUBLICATIONS (PEER-REVIEWED)

Articles:

“Married in Slavery Time: Jumping the Broom in Atlantic Perspective.” *Journal of Southern History*, Vol. 81, no. 2 (May 2015), pp. 273-312.

“The Broomstick Wedding’s Complex Legacy in American History.” Resubmitted and Under Review at *American Studies*.

Book Chapters:

The Politics of Plagiarism: *Roots*, Alex Haley, and Margaret Walker.” In *Reconsidering Roots: Observations on the 40th Anniversary of a TV Mini-Series that Changed the Way We Understood American Slavery*, eds. Erica Ball and Kellie Jackson. Forthcoming University of Georgia Press, 2017.

“An Irregular Union: Exploring the Welsh Connections to a Popular African American Wedding Ritual,” in *Welsh Mythology and Folklore in Popular Culture: Essays on Adaptations in Literature, Film, Television and Digital Media*, eds. Audrey Becker and Kristin Noone (Jefferson, N.C.: McFarland Press, 2011), pp. 108-129.

PUBLICATIONS (NOT PEER-REVIEWED)

Conference Proceedings:

“What is Africa to Me” Now?: The Impact of Heritage/Roots Tourism or ‘Homecoming’ on African Americans’ Conceptions of Africa” in *Tourism and Seductions of Difference; A Critical Tourism Studies Conference*. CD-ROM Proceedings of the TOCOCU 1st Biannual Conference, September 2010.

Textbook Entries:

“Slave Capital: Economics, Production, and Race in the Transatlantic Slave Trade,” in *World History: The Modern Era* (Santa Barbara, CA: ABC-CLIO, 2013).

Encyclopedia Entries:

“Slave Trade (1450-1770),” in *The Sea in World History: Exploration, Travel, and Trade* (Santa Barbara, CA: ABC-CLIO, Forthcoming March 2017).

“Henry E. Hayne,” in *African American National Biography* edited by Henry Louis Gates and Evelyn Brooks Higginbotham. Joint Project of the W.E.B. DuBois Institute and Oxford University Press, 2008-Present. Published 2012.

“William Albert Sinclair,” in *African American National Biography* edited by Henry Louis Gates and Evelyn Brooks Higginbotham. Joint Project of the W.E.B. DuBois Institute and Oxford University Press, 2008-Present. Published 2012.

“Rev. Charles Thompson,” in *African American National Biography* edited by Henry Louis Gates and Evelyn Brooks Higginbotham. Joint Project of the W.E.B. DuBois Institute and Oxford University Press, 2008-Present. Published 2012.

Book Reviews:

“Forged in Slavery”, a review of Edward E. Baptist’s *The Half has Never Been Told: Slavery and the Making of American Capitalism* (New York: Basic Books, 2014) in the Society for U.S. Intellectual History (S-USIH) website: s-usih.org. Published May 3, 2015.

D.J. Walker, ed. and trans., *On Captivity: A Spanish Soldier's Experience in a Havana Prison, 1896-1898* (Tuscaloosa, AL: University of Alabama Press, 2012) in *Colonial Latin American Historical Review*, Second Series, 1:4 (2013).

M. Bianet Castellanos, *A Return to Servitude: Maya Migration and the Tourist Trade in Cancun* (Minneapolis: University of Minnesota Press, 2010) in *Indigenous Peoples Issues & Resources*, website: <http://indigenouspeoplesissues.com>.

Alexander X. Byrd, *Captives and Voyagers: Black Migrants Across the Eighteenth-Century British Atlantic World* (Baton Rouge: Louisiana State University Press, 2008). In *OFO: Journal of Transatlantic Studies*, 2:2 (2013).

Mark A. Sanders, ed. and trans., *A Black Soldier's Story: The Narrative of Ricardo Batrell and the Cuban War of Independence* (Minneapolis: University of Minnesota Press, 2010) in *Colonial Latin American Historical Review* 16: 4 (Fall 2011).

Edward Bartlett Rugemer, *The Problem of Emancipation: The Caribbean Roots of the American Civil War* (Baton Rouge: Louisiana State University Press, 2009) in *Florida Historical Quarterly*, 88: 4 (Spring 2010).

Sarah Pearsall, *Atlantic Families: Lives and Letters in the Later Eighteenth Century* (Oxford: Oxford University Press, 2008) in *Essays in History*, 44 (2010).

GRANTS, FELLOWSHIPS & AWARDS

Travel Grant for Research in Great Britain, Huntington Library, San Marino, CA 2015

Incentive Intramural Research Grant, California State University-Fullerton, 2014

Short-Term Research Grant, International Seminar on the History of the Atlantic World, Harvard University, 2013

Russell J. and Dorothy S. Bilinski Dissertation Writing Fellowship, 2013-2014

Office of the Vice President for Research SPARC Graduate Fellowship, University of South Carolina, 2013

Thomas Connelly Summer Research Fellowship, University of South Carolina, 2012

John Hope Franklin Research Center Travel Grant, Duke University, 2011

Social Sciences Historical Association Rockefeller Graduate Student Travel Award, 2010

Institute for African American Research Fellowship, University of South Carolina, 2010

Walker Institute of International and Area Studies (WIIAS) International Experience Award, 2010

*Funds used for Field Research in Senegal and the Gambia on Heritage Tourism in West Africa.

African and African Diaspora Studies Graduate Student Scholarship, Florida International University, 2010.

*Funds used for Field Research in Senegal and the Gambia on Heritage Tourism in West Africa.

University of South Carolina College of Arts and Sciences Travel Award, Spring and Fall 2010-2012

University of South Carolina Department of History Travel Award, Spring and Fall 2010-2013

University of South Carolina Graduate School Travel Grant, 2010-2012

MEDIA PRESENTATIONS

C-SPAN: "African American Politicians During Reconstruction" (Feb. 7); "United State Presidents who Owned Slaves" (Feb. 20); "Four Black Governors" (Feb. 28). Production Forthcoming.

INVITED RESEARCH PRESENTATIONS

February 2016 "Four Black Governors." California African American Museum. Los Angeles, CA.

February 2016 "United States Presidents who Owned Slaves." California African American Museum. Los Angeles, CA.

February 2016 "African American Politicians During Reconstruction." California African American Museum. Los Angeles, CA.

April 2014 "When the Mountains Were Brought Low and the Valleys were Exalted: African Americans at the University of South Carolina, 1873-1877." Panel Commemorating the Desegregation of the University of South Carolina. Columbia, SC.

March 2012 Graduate Presenter at joint History-Southern Studies panel sponsored by "The Promise of the College of Arts and Sciences." Columbia, SC.

- February 2012 Graduate Student Panel for McNair Scholars on how to apply to Graduate School and Methods of Success. University of South Carolina McNair Program. Columbia, SC.
- September 2011 Guest Lecture for Dr. Thomas Lekan's HIST 102. Title: The Formation of the "Atlantic World": Empires, Slavery, and Transatlantic Exchange in the Age of Revolutions. University of South Carolina.
- September 2011 "American Marriage? Tracking the Broomstick Wedding from 1800-2010." Presented at the Social Science Research Seminar at Wake Forest University. Winston-Salem, North Carolina.
- September 2011 "'De Pore White Folks Done de Same': Broomstick Rituals, Folklore, and Memory in the Atlantic World." Presented at the Institute for African American Research Seminar Series at University of South Carolina. Columbia, South Carolina.
- September 2010 "What is Africa to Me" Now?: The Impact of Heritage/Roots Tourism or "Homecoming" on African Americans' Conceptions of Africa," Colloquium: The Revelation, Re-Affirmation, and Re-Invention of Self Through the 'Discovery,' Consumption, and Experiencing of Others: Globalization and Interactions in Senegambian Tourism Formations. Florida International University; Miami, Florida.

CONFERENCE PRESENTATIONS

- April 2016 "'Straining their...Fiercely Hungry Dogs': A New Perspective on Racial Subordination and Interspecies Violence in History." George and Ann Richards Civil War Era Center Emerging Scholars workshop, *Racial and State Violence in the African Diaspora*. State College, PA.
- March 2016 "(White) Man's Best Friend: Slave Hounds and Power in the Americas." University of Michigan's Envisioning American Studies Conference. Ann Arbor, Michigan
- February 2016 "Animalizing" Chattel Slavery: Examining the Rise of "Slave Hunters" in the Americas. The Forum on European Expansion and Global Interaction (FEEGI). Irvine, CA.
- January 2016 "Reconsidering the Slave Community: Domestic Abuse and Sexual Violence in the African Diaspora". American Historical Association. Atlanta, GA.
- November 2015 "Witch, Priestess, or Prostitute: Gendering Alice Lakwena and the Holy Spirit Movement in Northern Uganda, 1985-1998." African Studies Association. San Diego, CA

- November 2015 "Punished for 'Striking One of the Women': Analyzing Slaves' Domestic Lives through Legal Records". Southern Historical Association. Little Rock, Arkansas.
- August 2015 "Reimagining Marriage Practices in the African Diaspora, 1619-1808". Pacific Coast Branch of the American Historical Association. Sacramento, CA.
- July 2015 "Implacable Enemies: Dogs, Slaves and Slave Hunters and the Technologies of the Atlantic World". Society for the History of the Early American Republic (SHEAR). Raleigh, NC
- April 2015 "(White) Man's Best Friend: 'Negro Dogs' in American Memory". California American Studies Association. Fullerton, CA
- February 2015 "What is Africa to Me' Now? Identity Formation in Senegambian Roots Tourism. Roots/Heritage Tourism in Africa and the Diaspora: Case Studies for a Comparative Approach. Miami, FL.
- May 2013 "'Performed among Themselves': Marriage, Ritual and Power in the African Diaspora". Association of Caribbean Historians. San Ignacio, Belize.
- March 2013 Marriage and Ritual Power in the African Diaspora, 1675-1830. Omohundro Institute of Early American History and Culture. Cave Hill, Barbados.
- September 2012 Priodas coes ysgub and North American Slavery: The Atlantic Dimensions of the Broomstick Wedding, 1750-1865. British Group of Early American Historians. St. Andrews, Scotland.
- March 2012 "'Turn'd out for Polygamy': Marriage, Ritual, and Power in the British Atlantic," Conference: Transatlantics: Cultural and Linguistic Intersections of the Transatlantic. Columbia, South Carolina.
- January 2012 "Homeward Bound: History, Imagination, and Memory in Afro-Atlantic Discourse," Conference: American Historical Association. Chicago, Illinois.
- October 2011 "The Insurrection Proclamation: White Anxiety and Slave Unrest in South Carolina after the Emancipation Proclamation," Conference: Association for the Study of African American Life and History (ASALH). Richmond, Virginia.
- February 2011 "'I didn't have no sho 'nough weddin'": The Process of Forgetting, Remembering, and Reviving 'Jumping the Broom' in African American Marriage," Conference: Southern American Studies Association. Atlanta, Georgia.

- November 2010 "Marriage, Resistance, and Cultural Expression: New Perspectives on Jumping the Broom and Slave Marriage in the U.S. South," Conference: *Power and Politics*, Social Sciences Historical Association. Chicago, Illinois.
- November 2010 "'Africanizing' the Slave Family: Marriage and Kinship in an Atlantic Perspective," Conference: Southern Historical Association. Charlotte, North Carolina.
- October 2010 "Binding" through "Bondage": Resistance, Cohesion, and Kinship in an Atlantic Perspective," Conference: Marriage Patterns, Household Formation and Economic Development. Utrecht, Netherlands.
- September 2010 "What is Africa to Me" Now?: The Impact of Heritage/Roots Tourism or "Homecoming" on African Americans' Conceptions of Africa," Conference: Tourism and Seductions of Difference; A Critical Tourism Studies Conference. Lisbon, Portugal.
- March 2010 "'The Way Slaves Married in Slavery Time:' South Carolina, Broomstick Weddings and the Ubiquity of Slave Culture throughout the Antebellum South," Conference: Annual Meeting of South Carolina Historical Association. Columbia, South Carolina.
- March 2010 "'I Knew He Would Not Kill Me, Because I Was Money to Him:' Slave Resistance Through Kinship, Family, and Marriage Patterns in the Atlantic World," Conference: *Power and Struggle*: The University of Alabama Graduate Student History Conference. Tuscaloosa, Alabama.
- February 2010 "Bound Beyond Slavery: Slave Methods of Resistance through Marriage, Family, and Kinship in the Atlantic World," Conference: North Carolina State University's Graduate Student History Conference. Raleigh, North Carolina.
- March 2009 "Cultural Contact and Racial Perceptions in the Broader African Diaspora," Conference: Phi Alpha Theta Regional Conference. Provo, Utah.

TEACHING EXPERIENCE

Instructor of Record:

California State University, Fullerton

AFAM 311: Race and Relationships, Summer 2014, Summer 2015

AFAM 107: Intro to African-American Studies, Fall 2014; Spring 2015

AFAM 335: History of Racism, Fall 2014; Spring 2015; Fall 2015

University of South Carolina

AFAM 331/HIST 211: Black Experience in the United States to 1865. Spring 2013

Graduate and Research Assistantships:

Embracing Change, Fulfilling the Dream: The 50th Anniversary Celebration Commemorating Desegregation at USC. Spring 2013 through Spring 2014.

Institute for African American Research at the University of South Carolina. Summer 2012 through Spring 2013.

Research Assistant for Dr. Valinda Littlefield. Collected research for Dr. Littlefield's work on African American school teachers in the nineteenth and twentieth century South; Summer 2012. Assisted with National Endowment for the Humanities' Summer Institute "Stories of the Great Migration, 2012."

Research Assistant for Office of Multicultural Student Affairs. Director: Dr. Rodrick Moore. Spring 2012.

Research Assistant for The African American Presence at USC. Spring 2012.

Clerk/Secretary, Institute for African American Research at the University of South Carolina. Director: Daniel C. Littlefield. Summer 2011.

Teaching Assistantships:

Discussion Leader, HIST 102, European Civilization from 1650 to the Present, University of South Carolina Department of History, Instructor: Thomas Lekan, Professor of History

Discussion Leader, HIST 101, European Civilization from Ancient Times to the Mid-17th Century, University of South Carolina Department of History, Instructor: Christine Ames, Professor of History.

Discussion Leader, HIST 109, Introduction to Latin American Civilization, University of South Carolina Department of History, Instructor: Matt Childs, Professor of History (three times).

Grader, HIST 109 Introduction to Latin American Civilization, Instructor: Matt Childs, Professor of History.

SERVICES:

Professional

Editor, H-Afro-Am, October 2015-Present

Editorial Review Board Member, *The Journal of Colorism Studies* (Current)

Research Consultant- Smithsonian's National Museum of African American History and Culture. **Museum contacted me concerning my research on the

marriage custom “jumping the broomstick” and my work on “slave hunting” in the Old South. Scheduled to open in 2017.
Associate Editor/Manuscript Reviewer, *The Southern Historian: A Journal of Southern History* (2011)

University

Panelist, Straight Outta Compton Dialogue, African American Resource Center, Feb. 2016.

Panelist, “Dogs of War: Linking Canine Units with Anti-Black Violence from los Angeles to Ferguson.” Humanities and Social Sciences Lecture Series: *Interdisciplinary Conversations on Inequality and Violence*. April 2016

Chair, African American Staff and Faculty Association Scholarship Committee, 2015-2016 Academic Year

Chair, African American Studies Curriculum Committee, Fall 2015-Present

EPOCHS Mentor for Underrepresented Graduate Students, 2014-2015

Committee Member, External Grants Committee, Spring 2015 to the Present

Chair, Search Committee for Director of African American Resource Center, Spring 2015

Faculty Representative, Black History Month Development Committee, Fall and Spring 2015

Reviewer, Black History Month Scholarship Committee, Spring 2015

Panelist, “No Turning Back: Commemorating 1865 and 1965 in 2015”, February 2015.

Moderator, “What it Means to be a Minority at Cal State Fullerton,” A Roundtable Discussion. Conducted for three different student organizations on three separate occasions. Sister Talk (Nov. 19); APAC (Dec. 9); and AICA (Dec. 11). Fall 2014.

Moderator, “The Black Man’s Soul,” An event sponsored by the Association for the Promotion of African Consciousness. Fall 2014

Presentation, “From ‘Nigger Dogs’ to the Canine Unit: Positioning Canines in the White Subversion of Black Bodies from Slavery to the Civil Rights Movement”. Lecture for the African American Resource Center, Fall 2014.

Community

Discussant, “Police Brutality in America,” The Social Justice Summit, Orange County, CA, February 20, 2016

Guest Lecture, “To Run Before the Dogs: Interrogating the Racial History of Canine Units in the United States.” Fullerton Public Library’s “Town and Gown” Event. February 23, 2016. Fullerton, CA.

Guest Lecturer, “Two Cities~Two Books” Reading Event, Fullerton Public Library, Fullerton, CA, October 2015

Panelist, “What it Means to be a Minority in Orange County,” The Social Justice Summit, Orange County, CA, February 21, 2015

Judge for The National Society of The Colonial Dames Of America Student Essay Contest, 2013.

Thesis Committees

Current:

Mike Emett, MA-History, Marshall University
Samantha Tucker, MA-History, Cal State Fullerton
Angela Salter, MA-History, Cal State Fullerton

PROFESSIONAL MEMBERSHIPS:

American Historical Association
Southern Historical Association
Society for the History of the Early American Republic

LANGUAGES:

Spanish- reading (proficient)
French- reading only.

FOR PROFESSIONAL RECOMMENDATIONS:

Matt D. Childs, Associate Professor of History, Department of History, University of South Carolina, 817 Henderson St., 245 Gambrell Hall, Columbia, SC 29208, Tel. 803-777-3189, Email: childsm@mailbox.sc.edu.

Kevin Dawson, Assistant Professor of History, School of Social Sciences, Humanities and Arts, University of California, Merced, 5200 North Lake Rd., Merced, CA 95343, Email: kdawson4@ucmerced.edu.

Daniel C. Littlefield, Carolina Distinguished Professor of History, Department of History, University of South Carolina, 817 Henderson St., 245 Gambrell Hall, Columbia, SC 29208, Tel. 803-777-0810, Email: Littledc@mailbox.sc.edu.

Kimberly Eison Simmons, Associate Professor of Anthropology and African American Studies, Department of Anthropology, University of South Carolina, 1512 Pendleton Street, Hamilton College Room 317, Columbia, SC 29208, Tel. 803-777-9898, Email: ksimmmons@mailbox.sc.edu.

Mark M. Smith, Carolina Distinguished Professor of History, Department of History, University of South Carolina, 817 Henderson St., 245 Gambrell Hall, Columbia, SC 29208, Tel. (803) 777-6362, Email: Mark-Smith@sc.edu.

Curriculum Vitae
Stan L. Breckenridge
African American Studies

Education:

Ph.D. Musicology, Claremont Graduate University, 1998
M.A., Musicology, Claremont Graduate University, 1995
B.A., Music Education, CSU, Fullerton, 1975

Publications:

Breckenridge, Stan L. (August 2015). *Music taste or waste: Critical listening skills for students, teachers, and parents*. 2nd Edition. Iowa: Kendall-Hunt Publications, Inc.

Breckenridge, S. and Kowalik, K. (Artists). (January 2015). *Jazz is alive!* [Compact Disk No. SBM009]. Tustin, CA: SB Music. (Available on iTunes, Amazon, Rhapsody, CDBaby, and others.)

Breckenridge, S. (Artist). (December 2014). *Out of love for jazz*. [Compact Disk No. SBM008]. Tustin, CA: SB Music. (Available on iTunes, Amazon, Rhapsody, CDBaby, and others.)

Breckenridge, Stan L. (August 2014). *African American music for everyone: Including, theater, film, and dance*. 3rd Edition. Iowa: Kendall-Hunt Publications, Inc.

Breckenridge, Stan L. (January 2012). *Popular music in America: Forging the American spirit*. 2nd edition. Iowa: Kendall-Hunt Publications.

Breckenridge, Stan L. (December 2011). *Music taste or waste?: Critical listening skills for students, teachers, and parents*. Iowa: Kendall-Hunt Publications.

Breckenridge, S. (Artist). (August 2010). *Humanity*. [Compact Disk No. SBM001]. Tustin, CA: Stan Breckenridge Music. (Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others.)

Breckenridge, S. (Artist). (October 2009). *Reflections*. [Compact Disk No. LL004]. Laguna Beach, CA: Liberal Latitudes. (Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others.)

Breckenridge, S. (Artist). (August, 2008). *A soulful Christmas*. [Compact Disk No. LL003]. Laguna Beach, CA: Liberal Latitudes. (Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others.)

Breckenridge, S. (Artist). (August, 2007). *This is my song*. [Compact Disk No. LL002]. Laguna Beach, CA: Liberal Latitudes. (Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others.)

Breckenridge, Stan L. (2006). *Popular music in America: Forging the American spirit*. Iowa: Kendall-Hunt Publications, Inc.

Breckenridge, S. (Artist). (August, 2005). *Stan Breckenridge: Live in Poland*. [Compact Disk No. LL001]. Laguna Beach, CA: Liberal Latitudes. (Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others.)

Breckenridge, Stan L. (July, 2004). *African American music for everyone*. 2nd Edition. Iowa: Kendall-Hunt Publications, Inc. (438 pages.)

Breckenridge, S. (Artist). (November, 2003). *Solo: Original piano solos*. [Compact Disk No. 31013]. San Clemente, CA: OceanView Records. (Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others.)

Breckenridge, S. (Artist). (October, 2001). *Meditations: 10 original piano solos*. [Compact Disk No. 31012]. San Clemente, CA: OceanView Records. (Available on iTunes and Amazon.)

Breckenridge, Stan L. (August, 2001). *African American music for everyone*. Iowa: Kendall-Hunt Publications, Inc. (320 pages.)

Breckenridge, Stan. (Fall 2000). Grooving body movements through bass lines: A tradition in African American music. *The Western Journal of Black Studies, Volume 24, Number 3*, 175-182.

Breckenridge, Stan. (Winter 2000). Review of An index to African-American spirituals for the solo voice by Kathleen A. Abromeit *The Western Journal of Black Studies, Volume 24, Number 4*, 257-258.

Breckenridge, S. (Artist). (December, 1999). *Expositions: 21 original piano solos*. [Compact Disk No. 31011]. San Clemente, CA: OceanView Records.

Breckenridge, Stan. (Spring 1999) Review of Choral arrangements of the African-American spirituals: Historical overview and Annotated Listings by Patricia Johnson Trice. *The Western Journal of Black Studies: 1*, 63-64.

Breckenridge, Stan. (Fall 1998). Review of William Grant Still: A bio-bibliography by Still, Dabrishus, and Quin. *The Western Journal of Black Studies: 22*, Number 3, 207-08.

Grants and Awards/Honors & Recognitions:

Spring 2016 Nominated to serve as a U.S. Fulbright Alumni Ambassador—the official representative at conferences and events. This is a two-year appointment

- where I will give presentations about the Fulbright Scholar program to various institutions within the United States.
- Fall 2015 U.S. Fulbright Recommendation Committee. Honored to serve in this three-year appointment as one of the committee members that recommends U.S. Fulbright Scholar candidates to Poland and Romania.
 - Spring 2014 Awarded the "Medal of Solidarity" from the city of Radom, Poland.
 - Spring 2014 Honored and Recognized for participating and promoting Radom talent.
 - Spring 2014 Awarded a \$4,000 Grant from the Office of the U.S Consulate General 50 Poland to give lectures throughout Poland
 - Spring 2013 Awarded an extension of the Distinguished Chair Fulbright Scholar award for the academic year, 2013-2014 to teach at Jagiellonian University, Krakow, Poland.
 - Spring 2012 Selected as a Distinguished Chair Fulbright Scholar for the academic year, 2012-2013 to teach at the University of Marie Curie Sklodowskiej, Lublin, Poland.
 - Spring 2011 Faculty Author Book Award for two published books
 - Spring 2009 Recognized in *Titan Magazine* in an article titled A Global View by Cathi Douglas. I was recognized for my Fulbright in Poland.
 - Fall 2008 Awarded a range elevation to Lecturer C (Associate Professor), Cal State Fullerton
 - Fall 2007 Awarded a certificate in Recognition for Outstanding Scholarly & Creative Activity. California State University, Fullerton, for the 2006-2007 academic year.
 - Fall 2007 Recognized by *Titan Online* in a feature article titled Musicologist Stan Breckenridge Has New CD.
 - Spring 2006 Received a Certificate of Appreciation by Dean of Students, Cal State Fullerton in recognition of my leadership and dedication to student organizations.
 - Spring 2005 Received a Cal State Fullerton Author Award for the book titled *African American Music for Everyone*.
 - Fall 2005 Awarded a *Fulbright Grant* to teach at the University of Marie Curie Sklodowskiej, Lublin, Poland.
 - Fall 2005 Received a letter of congratulations from Assemblyman Chuck DeVore, Seventieth District, for, as stated in his words "...the recent honor bestowed upon [me] by the William Fulbright Foreign Scholarship Board."
 - Fall 2004 Awarded a *University Mission and Goals Initiative/Grant* with the project titled
Reverend Dr. Martin Luther King Jr.: A Celebration.
 - Fall 2004 Honored with membership in California State University, Fullerton's inaugural
International Experts Guide.
 - Spring 2004 Awarded a certificate in Recognition for Outstanding Scholarly & Creative Activity. California State University, Fullerton, for the 2003-2004 academic year.
 - Spring 2004 Received a certificate of Recognition Award in recognition of my service and commitment to student clubs and organizations at CSUF for 2003-2004.
 - Fall 2003 Awarded a *University Mission and Goals Initiative/Grant* with the project titled Afro-Ethnic Studies Community Ensemble for the 2000-2001, 2001-2002, 2002-2003 academic year.

- Summer 2002 Awarded a *Summer Grant* from the State Special Fund for Research, Scholarship, and Creative Activity. California State University, Fullerton.
- Fall 2002 Awarded an *International Travel Grant* from the Faculty Development Center. California State University, Fullerton.

Creative Activities:

- February 2016 Stan Breckenridge. (Composer). Composed the music score for a video commercial for *Clarisonic* for Valentine's Day. Produced by Dave Devencenzi.
- January 2016 Stan Breckenridge. (Composer). Composed the music score for BOSS (Business of Success beyond Sports): A program for young student athletes. Produced by William Byers of Explorer Studios.
- Summer 2015 Stan Breckenridge. (Performer). Gave concerts with the world renown Jazz Band Ball Orchestra (Poland's most famous traditional jazz band) throughout Poland, as well as other countries such as Germany, Hungary, Lithuania, and Slovakia.
- March 2015 Signed contract with Kendall Hunt Publishing to complete the third edition of my book *Popular Music in America: Forging the American Spirit*.
- January 2015 Stan Breckenridge and Jazz Band Ball Orchestra, and Klaudia Kowalik (Performers.) Stan Breckenridge gave a talk and concert titled New Year's Jazz Concert. Sponsored by the Fulbright Program in Warsaw, Poland.
- January 2014 Stan Breckenridge. (Consultant). Researched and provided all historical material for the Gospel History Walk, which is a walk-through exhibit highlighting the history and rich traditions of gospel music. In celebration of Disney's Celebrate Gospel, at Disneyland, Anaheim, CA.
- 2014-2012 Mentored young Polish singer and violinist Klaudia Kowalik while serving as a Fulbright Scholar from 2012-2014 in Poland. To date, Klaudia has performed three times for the former First Lady of Poland; recipient of the Grand Prix Award in Paris, France; numerous T.V interviews and other media outlets; and performances with me in cities such as Gdansk, Katowice, Kraków, Lodz, Lublin, Radom, Warsaw.
- December 2013 Performed and assisted in the December 2013 recording and YouTube release of the U.S. Embassy to Poland's version of "Jingle Bell Rock", Warsaw, Poland
- August 2012 Stan Breckenridge & Aoide. (Performers). 21st Annual Awards Banquet by the Orange County Black Chamber of Commerce. Held at The City National Grove of Anaheim, CA.
- February 2012 Stan Breckenridge & His Ensemble and Special Guests. (Performance). Stan Breckenridge 2nd Annual Benefit Concert for student Scholarships. Performing Arts Center, Irvine Valley College, CA.

- February 2012 Stan Breckenridge (Composer). Composed the music score for *Building the Dream: A Documentary*. Black Chamber of Commerce, Executive Producer. Produced by William Byers of Explorer Studios.
- August 2011 Stan Breckenridge & His Orchestra. (Composer and Performer). Orange County Black Chamber of Commerce Education Fund Banquet. Held at The City National Grove of Anaheim. [This included the premiere performance of an original composition titled "Awake My Dream."]
- April 2011 Breckenridge, Stan. (Producer). *Ellen Revealed*. [Compact Disk No. SBM004]. Tustin, CA: Stan Breckenridge Music.
- March 2011 Breckenridge, Stan. (Producer). Selena Joy: *Who I am*. [Compact Disk No. SBM003]. Tustin, CA: Stan Breckenridge Music and Selena Joy Music. [Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others].
- December 2012 Breckenridge, Stan. (Producer). Ayanna Stokes: *This is my song* [Compact Disk No. SBM002]. Tustin, CA: Stan Breckenridge Music. [Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others].
- November 2010 Breckenridge, Stan. (Producer). Leah Michelle Hamilton: *Unexpected light*. [Compact Disk]. CA: Leah Michelle Hamilton Music. [Available on iTunes, Amazon, Rhapsody, CDBaby, Napster, Verizon, and others].
- 2011-2010 The Digitization Project: Using Advanced Technologies to Enhance Student Learning. (*University Mission and Goals Initiative* proposal for 2010-2011.)
- November 2010 Breckenridge, Stan L. An Evening of Music with Stan Breckenridge and His 7-Piece Ensemble: A Be2efit Concert. South Shores Church, Cal State Fullerton.
- October 2010 Breckenridge, Stan L. Stan Breckenridge and His 7-Piece Ensemble: A Benefit Concert for Student Scholarships. Performing Arts Center, Irvine Valley College
- October 2008 Breckenridge, Stan L. Jazz Piano/Vocals: A benefit concert for student scholarships. Meng Concert Hall, Cal State Fullerton.
- October 2003 Breckenridge, Stan. (Artist). Stan Breckenridge: Solo Piano Concert. Sponsored by the *California Concert Artists Association*, Irvine, CA.
- March 2003 Breckenridge, Stan (Vocalist and Pianist as Interviewee), and Paul Evans (Producer)], and Michael Roach (Director). *Blues Series* [Radio Program]. United Kingdom: BBC Radio 4.
- October 2001 Breckenridge, Stan. (Artist). Stan Breckenridge: Solo Piano Concert. Sponsored by the *Saddleback College Music Department*, McKinney Theater, Saddleback College, CA.

Professional Conferences:

African American Music. Conference titled "Bridges Across Nations: African-American Culture in the 21st Century." Sponsored by the *Collegium for African American Research, Pulawy, Poland, 2006.*

2005 International Education Week, Polish-U.S. Academic Cooperation and Its Role in Science Development, held at the Biblioteka Uniwersyteku in Warszawa, Poland: Paper titled "The Process as Euphoria in Free Jazz: A Similar Case in Higher Education and the Role of Intercultural and International Exchange." Sponsored by the Polish-U.S. Fulbright Commission.

African American music: A representation of American identity. Conference titled "What Does It Mean to Be American." Co-Sponsored by the U.S. Embassy in Warsaw, Poland and Torun Teacher College, Torun, Poland (presented in Torun). The paper was also presented at UMCS (university), Lublin, Poland. (Both presented April, 2004.)

Corroborating or parroting: Lyrical principles and gender dialogue in mixed gender groups of African American music. Conference titled "Le Texte Dans La Musique Populaire Afro-Americaine (The Lyrics in Popular African American Music)," University of Metz, France. (Sept. 2002)

Exposing emotions utilizing the bass and rhythm as continuum: A tradition in African American music performance. *The Hungarian Society for the Study of English*, Budapest, Hungary. (January 1999.)

Lecture & Demonstrations:

Breckenridge, Stan. (November 2015). Critical Listening Skills for Students, Teachers, and Parents. Gave a lecture-demonstration as part of the lecture series for the Osher Lifelong Learning Institute and Professional and Organizational Development, Human Resources at Cal State Fullerton.

Breckenridge, Stan. (February 2015). Music Influences of the Harlem Renaissance. Gave keynote address for the *President's Reception Celebrates Black History Month*. Marriott Hotel: Cal State Fullerton.

NOTE: Between September 2012 and August 2014 (two academic years) I served as a Distinguished Chair Fulbright Scholar where I gave over 100 lectures/demonstrations. For the reader's convenience only some will be highlighted here.

Start.....

Breckenridge, Stan. (April 2014). African American Music: A Representation of American Identity. A lecture-demonstration in celebration of the 111th Anniversary of the English Institute at the University of Adam Mickiewicz, Poznan, Poland.

Breckenridge, Stan. (April 2014). Out of Love for Jazz. A lecture-demonstration at the Dom Kultury at Panstowowa Szkoła Muzyczna, Tamoszow Lubelski, Poland.

Breckenridge, Stan. (February 2014). Chopin and Jazz. A lecture-demonstration at the 5th Annual Chopin Birthday Festival, Warsaw, Poland.

Breckenridge, Stan. (October 2013). Inspirations of jazz: Spirituals, blues, Harlem stride, vocal music, gospel, and soul. A lecture-demonstration sponsored by the Laznia Cultural Center and Gallery, Radom, Poland.

Breckenridge, Stan. (September 2013). American music. A lecture-demonstration in honor of the official visit of the U.S. Consulate General Ellen Germain to the Przemysl Castle (Renaissance Period), Przemysl, Poland.

Breckenridge, Stan. (August 2013). American Civil Rights Era of the 1960s: The significance of soul and gospel music. A lecture-demonstration in recognition of the 50th anniversary of the African American March on Washington, D.C. in 1968. Sponsored by the Office of the Consulate General, Krakow, Poland.

Breckenridge, Stan. (September 2012). Gave a presentation on my project as a U.S. Fulbright Scholar in Poland. Jointly sponsored by the U.S. and Polish embassies at the residence of Ambassador Lee A. Feinstein.

Breckenridge, Stan. (November 2012). Bebop, Cool and Free: Musicians music. A lecture-demonstration sponsored by the Department of English Literature at the University of Warsaw, Poland.

Breckenridge, Stan. (December 2012). African American Music: A Representation of American Identity. A lecture-demonstration at the University of Sosnowiec, Poland.

Breckenridge, Stan. (December 2012). Rhythmic Tendencies in African American Music. A lecture sponsored by the British Centre in Lublin, Poland.

End.....

Breckenridge, Stan and Ki Johnson. (Performers). (February, 2012). California's role in civil war and civil rights history. *Teaching America Summer Institute*. Featuring Special guest the Honorable John Lewis, Civil Rights Leader. Sponsored by HS&S, and held at Cal State Fullerton, CA: Arboretum.

Breckenridge, Stan. (October 24, 2011). A lecture on chapter 4 of this author's book titled *African American Music for Everyone*. Presented to two courses in in the Black Studies Department at San Diego Mesa College.

Breckenridge, Stan and Ki Johnson. (Performers). (June 23, 2011). California's role in civil war and civil rights history. *Teaching America Summer Institute*. Sponsored by FIRST and Placentia-Yorba Linda Unified School District. Held at Cal State Fullerton, CA: Arboretum.

Breckenridge, Stan. (June 21, 2011). From slavery to civil rights: Resilience and

perseverance, past to present day, of African American culture through musicological inquiries. *Teaching America Summer Institute*. Sponsored by FIRST and Placentia-Yorba Linda Unified School District. Held at Placentia-Yorba Linda Unified School District.

Breckenridge, Stan and Ki Johnson. (Performers). (May 2011). California's Role in Civil War and Civil Rights History. *Museum Exhibit as Master Thesis for History Department candidates*. Arboretum, Cal State Fullerton. [Noted in Daily Titan, Cal State Fullerton].

Breckenridge, Stan. (Lecturer). (April 2011). Corroboration or parroting: Lyrical principles and gender dialogue in mixed gender groups of American music. *Women's Center*, Cal State Fullerton. [Noted in Daily Titan, Cal State Fullerton].

Breckenridge, Stan. (January 2011). A history of gospel music: Melodic, harmonic, and rhythmic propensities. Anaheim: *Disneyland Entertainment*.

Michelle Luster and S. Breckenridge. (September 2010). American music workshop: Learning about American culture. Sponsored by ESL instructor Michelle Luster.

Breckenridge, Stan. (April 2010). African Americans in the performing arts. Crenshaw High School's C2 Ninth Grade Academy to College. Sponsored by Los Angeles Urban League Neighborhoods@Work and Crenshaw High School. Article appeared in Cal State Fullerton *Inside* <http://calstate.fullerton.edu/news/inside/presentations.html/>

Breckenridge, Stan. (October 9, 2008). African American Music: Rhythm as the Basis for Stylistic Differences. Sponsored by Osher Lifelong Learning Experience, Cal State Fullerton.

Breckenridge, Stan. (January 2006). African American music: A representation of American identity. Sponsored by the United States Diplomatic Mission to Warsaw, Poland Embassy in an ongoing program titled America Presents. The Karol Szymanowski's Concert Hall of Frederyk Chopin Music Academy, Warsaw, Poland.

Rhythmic Gestures as Definitive Attributes of African American Music styles. Keynote Address. Presented by the office of the President, Vice President for Academic Affairs, Pollack Library, Public Affairs, and the Faculty Development Center. (March, 2005.)

Musical Influences of Family, Friends, and Events: A Model for Investigating Social Traits and Psychological Aspects Within One's Social Structure. *Sociology and Music: Two Engaging Projects*. Chapman University (2004)

Breckenridge, Stan. (2004). Black Sabbath to Sesame Street: Musical tastes within four identified stages of a family structure. *Sociology and Music: Two Engaging Projects*. Chapman University.

The music connection: Africa and the Diaspora. Graduate Seminar chaired by Dr. Helen Mugambi. California State University, Fullerton. (Oct. 2002).

African American Music: Categorizing Styles. Sponsored by African American Student Alliance, California State University, Fullerton. (February, 2002.)

Vocalities, vocables and nuances: A demonstration through styles of African American music. Sponsored by *The Women's Center*. California State University, Fullerton. (Dec. 2001).

African American Music: Vocalities and Nuances. Keynote speaker for the *CSUF Third Annual Faculty Author Award Luncheon*. California State University, Fullerton. (Nov. 2001).

The music of Duke Ellington: A lecture and demonstration. Sponsored by *African Students Alliance*, Cal Poly, Pomona. (Feb. 2000.)

Ragtime, blues, stride, vocal standards, boogie-woogie, and cool jazz: Techniques for a successful solo piano performance. *Concert Hour at Saddleback College*. (Feb. 2000.)

Singing with attitude: Harmonic and rhythmic reflections of women vocalists, 1955-95. Sponsored by *The Women's Center*. California State University, Fullerton. (April 1999.)

Development:

- 2007 Developed an online version of an existing course titled Afro-American Music Appreciation
- 2004 Developed a new course titled Blacks in the Performing Arts for the upper division general education curriculum at California State University, Fullerton.
- 2004 Developed and inaugurated the first full-scale Revered Dr. Martin Luther King, Jr. Commemoration at California State University, Fullerton.
- 2003 Developed a multimedia promotional presentation highlighting the curriculum, faculty, and activities of the Afro-Ethnic Studies department, Cal State Fullerton.
- 2002 Developed a multimedia presentation to promote the Afro-Ethnic Studies Community Ensemble, Cal State Fullerton.
- 2002 As a consultant, developed an online format for the course titled World Music, Irvine Valley College.
- 2001 As a consultant, I performed extensive research, and consequently developed and wrote all the course work for the Recording Technology & Entertainment Certificate Program (RTCEP) for the South County Community College District. The program and all 20 courses received board approval in 2001.
- 2001 As a consultant, developed an online format for the course titled History of Rock, Irvine Valley College.

Professional Music Experience:

Dr. Breckenridge's experience as an academician, he is continually involved in music as a professional musician. Performing as a singer and pianist abroad and domestically for many years, he has delighted audiences worldwide in countries such as France, Germany, Hungary, Japan, Lithuania, Mexico, Poland, Slovakia, Ukraine, and many cities throughout the United States. Local performances include venues such as The Dorothy Chandler, The Greek Theater, The Los Angeles Forum, The Los Angeles Sports Arena, The Embassy Hotel, The Hollywood Bowl, The Watts Summer Festival (West Coast equivalent of Woodstock on the East Coast), Capitol Records, TV Channels 5, 11 and KOCE, Maverick's Flats, Dooto's, and many others. Stan Breckenridge has appeared with and/or performed for personalities such as Scott Baio, Bobby Blue Bland, Bill Cosby, The Five Blind Boys of Alabama, Rosie Grier, Merv Griffin, Mahalia Jackson, Jerry Lewis, Moms Mabley, Greg Morris, Martha Reeves (of the Vandellas), Sam Riddle, Rowan and Martin, David Ruffin (of the Temptations), Avery

Schriber, Nancy Sinatra, O.C. Smith, The Stylistics, John Travolta, John Wayne, The Young Hearts, and many others.

As a recording artist, Stan Breckenridge has released an album every other year since 1999. His most recent album titled *Jazz is Alive!* (2014) is a collaboration with a young and gifted vocalist and violinist from Poland, named Klaudia Kowalik. Prior to that another album collaboration with the same artist, titled *All about Jazz*, was released in March 2013. In February 2014, Stan Breckenridge released a solo album titled *Inspirations*, which include influences while living in Poland from 2012-2014. In addition to his single release titled "Love Sign," other recordings include *Out of Love for Jazz* (2013), *Reflections* (2009), *A Soulful Christmas* (2008), *This Is My Song* (2007), *Live in Poland* (2005), *Solo* (2003), *Meditations* (2001), and *Expositions* (1999). All CD's are available on iTunes, Rhapsody, Amazon, and through many other music download companies.

Professional Associations and Memberships

American Society of Composers, Authors, and Publishers (ASCAP)
Consultant and Advisory Board member at Disney Resorts
U.S. Fulbright Alumni Association
Fun With Drums Board of Directors
Phi Mu Alpha (Professional Music Fraternity)

University Related Services

Direction of the Afro-Ethnic Studies Community Ensemble - - a performance group dedicated to the preservation of African American music through public performances. Specific engagements include:

- | | |
|------------------------|--|
| 2004-2005 | Celebration of Reverend Dr. Martin Luther King, Jr. Celebration, Cal State Fullerton |
| 2001-2005 | The Celebration in Commemoration of Black History Month at the home of President Gordon, Cal State Fullerton |
| 2001-2004 | The 12 th -15 th Annual African American Recognition Ceremony, Cal State Fullerton |
| 2004 | The EOPS Recognition Ceremony of Fullerton College graduates, Brea, California |
| 2001-2003
Fullerton | The Student Affairs Annual Meeting & Holiday Celebration, Cal State Fullerton |
| 2001-2003
College | The Tonya Reed Gardner Memorial Scholarship program, Irvine Valley College |
| 2003 | The First Annual Asian American Pacific Islander Recognition Ceremony at Cal State Fullerton |
| 2002 | The Ribbon-Cutting Ceremony for the opening of Cal state Fullerton's satellite campus in El Toro, California |
| 2002-2004 | QUAD performance, Cal State Fullerton |
| 2001 | Holiday Caroling in Titan Shops, Cal State Fullerton |
| 2001 | The Annual Mission Viejo Campus Graduate Recognition Reception |
| 2001 | The Black Chamber of Commerce of Orange County 10 th Annual Awards Banquet |
| 2001 | The Summer Concert Series of Buena Park |

2000 Debut performance at the 24th Annual Humanitarian Awards Gala for the National Conference for Community and Justice, Irvine, California.

Services to my Department, College, and University:

- February 2015 Gave keynote address, Music Influences of the Harlem Renaissance, for the *President's Reception Celebrates Black History Month*. Marriott Hotel: Cal State Fullerton.
- Spring 2012 Served as the chair of the Ad Hoc Committee for selecting the department chair for African American studies. Cal State Fullerton, CA.
- 2012-2008 Serve as committee member for the Dean's First Book Award. *College of Humanities and Social Sciences*.
- Fall 2011 Presently serving on the Multi-Cultural Arts Council (MAC), which is a student-ran organization that promotes issues and original works through performance and discussion of issues surrounding race, gender, and ethnicity. Cal State Fullerton, CA.
- October 2011 Currently serving on the Steering Committee for the establishment of a Dr. Gordon Student Scholarship Endowment.
- April 2011 Served as a committee member and Master of Ceremony for the Ellen Shaw (CSUF staff and graduate) Memorial. Sponsored by *Office of the Vice President of Student Affairs*.
- March 2011 Organized a student attendance of the lecture and performance of the Alvin Ailey American Dance Theater. Los Angeles, CA: *Dorothy Chandler Pavilion*.
- February 2011 Gave an interview titled Music about musicology: Afro-ethnic studies lecturer-alumnus discourses, career by Mimi Ko Cruz. *Public Affairs Office*.
- Spring 2011 Participated in the event Safe Place to Embrace Race. Sponsored by *Multi Arts Council, Assistant Dean's Office of Student Affairs/Performing Arts*.
- 2005-2007 Chaired a committee for the 3rd Dr. Martin King, Jr. Celebration
- 2004-2006 Served on the Instructionally Related Committee, which awards nearly one million dollars each year to instructional-related campus programs and activities. (Committee members are appointed by the University President.)
- 2004-2005 Serve on the Faculty Awards and Research and Grants Committee, Cal State Fullerton

Community Service and Involvement (in my role as CSUF faculty):

Breckenridge, Stan. (January 2011). A history of gospel music: Melodic, harmonic, and rhythmic propensities. Anaheim: *Disneyland Entertainment*.

Breckenridge, Stan. (Committee Member). (2012, 2011, 2010). Disney Celebrates Gospel. Anaheim: *Disneyland Entertainment*.