

California State University, Fullerton  
African American Studies Department  
Program Performance Review  
Self-Study  
February 2023

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

### Introduction: Changes in the Department, CSU, and the Discipline

The Department of African American Studies at California State University, Fullerton is undergoing this Program Performance Review (PPR) at a moment of profound change and growth since the last PPR was conducted in 2015. Between 2015 and 2022, two tenured faculty members were promoted to both early tenure and Full Professor status (Dr. Siobhan Brooks and Dr. Natalie Graham), One tenured faculty member left Cal State Fullerton for another position, one full-time lecturer retired, and two died, resulting in the Department hiring three tenure track faculty (Dr. Natalie Novoa, Dr. Ash Woody, and Dr. Christine Capetola). In addition to the new tenure track hires the Department has had to address the demands of a statewide Ethnic Studies GE requirement, that went into effect last year within the Cal State system, which meant that the Department increased from six faculty (three tenured faculty and three lecturers) to 20 (five tenured/tenure track faculty and 15 lecturers) in a year to satisfy the demand for increasing courses in the new GE category: Area F.

Another sign of growth for the department has been the development of the Institute of Black Intellectual Innovation (IBII) by Dr. Natalie Graham with consultation by Dr. Siobhan Brooks, which supports the retention of Black faculty and students via community-based research and programming addressing the needs of the Black community in Orange County.

Additionally, African American Studies underwent changes in leadership since the last PPR. In 2017 former chair and Professor of American Studies, Dr. Erica Ball left Cal State Fullerton, and Dr. Siobhan Brooks became chair in 2019. Dr. Natalie Graham chaired during COVID-19 in 2020 and Dr. Siobhan Brooks is again the current chair. This is the most stable leadership the department has experienced since the last PPR when the department lacked leadership from within the department and was chaired by outside faculty.

Meanwhile, over the past two decades, the field of African American Studies has moved towards the study of Black people and communities around the globe. 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. Yet, Cal State Fullerton is a campus that has a 2% Black student population, in a county that is also 2% Black with a history of anti-Black discrimination. This poses challenges for the African American Studies Department at Cal State Fullerton in recruiting majors and retaining Black faculty.

Given these realities, we view this self-study as an opportunity to focus on the department's progress and growth. As we 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, the department is composed of two full professors, three tenure-track faculty (all in their second and third years at CSUF), and fifteen part-time faculty, the members of this department have spent the last two years working tirelessly to begin updating the department's mission, committees, tracks, and curriculum, to create a viable assessment program, to "rebrand" the department.

The first movement in this direction was 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: "Provide a transformative educational experience and environment for all students." 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 2022-2022, the mission for the Department of African American Studies is as follows:

### Approved New African American Studies Mission Statement

The Department of African American Studies is an interdisciplinary intellectual community committed to advancing knowledge about Black people in the United States, the Caribbean, Latin America, Europe, and Africa. The department strives to interrogate the historical meanings and dimensions of slavery, colonialism, resistance, and freedom, and to explore their implications for contemporary political, social, and culture expressions of Black identity. In addition to analyzing the impact of slavery and freedom on Black life in the Americas, we also examine that continue to shape and define Black communities in the post-Civil Rights Era United States and the contemporary African diaspora, including Black intra-racial dynamics, gender relations, marriage and family patterns, mixed raced identities, sexuality, expressive forms, and hip-hop culture.

### High-Impact Practices, Co-Curricular Activities and Service

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

Since our last PPR was conducted faculty (tenured, tenure-track, and part-timers) have engaged in high impact activities to uplift the profile of the department, and foster connections with students. For example, from 2017-2019 Dr. Natalie Graham served the college by helping to coordinate and pilot our college's first year experience program as a Faculty Leader. During these years, she also worked with the Dean's office as a member of the Cultural Tax Working Group to strategize equitable solutions for faculty of color on campus.

In response to the Area F Ethnic Studies, Dr. Graham, while chairing the African American Studies Department, created two new courses and revised four courses for Area-F on behalf of African American Studies (AFAM 280: Introduction to Black Creative Expression, AFAM 260: Black Lives Matter; Creative and Critical Ideas). After courses were approved and fall schedules set, she hired an unprecedented seventeen new part-time faculty to meet the increase in course offerings. This curricular development far exceeded the requirements set by the state and allowed the African American Studies department to offer an exceedingly diverse slate of offerings for Area-F courses.

Dr. Siobhan Brooks became department chair in 2017 where she served on a search committee for a tenure-track hire, resulting in the successful outcome of hiring Dr. Natalie Novoa. She also helped to write the Charlene Riggins Scholarship in honor of Charlene Riggins, a lecturer in the department who specialized in women's history. Dr. Brooks has continued to publish since being award tenure in 2017 and chairing the department.

Regarding high impact practices, Dr. Brooks have organized community events on campus in connection with classes within the department. Dr. Brooks organized the Black Disability Symposium in Fall 2018 and screened the documentary about the oldest Black gay club in Los Angeles entitled, "Jewel's Catch One," in connection with her Black LGBT class. She brought out the founder of the club Jewels Thais Williams and both community members attended the event from Cal State Fullerton and the larger LA area.

In spring 2019 she brought activist and journalist Kevin Powell to campus during Black History Month. The event was entitled, "Stay Woke: Diversity, Leadership, Donald Trump, and the Future of America." In fall 2019 she co-organized Dr. Vincent T. Harris, the former director of the Male Success Initiative, "Ashes in the Fire," with author Darnell L. Moore to discuss masculinity and sexuality among Black men.

Lastly, in light of the police violence against Black people, Dr. Brooks was interviewed for the OC Register in a story entitled, "CSUF Professor, Student Leaders Share Perspectives on George Floyd Protest, Police," in June

2020. She has also created one Area F course: AFAM 389: Black Latinx Identity and served on the Area F planning committee.

Dr. Natalie Novoa in her short time her at Cal State Fullerton has served on a search committee and has worked closely with the African American Resource Center participating in the Black History Planning Committee, and the Pan African Recognition Ceremony Committee. She was also the Spring Transfer Coordinator for the College of Humanities and Social Sciences and served on the Strategic Planning Committee for AB 1460 (Ethnic Studies Requirement). Finally, she as created two Area F courses: AFAM 361 Black Environmentalism and AFAM 360: Black Recreation and Leisure. She received awards, including the College of Humanities and Social Sciences Award for Outstanding Teaching, HSS Summer Stipend Research/Writing and Pedagogical Innovations Stipend, and the Office of Research and Sponsored Projects Grant for Faculty Support for Scholarly or Creative Productivity, and served as an Internship Supervisor for ENST 596.

Dr. Christine Capetola in their short time of being in the department, has contributed to scholarship and service in noted ways. In the area of course development, they have designed their own version of four courses since arriving at Cal State Fullerton: AFAM 160: Intro to Black Creative Expression, AFAM 260: Black Lives Matter Creative and Critical Ideas, AFAM 356: African American Music Appreciation, and AFAM 456: Black Queer Sound Studies (which they will redesign as Black Sounds and Media during Spring 2023). AFAM 160 introduces students to how Black creatives use art as a means of storytelling and challenging stereotypes across three units: 1) writing, 2) visual and performance art, and 3) music and dance. AFAM 260 reads moments in Black politics and Black culture together in each year since the 2012 catalyst for the Black Lives Matter movement. AFAM 356 traces the impact of music by African American artists on both American popular music and popular culture at large from the 1920s through today. AFAM 456 explores how Black creatives use sound to express Black genders and sexualities across three forms: 1) television, 2) podcasts, and 3) popular music.

In addition to scholarship, Dr. Capetola has conducted service to the department and the College of Humanities and Social Sciences. During Fall 2021, they served as the African American Studies representative on the Mellon grant writing committee and attended multiple meetings for the Black Book Chat. They also served as a Leap into Sophomore Year professor via their course AFAM 160. Dr. Capetola also began chairing the African American Studies Curriculum Committee during Fall 2022. Finally, they were a volunteer for the Spicy Green Book event in Buena Park in November 2022.

Dr. Ash Woody has also enhanced the department in a short time since their hire. They have taught our AFAM 307 “Research and Writing in Ethnic Studies and AFAM 101, “Introduction to Ethnic Studies.” Dr. Woody attends the teaching trainings offered by the Faculty Development Center, enhancing the learning goals of the area F Ethnic Studies GE requirement, and the learning goals of the department.

Dr. Ash Woody has a robust research project, which uses ethnographic to explore race relationships in Portland Oregon and coined the term ‘ambient racism,’ to discuss the emotional aspects of racism. They have presented their research at venues such as the HSS Lecture Series, and the Radio Show, *Let’s Grab Coffee* in Memphis, Tennessee. They have provided professional service as a reviewer for journals such as *Sociology of Race and Ethnicity* and plans on joining the editorial board. They have also served the department by developing curriculum in the form of working on a development of a social science track of the department. They have connected with the LGBT resource center to support LGBT students.

In the future Dr. Woody plans to create a service-learning component to the department’s AFAM 321 with the Center for Internship Engagement. They also plan to participate on department hiring committees.

### Current Challenges and Priorities for the Future

The African American Studies Department currently faces challenges, albeit different ones from the last PPR. When the last PPR was done the department had three full time faculty, four part-time faculty, and few resources. During this time there was also confusion over the department’s identity moving from the previous name of ‘Afro-

Ethnic Studies, to African American Studies. Luckily, in 2022 this is no longer the case. The department is highly respected within the College of Humanities and Social Sciences, and with the creation of IBII, the department partners with various colleges on campus.

The most evident change that has occurred from when the last PPR is the creation of the Ethnic Studies requirement--AB 1460. In 2021 Assemblywoman Dr. Shirley Weber introduced the law, which requires that all CSU students take an Ethnic Studies course to graduate. This requirement (known as the Area F GE requirement on our campus) has created both opportunities and challenges for the African American Studies Department. In a period of a year, we went from a department of five to a department twenty-five (five full-time faculty and twenty part-time faculty). This rapid growth, especially during COVID-19 has created a destabilizing effect, as demands increase for Area F courses to satisfy the requirement. Currently, for Spring 2023, our course offerings consist of 45 classes with 18 Area F sections, which are 100-300 level courses. Meanwhile, our 400 level courses often do not make target resulting in them being cancelled, which also happened with our spring schedule. This creates a challenge of how to craft a major with upper-level courses, when most of the College support is for the GE courses, especially Area F; this also purposes a challenge for faculty who want to teach in the specialty but may not have the numbers for their courses to run, resulting in them only teaching GE courses---the number of Area F section is increasing every semester. This sends out a message to students that our department only offers GE requirements and is not a worthy major.

COVID-19 has also disrupted the department resulting in deaths, challenges to community building among faculty and students, and to senior faculty orienting new faculty, while navigating online teaching.

Despite these obstacles, our faculty have energized the African American Studies Department, designing new courses, offering a range of co-curricular activities, collaborating with other departments and once again we are engaging in the process of rebuilding. The department is in the process of hiring a tenure track line in the field of digital humanities---an area the department has been trying to fill for some time

In addition to undertaking all that is usually expected of Ethnic Studies faculty with expertise on issues of diversity, they also updated the department's curriculum, submitted new course proposals for Area F classes, redesigned and rewritten the department's website with entirely new content, designed an assessment process, and continue to connect with faculty across the college. The department has also responded to an increasing target created by the high demand of Area F courses, while still trying to offer a major comprised of both lower and upper-level courses.

Since the last PPR was conducted the department is hiring more tenure track faculty and in accordance to the 2015 Draft Report of the CSU Task Force for the Advancement of Ethnic Studies, which noted the uncompensated labor required of Ethnic Studies faculty, there is now a cultural tax working group, that Dr. Natalie Graham participated in, to address this level of service as an equity issue. The department also has as additional funds from the Area F requirement to issue assigned time for service to full-time faculty and provide retention-based activities for part-time faculty. While the department has increased funds connected to the Ethnic Studies requirement, not all funds are available for department use. For example, each Ethnic Studies department has \$300,000 but \$200,000 is being held to increase space for all three departments (African American Studies, Chicano/a Studies, and Asian American Studies), which are expanding and need more office space for new faculty and classroom space.

### Special Sessions and Self-Support Classes

We currently offer the following courses during winter and summer sessions: (AFAM 356 "African American Music Appreciation," AFAM 311 "Race and Relationships," AFAM 101 "Introduction to Ethnic Studies," and AFAM 107 "Introduction to African American Studies.") This is an increase from the two courses (AFAM 356 and AFAM 311) we had online in 2015 reflecting the need to offer Area F courses.

In keeping with current CSU trends, we will continue to develop online GE courses so that we may contribute to efforts improving retention and graduation rates for students across CSUF. This is especially important with the new Ethnic Studies requirement.

## 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 2015-2016, the Chicano Studies Department, the Asian American Studies Program and the African American Studies Department continues to create a shared intellectual experience for Ethnic Studies majors that reflects the shared degree students ultimately receive. Currently, 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 2022-2023, 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”

##### 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”

##### 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 some curricular changes in 2020-2022. We added courses to the major and minor addressing the Area F requirement and debates within the field. The following courses have been included in our list of course: AFAM 103 (Critical Race Theory), AFAM 160 Black Creative Expression, AFAM 260 BLM Creative, Critical Ideas, AFAM 361 Black Environmentalism, and AFAM 389 Black Latinx Experience. We also retired courses that have not been taught in five years: AFAM 306: Indigenous Women, AFAM 337: Indigenous Religions and Philosophies, AFAM 392 Violence and the Black Body, AFAM 476A (shared with the History Department), and AFAM 430 A Social Psychological Study in Ethnic Minority Behavior.

These courses represented an older vision of the department, that is no longer current, and were replaced with courses reflecting the intellectual direction of the department. Furthermore, while AFAM 101, AFAM 307 and

AFAM/ETHN 490 are required for completion of the Ethnic Studies BA specific 400-level course (except for 490) are not required. What is required are 21 units of upper division electives. Since our 400-level courses have a hard time making because of inconsistent numbers of majors, we are in the process of requiring 400-level classes for the major. The creation of our social science and humanities tracks will assist in guiding students to take courses for the major---including 400 level courses.

The Dean's Office is developing a study abroad program that the department hopes to take advantage of. In the past faculty participated in the University's Study Away program and Cal State DC Scholar Program. 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.

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 and high impact practices.

#### E. Short and Long-Term Curricular Plans for Future

Dr. Christine Capetola, chair of the curriculum committee (which all committees are a committee of the whole), will undertake the task of changing prerequisites for 400 level classes from specific courses to just an Area F requirement. We hope this will make it more appealing for students to take our 400 level courses.

Our AFAM 321 Activism, Engagement, and Community Development, has been approved for our Passage of the Future program, which helps students develop career skills within the humanities via paid internships provided by local Orange County employers and organization such as the NAACP, Segerstrom Performing Arts Center, LibroMobile. Dr. Natalie Graham has done a superb job of documenting and collaborating with Black businesses here in Orange County. We hope these connections will offer internships for students and overall strengthen the major. As a department we aim to offer students both academic and career-based skills.

The department is in the process of creating a lower-level Area F course that examines the history and experiences of Black people in Orange County California, entitled, "The Black Experience in Orange County." We hope that this course will attract more students to the major and ground the department more within the Black community in Orange County and give our students a sense of place and history. Since the Black population is 2% in both Cal State Fullerton and Orange County, our Black students struggle with issues of identity and belonging. A class focusing on the Black experience in Orange County will connect students to Black historical struggle in Orange County, community engagement, research, and internship opportunities to work with Black businesses. We see this as our signature course rooting the department in our mission of serving students in Orange County. We also hope this class will help us recruit students in their freshman and sophomore years, since we struggle getting students in their early stages of their academic career.

We will continue to collaborate with other departments on campus, such as English, History, Dance/Theater, and Sociology. Currently, the department has courses cross-listed with these departments, which helps us with majors and minors. In the last PPR we mentioned interest in having a grad program, but this remains a future goal since we must increase our majors and faculty in order to have one. In the meantime, we plan on working with departments that already have Master's Programs, such as English in creating a pipeline via our department to other grad programs until we have our own. We are also marketing our 400-level courses to departments with grad programs to assist with enrollment in these upper-level courses.

#### F. Special Sessions and Self-Support Classes

We currently offer three online GE courses (AFAM 356 "African American Music Appreciation" AFAM 101 "Introduction to Ethnic Studies," 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 2020-2021 and 2021-2022 the African American Studies Department assessed the following courses: AFAM 335 (History of Racism), AFAM 405 (Black Representations in Film), and AFAM 307 (Research and Writing in Ethnic Studies). Data was entered for the SLOs into Compliance Assistant.

Working closely with the HSS Assessment Coordinators (Lisa Tran and Esperanza Villegas), the department designed its assessment plan in exact accordance with the guidelines established by Su Swarat. During 2015-2021 Siobhan Brooks served as chair of the assessment committee assessing AFAM 107, AFAM 280, AFAM 335, AFAM 405, and AFAM 463, and Ash Woody served from 2021-2022 assessing our AFAM 307 class. The faculty created an assessment rubric for each of the department's Student Learning Outcomes. Siobhan Brooks 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.

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 forms and describe their significance to African American culture.	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 perspectives that have shaped African American culture	Fails to identify cultural documents correctly and fails to describe their significance	Identifies aspects of documents and expressive forms correctly but does not adequately explain their significance	Correctly identifies cultural documents and expressive forms and adequately explains their significance to African American culture	Demonstrates a sophisticated understanding of cultural documents and expressive 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 463	AFAM 463 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 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 335/405	AFAM 335/405 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 307	AFAM 307 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

## B. 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 463)
4. Integrate Ethnic Studies methodologies into one's written work. [USLO II and VI] (Assess AFAM 335 and AFAM 405)
5. Communicate complex arguments, ideas, and research findings in well-organized written papers. [USLO-III] (Assess AFAM 307).

## Implementation of Assessment Data

In 2020-2021, the department assessed AFAM 335 "History of Racism," and AFAM 405 "Black Representations in Film." We received the following feedback from the Office of Assessment and Educational Effectiveness.

# Feedback 2020-2021 Assessment Report

## Review of Assessed Outcomes

Department/Program: HSS: Ethnic Studies BA (African American Studies)

Review Team: Lisa Tran, Esperanza Villegas

### Step 1: Assessable Outcome

	Review Criteria	Simple Feedback	Comments
1.1	Are the outcomes appropriate?	Yes	Statement could be made stronger with specific skills. Pulling from the Step 4 narrative, could possibly rewrite this outcomes as, "Students will effectively use Ethnic Studies methodologies to communicate complex arguments, ideas, and research findings in well-organized written format", and would align better with the measure.
1.2	Are the outcomes learner/beneficiary 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	Is there sufficient description of the methods and measures?	No	Only the outcome statement is repeated here which does not provide any expansion of what learning is being measured, e.g. application of theory, how it is being measured, e.g. exam, or where the measurement is being taken, e.g. course. No information on how the measure is being scored or by whom.
2.2	Are the outcomes assessed with Embedded Measures?	Yes	
2.3	Are the outcomes assessed with Direct Measures?	Yes	
2.4	Are the outcomes assessed with Indirect Measures?	No	
2.5	Are the methods valid (i.e., measure the outcome) and reliable (i.e., produce consistent results over time or across instructors/evaluators)?	No	The measure doesn't seem to align with the outcome; as worded, the SLO calls for students to integrate Ethnic Studies methodologies in their own work. However, the assessment focuses on student's ability to explain how these methodologies are employed by others.

### Step 3: Criteria for Success

	Review Criteria	Simple Feedback	Comments
3.1	Does every method/measure have a predetermined criterion for success?	Yes	
3.2	Are the criteria for success appropriate?	Yes	

**Step 4: Data Collection and Analysis**

	Review Criteria	Simple Feedback	Comments
4.1	Is there sufficient description of the data collection (e.g. student population, sample size, etc.)?	Yes	Were the papers that were assessed from majors? Is this a course for majors only , or are there non-majors? Total of 7 final papers assessed from two courses (AFAM 335 and AFAM 405), with 5 papers coming from AFAM 405. Does this mean only 2 papers were assessed out of 40 students in AFAM 335? Was there sampling? Was a rubric used?
4.2	Is there sufficient description of the data analysis procedures and results?	No	It was only noted that "of 7 final papers, all students demonstrated that they understood how to use ethnic studies methods...". What was the average score? What was the distribution of scores between "meets expectations" or "exceeds expectations"?
4.3	Is there sufficient description of the interpretation of findings?	No	Is this the first time this outcome was assessed? If not, how do results compare to prior years? Were the results anticipated? Were there any prior year improvement actions that impacted results?
4.4	(If used) Is the rubric calibrated?	Unclear	Rubric mentioned, but no discussion of calibration.

**Step 5: Improvement Actions**

	Review Criteria	Simple Feedback	Comments
5.1	Are there any planned or implemented improvement actions based on the assessment results?	Yes	Plans to have more assignments added to assessment.

**Recommended Next Steps**

Solid assessment practice: Please continue to work with your college/division assessment liaison for fine-tuning.

**General Comments**

Thank you for the report! Good assessment foundation in place. The outcome statement could be solidified using some of the narrative included in Step 4. Step 2 is sparse and should include more detail on what specific learning is being captured, how, and where. Although Step 4 clarifies the specific courses assessed, they should be indicated in Step 2, even when courses are selected on a rotating basis, could state such. It's also unclear if any sampling was used, since both courses had a total of 70 students, but only 7 papers were assessed. For data analysis, would be good to include the distribution of scores into the "Meets Expectations" and "Exceeds Expectations" for possible areas of improvement despite meeting the outcome. There is no indication of whether the outcome has been assessed previously. Would be helpful to identify trends if results are compared to prior years. When sample size is small, percentage may not be the best indicator - be sure to interpret the data with this in mind. We look forward to more progress next year!

Highlighted criteria are used to evaluate University wide assessment performance of the 6-Step process.

*\* Outcomes retrieved from AMS 11/29/2021*

The Office of Assessment and Educational Effectiveness was pleased with our rubric and approach to assessment. However, they expressed concern about our measures and methods, stating our measure didn't align with the outcome in the SLO and that the average score in the data analysis wasn't clear. We plan on making these connections clearer in the next PPR.

### C. Additional Indicators of Student Success

Due to the faculty's commitment to undergraduate research, a significant percentage of AFAM students have achieved academic and professional success---this is evident with our alumni. Since our last PPR was conducted our alumni have attended prestigious graduate programs and obtained work in industry. This data reflects graduates from Fall 2016 to Spring 2022. Clay Finn (2016) accepted admittance into Penn State's Ph.D. History program. Keya Vance (2017) is in the second year of an MFA program at LMU for screenwriting, Shabaka Naja (2017), attended Cal State Fullerton's MA program in American Studies, Jade Love (2017) taught K-12 and developed her own tutoring business, our minor Tolulope Babalola (2016) is in a Ph.D. program in Political Science at USC, Tang Beverly (2018) is an Associate Banker at Chase, and Vyvyana Woolridge (2021) is working as the UMOJA Student Success Coach, and Women's Lean in Circle Co-Coordinator at Norco College. The department is strong in training students for professions within K-12 education, student affairs, and academia.

### Assessment of Online Courses

We include online sections of AFAM 311 and AFAM 101 in our assessment program. Student assignments from these courses will be collected along with student work from in-person sections of AFAM 311 and AFAM 101 and assessed in accordingly.

## *IV. Faculty*

### A. Current Faculty

In 2022-2023 the AFAM FTEF allocation was 10.90. This reflects a change in allocation, where rather than giving colleges an AY target to manage, they are giving semester targets  
In 2019-2020 the AFAM FTEF allocation was 5.50 and the FTES target was 139.  
In 2017-2018 the AFAM FTEF allocation was increased slightly to 5.40 while the FTES target was increased to 139 with an SFR of 25.7.

In Fall 2022, the Department of African American Studies had an FTEF of 10.50. Three of these full-time faculty are assistant professors. They are Natalie Novoa, Ash Woody, and Christine Capetola.

The full-time faculty are a model of teaching, community engagement, and scholarly excellence. In the past three years, our highly-qualified faculty have given multiple scholarly presentations at national, international and regional professional conferences, poetry readings and public lectures and published several peer-reviewed articles and essays. Their remarkable record of contributions to the profession has translated into undergraduate student research and creative activity for

African American Studies students.

In 2018 Dr. Natalie Graham organized a poetry series on campus, “Black *in* Bloom,” and it was the first time Dr. Graham was able to apply for and receive \$39,000 in funding from internal grants to support our first ever interdisciplinary Black Arts festival. This model of hosting all-day events connecting scholars, artists, and students solidified our partnerships with community organizations. Her commitment to artistic excellence, social justice, and civic engagement was recognized in 2021 when she was appointed as Orange County’s Poet Laureate. As Orange County’s Poet Laureate, in partnership with Orange County Public Libraries (OCPL) and LibroMobile Arts Cooperative (LMAC), Dr. Graham has offered an array of readings and workshops at public libraries, schools, and community groups; judged regional poetry contests; and curated events that feature youth poets from local high schools throughout the county.

Siobhan Brooks has published two articles in *The Black Scholar: Journal of Black Studies and Research* is one the oldest journal in the field of African American Studies published with Taylor & Francis. The first article, “Black on Black Love: Black Lesbian and Bisexual Women, Marriage and Symbolic Meaning,” made a major contribution to the fields of both queer studies and African American Studies centering an under-studied demographic within debates on marriage for African Americans. It was also the most read article in the history of the journal with 135,301 views resulting in a Podcast feature entitled, “How Researchers Changed the World,” in connection with Taylor & Francis. The article was a reflection essay on chairing African American Studies. She also published in *Signs: Journal of Women in Culture and Society* “Innocent White Victims and Fallen Black Girls: Race, Sex Work, and the Limits of Anti-Sex Trafficking Laws, which expands debates about sex trafficking laws and the racial implications of them regarding Black women and girls. Finally, she published a book with Lexington Press, entitled, *Everyday Violence against LGBT Black and Latinx Communities*, which examines forms of everyday violence against LGBT Black and Latinx communities in employment sectors, health care industries, educational institutions, and family structures.

In addition to peer-reviewed articles she has published in *The Los Angeles Review of Books* and *Inside Higher Ed*. Dr. Brooks has presented research at the 2019 National Women’s Studies Association and was invited as a keynote speaker for the 36th Annual Women's & Gender Studies Conference at Texas Tech University.

Dr. Novoa has two submitted book reviews, and two articles for publication, “Remaking Community Space Amid War: Black Recreation Centers in the San Francisco Bay Area, 1940-1950, under review at the *California History Journal*, and “Defining Race and Citizenship through Play: The Playground Movement in the Bay Area, 1900-1920, submitted to the *Journal of Sports History*. She has organized panels, including the Black Community Development through Urban Farming with Environmental Studies. Dr. Novoa’s recent accomplishment has been receiving the 2023 Career Enhancement Fellowship for Junior Faculty funded by the Mellon Foundation and administered by the Institute for Citizens & Scholars to support her research towards tenure. This fellowship will be funded from June 2023 to June 2024.

Dr. Novoa currently serves as department student advisor.

Dr. Capetola has done a series of invited talks advancing their scholarship and the field of African American Studies. In February 2022, they gave a faculty noontime talk at CSUF entitled “Grace Jones, Black Objecthood, and the Rhythms of 1980s Capitalism.” In April 2022, they presented a shorter version of this talk at the IBII conference, and in February 2023, they will present new work on Dawn Richard at the HSS lecture series, and serve as the respondent for Dan DiPiero’s book talk in the *Popular Music Books in Process* online lecture series. Lastly, in April 2023, Dr. Capetola will co-present on their book project with Lauren Cramer in the *Popular Music Books in Process* series.

They have had two published articles, book chapters, one pending book review, and one journal article for which they submitted a revise and resubmit. A book chapter “Finding a Home in House: Tracing Vibrations of Black Queer Femmeness from Camille to Robin S. to FKA twigs” was published in *Oxford Handbook of Electronic Dance Music* in September 2021. Dr. Capetola’s article, “Where do you go when the radio’s down?: Black Women Experimental Pop Artists, “Alternative R&B,” and the Simultaneous Dissolution and Persistence of Musical Genre” was published in *AMP: American Music Perspectives* in June 2022. Their article “Adrian Piper, Kelela, and the Necessity of Rhythm Work” is under review at *Women & Performance* after receiving a revise and resubmit, and they have a book manuscript, *Sonic Femmeness: Black Culture Makers, Felt History, and Vibrational Identity*, which they plan to submit to a university press by December 2023.

Dr. Woody’s research is published in high-ranking journals such as *Social Problems* and they plan to submit to *Sociology Compass*, and *Socius*. They want to extend their research on ambient racism to racial interactions in Los Angeles and Orange County. Dr. Woody presented this research at the American Sociological Association in Los Angeles in the summer of 2022. They are also a faculty affiliate with the Center for Ethnographic and Cultural Analysis. Their goals are to publish a manuscript a year and continue to work with the Faculty Development Center’s Coordinator for Scholarly and Creative Activities.

### Priorities for Future Faculty Hires

The department is currently hiring in the area of digital humanities to teach our Black Creative Expressions, Black Lives Matter: Creative and Critical Ideas, Blacks in the Performing Arts, and Black Representations in Films, which are taught by part-timers. This new hire will collaborate with the Digital Ethnic Futures Consortium, and the Institute for Black Intellectual Innovation (IBII). We envision this position offering more stability in the department and to our Area F courses. Increasing the number of tenure-track faculty in African American Studies will support the University’s Strategic Plan by contributing to student advancement, 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 department in the University’s efforts to diversify the faculty.

At the present moment, African American Studies only has four offices. So, we will also need designated office space for any newly hired faculty along with more staff to assist with Area F courses, class promotion, scheduling, and event planning. Some of our part-timers’ offices are sharing space with the history department on a different floor than Ethnic Studies, but this is not an ideal situation because we are still short office space. An increase in staffing along with space is much needed for our expanding department. We need staff to assist with course promotion,

processing speaker's fees, travel, course permits, and updating our social media presence. We had two ASC's in our office, but one left last November, so that leaves us with student assistants, and one full-time ASC.

### Part-Time Faculty

Since the last PPR, the African American Studies department has relied on the contributions of part-time faculty, and with the Area F requirement, this need has increased. The department currently contains 15 part-time lecturers. Part-time faculty are teaching approximately 60% of African American Studies classes in 2022-2023. In fall 2022 AFAM offered 48 classes, 33 of which were taught by part-time faculty. In spring 2023 African American Studies offered 47 classes, 31 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 and Tula Strong has stepped in as the new faculty liaison to the AARC. The liaison duties consist of attending meetings, participating in the Pan-African Graduation Ceremony, and organizing a panel at the annual Association of African American Life and History (AAALH) Conference that includes at least two undergraduate students. We see this role as an important bridge between our department and our African American Resource Center to increase our department presence with students and attract majors and minors. This role has proved successful towards this goal in the past.

### Instructor Participation in Special-Session and Self-Support Programs

Currently, one of our part-time faculty (Gwen Alexis) teaches summer session and intersession courses (AFAM 356) for both our department, Humanities and Social Sciences (HSS) Online, and Sociology. In the past Dr. Natalie Graham has taught our AFAM 356 as part of our HSS Online Program.

## *V. Student Support and Advising*

### A. Advising

Dr. Natalie Novoa serves as the department advisor. In the past, all faculty had 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 directed students to meet with the chair, who acted as the "official" advisor, signing all required documents, consulting with students on their progress, submitting TDA exception forms and processing graduation checks. In 2020 as part-time faculty increased, Dr. Mei-Ling Malone served as the department advisor, and as the department continues to grow, tenure-track faculty will fulfill various forms of committee service, including advising.

### B. Undergraduate Research and Internships

The African American Studies faculty are mentoring undergraduate students and helping them engage in classroom-based research, mainly in the form of independent study projects. In 2022, Dr. Siobhan Brooks worked with a University Honor's Program student, Amiya Banks, on a project about social protest and rap music---this student later went on to work within the field of education.

The creation of the Institute of Black Intellectual Innovation (IBII) by Dr. Natalie J. Graham has helped to foster a space where student research can be centered within and outside of the African American Studies Department and connect to potential internships.

The department's collaboration with IBII has helped to enhance student relations. This semester IBII is hosting the annual Innovative Arts Futures Conference in April to organize panels that students can present on, and faculty can bring their classes to. In the fall there will be a pilot program entitled, Nourish to Flourish Developmental Pilot, which will help support the development of a faculty leadership team for IBII, and create a collective for Black faculty to collaborate on community-based research projects. This will also involve students as research assistants. Recently, IBII received funding from the Office of the Provost to hire a student assistant and a program coordinator---this will allow IBII to provide internship opportunities for students.

Lastly, the department plans to implement an internship program or service-learning program for its majors and minors using our AFAM 321 course. In Fall 2023, Dr. Natalie Graham is working with our department liaison to the African American Resource Center, Tula Strong, to take two undergraduate students to present a panel at the upcoming Association of African American Life and History Conference. This will expose students to the field of African American Studies and provide research skills.

## *VI. Resources and Facilities*

### A. Itemized State Support and Non-State Support Resources Since 2016

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

### B. Classrooms and Space

The African American Studies department needs more classroom space to support the Area F requirement and overall expansion of the department. Currently, the department has access to classroom space in only two buildings: Humanities and McCarthy Hall (usually one classroom on the 6<sup>th</sup> floor). Departments within the College of the Humanities and Social Sciences can hold 30% of their classes online. As the department grows, this number may have to be negotiated.

### C. Library Resources

Since the last PPR was conducted, the Pollak Library has acquired the Black Press Papers in the Proquest Historical Newspapers Collection, the digitized collection, "Chronicling America," and the following platforms: African American Newspapers in America's Historical Newspapers via Readex, and an AFAM Research Guide to help students with research within the field of African American Studies covering topics in dance and theater, music, history, the social sciences. We have suggested adding a section on Black Gender and Sexuality along with links to national Black research centers, such as the Schomburg Center for Research and Black Culture.

## *VII. Long-Term Plans*



## Summary, Goals and Strategies

Since the last PPR was conducted, the department has focused on creating more community-based research projects for both faculty and students to connect to the larger Black community within Orange County. The Institute of Black Intellectual Innovation (IBII) provides a vehicle for the department to connect with local Black non-profits. A main department goal is to work on our mission statement to convey a stronger department identity and shared vision as supporting Black students and communities within Orange County. This includes developing a course on the Black experience in Orange County, California as a gateway to the major along with working on our overall curriculum starting with our Introduction to African American Studies course to have a shared sense of what is covered across classes. We see this as enhancing our ability to attract majors and minors earlier and retaining Black faculty and students. Lastly, the department is brainstorming a cross-listed course between the College of Business and College of Education to connect the department to majors with sizeable numbers of Black students.

We also plan on updating our department bylaws so that department roles and responsibilities are clearer, especially as our department hires new faculty. Since Area F has increased our majors, we want lecturers to be more connected to each other and the university. Currently, we have Tula Strong, a lecturer serving as a department liaison with the African American Resource Center. I plan on creating a space for lecturers to share their research with faculty and students creating professional connections on campus. The African American Studies Department does not have a graduate program, since our majors are so small, and we have more lecturers than full-time (though our numbers will increase from five to seven tenured/tenure track faculty), however we aim to continue professionalizing students, so starting this fall a faculty member will take a group of students to the ASALH to present on a panel.

Also, an African American Studies colloquium of scholars across campus and Orange County who work in African American Studies 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.

The department plans on working with Open University to secure enough students for our 400-level courses, which have a challenging time making because students in the major take courses out of sequence, so promoting our 400 level courses to department with grad programs and our Open University enrollment option for student not currently admitted into the university.

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 with our AFAM 321 Activism, Engagement, and Community Development course. Keeping in mind the LA Unified School District's new Ethnic Studies requirement, the African American Studies Department will partner with the College of Education's Urban Learner Major, which focuses on urban education anti-racist policy.

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 will continue to connect AFAM faculty with specialists in African American Studies across campus to promote research and

creative activity. The department's vision supports 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 continue increasing 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
- Interdepartmental and off campus partnerships with AFAM Department and IBII

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

Ideally, the department will implement its vision for making the African American Studies Department a hub for CSUF students and scholars via Area F funds, but there is confusion among the three Ethnic Studies Departments about what is available for department use. For example, we understand that \$200,000 of the \$300,000 is being reserved for space in the McCarthy Building.

As Area F enrollments increase to meet the requirement, the money will also be used to support the hire of part-timers, but the department needs to be able to use Area F funding for symposiums, marketing, faculty liaisons, and other activities that the department views important to increasing our majors and building community. Thus, we need a clear budget of how Area F funds are being used outside of department needs.

**2022-2023 PPR Tables:**  
**Ethnic Studies BA (African  
 American Studies)**

Office of Institutional Effectiveness and Planning

APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS

**Table 1. Undergraduate Program Applications, Admissions, and Enrollments**

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2015	17	1	0
2016	19	2	0
2017	17	2	0
2018	22	5	0
2019	12	2	0
2020	21	9	1
2021	20	6	1

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

Fall	# Applied	# Admitted	# Enrolled
2015	10	4	1
2016	9	3	2
2017	9	1	0
2018	6	0	0
2019	7	2	1
2020	12	3	0
2021	5	2	0

**Table 2. Undergraduate Program Enrollment in FTES**

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES <sup>1</sup>	Upper-Division FTES <sup>2</sup>	Total FTES
2015-2016	33.9	100.1	134.0
2016-2017	30.0	110.6	140.6
2017-2018	32.4	102.9	135.3
2018-2019	27.8	89.4	117.3
2019-2020	37.5	70.5	108.0

2020-2021	46.7	81.8	128.6
2021-2022	125.8	135.8	261.6

<sup>1</sup> All students' FTES enrolled in lower-division courses of the program, regardless of student major.

<sup>2</sup> All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 <sup>nd</sup> Bac)		Total		
	Headcount	FTES <sup>1</sup>	Headcount	FTES <sup>2</sup>	Headcount	FTES <sup>3</sup>	FTES per Headcount
2015-2016	1	0.4	8	5.8	9	6.2	0.73
2016-2017			8	5.8	8	5.8	0.77
2017-2018			4	2.7	4	2.7	0.76
2018-2019			2	1.4	2	1.4	0.70
2019-2020	1	0.6	3	2.3	4	2.8	0.81
2020-2021	1	1.0	5	3.1	6	4.2	0.76
2021-2022	2	1.3	5	3.5	7	4.8	0.74

<sup>1</sup> FTES of the lower division students who are majoring in the program.

<sup>2</sup> FTES of the upper division students who are majoring in the program.

<sup>3</sup> FTES of all students who are majoring in the program.

## Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2012	1	0.0%	0.0%	100.0%	100.0%	-100.0%
2013						
2014						
2015						
2016						
2017						
2018						

\*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

Table 3-B. Transfer Student Graduation Rates\*

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2014	1	0.0%	0.0%	0.0%

2015	1	0.0%	100.0%	100.0%
2016	2	0.0%	0.0%	50.0%
2017				
2018				
2019	1	100.0%	100.0%	N/A
2020				

*\*Note: Starting with the Fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts.*

## Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2015-2016	3
2016-2017	3
2017-2018	3
2018-2019	0
2019-2020	1
2020-2021	1
2021-2022	4

## APPENDIX C. FACULTY

### Table 9. Full-Time Instructional Faculty

Table 9. Faculty Composition<sup>1</sup>

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	3	0	0.0	0.0	1	4.0
2018	3	0	0.0	0.0	1	4.0
2019	2	0	0.5	0.0	0	2.0
2020	2	1	0.5	0.0	0	3.0
2021	2	2	0.0	0.0	3	7.1

<sup>1</sup> Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

## **APPENDIX D. FACULTY CURRICULUM VITAE**

SIOBHAN BROOKS  
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(805) 722-2832  
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**

2022-2026 Chair, African American Studies, Cal State Fullerton  
2021 Professor of African American Studies, Cal State Fullerton  
2017-2020 Chair of African American Studies, Cal State Fullerton  
2017-2018 Associate Professor and Co-Chair of African American Studies, Cal State Fullerton  
2013-2017 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, Cultural Sociology, Black LGBT Studies, Symbolic Racism, Ethnographic Research Methods, Socio-Autobiography.

### **Honors, Fellowships and Awards at Cal State Fullerton**

2019 Award for 5 years of Service  
2019 Junior Intramural Research Award (\$5,000)  
2017 MCC Proposal Award (\$1,500) Cal State Fullerton

2016 MCC Proposal Award (\$4,000) Cal State Fullerton  
 2016 Faculty Development Center Scholarship Award Cal State Fullerton  
 2014-2015 Junior Intramural Research Award (\$2,500)  
 2014 Faculty Development Center Teaching Award 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

### **Books**

Brooks, Siobhan, 2020. *Everyday Violence against Black and Latinx LGBT Communities*.  
 Lexington Press, Rowman & Littlefield Publishing Group.

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

### **Peer Reviewed Journal Articles and Book Chapters**

Brooks, Siobhan. "Innocent White Victims and Fallen Black Girls: Race, Sex Work, and the Limits of Anti-Sex Trafficking Laws." *Signs: Journal of Women and Culture. Feminist Frictions*. February 2020.

Brooks, Siobhan. "Black on Black Love: Black Lesbian/Bisexual Women and the Meaning of Marriage." *The Black Scholar*. Volume 47 (2017).

Brooks, Siobhan. "Balancing Act: Identity and Health Among Black LGBT Women." Submitted to forthcoming anthology *Black LGBT Health in the United States: At the Intersection of Race, Gender, and Sexual Orientation*. Rowman & Littlefield Publishing Group. Edited by Lourdes Follins and Jonathan Mathias Lassiter (Winter 2016).

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

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 and Tom Conroy, 2011. 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.

### Non Peer Reviewed Journal Articles

Brooks, Siobhan. "The Tale of a Black Girl Accepting Rides from Strangers and Living to Tell About It," *Los Angeles Review of Books*. 2019.

Brooks, Siobhan. "Black Women, Mental Hospitals, and Public Housing — A California Carceral Story." *Los Angeles Review of Books*. 2016.

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, 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.

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

*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**

- 2022 Reviewer for the Du Bois Review: Social Science Research on Race
- 2021 Reviewed manuscript entitled, *Virtually Yours: Sex Work, Technology, and Intimacy in the Age of the Internet* by Kurt Fowler. NYU Press.
- 2017 Reviewed manuscript entitled, "Sexual Politics in the Internet Age" for Palgrave.
- 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.
- 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.

### **Publications Quoted in**

- Brooks, Siobhan. "Strippers are Doing it For Themselves." Interviewed by Valeryiya Safronova. *The New York Times*, July 2019.
- Brooks, Siobhan. "Strippers=Workers." Interviewed by Jessica Ogilvie. *Playboy Magazine*. April 2019.
- Brooks, Siobhan. "Do Ethnic Studies Classes Have Academic Benefits?" Interviewed by Melinda D. Anderson." *The Atlantic*. March 7, 2016.
- Brooks, Siobhan. "Campus Pride: How Colleges are Welcoming LGBT Students." Interviewed by Allison Slater Tate. NBC News. April 2016.
- Brooks, Siobhan. "How Race Based Scholars can Respond to Their Haters." Interviewed by Stacey Patton. *Chronicle of Higher Education*. 2014.

**Podcast:** How Researchers Change the World. Taylor & Francis. 2019

NPR All Things Considered, 2022

### **Courses Taught**

- 2021 Black Latinx
- 2019 Black LGBT Experience (Cal State Fullerton)
- 2019 Race and Relationships (Cal State Fullerton)
- 2018 Black LGBT Experience (Cal State Fullerton)
- 2018 Race and Relationships (Cal State Fullerton)
- 2017 Race and Relationships (Cal State Fullerton)
- 2017 Black LGBT Experience (At Cal State Fullerton)
- 2016 Black LGBT Experience (At Cal State Fullerton)
- 2016 Introduction to African American Studies (At Cal State Fullerton)
- 2016 Race and Relationships, Fall (At Cal State Fullerton)
- 2016 Race and Relationships, Spring (two sessions in person, online). (At Cal State Fullerton)
- 2016 Black Women in America, Spring (At Cal State Fullerton)
- 2016 Black Families in American, Spring (At Cal State Fullerton)
- 2015 Introduction to African American Studies (AFAM 107), two sections (Cal State Fullerton)
- 2015 Race and Relationships (AFAM 311), two sections (online, in person) (At Cal State Fullerton)
- 2015 Race and Relationships (AFAM 311), Summer online (At Cal State Fullerton)
- 2015 Black Women in America Fall (two sections) (At Cal State Fullerton)
- 2015 Race and Relationships (online) (At Cal State Fullerton)
- 2014 Race and Relationships (Prior was Intra-Cultural Socialization Patterns), Fall (two sections) (At Cal State Fullerton)
- 2013 Introduction to African American Studies, Cal State Fullerton, Fall (two sections)
- 2014 Race and Relationships (AFAM 311), Spring
- 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**

- 2020 Black Latinx Identity
- 2020 Critical Race Theory (AFAM 103)
- 2016 LGBT Black Experience (AFAM 463)
- 2013 Race and Relationships (AFAM 311)
- 2013 Black Women in America (AFAM 310)
- 2013 Black Families in America (AFAM 304)

- 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.

### **Conferences, Presentations, and Guest Lectures**

- 2022. Presenter, Session on Sexual Displacement, American Sociological Association
- 2022. Co Presenter with Terri Patchen, bell hooks workshop, Faculty Development Center.
- 2019 Presenter, Black Lives Matter in the Classroom, Faculty Development Center.
- 2018 Presenter, Antioch University, Racial and Sexual Identity Formation.
- 2016 Presenter, American Sociological Association. "Black on Black Love: Marriage and Meaning for Black Lesbians in Los Angeles."
- 2016 Presenter, Women's Studies Colloquium "Staying In the Hood: Black Lesbian and Transgender Women and Identity Management in North Philadelphia."
- 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.
- 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**

- 2003 Co-Organizer, Hip-Hop Conference Lehman College with Tom Conroy, “Hip-Hop: From Global to Local Practice.” Bronx, New York.
- 2004 Co-Organizer American Sociological Association, Race, Class, and Gender Roundtable Section, August 2008.
- 2005 Lehman College. Hip-Hop: From Global to Local Practice. “Feminism, Sexuality, and Hip-Hop.” October 2004.

### **Professional Experience and Service at Cal State Fullerton**

- 2022 Faculty Membership Program, Faculty Development Center
- 2020 Consultant, Institute of Black Intellectual Innovation, with Dr. Natalie J. Graham
- 2019 Leadership Program Group, Faculty Support Services
- 2019 Member of the Ad Hoc Ethnic Studies Curriculum Committee.
- 2019. Member of Hiring Committee for LGBT Resource Center Director
- 2018-2020 Chair of African American Studies Department
- 2017 Co-Chair of African American Studies Department
- 2016 Facilitated dialogue entitled, “All Black Lives Matter.” African American Resource Center. Spring.
- 2016 Presented at the Faculty Development Center on High Impact Practices
- 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
- 2015-2016 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
- 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**

- 2019 No Ashes in the Fire: A Discussion with Darnell Moore. Co-organized with Dr. Vincent T. Harris.

- 2019 Stay Woke: Donald Trump and the age of the White Man, Event with Kevin Powell, Black History Month.
- 2017 Screening of documentary, "Jewel's Catch One" with Jewel Thais Williams.
- 2016 Black Queer Symposium 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. 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.
- 2005 Lehman College. Hip-Hop: From Global to Local Practice.

### **Community Invited Lectures**

- 2022 Cal State San Bernadino Conversations on Race and Policing
- 2016 Invited to speak about Black Lives Matter movement for the League of Women Voters in Costa Mesa.

### **Professional Affiliations and Membership**

American Sociological Association  
National Women's Studies Association  
African American Intellectual History Society (AAIHS)

### **References**

Dr. Leila Rupp  
Professor and Chair of Women's Studies  
UC Santa Barbara  
(805) 893-6130  
[lrupp@femst.ucsb.edu](mailto:lrupp@femst.ucsb.edu)

Dr. Alexandro José Gradilla  
Associate Professor  
Chicana and Chicano Studies Department  
Academic Senate  
California State University, Fullerton  
800 N. State College Blvd., H314  
Fullerton, CA 92831  
[agradilla@fullerton.edu](mailto:agradilla@fullerton.edu)  
657-278-4210

Dr. Erica L. Ball  
Mary Jane Hewitt Department Chair in Black Studies

Professor of Black Studies; Affiliated Faculty in American Studies & History  
Occidental College  
Johnson 113  
1600 Campus Road  
Los Angeles, CA 90041  
[balle@oxy.edu](mailto:balle@oxy.edu)  
323-259-2543

# Christine Capetola

ACLS Assistant Professor of African American Studies  
Humanities Building 413 • Fullerton, CA • 92834  
ccapetola@fullerton.edu

## EDUCATION

**Ph.D. American Studies, University of Texas at Austin, 2019**

Dissertation: “Hyperaural Blackness: Black Pop Stars, New Musical Technologies, and Vibrational Negotiations of Identity in the Mid-1980s and Beyond”

Co-supervisors: Ann Cvetkovich and Shirley Thompson

**M.A. Performance Studies, New York University, 2014**

**B.S. Economics, University of Pennsylvania, 2009**

## PROFESSIONAL EXPERIENCE

2022-Present ACLS Assistant Professor of African American Studies, California State University, Fullerton

2021-2022 ACLS Visiting Assistant Professor of African American Studies, California State University, Fullerton

2020-2021 Visiting Assistant Professor of Communication and Gender & Sexuality Studies, Tulane University

2019-2020 Postdoctoral Fellow, Andrew W. Mellon Engaged Scholar Initiative, University of Texas at Austin

## PUBLICATIONS

### **Peer-Reviewed Publications**

“Where do you go when the radio’s down?: Black Women Experimental Pop Artists, “Alternative R&B,” and the Simultaneous Dissolution and Persistence of Musical Genre,” *AMP: American Music Perspectives* (Summer 2022)

“Gimme a Beat!: Janet Jackson, Hyperaurality, and Affective Feminism,” *Journal of Popular Music Studies* (Fall 2020)

“Starting Something: Synthesizers and Rhythmic Reorientations in Michael Jackson’s ‘Billie Jean,’” *Souls: A Critical Journal of Black Politics, Culture, and Society* (Summer 2019)

### **Publications Under Review**

“Adrian Piper, Kelela, and the Necessity of Rhythm Work,” *Women and Performance* (resubmitted December 2022)



## **Book Chapters**

“Finding a Home in House: Tracing Vibrations of Black Queer Femmeness from Camille to Robin S. to FKA twigs,” *Oxford Handbook of Electronic Dance Music*, Luis-Manuel Garcia and Robin James (editors), Oxford (Fall 2021)

“Future Sounds: Janelle Monáe and Cyberpunk Synthetics,” *Routledge Companion to Cyberpunk Culture*, Lars Schmeink, Anna McFarlane, and Graham Murphy (editors), Routledge (Fall 2019)

## **Essays**

“Lana Del Rey, Fragile Feminism, and White Fragility in a Moment of Black Lives Matter,” *Los Angeles Review of Books* (Summer 2020)

## **AWARDS, GRANTS, AND FELLOWSHIPS**

2021-2023     ACLS Postdoc to Assistant Professor Award, Cal State Fullerton  
2017-2021     Andrew W. Mellon Engaged Scholar Initiative Fellowship  
2017-2018     Dissertation Fellowship, College of Liberal Arts, UT Austin  
2016            Dissertation Startup Award, Department of American Studies, UT Austin  
2015            TA Top Off Award, Department of American Studies, UT Austin

## **INVITED TALKS AND CURATIONS**

2023     Guest curator for VCAMbient, Haverford College, Haverford, PA.

2023     Dual book project talk with Lauren Cramer in *Popular Music Books in Process*.

2022     “Breathe to the Rhythm”: Grace Jones, Black Objecthood, and the Rhythms of 1980s Capitalism,” Faculty Noon Talk, California State University, Fullerton, CA.

2021     “So In The Long Run, It All Ends Up The Same Way”: Janet Mock, Venus Xtrvaganza, and a Sonic Black and Brown Transness,” Tulane University, New Orleans, LA.

2020     “‘If I Was Your Girlfriend’: Prince, Androgyny, and Female Collaborators,” University of New Orleans, New Orleans, LA.

2020     “‘We’ll Try to Imagine What Silence Looks Like’: Prince, Femininity, and Vibrationally Navigating the 1980s,” Loyola University, New Orleans, LA.

2017     “Janet Jackson as a Vibrational Precursor to Beyoncé and Solange Knowles,” Texas State University, San Marcos, TX.

## **PAPERS AND PRESENTATIONS**

\*panel organizer

2023     \*’Cause your love’s got me fucked up’: FKA twigs, Crying in the Club, and Holding the Traumas of the Ongoing Pandemic,” Pop Conference, Brooklyn, NY

2023 \**“Dawn Richard, Sonic Femmeness, and Pandemic Touch,”* Humanities & Social Sciences Dean’s Lecture Series, California State University, Fullerton, CA.

2022 \**“Dawn Richard, King Creole, and a Sonic New Orleans,”* American Studies Association Annual Conference, New Orleans, LA.

2022 *““You Slave to the Rhythm’: Grace Jones, Black Rhythms, and the Long 1980s,”* IBII Annual Conference, California State University, Fullerton, CA.

2020 \**“Blackness, Hip Hop, and American Dreaming in Lana Del Rey’s Discography,”* Pop Conference.

2020 *““You’ve Got to Show Me Love’: Robin S., Black Femininity, and 1990s Dance Pop,”* Music Scholarship at a Distance.

2019 \**““Breathe to the Rhythm’: Grace Jones and the Performance of Diasporic Pasts,”* National Women’s Studies Association Annual Conference, San Francisco, CA.

2018 \**““And We’ll Try to Imagine What It Looks Like’: Prince, Synthesized Femininity, and the Political Potential of Vulnerability,”* American Studies Association Annual Conference, Atlanta, GA.

2018 \**““Could We Go to a Movie and Cry Together?’: Prince, Vibrational Vulnerability, and the Political Possibility of Androgyny,”* National Women’s Studies Association Annual Conference, Atlanta, GA.

2018 \**““Vibrational Genealogies: Music Technology, Gender Presentation, and Racialized Sound in Grimes and Janelle Monáe’s ‘Venus Fly’ and ‘Pynk,’”* Pop Conference, Seattle, WA.

2017 *““I Like This Part’’: Janet Jackson, Digital Music Technologies, and Recrafting Black Female Sexuality in Mid-1980s America,”* National Women’s Studies Association Annual Conference, Baltimore, MD.

2017 *““Gimme a Beat!’: Janet Jackson, New Musical Technologies, and Vibrationally Breaking the Silences on Black Life in 1980s America,”* American Studies Association Annual Conference, Chicago, IL.

2017 \**““Cry and Burst My Deafness’: Blood Orange, Affective Bass Lines, and Viscerally Reconnecting with the 1980s,”* Pop Conference, Museum of Pop Culture, Seattle, WA.

2017 \**““A Warmth That I Can Feel with Him’: Blood Orange, Black Queer Potentiality, and Affectively Reaching for the 1980s,”* American Studies Graduate Student Conference, University of Texas at Austin, Austin, TX.

2016 *““Embodied Repetition: Moving with Black Queer Working Class Histories in FKA twigs’s ‘Glass and Patron,’”* Protest: Gender, Sexuality, and Women’s Studies and Media Activism Research Collective Graduate Student Conference, University of Pennsylvania, Philadelphia, PA.

2016 “‘We Got Love Too Good to Throw Away’: Frankie Knuckles, House Music, and Black Queer Diaspora,” Modern Languages Association Annual Conference, Austin, TX.

2015 “‘Hold That Pose for Me’: FKA twigs, Synthesized Sounds, and Vibrational Collectivity,” Affect Theory Conference, Millersville, PA.

2015 “Starting Something: Falsettos, Synthesizers, and New Political-Cultural Potentialities in Michael Jackson’s ‘Billie Jean,’” Home/Sick: American Studies Graduate Student Conference, University of Texas at Austin, Austin, TX.

2015 “Feeling It in the Break: Sensing Buried Histories and Subjectivities in La Roux’s ‘Colourless Colour,’” New Directions in Anthropology Graduate Student Conference, University of Texas at Austin, Austin, TX.

2014 “Blackness, Queerness, and Becoming-Woman: Lingering in the Synthesizer’s Disorienting Sonic Spaces,” New York University Performance Studies MA Final Symposium, New York, NY.

### **SERVICE TO THE DISCIPLINE**

2023 Respondent to Dan DiPiero’s book talk on *Contingent Encounters in Popular Music Books in Process*

2023 Co-Editor of special issue, “Sound and Affect in Times of Crisis,” of *AMP: American Music Perspectives* with Dan DiPiero

2022 Chair and Respondent, “Messin’ Around: A Black Queer Recovery of Mess,” American Studies Association Annual Conference, New Orleans, LA, November 2022

2022 Co-Chair and Co-Founder of Music and Sound Studies Working Group at Cultural Studies Association Annual Meeting, Chicago, IL, June 2022

2021 Chair and Respondent, “The Queers Are Revolting: Queer Cultural Labor and Performances of Worldmaking,” American Studies Association Annual Conference, San Juan, Puerto Rico, October 2021

### **TEACHING EXPERIENCE**

#### **California State University, Fullerton**

Intro to Black Creative Expression (Fall 2022, Spring 2022)

Black Lives Matter Creative and Critical Ideas (Spring 2023)

African American Music Appreciation (Winter 2023, Summer 2022, Fall 2021)

#### **Tulane University**

Sensational Theories of Bodies & Media (Spring 2021, Fall 2020)

Introduction to Gender & Sexuality Studies (Fall 2020)

Race, Gender, and Pop Music (Spring 2021, Spring 2020, Fall 2019)  
Alternative Journalism (Spring 2021, Summer 2020)

### **University of Texas at Austin**

Main Currents in American Culture Since 1865 (Summer 2019)

#### *Teaching Assistantships*

Main Currents in American Culture Since 1865 (Spring 2017, Fall 2016)

Main Currents in American Culture to 1865 (Summer 2017)

Introduction to American Studies (Spring 2016, Fall 2015, Fall 2014)

The United States: 1492-1865 (Spring 2015)

### **DEPARTMENTAL AND UNIVERSITY SERVICE**

2021-Present African American Studies Curriculum Committee (Chair since Fall 2022)  
2022 LEAP into Sophomore Year Professor  
2021 African American Studies Representative on Mellon Grant Writing Committee  
2014-2016 American Studies Graduate Student Committee  
2015-2016 American Studies Events Committee  
2016 Graduate Students-Faculty New Hire Liaison

### **MUSIC WRITING**

2021 "Dawn Richard's *Second Line: An Electro Revival* celebrates New Orleans and Black musical culture," *Via Nola Vie*.

2021 "Lana Del Rey retreats into subtlety on *Chemtrails Over The Country Club*," *Via Nola Vie*.

2019 "Gimme a Beat: Janet Jackson's Induction to the Rocky & Roll Hall of Fame is Finally Here," *Bitch Media*.

2017 Review of Zola Jesus's *Okovi*, *Bitch Media*.

2017 "Austra Calls Out White Supremacy on *Future Politics*," *Bitch Media*.

2017 "In Complete Control: SZA's Album Follows Janet Jackson's Blueprint," *Bitch Media*.

2016 "Synthesized Sounds and Fusion Friendships in Grimes and Janelle Monáe's 'Venus Fly,'" *In Medias Res*.

### **PROFESSIONAL AFFILIATIONS**

American Studies Association

Cultural Studies Association

Pop Conference

Popular Music Books in Progress

National Women's Studies Association

GL/Q Caucus for the Modern Languages Association

## **CONSULTING**

2016 Research support on *Queer Genius*, a documentary by Catherine Pancake.

Natalie J. Graham  
27 Sycamore Lane ▪ Buena Park, CA 90621  
(352) 871-8500 ▪ ngraham@fullerton.edu

## EDUCATION

- 2008 – 2013      Ph.D., 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”
- 2003 – 2005      M.F.A., Creative Writing  
University of Florida – Gainesville, FL  
Concentration: Poetry
- 2001 – 2002      B.A.,                      English;                      Minor:                      Anthropology  
University              of                      Florida                      –                      Gainesville,                      FL  
Magna Cum Laude
- 1998 – 2000      Swarthmore College – Swarthmore, PA

## UNIVERSITY ADMINISTRATIVE EXPERIENCE

- 2020 – Present      Founding Director, Institute of Black Intellectual Innovation  
California State University, Fullerton
- Created the mission and continue to execute the mission on a daily basis in the following ways: the creation and hosting of programming, the acquisition and management of resources, the establishment of a fundraising protocol and engagement of donors, the creation of collaborative partnerships with departments, centers, and organizations on campus to support innovative teaching, research and service models; the creating and elevation of IBI’s profile and brand through conferences, meetings, media outreach and public events.
- 2020 – 2022      Chair, African American Studies Department  
California State University, Fullerton
- Lead faculty in pursuit of department goals, with an emphasis on equity, transparency, and quality; develop and maintain campus partnerships;

oversee faculty search committees; and assess and address student needs and concerns; monitor and manage budget.

2020 – 2022

Department Lead, Ethnic Studies Requirement (ESR) Committee  
California State University, Fullerton

Develop and implement new campus-wide ESR; develop student learning objectives (SLO) in alignment with state requirement; create courses in African American Studies aligning departmental SLOs with ESR; and collaborate with Asian American and Chicano/a Studies to ensure equity, transparency, and mutual understanding across departments and continued collegiality across the college.

### **TEACHING EXPERIENCE**

2013 – Present

Full Professor (2022-Present)  
Associate Professor (2017-2022)  
Assistant Professor (2013-2017)  
African American Studies Department  
California State University, Fullerton

Courses taught:

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 324 – African American Literature  
AFAM 356 – African American Music Appreciation  
AFAM 388 – Hip Hop Culture  
ENGL 306 – Intermediate Creative Writing  
HUM 100 – Ideas and Experiences in Humanities and Social Sciences

2012 – 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.

2009 – 2011

Graduate Teaching Assistant (Full Responsibility)  
Writing, Rhetoric, and American Cultures Department  
Michigan State University

Courses taught:

WRA 150 – The Evolution of American Thought  
WRA 135 – Writing and Public Life

2009 – 2009 Co-Instructor (Joint Responsibility)  
Bailey Scholars Program, Michigan State University

Course taught:  
ANR 310 – Connected Learning Seminar I

2005 – 2008 Adjunct Instructor (Full Responsibility)  
African American Studies Program  
University of Florida – Gainesville, FL

Course:  
AFA 2000 – Introduction to African American Studies (15 sections)

2004 – 2005 Graduate Teaching Assistant (Full Responsibility)  
Creative Writing Program  
University of Florida – Gainesville, FL

Courses:  
CRW 2100 – Fiction Writing  
CRW 2300 – Poetry Writing

#### **FULL-LENGTH PUBLICATIONS**

2017 *Begin with a Failed Body*. University of Georgia Press (Fall 2017).

2016 *Open Doors: An Invitation to Poetry* co-editor with Irena Praitis and Jie Tian, Yorba Linda, CA: Chaparral Canyon Press. Co-editor.

#### **CREATIVE PUBLICATIONS**

2021 “The Origin of Moths” *The Future of Black: Afrofuturism and Black Comics* Len Lawson; Cynthia Manick; Gary Jackson (eds). Blair Press, 2021. Short Fiction.

2020 “Dark Lane Demo (Reprise)” *Red Shift 5 Anthology* Aruni Wijessinghe (ed). Arroyo Seco Press, 2020. Poem.

2020 “In the Beginning, Death” and “Intersection” *Gracious: Poems from the 21st Century South* John Poch (ed). Texas Tech Press. Poems.

2018 “The Watcher, Visiting Hours,” “State Lines: A poem by Natalie Graham” *San Francisco Chronicle*. David Roderick, June 14, 2018. Poem.



- 2018 "Terrible Tambourines," "Flat Riot, Your Mouth," and "The Trouble with Water" *Ghost Town Literary Magazine*, Issue 10, 2018. (<http://ghosttownlitmag.com>). Online. Poems.
- 2018 "The Way of the Shrine" *PEN America Issue 21: Mythologies (PEN America: A Journal for Writers and Readers)*. New York, NY: PEN America. Poems.
- 2017 "Underneath There Is a Wound" *Obsidian: Literature & Arts in the African Diaspora*. (43)2. Poem.
- 2017 "The Eye and the Names it Calls" Poem commissioned for *Ours is a City of Writers* exhibition, February 5-March 26, LA Municipal Art Gallery/Barnsdall Park. Poem.
- 2016 "Naked, in a Stormy Passage." *Southern Humanities Review* (49)3: 66-67. Poem.
- 2012 "Uncle Bubba's Funeral" *Cave Canem Anthology XII: Poems 2008 and 2009* Eds. Randall Horton and Alison Meyers. Detroit, MI: Willow Books. Poem.
- 2011 "Cinderella Sends her Godmother Away," "Song, without a Musical Note for my Granddaddy," and "Intersection" *Callaloo* (34) 4: 1000-1002. Poems.
- 2011 "Last Lament for Judas," "Judas Kiss," and "The Temptation of St. Anthony" *New England Review* 32(2): 87-89. Poems.
- 2011 "Certain Immutable Laws" and "What Might Not Break Through" *Valley Voices: A Literary Review* 11(1): 59-60. Poems.

#### SCHOLARLY PUBLICATIONS

- 2021 "Capital Codes and Money Moves: The Ironies of Professionalism in *Empire*" in *Working While Black: Essays on Television Portrayals of African American Professionals* LaToya T. Brackett (ed). Jefferson, North Carolina: McFarland, 2021. Essay.
- 2017 "Southern Rap and the Rhetoric of Region" *Phylon* (1960-), Special Volume: Hip Hop Culture and Rap Music Aesthetics in the Post-Civil Rights South (Winter 2017), (54)2: 41-57. Article
- 2017 "What Slaves We Are: Narrative, Trauma, and Power in Kendrick Lamar's *Roots*." *Transition* (122)1: 123-132. Article.
- 2016 "Cracks in the Concrete: Policing Lil Wayne's Masculinity and the Feminizing Metaphor." *Journal of Popular Culture* (49)4: 799-817. Article.

- 2012 "Instructor-Led Engagement and Immersion Programs: Transformative Experiences of Study Abroad." *Journal of Higher Education Outreach and Engagement* (16) 3: 79-81. Article.
- 2011 "Notes from the Musical Underground." *Cult Pop Culture Anthology: How the Fringe Became Mainstream*. Ed. Robert Batchelor. Westport, CT: Praeger Publishers. Entry.

#### **ENCYCLOPEDIA ENTRIES AND BOOK REVIEWS**

- 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.

#### **PRESENTATIONS AND WORKSHOPS**

- 2021 "To Be Young, Black, and Tenure-Track: Diversity in Higher Education" Association of Writers and Writing Programs. Virtual.
- 2021 "Arts, Activism and Americana: Understanding African American Studies" Ethnic Studies Webinar Series, California Department of Education. Invited Panelist.
- 2021 "Black Foods Showcase" African American Resource Center, California State University, Fullerton. Virtual.
- 2021 "Titan Table Talk: Civic Engagement in Black Communities" Panel Moderator. Office of Diversity, Inclusion and Equity Programs. California State University, Fullerton. Virtual.
- 2021 "Partners in Meaningful Diversity" OLLI Diversity Initiative, Osher Lifelong Learning Institute, California State University, Fullerton. Virtual.
- 2020 "Integrating Anti-Racist Theory" Pollak Library Retreat Workshop Facilitator. California State University, Fullerton. Virtual.
- 2020 "Fine Arts & Humanities Workshop" The California Forum for Diversity in Graduate Education. Virtual. Invited Panelist.
- 2020 "Black Poets in a Time of Unrest" L.A. Times Book Club. Virtual. Invited Reader and Panelist.

- 2019 "Combatting Anti-Blackness" 2-Day Workshop. Korean Resource Center. Fullerton, California. Invited Workshop Facilitator.
- 2019 "Honoring the Past, Bridging to the Future" African American History Month Poetry Celebration, English Department and the Black Faculty Staff Association, Cal State University, San Bernardino. Invited Reader.
- 2019 "Create Community, Reveal Humanity" CSU Humanities and Creative Arts Webcast, California State University Office of the Chancellor. Presenter.
- 2019 "Teaching the 21st Century Poetry of Witness" Association of Writers and Writing Programs Conference. Portland, OR. Panelist.
- 2018 "The sizzle of the feast...A Song of Reimagined Forms" Hugo House, Seattle, WA. This generative workshop digs into a selection from Patricia Smith's *Incendiary Art*, feasting on her rhythmic forms and mechanics of music for inspiration. Workshop Instructor.
- 2018 Solstice MFA Program visit, 8th annual Cave Canem Partner Poet. Chestnut Hill, MA Invited Reader and Q&A luncheon with Graduate Students.
- 2018 "(Mis)Understanding Black Identity/Combatting White Privilege" Association for the Study of African American Life and History. Indianapolis, IN. Panelist.
- 2017 "Ridin' Dirty in the Ivory Tower: Hip Hop's Argument for Academic Excellence" Association for the Study of African American Life and History. Cincinnati, OH.
- 2017 Women Writing/Writing Women, Panel Chair and Comments. Western Association of Women Historians. San Diego, CA.
- 2016 "The Shadow of Death: Rethinking Figurative Grounds for Selfhood, Intimacy, and (Black) Power" Association for the Study of African American Life and History. Richmond, VA.
- 2016 "The Sword of David: Intimacy, Intersectionality, and (Black) Power" at "A Language to Dwell In": James Baldwin International Conference, American University of Paris. Paris, France.
- 2016 "Sing About Me in Fragments: Sex, Death, and Interruption in Kendrick Lamar and James Baldwin's *Giovanni's Room*" Association of Writers and Writing Programs. Los Angeles, CA.
- 2015 "Black Names: Race and Perceptions of Course Value." Association for the Study of African American Life and History. Atlanta, GA.

- 2015 "Crank That Adorno" Popular Culture Association / American Culture Association Conference. New Orleans, LA
- 2015 "Race, Gender, and Popular Culture in Modern America" Panel Chair. California American Studies Association Annual Conference, Fullerton, CA.
- 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)
- 2013 "Slavery's not Yet Done with Us: Poetry as Emancipation." Association for the Study of African American Life and History. Jacksonville, FL.
- 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.
- 2011 "Get In There and Act Right! ... Using Citations to Open up Intellectual Space" National Council for Teachers of English. Chicago, IL. Teaching Demonstration.
- 2011 "Transformative Experiences of Study Abroad: Engagement, Instructor-Lead and Immersion Programs." National Outreach Scholarship Conference. East Lansing, MI. Poster Presentation.
- 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.
- 2011 "Teamwork and Collaboration in Research. " Leading Though Teamwork Conference. Michigan State University. East Lansing, MI.
- 2011 "Transgressing Tradition: Transitional Bodies in Popular Music." Popular Culture Association/American Culture Association. San Antonio, TX.
- 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.
- 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.
- 2009 "Signifyin' Freedom: Representations of U.S. Citizenship in Southern Hip Hop." Association for the Study of African American Life and History. Cincinnati, OH.

- 2007 "Positive Gangstas? Relating to Youth Cultures." National Organization of Black Law Enforcement Executives. Jacksonville, FL.
- 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 Facilitator.
- 2007 "African-American History and Activism." Black Student Leadership Conference. University of Florida. Gainesville, FL. Workshop Facilitator.
- 2006 "Hip Hype: What's Ruining Rap?" Institute of Black Culture Luncheon Series. University of Florida. Gainesville, FL.
- 2006 "Color Issues and Beauty Stereotyping." Girls Empowerment Summer. Wilhelmina Johnson Community Center. Gainesville, FL. Youth Workshop Facilitator.

#### **FELLOWSHIPS AND AWARDS**

- 2021 Orange County Poet Laureate, Appointed by LibroMobile and Orange County Public Libraries
- 2019 Primary Investigator, "Imagining Home: The Stories Photos Tell" Humanities for All, Quick Grant, California Humanities, \$5000
- 2019 Walter E. Dakin Fellowship in Poetry, Sewanee Writers' Conference, Sewanee, TN
- 2018 Dean's Faculty Scholarly Achievement Award, College of Humanities and Social Sciences for the article, "What Slaves We Are: Narrative, Trauma, and Power in Kendrick Lamar's Roots" in *Transition*
- 2017 Outstanding Scholarship and Creativity Award, College of Humanities and Social Sciences, California State University, Fullerton
- 2016 Cave Canem Foundation Poetry Prize  
First book award, includes publication by University of Georgia Press
- 2016 International Travel Grant, College of Humanities and Social Sciences, California State University, Fullerton
- 2014 Faculty of the Year, Afro-Ethnic Student Association, California State University, Fullerton
- 2011 Outstanding Poster Award, National Outreach Scholarship Conference

- 2011 Heart and Soul Award, Michigan Campus Compact Public service award from a consortium of Michigan college and university presidents.
- 2010 Graduate Fellow, Bailey Scholars Program, Michigan State University
- 2009 Third Place, Little Big Show Poetry Prize (Entry title: "Gallery Songs")
- 2009 Graduate Student Conference Award, American Studies, Michigan State
- 2008 University Distinguished Fellow, Michigan State University
- 2007 Cave Canem Fellow, Cave Canem Foundation
- 2003 Graduate Alumni Fellow, University of Florida
- 2003 Board of Education Program Fellow, University of Florida

#### **PROFESSIONAL SERVICE**

- 2022-Present Advisory Board Member  
Design Thinking Executive Program, University of California, Riverside Extension
- 2022-Present Community Culture Liaison  
Seegerstrom Center for the Arts, Costa Mesa, CA
- 2021-Present Board Member  
EcoTheo Collective, Austin, TX
- 2021 Summer Research Experience Mentor  
Health Careers Opportunity Program, Department of Human Services, California State University, Fullerton
- 2020 – 2021 Committee Member  
International Education Committee, California State University, Fullerton
- 2020 – 2021 Committee Member  
Faculty Research Committee, California State University, Fullerton
- 2019 – 2022 Program Co-Facilitator  
Poetry Out Loud, San Bernardino County
- 2017 – 2019 Faculty Leader  
First Year Experience Pilot, California State University, Fullerton

2017 – 2019      Committee Member  
Cultural Tax Working Group

2016 – 2019      Faculty Mentor  
Hip Hop Heads, Cal State Fullerton

2016 – 2017      General Education Assessment Coordinator  
General Education Faculty Learning Community

2015 – 2018      Editorial Board Member  
Journal of Popular Culture, Michigan State University

2014 – 2015      Faculty Mentor  
Afro-Ethnic Student Association, California State University, Fullerton

**PROFESSIONAL ASSOCIATIONS**

2013 – Present      Lifetime Member  
Association for the Study of African American Life and History

2010 – 2018      Member  
Pop Culture Association/American Culture Association

## Dr. Natalie Novoa

Assistant Professor | Department of African American Studies, California State University, Fullerton  
[nnovoa@fullerton.edu](mailto:nnovoa@fullerton.edu) | Phone and address available upon request

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### Education

<b>Ph.D.</b> in History, University of California, Berkeley	2019
Dissertation: "A Home Away From Home: Recreation Centers and Black Community Development in the Bay Area, 1920-1960"	
Dissertation Committee: Waldo Martin, David Henkin, Ula Taylor	
<b>M.A.</b> in History, San Francisco State University	2011
<b>B.A.</b> in History, Dominican University of California, <i>Cum Laude</i>	2008

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### Research/Creative Activities

#### Awards/Grants:

- Mellon Foundation, Career Enhancement Fellowship for Junior Faculty AY 23/24
- CSUF, HSS Junior/Senior Intramural Grant (AY 22/23) Spring, 2023



- CSUF, HSS Summer Stipend Research/Writing & Pedagogical Innovations Stipend Summer, 2022
- CSUF, Office of Research and Sponsored Projects Grant for Faculty Support for Scholarly or Creative Productivity Spring, 2022

## Publications:

Novoa, Natalie, "Remaking Community Space Amid War: Black Recreation Centers in the San Francisco Bay Area, 1940-1950," (Under R&R for *California History Journal*, Spring 2023)

Novoa, Natalie, "Defining Race and Citizenship through Play: The Playground Movement in the Bay Area, 1900-1920," (In progress, submitting to the *Journal of Sports History*, Spring 2023)

## Book Reviews

Novoa, Natalie. "Review of *Traveling Black: A Story of Race and Resistance*" by Mia Bay, *California History Journal* (Fall 2022) 99 (3): 79-81.

Novoa, Natalie. "Review of *West of Jim Crow: The Fight against California's Color Line*" by Lynn M. Hudson, *Pacific Historical Review* (Fall 2021) 90: (4): 549-551.

## Conferences/Presentations

"The Playground Movement Comes to the Bay Area, 1900-1920," submitting panel proposal for the Urban History Association Conference, "Reparations and Right to the City." October 26-29, 2023

HSS Lecture Series: Research and Teaching Through the Lens of Humanities and Social Sciences, "Tracing Meanings of Community, Race, and Space." Panel with Dr. Woody and Dr. Capetola, African American Studies Department, CSU Fullerton. February 6, 2023

SoCalAG-Surfs Education and Research Conference, Organized Panel "Black Community Development through Urban Farming" with speakers Jamiah Hargins and Taylor Lindsey. April 7, 2022

"Planting Roots in the West: The role of black recreation centers as sites of community-building, leisure, and activism in the Bay Area, 1940-1950," presented at the Pacific Coast Branch of the American Historical Association, 110<sup>th</sup> Annual Meeting, "Seeing History: Traces and Representations of the Past," at California State University-Northridge. August 3-5, 2017

"A Home Away from Home": Community-based Recreation Centers and Black Community Development in Oakland, California, 1920-1960," presented at Boston University, conference on *Region, Space, and Place in American History*. April 1-2, 2016

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## University Teaching

**California State University, Fullerton**

August 2020-

present Assistant Professor, Department of African American Studies

Spring 2023

- AFAM 361-01: "Black Environmentalism"
- AFAM 101-05: "Introduction to Ethnic Studies" (asynchronous)

Fall 2022

- AFAM 280-03: "Introduction to African American History"
- AFAM 280-04: "Introduction to African American History"

Spring 2022

- AFAM 361-01: "Black Environmentalism" (In-person)

Fall, 2021

- AFAM 361-01: "Black Environmentalism" (synchronous)
- AFAM 101-01: "Introduction to Ethnic Studies"
- AFAM 101-05: "Introduction to Ethnic Studies"

Summer, 2021

- AFAM 101: "Introduction to Ethnic Studies"

Spring, 2021

- AFAM 289: "Introduction to African American History"

Fall, 2020

- AFAM 107: "Introduction to African American Studies"
- AFAM 335: "History of Racism"

**University of California, Berkeley**

2019/2020

Lecturer, Department of History

**Patten University, San Quentin State Prison, California**

2017

Instructor

## Awards:

- College of Humanities and Social Sciences Award for Outstanding Teaching Spring, 2022

## Additional Activities:

- ENST 596 Internship Supervisor Spring, 2022

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## Professional/Service Activities

State Level

- Teaching History Conference: Challenges in Teaching & Learning History: Issues of Pedagogy and Content, UC Davis (virtual event) May 7-8, 2021

University Level: AY

22/23

- CSUF Faculty/Graduate Student Mentoring Program (Fall 22/Spring 23)

AY 21/22

- Mental Health First Aid Certification (certification good for 3 years), June 2022
- Black History Month Planning Committee, Spring 2022

AY 20/21

- Institution of Black Intellectual Innovation, Fall-Spring 2021
- Black History Month Planning Committee, Spring 2021
- Pan-Afrikan Recognition Ceremony Committee, Spring 2021
- Spring Transfer Coordinator, College of Humanities and Social Sciences, Member (2020-

2021)

# Ashley Woody

Assistant Professor Department of  
African American Studies  
California State University Fullerton 800 N  
State College Blvd.  
Fullerton, CA 92831 [awoody@fullerton.edu](mailto:awoody@fullerton.edu)

## EDUCATION

Ph.D., Sociology, University of Oregon, 2021 M.S., Sociology,  
University of Oregon, 2017

B.A ., Sociology, California State University Long Beach, 2014

## RESEARCH AND TEACHING AREAS

Structural Racism; Emotions; Urban and Suburban Inequality; Race & Space; Research Methods; Theory;  
Student Career Development.

## PEER-REVIEWED PUBLICATIONS

Silva, Tony and **Ashley Woody**. 2022. "Supernatural Sociology: Americans' Beliefs by Race, Gender, and Education". *Socius*. doi: <https://doi.org/10.1177/23780231221084775> (Published March 10, 2022)

Woody, Ashley. 2021. "Emotions and Ambient Racism in America's Whitest Big City." *Social Problems*. doi: 10.1093/socpro/spab074  
(Published December 3, 2021)

Shiao, Jiannbin, and **Ashley Woody**. 2020. "The Meaning of 'Racism.'" *Sociological Perspectives* 64(4):495–517. doi: [10.1177/0731121420964239](https://doi.org/10.1177/0731121420964239).  
(Published October 16, 2020)

Woody, Ashley. 2018. "They Want the Spanish But They Don't Want the Mexicans": Whiteness and Consumptive Contact in an Oregon Spanish Immersion School." *Sociology of Race and Ethnicity*. 6(1), 92–106. doi: <https://doi.org/10.1177/2332649218803966>.  
(Published October 8, 2018)

## WORKS IN PROGRESS

Woody, Ashley. 2021. "Racial Gaslighting in a Politically Progressive Urban Enclave" Article Manuscript in Preparation.

## TEACHING

California State University Fullerton, Department of African American Studies AFAM 101:

Introduction to Ethnic Studies

AFAM 307: Research and Writing in Ethnic Studies ETHN 490:

Ethnic Studies Senior Seminar

California State University Long Beach, Department of Sociology SOC 354:

Qualitative Methods of Social Research

University of Oregon, Department of Sociology SOC 445:

Racism, Inequality, and Resistance

SOC 399: Whiteness, Masculinity, and Heterosexuality SOC 204:

Introduction to Sociology

## CONFERENCE PRESENTATIONS AND INVITED RESEARCH TALKS

- 2022 Woody, Ashley. "The Social Construction of Whiteness" Invited Research Presentation in COMM 315: Mass Media and Diversity. CSUF Department of Communications. Instructor: Dr. Ricardo Valencia. Wednesday, October 5, 2022.
- 2022 Woody, Ashley. "Racial Gaslighting in a Politically Progressive Urban Enclave". American Sociological Association Annual Conference. Los Angeles, CA. August 9<sup>th</sup>, 2022
- 2022 Woody, Ashley. "Racial Gaslighting in a Politically Progressive Urban Enclave". CSUF Institute for Black Intellectual Innovation Black Ecologies Conference. April 14, 2022.
- 2022 Woody, Ashley. "Emotions and Ambient Racism in America's Whitest Big City" Invited Research Presentation in PSYCH 520: Applied Qualitative Research. CSUF Department of Psychology. Instructor: Dr. Lucía Alcála. April 7, 2022
- 2020 Woody, Ashley. "Feeling Race in Portland: Emotions and Ambient Racism in America's Whitest Big City". Society for the Study of Social Problems Annual Meeting (Paper accepted but presentation cancelled due to COVID-19)
- 2020 Woody, Ashley. "Feeling Race in Portland: Emotions and Ambient Racism in America's Whitest Big City". Pacific Sociological Association Annual Meeting (Paper accepted but presentation cancelled due to COVID-19)

2017 Woody, Ashley. "They Want the Spanish But They Don't Want the Mexicans": Whiteness and Consumptive Contact in an Oregon Spanish Immersion School", American Sociological Association, Montreal, QC, Canada.

## OTHER PRESENTATIONS, PANELS, AND MEDIA APPEARANCES

2022 Interview Appearance: "Ambient Racism with Dr. Ash Woody" on *Let's Grab Coffee* Podcast. Hosted by Dr. SunAh Laybourn. Published February 7, 2022 on WYXR Memphis and Apple Podcasts.

2020 Alumni Panel, Discussant, California State University Long Beach Sociology Student Association

2019 "Advice on Applying to Graduate Programs and Graduate School". Panel Discussant, Pacific Northwest Ethnic Studies Undergraduate Research Symposium, University of Oregon

## DEPARTMENT SERVICE

2022- Assessment Lead, CSUF Department of African American Studies Program Assessment for AY 2021-2022

2022- Independent Study Advisor, CSUF African American Studies Undergraduate Independent Research Project: "Experiences of Black Educators in Orange County, California". Student: Devon Moore.

2021- Committee Member, CSUF Department of African American Studies Curriculum Committee

## UNIVERSITY SERVICE

2022- Committee Member, CSUF OneBook Program Planning Committee

2022- Mentor, CSUF Graduate Student Mentoring Program

2021- Faculty Affiliate, CSUF Center for Ethnographic Cultural Analysis

## PROFESSIONAL SERVICE

Manuscript Reviewer:

*Sociology of Race and Ethnicity Social*

*Problems*

*Socius: Sociological Research for a Dynamic World*

## COMMUNITY SERVICE

2022- Volunteer and Organization Member, Vietnamese Rainbow of Orange County

## PROFESSIONAL DEVELOPMENT TRAINING

2022 “Encouraging Active Learning in a Class of Any Size” Faculty Development Center Workshop. September 8, 2022

2022 “Engaging Students to Be Career Ready” CSUF Faculty Development Center Workshop. July 20, 2022.

2022 “Writing Your Curriculum Vita” Asynchronous Course. Faculty Research Network. 2021  
New Faculty Development Meeting Series. CSUF Faculty Development Center.  
August 2021- May 2022

2021 Equitable Pedagogy Module. CSUF Academic Year 2021-2022

## PROFESSIONAL MEMBERSHIPS

American Sociological Association (2022-present)

• Sections: Racial and Ethnic Minorities



- SoCal AG-Surfs Education and Research Conference, April 7, 2022

Organized Panel "Black Community Development through Urban Farming"

- Environmental Studies Program Board Member (Joined January 2021)
- Primary Source Database Purchase Working Group, Spring 2021
- Strategic Planning Committee for AB 1460 Ethnic Studies, HSS, Member (2020-2021)

Department

- Advising Committee, Chair (2022-2023)
- Department Search Committee, Chair (2020-2021): ACLS Postdoc to Tenure Track Position in Black Music
- Department Search Committee, Member (2020-2021): Mental Health/Ethnic Studies TT Position
- Department Working Group for AB 1460 Ethnic Studies Requirement Implementation Plan, Member (Fall 2020) (Working Draft document from meeting)

Regional and Community Level Service

- American Political History Seminar Group, UC Berkeley History Department, 2020-present
- Community Black Book Chat Reading Group hosted by CSUF AFAM Department, 2022-present