

Sabbatical Leave Application

Name: Siri Brown Date: 3/25/2014

Years of Service in PCCD: 10 Faculty Service Areas (FSA) African American Studies

Leave Period Requested: Spring, 2015

Have you had previous Professional Development (Sabbatical) Leaves? YES / **NO**

If "yes" list time periods and activities:

N/A

Type of Leave: Indicate type of program. Check more than one, if applicable, and complete forms as applicable.

- Formal Coursework at university / college or other institutions
- Research / Study / Creative Work / Internship
- Travel / Study / Site Visits

Time Requested: There are three possible time arrangements for Leaves as shown below. Indicate your preference by writing 'first choice', 'second choice' etc. in the spaces provided. The Committee will try to give you your first choice. It will be assumed that you are not interested in any option you leave blank.

Select Option

1. One semester @ 100% salary for Fall 2014 _____
2. One semester @ 100% salary for Spring 2015 X
3. Two semesters @ 66.66% salary for Fall 2014/Sp2015 _____

Upon return from professional leave, you are required to submit to the Chancellor, in writing, two copies of a report detailing the outcome of your leave (see Article 26 #13 of the PFT Contract for details – see appendix). Please also send an electronic and a hard copy of the report to the Chair of the Merritt Professional Development Committee, which will be available in the campus Library for future reference.

Sabbatical Project Outline

Name: Siri Brown

Department: African American Studies

Type of Leave: Project to Complete Africana Center

Sabbatical Leave Dates: Spring, 2015

1. Title of the Project:

Africana Studies Community Research Center: Engaged and Interactive Student Learning

2. What will you be doing (include any travel plans):

Project Description:

My proposed project for sabbatical leave is to complete the final aspects of the Africana Studies Community Research Center located in the remodeled L building in the Learning Center. The Africana Studies Center has two central aims: **One**, the development of four (4) interactive learning modules of museum quality where students engage with supplemental course materials through visual, auditory and touch screen lessons on ipads. The modules for the center are multilayered, visual, and kinesthetic. They are also fully ADA compliant and bi-lingual in Spanish to increase access. The modules are for educational purposes and include assessments that impact the grade of the student. Every African American Studies course and instructor will link their curriculum and means of grading assessment to the modules to increase the alignment of our department student learning objectives (see attachment 1) and ensure maximum and continuous use by students. Our faculty will also utilize our community connections to have area high school and community youth groups visit the Africana Center as a means of aiding the knowledge development about the history of African people, and as a means of recruitment to Merritt College.

The four modules contain professionally developed videos from noted scholars and community organizers, narrative readings by professional voice actors, images, speeches, and poems on Classical African History, Pan-Africanism, The Maafa (i.e. slavery and colonialism), and Oakland's African American history—all topics that are covered in the variety of interdisciplinary courses offered in our department and link to our department student learning outcomes (see attachment 2). Merritt College African American Studies faculty have assisted in

collecting the images and writing the narrative. We have used an outside professional design agency (*Jed Riffe Films*) to design the interactive layout, visuals, audio etc together. The work has taken over two years and faculty were not compensated in any way for the hundreds of hours of work in writing, meeting, and arranging the content for video production. In contributing all of these hours, we have no regrets because the final product is unique and impressive thanks to our adjunct faculty who donated time in support of the project and the designers whose work is extraordinary.

Two, the second aim of the Africana Center is to house and collect local African American historical documents on the Black Panther Party, post-World War II Black migration, unions, arts and culture and family histories. This aspect of the center will also have high student involvement in that African American Studies majors and minors and interested Social and Behavioral Science majors will be trained in research methodology that includes historical preservation processes including archiving, scanning, and interviewing methods for individual and family histories for public history display. Students will be able to receive transferable credit and certification for this work and their projects will become a permanent part of the collection.

The Africana Center will be available for limited use for the campus community, high school student and community use this fall, 2014 term. However, in order to complete phase one and two and allow for full use, I am proposing to use sabbatical leave to complete the following:

Develop Moodle Shells: Each African American Studies course must have an active moodle shell where assignments correspond with the information in the modules. The moodle shells will have links to additional readings, essay questions, and quizzes that can only be answered after a student engages in the Africana Center with the learning modules. I will develop each of these shells in coordination with African American Studies colleagues.

Write Curriculum: I will write the curriculum for a 1 unit Learning Resource course and take it through the CIC and CIPD process. This course will be similar to the course that students are required to enroll in in order to use the Learning Center which allows the college to track the amount of student use and generate FTES. The proposed Learning Resource course that will be associated with student use in the Africana Center will generate FTES for the 700+ students in African American Studies courses each semester.

Museum Registry and Grant Competitions: We believe our project is unique both in content and delivery and thus want to apply for registration as a digital museum and apply for competitions, awards, and grants that will aid the future growth of the Africana Center.

Family History Project: Phase two includes developing the means for students to work on family history projects and make this an evolving part of the Africana Center. During sabbatical leave I will make connections at various family research centers to organize training for students and establish agreements between these centers and the African American Studies department.

Certificate in Research Investigation: The aim is to be able to award students with a state recognized certificate for Social Science Research and thus validate marketable skills. During sabbatical I will research the process and begin the process of applying for a certificate program. This includes developing the curriculum needed for the certificate.

Project Student Learning Outcomes:

- Analyze the historical and current experience of African and African American people through the use of interactive learning
- Compare and contrast African Centered methodology with main stream practices
- Evaluate the connection of the module content with department student learning objectives
- Assessment of the module content in the form of critical thinking questions, quizzes, and short answer essays
- Interpret and appraise primary historical documents for preserving, cataloging, and organizing purposes
- Apply African Centered Social Science research methodology to a lab environment

Project Benefits to Merritt College:

- Increase FTES by creating a Learning Resource course for all African American Studies students each term.
- Increase the visibility and access of the African American Studies Department and thus the College by generating interest from community and high school groups, and competing for museum awards and grants
- Expand the college's commitment to diversity as stated in the Institutional Learning Objectives

3. At the completion of your sabbatical project, what will be produced/ accomplished? (Leave objectives)

- Develop and incorporate module content for student assessment (quizzes, essays, and other assignments) for 12 Moodle shells for African American Studies courses.

- Develop and complete the approval process for related Learning Recourse curriculum to generate FTES.
- Establish Written Agreements with 2 Oakland museums and 2 family research programs for student training on family genealogy and history.
- Complete application for a Social Science Research Certificate to the state of California.
- Apply for 3 museum award competitions and 2 grants for the development of future projects for the Africana Center.

4. What are the benefits to your department, your teaching assignment, and most importantly, your students?

The completion of this project will garner recognition for the department in creating an innovative learning method and will allow alternative means of learning for students who intellectually engage in visual and interactive learning. Importantly, the modules can be used by Spanish language speakers and the hearing and seeing impaired as we have worked hard to ensure that our ADA accessibility exceeds district standards. One of the Learning Objectives of the African American Studies Department is to increase students' understanding and esteem about self, family, and community by teaching and learning about African and African American history, sociology, psychology etc. The interactive modules will enhance this objective in that students can move through it at their own pace, complete critical thinking questions, and hear and watch short videos of the numerous noted scholars and community organizers that speak in 3-5 minute segments about various aspects of history, politics, and culture. For example, one of the modules is about Oakland's local history and current issues facing the African American community. Our aim here is to inform students about the important history of African American migration, unions, churches, and organizations/institutions like the Black Panther Party and Merritt College in Oakland. We went a step further in having digitally interactive maps of Oakland that show the racial demographic changes along with housing restrictive covenants over time. This allows students to see their neighborhoods over time and is incorporated with interviews by community leaders about segregation, gentrification etc. and its impact on community formation. The content of with module is purposeful in that our aim is to localize history and allow students to see themselves and their personal family history as the history of Oakland. The other modules are similar in that they engage and encourage a critical examination of self as reflected in the larger story of African people in the world generally and the U.S. specifically.

As students seek degrees and training in the Social Sciences, completion of the Social Science Research certificate will allow students to see some of the ways that the Social Sciences are a *science* where training in research, technical application, and methodology can lead to valuable skills in the work place. At Merritt College, the Social & Behavioral Sciences A.A. degree is the most numerous degree awarded each year. What is missing is a research component that can lead to enhanced skills and employment.

5. Write an abstract that addresses your project. Make sure the abstract is something that would be appropriate to present to the Board of Trustees.

The *Africana Studies Community Research Center* located in the newly remodeled L building at Merritt College houses four (4) interactive learning modules of museum quality where students engage with supplemental course materials through visual, auditory, and touch screen lessons on ipads. The modules for the center are multilayered, visual, and kinesthetic. They are also fully ADA compliant and bi-lingual in Spanish to increase access. Each semester, over 700 African American Studies students will be required to utilize the modules as part of the curriculum and graded assessment in each African American Studies course. This will expand the means of learning and increase interest and success in course materials. Sabbatical leave will allow for the completion of this project to; (1) develop 12 corresponding moodle shells with exams, quizzes, and critical thinking essay questions that are based on the content of the modules, (2) develop the curriculum for a Learning Resource course for student use of the Africana Center that will generate FTES without tuition fees for students, (3) apply for official museum registry, museum award competitions, and grants to develop future aspects of the Africana Center, (4) formalize partnerships and agreements with family genealogy and history centers for student training in creating family history projects for display, and (5) develop and apply for a Social Science Research certificated program that will allow students to be trained in the technical and methodological research skill of the Social and Behavioral Sciences to enhance their employment and advanced training options.

Attachment 1:

African American Studies Program Outcomes

Critical Thinking

Examine research, ideologies, issues and text from an African Centered point of view that illuminates the uniqueness of the Black experience in a holistic and contextualized manner.

Global Pan-African Perspective

Recognize and apply their identity and activism from a unified understanding of the race, culture and heritage of African people.

Cultural Pride and Racial Identity

Exhibit a positive self and collective awareness in their race and heritage.

Increased Multi-Cultural Awareness

Recognize the sources of personal attitudes and world views and deal constructively with issues that arise out of human differences. Combat and transcend the impact of over generalizing and stereotyping.

African Centered Perspective in All Areas of Life and Work

Develop a perspective and behavior that incorporates African Centered thought into all areas of life; including family, work, community commitment and social justice activities.

Applying Knowledge to Advanced Study

Prepare to successfully complete academic work at the university/college they transfer to.

Community Involvement and Activism

Commit to the role they must play in combating oppression in the African world community. Enhance self-awareness about the power of collective action and the role of the individual in collective justice.

Attachment 2:

Africana Center Module Content Outline

1. Classical African Civilizations– This section will focus on the economic, political, and religious structures of each kingdom.
 - a. Foundational thinkers – Cheikh Anta Diop, John Henrik Clarke, Ivan Van Sertima
 - b. Origins of humanity
 - i. Monogenetic vs. Polygenetic Theory
 - c. Origins of Civilization
 - i. Nubia – Emerged from Egyptian rule and established an independent kingdom known as Kush at the end of the second millennium BCE.
 - ii. Kush – Through military power, command of boats and the surrounding waters, Kush gained control of both Upper and Lower Egypt by 750 BCE.
 - iii. Axum – which is modern day Ethiopia, emerged in the first century BCE. Axum was the first Christian state in Sub-Saharan Africa. Though their power was reduced significantly they were able to retain their unique culture and independence.
 - d. Ancient Kemet (Egypt)
 - i. Origins of Math, Science, and Medicine
 - ii. Governmental structures
 - iii. Architecture/Arts
 - iv. Misconceptions of European contributions to and benefits from ancient Kemet society.
 - e. Great Zimbabwe
 - i. One of the greatest kingdoms in South Africa.
 - ii. Architectural mystery
 - f. West African Kingdoms
 - i. Ghana – (the name means “king” in the Soninke language) First known Kingdom in western Africa rising to power around the fourth century CE. The kings were known throughout Europe and Southwest Asia for their riches gained through trade. Ghana exported pepper, slaves, and gold (most valuable). The empire of Ghana was destroyed in the twelfth century.
 - ii. Mali – ruled between 1230-1468 CE. This empire was created by Sundiata. (The name means “where the Emperor resides” in the Mende language). The most important city in Mali was Timbuktu educational center, as well as Walata and Gao which were economic and cultural centers. Timbuktu was a major place for the trade of gold, slaves, salt and later became the center for Islamic studies. New leadership Mansa Musa

(1312-1337) was one of the wealthiest leaders known in the world. Mali's decline in 1468.

- iii. Songhai – succeeded from Mali in 1375 and at the fall of the Mali Empire, the Songhai reigned from 1464-1591 under the leadership of Sunni Ali. Sunni Ali died and the kingdom was under the rule of Muhammad Toure from 1492-1528. Under Toure the mosque at Timbuktu became the center for the study of theology, law, mathematics, and medicine. With the decline of the Songhai Empire and the intrusion of Europeans, such as the Portuguese as well as other African Kingdoms, the trade shifted from gold to human beings.

2. Pan-Africanism/Black Nationalism– This module will be creative in that it will include culture, music, religion/spirituality, and language as it pertains to politics.

a. Foundational Thinkers

- i. Richard Allen – The Free African Society
- ii. Henry McNeal Turner – Back to Africa Movement
- iii. Sylvester Williams – Pan-African Association
- iv. W.E.B. Dubois – International President of the Pan-African Congress
- v. Kwame Nkrumah -dedicated revolutionary, father of Ghanaian independence, and first president of Ghana

b. Haiti

- i. First Black independent nation in the western hemisphere
- ii. Leaders of the Haitian revolution (Boukman, L'Ouverture, Dessalines)
- iii. Haiti's message of strength and hope of freedom throughout the African diaspora
- iv. Haiti excluded from economic trade in the west

c. Marcus Garvey

- i. African identity
- ii. Diasporic government and economic independence through trade
- iii. United Negro improvement Association
- iv. Black Star Line

d. Nation of Islam

- i. Origins of the Nation of Islam
- ii. Elijah Muhammad
- iii. Unity and pride for Black men
- iv. Malcolm X/El Hajj Malik El Shabazz

e. 20th Century Pan Africanism

- i. Race and identity amongst the Black race
- ii. Is there still a need?

3. History of Oakland, The Black Studies Movement and the Black Panther Party

a. Reason for black emigration to Oakland

- i. Black migrant stories
 - b. Union workers
 - c. West Oakland Health Clinic
 - d. Maps of Black migration from south and Midwest to Oakland
 - e. Maps of old Oakland with Black business, and residential areas
 - i. Redlining/home ownership
 - ii. Gentrification
 - iii. Comparison map of old and current homes and black businesses in Oakland
 - f. Origins of Black Studies
 - i. Interview with Bobby Seal
 - ii. Oakland City College (Grove Street Campus).
 - 1. Why it moved out of the community to the hills of Oakland?
 - iii. First Black Studies classes and department and its connection to Berkeley High School's African Studies Department
 - iv. Formation of the Black Panther Party
 - 1. Police brutality
 - 2. Headquartered in the community (Map)
 - 3. Founding members
 - a. Bobby Seal, Tarika Lewis, Marvin X, Erika Huggins
 - 4. Community projects
 - a. Sickle cell clinics, Breakfast program, Health Clinics
 - 5. Black Panther School – interview teacher and student who attended
 - 6. BPP impact on the environment
 - a. Urban gardens
4. MAAFA Slavery and Colonialism
 - a. Slavery and Colonialism in Africa
 - b. Map of import of humans from African to the new world
 - c. Map of the triangular trade
 - d. Middle passage
 - i. Equiano's story
 - ii. Process of hording human in bondage from interior of Africa to ship
 - iii. Rape
 - iv. Diet
 - v. Death
 - e. Resistance
 - i. Amistad
 - ii. Stono Rebellion
 - f. Religion and rebellion
 - i. Nat Turner
 - g. Brutality - Psychological and physical

- h. Economics of slavery
 - i. The building of European countries
 - ii. The depletion of African kingdoms and resources
- i. End of Slavery – begin of colonization of Africa
 - i. Berlin Conference 1844
 - ii. Cecil Rhodes and the Congo

Letter of Support:

Oakland, April 1, 2014
Merritt College

To Whom It May Concern:

It is with great pleasure that I write this letter to support Dr. Siri Brown for the completion of the project *Africana Studies Community Research Center*. I have known about the project for the last two ears and I feel that it will be a major contribution to the learning experience of Merritt College students and others. Dr. Siri Brown has asked me to collaborate in part of the project, so I have been closely witnessing the development of such innovative, cutting edge technological and multidisciplinary educational project.

As a professor teaching History and Mexican and Latin American Studies, I also have vested interest in the completion of such an important endeavor. In my U.S. History classes I greatly emphasize the role of Africa in the formation of U.S. society, economically, culturally, and politically. Having a resource so close at hand like the *Africana Studies Community Research Center* will enable me to connect my syllabus to the project, making sure that my students will explore the Center, therefore deepening their knowledge of such an important area of studies.

On the other hand, new scholarship regarding the history of Latin America moves towards the recognition of the African Diaspora from Mexico to Tierra del Fuego. Last semester, I was part of a Fulbright fellowship with Dr. Brown in Brazil studying the African Diaspora in Latin America. This research resulted in the creation of a specific class entitled "The African Heritage of Latin America", and three different units to be taught in Mexican and Latin American Studies.

The completion of the Center by Dr. Brown, will greatly support my teachings of Mexican and Latin American Studies as well. I teach six Mexican and Latin American Studies classes a year with more that thirty students in each session. I will make sure also to connect my syllabus with the Center, asking my students to visit, and write about the sources that will be available to them. I will also be able to create research assignments, ensuring the connection of my students to the *Africana Studies Community Research Center*. Without a doubt the Center will greatly support the understanding of my students into the complex issue of Africa in Latin America.

I have observed Dr. Brown develop the project as she teaches and also heads the Department. It has been a monumental task and I feel that she needs institutional support from the College to finally finish. Her contribution, not only will benefit Merritt students, for sure students of the Peralta system and others will be using this Center that not only uses new and existing technology, but has a solid scholarship much needed to teach our students.

I support Dr. Siri Brown's sabbatical for the completion of the *Africana Studies Community Research Center* with my all my corazón.

Professor Claudio E. Durán
History and M/LAT

Letter of Support:

April 1, 2014

Sabbatical Committee

Dear Committee Members,

It is with great enthusiasm that I support Dr. Siri Brown's request for Sabbatical Leave for Spring, 2015. The Africana Studies Community Research Project will enhance not only our students' mastery of college level skills, preparation for transfer, and appreciation for the communities in which they live, but the project will also be uplifting for the community as a whole. In doing so, the Africana Studies Center will provide an innovative model for other colleges and universities to emulate, and will thereby bring credit to Merritt College and the Peralta Community College District.

As Director of Merritt's Anthropology Program I will encourage my students to participate in the Africana Studies Center's program. The benefits to Anthropology students—and, indeed, to all of our students—are manifold. The interactive learning modules will engage students in a number of approaches to learning and will enable them to appreciate different ways of approaching a topic—a learning process essential to high-level academic work.

Anthropology students, in particular, will enhance their research skills, along with gaining knowledge relevant to topics in Anthropology and topics relevant to their lives. Once our Merritt Anthropology Museum is again up and running (soon, we hope) Anthropology and the Africana Center can assist each other and perhaps share resources as well as knowledge.

A Certificate for Social Science Research will, of course, aid Anthropology and other students in gaining acceptance to colleges and universities and in securing future employment.

Most importantly, the Africana Studies Community Research Project will empower students intellectually and personally. Dr. Siri Brown's many contributions to our students have been historic, the African Consciousness travel opportunities being just one example. I hope that Merritt College will recognize the benefits of the Africana Center to our college by providing support for Dr. Brown's creative work and for the Africana Studies Community research Project.

Sincerely,

Leslie Fleming

Anthropology Program Director

PERALTA COMMUNITY COLLEGE DISTRICT

Professional Development Leave (Sabbatical) Contract

1. This agreement is entered into between Siri Brown (Employee) and the Peralta Community College District (PCCD) for the express benefit of the PCCD and Employee in accordance with Article 26 (R) of the contract between the Peralta Federation of Teachers (PFT) and PCCD.
2. Employee has been granted a Professional Development Leave (Leave) from 1/2015 to 6/2015. During this Leave, Employee will not perform any other paid assignment or paid services for PCCD. Employee will devote his/her professional full-time equivalent effort to the activities, purposes and objectives of the Leave. Employee will receive salary and benefits consistent with the provisions of Article 26 (R). Employee agrees to provide PCCD with immediate notice of any conditions that prevents the Employee from completing the objectives of the Leave.
3. As consideration for granting the Leave, Employee agrees to return to regular faculty service with PCCD for a period equal to twice the duration of the Leave after completion of the Leave. Employee shall provide the professional development report as required under Article 26 (R)(13).
4. Employee agrees that if s/he fails to return to regular faculty service at the completion of the Leave, the Employee will reimburse PCCD for all salary and benefits paid to Employee during the Leave. Except as provided in Article 26 (R) (10), if the Employee fails to complete the service required under paragraph 3, the Employee agrees to reimburse PCCD for all salary and benefits paid to Employee equal to the period of unfulfilled service.
5. Relevant provisions of Article 26 (R) are incorporated by reference into this contract as though fully set forth herein. Nothing in this agreement is intended to be inconsistent with or prohibited by Education Code Sections 87767, 87768, 87769-87775 which shall govern the terms of this agreement. Except as provided herein, this agreement contains the entire agreement between Employee and PCCD relating to the Leave.
6. Employee represents and warrants that s/he has the authority and capacity to enter into this agreement on his/her own behalf and the Employee's heirs, executors, administrators, successors and assigns. Employee represents that s/he has had the opportunity to seek advice of counsel and is voluntarily entering into this agreement.

PLEASE READ CAREFULLY.

Siri Brown 4/4/14


Employee Signature/Date


PCCD Signature/Date


Approved by the College President /Date

09-19-00

Checklist for Proposal

-  Print two single – sided hard copies of the Sabbatical Leave Proposal (SLP).

-  Deliver these copies of the SLP to the Office of Instruction (room Q300) by the deadline stated in the Sabbatical Committee Timelines.
Note: The submission deadline is firm.

-  Send one electronic copy of the Sabbatical Leave Proposal (SLP) as an attached Word Document to: jholloway@peralta.edu. Be sure to cc yourself for back up and name your file as follows:
date, last name, SabPro (example: 043014_Holloway_SabPro.doc)