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INTRODUCTION

The historical development of Black Studies has been full of crisis, not the least of which has been the crisis of legitimacy. In part this is because there have been so many who are in active opposition. This is changing. The National Council for Black Studies has taken the lead in providing professional leadership in the field, a process in which the leading professionals in the field are beginning to make definitive contributions. This process will lead to new legitimacy, a new positive consolidation for support for Black Studies on the campus and in the community as well.

One of the key areas is curriculum development. This is a compilation of the most important documents in this area, the national committee report from NCBS, and major excerpts from the proposals for the four major federally funded grants in the area of curriculum development in Black Studies.

1. NCBS Curriculum Report . . . . . . . Dr. Perry Hall, Chairperson
2. Institute of the Black World . . . . Dr. Douglas Davidson, Director
3. University of Illinois . . . . . . . . . Dr. Gerald McWorter, Director
4. Chicago Center for Afro-American Studies . . . . . . . . . . . Dr. Ronald Bailey, Director
5. Smith College . . . . . . . . . . . . Dr. Jonella Butler, Director
Report of the Curriculum Standards Committee

To the

National Council for Black Studies

Prepared for the Executive Board Meeting,
March 26-29, 1980

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# TABLE OF CONTENTS

Foreword .................................................................................................................. 1

I. Articulate the Rationale for a Core Curriculum in Black Studies .......................................................... 3

   A. Historical Perspective .................................................................................. 3
   B. General Presuppositions ............................................................................. 4
   C. Rationale for a Core Curriculum ............................................................... 6

II. Outline the Academic Substance of a Core Curriculum in Black Studies ............................................. 9

   A. Overview ...................................................................................................... 9
       Proposed Core Curriculum for a Model Black Studies Program ...................... 10
   B. Curriculum Outline ..................................................................................... 11
   C. Curriculum Recommendations .................................................................... 19

III. Identify the Body of Knowledge and Literature Which Defines the Parameters of Black Studies .......... 20

IV. Identify the Skills and Methods of Black Studies as well as the Relationship of Black Studies to Skills Associated with General Education on the Post-Secondary Level ................. 22
V. Facilitate the Institutionalization of Black Studies as a Discipline of Study in U.S. Higher Education............23
FOREWORD

The immediate objective of the Curriculum Standards Committee of the National Council for Black Studies is to articulate the rationale and particulars for a core curriculum for a model Black Studies program. In the course of the Committee's deliberations around that objective, several concerns were raised which were seen as intrinsically important to be addressed in relation to the achievement of that objective. Similarly, the task of curriculum standardization itself was seen variously as a function of wider and more basic notions regarding the nature of Black Studies as a program of study in higher education.

Accordingly, the overall goals of standardization which emerged from the Committee's deliberations are seen as follows:

I. ARTICULATE THE RATIONALE OF A CORE CURRICULUM IN BLACK STUDIES.

II. OUTLINE THE ACADEMIC SUBSTANCE OF A CORE CURRICULUM IN BLACK STUDIES.

III. IDENTIFY THE BODY OF KNOWLEDGE AND LITERATURE WHICH DEFINES THE PARAMETERS OF BLACK STUDIES.

-1-
IV. IDENTIFY THE SKILLS AND METHODS OF BLACK STUDIES AS WELL AS THE RELATIONSHIP OF BLACK STUDIES TO SKILLS ASSOCIATED WITH GENERAL EDUCATION ON THE POST-SECONDARY LEVEL.

V. FACILITATE THE INSTITUTIONALIZATION OF BLACK STUDIES AS A DISCIPLINE OF STUDY IN U.S. HIGHER EDUCATION

The tasks of this report will be to speak substantively to the first two of these goals, and to make general recommendations regarding the others.
I. ARTICULATE THE RATIONALE FOR A CORE CURRICULUM IN BLACK STUDIES

It is important to identify the context in which the concept "core curriculum" has surfaced historically, the purposes it has been designed to realize, and to make explicit its underlying presuppositions.

A. HISTORICAL PERSPECTIVE

1. Historically, a core curriculum has emerged as part of the legitimation process by which a new and fledgling discipline seeks to demonstrate that it incorporates a body of material (x) that is discreet, distinct and not reducible to anything more fundamental. Central to this understanding is the conclusion that each discipline has a structure which is unique to it even though part of its structure may include components that are also part of the structure of other disciplines.

2. Historically, a core curriculum has also emerged as part of a synthesizing activity that aims at the reformation of a discipline by providing an organic unity and centering where the discipline is regarded as chaotic and topsy-like.
3. Historically, this synthesizing activity is also evident in efforts to establish an authorized certification/accreditation apparatus. In this sense, a core curriculum seeks to formulate the *sine qua non* for a given discipline that articulates the minimal skills, intellectual training, etc., as these relate to proficiency and/or advancement in the field. If we allow for the distinction between what is "essential," "desirable" and "enriching," as items of descending rank order, then the core curriculum gives content to the category of the "essential." In this sense, the core curriculum seeks to identify what skills are essential for participation in the field or what constitutes adequate preparation for the discipline in question.

B. General Presuppositions

1. Logically, a consensual determination of the function, scope and goals of Black Studies must precede the development of a rationale for a core curriculum. This follows from the fact that a core curriculum is advanced as indispensable for the attainment of some goal—acquisition of skills; inculcation of appropriate, affective and cognitive
data required for competency in a given field, transmission of a cultural tradition, etc. Based on this understanding, the rationale for a core curriculum reduces to the demonstration that (x) is the most effective means to a given end. The content and validation of the core curriculum is determined by reference to the goal or purpose to which it is engaged.

2. A core curriculum model affirms that the sub-units which comprise it exhibit an inner coherence and organic connectedness which permits their modular linkage and sequencing.

3. In a core curriculum, synthetical structures are built into the sub-units of the curriculum itself rather than allowing the student to produce the synthesis personally through his or her selective and subjective choice.

4. A core curriculum is prescriptive and normative. It seeks to provide a standard model which operates as the yardstick for determining what is to be included or excluded in a program of study as well as providing criteria for criticizing and evaluating alternative pedagogical models. In all of this there
is the implicit claim that all learning experiences and skills are not co-equal, thus necessitating the formulation of some rank order apparatus of criteriology which the core curriculum seeks to address.

C. RATIONALE FOR A CORE CURRICULUM:

1. GOALS. The basic rationale for a core curriculum in Black Studies follows from its goal-oriented character. These goals can be interpreted in several ways:

a. Training for a professional or scholarly career in Black Studies, or other careers for which Black Studies is an integral part.

b. Liberation of the Black community.

c. Enhancing self-awareness and esteem.

d. Providing a nuclear description of the Black Experience that functions as an indispensable component in general education and liberal studies programs, etc.

2. OTHER PERSPECTIVES. An examination of Black Studies from other perspectives also dictates the pedagogical model of the core curriculum.
a. The purpose of Black Studies to provide a comprehensive description of the Black Experience dictates a holistic approach, and this in turn dictates the systematic development of over-arching interconnections of the materials.

b. Black Studies inaugurates an unflinching attack on institutional oppression/racism with the goal of total eradication of racist ideology in institutions. Thus, it is clear that the effective execution of this corrective purpose requires an understanding of the nature, history and institutional expression of that which is attacked and how it operates. This becomes one of the basic sub-units of the curriculum.

c. Insofar as Black Studies questions the adequacy, objectivity and universal scope of other schools of thought, it assumes a critical posture. Moreover, its status as a newly emerging discipline, as well as its corrective purpose, forces Black Studies into a critical posture. Effective execution of Black Studies' critical function requires the identification of a minimal set of critical skills, cognitive and
effective information in which again the core curriculum seeks to inculcate.

e. The concern to establish an accreditation apparatus requires the identification of the foundational information, skills, etc., which the core curriculum specifies.
II. OUTLINE THE ACADEMIC SUBSTANCE OF A CORE CURRICULUM IN BLACK STUDIES

A. OVERVIEW (SEE DIAGRAM)

1. FIRST LEVEL. An introductory course should be offered at this level which provides an overall framework for the study of the Black Experience.

2. SECOND AND THIRD LEVELS. At least one course should be offered at each of these levels in each of the following areas (a total of six courses: two in each area):
   
   a. HISTORY
   b. SOCIAL/BEHAVIORAL STUDIES
   c. CULTURAL STUDIES

   In these course areas the second level course should be designed to review basic literature and to present basic or classic perspectives relative to the area. The third level course should be concerned with examining these areas from the viewpoint of current research and emerging issues.

3. FOURTH LEVEL. A seminar should be offered at this level which concerns itself with synthesizing insights of the previous study and relating them to practice and advanced study.
PROPOSED CORE CURRICULUM FOR A MODEL BLACK STUDIES PROGRAM

INTRODUCTION TO BLACK STUDIES

Social/Behavioral Studies Course Area

Level Two
Basic Literature Review or Survey.
- race relations, social movements, etc.

Level Three
Current Research & Emerging Issues.
- demographics, social problems, etc.

History Course Area

Level Two
African Pre-History through Reconstruction.

Level Three
Post-Reconstruction Current & Emerging Issues in Historical Interpretation & Evaluation.

Cultural Studies Course Area

Level Two
Basic Literature Review or Survey.
- music, aesthetic, etc.

Level Three
Current Research & Emerging Issues.
- contemporary cultural expression & transformation, etc.

Level Four
Senior Seminar Course Area.
- Synthesis & Application of Insights or Previous Study

RESEARCH

JOB MARKET

GRADUATE SCHOOL
B. Curriculum Outline

Following below, in outline form, is a description of what that core curriculum should look like. In each course area the outline will identify topics and content areas indicative of what should be covered at each level. In addition, the outline will articulate key constructs which express the overall objectives of each area. The term "key constructs" is used here to refer to the centrally important concepts, frameworks or perspectives which should serve as organizing principles, around which should be determined the structure and style of presentation of the substance of each course area.

1. Introduction to Black Studies (Afro-American Studies):

   At least one course should be offered at the first level. The course should offer an overall framework for the study of the Black Experience. In addition, it should survey and introduce topics and content areas which will be covered in other parts of the core curriculum.

   a. Topics and Content Areas. The introductory course should cover basic information regarding the roots of the Black Experience from the following perspectives:
1) HISTORICAL - This section should include such topics as: the African past, the slave trade and slavery, slave resistance, Civil War and Reconstruction, rural Sharecropping era, migration and urbanization, the Civil Rights and Liberation movements.

2) SOCIOECONOMIC - The Black Experience in the labor force, in unions and in businesses, government programs and policies, social and institutional relations, social and economic classes and conditions.

3) CULTURAL - Topics include Africanisms, folklore and literary traditions, past and contemporary music, visual arts, language, church, philosophical and aesthetic frameworks.

4) PSYCHOLOGICAL - Topics include socialization forces and processes, the family, interpersonal relations, social and personal alienation, the question of identity.

5) BLACK LIBERATION - Topics include community leadership, institutionalization of positive Black images and values, as well as the building of Black institutions, development of philosophies and ideologies for progress, change and liberation.
b. KEY CONSTRUCTS.

1) From all angles the black Experience is seen as historically rooted in an African past and an African background and now constitutes an American, or Westernized experience which has been largely characterized by racism, exploitation, discrimination and oppression.

2) The Black Community in all its forms--institutions, culture and consciousness--has survived the oppressive social and political forces, but has been altered or transformed by these experiences.

3) The study of the Black Experience is to develop means for achieving liberation--freedom from oppression--and self-determination for Black people.

2. HISTORICAL STUDIES COURSE AREA:

a. TOPICS AND CONTENT AREAS.

1) SECOND LEVEL - At least one course should be offered at this level. Topics would include: the African origin of human life and civilization, the rise and fall of African empires, significant events in the concurrent history of the West and other societies, slave trade and slavery, rebellions, the Civil War and Reconstruction.

-13-
2) **THIRD LEVEL** - At least one course should be offered at this level. Topics would include: post-bellum rural/agricultural and early urban experiences, migration, urbanization, industrialization and imperialism, social movements of the 19th and 20th centuries, current and emerging issues in historical interpretation and evaluation.

b. KEY CONSTRUCTS.

1) Africa—the cradle of life and civilization—has, for all periods, been an important determinant of and contributor to social, cultural, political and economic evolution of human civilization.

2) Distortions, omissions and falsifications in the traditional presentation and interpretation of the history of Africa and its descendants have served the ends of oppression and its perpetuation.

3) The viewpoint offered in a fairly presented study of the historical experience of Blacks contributes profoundly to the history of humanity.
3. SOCIAL/BEHAVIORAL STUDIES COURSE AREA:

a. TOPICS AND CONTENT AREAS.

1) SECOND LEVEL - At least one course should be offered at this level to present accepted literature and basic or classic perspectives in topic areas such as the following: race relations, colonialism, imperialism, socialization, social relations within the Black community, social and political movements and ideologies.

2) THIRD LEVEL - At least one course should be offered at this level to review current research and investigate emerging issues in areas such as: demographics, economic forces and conditions, international relations, social conditions and problems in the Black community, intra- and international social, political and economic development.

b. KEY CONSTRUCTS.

1) Black social reality is seen as evolving in context with the overall development of human social relations.

2) Changes and developments regarding the settings, conditions and relations characterizing the
experiences of Blacks have reflected important developments in the dominant forms of social organization.

3) Study of contemporary and historical conditions, factors and forces shaping human social reality from the point of view of the Black Experience offers profound insight into human affairs.

4. CULTURAL STUDIES COURSE AREA:

a. TOPICS AND CONTENT AREAS.

1) SECOND LEVEL - At least one course should be offered at this level to present accepted literature and basic or classic perspectives in content areas such as: African-American folklore, philosophy, literature, music, aesthetics, Africanisms in churches, religious and spiritual beliefs and practices as well as in secular practices and institutions.

2) THIRD LEVEL - At least one course should be offered at this level to review current research and to investigate emerging issues and perspectives in areas such as: contemporary cultural themes and transformations, modern literature, language, music cultural institutions.
and practices, other sources of Black ethos, its interaction with mainstream forces and institutions (including film, television and mass media), implications thereof.

b. KEY CONSTRUCTS.

1) Black culture is comprised of a shared ethos, based on an historical African background and world-view, and shared experiences of racism, exploitation and oppression.

2) Changes and developments in the form of manifestation of the shared ethos of Blacks have reflected the evolution and transformation of settings, conditions and relations which have characterized the experience of Blacks.

3) Study of the character and evolution of human cultural constructs from the perspective of a transformed African world-view offers profound insight into human affairs.

5. SENIOR SEMINAR:

A seminar of at least one term should be offered at this level. Such seminars would concern themselves with synthesizing the insights of previous study and relating them to practice—advanced study, research and field work.
a. TOPICS AND CONTENT AREAS. Topic areas for this seminar could range widely. Emphasis here will be placed on development of skills and intensification of focus with regard to objects of study and fields of application. To this end, classic studies of the Black community, such as DuBois's The Philadelphia Negro and Atlanta Studies, Drake's and Black Metropolis and Bond's Negro Education in Alabama, might be utilized for their contributions of method, content and focus in the study of the Black community. Topics and activities could also include social and public policy studies, investigation of educational and social problems in the community, local Black history and culture, study and practice in local community institutions and settings, African-Afro-American studies, relations, exchanges, etc., other field studies and trips, social and economic development and other areas.

b. KEY CONSTRUCT. The key construct of this area of course work is: Insights offered in the study of the Black Experience can be creatively applied to the task of understanding and resolving the contemporary problems, conditions and forces which will shape the reality and the destiny of the Black community.
C. CURRICULUM RECOMMENDATIONS

1. MINIMAL REQUIREMENTS FOR CORE CURRICULA FOR ACCREDITATION PURPOSES SHOULD BE AS FOLLOWS:

A. AN INSTITUTION MUST OFFER AN INTRODUCTORY SURVEY COURSE.

B. AN INSTITUTION MUST OFFER COURSES IN AT LEAST FOUR OF THE SIX AREAS SPECIFIED ABOVE FOR THE SECOND AND THIRD LEVELS.

C. AN INSTITUTION MUST OFFER A SENIOR LEVEL SEMINAR.

D. FOR ACCREDITATION PURPOSES, TWO-YEAR INSTITUTIONS MUST OFFER COURSES IN THE AREAS SPECIFIED FOR FIRST AND SECOND LEVELS.

2. SIMILARLY, MINIMAL COURSE REQUIREMENTS FOR A NCBS-SANCTIONED MAJOR OR MINOR IN BLACK STUDIES SHOULD BE AS FOLLOWS:

A. A STUDENT MUST COMPLETE THE INTRODUCTORY SURVEY COURSES, IN AT LEAST FOUR OF THE SIX AREAS-SPECIFIED FOR THE SECOND AND THIRD LEVELS, IN ADDITION TO COMPLETING A SENIOR LEVEL SEMINAR.

B. IN A TWO-YEAR INSTITUTION, A STUDENT MUST COMPLETE THE INTRODUCTORY SURVEY IN ADDITION TO COMPLETING COURSES IN THE AREAS SPECIFIED FOR THE FIRST AND SECOND LEVELS.
We further recommend that NCDS take steps to identify journals where information from practicing scholars involved in the study of the Black Experience is currently being published. In this regard, the committee notes that one effort which NCBS has already sanctioned will address this task of identifying specific journals, including the topical focus and publishing guidelines of each journal.*

It should be noted that this task of identification may ultimately encompass a far wider range of topics and content areas that those addressed in the outline of the core curriculum. All the branches, specialties and sub-specialties of the study of the Black Experience must be represented in such compilations.

Commissions could also utilize such compilations to select and create text books and materials for all areas of Black Studies curricula.

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*NCBS in conjunction with the Illinois Council for Black Studies and the University of Illinois-Urbana, will publish such a guide this spring.
IV. IDENTIFY THE SKILLS AND METHODS OF BLACK STUDIES AS WELL AS THE RELATIONSHIP OF BLACK STUDIES TO SKILLS ASSOCIATED WITH GENERAL EDUCATION ON THE POST-SECONDARY LEVEL

We recognize that a variety of skills and methods may be associated with each area of study in Black Studies curricula. This is implicit in the various classic and contemporary works which are recognized as contributions to the study of the Black Experience.

We recommend that NCBS initiate efforts to provide guidelines and illustrations for use of various skills and methods for teaching and researching various areas of Black Studies. These efforts might take the form of special panels, seminars and other programs, publications or other forms considered appropriate by NCBS. In this regard, NCBS might usefully consider panels and programs which emphasize methodological approaches to investigating and presenting materials in each of the areas of the core curriculum. Perhaps such activities could be programmed as part of NCBS's annual meeting.
FACILITATE THE INSTITUTIONALIZATION OF BLACK STUDIES AS A
DISCIPLINE OF STUDY IN U.S. HIGHER EDUCATION

The committee recommends that, if approved, the core curriculum, as outlined here, be adopted as a conceptual model for the Accreditation Implementation Committee to guide its efforts to identify acceptable programmatic and institutional structures to house certifiable Black Studies programs. In that regard, most practitioners in the area agree that departmental status will, in most cases, be eventually necessary to insure long-term survival of Black Studies in higher education. At this point most views stop short of advocating the requirement of departmental status for recognition, certification or accreditation, advocating instead that departmental status be conceived as a goal toward which progress should be made.

However, many believe that Black Studies must claim and exert status as a discipline of study -- as opposed to an interdisciplinary or multi-disciplinary program -- if it is to enjoy institutional survival. This concept of Black Studies as a discipline raises questions similar to those implied in other parts of this report. That is, is Black Studies a discipline by virtue of unique methodology? -- or perhaps by content? -- or perspectives? Resolution of issues and questions such as those raised in this report regarding the content and perspective, as well as the skills and methods of Black Studies, may clarify this question of the disciplinary status of Black Studies.
Rationale for the consideration of Black Studies as a discipline unto itself will appear to be strengthened with the adoption and effectuation of a core curriculum. Moreover, institution of a core curriculum will aid the long-term survival of Black Studies in several other ways; among them:

A. Providing the basis and guidelines for transfer of credits in Black Studies between institutions.

B. Providing the basis and guidelines for identifying and developing approved textbooks and materials, especially in core curricular areas.

C. Providing the basis and guidelines for distinguishing Black Studies from other disciplines. Presumably, such distinctions can be identified in terms of content, method, perspective, or all of these characteristics.

Further, the committee has noted that history and literature departments are most likely to have courses geared toward the Black Experience. In this regard, the suggestion was forwarded that specific institutional strategies be formulated and recommended for implementation for programs which are in the process of instituting core curricula. The objective of these strategies would be to seek resolution of potential problems of "academic turf" between Black Studies and other academic disciplines and departments. It was also suggested that NCBS seek the cooperation of predominately Black professional organizations associated with these content areas.
BLACK STUDIES CURRICULUM DEVELOPMENT PROJECT

a Proposal from

The Institute of the Black World

April 1980
ABSTRACT

Over the last decade, numerous efforts have been made to translate the random approaches to the study of black life in American higher education into relatively autonomous and institutionalized programs, institutes and formal curricular offerings. While a number of attempts have been made to promote the development of the Black Studies curriculum, no organized program has been established to date which systematically monitors, reviews, critiques and promotes the enhancement of Black Studies curricular offerings. Nor have sufficient efforts been made to promote faculty development in the field, nationally. Finally, no mechanism has been established through which Black Studies faculty and administrators can share with their peers the most current and innovative materials, methods and approaches available to enhance the quality of the Black Studies enterprise.

The two-year project discussed herein is designed to address these problems. A Black Studies Curriculum Materials Clearinghouse will be established to serve as a repository for course materials in the field. Disciplinary Workshops in four critical areas of Black Studies: Black History, Political Economy, Sociology and Culture, will be conducted to both introduce faculty members to the most innovative materials, approaches and methods available in the field and afford them an opportunity to benefit from the experiences of their peers in the same discipline. Interdisciplinary components of the workshops as well as an Interdisciplinary Conference will afford Black Studies faculty the same opportunities on an interdisciplinary level as well as an opportunity to explore the overall parameters of the field and potential interdisciplinary and integrative linkages.

Some two hundred faculty members and program directors in Black Studies and related disciplinary areas at Junior Colleges and undergraduate institutions will participate in this project over the two year period. It is anticipated that the quality of teaching in the selected disciplines and the overall quality of Black Studies will be enhanced through this effort. Ultimately, students enrolled in Black Studies courses will benefit from the new approaches, materials and methods participating faculty members will develop during this project.
NARRATIVE

The study of the black experience in American (and World) history and culture has been an area of research and teaching in American colleges and universities throughout the twentieth century. The focus of this concern remained in the traditionally black colleges and universities of the American south through the 1960's, but occasional courses in Afro-American history, literature and culture were also offered at predominantly white colleges and universities. Not until the late 1960's, however, were efforts made to translate these random approaches to the study of black life into relatively autonomous institutionalized programs and structures in American higher education. "Black Studies" was the rubric under which the national phenomenon emerged, and it was during the late 1960's that initial efforts to define the content and character of "Black Studies" occurred.

In the ten year period since Black Studies emerged as an area of academic enterprise in American higher education, significant steps have been taken toward establishing Black Studies as a legitimate area of intellectual inquiry. Black Studies programs, departments and institutes have become institutionalized on black and white campuses. Research and publication of new insights and approaches to the study of the black experience have mushroomed. The areas of study that properly fall within the framework of Black Studies have been defined/refined. At the same time, important steps have been taken to establish and maintain academic
standards both with regard to the hiring and promotion of faculty and to determine the character and content of the courses offered -- the heart of any educational endeavor.

While a number of attempts have been made to promote the development of the Black Studies curriculum, most of these efforts have taken place within the various departments or programs scattered across the country. The question of curriculum and/or faculty development has been raised in many of the Black Studies Conferences that have been held over the past ten years. Discussions of subject matter and teaching methods have also emerged as part of the literature on Black Studies published in scholarly and professional journals. A few attempts have been made to develop comprehensive curriculum guides on both an interdisciplinary and theoretical basis. Youngstown State University's Interdisciplinary Introduction to Black Studies: History, Sociology, Literature, Art and Philosophy (1977) is an example of the former, while People's College's Introduction to Afro-American Studies (1977-79) is an example of the latter. Nevertheless, no organized effort has been made to systematically monitor, review and critique the issues that are being studied/taught in Black Studies on a national level. Nor have any systematic efforts been made among Black Studies faculty members to share with other professors in the same or related disciplines the most innovative and effective approaches to teaching Black Studies material. Finally, the last decade has witnessed a significant upsurge in the volume of material available on the black experience, insufficient efforts have been made within the field to assist Black Studies faculty members in integrating...
these materials into their courses, especially when they fall outside of their major discipline.

GOALS AND OBJECTIVES

This is a proposal from the Institute of the Black World for a grant of $ to establish a two year Black Studies faculty/curriculum development project in four disciplinary areas. The goals of this project are sixfold:

1. To enhance Black Studies faculties' systematic access to, and knowledge of the new materials and approaches that are being utilized in their respective disciplines,

2. To promote the exchange of materials, ideas, and methods for teaching in the selected disciplines,

3. To provide Black Studies faculty members in selected disciplines with ready access to innovative course materials and hard-to-find source materials,

4. To promote interdisciplinary and/or integrative approaches to the teaching and study of the black experience,

5. To promote a higher level of criticism of course content, objectives and teaching methods within the field,

6. To further refine the issues and problems that are within the purview of Black Studies as a field of inquiry.

In order to achieve these goals, the following project objectives have been set:

1. To establish and maintain a Black Studies Curriculum Materials Clearinghouse,

2. To plan and conduct one Disciplinary Workshop in each of the following four areas of inquiry:
   (a). Black History
   (b). Black Political Economy
   (c). Black Sociology
   (d). Black Culture
(3) To plan and conduct one Interdisciplinary Conference on Black Studies curriculum content and instructional methods, and

(4) To publish and disseminate three issues of a Directory of Model Courses in Black Studies.

The Black Studies Curriculum Materials Clearinghouse will serve as a repository for all of the project resource materials. Its establishment and maintenance will be central to the achievement of all project goals especially goals one (1) and three (3). The Disciplinary Workshops will provide the context in which goals one (1), two (2), five (5) and six (6) will be achieved within disciplines. Interdisciplinary Conferences will facilitate the achievement of goals two (2), four (4), five (5) and six (6). The Directories will be instrumental in the achievement of all of the project goals. It is anticipated that as a result of this project, the quality of teaching in the selected disciplines as well as the overall quality of Black Studies as an intellectual/educational enterprise will be enhanced. Ultimately, the students enrolled in Black Studies courses will be the chief beneficiaries of these curriculum/faculty development activities.

INSTITUTIONAL BACKGROUND

The Institute of the Black World (IBW) is uniquely qualified to conduct such a program. Founded in 1969 in the midst of the struggle for Black Studies, IBW has maintained, throughout its ten-year history an on-going commitment to the study of the black experience and the development of Black Studies. IBW conducted an initial survey of Black Studies programs including course offerings in 1969. It convened one of the first conferences of Black Studies program directors to review and assess developments in the field and assist directors in the area of Black Studies program develop-
ment nationally. (See IBW publication, Proceedings: Black Studies Directors Conference 1969). IBW was also a consultant in the formation of the National Association of Black, Urban and Ethnic Studies Directors (1971 - 1972) (See NABUED planning document) and has continued to be recognized as one of the strongest advocates and critics of Black Studies. In addition, IBW has served as a consultant in the establishment and development of Black Studies Programs at such diverse educational institutions as Dartmouth College; Cornell University; the University of California at Berkeley; the University of Massachusetts at Amherst; and Morehouse College. Of equal importance IBW has conducted periodic seminars, symposia and workshops for graduate students and college faculty in the areas of Black history, politics, culture and economics throughout its ten year history.

Among IBW's national network of Associates are Black Studies directors and faculty members from most of the major Black Studies programs throughout the country. Senior faculty members and authorities in the selected disciplinary areas are also counted among that network. Faculty members specializing in the teaching of the black experience in other institutional settings are on the IBW mail list and constitute another core element from which program participants can be recruited.

In addition to these historical and structural relationships to Black Studies, IBW has an established track-record as a sponsor and co-sponsor of conferences, workshops, seminars, and other educational programs, having planned and implemented local, state and national programs both independently and in conjunction with
other institutions. The caliber of the staff selected for this project, coupled with IBW's experience, reputation and associations will guarantee a successful program.

**APPROACH**

Four phases of program activity are envisioned for this two-year project. Each phase will run for approximately six months. A minimum of two hundred (200) Black Studies faculty members and program directors as well as Junior College and undergraduate faculty members who specialize in teaching in the project's four designated areas:

(a) Black History  
(b) Black Political Economy  
(c) Black Sociology  
(d) Black Culture

will be involved in the first three phases of the project. Another 150-200 will benefit from the project through the dissemination of published materials produced by it, and an even larger universe will benefit from the post-conference dissemination activities.

During Phase I, the project staff plans and implements **Disciplinary Workshops** in Black History and Black Political Economy and publishes and disseminates an issue of the Directory of Model Courses in Black Studies. During Phase II, the staff plans and implements **Disciplinary Workshops** in Black Sociology and Black Culture and publishes and disseminates an issue of the Directory. Each issue of the Directory published during Phases I and II will contain the model course outlines of the respective workshops; overview assessments of the state of the art, and critiques and recommended materials, approaches and methods developed in the
course of the workshops. Phase III is devoted to planning and conducting the proposed Interdisciplinary Conference and publishing a third issue of the Directory. It will contain both the proceedings of the Interdisciplinary Conference and all four workshops. Phase IV will focus on dissemination activities including participation in Conferences of National Professional Organizations.

A Black Studies Curriculum Materials Clearinghouse will provide the core resource materials around which this project will revolve. IBW has been compiling Black Studies course syllabi and outlines in the four designated disciplinary areas (as well as others) since 1969. They comprise the foundation upon which the Clearinghouse operations will be built. In order to supplement these holdings and keep them current, the project staff will solicit copies of course outlines and syllabi from the heads of Black Studies and related departments, programs and institutes at the beginning and throughout the project period. The National Conference of Black Studies, the New England Council for Black Studies and The North Carolina Conference on Black Studies as well as several faculty and program heads have already pledged their assistance in this aspect of the project.

It is from the materials contained in the Clearinghouse that the course outlines to be reviewed and critiqued will be selected. The selected materials will, in turn, comprise the basic content materials for the Disciplinary Workshops, the Interdisciplinary Conferences and the Directories of Model Course in Black Studies. It is also from these basic resource materials that the project staff will respond to general requests for Black Studies curriculum materials throughout the project period.
A preliminary survey of current course offerings in Black Studies indicates that in concentrating on the four broad areas of inquiry/instruction noted above, the project will include a review and critique of most of the courses currently offered in the field of Black Studies. Most faculty members involved in the teaching of the black experience in other institutional settings also fall under one of these four rubrics as well.

In order to facilitate the process of selecting model course outlines and conducting the workshops and Interdisciplinary Conference at least three distinguished authorities in each disciplinary area will be contracted to work with the project. These authorities will together comprise a Review Committee for each disciplinary area. Review Committee members would be responsible for (1) reviewing and evaluating all course outlines in their respective disciplinary area; selecting and recommending the most innovative outlines; and serving as panelists/resource persons in their assigned workshops.

Course outlines within disciplines will be evaluated both individually in their relationship to a broader model syllabus for the discipline. Review Committee assessments will deal with such matters as:

(a) Goals and objectives of the course.
(b) Source materials used—texts, readings, supplementary materials.
(c) Conceptual framework.
(d) Periodization (where applicable).
(e) Thematic approach (where applicable).
(f) Content.
(g) Assumptions.
(h) Methodological approaches; lectures; research; seminars; community studies; etc.

Review Committee members will be selected from among the following list:
A. Black History
1. Robert Hill, U.C.L.A.
2. Lurone Bennett, Jr., Ebony Magazine
3. Patricia Bell Scott
4. Nathan Huggins, Columbia University
5. John Blassingame, Yale University
6. Nell Painter, University of Pennsylvania
7. Joseph Harris, Howard University
8. William Brown, University of Wisconsin
9. John Bracey, University of Massachusetts
10. Manning Marable, Cornell University

B. Black Political Economy
1. Mack Jones, Atlanta University
2. James B. Stewart, Notre Dame
3. Charles Hamilton, Columbia University
4. Robert Brown, Black Economic Research Center
5. Lloyd Hogan, Review of Black Political Economy
6. William Strickland, University of Massachusetts
7. Barbara Jones, Clark College
8. James Turner, Cornell University
9. Ronald Bailey, People's College
10. Julian Ellison, Black Economic Research Center

C. Black Sociology
1. Joyce Ladner Carrington, Hunter College
2. Robert Staples, University of San Francisco
3. Robert Allen, Black Scholar Magazine
4. Robert Hill, National Urban League
5. St. Clair Drake, Stanford (retired)
6. Troy Duster, University of California, Berkeley
7. Andrew Billingsley, Morgan State University
8. Walter Wallace, Russell Sage Foundation

D. Black Culture
1. Stephen Henderson, Howard University
2. Sylvia Wynter, Stanford University
3. Richard Long, Atlanta University
4. Bernice Reagon, Smithsonian Institution
5. Council Taylor, S.U.N.Y.
6. Harold Cruse, University of Michigan
7. Toni Cade Bambara, Spelman College
8. Hoyt Fuller, First World Magazine

Review Committee members will serve as the principle presenters in the disciplinary workshops. Their presentations will be drawn from their critiques and assessments of their respective course outlines and their overall assessment of approaches, materials, etc. in the discipline as reflected in the course outlines and syllabi.
addition all workshops will include:

(1) An overview assessment of the history and status of Black Studies as a discipline.

(2) Experience-based discussions of the subject matter, philosophy and goals of the discipline.

(3) Experience-based discussions of methods and approaches used in teaching Black Studies subject matter, and

(4) A structured curriculum development seminar.

An education specialist or curriculum development specialist will be contracted to conduct the curriculum development seminar. Staff would provide the overview assessments and the education/curriculum development specialists conduct the experience-based discussions. Two workshops will be conducted concurrently during each phase. A session exploring the relationship between the two disciplines will be included in order to determine the interpretative linkages and prepare for the interdisciplinary conference.

Model course outlines selected and discussed during the workshops; Review Committee members; assessments; and conclusions and recommendations generated during the workshop would constitute the core of each disciplinary workshop's contribution to its respective issue of the Directory of Model Courses in Black Studies. The three issues of the Directory would focus on the following subject matter:

1. Black History and Black Political Economy.
2. Black Sociology and Black Culture.
3. Interdisciplinary Approaches to Black Studies.

Interdisciplinary Conferences would be convened near the end of the third phase. The Directories from the preceding Disciplinary Workshops would provide the core material for one aspect of the Conferences. In addition, participants in the
Disciplinary Workshops would be invited to prepare papers proposing interdisciplinary and integrative approaches to selected problems in Black Studies. A central concern in these papers and in the conference would be to clarify the relationships between the respective disciplinary areas and to assess the implications of such relationships (or lack of same) for the overall development of Black Studies curricula. Staff and Review Committee members would provide the framework for exploring the integration of the various disciplinary offerings into a composite whole. Workshop participants would provide the papers for the interdisciplinary explorations. Among the questions to be raised and answered in the Interdisciplinary Conferences are:

1. What are/should be the goals, philosophy and objectives of Black Studies?
2. How are the model course offerings in the four selected disciplines related to those goals?
3. How are the curricular offerings in each discipline related to those in the other three disciplines?
4. What materials, approaches used in one discipline are relevant to the problems being addressed in the others?
5. How can the resources of the various disciplines be used to strengthen one another? To enhance the quality of Black Studies generally?

**EVALUATION**

A preliminary assessment instrument will be developed and administered at the beginning of each workshop and the conference. This instrument will seek to determine what courses participants are teaching and what materials and approaches they are currently using. At the end of each workshop and the conference, a second assessment instrument would be administered to determine which
aspects of the program were most helpful. At the conclusion of the Interdisciplinary Conference, participants would be surveyed to determine which project offerings had been incorporated into their courses and in what ways. Similar assessments will be requested of recipients of the Directories. External Reviewer's assessments will serve as an on-going part of the content evaluation process. All of these findings/assessments will be incorporated into the final project report.

TIMETABLE

The two-year project would begin in September 1980 and continue through September, 1982. The initial two Disciplinary Workshops would be held in late March, 1981. The subsequent two workshops would be held in late September 1981. The Interdisciplinary conference would be convened in March, 1982. Directories would appear three months after the workshop/conference from which they originated. A tentative time-frame for the scheduled workshops and conference follows:

- Black History
- Black Political Economy, End March, 1981
- Black Sociology
- Black Culture, End September, 1981
- Interdisciplinary Conference, March, 1982

Issues of the Directory of Model Courses in Black Studies would be published on the following schedule:

- Issue #1 June, 1981
- Issue #2 December, 1981
- Issue #3 June, 1982
PROMOTION

Both pairs of workshops, the Interdisciplinary Conference and the Curriculum Directorates will be advertised in key journals like: "The Chronicle of Higher Education," "The Black Scholar" and "Freedomways." In addition, Directors and Departments of Black Studies will receive mailings. IBW's network of contracts will be mobilized to stimulate the participation of scholars from all regions of the country, representing a cross section of institutions and approaches to Black Studies.

DISSEMINATION

The major dissemination activities will be the distribution of course materials through the Clearinghouse and the distribution of the Directorates. A unique feature of the dissemination plan is the outreach to discipline-based professional organizations. Two representatives from each discipline-based professional organization would serve as external reviewers for their respective workshops and participants in the interdisciplinary conference. As external reviewers, they would submit written evaluations of the selected course outlines. Their reviews would be incorporated into the workshop sessions. They would also serve as external evaluators of the interdisciplinary conference. Second, as a part of the dissemination strategy, staff members and/or review committee members would conduct workshops or panel discussions at one Annual Conference of each of the major professional organizations during the proposed two-year period. This two-way formula would involve the professional organizations in the project and involve the project in the Annual Conference of each major related discipline.
Dissemination activities would include the following conference presentations:

- American Historical Association
- American Sociological Association
- American Political Science Association

**LOCATION**

The project will be based at the offices of the Institute of the Black World in Atlanta, Georgia and all program activities during the project period will be held in Atlanta. Atlanta University has pledged full cooperation and assistance in helping to provide facilities for the workshop and conference activities.

**PERSONNEL**

The project will be staffed by a part-time Project Director, a full-time Project Coordinator, a full-time Educational Editor and a full-time Administrative Secretary, and a part-time clerical support person. The Project Director will have overall responsibility for the planning and direction of the project. He will assist the Project Coordinator in recruiting consultants and participants, convene all Workshops and Conference and advise the Educational Editor in the preparation of the Directories. Dr. Vincent Harding, a pioneer in the modern Black Studies movement and a recognized authority in the field of Black Studies and Black History has agreed to serve in this capacity.

The **Project Coordinator** will, in conjunction with the Project Director, plan and implement the four disciplinary workshops and the Interdisciplinary Conference. He will be directly responsible for coordinating the day-to-day work activities of the project.
staff. Alan Colon, a Ph.D. Candidate at Stanford has agreed to serve in this capacity. He will finish his dissertation entitled, "Black Studies: Problems and Prospects" in June, 1980. In addition to this empirical analysis of the current status of Black Studies, he will bring to the task his practical experiences as a professor and program administrator in the field.

The Educational Editor will have primary responsibility for establishing and maintaining the Curriculum Clearinghouse and editing and publishing the three Directories. The Administrative Secretary will manage the project office and provide administrative and clerical support to the staff and project. The clerk typist will provide the Administrative Secretary and staff with part-time clerical support especially at peak periods of program activity.

Consultants will be contracted to work in each of the four disciplinary areas. In addition a curriculum specialist will be contracted to conduct a curriculum development seminar during each workshop.
THE COMPREHENSIVE PROGRAM FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION

This application should be sent to:
NIPED: No. 64.116A
420 Maryland Avenue, S.W., Room 3123
Washington, D.C. 20202

3. LEGAL APPLICANT
Board of Trustees of the University
of Illinois
Legal Applicant Name

b. Urbana, Illinois 61801
Address

c. 21st
Congressional District(s)

5. FEDERAL FUNDS REQUESTED:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<tr>
<td>1st Year Only</td>
<td>$83,066</td>
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<tr>
<td>2nd Year (If Applicable)</td>
<td>$88,799</td>
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<tr>
<td>3rd Year (If Applicable)</td>
<td>$74,055</td>
</tr>
<tr>
<td>Total Amount</td>
<td>$245,920 (In-Kind: $126,441)</td>
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6. INSTITUTIONAL INFORMATION

| a. Approx. Total Enrolled (If Applicable) | 35,000 |
| b. Type of Control                        |        |
| c. Highest Degree Level                   |        |

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<tr>
<td>Public</td>
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</tr>
<tr>
<td>Private, Non-Profit</td>
<td>4 Year</td>
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<tr>
<td>Private, for Profit</td>
<td>Graduate</td>
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<tr>
<td>Non-Degree Granting</td>
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7. DURATION OF PROJECT:

<table>
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<tr>
<th>Starting Date</th>
<th>Ending Date</th>
<th>Total No. of Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21, 1981</td>
<td>August 20, 1984</td>
<td>36 months</td>
</tr>
</tbody>
</table>

8. POPULATION DIRECTLY BENEFITING FROM THE PROJECT

Students and practitioners of Afro-American Studies, especially in Illinois

9. PROPOSAL TITLE:
Curriculum Development in Afro-American Studies

10. BRIEF ABSTRACT OF PROPOSAL: This is a project to (1) complete an up-to-date inventory of Afro-American Studies curriculum development in post-secondary educational institutions in Illinois; (2) develop Afro-American Studies curriculum materials; (3) hold two postdoctoral and inservice summer institutes; (4) evaluate the courses that will be developed; (5) evaluate the outcomes of the training institute; (6) engage in a comprehensive outreach program to all post-secondary educational institutions that offer courses of study in the social sciences and humanities in the state of Illinois; and (7) use the results of (1) through (6) to develop, for national distribution, a resource booklet, four textbooks and related teachers' manuals. The intent is to make a major contribution toward the development and institutionalization of a core curriculum in Afro-American Studies.

11. CERTIFICATION BY AUTHORIZING OFFICIAL
The applicant certifies to the best of his/her knowledge and belief, that the data in this application are true and correct, and the filing of the application has been duly authorized by the governing body of the applicant.

Dr. Linda Wilson
Name

Secretary, Research Board 217-333-0037
Title
Phine

March 23, 1981
Date
ABSTRACT

Curriculum Development in Afro-American Studies is a proposal for a three year project to develop and institutionalize four model courses in Afro-American Studies (a core curriculum) and to conduct a postdoctoral and inservice training program for persons who will be teaching these courses. It is being undertaken by the University of Illinois-Urbana with the support of the Illinois Council for Black Studies and leading members of the National Council for Black Studies. National dissemination of the products of this project will be done in cooperation with the Institute of the Black World in Atlanta, Georgia. The Project Director and Principal Investigator will be Dr. Gerald McWorter, the Co-Principal Investigator will be Dr. Ronald Bailey, and the Project Administrator will be Mr. Glenn Jordan. Our Chief Consultant will be Dr. St. Clair Drake.

Afro-American Studies suffers from the absence of a logically integrated core curriculum, from a lack of adequate course materials to support such a curriculum were one to exist, and from an inadequate supply of well-trained instructors. These factors are aggravated by the unique historical development of Afro-American Studies as a field of academic inquiry and by certain factors (especially, the overall budgetary crisis of higher education) that have contributed to a general "crisis of consolidation." The addressing of these needs is critical if Afro-American Studies is to make a substantive contribution toward the further institutionalization of "genuine education" in this country.

The general goals of this project are: (1) to make a substantive contribution toward the standardization of a core curriculum in Afro-American Studies; (2) to encourage successful, innovative learning experiences in Afro-American Studies; (3) to develop a thorough, systematic inservice and postdoctoral training program in the field; and (4) to organize and develop materials—i.e., a resource booklet, and textbooks and teachers' manuals for four courses—that could be widely utilized to realize goals (1), (2) and (3).

To achieve the above-stated goals, the project has seven objectives: (1) to complete an up-to-date inventory of Afro-American Studies curriculum development in postsecondary educational institutions in Illinois; (2) to develop textbooks, curriculum guides and general instructional plans for four core courses in Afro-American Studies; (3) to hold an inservice and postdoctoral training institute; (4) to evaluate the courses that will be developed; (5) to evaluate the outcomes of the summer institute; (6) to engage in a comprehensive outreach program to all postsecondary educational institutions that offer courses of study in the social sciences and humanities in the state of Illinois; and (7) to develop and initiate a plan for national dissemination.

Initially, this project will impact on twenty colleges and universities in Illinois. In later phases, it will have national impact.
INTRODUCTION

In a 1969 article entitled "on the Meaning of Curriculum Design," Mauritz Johnston delineates seven components in a complete "Curriculum/Instruction Complex." An overview of these components and their interconnections is provided in the following chart.

Table 1
Components in a Curriculum/Instruction Complex

<table>
<thead>
<tr>
<th>Component</th>
<th>Type</th>
<th>Result</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>curriculum</td>
<td>process</td>
<td>curriculum</td>
<td>application of criteria for selection and ordering of curriculum items</td>
</tr>
<tr>
<td>development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>curriculum</td>
<td>product</td>
<td>-</td>
<td>selected, ordered, intended learning outcomes OR intended learning experiences</td>
</tr>
<tr>
<td>instructional</td>
<td>process</td>
<td>instructional plan or program</td>
<td>application of criteria for selecting and ordering learning experiences and instructional procedures</td>
</tr>
<tr>
<td>planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instruction</td>
<td>process</td>
<td>learning outcomes</td>
<td>learners' activities with content in response to display and control by instructor (or program)</td>
</tr>
<tr>
<td>learning</td>
<td>product</td>
<td>-</td>
<td>knowledge, skills, and affects acquired by learners from instruction</td>
</tr>
<tr>
<td>evaluation</td>
<td>process</td>
<td>evidence of learning</td>
<td>elicitation of performance indicative of learning</td>
</tr>
</tbody>
</table>


This project in curriculum design in postsecondary Afro-American Studies focuses primarily on four of these seven components: (1) curriculum development, (2) curriculum; (3) instructional planning and (4) instruction. Of these four components, we place emphasis on (1) and (2) -- for reasons that will become apparent. Within the parameters of this focus, we consider objectives, subject matter, method and organization and evaluation (see Taba, 1962, pp. 413-44). Viewed in broad perspective, our project consists of three primary aspects:

1. the development of curriculum materials for four college-level core courses in Afro-American Studies, including the development of textbooks;
2. the development of an inservice and postdoctoral training program to facilitate the teaching of these courses;
3. the coordination of a major attempt to insure the institutionalization these courses within the academic programs of various postsecondary institutions -- first, in Illinois; later, in many other states as well.
If one were to conduct an analysis of the cumulative amount of time and resources devoted to the development of Afro American Studies courses in the United States during the last dozen years or so, the results would undoubtedly be staggering. (However, curriculum development in Afro-American Studies has been uneven.) In an era of fiscal constraint, institutions of higher learning must live within budgetary limits of a sort that did not exist in the preceding decades of relative economic prosperity. It is arguable that, in this context, there are essentially three broad alternatives for Afro-American Studies (along with many other newly developed programs in higher education). One alternative could be to "return" to the pre-1960's status quo. That is, the new programs in higher education (e.g., Afro-American Studies) could be given "the axe." A second alternative could be to allow the programs in financially secure institutions (e.g., private, elite universities and colleges) to survive, while forcing those in less financially viable institutions into nonexistence. Third, resources could be established such that the materials and expertise for the development of high quality programs are available to all interested institutions. The project being proposed here is an attempt to make this third alternative a reality. Of the possible means to insure the survival and development of Afro-American Studies programs, this alternative is ultimately the least expensive— in terms of both human and monetary resources. Moreover, it facilitates the further development of standardization in Afro-American Studies curriculum.

This project is being conducted in cooperation with the Illinois Council for Black Studies, the National Council for Black Studies and the Institute for the Black World in Atlanta, Georgia.
1. Education in a Pluralistic Society

The Vietnam War, the achieving of political independence by many "third world" nations, the "civil rights movement," the various outbursts of "urban unrest," the recent migration to the United States of peoples from Southeast Asia and the Caribbean, the rapidly growing and increasingly vocal U.S. Hispanic population, the court battles related to changes of "reverse discrimination," the inclusion of "ethnic studies" in the educational system--these and related phenomena have led to a more general recognition of ethnic and cultural diversity by a broad spectrum of the populace in these United States. Moreover, these events, and related transformations of social consciousness, have led to a situation in which it is widely understood that an enlightened citizenry necessarily includes persons who are aware of their own socio-cultural history and potential for development and who have some greater-than-superficial understanding of the various heritages that together make up these United States. Indeed, it is arguable that those who lack such knowledge lack genuine education and that they may, moreover, lack the skills to function harmoniously in a pluralistic world.

This project is an effort to both contribute to "genuine education" and to the long-term salubrity of Afro-American Studies in postsecondary institutions.

2. Historical Context of the Development of Afro-American Studies

Fundamentally, Afro-American Studies developed as a response to institutional and "scientific" racism in higher education. This point was made quite clearly by Eugene Genovese:

Black people have largely been excluded in the past, for the atmosphere has been racist, the history and culture of Black people have been ignored or caricatures, and access to the universities themselves has been severely circumscribed. Black Studies programs, shaped in a manner consistent with such traditional university values as ideological freedom and diversity, can help to correct this injustice (Blassingame, ed., 1971).

Within the Afro-American intellectual community, there has historically been an unflinching posture against racist distortions of the Black experience. This is a point made by a rapidly developing literature of Black intellectual history (Thorpe, 1958; Ladner, 1973; Guthrie, 1976; Cruse, 1967; and Johnson and Johnson, 1979 are some typical examples of this literature.) However, this anti-racist posture of Black intellectuals was more characteristic of the traditionally Black colleges, the civil rights movement, the arts, or the mass media than of the mainstream of academic life. There is some fragmentary evidence that while the prevailing theories were often not very favorable to
Black people, some white academics did offer courses in race relations that sought to explain the Black experience (Rose, 1968; Edwards, ed., 1968).

However, in a way more dramatic and far reaching than ever before, the demand for an anti-racist curriculum burst forth in the late 1960's. This was precipitated by a large number of first generation Black students enrolling in traditionally "white" colleges and universities. The number of Black students enrolled in U.S. colleges and universities increased from 6% of all students in 1960 (about 227,000) to 11% of the total in 1976 (about 1 million). The most dramatic rise followed the murder of Martin Luther King in 1968: the number of Black students on the campuses doubled from 1967 to 1970. Rather than the students acquiescing to the demands of this environment, they protested against what they defined as the absence of educational opportunities relevant to the needs of Black people. This included the need for Black faculty, Black oriented courses, and the continued increase of Black students.

3. Crisis, Periodization and Models in Afro-American Studies

In a very important sense, Afro-American studies has always been in crisis. The specific nature of the crisis has historically been determined by how the following questions are answered in defining Afro-American Studies: What? Who? Where? How? and Why?

The initial crisis was overtly political in nature, as Afro-American studies was the direct product of a student protest movement, a movement in which students often engaged in disruptive action before agreements were made to initiate some type of Afro-American Studies program. It is important to underscore that this effort was essentially undertaken due to a virtual total absence of Black faculty and of courses focusing on the Afro-American experience. Thus, even on those occasions when there was an agreement to establish a program, this intensified the crisis. There were questions of how to institutionalize a program, and with what resources. This crisis was not resolved by a deep and thorough going process of research and planning (see McWorter, in Robinson, ed., 1969). However, given that these developments occurred during the late 1960's, i.e., during a period when the resources of higher education still allowed for relatively easy program innovation, Afro-American Studies was born in an idyllic atmosphere in which funding was relatively easy to acquire and in which a diffuse set of experiments was allowed to flourish.

The period of experimentation was characterized by students playing a very important role on traditionally white campuses, a process divorced from Black intellectual traditions. When students were the predominate force in the design of Afro-American Studies curricula, there were two popular models used, both of which are obvious products of a spontaneous mass movement based more on emotion than reason, more on style than content, more on immediate payoff than long-range planning. The first model is the "Blackenization model." This model simply requires the generating of a list of Black studies courses by adding the adjective "Black" to already existing course titles. Thus, a list is generated of, e.g., "Black Sociology," "Black Psychology," "Black History," and "Black Literature." A spin-off of this model is the inclusion of a "Black section" within an existing course. One might call this a sort of "equal-time" approach.

The second model is the "legitimization of the Black experience model." This model is based on the process of focusing on some sector of the Afro-American experience and of hiring an active participant in that sector to utilize his or her personal experience in the teaching of a course. Sometimes this was an advantageous procedure, e.g., persons in the performing arts were hired in some Afro-American Studies programs and were able to use their experience in place of formal credentials. But sometimes this model was a disaster, e.g., to take the worse example, having a pimp teach a course in "interpersonal relations."
Both of these models are based on the legitimate aspirations of the students to have meaningful programs (the former being based on the attempt to fit the Black experience into existing academic framework, thereby making it more acceptable; the latter being based on the opposite desire to preserve the integrity of Black expertise by fitting courses to the experience). However, both lack distinctive intellectual content; neither provides the basis for the continued existence of Afro-American studies.

The comments we have made thus far regarding certain national developments have direct implications for developments in Illinois. Illinois is one of the leading states in the United States in higher education. It ranks third in the number of students enrolled and third in the amount of money spent (behind California and New York). In terms of 1976 Black student enrollment, Illinois ranked third with over 60,000 students. In terms of Black enrollment by city, in 1970, Chicago ranked second to New York City with 25,033 Black students. It is understandable, therefore, that the Afro-American Studies movement in Illinois over the past decade has been an integral and important component of the national movement.

The development of Afro-American Studies in Illinois has reflected the national pattern of innovation, experimentation, and crisis of consolidation. In general, the initiation of most programs involved demonstrations and protests led by Black students in Illinois. Next followed a period in which programs used a variety of course offerings and administrative arrangements to meet their varied objectives. More recently, all programs have faced the restraints and conditions of the deepening crisis: budget cuts, hiring freezes, racism in faculty hiring and tenure decisions, and various other difficulties.

4. The Post-1960's University: A Note on Fiscal Crisis Combined with Intellectual Crisis

In the 1960's there was a large expansion in U.S. universities, e.g., in terms of student enrollment, size of faculty, number of course offerings and general availability of resources. This expansion was essentially related to two factors. One was a demographic fact: "war babies" going to college. The other was an economic factor: a period of relative economic prosperity allowed for a "surplus" to be directed to the educational sector. We have already established that academic institutions, like many other institutions, are currently in the throes of a contracting economy.

The university is also caught in the throes of an intellectual crisis of sorts. The following passage is from the 1978 "Report on the Core Curriculum" by a committee of the Faculty of Arts and Sciences at Harvard University:

1. An educated person must be able to think and write clearly and effectively.
2. An educated person should have achieved depth in some field of knowledge. Cumulative learning is an effective way to develop a student's powers of reasoning and analysis, and for our undergraduates this is the principal role of concentrations.
3. An educated person should have a critical appreciation of the ways in which we gain and apply knowledge and understanding of the universe, of society and of ourselves. Specifically, he or she should have an informed acquaintance with the aesthetic and intellectual experience of literature and the arts; with history as a mode of understanding present problems and the
processes of human affairs; with the concepts and analytic techniques of modern social science; and with the mathematical and experimental methods of the physical and biological sciences.

4. An educated person is expected to have some understanding of, and experience in thinking about, moral and ethical problems. It may well be that the most significant quality in educated persons is the informed judgment which enables them to make discriminating moral choices.

5. Finally, an educated American, in the last third of this century, cannot be provincial in the sense of being ignorant of other cultures and other times. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference between the educated and the uneducated is the extent to which one's life experience is viewed in wider contexts.

The 1978 Harvard "Report on the Core Curriculum," like the controversy it sparked (see, e.g., the various arguments in Change Magazine Press, 1979), reflects the heated debate within the university community on the question of what constitutes an educated person in the latter part of the twentieth century. In the midst of this debate, Harvard has apparently taken the lead in placing "hard" methodology at the heart of requirements for a liberal arts degree.

Given the present contraction of the economy, the post-1960's university not only cannot expand (at least not on the scale of the previous era), it must contract. In this context, and in that of the "intellectual crisis" we have referred to, the issue of on what basis decisions as to what sectors of the university (including disciplines and areas of study) are to be preserved, and which are to be cutback or eliminated, emerges. A program of study in Afro-American Studies minus a core curriculum and a methodology is likely to encounter major survival problems in such a situation.

5. Topics and "Silences" in the Scholarly Literature of Afro-American Studies

During the past dozen years, there has been a proliferation of books and articles focusing on various aspects of postsecondary education in Afro-American Studies. Some of the chief concerns in this literature have to do with the following: (1) defining the academic and/or political orientation of Afro-American Studies (too voluminous to cite here, some of this literature is listed in our selected bibliography); (2) establishing Afro-American Studies as a legitimate area of academic inquiry (some of the key early arguments can be found in Hare, 1969; Robinson et. al., 1969; Bailey, 1970; Hamilton, 1970; and Aaron, 1973); (3) providing an overview of the historical development of various types of programs in Afro-American Studies (see, e.g., Bailey, 1973; Crouchett, 1971; Colón, 1980; Drake, 1979; Russell, 1975; Smith, 1971; and Aaron, 1973); (4) presenting various personal views of interested, or disinterested, scholars on the subject (see, e.g., Blassingame, ed., 1971; Etzioni and Tinker, 1971; Grossvogel and Cushing, 1970; Kilson, 1973; Record, 1973 and 1974; Rosovsky, 1969); (5) assessing and/or recommending pedagogical techniques or teaching materials (see, e.g., Millner, 1977; Rivers, 1977;
James Stewart, 1979; and Butler, 1979); (6) analysing Afro-American Studies within the context of the curricula obtaining in various institutions of higher education and/or suggesting modifications in existing curricula in the field (see, e.g., Boggs, 1969; Flournoy, 1969; Furniss, 1969; Colman, Wheeler and Carty, 1970; Cortada, 1974; Newton, 1975 and 1978; and Smith, 1971); (7) analysing and/or proposing various administrative models for the inclusion of Afro-American Studies within the theory and methodology of one or more of the established academic disciplines (see, e.g., Jackson, 1970; Ijere, 1972; and Kilson, 1973). There has also been some discussion of whether Afro-American Studies constitutes, or should constitute, an academic discipline or a field of study. (An interesting recent article addressing this question is Daniel, 1980.) In addition to these books and articles, scores of Afro-American Studies-related dissertations and masters theses have been written during the past dozen years. A number of these manuscripts have to do with curriculum in postsecondary Afro-American Studies. See, e.g., the following dissertations: Batchman, 1977; Bell, 1977; Benson, 1977; Bobo, 1978; Bridges, 1973; Butler, 1979; Colón, 1980; Duncan, 1979; Edwards, 1978; Frye, 1976; Harris, 1978; Hill, 1974; Latimer, 1978; McMullen, 1979; Moore, 1979; Moorehead, 1977; Mount, 1977; Pemberton, 1978; Pickett, 1977; Rivers, 1977; Rosenblum, 1979; Shaw, 1978; Smith, 1973; Sullivan, 1978; Wilson, 1978.

Despite some concern with curriculum related questions in the scholarly literature of Afro-American Studies, no standardized core curriculum in the field exists. In addition to facilitating the survival of Afro-American Studies programs, this project will lead to a substantive contribution to the Afro-American Studies literature.

6. Lack of Concensus in the Scholarly Literature of Curriculum Theory

The previous section provided an overview of the recent scholarly literature in Afro-American Studies and pointed to the existence of what essentially amounts to a "significant silence" (Bourdieu, 1977). One of the weaknesses in Afro-American Studies (and in much of discipline-based higher education) is that its attempts at curriculum development have not been firmly anchored in the theories and established literature of curriculum development.

One reason for this lack—by no means the only reason, and, perhaps, not even a primary reason—is that there is considerable disagreement on a range of issues, including quite fundamental issues, in the curriculum literature itself. Some of this disagreement simply has to do with the lack of adequately standardized terminology. Some of it has to do with conceptual disagreement (e.g., over whether curriculum plan(ning) and instructional plan(ning) should be kept analytically, if not practically distinct). Some of it has to do with fundamental "philosophical" disagreements. Thus, e.g., during the post World War II period in the United States, there have been disputes involving such schools as the rationalists (Tyler and his disciples), the empiricists (see, e.g., Zacharias, 1964), the academists (see, e.g., Beauchamp, 1975) and the reconceptualists (such as Huebner and Macdonald; see, e.g., Pinar, 1975). Earlier in the twentieth century there was a different configuration of competing schools, but competition nonetheless. The disagreement alluded to here is reflected in the fact that the term "curriculum" itself lacks standardized usage in the literature. Thus Tanner and Tanner (1975, pp. 3-52) delineate seven categories of definitions of "curriculum"—categories which, upon close observation, reveal twenty or so different definitions (Gress and Purpel, 1978, pp. 2-4). See Appendix One.

7. Need for Logically Integrated Core Curriculum

Nick Aaron Ford discovered the following pattern in a 1974 national survey:
Although there are hundreds of different courses offered in the total aggregation of Black Studies programs examined in this study, there are only fifteen basic offerings according to departmental classification. The fifteen basic courses listed in the order of their preponderance percentage-wise are history, 20.5%; sociology, 19.3%; literature, 16.6%; political science, 11.9%; anthropology, 6.2%; art, 5.2%; psychology, 4.0%; music, 3.5%; economics, 3.4%; African languages, 2.8%; speech: rhetoric, 2.0%; religion, 1.8%; geography, 1.3%; philosophy, 0.9%; mass media, 0.5%; others, 0.5%. It can be seen from this tabulation that the three most popular courses which account for 56.4% of the total offerings are history, sociology, and literature. Approximately two-thirds of the offerings are in the area of the social sciences, with the remainder in the humanities.

This represents an obvious trend of defining Afro-American Studies within a traditional departmental classification. However, a 1975 article in the Chronicle of Higher Education makes the relevant point that this pattern developed out of practical necessity, although not without continued debate:

There is still much debate over what the curriculum of a Black Studies program should be... Theoretical considerations about curriculum were probably less important than necessity in determining what path individual programs followed says Harold W. Cruse of the University of Michigan. All of these programs started out with what was available to teach what, and that's still the case.

The "what" of Afro-American Studies is the key, i.e., our major problem continues to be the definition of basic intellectual parameters for the academic field of Afro-American Studies. While this is clearly a theoretical conceptual problem, in essence, it must be answered by thoroughly training teachers and by developing a concrete set of products (courses, syllabi, texts, etc.) based on concrete experimentation in a variety of classroom settings.

The lack of a standardized core curriculum creates immediate problems that must be solved:

(1) The junior colleges are feeder schools to the state universities and private four-year institutions. However, for students who have done course-work in Afro-American Studies, variation in basic Afro-American Studies curricula makes it difficult for their transition to be smooth, i.e., in terms of transferring credits and satisfying course requirements.

(2) Given the lack of sufficient funds for planning and development in Afro-American Studies, most programs have developed along the paths of least resistance. This means that courses tend to be developed as a result of what is possible (based on who is available to teach) rather than on what is necessary (based on a well-developed and comprehensive curriculum).

(3) The development of necessary campus library holdings in the area of Afro-American Studies is impossible without a core curriculum. With the need to have both extensive acquisition of titles on specific topics, and
multiple copies of basic titles, it is impossible for a library to acquire holdings without a core curriculum to serve as a guide.

(4) At the present time most undergraduate majors in Afro-American Studies go to graduate school in one of the conventional disciplines. However, due to the absence of a generally accepted core curriculum the graduate schools are at a disadvantage in evaluating a student's preparedness based on his or her transcript.

(5) The absence of a uniform core curriculum reflects the more basic scholarly problem of the codification of knowledge. Only by identifying the basic problems, consolidating the existing scholarly literature in a core curriculum that deals with these problems, and identifying new problems for research out of this context will it be possible to develop a meaningful research program for advanced undergraduates and graduate students.

In sum, the need for this development of Afro-American Studies curriculum is largely based on the need to consolidate the gains made in the field of Afro-American Studies and organize a curriculum of high scholarly character so that it can legitimately find a permanent place in the academic programs of institutions of higher education. Without such institutionalization, the possibility of interested students engaging in serious study of the "Black experience" is significantly diminished. This move toward institutionalization necessitates the development of pertinent course materials, including textbooks.

8. Need for Efficient, Innovative Instructional Planning

For the purposes of the present discussion, it is important to distinguish between curriculum, instruction and teaching. Lewis and Miel (in Grass and Purpel, 1978, pp. 21-24) offer the following definitions of instruction and teaching:

Instruction is broadly defined as "the actual flow of engagements, by persons—being-educated, with other persons and things within particular arrangements of time and space" (p.22).

Teaching is more narrowly defined as "a process whereby one person mediates between another person and his (or her) world"—i.e., it is "a multifaceted process that may take a variety of forms of relating to another—both giving and receiving, rewarding and punishing, questioning and answering, leading and following, protecting and challenging, directing and observing, and many more, if done with the deliberate purpose of helping another to understand and deal with his (or her) world" (p. 23).

Thus, instruction encompasses more of the situational elements, as compared with teaching which refers to human interaction, e.g., between teacher and pupil. Instruction may utilize a broad range of resources in order to facilitate learning: e.g., human resources, environmental resources (e.g., special purpose rooms), printed resources, audio-visual resources, computer-assisted learning programs and so forth.

We would like to underscore two points here. The first point is that, in general, even when some attention has been devoted to curriculum development, there has tended to be too little focus on curriculum, instruction and teaching as integrated components in an educational program. The second point is that instruction in postsecondary Afro-American Studies has over-whelmingly occurred through two media: the voice of a teacher and the print of a textbook.
Other instructional options exist; they need to be explored. It is quite reasonable to assume that student learning is likely to be increased in situations where instruction is efficient and innovative. Such instruction, in our view, necessarily includes the development of active modes of learning as a central element in the design.

9. Need for More Well-Trained Faculty

The problem of the under-supply of well-trained faculty in Afro-American Studies is directly linked to many of the problems we just described: e.g., the lack of long established degree-granting programs in Afro-American Studies; the fact that Afro-American Studies was institutionalized on many campuses without substantive input from scholars in the field; the general lack of logically integrated curricula; the lack of adequate funding for sustained research and development efforts; and the fact that many people who teach, e.g., "Black psychology," "Black history," or "Black sociology" lack the kind of transdisciplinary background that has proven indispensable in Afro-American Studies. Illinois has not escaped this dilemma. Thus, only a few of the colleges and universities in this state have managed to acquire an adequate supply of professionally trained Afroamericanists. Most campuses in this state have an extremely short supply, especially the smaller and less prestigious institutions. Moreover, many of the persons who teach Afro-American Studies courses in institutions of higher education in Illinois have indicated to us that they would welcome an opportunity to sharpen their skills.

Many instructors teaching Afro-American Studies courses are very well trained. The point we wish to establish is this: very few of these individuals have received the kind of transdisciplinary training that would allow them to draw on the literatures in various fields in such a way as to focus in the teaching of, e.g., an introduction to Afro-American Studies course, an undergraduate course on the Black family or one on Afro-American culture. It should also be noted that the question is not one of multi-disciplinary training per se (e.g., of taking a few courses in economics, a few in anthropology, a few in literature and so forth), but of transdisciplinary training (i.e., a kind of training which attempts to systematically integrate disciplinary perspectives on various questions into a coherent whole—a process which must necessarily come to grips with such fundamental questions as epistemology, social ontology and the inter-linkages of the various aspects of research methodology). It is important to keep this distinction in mind. We shall consider some related points later.

10. Discipline Versus Field of Study: A Note on Needs and Consequences

In the introductory chapter to his A Theory of Semiotics, Umberto Eco (Professor of Semiotics in the Faculty of Letters and Philosophy at the University of Bologna and Secretary-General of the International Association for Semiotic Studies) attempts to address (1) the question of whether Semiotics is a field of study and/or a discipline; and (2) the question of what he calls the political, natural and epistemological boundaries of academic discourse in Semiotics. A considerable amount of Eco's discussion in this chapter bears directly on issues that concern Afro-American Studies.

Eco begins his discussion of "Semiotics: field or discipline?" with the following remarks:

Any study of the limits and laws of semiotics must begin by determining whether (a) one means by the term 'semiotics' a specific discipline with its own method and
a precise object; or whether (b) semiotics is a field of studies and thus a repertoire of interests that is not as yet completely unified. If semiotics is a field then the various semiotic studies would be justified by their very existence: it should be possible to define semiotics inductively by extrapolating from the field of studies a series of constant tendencies and therefore a unified mode. If semiotics is a discipline, then the researcher ought to propose a semiotic model deductively which would serve as a parameter on which to base the inclusion or exclusion of the various studies from the field of semiotics (Eco, 1979, p. 7).

A specific discipline must have then its own methodology—more precisely, at least a dominant methodology and a set of methodologies competing for dominance, with all of these sharing some common concerns—and a specific object. It must have a unified model. It is difficult to see how such a model might emerge in the absence of a core curriculum. The resolution of certain questions in Afro-American Studies necessarily precedes the development of Afro-American Studies as an academic discipline. In the meantime, it remains a field of study.

The failure thus far to reach at least some general resolution of the "Afro-American-Studies-field-or discipline" question has had, and continues to have, far-reaching implications. Without an understanding of Afro-American Studies' method(s) and object, and of the boundaries of its discourse, it is extremely difficult—perhaps, impossible—to develop precise, "objective" criteria for the evaluation of scholarly and professional activity in that area. Of course, some criteria continue to be developed. The point is that these criteria necessarily lack a certain degree of precision and are often simply subjective. How, then, does one evaluate the scholarly contributions of a person seeking tenure in an Afro-American Studies department or program? On what precise basis can an Afro-American Studies department or program be evaluated as an institution devoted to scholarly pursuits within Afro-American Studies? On what precise basis can a student make a rational choice as to which institution to attend in order to pursue undergraduate and/or graduate work in Afro-American Studies? Or on what precise basis can a four-year institution or graduate school evaluate the work of a student who has done extensive course work in Afro-American Studies? Further, on what precise basis, other than, e.g., the individual scholarly contributions of particular, prestigious academicians, can agencies and foundations make rational, defensible decisions regarding which Afro-American Studies programs or departments they will fund?

GOALS AND OBJECTIVES

1. Goals

The general goals of this project are: (1) to make a substantive contribution toward the standardization of a core curriculum in Afro-American Studies; (2) to encourage successful, innovative learning experiences in Afro-American Studies; (3) to develop a thorough, systematic inservice and post-doctoral training program in the field; and (4) to organize and develop materials—i.e., textbooks, resource booklets and guides—that could be widely utilized to realize goals (1), (2) and (3).

The realization of the first two goals would directly contribute to the professionalization of Afro-American Studies by helping to improve the quality
of teaching, research and writing on the Afro-American experience. It would also improve the quality of the education received by students (both Black and non-Black) taking courses in the Afro-American Studies content area. Such an accomplishment could serve as a model to interested observers in Illinois and throughout the United States.

The realization of the latter two goals would:

1. Assist Afro-American Studies programs to better coordinate and utilize their available resources;
2. Allow graduates of community colleges to more easily transfer Afro-American Studies credits to four-year institutions;
3. Permit scarce library resources to be focused on building collections which service the needs of an expanding core curriculum in Afro-American Studies;
4. Assist in planning teacher training and recruitment based on specific curriculum needs;
5. Lead to more efficient program administration in Afro-American Studies, based on long-term planning and budgeting with a clear view of the direction of particular programs and the field as a whole;
6. Encourage special cooperative efforts in research and producing text materials—a matter requiring attention since many publishers are not currently interested in meeting the need for quality text materials in Afro-American Studies; and
7. Serve as a model for the development of similar programs and materials focusing on other racial, ethnic and cultural groups.

2. Objectives

To achieve the above-stated goals, the project has seven primary objectives:

1. to complete an up-to-date inventory of Afro-American Studies curriculum development in postsecondary educational institutions in Illinois;
2. to develop textbooks, curriculum guides and general instructional plans for four core courses in Afro-American Studies;
3. to hold an in-service and postdoctoral training summer institute;
4. to evaluate the courses that will be developed;
5. to evaluate the outcomes of the teacher training workshops;
6. to engage in a comprehensive outreach program to all postsecondary educational institutions that offer courses of study in the social sciences and humanities in the state of Illinois; and
7. to develop and initiate a plan for nationwide dissemination.

The intent of the sixth objective is to insure the adoption of at least some aspects of the core curriculum at most of the target institutions. We will be working with the Institute of the Black World in Atlanta, Georgia, on several of these objectives (especially, objectives two and seventh).

2.a. Institutions to be Directly Impacted

We have identified course offerings in Afro-American Studies and faculty with varying amounts of expertise in that subject area at twenty Illinois postsecondary institutions: Art Institute of Chicago, Bradley University, Chicago State University, Eastern Illinois University, Governor's State University, Illinois State University, Northern Illinois University, Loyola University, Northwestern University, Oakton Community College, Olive Harvey College, Richland Community College, University of Illinois at Chicago Circle, University of Illinois at Urbana-Champaign and Western Illinois University. We intend to focus primarily on these institutions (though, as is stated elsewhere, the full impact of our project will reverberate nationally). It is readily apparent that, from the very beginning, this
project will span the entire state of Illinois and will have a direct impact on a wide cross-section of students and teachers.

2.b. Inventory of Afro-American Studies in Illinois

This is a task of crucial importance because an initial step in any plan to introduce new curricula and other resources into Afro-American Studies at the various colleges and universities necessarily involves an inventory both of the existing curricula and resources and of the particular procedures involved in adopting new courses. Some institutions have experienced recent changes in one or more of these areas, and there are likely to be additional, similar changes. Thus, the project must be able to maintain up-to-date information in this area.

To insure the consolidation of such information, we will conduct a phone survey of every postsecondary educational institution in Illinois. Each call will average about twenty minutes per school and will result in the following:

a. an up-to-date mailing list of key Afro-American Studies contacts on the faculty and/or in the administration at each school;
b. the placing of the project on the mailing list for a current college catalog and all other information available on Afro-American Studies;
c. the procedures and timetable for the adoption of new courses; and
d. the name and phone number of a contact person if a site visit is warranted.

Where programs in Afro-American Studies exist, the co-principal investigator, assisted by the curriculum design specialists (discussed below) will make site visits to interview key faculty and administrators, attend a class, and collect documentary evidence on the overall curricula and their history of development and adoption. A school will qualify for such a visit if there are at least five (5) courses in Afro-American Studies, at least one faculty member formally identified in some way with Afro-American Studies, and some type of administrative recognition of the Afro-American Studies program. In other words, Afro-American Studies must be a distinct activity regardless of the formal administrative structure, or type of degree granting powers.

The purpose of this inventory is twofold:

a. to gather material for use in the curriculum development phase during the first two years of the project; and
b. to establish contacts for regular communication leading to a proposal for the adoption of the core curriculum during the third year of the project.

This effort will be augmented by the gathering of information about Afro-American Studies-related resources in the state of Illinois (e.g., programs in higher education, libraries, museums, bookstores, cultural institutions and so forth). This information will be assembled, edited and published as a booklet--entitled, e.g., Afro-American Studies in Illinois: A Guide to Resources.

2.c. Overview of Scope, Sequence and Content of Courses

The development of the specific courses to form a core curriculum is the key intellectual task of the project. At the 4th Annual (1980) Conference of the National Council for Black Studies, the report of NCBS' Curriculum Standards...
Committee was formally adopted. (Dr. Perry Hall, Wayne State University, chaired the committee. The other members of the Curriculum Standards Committee were Dr. Vivian Gordon, University of Virginia; Dr. John Indakawa, University of Houston; Dr. William Jones, Florida State University; Dr. Howard Lindsay, Wayne County Community College; Dr. Gerald McWorter, University of Illinois; Dr. Joseph Russell, Indiana University; and Dr. James Stewart, University of Notre Dame.) Thus, there is now a nationally recognized framework for both scope and sequencing of courses; however, specific course content remains an open question. A major thrust of our project is to develop specific courses within the general framework of the NCBS model for a core curriculum.

The NCBS model has four levels (see Table 2):

1. Introduction to Afro-American Studies;
2. Survey courses in each of three course areas;
3. Courses summarizing current research and emerging issues in each of three course areas; and
4. Senior seminar in Afro-American Studies for review and synthesis of previous study.
TABLE 2
CORE CURRICULUM FOR AFRO-AMERICAN STUDIES

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
</table>
| INTRODUCTION TO AFRO-AMERICAN STUDIES | A. African Pre-History through Reconstruction. | B. Current Research and Emerging Issues (contemporary cultural expression and transformation, etc.) | Senior Seminar Course Area
Synthesis and Application of Insights or Previous Study |

Social/Behavioral Studies
A. Basic Literature Review or Survey

We are prepared to develop six courses that fit into these four levels. These six courses (four of which will be actually developed—see p. 17) are as follows:

1. INTRODUCTION TO AFRO-AMERICAN STUDIES

The most basic course in Afro-American Studies in Illinois (and we suspect throughout the U.S.) is a basic introductory or survey course. One of the most widely used texts is Introduction to Afro-American Studies, a two-volume experimental text of 975 pages developed by the editorial staff of Peoples College Press (which includes this project's initiators).

Introduction to Afro-American Studies (1977) was developed in the Fall of 1973 as the social science component of the NEH-funded Freshmen Interdisciplinary Program at Fisk University. After the first offerings, the course outline was distributed nationally for review and criticism. Important changes were made as a result (e.g., adding the chapter on "Black Women and the Family" integrating input from many national conferences of Afro-American Studies professionals—Association for the Study of Negro Life and History, African Heritage Studies Association, National Conference of Black Political Scientists, Caucus of Black Studies—and from state conferences.
in North Carolina, California and Illinois. Thus, there has been extensive input and discussion regarding this course and curriculum development in Afro-American Studies in general. The product of this model of collective course development is one of the rich lessons of experience that has led to this request for funding support.

Introduction to Afro-American Studies has been used as a textbook at least once in more than 50 colleges and universities in the United States—in two-year and four-year institutions; in schools with public, private and church support; and in schools serving students of different class backgrounds and different academic skills in all regions of the United States. As yet, there has been no systematic evaluation of those who have used the textbook and the accompanying teacher's guide, slide lectures, tests, etc. Funding support is needed to conduct a comprehensive evaluation of Introduction to Afro-American Studies, in order to record the comments and criticisms of users, to propose revisions, and to disseminate a tested and refined learning package for fuller utilization as a survey course both in Illinois and throughout the United States.

2. Patterns of Race and Class in the Black Experience

This course will provide a general overview of the social science literature on the interaction of class and race, two overlapping yet distinct phenomena. Study of this matrix should be at the heart of virtually all social analysis of the Black experience.

3. Afro-American Culture

This course will be a guide to the overall course of Afro-American cultural development, from mass culture (as studied by folklorists and anthropologists) to art movements of professional artists. In addition to a primary focus on the United States, this course will include materials and discussion on the cultural development of Afro-Americans throughout the New World (i.e., North America, Latin America and the Caribbean).

4. Black Women

While no comprehensive study of the Afro-American experience can be complete without studying Afro-American women, many programs remain so incomplete. Sims (1978) states "a review of the Black Studies programs in Western Land Grant Colleges pointed up one glaring omission from Black Studies curricula. None of the programs offered a course on the Black woman." Generally, where such courses exist, they are heavily subscribed. One of our objectives is to develop a course that would help to remedy this situation.

5. Afro-American Literature

Survey courses in Afro-American literature are standard offerings in most Afro-American Studies programs, ranking in frequency with survey courses in Afro-American history. We will make a major contribution toward consolidating the gains made in curriculum development in Afro-American literature by a number of Illinois programs.
6. **Black Experience in Chicago**

Our one history course will have as its special focus the economic, social and political history of Blacks in the city of Chicago. The vast majority of Black college students in Illinois come from the Chicago area; few students Black or White, have any real knowledge about the history of Black Chicagoans. This course will have great interest throughout the state.

In order to decrease the cost of this project, we have decided to only develop four of these six courses. We will definitely develop the following courses: Introduction to Afro-American Studies, Afro-American Culture and Black Women. Based on demand from Illinois institutions, as revealed in discussions within the Illinois Council for Black Studies (a representative group of Afro-American Studies practitioners from throughout the state), we will choose one of the other three courses to develop.

It is important to note an additional point here: Implicit in this schematic overview, and in the NCBS model from which it derives, are several notions that are widely discussed in the literature in curriculum theory. Some of these have to do with the organizing centers (see, e.g., Taba, 1962) around which a particular curriculum is built. In the case of the core curriculum being proposed these centers include broad fields (Afro-American studies, history and humanities), subjects, themes and concepts.

Each of the courses we are prepared to develop easily fits into the curriculum design of the National Council for Black Studies (NCBS). Thus, while the project is based in Illinois, and will be tailored to the particular conditions of this state, our project's relationship to the NCBS Model will make our work of much greater usefulness around the country.

For each of the first two years of the project we will develop two courses. Please see the following.

**TABLE 3**

**PROPOSED SIX COURSES FOR**

**AFRO-AMERICAN STUDIES CORE CURRICULUM**

(by Project Year, and NCBS Course Category)

<table>
<thead>
<tr>
<th>NCBS Course Categories</th>
<th>1st Year Courses</th>
<th>2nd Year Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>Race/Class (option)</td>
<td>Women</td>
</tr>
<tr>
<td>Humanities</td>
<td>Culture</td>
<td>Literature (option)</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>Chicago (option)</td>
</tr>
</tbody>
</table>

2.d. **Curriculum Materials Development Committees**

2.d.1 **Overview**

For each of the proposed courses, we plan to set up a committee of Afro-American Studies practitioners. These committees will have several crucial responsibilities. A considerable amount of the discussion in the curriculum literature is concerned with questions of scope, sequence and, to a lesser
extent, integration. The following definitions help to clarify the nature of the issues here:

**Scope:** Two-dimensional in nature, scope describes what is learned or covered in relation to: (1) what content is covered; and (2) what mental processes are acquired.

**Sequence:** Sequence refers to longitudinal or vertical progress from one level of learning to the next.

**Integration:** A concept connoting horizontal relationships, integration refers to the relationship between learning occurring simultaneously in various areas of the curriculum.

The primary focus of the Curriculum Materials Development will necessarily fall within the domain of scope; but issues of scope will be considered in a broad context that requires attentiveness to issues of sequence and integration. (These topics will also receive attention in the inservice and postdoctoral training program and in the development of all the project's curriculum materials.)

One task of the committees will be to do the basic intellectual work involved in developing course syllabi and selecting the basic readings. Another task of the committees, and of the staff members directly linked to these committees, will be to develop a list of additional resources—e.g., human resources, environmental resources, various supplementary printed materials, audiovisual materials, resources for computer-assisted learning and so forth—and to develop specific suggestions regarding how these might fruitfully be incorporated into the instructional plans for each of the four courses.

Several criteria will be used in making decisions about what materials and concepts to include or exclude from the reading lists, syllabi and list of additional resources. Saylor and Alexander (1966, pp. 469-470) refer to these criteria as follows:

1. **Criterion of Relevancy:** "The first characteristic to be considered in seeking any learning aid is its relevancy to the goal-seeking activity involved" (p. 469).

2. **Criterion of Usability:** "The criterion of usability has at least two connotations of significance. First, the resources must be accessible at the time they are needed.... Second, a learning aid must be usable in terms of its appropriateness to particular learners" (p. 470).

3. **Criterion of Accuracy:** "The resources for learning must give as accurate information as possible" (p. 470).

4. **Criterion of Economy:** "Other things being equal, the most economical resource should be used" (p. 470).

Each committee will come up with specific recommendations regarding appropriate teaching methods for a particular subject-area—allowing, of course, for the fact that each learning environment has its own particularities. That is, to state the point in more technical language, the Curriculum Materials Development Committees will develop for each course a resource unit, but will allow sufficient flexibility for each of the actual instructors of the courses to develop her/his own unit plan. (The term "resource unit" refers to "a compilation of suggested learning experiences and resources typically developed for more than one group of pupils and having possibilities for use by several teachers," while the term "unit plan" refers to
"a particular teacher's outline of the unit of work he (or she) hopes to develop with a particular group of pupils" (Saylor and Alexander, 1966, p. 448). In this context, the committees, in cooperation with the staff, will delineate upper and lower limits for the achieving of objectives by students of various backgrounds and abilities.


It is possible to identify two polar types of models for curriculum development: the social interaction model and the expert-diffusion model.

The social interaction model operates on a "bottom up" principle. Here, a group of practitioners, with a staff assuming coordination functions, develops curricula and interacts in a face-to-face workshop format. The materials developed are initially aimed at an identified and limited constituency. The process used can be repeated to produce courses/curricula in other areas. The democratic involvement of core developers with hands-on teaching experience together with dissemination through established organizational mechanisms assures greater legitimacy, receptivity, adoption and utilization. It also helps to insure a sustained process of evaluation and revision of the materials developed.

The expert-diffusion model operates more on a "top down" principle. In this model, selected experts are used to develop curricula and the dissemination of the finished materials is more diffuse. The worth of the materials is often established more by the status of experts than by the democratic involvement of practitioners in the field. The dissemination is not focused on an identified constituency; it occurs on a more ad hoc basis.

In the context of curriculum development in Afro-American Studies, it is imperative to keep the distinction between these two models in mind. Based on our efforts to develop Introduction to Afro-American Studies (1977), it is clear to us that the social interaction model is preferable because it is most effective. We will utilize this model in developing materials and in the postdoctoral and inservice training component of the project.

We have successfully utilized a number of methods in classroom teaching to more actively engage students in the learning process. These and other strategies will be assessed by the committees prior to the drafting of the sections of their reports focusing on appropriate teaching methods.

The committee members will be selected based on information available to the project director and co-principal investigator. (Such information would include, e.g., their area(s) of expertise, which institution they are affiliated with and their ability to make the requisite time commitment to this project.) We have already talked with several potential participants for each of the committees. A number of persons have agreed to participate; however, our information regarding the overall available resources in the state is limited. The following tentative list reflects the types of commitments we have.

Tentative Partial List of Local Curriculum Innovators

1. Introduction to Black Studies

(a) William Exum, Northwestern University
(b) Cheryl Johnson, Loyola University
(d) David Johnson, Thornton Community college
2. Survey of Afro-American Culture
   (a) Mary Emma Graham, Chicago State University
   (b) Maria Mooty, Southern Illinois University
   (c) Sterling Plump, University of Illinois-Chicago Circle
   (d) Norman Whitten, University of Illinois-Urbana

3. Social Analysis of Race & Class
   (a) James Anderson, University of Illinois-Urbana
   (b) Sundiata Cha-Jua, Richmond Community College
   (c) Essie Rutledge, Western Illinois University
   (d) Diana Slaughter, Northwestern University

   All of these scholars, and others, have agreed to participate and support the project.

   The committees will meet once a month for six months (September, October, November, March, April and May). In order to have full consideration of all of the issues and available material, the committees will adhere to the following procedure:

   1. The meeting will be held on Saturdays, in either Chicago or Urbana, and, on average, last for about 5 hours.

   2. Since the committee meetings are once a month, each committee will work on a four-week cycle:
      a. Week 1 - Staff prepares and distributes material for meeting
      b. Week 2 - Committee members review the material
      c. Week 3 - Committee members prepare for the meeting
      d. Week 4 - Meeting

   The overall coordination of the work of the committees will be ultimately insured by the principal investigators, project administrator and the national project consultant. These persons will work with the committees to insure overall effective design. The eminent social anthropologist and long-time student of African and Afro-American societies and cultures throughout the new and old worlds, Dr. St. Clair Drake, has agreed to serve as our chief (national project) consultant.

2.e. Development of Textbooks and Resource Books

   It is important to underscore here the fact that, in addition to training teachers and making a substantial contribution toward the institutionalization of a core curriculum in Afro-American Studies, the ultimate achievement of this project will not simply be the development of course outlines and syllabi, but the development of textbooks and resource books for teachers. Specifically, we envision the publication of the following (most of these titles are tentative):


   2. Revised textbook: Introduction to Afro-American Studies, Volumes One and Two. We will revise and update this widely used text written primarily by our project director.

   3. Three textbooks. In addition to the textbook for the introductory course, we will develop textbooks for each of the other three courses. These will primarily be in the form of edited collected readings, together with commentary introducing each section, and a delineation of key concepts, prospective study questions and supplementary readings for each selection.
5. Teachers' manuals. We will prepare teachers' manuals for each of the four courses. Each of the textbooks for the three non-introductory courses will be distributed first as part of a "xerox"ed and mimeographed curriculum materials package. The materials will be tested in the field for approximately a year in various classes in Illinois institutions. Following this period of testing and evaluation, they will be developed in textbook form. Each of these books will be published as a textbook to insure accessibility.

The reader may wish to note that, during the course of this project, with funds (pending) from another source and with no conflict of interest, some of the individuals associated with this project will be involved with the publication of two companion volumes: Methodological Issues in Afro-American Studies: Conference Proceedings (tentative title) and Methodological Issues in Afro-American Studies: A Reader (tentative title). Assuming this other (relatively small) project is funded, these two volumes will complement the volumes listed in the above.

Although it is obviously not possible to develop an exact timetable for the completion of the resource booklet, textbooks, and teachers' manuals mentioned in the above, it is possible to state that each will be in press prior to the completion of this project. The following is the timetable we intend to adhere to as closely as possible:

A. Year 1: September 1, 1981 – August 30, 1982

1. June, 1982

   Materials for course on Afro-American Culture duplicated, "packaged" as part of a curriculum and instructional plan, and prepared for distribution.


2. August, 1982

   Revised version of Introduction to Afro-American Studies, Volume One submitted to publisher.

B. Year 2: September 1, 1982 – August 30, 1983

1. December, 1982

   Revised version of Introduction to Afro-American Studies, Volume Two submitted to publisher.

2. April, 1983

   Textbook for course on Afro-American Culture and complementary teacher's manual submitted to publisher.

3. June, 1983

   Materials for other two courses duplicated, "packaged" and prepared for distribution.

C. Year 3: September 1, 1983 – August 30, 1984

1. July, 1984

   Textbooks and complementary manuals for two other courses submitted to publisher.

We will seek funding from elsewhere to assist with publishing costs.

2.f. Summer Institute for Postdoctoral and Inservice Training in Afro-American Studies

   In order to insure quality instruction in our newly developed courses,
we will conduct two annual postdoctoral and inservice training institutes. In cooperation with the Illinois Council for Black Studies and our Curriculum Development Committees, the principal investigators and project administrator will be responsible for conducting a two-week summer institute during each of the first two summers of this project. The Institute that will be conducted during summer, 1982 will focus on instruction in Introduction to Afro-American Studies and the course on Afro-American Culture. The summer, 1983 Institute will focus on instruction in the other two courses.

Beginning on Sunday evening of the first week, each Institute will end on Friday afternoon of the second week. Each is tentatively scheduled to begin in late July or early August. Participants will be housed in University of Illinois dormitories. Sessions will be held on campus.

Sessions will be led by the principal investigators; the national project consultant; members of the Curriculum Development Committees; and faculty in Afro-American Studies and in Education, primarily at the University of Illinois, but also at other Illinois institutions. That is, the Institute will include persons skilled in:

1. design and planning of curriculum and instruction;
2. content and materials in the broad field of Afro-American Studies and the major subject areas represented in the curriculum;
3. translation of the purposes and objectives of the curriculum into specific, but flexible, operational guides for instruction.

The above three areas are central to the focus of the summer institute.

Some general topics the Institute will address include:
1. historical development of our curriculum development project;
2. overview of the components and sequencing of our project—including the roles to be played by persons and institutions throughout the state of Illinois;
3. focused overview of the proposed curriculum—with particular emphasis on purposes, aims and objectives and on scope, sequence and integration;
4. prospects and requirements for the development of Afro-American Studies as a discipline;
5. project evaluation—with particular emphasis on the importance of, and use to be made of, "feedback" from the actual instructors.

Within the context of a view of scope, sequence and integration, the Institute will focus on a number of specific areas of concern. These include the following:

1. syllabi and reading lists for each of the four courses;
2. supplementary (i.e., non-textbook) resources that can be utilized in the courses—including human resources (e.g., speakers from the local community), environmental resources (e.g., special classrooms or special devices in regular classrooms), printed materials (e.g., newspapers, magazines and scholarly journals in Afro-American Studies), audiovisual resources (e.g., slides, films, maps, charts, phonographic recordings and videotapes), television, data banks, and computer-assisted learning;
3. differentiation of levels of knowledge to be achieved by students of different backgrounds and abilities at various stages in the curriculum—i.e., the anticipated cumulative sequence in logical and critical thinking;
4. development of specific unit plans, consistent with the needs of particular learning situations while within the parameters of the (detailed but not prescriptive) curriculum and instructional plans;

5. instructional techniques—including techniques for large group instruction versus small group instruction for particular courses, and non-traditional approaches that encourage active engagement on the part of students;

6. current research and emerging issues related to specific components of the curriculum.

Prior to the termination of the Institute, we will distribute to the participants a questionnaire assessing the usefulness of the sessions. This will be followed by discussion of possible ways to make the sessions more effective.

Overall coordination of the Institute will be the responsibility of the administrative staff. The reader may wish to note two points here. The first point is that, in 1969, our project director, Professor Gerald McWorter, conducted the first nation-wide teacher-training program in Afro-American Studies for the Institute of the Black World in Atlanta, Georgia. The second point is that the staff of the Afro-American Studies and Research Program is currently involved in the coordination of a two-week 1981 Summer Institute for Social and Behavioral Scientists from Traditionally Black Institutions. The Summer Institute is funded by a grant from the Lilly Foundation in cooperation with the Committee-on-Institutional-Cooperation (which includes the "Big Ten" schools and the University of Chicago). The institute will be attended by thirty faculty from historically and traditionally Black colleges and universities. Faculty members from "Big Ten" institutions and the University of Chicago will serve as workshop leaders. The experiences gained from the two just mentioned projects will assist us to develop an administratively, and academically, sound postdoctoral and inservice training program. In fact, major aspects of the Institute we are proposing will be similar in structure to the 1981 Institute. The content, of course, will be different.

Two important features of the actual operation of the summer institutes cannot readily be discerned from the above but nonetheless should be kept in mind. One is that, given the fact that most academics are trained in specific disciplines (if not sub-disciples) and that Afro-American Studies is inherently trans-disciplinary in its orientation, the session leaders will provide and encourage a perspective that is not overly bound by discipline-related barriers.

The second point is that it is quite reasonable to assume that the participants in these sessions will be highly motivated to learn and to contribute—due to the fact that they will be representatives of their respective programs and that they will be actually preparing to teach the courses we will develop.

2.f.i. A Note on Professional Education and Career Mobility

On many campuses, the largest pool of Black faculty consists of those who teach courses about the "Black experience," i.e., those who are in, or objectively directly associated with, Afro-American Studies. It is clear that research and scholarly publication will remain at the center of the tenure process at the institutions that employ the overwhelming majority of these persons.

The development of the kind of quality core courses and training program projected in our proposed undertaking will enhance the instructional capability of new professionals and will improve the quality of Afro-American Studies programs. This will lead to greater credibility for these programs and courses and will enhance the overall position of Afro-American Studies as an academica area of study. This will indirectly enhance the professional development and employment
environment for Afro-American faculty. Thus, participating in our Summer Institute and teaching the courses we will develop may ultimately have substantive "pay-off" in terms of professional development and career mobility.

2.g. Active Modes of Learning, Focus on Knowledge and Skills

Elsewhere in this proposal we have emphasized that our project will make use of efficient, innovative instructional situations. Here, it is important to note that this proposal has emphasized instruction more than teaching and that we have defined the former term in such a way as to include self-directed learning, as well as learning from sources other than a "teacher."

We have successfully utilized a number of methods in classroom instruction to more actively engage students in the learning process. Our students have interviewed community leaders and residents, and analyzed the transcribed audio tapes of these sessions. They have attended community meetings and cultural performances. They have been involved in classroom discussions of important issues with community activists. These methods and others will be assessed and utilized in our efforts to insure the active engagement of students in optimally developed learning situations. Persons on our Curriculum Development Committees and participants in our Summer Institute will be asked to share their experiences in actively involving students in the learning process.

Afro-American Studies emerged because of a gap between the "is" (the conditions of poverty and racism facing the masses of Black People) and the "ought" (a justified idealism which argued that a better world is possible, coupled with a view that education could play a role in bringing the "ought" into existence as it had served in other areas of human endeavor). The curriculum materials and instructional plans will be structured in a way that will confront students with a broad range of ideas, opinions and strategies. These materials will assist students to come to a meaningful and personal synthesis. In the first chapter of our textbook, Introduction to Afro-American Studies, we actively encourage students to articulate and further develop their own philosophical positions, but we place the ultimate responsibility for learning and using what is learned on the students themselves:

This course of study will not answer all of the questions you have about Afro-American people. It will answer some basic ones. But more importantly, this textbook will help those who undertake it to more sharply formulate the key questions and direct you to how and where to get the answers....

But the search for knowledge does not end when new knowledge confronts old knowledge and new ideas result. The real test of new ideas is not just how well they help us understand the world; the real test comes in applying these new ideas to building a new and better world for the masses of people. Therefore, we encourage all of you who take up this course of study to test your ideas in practice....

The final chapter of the text spells out a "methodology for moving from theory to practice." The chapter includes "a directory of resources for further study in Black Studies and a questionnaire to guide the student in becoming active in the community."

2.h. Outreach and Institutionalization of the Core Curriculum: Illinois

On the issue of curriculum implementation, a serious gap in the scholarly
literature in curriculum exists (see, e.g., Gress and Purpel, pp. 395-397). Nonetheless, plann'g a good curriculum without a well developed program for implementation may well result in a socially useless product. During the third year of the project, while the second set of courses is being evaluated, the major thrust of the project will shift, from the development of a core curriculum in Afro-American Studies and the training of faculty to teach the new courses, to a comprehensive outreach program. Using the first year inventory of Afro-American Studies in Illinois as its basis, the aim of this phase of the project will be to convince all of the Illinois postsecondary educational institutions offering courses in the social sciences and humanities to adopt the core curriculum. A brochure describing the project and its final products will be mailed to the various offices involved in making decisions concerning the institutionalization of Afro-American Studies courses in postsecondary educational institutions in the state.

We will arrange return site visits to each of the programs singled out in the first year for visits, in order to fully expose the existing programs to the results of the three-year effort. Also, visits will be arranged to all of the schools that respond to the mailing of the brochure by indicating that they would like a representative from our project to come and make a presentation.

These schools will be asked to adopt the core curriculum. They will also be approached to finance the continuation of an annual teacher-training/course-evaluation workshop. To occur each summer, for the duration of a week, the purpose of the workshop would be to help insure that the Afro-American Studies practitioners in these various institutions keep abreast of pertinent developments in the field.

2.1. National Dissemination

Certain factors are likely to insure that our project gains broad appeal. Some of these factors are the following: the fact that the goals and objectives of the project are consistent with those of the leading Afro-American Studies-related national organization but nonetheless tailored to specific needs of a specific (statewide) constituency; the statewide cooperation we have achieved; the fact that our previous track record strongly suggests that, if funded, this project will have an enormous impact; the close linkages we have with other Afro-American Studies programs and practitioners throughout the United States; the fact that the project director is the Chairperson of the Committee on Methods of the National Council for Black Studies and that the 1982 meeting of NCBS will be held in Illinois—a meeting that is expected to attract more than five hundred Afro-American Studies practitioners. This latter comment should be underscored. The NCBS meeting alone would insure national publicity, and thus a national market, for the materials produced by this project.

Other features of the project that are likely to have broad appeal have more to do with the specific design of the project and its products: e.g., the social interaction model; teacher-training workshops; the curriculum package, including the visual aids. (We have already put together a collection of five hundred slides that are targeted for use in particular segments of the Introduction to Afro-American Studies course.)

It is important to note that, by "broad appeal," we mean to indicate that our project is likely to be generally attractive to: (a) current and prospective Afro-American Studies practitioners throughout the country and institutions involved in their training; (b) persons interested in developing other (i.e., non-Black) similar programs; and (c) individuals and institutions interested in making available excellent resources on the Afro-American experience for public or private use.

We have pointed to some features of our project that would undoubtedly make it of interest to various constituencies, and mentioned some types of
constituencies that are very likely to be interested. Here, we would like to point to some specific mechanisms we plan to use to insure the widespread dissemination of the materials produced by this project.

1. Professional Conferences. We fully intend to make the materials from this project available at every major Afro-American Studies conference, as well as at the more traditional professional meetings (e.g., the American Sociological Association, the American Anthropological Association, the American Historical Association and others). We also intend to deliver project-related papers at some of these conferences.

2. Professional Papers. We intend to publish the results of this project in a series of widely published professional papers. These would facilitate the involvement with the project of persons in a number of pertinent fields.

3. AFRO-SCHOLAR. The newsletter of the Afro-American Studies and Research Program of the University of Illinois (entitled AFRO-SCHOLAR) is distributed to more than one thousand persons in the United States (and elsewhere) who have Afro-American Studies-related interests. The newsletter will assist us to publicize our results and to solicit the participation of others in further institutionalizing and evaluating the core curriculum we are developing.

4. Additional Mailings. We will supplememnt AFRO-SCHOLAR's mailing list with a list of individuals and institutions involved in non-Black Ethnic Studies and with a selected list of libraries. These individuals and institutions will be sent a publicity pamphlet and any additional materials they request.

5. ICBS and NCBS Newsletters. The results of our project will be published in the newsletter of the Illinois Council for Black Studies, as well as that of the National Council for Black Studies.

6. 1982 NCBS Conference. We are hosting the Spring, 1982 conference of the National Council for Black Studies, either in Chicago or Urbana-Champaign (the exact location will largely depend on the relative availability of facilities). This conference will bring together approximately 500 to 700 Afro-American Studies practitioners. This will provide us with a major, unique opportunity to showcase our project.

7. Textbooks. As we have indicated, ultimately the materials developed in this project will result in a series of textbooks and manuals and resource guides for teachers and other interested persons. Their wide distribution will insure the long-term availability of the products of this effort.

8. Deposits at Clearinghouses. The results of this project will be deposited at the Educational Research Information Center (ERIC); at the Institute of the Black World in Atlanta, Georgia; with the Illinois Council for Black Studies; with the National Council for Black Studies; and at selected public and college libraries in various parts of the United States (e.g., in the Vivian Harsh Collection of the Chicago public library system and the Schomberg Collection of the New York public library system; and in the libraries of Howard University, Fisk University, Atlanta University and the University of Illinois).

PLAN OF OPERATION

In the following, we focus on (1) our timetable for the realization of our objectives; (2) the formal linkages obtaining among the project staff, other key personnel and the various committees and workshops; (3) our project
<table>
<thead>
<tr>
<th>Year</th>
<th>Period</th>
<th>Inventory of Afro-American Studies in Illinois</th>
<th>Curriculum Development</th>
<th>Teacher Training</th>
<th>Experimentation Evaluation</th>
<th>Dissemination Procedures for Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>FALL</td>
<td>Phone Survey of all Colleges in the State offering courses in the humanities and social sciences</td>
<td>Form first two Curriculum Committees and hold two meetings</td>
<td></td>
<td>Pilot testing of classes of Introduction to Afro-American Studies, arrange for 2nd year experimental adoption of first two courses</td>
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<td></td>
<td>WINTER</td>
<td>Continue phone survey; begin site visitations to key programs</td>
<td>Committees hold two meetings; Project Consultant visits</td>
<td></td>
<td>Continue pilot evaluations</td>
<td></td>
</tr>
<tr>
<td>1982</td>
<td>SPRING</td>
<td>Complete site visitations</td>
<td>Committees hold two meetings</td>
<td>Select teachers, distribute material for self-study</td>
<td>Prepare report on pilot test</td>
<td></td>
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<tr>
<td></td>
<td>SUMMER</td>
<td>Complete report on Afro-American Studies in Illinois</td>
<td>Early Summer - Print committee reports (texts and syllabi) Submit Guide to publisher. Late summer - submit revised Intro text.</td>
<td>Late Summer - Training sessions</td>
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<td></td>
</tr>
<tr>
<td>1983</td>
<td>FALL</td>
<td>Form 2nd Curriculum Committees and hold two meetings</td>
<td></td>
<td></td>
<td>Classroom evaluation of first set of courses - arrange for 3rd year experimental adoption of second two courses</td>
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</tr>
<tr>
<td></td>
<td>WINTER</td>
<td>Committees hold two meetings; Project Consultant visits. Submit Teaching Afro-Am to publisher.</td>
<td></td>
<td></td>
<td>Continue evaluation</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Inventory of Black Studies in Illinois</td>
<td>Curriculum Development</td>
<td>Training Program</td>
<td>Experimentation/Evaluation</td>
<td>Dissemination Procedures for Adoption</td>
<td></td>
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<tr>
<td>'82 Spring</td>
<td>Committees hold two meetings. Submit textbook and manual for course on Afro-Am Culture to publisher.</td>
<td>Select instructors, distribute material for self-study</td>
<td>Prepare report on 1st set of evaluations</td>
<td></td>
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<tr>
<td>Summer</td>
<td>Early summer - Print committee report (text &amp; syllabi)</td>
<td>Late summer - Teacher training sessions</td>
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<td></td>
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<tr>
<td>'83 Fall</td>
<td></td>
<td></td>
<td>Classroom evaluation of 2nd set of courses</td>
<td>Set up campus meetings to discuss model core curriculum for local adoption</td>
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<tr>
<td>Winter</td>
<td></td>
<td></td>
<td>Continue evaluation</td>
<td>Continue meetings</td>
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<tr>
<td>'84</td>
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<td></td>
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<tr>
<td>Spring</td>
<td></td>
<td></td>
<td>Project Consultant visits; Prepare report on 2nd set of evaluations ICBS State-wide conference</td>
<td>Continue meetings Begin material dissemination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Mid-summer Submit textbooks and manuals for other two courses to publisher(s)</td>
<td></td>
<td></td>
<td>WRITE FINAL REPORT Continue national dissemination, including deposit of materials at clearinghouses. Outside Evaluator visit</td>
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</tbody>
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DEVELOPING HUMANITIES-BASED MODEL COURSES FOR A
CORE CURRICULUM IN AFRO-AMERICAN STUDIES

PROJECT SUMMARY

A Project Sponsored by

THE CHICAGO CENTER FOR AFRO-AMERICAN STUDIES AND RESEARCH, INC.

And funded in part by

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Dr. Ronald W. Bailey, Project Director

The Chicago Center for Afro-American Studies and Research, Inc.
P. O. Box 7610

Chicago, Illinois 60680
DEVELOPING HUMANITIES-BASED MODEL COURSES FOR A CORE CURRICULUM IN AFRO-AMERICAN STUDIES

PROJECT SUMMARY

WHAT DO WE PROPOSE TO DO?

Rooted in the successful development, implementation and wide adoption of an experimental textbook/curriculum for an introductory course in Afro-American Studies over a seven year period, this project proposes the following:

(a) To conduct a two week invitational workshop for twelve practitioners in Black Studies. According to guidelines proposed by the NEH peer review panel the scholars must include eight in disciplines of the humanities, eight with a recent record of publication in referred journals, eight tenured faculty, and scholars in the fields of literature, social history, cliometrics and anthropology. Based on these guidelines the following scholars have been invited and have agreed to participate barring any unforeseen circumstances. The participants were selected with a sensitivity to regional distribution, academic specialties, kind of school, and involvement in the wide range of activities that make up the professional life of Black Studies:

<table>
<thead>
<tr>
<th>SCHOLAR</th>
<th>INSTITUTION</th>
<th>MAJOR AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russell Adams</td>
<td>Chair, Afro-American Studies Howard</td>
<td>Political Science</td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>(Tenured)</td>
</tr>
<tr>
<td>Thomas D. Boston</td>
<td>Chair, Economics Department Atlanta</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Johnnell Butler</td>
<td>Chair, Afro-American Studies Smith College</td>
<td>Literature</td>
</tr>
<tr>
<td>Barbara Christian</td>
<td>Chair, Afro-American Studies California -</td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td>Berkeley</td>
<td>(Tenured)</td>
</tr>
<tr>
<td>St. Clair Drake</td>
<td>Former Chair, Afro-American Studies</td>
<td>Anthropology</td>
</tr>
<tr>
<td></td>
<td>Stanford</td>
<td>(Tenured)</td>
</tr>
<tr>
<td>Gerald McWorter</td>
<td>Director, Afro-American Studies and</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>Research Program Illinois (Urbana)</td>
<td>(Tenured)</td>
</tr>
</tbody>
</table>
SCHOLAR | INSTITUTION | MAJOR AREA
---|---|---
Sterling Plump | Black Studies Department, Illinois (Chicago Circle) | Literature (Tenured)
Armstead Robinson | Director, Afro-American Studies Research Institute, University of Virginia | History
William Sales | Assistant Director, Afro-American Studies, Seton Hall University | Political Economy (Tenured)
Rosalind Terborg-Penn | Morgan State University-Chair, Caucus of Black Women Historians | History (Tenured)
Linda Williams | Howard University | Political Science
Carlene Young | Chair, Black Studies Department, California State-San Jose, President-Elect, National Council for Black Studies | Psychology (Tenured)

In addition, special invited consultants will include leading officials of the National Council for Black Studies and other professional organizations and curriculum development projects in the field.

(b) To engage a core staff and workshop participants in an intensive year-long process resulting in the following activities and products.

A. Background Papers on Curriculum Development in Afro-American Studies.

(1) Afro-American Studies as the Intellectual History of Studying the Black Experience: An Historical Overview

(2) Toward a General Theoretical Framework for Curriculum Development in Afro-American Studies: Historical Periodization as an Alternative

(3) Current Status of Curriculum Development Activities in Afro-American Studies

B. Introduction to Afro-American Studies: A Critical Evaluation

Introduction to Afro-American Studies is the most widely used Black Studies text in the United States, having been taught in over seventy-five schools and adopted for ongoing use in many of them. As an experimental text, it can still benefit from a systematic critique by scholars in the field. Each workshop participant will prepare a review of the overall text and in the area of their academic specialty. When this body of material is compiled with comments and revisions from the developers of the text and commentary from a number of people who have had classroom experience with the text, we should have a body of materials that will be very useful in furthering the development of this text and in informing the general work of curriculum development in Black Studies.

C. Working Bibliographies in Black Studies. With the assistance of a professional librarian, we will compile working bibliographies in each of the curriculum areas under consideration. The bibliographies will list what has been used widely in the field and new materials available. During the workshop, our specialists can select what they consider key materials for review and annotation. The process of compilation, annotation, and editing will be facilitated by use of computerized retrieval.

D. Considerations and Proposals for Core Courses in Afro-American Studies. Similar to our review of Introduction to Afro-American Studies, our specialists will collaborate in laying out the main contours of the five course areas we have identified: (1) Race, Class and the Black Experience: A Survey of the Social Sciences; (2) Black Culture: Historical Development and Contemporary Expression; (3) Survey of Black Women in the United States; (4) Survey of Black Literature; and (5) The Black Experience in The City: Chicago as a Case Study. The workshop will react to courses being taught or proposed elsewhere and participants will provide samples of their own courses. The result should be a series of proposed guidelines that should contribute much to furthering the development of core courses in the field.

In all of the above activities, we hope to benefit immensely from ongoing consultation and collaboration with several curriculum development activities funded by the Fund for the Improvement of Postsecondary Education and other agencies. The work is naturally complementary to ours since none are as broad-based using the general framework of the National Council for Black Studies. Moreover, none have the range of specialists from around the United States interfacing for an extended period of time.

WHY DO WE PROPOSE TO DO IT?

(a) The staffwork, discussions and resulting products will add considerably to furthering humanities education in Afro-American Studies, an important field of study. Black Studies has already made significant contributions
but is still an emerging field after decades of scholarly neglect and a tumultuous yet fruitful initial decade of experimentation.

(b) The discussion of model courses by this project meets an expressed need of Black Studies practitioners as demonstrated by the adoption of the report of the Curriculum Standards Committee at the fourth annual conference of the National Council for Black Studies in March 1980, and by the national response to an experimental text that the project initiators have developed, *Introduction to Afro-American Studies*. While many books on Black people are available, none synthesize long standing knowledge and recent research findings into a rigorous text suitable for Black Studies courses.

(c) As contributions to a core curriculum, model courses of the kind proposed are needed by the field of Afro-American Studies in order to consolidate and sustain the advances which have been made over the past decade of experimentation. This is especially important if Black Studies is to survive and expand in the face of financial retrenchment.

**CAN WE SUCCESSFULLY IMPLEMENT THE PROPOSED PROJECT?**

(a) The project initiators have a demonstrated "track record" in developing *Introduction to Afro-American Studies*. It is perhaps the most widely adopted introductory "Black Studies" textbook in the United States and has been used in about 75 colleges and universities. This has been done without outside funding and commercial promotion. The only obstacle to its refinement and wider adoption, and to its use as a model for developing other courses, has been the lack of sufficient resources.

(b) The project initiators have a long history and a rich variety of experiences in the field of Black Studies. They have studied, taught and/or directed Black Studies programs and research centers at leading United States universities (University of Chicago, Fisk, Cornell, Stanford, University of Illinois (Urbana and Chicago Circle), University of California (Santa Barbara), and Northwestern; they have organized and participated in numerous Black Studies conferences (going as far back as the important Yale Symposium in 1969); they have directed a research center which evaluated curriculum materials in Black Studies for the State of California; they have served and serve on the executive boards of many professional organizations (including the National Council for Black Studies, the African Heritage Studies Association, the National Conference of Black Political Scientists, the Caucus of Black Sociologists, and are co-organizers and officers of the Illinois Council for Black Studies); and they have published in and sit on the editorial boards of leading Black Studies publications (including *The Black Scholar*, *The Journal of Black Studies* and *The Review of Black Political Economy*).

(c) The project will seek the national and statewide involvement of leading organizations in the field of Afro-American Studies--the National Council for Black Studies, the Association for the Study of Afro-American Life and History, Black caucuses in various professional organizations and
especially the Illinois Council for Black Studies, and leading scholars and Black Studies programs throughout the Midwest and the United States. This cooperation will be facilitated by the professional involvement and reputations of the project initiators.

(d) The Chicago Center for Afro-American Studies and Research and the project's initiators are ambitiously developing and disseminating important new scholarly resources which will be indispensable in consolidating the field of Black Studies. These include *A Guide to Professional Publishing in Black Studies*, an analysis of scholarly journals in the field, *The Professionalization of Achievement in Black Studies: A Report on Ranking Black Studies in Colleges and Universities* and *The Afro-American Studies Index*, a regular and extensive compilation of books, book reviews, dissertations, journal contents, articles, and in developing curriculum in Black Studies since they will index and record recent advances in the field. Though newly created, the Center is an appropriate sponsor because it can facilitate the collaborative efforts among Black Studies faculty from several institutions in the state, the region, and the United States.

**HOW WILL OTHERS FIND OUT ABOUT THE PROJECT, USE, EVALUATE AND IMPROVE THE RESULTING PRODUCTS?**

The Center will undertake an effort of national dissemination. It intends to take full advantage of both the formal and the internal and informal communication channels which have developed in the field over the last decade. Most important, it will draw on experts and involve Black Studies practitioners who have ongoing responsibilities for course development and therefore a commitment to utilize the materials produced by the project. There will be immediate dissemination of project materials, participation in other workshops, published articles and presentations at scholarly conferences. Copies of the final conference products will be distributed free to hundreds of Black Studies programs and practitioners based on names provided by the National Council for Black Studies and other professionals in the field.
DEVELOPING HUMANITIES-BASED MODEL COURSES FOR A CORE CURRICULUM IN AFRO-AMERICAN STUDIES

TABLE OF CONTENTS

Project Summary

(1) Black Studies, Beginning Its Second Decade of Existence, Has Made Valuable Contributions to Broadening and Deepening the Scope of Humanities Education in the United States. 1

(2) Emerging From a Tumultuous Initial Decade, Black Studies Practitioners have now outlined and have Undertaken the Activities needed to firmly consolidate it as a field of Intellectual Inquiry and Academic Study. 4

(3) The Continuing Contribution of Black Studies to Humanities Education Requires The Development of a Core Curriculum, Including Developing and Testing Model Courses, Textbooks, and other Curriculum Materials. This is an Appropriate priority for National Funding and Support. 8

(4) Introduction to Afro-American Studies and the Accompanying Curriculum Materials (Slide Lectures, Teacher's Guide, Standardized test, etc.) Represent one successfully Developed and Tested Model to Build on in Developing a Core Curriculum for Black Studies. 11

(5) Project Description

Component I: Workshops for Curriculum Materials Development Content and Process 18

Component II: Working Conference on Curriculum Concerns in Afro-American Studies 24

Component III: Summer Mini-Institutes 26

(6) Plans for Evaluation 29

(7) Plans for Dissemination 31

(8) Proposed Timetable 34

(9) Responsibilities of Core Project Staff 35

(10) Project Sponsor, Staff and Cosponsoring Institutions 36

(11) Curriculum Vitae of Project Director and Research Associate 38

(12) Budget and Budget Explanation 42

(13) Appendix (See separate Table of Contents for Appendix) 44
DEVELOPING HUMANITIES-BASED MODEL COURSES FOR A CORE CURRICULUM IN AFRO-AMERICAN STUDIES

TABLE OF CONTENTS FOR APPENDIX

A. Selected Bibliography on the Literature of Black Studies
B. Selected Materials from Introduction to Afro-American Studies (Green, 1975)
C. Selected Materials from Introduction to Afro-American Studies (Blue, 1977-78)
D. Selected Materials from The Teachers' Guide (Volume I)
E. Sample Test Questions (Volume I)
F. Partial List of Schools Which Have Used Introduction to Afro-American Studies
G. Descriptions of Model Courses To Be Developed By This Project:
   Race, Class and the Black Experience: A Survey of the Social Sciences
   Black Culture: Its Historical Development and Contemporary Expression
   Survey of Black Literature
   The Black Experience in the City: Chicago as a Case Study
   Black Women in the U.S.: An Interdisciplinary Survey
H. Report of the Curriculum Standards Committee to the National Council for
   Black Studies (Adopted March 29, 1980 in Milwaukee, Wisconsin)
I. About The Chicago Center for Afro-American Studies and Research, Inc.
J. About the Illinois Council for Black Studies, Inc.
# TABLE OF CONTENTS

INTRODUCTION TO AFRO-AMERICAN STUDIES

**PREFACE** ................................................................. v

**METHODOLOGY: ACADEMIC COURSES AND STUDY GROUPS** ................................ vi

**PART I. SURVEY OF THE AFRO-AMERICAN EXPERIENCE**

1. What is Afro-American Studies? ........................................ 2
2. How did Africa develop before the Europeans came? ............... 4
3. How do we define the modern period of history? .................. 6
4. What was the triple character of African Slavery? ................. 9
5. What is the social structure of Afro-American people? ............ 12
6. Can the masses of Black people get "a piece of the American Pie" by "pulling ourselves up by our own bootstraps?" .......... 15
7. What kind of political power do Black people have in the USA? .................................................. 18
8. Why has religion been so strong in the Black community? ........ 20
9. Has education worked for Black people? .............................. 22
10. What are the problems faced by Black women? .................... 27
11. What is the social role of Black art and culture? ................. 31
12. What were the mass struggles of Afro-American people during the 1960's all about? ........................................ 34
13. What are the basic ideas of nationalism? ............................. 36
14. What is the historical development of the ideology of racism? .................................................................................. 38
15. How is the Black liberation movement related to national liberation struggles in the third world? ............................. 40
16. What program will lead to fundamental improvement in the social and economic conditions of the masses of Black people? .................................................................................. 42

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PART II. FOUNDATIONS OF BLACK SOCIAL THOUGHT

1. On the Reconstruction Era and the Struggle for Democracy, 1860-1880 ........................................ 52

2. On the Changing Social Forms of the Black Experience — from Rural to Urban Life ...................... 55

3. On the Class Structure of Black People — Proletariat, Petty Bourgeoisie, and Bourgeoisie .................. 60


RESOURCES:
Publications and Research Centers .................................. 68
Sources for Audio-Visual Materials .................................... 69

PREFACE

This course outline-study guide is designed to provide a systematic and scientific introduction to the historical and current experiences of Afro-American people. It is intended for use as a year-long academic course and/or as a guide for an independent study circle.

Afro-American Studies has a long history, though in the last decade it has achieved wide popularity through the struggle of Black students and teachers fighting to make their curriculum relevant to the needs of Black people. One aspect of this struggle has been to restructure all courses to give a more comprehensive and correct view of Black people in the life of the USA and the world. Another aspect has been to structure special courses that sum up the main features of the historical and current experiences of Afro-American people. The aim of this outline-study guide is to sum up the many experimental courses and to standardize an introductory college course in Afro-American Studies for universal adoption.

As in any field of study, there is an accumulated body of knowledge that all students of Afro-American Studies must familiarize themselves with. So this outline-study guide is organized into two parts: (1) an extensive survey of major questions, concepts, and research; and (2) an intensive examination of several classics of Black social analysis. The basic purpose of this course of study is to cover the entire field on a general basis, and then examine several classical works by Black scholars that are key building blocks in the on-going accumulation of knowledge about Afro-American people.

This course of study will not answer all of the questions that a person will have about Afro-American people. It will answer some basic ones. But more importantly, this course outline-study guide will help those who undertake it to more sharply formulate the key questions and direct you to how and where to get the answers. Lastly, everyone must recognize that it is possible to get out of this study only as much as the time and effort put into it. This requires a critical approach to reading the required material (and as much supplementary material as possible), participation in class/study group discussion (based on the principle "no investigation, no right to speak"), and in writing papers (based on your own ability to use the concepts to interpret the
TABLE OF CONTENTS

A CALL FOR CRITICISM

PREFACE TO VOLUME TWO

PART V. BLACK PEOPLE AND THE DEVELOPMENT OF SOCIAL INSTITUTIONS IN THE UNITED STATES

CHAPTER 10. BLACK POWER AND THE AMERICAN POLITICAL SYSTEM
Study Guide and Overview 1
Required Readings 12

CHAPTER 11. RELIGION AND THE CHURCH IN THE BLACK COMMUNITY
Study Guide and Overview 52
Required Readings 62

CHAPTER 12. EDUCATION AND THE SCHOOL IN THE BLACK COMMUNITY
Study Guide and Overview 114
Required Readings 126

CHAPTER 13. BLACK WOMEN AND THE FAMILY
Study Guide and Overview 196
Required Readings 208

CHAPTER 14. BLACK CULTURE AND THE ARTS
Study Guide and Overview 245
Required Readings 262

PART VI. IDEOLOGY AND STRATEGY IN THE STRUGGLE FOR BLACK LIBERATION AND SOCIAL CHANGE

CHAPTER 15. CIVIL RIGHTS AND THE STRUGGLE FOR DEMOCRACY
Study Guide and Overview 321
Required Readings 333

CHAPTER 16. NATIONALISM AND PAN-AFRICANISM
Study Guide and Overview 386
Required Readings 399

CHAPTER 17. MARXISM AND BLACK LIBERATION
Study Guide and Overview 466
Required Readings 483
CHAPTER 18. WHAT PROGRAM WILL LEAD TO BLACK LIBERATION?

Study Guide and Overview 533
Directory of Resources 541
Local Area Research Guide: STUDY TO STRUGGLE! 549

SOURCES OF READINGS: VOLUME ONE AND VOLUME TWO 558

APPENDIX: WHY SHOULD WE STUDY BLACK PEOPLE AND HOW? THEORY AND METHOD IN AFRO-AMERICAN STUDIES (Study Guide/Overview from Chapter 1 of Introduction to Afro-American Studies) 566

* * * * * * *

VOLUME ONE

Part I. INTRODUCTION

CHAPTER 1. Why Should We Study Black People and How? Theory and Method in Afro-American Studies

PART II. THE BLACK EXPERIENCE FROM AFRICA TO THE AMERICAS: INTERNATIONAL ROOTS OF RACISM AND EXPLOITATION

CHAPTER 2. Africa before and after the Slave Trade: The Afro-American Heritage of Culture and Struggle

CHAPTER 3. Racism, Colonialism and Imperialism: The Legacy of Capitalist Slavery

PART III. THE HISTORICAL EXPERIENCE OF BLACK PEOPLE IN THE UNITED STATES

CHAPTER 4. The Slave Experience: The Melting Pot of African Peoples

CHAPTER 5. The Agricultural Experience: The Emergence of the Afro-American Nation

CHAPTER 6. The Industrial Experience: The Proletarianization of Afro-American Labor

PART IV. THE CONTEMPORARY SOCIAL STRUCTURE OF AFRO-AMERICAN PEOPLE

CHAPTER 7. Black Workers and Trade Unions

CHAPTER 8. The Black Middle Class, Black Businesses and the Professions.

CHAPTER 9. Racism and Black Liberation
TEACHERS' GUIDE

Introduction to
AFRO
AMERICAN
STUDIES

EXPERIMENTAL
FOURTH EDITION
# TEACHERS' GUIDE

## FOR

### INTRODUCTION TO AFRO-AMERICAN STUDIES (BLUE)

## TABLE OF CONTENTS

### A. INTRODUCTION

1. What is *Introduction to Afro-American Studies*?
2. Why *Introduction to Afro-American Studies*?
3. What is the history of *Introduction to Afro-American Studies*?
4. Why should curriculum in Black Studies be standardized?
5. What happens after a course using *Introduction to Afro-American Studies*?

### B. TEACHING METHODOLOGY

6. Using *Intro-Blue* on the Quarter or Semester System
7. Index for Using *Intro-Blue* with Popular Texts in Black Studies
8. A Guide to *Intro-Blue*
   - a. Study Questions and Key Concepts
   - b. Overview
   - c. Required Readings
   - d. Supplementary Readings
9. Use of *Intro-Blue* Slide Lectures
10. Lectures
11. Class Sessions
12. Written Assignments
13. Group Projects and Group Study
14. Course Evaluation and Standardized Exams

### C. EVALUATION OF INTRODUCTION TO AFRO-AMERICAN STUDIES (BLUE)

### D. SUPPLEMENTARY RESOURCES AND MATERIALS

15. What Is Peoples College?
16. Organizations
17. Sources for Audio-Visual Material

## APPENDIX

### SOURCES OF REQUIRED READINGS IN INTRODUCTION TO AFRO-AMERICAN STUDIES

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### SPECIAL NOTE

The text for this edition of *Introduction to Afro-American Studies* has been combined with the readings, resulting in **two volumes** rather than three. Volume 2 of this edition will be available before November 1 and will cost $6. Orders should be placed immediately.
B. TEACHING METHODOLOGY

6. USING INTRO-BLUE ON THE QUARTER OR SEMESTER SYSTEM AND WITH OTHER TEXTS

One of the problems with teaching an introductory course in Black Studies is that there is so much material to be covered. Often the quarter or semester ends with many important points not discussed. Intro-Blue has been designed with the flexibility to accommodate the various arrangements of the academic year. It can be used where introductory courses in Black Studies meet for one quarter or semester, or for two quarters or semesters, and still enable the teacher to systematically cover all of the material. The chart on page sixteen includes suggestions for how Intro-Blue might be used. We hope that you will let us know if you come up with a more effective arrangement based on your local situation. (NOTE: Some introductory courses meet for three quarters. One alternative is that Plan #1 on the following chart be used for the first two quarters, and that the third quarter be based on sections of Intro-Green, Part II: FOUNDATIONS OF BLACK SOCIAL THOUGHT.)

Introduction to Afro-American Studies can be effectively used with other texts, especially texts that are focused more on specific disciplines or topics like history, sociology, racism and race relations, etc. Intro-Blue brings to these more specific texts additional information and a broader analysis of issues that are rooted in the field of Black Studies. To illustrate this and provide some suggestions, we have selected six texts and one bibliography. The table on page seventeen suggests the sections of these texts from which supplementary readings may be selected. This index will be done for Volume II and will be substantially expanded for the 1978-79 revised editions. The seven books indexed on page seventeen are:

Lerone Bennett, Before the Mayflower
Leslie Fishel and Benjamin Quarles, The Black Americans
William Z. Foster, The Negro People in American History
John Franklin, From Slavery to Freedom
Nathan Huggins, et. al., Key Issues in The Afro-American Experience
James McPherson, Blacks In America: Bibliographic Essays
E. Franklin Frazier, The Negro In the United States
<table>
<thead>
<tr>
<th>PLAN #</th>
<th>IF YOUR INTRODUCTORY COURSE MEETS FOR:</th>
<th>THEN WE SUGGEST THIS ALTERNATIVE IN USING INTRO-BLUE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 Quarters (10 Week Quarters)</td>
<td>1st Quarter:</td>
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<td></td>
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<td>Weeks 1-9: Vol. 1, Chap. 1-9, chapter per week</td>
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<td></td>
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<td>Week 10: Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd Quarter:</td>
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<td></td>
<td></td>
<td>Week 1: Vol. 1, Chap. 1: Introduction</td>
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<td></td>
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<td>Weeks 2-10: Vol. 2, Chap. 10-18, chapter per week</td>
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<tr>
<td>2</td>
<td>1 Semester Only (16 Weeks)</td>
<td>Week 1: Vol. 1, Chap. 1 and 2</td>
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<td>Weeks 2-16: Vol. 1 and Vol. 2, Chaps. 3-18</td>
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<td></td>
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<td>(It is necessary that two chapters be combined into one week's discussion. We suggest that this be done in Vol. 2 as the teacher deems appropriate given local conditions.)</td>
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<td>3</td>
<td>1 Quarter Only</td>
<td>See above Plan #1 for 2 quarters. Each volume of Intro-Blue stands alone as a self-contained course, if the first chapter of Vol. 1 is used with Vol. 2. Thus, if the course must be repeated every quarter or for two quarters, we suggest that Vol. 2 be used for the second quarter, that new students be recruited, and that the students who used Vol. 1 be encouraged to continue. Independent study credit can be assigned to these continuing students; some teachers are seeking approval for a second course in their sequence based on Intro-Blue, Vol. 2.</td>
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<td>4-A</td>
<td>2 Semesters</td>
<td>Alternative 1:</td>
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<td>1st Semester: See Plan #1 for 1 semester course</td>
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<td>2nd Semester: Based on &quot;FOUNDATIONS OF BLACK SOCIAL THOUGHT&quot;, part two of Intro-Green</td>
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<td>4-B</td>
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<td>Alternative 2:</td>
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<td>1st Semester: Vol. 1, plus supplementary readings</td>
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<td>2nd Semester: Vol. 2, plus supplementary readings</td>
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<td>(To facilitate the use of supplementary texts, we have included a guide which indexes Intro-Blue to popular textbooks in Black Studies.)</td>
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7. USING **INTRO-BLUE** WITH OTHER BLACK STUDIES TEXTS AS SUPPLEMENTARY READING

<table>
<thead>
<tr>
<th>INTRO-BLUE CHAPTER</th>
<th>BENNETT</th>
<th>FISHEL</th>
<th>FOSTER</th>
<th>FRANKLIN</th>
<th>FRAZIER</th>
<th>HUGGINS</th>
<th>MCPHERSON</th>
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<tbody>
<tr>
<td>1. Theory &amp; Method in Afro-American Studies</td>
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<tr>
<td>4. The Slave Experience</td>
<td>Chap. 3-7</td>
<td>Chap. 2-6</td>
<td>Chap. 3-25</td>
<td>Chap. V-XIII</td>
<td>Chap. 2-5</td>
<td>Vol. I, Chap. 3-4</td>
<td>Part III-V</td>
</tr>
<tr>
<td>5. The Agricultural Experience</td>
<td>Chap. 8-10</td>
<td>Chap. 8-11</td>
<td>Chap. 26-36</td>
<td>Chap. XIV-XVI</td>
<td>Chap. 6-10</td>
<td>Vol. I, Chap. 5</td>
<td>Vol. II, Chap. 1</td>
</tr>
<tr>
<td>8. The Black Middle Class, Black Businesses &amp; the Professions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chap. 15-16</td>
<td></td>
<td>pp. 159-162,209-212</td>
</tr>
<tr>
<td>9. Racism &amp; Black Liberation</td>
<td>Chap. 48</td>
<td>Chap. XXII</td>
<td>Chap. 27</td>
<td>Vol. II, Chap. 3; 231-302</td>
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Introduction to

AFRO

AMERICAN

STUDIES

EXPERIMENTAL

FOURTH EDITION
INTRODUCTION TO AFRO-AMERICAN STUDIES

Final Examination

Complete each question as directed. Correct answers count 1 point. Read and study each question very carefully.

1. What is Black Studies?
   a. Black people getting together to talk about their problems.
   b. The scientific study of the Black experience.
   c. Some easy courses that you take to get a good grade.
   d. Mystical beliefs about our Ancient African ancestors.

2. In Afro-American Studies, which philosophical position best supports "the approach that is founded on concrete information about the world and history...?"
   a. materialism
   b. idealism

3. Which of the following is an incorrect approach to Afro-American Studies?
   a. Historical change is predetermined
   b. History is the chronological listing of facts
   c. History is mainly the record of racial conflict
   d. All of the above

4. Which of the following scholars made significant contributions to Black Studies?
   a. Carter C. Woodson
   b. E. Franklin Frazier
   c. W.E.B. DuBois
   d. All of the above

5. Africa is the largest continent in size in the world.
   a. true
   b. false

6. The cultural diversity of Africa is revealed by the fact that the number of African languages is approximately
   a. one
   b. five
   c. 100
   d. 900
INTRODUCTION TO AFRO-AMERICAN STUDIES
HAS BEEN USED OR IS BEING USED AS A TEXTBOOK IN COURSES AT THE FOLLOWING SCHOOLS:
(PARTIAL LIST)

AMERICAN UNIVERSITY
ATLANTA JUNIOR COLLEGE
ATLANTA NEIGHBORHOOD ART CENTER
BOWLING GREEN STATE UNIVERSITY
BRADLEY UNIVERSITY
UNIVERSITY OF CALIFORNIA
   (SANTA BARBARA)
CHICAGO STATE UNIVERSITY
COLLEGE OF SAN MATEO (CALIF.)
COLLEGE OF WOOSTER
CITY COLLEGE OF NEW YORK
CLARK COLLEGE
CORNELL UNIVERSITY
EASTERN ILLINOIS UNIVERSITY
FISHKILL CORRECTIONAL FACILITY
GRAHAM JUNIOR COLLEGE (BOSTON)
HOWARD UNIVERSITY
UNIVERSITY OF ILLINOIS-CHICAGO
UNIVERSITY OF ILLINOIS (URBANA)
INDIANA STATE UNIVERSITY
   (TERRA HAUTE)
LOS ANGELES MISSION COLLEGE
LOYOLA UNIVERSITY (CHICAGO)
LUTHER COLLEGE
MARQUETTE UNIVERSITY
UNIVERSITY OF MASSACHUSETTS (AMHERST)
MILLS COLLEGE
MORaine VALLEY COMMUNITY COLLEGE
NORTHERN ILLINOIS UNIVERSITY
NORTHEASTERN UNIVERSITY
UNIVERSITY OF NORTH CAROLINA
   (CHAPEL HILL)
UNIVERSITY OF NORTH CAROLINA
   (CHARLOTTE)
UNIVERSITY OF THE PACIFIC
NORTH CENTRAL COLLEGE
OBERLIN COLLEGE
OHIO STATE UNIVERSITY
UNIVERSITY OF PITTSBURGH
PORTLAND STATE UNIVERSITY
ROOSEVELT UNIVERSITY
ST. MARY'S HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
SANTA BARBARA CITY COLLEGE
SETON HALL UNIVERSITY
STANFORD UNIVERSITY
STATE UNIVERSITY OF NEW YORK
   NEW PALTZ
SYRACUSE UNIVERSITY
TEMPLE UNIVERSITY
UNIVERSITY OF TENNESSEE
THORNTON COMMUNITY COLLEGE
WAYNE STATE UNIVERSITY
WESTERN ILLINOIS UNIVERSITY
UNIVERSITY OF WISCONSIN
The Black Studies/Women's Studies Faculty Development Project

Abstract

Jointly sponsored by the Afro-American Studies Department at Smith College and by the Women's Studies Program at the University of Massachusetts at Amherst, the Project will bring together a group of up to twenty faculty from five area colleges (Amherst College, Hampshire College, Mount Holyoke College in addition to sponsoring institutions) in a two-year effort to build the intellectual and methodological, curricular and pedagogical connections between the fields of Black Studies and Women's Studies. Working together as each other's resource persons, the faculty will attempt to remedy the male bias of the field of Black Studies and the white, middle class bias of the field of Women's Studies. To accomplish this the faculty will participate in a two-year long seminar which in four semesters will address: theory and methodology, research on Black women, pedagogy, strategies for cooperative enterprise. The product of the first year's seminar will be new courses designed to be taught at participants home institutions the following year; the product of summer activity will be an annotated bibliography focusing on race and gender in the area of the course to be taught. In addition to teaching new courses during the second year, participants will hold a regional conference for faculty and students and prepare a publication for a wider audience.

Co-directors are broadly experienced in building connections between these two interdisciplinary fields, have the support of sponsoring departments and institutions, and the commitment of assistance of Five Colleges, Inc. The long range goal of the Project is, through mutual enterprises, to bring the expertise and educational goals of Black Studies and Women's Studies faculty toward the center of higher education in America.
for social change, both cement the connections between theory and practice, between the academy and the world. Black Studies and Women's Studies offer definitions and critiques of culture, analyses of oppression, and as interdisciplinary undertakings challenge the traditional compartmentalization of knowledge. For these reasons, as well as for reasons having to do with the persistence of racism and sexism within the academy, Black Studies and Women's Studies programs and faculty have too often remained on the periphery of the educational institution.

Before exploring and "exploiting" these affinities and common agendas, with the long range goal of moving toward the center of higher education in America, Black Studies and Women's Studies faculty must examine their own biases and blindnesses. Just as Black Studies as a discipline has too often focused largely on the contributions of Black men, Women's Studies must extend itself beyond its early focus on white, middle-class women. Educators working in these two fields who need each other's expertise too often work in isolation from each other, and may even regard each other's enterprise with a suspicion that prevents possibilities of learning from each other.

These dual biases within the disciplines have begun to be addressed in the public forum: in the major Black Studies and Women's Studies journals, within their professional organizations, and at local and national conferences. In the fall of 1979 in Washington D.C., the National Council of Negro Women (supported by the National Endowment for the Humanities) sponsored "The First National Scholarly Conference on Black Women." This
winter, the New England Region of the National Council of Black Studies held its meetings at Hampshire College on the topic "Black Women as Scholars and Subject Matter in the Field of Black Studies." Also, the regional and national meetings of the National Women's Studies Association will be organized this spring around the topic "Women Respond to Racism." While discussion in journals, within professional organizations, and at conferences is invaluable for defining the issues, lasting conceptual, curricular, and attitudinal change can most effectively be accomplished with resources at the local level. And while work within each field is a crucial prerequisite for working together, Black Studies and Women's Studies faculty must now find ways they can more actively learn from each other.

In the local "Five College Area" substantial numbers of faculty are working within these two fields (see attached). Amherst College, Smith College, and the University of Massachusetts all have Afro-American Studies Departments, while Mount Holyoke College and Hampshire College have taken new initiatives recently in the field. The University of Massachusetts houses one of the largest, most established Women's Studies Programs in the country. In addition, all five institutions have faculty working in these fields apart from formal programs or departments. Within each field, faculty come together in the Five College Black Studies Seminar and the Five College Women's Studies Seminar, but too infrequently do these faculty work together on projects of mutual interest and benefit. The Black Studies/Women's Studies Faculty Development Project offers a structure on the local level within which faculty members can become each other's teachers as they
forge the intellectual and methodological connections between their fields, design new curricula of benefit to themselves and their students, and work together on a conference and publication which will bring the results of their work to a wider audience.

**Background.** Important groundwork for this project has already been done in the Five College Area suggesting two things: that the time is right for the Faculty Development Project and that the structures suggested for accomplishing the goals of the Project are likely to succeed. In the fall of 1978, before widespread national attention was focused on the issue, the Women's Studies Program (with support from Five Colleges, Inc.) sponsored a two-day conference for faculty and students entitled "Racism and Women's Studies." The conference drew a large audience from the area and is remembered by many as an intellectual turning point. The conference resulted in changes in staffing for the Women's Studies Program, changes in course requirements for its students, and changes in its public programming. One faculty member who attended the conference, Gloria Joseph from Hampshire College, went on to teach a year-long course the next year called "The Importance of Black Women to Women's Studies." A bold experiment, enrolling equal numbers of Black and white women and using Black faculty from the Five College Area as guest lecturers, the course drew a lot of attention for many months and was audited by a large number of students and some faculty. In addition, a great deal of public programming at the five institutions has focused on the issues of race and gender, the most extensive and expensive series of which was the Copeland Colloquim Series at Amherst College
last year featuring Audre Lorde, Toni Cade Bambara, Bernice Reagan and others. While such visible and costly events reflect a certain level of commitment by the sponsoring institutions, and while they may enlighten, entertain, or inspire an evening's audience; they do not provide a context where leaners become active, willing and able to do the "homework" necessary to explore the issues of race and gender in their own thinking and teaching.

That the Faculty Development Project might provide such a context is suggested by the success of a faculty seminar held in the fall of 1978 for Women's Studies faculty in the Five College Area. Sponsored by a grant from the Mellon Foundation through the auspices of the Wellesley Center for Research on Women and Five Colleges, Inc., the seminar was organized around the topic "Interdisciplinary Methodology and Women's Studies."

Success here can be measured only by participants' testimony that the semester long seminar was enormously stimulating in bringing them into dialogue with faculty from several campuses and many disciplines. Faithful attendance by this group of active faculty suggests that such enrichment was its own reward. But the seminar had several deficiencies which have been taken into account by the design of the Black Studies/Women's Studies Faculty Development Project. It was not oriented toward any product, it was not entirely learner-centered in not demanding enough active participation from members, and it had no evaluation component. For these reasons, as well as because of the press of other activities and commitments, the group was not able to sustain itself beyond one semester of discussion and dialogue. Nevertheless, participating faculty still remark about the importance of that seminar experience to their research and teaching development. In
retrospect, perhaps the most important failing of that seminar was the fact that on the first evening only one Black faculty member attended (again, Gloria Joseph of Hampshire College) and she did not return. Designers of the Black Studies/Women's Studies Faculty Development Project have learned a great deal from that earlier project and have significantly changed concepts and structures in order to maximize the success of this new effort. Cooperation between Black Studies and Women's Studies faculty built from the outset, a seminar process allowing teachers to become active leaners, clear focus on product as well as process, attention to evaluation, and real incentives for faculty participation over a longer period of time, all promise greater impact.

**Project Co-Directors.** The Black Studies/Women's Studies Faculty Development Project will be co-directed throughout by Professors Johnnella Butler and Margo Culley. Having co-directors establishes from the outset the importance of inter-departmental, inter-institutional, as well as interpersonal cooperation. Johnnella Butler is Chair of the Afro-American Studies Department at Smith College and Assistant Professor of Afro-American Literature. Recognized by her colleagues as the cornerstone of the Afro-American Studies Department at Smith, for the past seven years Professor Butler has been developing a department that is particularly responsive to the academic and personal growth of young Black women, that emphasizes Black women as subject matter in Black Studies in addition to addressing the place of Black Studies within the liberal arts curriculum for all students. She has gained considerable expertise in the affective and cognitive issues
related to Black Studies and Black women in the academy as chief academic staff person for the Smith College Bridge Program. As a member of the American Studies faculty, as Assistant Dean for Minority students, and as chairperson of the Five College Black Studies Committee (1978-79), she has experience in working with faculty and students in the changing cultural and academic complexity both at Smith College and the Five College area.

She and Professor Charles Frye of Hampshire College were the initiators of the recent National Council of Black Studies conference on Black women and Black Studies. In this and other ways she has demonstrated interest in establishing connections between the study of Black culture and feminist theory. Her teaching of the literature of Black women; her interest in developing Black materials in the Sophia Smith Archives; her selection as a member of the N.E.H. Summer Institute "Non-Traditional Women's Literature: Theory and Practice," held at the University of Alabama in the summer of 1979; her research in and recital of the music of Black women are all a part of this record. Her current work is on the relationships between feminist critical theory and pedagogy and Black Studies critical theory and pedagogy. In this, she is extending her previous work in the field, a major part of which is contained in her book forthcoming from University Press of America, *Black Studies: Pedagogy and Revolution, A Study of Afro-American Studies and the Liberal Arts Tradition Through the Discipline of Afro-American Literature*.

Professor Margo Culley is currently Acting Director of Women's Studies and Associate Professor of English at the University of Massachusetts. The
Program, a large and visible one granting a B.A. in Women's Studies, was selected as one of fifteen "mature" programs for study by Florence Howe in *Seven Years Later: Women's Studies Programs in 1976* prepared for the National Advisory Council on Women's Educational Programs. As a founding member of the Program which in recent years has demonstrated a commitment to the examination of race and racism within the field, Margo Culley is one of a number of her feminist peers whose intellectual and political roots go back to active participation in the Civil Rights Movement. Her research in American literature has focused on "lost writers" and on non-canonical forms of literature particularly women's diaries. In this research, as in her attention to curriculum development and pedagogy, the work of Black and other Third World women has in recent years taken a larger and larger presence. As member and co-chair of the Modern Language Association Commission on the Status of Women in the Profession, she has recently completed work (with Barbara Smith and Erlene Stetson) on a *Directory of Third World Women Scholars in the Modern Languages*. In progress is a book on women's diaries to be published by the Feminist Press and a book on feminist pedagogy.

Professors Butler and Culley have already demonstrated an ability to work fruitfully together on a number of projects. In the summer of 1979, they worked intensively for six weeks at the N.E.H. Summer Institute where Culley was core faculty member and Butler a faculty participant. In the winter of 1979, the shared a panel at the Modern Language Association Convention on non-traditional women's literature. In the spring of 1980, they shared another at the New England Regional Conference of the National

The responsibilities of the Project Co-Directors will include: pre-funding publicity for the Faculty Development Project; selection of the participants from the five colleges; hiring of the support staff including professional, evaluative, and clerical staff. Responsibilities they will share with participants and staff include: pre-planning of the faculty seminar; selection of guest speakers and consultants; planning of the regional conference to be held in January of the second year; arranging the final evaluation meeting; producing a publication edited by the co-directors. Co-Directors will join participants in planning and teaching new courses.

Selection of Participants. Of these responsibilities, selection of participants is the most immediate. After publicizing the Project ("pending funding") to all area faculty working in Black Studies and/or Women's Studies (including those not connected to formal programs or departments), the co-directors will ask from each applicant: a statement of interest including a proposed curriculum development project; a commitment to participate for the full two years of the Project including summer activities for which they will be partially compensated; a letter of support from the appropriate administrator at the applicant's home institution indicating that the proposed new course will be taught during the second year of the Project. With these materials in hand, co-directors will select a group of up to twenty participants. The selection will be based on the strength of the statement of interest and the proposed project as well as upon the applicant's
demonstrated achievements in the fields of Black Studies and/or Women's Studies. Co-directors will also take into account the following objectives in making selections: obtaining a balance of Black and white participants, a variety of disciplines within the fields, a mixture of male and female participants, and representation from each of the five area institutions.

The Faculty Seminar (First Year). The product of the first year of the Faculty Seminar will be new courses designed to be taught at participants' home institutions during the second year. Faculty coming to the seminar from various areas within Black Studies will design courses which focus on, or take more fully into account than their courses have previously, the issue of gender. Faculty coming to the seminar from various fields within Women's Studies will design courses which focus on, or take more fully into account than their courses have previously, the issue of race. In the process of completing these course designs faculty members will become resource persons for each other, become each other's teachers.

The seminar will meet one evening a week during the first year (eight to ten sessions seem reasonable given holidays, etc.). During the first semester, the seminar will focus on a selection of theoretical texts in Black Studies and Women's Studies which the group will read and discuss in common. Faculty participants will be involved in suggesting texts in the summer prior to the seminar, but Co-Directors do have some possible units in mind into which suggested readings might fit. A challenging starting point for the group sure to open up lively, and hopefully frank, dialogue might be a unit called: THE RACISM/SEXISM DEBATE. For this unit
participants would all read two issues of The Black Scholar in which the
debate about sexism raged within the Black Studies community. In the March/
April (1979) issue of The Black Scholar, Robert Staples published an essay
called "The Myth of Black Macho: A Response to Angry Black Feminists,"
a discussion of both Ntozake Shange's For Colored Girls Who Have Considered
Suicide When the Rainbow is Enough and Michele Wallace's Black Macho and
the Myth of the Superwoman. Responses to Staples' essay fill the entire
May/June (1979) issue of The Black Scholar. A parallel debate has been
taking place within feminist journals on the issue of racism. In the
Spring 1980 issue of Sinister Wisdom, Elly Bulkin published a review essay
focused on Mary Daly's book Syn/Ecology called "Racism and Writing: Some
Implications for White Lesbian Critics." This hard-hitting attack upon
what Bulkin feels is the racism of the radical feminist movement has also
draw a variety of responses in feminist journals from Adrienne Rich, Pat
Hines and others. Reading these sets of materials together would allow
for a comparative study of the different but parallel struggles within
these intellectual/activist communities.

The seminar might go on from that point to read the texts on which the
review essays focused, but the Co-Directors feel it is important to get
"beyond" the questions of racism within Women's Studies and sexism within
Black Studies, to a study/discussion of theoretical and methodological
affinities within the fields. To accomplish that, the Co-Directors have
in mind four additional units for the first semester: BASIC CONCEPTS,
DEFINITIONS OF CULTURE, ANALYSES OF OPPRESSION, and PERSONAL-POLITICAL
JOURNEYS. BASIC CONCEPTS might include readings "in" (keeping in mind
reasonable work loads expected of participants who are teaching a full load) DuBois, *The Souls of Black Folk* where he introduces the concept of "double consciousness" and De Beauvoir's *The Second Sex* where she discusses the concept of "woman as other." These ideas are at the very foundation of subsequent work in Black Studies and Women's Studies and suggest possibilities for cross-disciplinary application. Readings in the unit *DEFINITIONS OF CULTURE* would address questions of the relationship of sub-cultures to dominant culture and would explore the ways in which definitions of Black culture and "women's culture" are alike and ways in which they are different. *ANALYSES OF OPPRESSION* would allow for a comparative study of separatist movements within each field, address the question of the relationship of class to both race and gender, and examine dialogues within each field between radical and "liberal" critiques and critics. *PERSONAL-POLITICAL JOURNEYS* would offer the opportunity to read texts in which individuals have confronted both the issues of race and gender in their lives such as the important Lillian Smith *Killers of the Dream* and the new Michelle Cliff *Claiming an Indentity They Taught Me to Despise.* (See attached bibliographies from which additional readings will be chosen).

During the second semester, the seminar will focus more specifically on the topic of Black women using materials participants might want to include in their new courses. Readings for this semester will be in a variety of disciplines and will be chosen in relation to the participants fields of interest. In addition to the expertise of seminar members in choosing appropriate readings for this semester, several bibliographies are available on Black women (the most comprehensive published by G.K. Hall) to assist in the selection.
In order to insure that the seminar become and remain learner-centered, the participants, perhaps in teams, will share responsibilities for short presentations to the group and for facilitation of discussion. According to their interests, different members of the seminar will take responsibility for the topic of a particular evening. Guests lecturers whose work has built connections between Black Studies and Women's Studies will occasionally be invited to speak with the seminar. But in order that the meetings not become "star-oriented," and the group not come to rely on "outside experts," these guests would be limited to two or three per semester. They might include resource persons such as Alice Walker, Robert Hemenway, James Blassingame, Dexter Fisher, Mary Helen Washington, Carol Stack. The group might also wish to use the occasional film as the basis of discussion.

Summer Activity. The product at the end of the summer between the two years of the faculty seminar will be an annotated bibliography prepared by each faculty member focusing on race and gender in the broad area of her/his new course. The preparation of these bibliographies allow faculty members time for in-depth preparation for their new courses, overcoming the most frequently expressed difficulty confronting faculty who wish to extend the boundaries of their teaching: they are reluctant to take such risks when they feel unable, because of constraints of time and other commitments, to prepare themselves adequately. The completion of the annotated bibliographies provides additional structures for faculty to become each other's resource persons. And selections from these bibliographies will form one component of the publication to be produced at the end of the project, thus facilitating the project's wider impact.
Faculty members will be compensated for summer activities at the rate of ten percent of their nine month's salary. Such an adjustment of salary for summer activities frees the faculty member from having to supplement her/his salary with summer teaching or supported research unrelated to the goals of the Faculty Development Project. It also provides modest incentive for faculty participation in the project over a two-year period. The group of faculty identified as most likely participants in the project are a group already extended to its limits by the demands of research and teaching, committee work, institutional governance and student advising. Some approach must be found to create "space" in the faculty members' calendars to enable them to familiarize themselves with the materials with which they are working in more than a superficial manner. Offering released time to faculty during the academic year is too costly, both in terms of dollars and in terms of courses in Black Studies and Women's Studies lost to the Five College Area. The adjustment of salary for summer activities seems the most promising means of creating the time necessary for the completion of the product, and of providing incentive for participation in a demanding two-year effort. The Five College Women's Studies Faculty Seminar described above was not able to sustain participation beyond one semester in the absence of such time and incentives.

The Faculty Seminar (Second Year). During the second year while participants are teaching new courses designed during the first year of the Project, the seminar will meet every two weeks (five or six meetings per term) and will focus on pedagogy. Co-Directors feel that faculty teaching in Black Studies and Women's Studies face many similar pedagogical challenges
and would profit from mutual discussion of them. A number of enlightening discussions might be held under the general rubric of "the pedagogy of the oppressed." For examples, teachers in both fields confront questions relating to:

1. **Ideology and Learning.** In what ways does ideology motivate, in what ways hinder, learning? How does one deal with different levels of "consciousness," of political commitment in the classroom?

2. **Authority in the Classroom.** How are the claims of intellectual traditions and the claims of life experience balanced when the study is not only of art or science, but also life? Are certain modes of teaching more appropriate than others to Black Studies and Women's Studies classrooms?

3. **The Affective Dimensions of Learning.** How does one manage the affective life of the classroom where materials studied are certain to promote anger and rage as a component of learning? How does one direct such anger and how recognize disguised and misdirected forms?

4. **The Insider/Outsider or Oppressor/Oppressed Dialogue.** What challenges does the white student in the Black Studies classroom pose, the male student in the Women's Studies classroom? Can a white instructor teach Black Studies, a male instructor teach Women's Studies?

During the second semester of the second year, discussions would focus upon strategies for survival within institutional contexts as participants explicitly address the long range goal of moving the concerns of Black Studies/Women's Studies toward the center of the higher education enterprise in America. Here the participants could share perspectives on the value of "mainstreaming" as opposed to maintaining separate departments or programs. Faculty members from an institution where a Third World course is a requirement of all undergraduates (Mount Holyoke) could share expertise with those from
the campus where the "back to basics" movement seems a threat to the accomplishments of progressive education during the last decade (the University).

Regional Conference and Publication. In order to extend the results of their work to a wider audience, the participants will undertake two additional efforts during the second year of the Project. In the fall semester, they will plan a conference for regional faculty and students entitled "Black Studies/Women's Studies: Building Coalitions." The conference would be thought of as the second phase of the successful meetings in the winter of 1978, "Racism and Women's Studies," and would open to this wider audience the key issues addressed in the seminar, utilizing both seminar participants and invited guests as speakers and workshop facilitators. A tentative structure for these meetings would include an evening plenary speaker and possible film, followed by a morning panel, morning and afternoon workshops, and a closing plenary meeting. At this point in the Faculty Development Project, model courses as well as annotated reading lists would be available as concrete products to offer conference participants.

In the spring semester of the second year, participants would work toward putting together a publication of the same title: "Black Studies/ Women's Studies: Building Coalitions." The publication would be edited by Project Co-Directors and produced in a relatively inexpensive format (bound, off-set typescript). It would contain a description of the Faculty Development Project including reading lists chosen for the faculty seminar and discussion topics for weekly meetings. It would also contain several theoretical essays developing the connections between the two fields both intellectual and pedagogical, sample model courses and annotated bibliography. This
publication could, then, be used in a number of ways--by individual faculty members (who may or may not be involved in either field) looking for direction in curriculum development. Or, more importantly, by any group of faculty who might want to use the publication as a handbook for undertaking similar faculty development projects. The two-year effort in this Five College Area could then become a model project applicable to any campus or campuses where numbers of faculty are working together but separately in Black Studies and Women's Studies. Participants of the seminar would chose an aspect of this publication to which they wished to make a formal contribution. Notice of the availability of this publication could be placed in appropriate professional newsletters. Co-editors would also approach a publisher (perhaps the Feminist Press) to determine if there would be interest in producing and distributing the text more widely.

In addition to these two efforts at extending the impact of the Project, participants would be encouraged to write about their experiences for appropriate publications and to speak about them at professional meetings.

**Evaluation Component.** The evaluation of the Faculty Development Project will have both formative (process) and summative (product) aspects. A variety of evaluation procedures of these two types will be conducted by the Co-Directors and professional staff, the participants themselves, two outside experts in these fields supported by the services of a Teaching Assistant trained in evaluation techniques. A final two-day evaluation meeting to be held at a local conference facility will focus entirely on evaluation of the Project.
The variety of the Project's goals suggests the variety of evaluation techniques. These goals might be summarized as follows:

1. To increase Black Studies faculty members' knowledge of the field of Women's Studies. To increase Women's Studies faculty members' knowledge of the field of Black Studies.

2. To accomplish curriculum reform reflecting this new knowledge.

3. To build the intellectual and methodological, curricular and pedagogical connections between these two fields.

4. To increase inter-institutional, inter-departmental, and interpersonal cooperation between Black Studies and Women's Studies faculties.

5. To disseminate new knowledge and products to a wider audience of faculty and students.

6. To move, through cooperative enterprises, the expertise and educational agendas of the Black Studies/Women's faculty toward the center of higher education in America.

Each of these goals has its own product, means of accomplishing it, and appropriate methods of evaluation.

1. To increase Black Studies faculty members' knowledge of Women's Studies and vice versa. The seminar in which the faculty members become each other's teachers and the summer activity in which each faculty member produces an annotated bibliography are the primary means of accomplishing this goal. Formative evaluation techniques will be a continuing aspect of the seminar experience in several ways. Each faculty member will be asked to write a statement outlining her/his familiarity with the other field
and indicating her/his perceptions of work needing to be done to increase familiarity. These "entry statements" will be compared with "exit statements" written at the end of each year in which the faculty member is asked to document new insights, new information. In addition, Co-Directors will conduct brief oral formative evaluation at the end of each seminar meeting in order to assess progress toward desired goals and to have the opportunity to readjust the direction or pace of mutual inquiry according to the group's expressed needs. Two outside evaluators with competence in the fields of Black Studies and/or Women's Studies will visit a seminar session at least once each semester and write a report which will be incorporated in the on-going formative evaluation. The summative evaluation of this aspect of the Project will be the collection and evaluation of the annotated bibliographies completed by participants during the summer period. These will be reviewed by Co-Directors, outside evaluators, and the T.A. evaluator in order to determine the extent to which they document new knowledge acquired in relation to the expressed goals of the "entry statements."

2. To accomplish curriculum reform reflecting participation in the Seminar. Evaluation of this goal can be primarily summative. The Teaching Assistant for evaluation will collect "old courses" taught by participating faculty and compare them to the products designed during the first seminar year. These new courses will be reviewed by participants, Co-Directors and outside evaluators to determine the extent to which they successfully incorporate knowledge of race and gender studies gained as a result of participating in the seminar. As undergraduate students are the direct consumers of these new products, outside evaluators will visit at least
one occasion several classes actually being taught as the result of new course designs. Evaluators will write a report describing these visits. The Teaching Assistant evaluator will be responsible for designing teacher evaluation questionnaires to be distributed to students enrolled in these new courses to assess the effectiveness of the communication of race and gender studies within the course. The Teaching Assistant for evaluation will analyze these results and write a report.

3. To build the intellectual and methodological, curricular and pedagogical connections between the two fields. Again, as a part of the "entry" and "exit" statements to be written by faculty at the beginning and end of each year, they will be asked to indicate what they perceive these connections to be. Comparison of the four sets of statements should provide a measure as to whether such connections are being perceived and built. Outside evaluators will also be asked to address this question as part of their reports on on-site visits to the seminar. The theoretical essays prepared for the publication at the end of the project will provide a summative measure of whether such connections have, in fact, been forged and articulated.

4. To increase inter-institutional, inter-departmental, and inter-personal cooperation between the Black Studies and Women's Studies faculties. In relation to this goal the Teaching Assistant for evaluation will be asked to gather data documenting the number of instances in the year prior to the Project that inter-institutional or inter-departmental cooperation occurred on projects of mutual interest. The evaluator will then keep a record of such occasions, formal and informal, that occur during the two years of the Project in order to indicate whether patterns of such mutual activity
are, in fact, changing. In order to document instances of inter-personal cooperation, each participant at or after the first seminar meeting will be asked to make a chart mapping her/his professional support network indicating the number of times each individual was contacted during the previous months. At three intervals during the Project, participants will re-draw these charts in order to determine whether new professional contacts have been formed, new networks used, and whether these represent increased interdisciplinary and/or interracial cooperation.

5. To disseminate new knowledge, model courses, annotated reading lists to a wider audience. The regional conference and the publication are the primary means of accomplishing this goal. The basic summative question to be asked is: did the conference and publication, in fact, happen? Beyond that, attendees at the regional conference will be asked to complete an evaluation questionnaire prepared by the T.A. Evaluator assessing the extent to which the conference met expectations and needs. These questionnaires will address themselves both to the theoretical foundations of the cooperative enterprise represented by the conference and to the practical strategies for building coalitions between Black Studies and Women's Studies faculties. After the completion of the publication, the Co-Directors will approach outside reviewers to evaluate the publication as a part of exploring possibilities for distribution of the text.

6. Through cooperative enterprises, to move the expertise and educational agendas of the Black Studies/Women's Studies faculty toward the center of higher education in America. This long range goal is not finally measurable within the scope of the Project. Certain measures on a regional basis may be available--such as whether cooperative efforts between Black
Studies and Women's Studies faculties have made any impact on the development of new "core curriculum" packages and/or required courses at area institutions. One such cooperative effort has begun at the University to develop a basic sophomore course called "Race and Gender in America" to be required of all lower division students when and if such college wide requirements are put in place. Other such efforts occurring within the duration of the Project will be documented here. On a national scale, the Project's publication would hopefully aid other groups wishing to undertake cooperative enterprises aimed at such broad-based educational reform.

**Evaluation Meeting.** An evaluation meeting will be held on a weekend in May or June at the conclusion of the Project. Co-Directors and professional staff, outside evaluators and the T.A. evaluator, as well as interested participants will design two days of activities aimed at completing Project evaluation. The meeting will also be an occasion to review and assess the variety of evaluation materials the Project has generated. The gathering will be designed to be both reflective and celebratory. Outside evaluators and Project Co-Directors will write a final report on the entire Project after these meetings.
Conclusion. The Black Studies/Women's Studies Faculty Development Project will be a challenging, visible, somewhat daring enterprise. At a time when educational goals are being re-evaluated in this Five College Area as well as across the country, faculty must come together in cooperative projects or they will be left isolated to defend partial turf. The time is also now when two groups of faculty committed to advancing the "social literacy" of their students must pool their expertise. Not only will this Project forge new intellectual connections between Black Studies and Women's Studies in the academy; it will serve as a model in concept and in means, in process as well as product, for preserving the best achievements in progressive education in America during the last two decades.
Notes

1 The third Co-Director, Catherine Portuges, Director of Women's Studies, will serve as administrative director of the Project and primary fiscal agent. She will share responsibility with Butler and Culley for all aspects of the Project; Butler and Culley will be directly involved in the daily activities of the enterprise. The Project is administratively arranged in this way for several reasons reflecting internal organization of the University. The Project was conceived and written while Culley served as Acting Director of Women's Studies in the Spring of 1981 while Portuges was on leave for research. When the Project commences, Culley will have returned to her position in the English Department and Portuges will have returned to the directorship of Women's Studies. In order that the grant remain a Women's Studies grant and not an English Department grant, Portuges will serve as Co-Director with Butler and Culley.

2 For the purposes of discussion, Women's Studies and Black Studies are assumed to be separate entities and are in the cases where formal programs exist administratively separate. Co-Directors realize that several area faculty are active in both areas and these persons would make particularly valuable seminar members, able to assist others who have not made connections between the two fields.
No laughter
1) Pass reference to watch
2) Carol " to program a Bond shop"

Hand
Cigarette -