

TEACHERS' GUIDE

Introduction to

AFRO

AMERICAN

STUDIES

EXPERIMENTAL

FOURTH EDITION

Peoples College Press P.O. Box 7696 Chicago, Illinois 60680 • USA

A. INTRODUCTION

1. WHAT IS INTRODUCTION TO AFRO-AMERICAN STUDIES?

Are you concerned about the deepening economic, political, and social crisis in the U.S.A? About the increased attacks on the democratic rights of Black people to quality education? About the attempts to abolish or cut back access to higher education and to dismantle Black Studies programs? Are you concerned that in the face of these escalating external attacks on our programs, we in Black Studies are still faced internally with the necessary tasks of developing a curriculum, producing teaching materials, planning degree programs, and conducting research that demand intellectual respect and are socially relevant. For us to argue that Black Studies must have a more permanent place in the University, do you think our efforts must reflect the highest standards of academic excellence and still embody a commitment to social responsibility, to the struggle for Black liberation which gave birth to Black Studies in the first place?

Are you disappointed with the failure of most textbooks in Black Studies to cover the economic, social, cultural, and ideological development of Black people in historical perspective, drawing on the social sciences and the humanities for insights and discussion? Do you feel that textbook discussions of the struggles of Black people during the 1960's and 1970's fall short of helping this generation of students learn important lessons from what actually happened? Are you finding out that many of the textbooks you need are now out-of-print? Or that budget cuts prevent the library from xeroxing the number of readings your students need? Are students complaining about the availability of the readings or having to buy several textbooks? Is your teaching load so heavy that you do not have enough time to really stretch out and develop a solid introductory course on the Black experience with all the needed components--readings, slide lectures, standardized tests, etc.? Are you interested in joining a group of your colleagues in Black Studies who want to collectivize and share experiences and resources for the purpose of standardizing a basic course in Black Studies for colleges, universities, and other institutions throughout the U.S. and the world?

If your answer to only one of these questions is YES, then you know a need that can be satisfied by INTRODUCTION TO AFRO-AMERICAN STUDIES. This

TEACHERS' GUIDE
FOR
INTRODUCTION TO AFRO-AMERICAN STUDIES (BLUE)

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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.

course represents a four-year-effort to develop an introductory course on the experiences of Black people in the U.S. that is already widely taught and is developing into a standardized course. In general, this project is based on the last ten years of struggle to build Black Studies and is a direct response to the kinds of problems faced by many teachers in the field. This TEACHER'S GUIDE will spell out most important considerations about Intro (this is what it will be called) and is intended to share with you, the teacher, some of the experiences and lessons gained from using it over the past four years so that you can use it more effectively. We stress that it is only a GUIDE, only suggestions. One of the strengths of Intro is that it has had the benefit of collective discussion over the years and we fully expect your experiences can contribute to making it stronger.

2. WHY INTRODUCTION TO AFRO-AMERICAN STUDIES?

The historical development of Black Studies and its struggle for survival must remain at the center of any discussion of Black people in higher education. While almost one million Blacks are engaged in post-secondary school education, and oppression and exploitation continue to exist for nearly all Black people, Black Studies remains a battle front for justice and equality, an arena in which to link the fight for reforms with the fight for revolution.

It is within this context that we can best understand Introduction to Afro-American Studies, an on-going project initiated by Peoples College in 1970. It is a response to the problems facing Black Studies; but more importantly it is a small part of the solution, a step in building the kind of unity and collective response in fighting the increasing attacks on Black people, an aspect of which is the attack on Black Studies. This historical context of Intro can be made clearer in a brief discussion of the history of Black Studies as an emerging discipline. This historical sketch is a necessary point of departure in using Intro-Blue (this experimental 4th edition) and in grappling with the current problems facing us.

Our general summary is that Black Studies has gone through three stages of development. The stages of this national trend are:

- a. Innovation: the social incidents that challenged the status quo and initiated the process of bringing Black Studies into being.
- b. Experimentation: the theoretical and practical struggle to set and achieve initial goals, and the setting of new goals based on concrete experience.
- c. Crisis of Development: the intensification of attacks against Black Studies that seriously challenge its continued existence.

Innovation: The initial thrust for Black Studies was a turbulent experience, one that continued the unexpected outbursts of rebellion and resistance that characterized the 1960s. The Middle 1960s was a high tide of resistance for the Black liberation movement; militancy was a common posture. A key act was the brutal slaying of Martin Luther King in the Spring of 1968, because it unleashed an outburst of violence in 110 cities, resulting in 39 deaths, over 2,500 injuries, over 14,000 arrests, and over

2,600 fires. The U.S. government repressed this spontaneous action with 45,000 National Guardsmen and 21,000 Federal Troops.

The key social force in this spontaneous violence were those young, working class Black people who were being kept out of productive jobs, and kept out of institutions that they felt could help them improve their lives. For these young people, the only real options seemed to be jail or the armed services. But after this thrust of spontaneous violence (1963-1967), a large sector of this youth population was coopted into higher education, purportedly "to civilize the natives and quell the unrest." According to government statistics, Black college enrollment increased to 370,000. This represents an increase over the previous year of 88,000, 11 times the increase of 1966 over 1965. But things didn't work out for this scheme of bourgeoisification, i.e., the muting of working class militancy with the petty bourgeois privilege of the college campus and the subsequent benefits from a white collar job. This plan backfired and these students became a militant social force inside the university by disrupting the normal state of affairs (meaning racism, elitism, and other forms of reaction); they demanded Black Studies by any means necessary.

This is how one discussion sums up what happened. Note how similar this is to the above description of what happened after King was murdered:

"...The early programs clearly and simply signified a yielding to student pressure, threats and violence; in 1968-69, according to one estimate, 43 institutions experienced fires, 80 experienced wrecking of buildings or breaking of furnishings, 45 experienced personal injuries, at least 24 officials were held captive, and at least 8 people were killed."

In a very concrete sense we can conclude from the data that it was this militant struggle inside the university that forced the initial change, the essence of this first stage of innovation. For example, one study of 239 2-year colleges across the U.S. reports this data on when course offerings in Black Studies were added. Note the rapid increase after 1968.

Community Colleges Offering
Black Studies Courses

	Yearly increase	Total
1966 or before	23	23
1967-68	24	47
1968-69	100	147
1969-70	92	239

Experimentation: The rapid increase in courses and programs brought with it a broad pattern of experimentation regarding all aspects of Black Studies. Nick Aaron Ford reports in Black Studies: "For the 200 programs upon which this study is based, approximately 200 objectives are listed with enough variation in wording to be considered different." Moreover, about 75% of these programs were interdisciplinary and, for the most part, characterized by a hodge-podge of faculty interests and backgrounds, shaped by the history of racist scholarly neglect and discrimination in faculty hiring practices.

To anyone vaguely familiar with Black Studies programs over the last 10 years, an obvious conclusion is that there has emerged no established pattern of intellectual content, administrative organization, or standard of academic excellence and social responsibility for faculty and students. Moreover, when the militant students who fought for and won Black Studies left the campus, or were bought off, the fire of the initial thrust began to dwindle. One ex-student sums it up this way: "When we left, Black Studies lost its political cutting edge. It was taken over by either poverty pimp-type hustlers, or straight traditional academic types. Either way, that's not what we fought for."

However, this period of experimentation has by no means been a total loss, although this has often been the assessment of both the ultra-conservatives (e.g., Bayard Rustin, Martin Kilson, etc.) and the ultra-left student anarchists (e.g., many of the student activists who founded Student Organization for Black Unity, SOBU). The material basis for this anti-Black Studies position is their common middle class outlook. Both groups negate the potential force of objective reality, the rapid increase in Black participation in higher education. The conservatives openly declare their

allegiance to elitism, while the "infantile leftists," failing to grasp the relationship of reform to revolution, negate the militant fight for the democratic right to quality higher education.

Out of this period of every flower blooming, however, there is now beginning to emerge a clear direction forward. The current task at hand is to clarify lessons learned, divide the good from the bad, consolidate gains won by uniting with all progressive forces, determine new goals, and continue to fight for change.

Crisis of Development: When we speak of crisis in this context, we refer to two levels of analysis: (A) The deepening of the crisis of U.S. capitalism, and (B) the specific features of how this crisis impacts on higher education. The crisis of capitalism has sharpened and, coupled with the winds of revolutionary national struggle blowing throughout the third world, there is a major realignment of forces on the world scene. The threat of an unjust war to reenergize the imperialist systems of the two super-powers---the United States, old and dying, and the Soviet Union, young and growing--is a menace to all of the world's people.

Here in the USA the attacks on working people, Black people and all oppressed nationalities are growing sharper every day. The carrot of Kennedy-Johnson has been replaced by the stick of Nixon-Ford-Rockefeller. That fascist-prone regime, wildly striving to maintain the rule of the USA imperialist class, went beyond the existing ruling class consensus and faltered on the corruptions of Watergate and the CIA-FBI debacle. But the resulting revelations and exposé spoke more to questions of form than of essence. Now we have the old con game with Carter, the white country preacher with a grin, trotted out with the verbal rap of an F. D. R. and similar bandaid solutions. For example, with war preparations underway, Carter appoints a non-violent preacher to be the mouthpiece of the ruling class in the United Nations while okaying the development of the cruise missile and the neutron bomb. And with over 8 million workers unemployed, he proposed a so-called job program for fewer than a million of them at a less than adequate wage in addition to a drastic cut in public assistance programs.

The economic picture is bleak indeed. The Gross National Product declined in 1974 and 1975, housing starts were down in 1974-1976 and basic industry (steel, auto, etc.) continued to operate only 80% of its capacity

in 1976. And, similar to the Great Depression, large numbers of bankruptcies have occurred, including the billion-dollar W.T. Grant Company and eleven large banks - this during 1976 alone!

Now, does this mean that the fat cats, the corporate ruling class, are taking the loss? NO! In manufacturing, from 1974 to the first half of 1976 there was a 5.5% decrease in the number of production workers, but during this same period profits went up 72.9% to \$63.8 billion. This means that more and more profit is being squeezed out of fewer and fewer workers. This attack on working people continues with the real value of income (measured in 1967 dollars) declining nearly 2% between 1974 and 1975. In straight inflation terms, the Consumer Price Index went up 11% in 1974, and over 9% in 1975.

The crisis goes deeper as we all see and live it in our communities every day. Corporate profits are protected by governmental policies of massive cutbacks in social services--hospitals and libraries are closing in nearly every major city, public transportation is being cut back, streets go unrepaired, and public health programs are deteriorating. There have also been major cutbacks in the area of education. According to the Chronicle of Higher Education (May 17, 1976), corporate gifts to colleges and universities declined by 3.5% in 1975 and gifts from leading foundations declined from \$12.1 billion in 1974 to \$2.01 billion. The Ford Foundation reduced its expenditures by \$81 million. Their aim is to hedge against shrinking profits. Moreover, the costs of one year of education for each four-year student went up 42% in the past 10 years--from \$2167 to \$3070.

The net result of this deepening crisis for Blacks in higher education is alarming and those of us in this area of work must seize upon it as a call to arms. Consider these reversals:

Increased Dropout Rate: Because of the cutback in support services--which have never been well financed and organized--the drop-out rate among Black students will increase. Only 40.9% of the number of Blacks who entered as freshmen in 1971 were enrolled as seniors by 1974. This compares with 55.8% for white freshmen, so the crisis is really an attack on the masses of all nationalities!

Decline in Enrollment: The percentage of Blacks entering as first year students declined in 1973 for the first time in years. Since a peak

increase of 30% in the number of Blacks among all students in college, the increase was only 7% between 1971 and 1972, and declined by 6% between 1972 and 1973. Since the big increase in 1971, the rate of increase has slowed considerably. Compared to a 65% increase between 1969 and 1974 and a 110% increase between 1964 and 1969, there was only a 0.6% increase between 1971 and 1973, and between 1971 and 1974, a 20% increase. Many institutions have recently revised entrance requirements, reduced financial aid, and raised tuition, all of which will further restrict enrollment.

Reversal of Affirmative Action: The courts have become the focal point for the counter-attack of the ruling class to reverse the gains that Black people won through militant struggle. Three major court cases--in Washington (Defunis), New York (Alevy), and California (Bakke)--have all involved charges of "reverse discrimination" by white students who were denied admission to professional schools. In each case, Blacks and other minority students who had lower scores on biased "objective" tests were admitted in efforts to overcome past discrimination, increase the access of oppressed nationalities to medical education, and improve the quality of health care available in oppressed communities. The future ruling of the U.S. Supreme Court in the Bakke case from California will have a major impact on overturning the legal basis for affirmative action--in education and on jobs--which was established after the mass struggles of the late 60s and early 70s.

It is within this context that we find the most compelling reasons to continue this work on Introduction to Afro-American Studies.

3. WHAT IS THE HISTORY OF INTRODUCTION TO AFRO AMERICAN STUDIES?

Peoples College initiated work on curriculum development in Black Studies during a high tide of struggle in 1970. Introduction to Afro-American Studies (first edition) was first developed as a social science course called "Modern Culture and Black People" in the Freshman Interdisciplinary Program at Fisk University, Nashville, Tennessee in 1972. The program was an attempt to develop a fresh approach to the "basic college" or "general education" courses required of all students. It was developed and taught by scholars from several disciplines. As presented in the initial course outline, the purposes of the course were (and still are):

1. To challenge every student to be a serious intellectual, (knowledgeable about herself/himself and the society she/he lives in, committed to making the world a better place to live in).
2. To study the development of modern society and culture, and the role Black people have played in it.
3. To investigate and discuss the historical origins and development of the Afro-American people in the USA today.
4. To systematically examine the development, basis, and make-up of several important social institutions in the Black community.
5. To evaluate the relevancy of various ideologies concerning the social oppression, political repression, and economic exploitation, of Black people (past, present, and future).

The work on Introduction to Afro-American Studies received a big push when a national conference of "The Pull The Covers off Imperialism Project" met in Nashville in January 1975 and urged the development of anti-imperialist study guides which could be used as models for college courses and study groups. (For a report on this conference, see the January-February 1975 issue of The Black Scholar). The topics of these guides were Introduction to Black Studies, Political Economy and Black People, Black Culture and Black Liberation, Twentieth Century Black Liberation Movement and U.S. Imperialism in Africa. On January 31, over one hundred letters were mailed out nationally requesting copies of course outlines, reading lists, etc. related to the above topics. The plan was to collect as much information

as possible so that the outlines prepared by national drafting committees would reflect a thorough summation of the experiences in Black Studies and these various areas of work.

Continuing this work, the first edition of Introduction to Afro-American Studies was revised and produced as Intro--Brown (2nd edition). On April 17, 1975 over 150 copies were mailed to programs and scholars around the U.S. for criticism, implementation and revision.

In addition, efforts were made to share Intro-Brown with as many people as possible through reports to various conferences and associations. For example, a report was made in a workshop of the African Heritage Studies Association on April 5, 1975.

The criticisms and self-criticisms resulting from this year of using and discussing Intro-Brown were very useful and were used in a third edition -- Intro-Green. An example of the important changes made was the addition of the section on the problems and struggles of Black women. Intro-Green was widely disseminated, discussed and used as a course outline in such colleges and universities as Atlanta Junior College, The City College of the City University of New York, University of Oklahoma, Cornell University, State University of New York (New Paltz), Thornton Community College (Ill.), University of California (San Diego and Santa Barbara), University of Illinois at Chicago Circle, Wayne State University, and the five college consortium in Massachusetts (U. of Mass, Amherst, Holyoke, Hampshire and Smith).

Widespread positive acceptance of Intro-Green led us to deepen the process of experimentation and revision, of summation and criticism. The result is now an experimental fourth edition called Intro--Blue. Intro--Blue was to address five general concerns raised during the last year of discussions. Most of these have been addressed in this edition, and all are still being worked on.

- a. there is a need for a glossary of terms in order to equip the student with a working vocabulary and definitions;
- b. there is a need for the more systematic inclusion of material from the area of humanities, art, and literature;
- c. there is a need for a series of slide lectures and audio tapes to accompany the course materials so that interest can be sustained and the experience made more immediate;

- d. there is a need for a teacher's guide and for standardized examination materials in order to evaluate the impact of the course on a national level;
- e. there is a need for an edited textbook which includes a collection of the best available discussion of the topics covered in Introduction to Afro-American Studies.

It is important to emphasize that this fourth edition is EXPERIMENTAL meaning that it will be revised during the spring and summer of 1978 and republished in more permanent form for use in the 1978-79 academic year. It is in this process of evaluation, experimentation, and revision that we ask your input as an integral part of the process, teach the course this year.

4. WHY SHOULD CURRICULUM IN BLACK STUDIES BE STANDARDIZED?

This is a question that more and more appears on the agenda of various conferences and organizations. Introduction to Afro-American Studies was initiated four years ago with this in mind so it is important that we comment on it.

In the face of the continuing attacks on Black Studies and the growing struggles against these attacks, we in Black Studies must be as united and organized as our attackers. Inside our programs--individually and collectively--we need the strength that can come from having a common platform from which to launch our counter-attacks. Black Studies, during its earlier stage of experimentation, developed out of the particular context of each campus and therefore reflects the limitations of the political, demographic, intellectual, and financial resources of each campus. This is illustrated most clearly in the wide variety of courses offered in each program. As an emerging discipline, there has been little time to systematically organize existing knowledge of the Black experience which is necessary for the development of a sound and effective curriculum. This process of standardization--developing a broad intellectual consensus around a core curriculum--is how disciplines establish their intellectual credibility and lay claim to a permanent place in the university.

Now, there has been sufficient experience accumulated during the last decade of experimentation to enable us to consolidate Black Studies on a new level. Academically, a standardized curriculum will enable us to provide our students with a quality education about Black people, one that represents the best of our collective experimentation over the past ten years. Politically, a standardized curriculum which maintains academic excellence and social responsibility will provide the most effective base to build community support for Black Studies, and serve as the most effective foundation for defending our programs.

More concretely, a standardized curriculum in Black Studies will:

- (A) Enable us to better coordinate and utilize our available resources,
- (B) Allow graduates of community colleges to more easily transfer Black Studies credits to four-year institutions;

- (C) Permit scarce library resources to be focussed on building collections which service the needs of an expanding core curriculum in Black Studies;
- (D) Assist in planning teacher training and recruitment based on specific curriculum needs;
- (E) Lead to more efficient program administration because it can be based on long-term planning and budgeting with a clear view of where the program is headed, and
- (F) Encourage special cooperative efforts in research and producing text materials since many publishers are not now interested in meeting the need for quality text materials in Black Studies.

Only through such broad-based and cooperative efforts that could flow from developing and implementing a standardized curriculum in Black Studies can we expect to weather the present storm and guide Black Studies in carrying out its initial mandate.

Thus, there should be no question about the urgent need for standardizing curriculum in Black Studies. Because Introduction to Afro-American Studies is an effort to develop one model for a standardized introductory course, it is an essential first step in this long term process.

5. WHAT HAPPENS AFTER INTRODUCTION TO AFRO AMERICAN STUDIES?

Our approach to this question is summed up in the slogan "STUDY AND STRUGGLE."

On the one hand, there is the urgent necessity of developing the clearest possible understanding of exactly what the historical experiences of Black people have been and how they have related to the major historical forces in the U.S., and in the world. In this we agree with DuBois (in the first reading in Intro-Blue) that 'somebody in each era must make clear the facts with utter disregard to his own wish and desire and belief. What we have got to know, so far as possible, are the things that actually happened in the world.' The historical record of Black people in the U.S. and most of the history about the U.S. and the world is characterized by the wishes, desires, and beliefs of those who write it, and it is quite clear that the masses of people are not the main concern of these writers. Thus, we aim to provide in this text a basic understanding of some of the important questions and issues in the historical development of Afro-American people, with Black liberation in mind. Our concrete experience in using this course has been that students are able to and are excited about taking this understanding into other courses, and are able to make more sense out of the wealth of knowledge that was often confusing before and to understand some of the important issues that arise in their daily lives.

But, as we stress in the preface to Intro-Blue, the search for knowledge does not end when new information is obtained. "The real test of new ideas is not just in 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 hope that after this course those who take it seriously--teachers and students--will be encouraged and inspired to plunge more into the daily struggles of Black people for a better life through fighting for fundamental social change.

To us, this is the most important lesson of Black history. The struggles of the masses of Black people have never ceased. Therefore, if this course contributes to an understanding of these historical and contemporary experiences, it should also contribute

"to establishing a new relationship between Black intellectuals and the Black liberation movement in which intellectuals function to serve the interest of the people with humility based on compassion, strength based on science, and a revolutionary optimism that the people will triumph over all enemies and prosper."*

* From The Declaration Against Imperialism 1975, reprinted as Reading #4 in Intro-Blue.

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 focussed 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

SUGGESTIONS FOR USING INTRO-BLUE ON THE QUARTER AND SEMESTER SYSTEMS

PLAN #	IF YOUR INTRODUCTORY COURSE MEETS FOR:	THEN WE SUGGEST THIS ALTERNATIVE IN USING INTRO-BLUE:
1	2 Quarters (10 Week Quarters)	<p>1st Quarter: Weeks 1-9: Vol. 1, Chap. 1-9, chapter per week Week 10: Review</p> <p>2nd Quarter: Week 1: Vol. 1, Chap. 1: Introduction Weeks 2-10: Vol. 2, Chap. 10-18, chapter per week</p>
2	1 Semester Only (16 Weeks)	<p>Week 1: Vol. 1, Chap. 1 and 2 Weeks 2-16: Vol. 1 and Vol. 2, Chaps. 3-18.</p> <p>(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.)</p>
3	1 Quarter Only	<p>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.</p>
4-A	2 Semesters	<p>Alternative 1:</p> <p>1st Semester: See Plan #1 for 1 semester course 2nd Semester: Based on "FOUNDATIONS OF BLACK SOCIAL THOUGHT", part two of Intro-Green</p>
4-B		<p>Alternative 2:</p> <p>1st Semester: Vol. 1, plus supplementary readings 2nd Semester: Vol. 2, plus supplementary readings (To facilitate the use of supplementary texts, we have included a guide which indexes Intro-Blue to popular textbooks in Black Studies.)</p>

7. USING INTRO-BLUE WITH OTHER BLACK STUDIES TEXTS AS SUPPLEMENTARY READING

INTRO-BLUE CHAPTER	BENNETT	FISHEL	FOSTER	FRANKLIN	FRAZIER	HUGGINS	MCPHERSON
1. Theory & Method in Afro-American Studies							
2. African Before and After the Slave Trade	Chap. 1	Chap. 1	Chap. 1	Chap. I, II	Chap. 1	Vol. I: Chap. 1	Part II
3. Racism, Colonialism & Imperialism: The Legacy of Capitalist Slavery	Chap. 2	pp. 16-18	Chap. 2	Chap. I, IV	Chap. 1	Vol. I, Chap. 2	Part II
4. The Slave Experience	Chap. 3-7	Chap. 2-6	Chap. 3-25	Chap. V-XIII	Chap. 2-5	Vol. I, Chap. 3-4	Part III-V
5. The Agricultural Experience	Chap. 8-10	Chap. 8-11	Chap. 26-36	Chap. XIV-XVI	Chap. 6-10	Vol. I, Chap. 5 Vol. II, Chap. 1	Part V, VI
6. The Industrial Experience	Chap. 11-12	Chap. 12-13	Chap. 37-50	Chap. XVII-XIX, XXI, XXIII, XXIV	Chap. 9, 11, 12, 20-22	Vol. II, Chap. 4	Part VII
7. Black Workers and Trade Unions			Chap. 32, 34, 45	pp. 409-413	Chap. 23	Vol. II, Chap. 2	pp. 167-170, 228-231.
8. The Black Middle Class, Black Businesses & the Professions					Chap. 15-16		pp. 159-162, 209-212
9. Racism & Black Liberation			Chap. 48	Chap. XXII	Chap. 27	Vol. II, Chap. 3; 231-302	

8. A GUIDE TO INTRO BLUE

A. Study Questions and Key Concepts

These two items in Intro-Blue are the guideposts to the most important points to be covered in each chapter. Many of us who have used Intro-Green have found it useful to spend the last five minutes of each week's discussion introducing the study questions and key concepts for the next week. If the study questions and key concepts are covered first, then a kind of "mental fishing net" is created that will aid the student in gathering the main points presented in the slides, overview, readings, lectures, class discussions and even their own reviews.

The answers to the study questions will usually not be found in any one part of the text. They are sometimes found more in the overview, sometimes in the readings, and usually in both. Moreover, some of the study questions challenge the student to think critically and analytically about the material they read and to formulate their own opinions.

For teachers, the study questions provide the themes of major lecture topics. It should be stressed to students that while the lectures will cover the main points as outlined in the study questions, there is much additional information in each chapter of Intro-Blue that should be carefully read, studied, and used in class discussions and written assignments.

The key concepts are to be used in reviewing and answering the study questions. It should be emphasized that brief definitions are not to be memorized. Rather, the broader conceptual meaning of each key term be understood. For example, in addition to giving a brief definition of racism or capitalism, a student should be able to discuss the origin, historical development and significance of each phenomena--and be able to discuss the relationship of these two key concepts to each other.

B. Overviews

A useful feature of Intro-Green was a brief paragraph at the beginning of each chapter which presented the most important points about that topic.

In Intro-Blue, the section called "Overview" serves this purpose. It provides the analytical framework for reading the material in each chapter.

It should be stressed to the student how important these overviews are. They provide summaries of the main points in the readings, in most instances. But they often present new material and almost always reorganize the information found in the readings in a new way.

This is a key point to grasp because it relates to the key intellectual task at the core of Afro-American Studies. At its inception Black Studies adopted a critical posture on all old knowledge. It sounded a challenge for us to come up with a new analysis of the Black experience that would not only do justice to the richness of the history of Black people but serve the masses of people struggling for a better life. This is what Introduction to Afro-American Studies is developing to be. As such, the overviews represent a set of ideas that will be further elaborated and developed based on continuing research and investigation. We would appreciate your comments not only on Intro-Blue's effectiveness as a teaching tool. We are also interested in your critical response and comments on the substantive intellectual concerns and propositions advanced in this textbook.

C. Required Readings

One of the main points made in response to Intro-Green was that while it was an excellent outline, it was generally very difficult to deal with because the readings were scattered in so many sources. This shortcoming in earlier editions should be understandable. Most textbooks in Black Studies, even edited texts, do not reflect an inter-disciplinary approach to the Afro-American experience. Rather than being rooted in Black Studies as a discipline of study, they are more rooted in individual disciplines. We are including the readings in Intro-Blue on an experimental basis and this should help to remedy this shortcoming. If this proves effective, it will become a feature of the permanent edition.

There are three points about the readings in Intro-Blue:

(1) The readings in each chapter have been carefully selected to present a thorough discussion of the main points in each chapter. The main concern is on the content--and not on the individual authors. We are including the sources of the readings in the appendix of the Teacher's Guide and not in Intro-Blue itself, however, so you can undertake a deeper

investigation in preparation of lectures, etc.

(2) The readings have been edited to an average of 35 pages or so for each chapter. This should facilitate covering all of the required readings in the one week allotted for each chapter.

(3) The readings have utilized the social sciences as well as the humanities. The failure to include more material from the humanities was another major criticism of Intro-Green. Thus, in this edition, social science material still provides the core readings for each of the chapters, but the humanities--poems, songs, short stories, and excerpts from novels--have been used to make the main points come alive more. This points out that many Black artists were deeply rooted in the experiences of Black people and made attempts to reflect the lived experiences of Black people in their artistic work.

D. Supplementary Readings

The supplementary readings provide a guide to additional material for students who would like to go more into the chapters, and for advanced undergraduate students who may take Introduction to Afro-American Studies offered for first and second year students on the condition that additional reading be done. In addition, this is material which may be used by teachers in preparing for lectures. The supplementary readings have also been used as the basis for seminar and independent study courses in which a student reads all of the material in a section and engages in periodic written summations and discussions with the teacher.

9. USE OF THE SLIDE LECTURES

There has been much recent discussion about the impact of television on the development of educational skills. While we may be critical of this impact, the fact is that recent advances in instructional technology--audio-visual aids, computers, etc.---have added many useful dimensions to the learning situation. We have developed a set of 17 slide lectures consisting of over 400 slides to accompany the first seventeen chapters of Introduction to Afro-American Studies. Each lecture consists of about 25 slides per week. The slides present visual images of the material covered in the text. Accompanying the slides is a brief narrative which describes each slide's significance for that week's topic.

The most effective use of the slides, we suggest, is during the first meeting of the class on the week's topic. In this manner students are given a most lively and interesting (visual) presentation of the material to be covered, which should carry over into the reading, lectures, and class discussion as they seek further explanations of the pictures that have been shown.

It is very easy to spend all of the available time showing slides. We would argue strongly against this and suggest that only 20-25 minutes be utilized in viewing slides. If the course meets for three or four times weekly, as some will, it is possible to end the week's discussion with a review of the slides for that week.

10. LECTURES

Lectures are an important aspect of presenting the material in Intro-Blue. Only in cases where they are used with advanced students would lectures be substituted by seminar-type discussions. As we have suggested, the lectures should be organized around the main points of each chapter as summed up in the study questions. In this way, each lecture will be focused on one or two major points.

Of course, Intro-Blue cannot possibly speak to the special interests that all of those who teach it will bring to it. Nor can it take account of all the particular local conditions that it will face. Therefore, the lectures are important as a method of tailoring Intro-Blue to these particular circumstances.

We should be careful to allow ample time for discussion--for questions to be asked during the lecture and at its conclusion. Again, careful attention must be paid so that a single point will not consume all of the available time.

11. CLASS SESSIONS*

1. The student should be allowed to ask questions at the beginning of each class session about material already covered.
2. If necessary, sleeping students should be awakened, those without paper and pencil should be given some, and all disruption stopped immediately.
3. The teacher should freely use current examples and write new terms, names, and dates on the blackboard.
4. The class session should always reflect a dynamic interaction process and not an elitist one-way flow from teach to student. A good teacher will encourage students to deepen their investigations and to "teach" what they learn; good students will actively seek additional information and share it with the class--even when such aggressive efforts are not "officially" encouraged.
5. The class projects and audio-visual materials are intended to supplement the regular course of study. They are not required and should only be used after a thorough assessment of the concrete conditions and available resources in each local situation.

*From the previous edition, Intro-Green.

12. WRITTEN ASSIGNMENTS

When Introduction to Afro-American Studies was initially taught at Fisk University, over 100 students, randomly selected from the entering first year students, were faced with this assignment during the first semester:

Write a short paper (2-3 typed, double-spaced pages), every week and turn it in on time, the beginning of the first class period of each week. The papers are to be a summation of each week's topic.

Papers not in on time lost one grade automatically, and 50% if not passed in by Friday of the week due.

Our theory was that these students were just entering "college," did not know what to expect, and would respond to a challenge. Our completion rate for the papers was over 85%. There was a reaction against the amount of work during the second semester--students complained, circulated a petition in protest, and solicited faculty and administration support. But we persisted and in the end, their productivity far surpassed all expectations.

Most students greatly improved their skills during this course. Indeed, we realize that one of the appalling results of the current social crisis is the deterioration of high school and college education: students are not being trained and encouraged to read and write. Moreover, our responsibilities often over-commit us so that we have limited time to cover basic skills and our course content. But, we would still argue strongly that a regular written assignment be an integral part of Intro-Blue. There are various alternatives and we look forward to hearing from you on what you decide is most effective in your situation. We are interested in your evaluation of Intro-Blue and in being able to read some of the papers written by your students. (Some of us have over three years xeroxed the best papers produced by students for possible publication as a useful tool in teaching the course.) Some of the alternatives are:

1. Write a short (2-3 pages) paper every week on the weekly topic (as described above).
2. Write three or four longer papers (5-6 pages) on each of the first four parts of Intro-Blue (theory and method, from Africa to the Americas, the historical stages of the Black experience, and the contemporary social structure).
3. Write two papers (10-15 pages)--one due at mid-term and one at the end of the term--on Part III (historical stages) and Part IV

(contemporary social structure).

4. Write regular papers (weekly, every two weeks, etc.) on one (or more) of the study questions in each chapter.

13. GROUP PROJECTS AND GROUP STUDY

Education in a capitalist society breeds the same kind of competition and "dog eat dog" individualism that exists in all other areas of this society. Many of us who have used Introduction to Afro-American Studies have sought ways to counter this in our courses. Two of the most effective methods have been the use of group projects, and encouraging group study.

There are usually many issues and struggles affecting Black people in each local area where Intro-Blue will be taught--struggles against cutbacks in educational opportunities, struggles over desegregation and achieving quality education for Black students, union struggles and strikes, struggles against police brutality, etc. The slogan "STUDY AND STRUGGLE FOR BLACK LIBERATION" is very appropriate in these cases--encouraging students to investigate the various issues and to write them up or present them in special forums organized by the class for which credit might be given or a substitute for a paper. And students should also be encouraged to learn through getting involved in the issue, with the point being made that most knowledge does not come from schools and textbooks--but from actually being involved.

Group Study has been another important tool in teaching Intro. Students have been encouraged to organize study sessions where they share notes, and discuss the main points. Sometimes students have after these sessions decided to invite the instructor to review important questions that were not understood.

14. COURSE EVALUATION AND STANDARDIZED EXAMS

In Intro-Green, we attempted to put the question of grades on an objective footing so that all students would be well aware of what was expected of them well in advance of the last week of the term, and would therefore have no unreal expectations of what they should expect from the teacher. The determination of grades in Intro-Green was as follows:

1. 40% Weekly papers and class participation
2. 20% Mid-term exam*
3. 40% Final exam
4. Students should be examined on:
 - (a) definition of key concepts;
 - (b) grasp of required readings and lectures;
 - (c) ability to apply the material covered to current conditions.

A standardized examination consisting of 100 questions--multiple choice, completions, true-false, essay questions--has been developed and has been tested over a two year period in two universities. The exam is designed not only to test the student on his/her grasp of the factual material presented in Introduction to Afro-American Studies. It is also intended to test the student's ability to think analytically and critically about the material presented. These materials are now being evaluated and revised for Intro-Blue and will be mailed out as soon as possible.

*Another alternative is to make the mid-term optional and to divide the 20% between the papers and the final exam.

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

We are very interested in having your fullest evaluation of Intro-Blue before we undertake its revision for the 5th edition. As we have suggested, teachers and students alike have made many valuable suggestions which are reflected in the current edition. While a more detailed evaluation format will be developed and mailed to you, please attempt to regularly record observations which will enable you to speak to the following questions at the end of using each volume:

1. What is your general response to Introduction to Afro-American Studies?
2. How does it compare to other textbooks in Black Studies?
3. What are its major strengths?
4. What are its major weaknesses?
5. What are the specific difficulties you encountered in trying to teach it?
6. What specific improvements and revisions would you suggest?

From students, we are interested in similar responses. It would be of considerable use if you would duplicate the following questions and distribute them for students to answer:

1. What is your general response to Introduction to Afro American Studies?
2. How does it compare with other textbooks you have used in Black Studies?
3. What are its strong points, what you liked most about it?
4. What are its weak points, what you liked least about it?
5. What was most difficult about the book?
6. What was the most important thing you learned?
7. What suggestions would you make for improving the book?

Finally, we would suggest that you xerox the best student papers and the papers of students who had the most difficulty in dealing with the textbook. These would be useful in getting a firmer handle on the responses to the text in a variety of situations.

One program which used Intro-Green taped many of the lectures and discussions. This is certainly not possible in all situations, but we would appreciate being able to review any such tapes or documents.

Regional Workshops: The most important aspect of the review process will take place in a series of workshops we will hold in the late winter and spring of 1978. Here we want to discuss with all of you who have used Intro-Blue and some who intend to use it next year the kinds of questions listed above and share with you the general plans for 1978-79. We will be discussing this with you and details on these workshops will be mailed when they are finalized.

D. SUPPLEMENTARY RESOURCES AND MATERIALS

15. What is Peoples College?

Peoples College is an organization that has been active in several aspects of the Black Liberation Movement since 1970. These include Black Studies, support for African liberation movements, and building the United Front Against Imperialism in the U.S.A. After a period of reorganization, it is now actively working on theoretical issues of Black liberation and the class struggle, and in engaging in other forms of work. A number of its current activities are useful for Black Studies teachers, students, and programs.

SPEAKERS BUREAU. Peoples College has organized a Speakers Bureau. It includes scholars and activists, some whom have work appearing in Intro-Blue. Many of the issues and topics in Introduction to Afro-American Studies can be discussed by participants in the Speakers Bureau. Honoraria received from these speeches support the continuing educational work of Peoples College. Information can be obtained by writing an initial letter indicating possible dates, topics, the honorarium involved, and other details to:

PEOPLES COLLEGE
P.O. BOX 7696
CHICAGO, ILLINOIS 60680

Also available are bibliographies on Black Studies, Black Sociologists, and other topics related to Black Studies. Write for details.

16. ORGANIZATIONS

Write for the latest information on membership, conferences, and activities.

1. AFRICAN HERITAGE STUDIES ASSOCIATION

Dr. Ronald Walters
Department of Political Science
Howard University
Washington, D.C.

2. AFRICAN LIBERATION SUPPORT COMMITTEE (A.L.S.C.)

Organizing Committee for a New A.L.S.C.
c/o Vicki Garvin
126 North Taylor Avenue
Oak Park, IL 60302

3. ASSOCIATION FOR THE STUDY OF AFRO-AMERICAN LIFE AND HISTORY

1401 14th Street, NW
Washington, D.C. 20005

4. ASSOCIATION OF BLACK PSYCHOLOGISTS

7614 16th Street, NW
Washington, D.C.

5. ASSOCIATION OF SOCIAL AND BEHAVIORAL SCIENTISTS

Dr. Robert Holmes
Department of Political Science
Atlanta University
Atlanta, GA 30314

6. CAUCUS OF BLACK SOCIOLOGISTS

Dr. Al Black
Department of Sociology
University of Washington
Seattle, WA 98195

7. COLLEGE LANGUAGE ASSOCIATION

Morgan State University
Baltimore, Maryland

8. NATIONAL CONFERENCE OF BLACK POLITICAL SCIENTISTS

Dr. Vernon Gray
Department of Political Science
Morgan State University
Baltimore, Maryland

9. NATIONAL COUNCIL OF BLACK STUDIES

Dr. Joseph Russell
Indiana University
Bloomington, Indiana

10. Council of Black American Affairs

Affiliate of the American Association of Community and Junior Colleges
Dr. Don Godbold, President
Merritt College
Oakland, CA

17. SOURCES FOR AUDIO-VISUAL MATERIALS

Write to each for up-to-date catalogues and prices.

1. Audio Brandon Films
8400 Brookfield Avenue
Brookfield, IL 60513
2. Folkways Records
701 Seventh Avenue
New York, NY 10036
3. Impact Films
144 Bleeker Street
New York, NY 10012
4. Kit Parker Films
P.O. Box 227
Carmel Valley, CA
5. New World Resource Center
1476 W. Irving Park Road
Chicago, IL 60613
6. New Yorker Films
43 West 61st Street
New York, NY 10023
7. Paredon Records
P.O. Box 889
Brooklyn, NY 11212
8. Single Spark Films
P.O. Box 3486--Merchandise Mart
Chicago, IL 60654
9. Third World Newsreel
26 West 20th Street
New York, NY 10011
10. Tricontinental Film Center
P.O. Box 4430
Berkeley, CA 94704

244 West 27th Street
New York, NY 10001

APPENDIX

Introduction to Afro-American Studies (Blue)

Sources of Readings

Chapter 1

1. Purpose: Scientific Scholarship (1935) W.E.B. DuBois
Black Reconstruction, 1935.
2. Commitment: For My People (1942, poem) Margaret Walker
For My People, 1942
3. Challenge: The Failure of the Negro Intellectual (1962) E. Franklin Frazier
Negro Digest, February, 1962, pp. 26-36.
4. Response: A Declaration Against Imperialism (1975)
Year to Pull the Covers off Imperialism Project;
adopted at Conference Fisk University, 1975.

Chapter 2

5. Memories of Africa before the Slave Trade (1789) Gustavus Vassa
"The Interesting Narrative of the Life of Olaudah Equiano
or Gustavus Vassa, the African in Cavalcade: Negro American
Writing from 1760 to the Present eds. Arthur P. Davis and
Saunders Redding, 1971.
6. The Slave Trade's Impact on Africa (1972) Walter Rodney
How Europe Underdeveloped Africa, 1972 (Chapter 3).
7. Colonialism and Imperialism in Africa (1947) Kwame Nkrumah
Towards a Colonial Freedom, 1947.
8. Racism and Imperialism in Africa (1936) Ralph Bunche
A World View of Race, 1936.
9. The Death Pangs of Imperialism (1961) Amilcar Cabral
Ronald Chilcote, Emerging Nationalism in Portuguese
Africa, 1972.

Chapter 3

10. The Middle Passage (1789) Gustavus Vassa
"The Interesting Narrative..." in Cavalcade: Negro American Writing from 1760 to the Present, eds. Arthur P. Davis and Saunders Redding, 1971.
11. Capitalism and Slavery (1970) Eric Williams
From Columbus to Castro: The History of the Caribbean, 1492-1969, 1970
12. New England Merchants, the Slave Trade and the Development of Capitalism in the United States (1942) Lorenzo Greene,
The Negro in Colonial New England, 1942. (Chapter 1,2).

Chapter 4

13. What is Slavery? (1846) Frederick Douglass
Philip Foner, Frederick Douglass, 1964.
14. The South Carolina Slave Code: An Act for the Better Ordering and Governing of Negroes and Slaves (1712)
The Black American, eds. Leslie Fishel and Benjamin Quarles, 1976.
15. Maps: Geographic Expansion of the Slave Population in the United States: 1790-1860
E. Franklin Frazier, The Negro in the United States, 1957.
16. The House Slave and the Field Slave (1857) James Stirling
The Black American, eds. Leslie Fishel and Benjamin Quarles, 1976.
17. Through the Eyes of a Slave: Growing Cotton and Sugar Cane in Louisiana (1853) Solomon Northup
Twelve Years a Slave, 1853.
18. Problem: Bury Me in a Free Land (1854, poem) Frances Harper
Cavalcade: Negro American Writing from 1760 to the Present, eds. Arthur P. Davis and Saunders Redding, 1971.
19. Solution: Resistance: Resistance! Resistance! And Address to the Slaves of the U.S. (1843) Henry Highland Garnett
Earl Ofari, Let Your Motto Be Resistance, 1794.

20. No Progress Without Struggle! (1857) Frederick Douglass
Philip Foner, Frederick Douglass, 1964.
21. The Struggle Against Slavery: The Slave Revolts (1939) Herbert
Aptheker
Negro Slave Revolts in the U.S. 1526-1860, 1939
22. The Struggle Against Slavery: Escape and Organized Resistance
(1859, a novel) Martin Delany
Blake, or the Huts of America, 1859.
23. Taking Up Arms Against Slavery: John Brown (1859) Langston Hughes &
Chicago Defender
The Black American, eds. Leslie Fishel and Benjamin Quarles,
1976.
24. The Result of Struggle: Emancipation Proclamation (1863)
The Black American, eds., Leslie Fishel, Benjamin Quarles,
1976.
25. Men of Color, to Arms! (1863) Frederick Douglass
The Black American, eds., Leslie Fishel, Benjamin Quarles,
1976.

Chapter 5

26. What is a Tenant? (1935) Charles S. Johnson, Edwin R. Embree
Will Alexander
Collapse of Cotton Tenancy, 1935
27. What is Peonage? (1930) Carter G. Woodso
The Rural Negro, 1930.
28. Black Code of Louisiana (1865) Louisiana State Legislature
Official Publication
29. Agriculture and Tenancy in Alabama: A Case Study,
1865-1900 and 1900-1930 Horace Mann Bond
Negro Education in Alabama, 1939
30. Table: Farms of Negro Operators by Tenure, Number, Acreage,
and Specified Values for the U.S. 1900-1940
U.S. Department of Agriculture
General Report on Agriculture, 1940

31. Maps: Counties in the Southern States Having at Least 50 Percent of Their Population Negro
Carter Woodson, A Century of Negro Migration, 1918.
32. Map: Black Belt and Border Territory
Revolutionary Union, National Liberation and Proletarian Revolution in the U.S., 1972.
33. The Defeat of Reconstruction: Taking Away the Vote 1890-1908 (1932) Paul Lewinson
Race, Class and Party: A History of Negro Suffrage and White Politics in the South, 1932.
34. The Rise of Repression: What is Lynching? (1947) Jessie P. Guzman & W. Hardin Hughes
Negro Year Book, 1941-1946, 1947.
35. On Lynching (1940, poem) Crisis Magazine
Crisis, November, 1940 (cover)
36. How to Stop Lynching (1919) The Messenger
Herbert Aptheker, Documentary History of the Negro People in the United States, vol II, 1910-1932.
37. The Struggle Against Racism and the Populist Movement (1974) Robert Allen
Reluctant Reformers, 1974
38. Causes of the Migration from the South (1938) Arthur F. Raper
Preface to Peasantry: A Tale of Two Black Belt Counties, 1938, 1968.
39. Ballad of the Boll Weevil (1900) Unknown sharecropper
Irwin Silber, Lift Every Voice, 1953

Chapter 6

40. The Uneasy Exodus (1915, poem) Unknown migrant
Roi Ottley, The Lonely Warrior, 1955
41. Urbanization of the Negro Population (1957) E. Franklin Frazier
The Negro in the U.S., 1957

42. Map and Table: Negro Population Statistics, 1910-1940
E. Franklin Frazier, The Negro In the U.S., 1957
43. The New Negro: What is He? (1920) The Messenger
The Messenger, vol II (August 1920)
44. The Transition Era, Second Phase: World War I to World II
(1971) Harold Baron
The Demand for Black Labor, 1971
45. The Color Line in Jobs and Housing (1945) St. Clair Drake
Horace Cayton
Black Metropolis: A Study of Negro Life in a Northern City,
1945.
46. The Doctrine of the Double Duty Dollar (1945) St. Clair Drake
Horace Cayton
Black Metropolis: A Study of Negro Life in a Northern City,
1945. vol II, Chapter 16
47. Table: The Struggle for Jobs in the City
St. Clair Drake, Horace Cayton, Black Metropolis:
A Study of Negro Life in a Northern City, 1945.
48. A Toast to Harlem (1943, short story) Langston Hughes
Simple Speaks His Mind, 1943

Chapter 7

49. Black Workers from Farm to Factory (1941, novel) William Attaway
Blood on the Forge, 1941
50. The Industrial Status of the Negro (1930) Ira De. A. Reid
Negro Membership in American Labor Unions, 1930.
51. Black People in the Working Class (1974) Abdul Alkalimat
Nelson Johnson
Toward the Ideological Unity of the African Liberation
Support Committee: A Response to Criticisms of the ALSC
Statement of Principles, adopted at Frogmore, South
Carolina, June-July, 1973.

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(1940, short story) Langston Hughes
Simple Speaks His Mind, 1943.
53. The Negro in "Little Steel" (1937) Romare Bearden
Opportunity Magazine, December, 1937.
54. The Black Community and the Struggle of Black Workers
(1936) John P. Davis
Crisis, September, 1936.
55. I Am a Domestic (1940) Naomi Ward
New Masses, June 25, 1940.
56. The American Negro Labor Congress (1930)
Official Pamphlet
57. The Struggle of Unemployed Workers (1933) Angelo Herndon
Let Me Live, 1939
58. The Marching Song of Fighting Brotherhood (1920s, song)
Philip Foner, Organized Labor and the Black Worker
(1974)
59. Our Thing is Drum (1960s, poem)
Philip Foner, Organized Labor and the Black Worker
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60. Drum: Dare to Fight! Dare to Win! (1968) Dodge Revolutionary
Union Movement
John Bracey, et.al. Black Nationalism in American (1970)
61. The Power of Organized Black Labor (1967) Martin Luther King, Jr.
Where Do We Go From Here: Chaos or Community, 1967.
62. The Fight Against the Oppression of Black People Is a Fight
of the Whole Working Class (1975) Revolutionary Communist Party
Programme of the Revolutionary Communist Party, 1975.

Chapter 8

63. The New Negro Middle Class (1955) E. Franklin Frazier
The New Negro Thirty Years Afterward, 1955

64. Boston's Black Middle Class: Roxbury's Sugar Hill (1965)
Autobiography of Malcolm X, 1965
65. Black Millionaires: John J. Johnson and A.G. Gaston
(1972) Louie Robinson
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66. The Bases of Negro Prestige (1963) Norval D. Glenn
American Journal of Sociology, May 1963.
67. Three Poems (1935) Frank Marshall Davis
Black American Literature, ed. Ruth Miller, 1971
68. Black People in the Petty Bourgeoisie (1977) Peoples College
Peoples College Press, 1977
69. Business Ownership among Black People (1974) U.S. Dept. of Labor
Social and Economic Status of the Negro in the U.S., 1974
70. Black Enterprise Top 25 Black Businesses (1977)
Black Enterprise, June 1977
71. Fortune Top 25 Industrial Corporations (1977)
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72. Tables: A Comparison, Black Capitalism and Monopoly Capitalism
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Compiled from listings in Black Enterprise (June 1977 and
Fortune (May 1977)

Chapter 9

73. The Origins of Racism Ralphhe Bunche
A World View of Race, 1935
74. Racial Problems in the U.S. and World Society (1955) E. Franklin
Frazier
Race Relations, 1968
75. Martin Luther King on Racism (1966) Martin Luther King, Jr.
Where Do We Go From Here: Chaos or Community, 1967

76. Malcolm X's Changing View of Racism (1965) Malcolm X
 The Autobiography of Malcolm X, 1965
77. Combat Racism by Destroying the System (1971) George Jackson
 Blood in My Eye, 1971
78. The Goals of Our Anti-Racist, Anti-Imperialist Struggle
 (1973) Abdul Alkalimat, Nelson Johnson
 Toward the Ideological Unity of the African Liberation
 Support Committee: A Response to Criticisms of the ALSC
 Statement of Principles, adopted at Frogmore, South
 Carolina, June-July, 1973.