

MATERIAL ON AFRO-AMERICAN STUDIES  
AT THE UNIVERSITY OF ILLINOIS-URBANA  
for  
COMMITTEE ON PROGRAM EVALUATION  
(OCTOBER 1983)

Afro-American Studies and Research Program  
University of Illinois  
1204 West Oregon  
Urbana, Illinois 61801  
217-333-7781

# University of Illinois at Urbana-Champaign

October 3, 1983

TO: Alan Peshkin  
Chair, C.O.P.E.

FROM: Gerald A. McWorter  
Director, Afro-American Studies and Research Program

RE: Response to C.O.P.E. Questionnaire

Attached please find my brief responses to your questions in fulfillment of my responsibility to provide ample information for a full C.O.P.E. evaluation. I have put my answers to each question, attached relevant documents as appendices to supplement these responses, and am loaning you a collection of documents produced by our program. I understand that at an appropriate time the results of the evaluation will be discussed with me so that our program can gain as much as possible from this evaluative review.

GM:cs  
Enclosures

## COPE QUESTIONNAIRE FOR THE AFRO-AMERICAN STUDIES PROGRAM

COPE would appreciate receiving a response to the questions listed below. This response will be combined with other data being collected to form the basis for COPE's review of the Afro-American Studies Program.

### Program

1. Identify, in capsule form, the significant events in the development of the Program since its founding.
2. What is the Program's general mission and what are its more specific objectives?
3. Identify the course offerings and activities which comprise the Afro-American Studies Program. Specify those courses which are offered by faculty members with appointments (partial or full) in the Program.
4. What is the Program's curriculum development plan, and what specific steps have been taken to implement the plan over the past three years? What courses have been developed by Program faculty?
5. What other departments (or units) on campus does the Program depend on for help in accomplishing its mission? What help is provided?
6. Why is it important for the campus to have an Afro-American Studies Program?
7. What clienteles are served by the Program? Are there data which indicate the demand for courses and activities of the Program?
8. What changes in the direction of the Program are being planned?
9. What is the Program's national standing? What aspects of the Program are responsible for this standing?

### Staff

1. Provide data on the size of the Program's staff, by type of appointment, for the past three years. Submit a brief description of each staff member's responsibilities. What are the Program's most critical staffing needs?
2. Identify the scholarly activities of the Program's faculty over the past three years. (Vitae may be submitted.)

(continued)

### Resources

1. Provide a general picture of the Program's budget, by function and funding source, over the past three years.
2. How adequate is the Program's budget? What are the major unmet needs?
3. What external financial support has the Program generated over the past three years?

Program: 1. Identity in capsule form, the significant events in the development of the program since its founding.

The general program began in 1969, although the form of the current program was established in 1974. By 1978 the Director resigned and an LAS committee recommended that the program be disbanded. After considerable discussion, including direct intervention by Chancellor Goeberding, the program was maintained and a national search was undertaken during the 1978-79 academic year. The program was managed during this time by Prof. Barksdale while he was carrying out faculty responsibilities and an administrative assignment in the Graduate College as well. As of the 1979-80 academic year the program had a new Director, Dr. McWorter. A popular version of the early history is contained in Appendix A.

During the 1979-80 academic year the program was reviewed and a broad scale restructuring was undertaken. New staff was recruited, and new programs planned. Results began coming in the second year. A short listing of key developments follows, although more understanding of program developments can be gotten from the Afro-Scholar Newsletter. The issues (1980-83) can be found in the documents accompanying these remarks.

1980-81

1. Begin publishing Afro-Scholar Newsletter (four issues published 1980-81 academic year)
2. Grant from Illinois Humanities Council for development and coordination of a film-discussion program in six Central Illinois cities (\$23,465)

3. Begin publishing Afro Scholar Working Papers
4. Publish Guide to Scholarly Journals in Black Studies
5. Publish The Professionalization of Achievement in Black Studies: A Preliminary Report on Ranking Black Studies in Universities and Colleges
6. Hosted Third Summer Institute for Social Science Faculty at Historically Black Colleges and Universities, sponsored annually by the C.I.C. with a grant from the Lilly Foundation (\$41, 149.13)
7. Program consultation contract with Wabash College (Crawfordsville, Indiana)

1981-82

1. Move into new facility, 3 story frame house at 1204 W. Oregon, Urbana
2. Grant from Fund for the Improvement of Post Secondary Education for Afro-American Studies Curriculum Grant (\$246,000 for 3 years)
3. Host sixth national conference for National Council for Black Studies
4. Publish NCBS conference proceedings in Afro-Scholar Working Papers series
5. Formally establish separate Afro-American Studies courses listed under the rubric "Afro"

1982-83

1. Begin annual Chicago-Leadership Lecture Series  
(1982-83, \$4,519, 17 campus co-sponsors)  
Student-faculty study group formed to parallel lecture series
2. Three course syllabi selected for publication based on national competition conducted by Institute of the Black World with a grant from the Department of Education
3. Host annual U of I Minority Student Leadership Conference

1983-84

1. New tenure track faculty appointment (Dr. Alice Deck, .5 FTE Afro-American Studies and .5 FTE English)
2. Afro-Scholar Newsletter develops international advisory board and published with new printed format
3. Afro-Notes becomes local campus newsletter
4. Major year long film series, "Black Women in Film" (\$4,825, 16 co-sponsors), academic course
5. Formal academic course developed to supplement annual Chicago Leadership Lecture Series

Summary:

Before McWorter became Director there were no courses taught under Afro-American Studies, there had been only one major publication, and no major grants. Since then there are 25 courses with an "AFRO" rubric, several nationally recognized publications, and over \$350,000 raised in external funds.

Program: 2. What is the program's general mission and what are its more specific objectives?

The general mission of the Afro-American Studies and Research Program is to provide an academic program (i.e., curriculum) based on scholarship concerning the Black experience in the United States and elsewhere, and to provide a research facility by which that scholarship is expanded and replicated.

Specific objectives are:

1. To develop Afro-American Studies courses and cooperate in developing courses in academic units that can be crosslisted with Afro-American Studies;
2. To facilitate and coordinate research on the Afro-American experience;
3. To assist campus units in hiring faculty with interest in Afro-American Studies;
4. To develop and institutionalize extra-curricular academic programs related to Afro-American Studies;
5. To cultivate external funding for Afro-American Studies;
6. To maintain a liaison between the university and the Afro-American community to facilitate greater public awareness of the academic and research programs in Afro-American Studies;
7. To maintain a standard of national leadership in Afro-American Studies;
8. To maintain active records of achievement in Afro-American Studies.



Program: 3. Identify the course offerings and activities which comprise the Afro-American Studies Program. Specify those courses which are offered by faculty members with appointments (partial or full) in the Program.

There are only two faculty appointments formally in the Afro-American Studies and Research Program, McWorter, .5 FTE and Deck, .5 FTE. At this time McWorter is responsible for AFRO 199/SOC 100-Section which serves as the overall introductory survey. Also McWorter is developing CORE courses in the Social Sciences, and a basic course on the graduate level (300 level). Deck is developing the basic core course in the Humanities. All of our AFRO 199 and AFRO 298 courses have been taught by visiting faculty in Afro-American Studies. A full overview is presented in the accompanying Table.

AFRO-AMERICAN STUDIES COURSES TAUGHT  
AT UNIVERSITY OF ILLINOIS-URBANA, FALL 1980 - SPRING 1983\*

COURSES	SEMESTER OFFERINGS					
	Fall 1980	Spr 1981	Fall 1981	Spr 1982	Fall 1982	Spr 1983
<u>Afro-American Studies</u> <sup>1</sup>						
AFRO 199 (Section): Sociology of the Black Experience. Same as SOC 100 (section on Black Experience--SOC 100E in Fall, SOC 100C in Spring) <sup>2</sup>				✓	✓	✓
AFRO 199 (Section): Race, Roles and Personality			✓			
AFRO 199 (Section): Black/White Relations		✓		✓	✓	✓
AFRO 298 (Section): Black Family <sup>3</sup>		✓	✓	✓	✓	✓
AFRO 298 (Section): Pan-Africanism		✓	✓			
AFRO 298 (Section): Political Economy of the Black Experience			✓	✓		
AFRO 298 (Section): Racial and Cultural Minorities. Same as SOC 225			✓		✓	
AFRO 298 (Section): Marxism and the Black Experience		✓		✓		
AFRO 298 (Section): Contemporary Radical Political Movements			✓			
<u>Anthropology</u>						
Anthro 161: Black Folk Culture			✓ <sup>4</sup>	✓		✓
Anthro 261: Afro-American Societies and Cultures			✓		✓	
Anthro 315C: Same as Music 317C	✓					

\*The information in this table is overwhelmingly based on listings in the campus Timetable and in our course announcements for the pertinent semesters. This information is supplemented by data received via a few calls to certain units involved in teaching courses with Afro-American Studies content.

AFRO-AMERICAN STUDIES COURSES TAUGHT  
AT UNIVERSITY OF ILLINOIS-URBANA, FALL 1980 - SPRING 1983

SEMESTER OFFERINGS

	Fall 1980	Spr 1981	Fall 1981	Spr 1982	Fall 1982	Spr 1983
Anthro 398 (Section): Combined Graduate and Undergraduate Seminar: Caribbean Ethnology	✓					
Anthro 398 (Section): Society and Culture in the Caribbean						✓
Anthro 398 (Section): Festivals <sup>5</sup>					✓	
<u>Dance</u>						
Dance 199 (Section): Undergraduate Open Seminar: Jazz	✓	✓	✓			
Dance 105: Jazz				✓	✓	✓
<u>Educational Policy Studies</u>						
EPS 302A: History of American Education: History of Blacks in Education	✓	✓	✓		✓	
<u>Educational Psychology</u>						
Ed Psych 199 (Section): Interpersonal Relations <sup>6</sup>	✓					
<u>English</u>						
English 259: Afro-American Literature I	✓		✓		✓	
English 260: Afro-American Literature II		✓		✓		✓
English 361 (Section): Topics in English and American Literature: Harlem Renaissance				✓		✓
English 361 (Section): Topics in English and American Literature: Contemporary Black Fiction	✓				✓	

AFRO-AMERICAN STUDIES COURSES TAUGHT  
AT UNIVERSITY OF ILLINOIS-URBANA, FALL 1980 - SPRING 1983

SEMESTER OFFERINGS

	Fall 1980	Spr 1981	Fall 1981	Spr 1982	Fall 1982	Spr 1983
<u>History</u>						
History 253: Afro-American History to 1877	✓		✓		✓	
History 254: Afro-American History since 1877		✓		✓		✓
History 296C (Section): Special Topics: Civil Rights Movement in the U.S. <sup>7</sup>				✓	✓	
History 296D (Section): History of the New South		✓				
History 296F (Section): Race, Law and the American Legal Process				✓		
History 296Q (Section): History of Blacks in Urban America	✓					
History 353: Afro-American Intellectual History						
History 359: The Civil War and Reconstruction		✓		✓		
History 368: The South in American History			✓		✓	
History 377: History of Modern Brazil, 1808 to the Present					✓	
History 379: Slavery and Race Relations in Latin America						
History 391: History of Blacks in Urban America						
History 392: Topics in Afro-American History						
<u>Music</u>						
Music 150: Jazz Piano Improvisation I	✓		✓		✓	

AFRO-AMERICAN STUDIES COURSES TAUGHT  
AT UNIVERSITY OF ILLINOIS-URBANA, FALL 1980 - SPRING 1983

SEMESTER OFFERINGS

	Fall 1980	Spr 1981	Fall 1981	Spr 1982	Fall 1982	Spr 1983
Music 151: Jazz Piano Improvisation II				✓		✓
Music 199B (Section): Small Group Jazz Improvisation	✓	✓	✓	✓	✓	✓
Music 261C: University Chorus: Black Chorus	✓	✓	✓	✓	✓	✓
Music 317C (Section): Jazz to 1960	✓					
Music 362: Advanced Jazz Piano Improvisation			✓		✓	✓
<u>Physical Education</u>						
Phy Educ 101H: Dance Activities: Afro-American Dance Forms	✓	✓	✓	✓	✓	✓
<u>Political Science</u>						
Poli Sci 327: Black Participation in the American Political Process		✓		✓		✓
<u>Portuguese</u>						
Portuguese 304: Brazilian Culture						✓
<u>Social Work</u>						
Social Work 312: Racial Minorities and Social Welfare	✓	✓	✓			
<u>Sociology</u>						
SOC 100 (Section): Introduction to Sociology: Special Emphasis on the Black Experience			✓	✓	✓	✓
SOC 199 (Section): Sociology of the Black Experience	✓					

AFRO-AMERICAN STUDIES COURSES TAUGHT  
AT UNIVERSITY OF ILLINOIS-URBANA, FALL 1980 - SPRING 1983

SEMESTER OFFERINGS

	Fall 1980	Spr 1981	Fall 1981	Spr 1982	Fall 1982	Spr 1983
SOC 225: Racial and Cultural Minorities	✓		✓		✓	✓
SOC 296 (Section): Special Topics: The Black Family. Same as AFRO 298 (section)	✓	✓			✓	✓
Sociology 425: Racial and Cultural Minorities						
<u>Spanish</u>						
Spanish 227: Black Experience in Hispanic Literatures						
Spanish 430 (Section): Studies in Twentieth-Century Spanish-American Literature: Studies in Afro-Hispanic Literature			✓		✓	
<u>Theatre</u>						
Theatre 199AAW: Afro-American Workshop	✓	✓	✓	✓	✓	✓
Theatre 263: Theatre of the Black Experience						

AFRO-AMERICAN STUDIES COURSES TAUGHT.....

NOTES

1. That is, courses taught directly through Afro-American Studies, under the "AFRO" rubric, by persons employed by the Afro-American Studies and Research Program. No courses offered under "AFRO" rubric until Spring 1981.
2. See SOC 199, Fall 1980.
3. Listed only as SOC 296B during Fall 1980. "AFRO" rubric not yet established.
4. Listed in Fall 1981 Timetable but our records indicate that it was taught in Spring 1982 instead.
5. Course makes considerable use of Afro-American cultural history in illustrating theories and concepts.
6. Emphasis on (Black/White) race relations.
7. Listed as "History of the Civil Rights Movement" in Fall 1982.

Program: 4. What is the program's curriculum development plan, and what specific steps have been taken to implement the plan over the past three years?

In general our basic plan is consistent with the model curriculum considerations adopted by the National Council for Black Studies. (See accompanying document in research report entitled "The Crisis of Consolidation Facing Black Studies in the 1980s").

Our main thrust has been to establish our presence in the curriculum with AFRO 199 and AFRO 298. During the current academic year our Intro course and Senior Seminar will be made permanent. By the Fall 1984 semester core courses will be ready in Social Science and Humanities.

Further, we intent to have a structural relationship to every course on campus that has a focus on Afro-American Studies. Toward this end we have currently crosslisted 25 courses.



Program: 5. What other departments (or units) on campus does the program depend on for help in accomplishing its mission? What help is provided?

Overall, the program has jointly sponsored events with over 25 other campus units. However, our basic institutional ties fall into three areas:

1. Academic Programs:

- (a). Graduate concentration -- Example: English. In 1979 the English Department hired a third Afro-Americanist and announced a formal graduate level concentration. However, one senior person left and Afro-American Studies provided the necessary .5 FTE to restore the Department to full staffing through a recent tenure track appointment.
- (b). Graduate Students -- Example: Anthropology. Afro-American Studies has provided teaching assistantships and research assistantships to graduate students specializing in Afro-American Studies. Recently Dr. Doris Derby graduated and is now an assistant professor in the Department of Afro-American Studies, University of Wisconsin-Madison, and Prof. Dallas Brown is in Afro-American Studies at Colby College in Maine. Currently John Ndule is a T.A. while finishing a dissertation on The Afro-American Family and Entrepreneurial Tradition.

(c). Undergraduate Concentrations -- Example:

Economics. Currently we have one student who has formally worked out a second concentration. Several others are currently negotiating a similar arrangement.

(d). Academic Skills Development -- The Afro-American

Studies Program is working with the Educational Opportunities Program to develop an approach to skills development in an ongoing academic context.

The main work is on the relationship between writing skills and comprehension.

2. Specialized Programs:

(a). Unit One -- There is a joint course offered in the Allen Hall based "living and learning" program.

(b). Women's Studies -- There is a joint film series being offered and hopes of a jointly sponsored course on Black Women.

Program: 6. Why is it important to have an Afro-American Studies Program?

There are several reasons:

1. Over the last 15 years a national norm in first-rate universities has been established by which Afro-American Studies has achieved permanent status. In the Big Ten a majority of schools have formal units (Centers or Departments) and at least four grant the MA (Wisconsin, Ohio State, Michigan, Iowa). Another important comparison is in California where UC Berkeley has a formal Department and UCLA has a permanent Center.
2. There is a great deal of Afro-American Studies work on this campus and a central coordinating administrative unit is essential. It is a cost-effective way to package an outstanding array of talent with nationally recognized scholarship.
3. The Black experience is a central aspect of the USA, and, therefore, Afro-american Studies is critical to our being able to research and teach about the USA. This meets a critical social need. Clearly, racist distortions continue to be rampant in society and in some bad scholarship. Afro-American Studies is an anti-racist academic program that facilitates democratic ideals through good scholarship.
4. Afro-American Studies serves unofficially as a de facto academic affirmative action program.

5. Afro-American Studies enables the university to provide an academic context for Black leadership development. With major centers of Black population concentration providing our Black students , e.g., Chicago ( 38.9 percent Black) and East St. Louis ( 95.6 percent Black), Afro-American Studies is an essential focus to provide research and leadership development for such communities.
6. The University of Illinois has a relatively low Black student enrollment (3 percent, while the state average is over 10 percent, and the overall state population is percent). The percent for faculty is even lower. A strong Afro-American Studies Program is an essential aspect of our committment, especially because it is so clearly based on academic excellence.

Program: 7. What clienteles are served by the program?

The program is located in LAS but has a campus-wide mandate.

Overall, the main consumers are U of I students. Black students have an opportunity to reflect on their community with the full power of a solid academic approach, while white students have an opportunity to transform their popular understanding of this major unfamiliar sector of society. Our main constituency is with the first and second year students, although there is an increasing demand at the graduate level. Our Introduction to Afro-American Studies course regularly enrolls over 70 students every semester.

In another sense we can delineate broad groups that this program serves beyond our students:

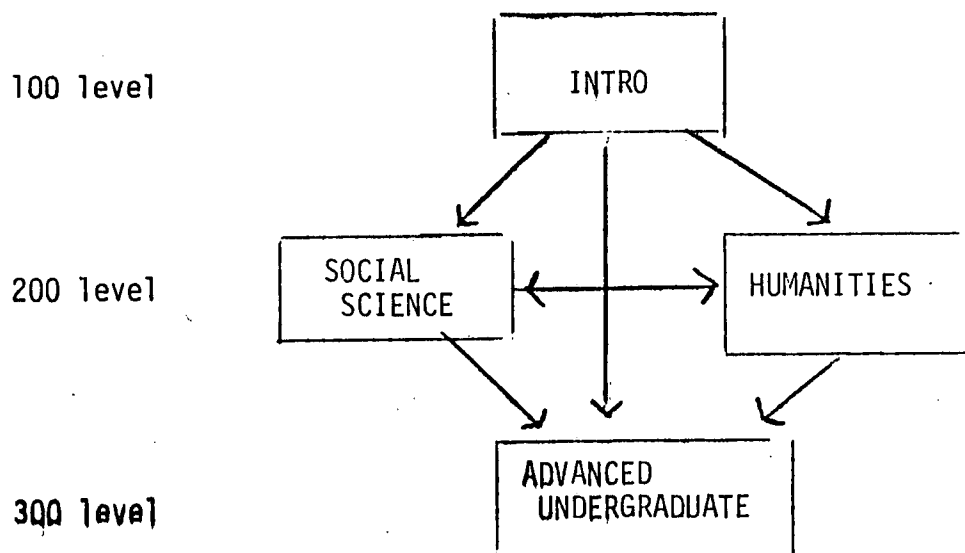
1. Faculty with research interests in Afro-American Studies. Our newsletter is a consistent source of funding and publishing opportunities, and some support is provided faculty and graduate students for travel to present papers concerning the Afro-American experience.
2. Black Studies professionals in Illinois -- As the flagship institution in the state we serve as consultants to JBHE and virtually all programs in Afro-American Studies in matters of curriculum, program development, and research-publishing.
3. The Black Community and the people of Illinois, the USA, and the world -- Much the same as the College of Agriculture, Commerce, Institute of Labor and Industrial Relations, etc., Afro-American Studies links our research and curriculum to policy, planning and development of change for the Black community.

Program: 8. What changes in the direction of the program are being planned?

Over the next five years the general direction of the Afro-American Studies and Research Program is planned around the following objectives:

1. Finish course staffing: This requires the hiring of at least two additional tenure track faculty, at least .5 FTE in Afro-American Studies. This will enable us to provide a solid core program with a full curriculum and research to support its continued vitality.
2. Finish developing the core undergraduate curriculum: In direct relationship to the staffing we will be able to develop an institutionalized core of courses to fully round out our curriculum model. A curriculum does not really stand independent of its faculty, especially in a research university because each faculty member teaches courses based on their expertise and background. After current search, we need only one additional person.

(continued)



(The arrows indicate possible paths of student enrollment)

- A. There are service courses at all levels for all (3) areas using specialists as a basis for sound academic alternatives.
- B. Coherent undergraduate CORE (supplemented by Departmental offerings and specialized courses sponsored by the Program).

3. Establish cognates within established undergraduate majors.
4. Establish graduate level service courses.
5. Institutionalize the development of research data bases to be maintained by the program. There are four basic data bases being developed at this current time:
  - A. Chicago Research Project: This includes clipping all major Chicago newspapers on the Black-Hispanic experience and publishing a monthly summary.

- B. Black Leadership Research Project: This is developing a historical data base (1887-1982) of leaders based on Who's Who Biographical Listings.
  - C. UIUC Institutional Research: The Daily Illini is clipped for coverage of Black people, all graduate research by or about Blacks is listed, and guides to research material of campus are developed.
  - D. Black Studies Data Base: Files are maintained on Black Studies in 200 institutions, all states, 50 publications, 25 organizations, and the Chronicle of Higher Education is clipped for articles by and about Black people.
- 
- 6. Develop summer intern program emphasizing research and leadership development in Chicago and East St. Louis.
  - 7. Develop funding for faculty research support.
  - 8. Develop annual research institute during which faculty and graduate students can report the results of their ongoing research efforts, especially M.A. and Ph.D. level research.
  - 9. Intensify program publishing efforts to include a monograph series focused on innovative research reports done by faculty and students in the area of Afro-American Studies.
  - 10. Develop fellowship support funding for graduate students in an established department working on Afro-American studies related topics.



11. Initiate a faculty research fellow program by which we offer support facilities to Afro-American Studies scholars on sabbatical year research leaves and other short-term visits by which they can enhance their skills and use resources available here at the university. This will be particularly aimed at Afro-American Studies scholars working in teaching colleges, especially historically Black colleges throughout the South.
12. Establish strong links with campus units focusing in on Africa and the Caribbean in order that collaborative research can be undertaken on the Black experience in the United States and other parts of the world.
13. Establish strong linkages between the Afro-American Studies Program and the Jazz Program in the Music School whereby the historical, social, and broad cultural context for the creation of jazz can be linked to the study of it as a performing art.
14. To work with major disciplines with no Afro-American studies focus, and no Black faculty, for example, the Department of Economics, the Department of Art, and the Department of Psychology.

Program: 9. What is the program's national standing? What aspects of the program are responsible for this standing?

The Afro-American Studies Program, encompassing the Afro-American Studies scholarship at the University of Illinois, ranks among the very best throughout the United States. There are two obvious references for this summation, a study of professional achievement in Afro-American Studies and a national evaluation of curriculum. Dr. McWorter developed a report aimed at the ranking of professional achievement in Afro-American Studies. While this is not a formal evaluation of programs, departments, or centers as such, being rather an evaluation of faculty productivity, the report does include publishing and participating on editorial boards and boards of professional organizations. There are 15 schools that rank nationally using these three criteria and the University of Illinois ranks in the top five. This draft report is included in the accompanying documents.

The second aspect of the national ranking summation can be found by referring to the Institute of the Black World (IBW) Curriculum Project. IBW received funding from the Fund for the Improvement of Post Secondary Education to conduct a national survey of course syllabi utilizing blind peer review. We sent in three for consideration and they were all selected as model courses. They are being published, University Press of America (1983).

Thirdly, in our first four years since beginning to rebuild our program we have helped found a state-wide organization (Illinois Council for Black Studies), hosted a national conference (National

Council for Black Studies), had our Director elected vice president-president elect of N.C.B.S., published the most widely circulated newsletter on Afro-American Studies, raised over \$350,000 in external funds, and regularly receive requests for media interviews to define the overall state of affairs in Afro-American Studies.

In sum, we have been making considerable progress but have only made our first step toward world class academic excellence.

## STAFF

The Afro-American Studies and Research Program was given a new orientation when McWorter became Director. However, a changing administration and the fiscal crisis has stopped our anticipated growth. Most of our past appointments have been visiting, but things are beginning to change. However, two positions have been funded by a three-year grant ending AY 84. The most critical staff needs are to make these two positions permanent, funded with state funds.

With regard to faculty scholarship:

1. Prof. Slaughter produced a research monograph during her year in our program. It has been published by the Society for Research in Child Development, University of Chicago Press (see document). She also published two campus-wide lectures and wrote a book chapter with McWorter.
2. Prof. McClendon published four articles during his two years. See his bibliographical review of Black philosophers in Race Relations Abstracts (see document).
3. Prof. Tripp published a paper in Afro-Scholar Working Paper Series, and collaborated with McWorter in developing the Black Leadership Data Base Project.
4. Prof. Davidson published a paper in the Afro-Scholar Working Paper Series and edited a two-volume collection of nationally acclaimed course syllabi and an analysis of curriculum development in Black Studies.
5. Prof. McWorter has published one book, four research reports, three book chapters, five articles, and one introduction.

STAFF OF AFRO-AMERICAN STUDIES AND RESEARCH PROGRAM,  
UNIVERSITY OF ILLINOIS, 1980-1983

Job Title	1980-81	1981-82	1982-84	1983-84
Director (.5 FTE)	✓	✓	✓	✓
Staff Associate (1.0 FTE)	✓	✓	✓	✓
Chief Clerk (1.0 FTE)			✓	✓
Clerk Typist III	✓	✓		
Clerk Typist III (Receptionist-Typist)	✓	✓	✓	✓
Clerk Typist III (FIPSE)		✓	✓	
Visiting Research Associate (FIPSE)				✓
Visiting Research Associate (FIPSE)		✓	✓	✓
Visiting Assistant Professor	✓	✓	✓	
Visiting Associate Professor	✓			
Visiting Associate Professor		✓	✓	
Assistant Professor				✓
Total	6	8	8	7

Current Staff Responsibilities:

1. Director: manage the operation of the program, chair the advisory committee, maintain liaison with LAS Dean, and serve as spokesperson for the program.
2. Assistant Professor: teach and conduct research in the general area of the Humanities.
3. Staff Associate: edit program newsletter, coordinate program activities, assist with proposal writing and development, supervise office staff and college work study students, liaison with campus programs.
4. Chief Clerk: handle budget clerical operation, type confidential material, maintain program files, archives, and publications, handle publication sales, maintain academic record keeping, assist Afro-American related faculty, maintain and order supplies.
5. Clerk Typist II: receptionist and production typing.
6. Research Associate: assist with editorial revisions of three text books developed under the F.I.P.S.E. grant.
7. Research Associate: assist with the continuing research associated with the F.I.P.S.E. Curriculum Project. Completing Ph.D. research on the data (Political Science, Northwestern University).

## CURRICULUM VITAE

Diana Teresa Slaughter

September, 1980

5'2½" 128 lbs  
SS 327-34-3531

### Personal Information

Current Home Address:

835 Ridge Avenue (phone: 492-1065)  
Evanston, Illinois 60202

Current Office Address:

School of Education  
Northwestern University  
Evanston, Illinois 60201

Birth Date:

October 28, 1941

Place of Birth:

Chicago, Illinois

Marital Status:

Single

Academic Interests:

Socialization and Child Development  
Psychology in Educational Settings

### Education

B.A. In the Committee on Human Development, University of Chicago,  
June, 1962.

M.A. In the Committee on Human Development, University of Chicago,  
December, 1964.

Ph.D. In the Committee on Human Development, with emphasis on  
Developmental and Clinical Child Psychology, University of  
Chicago, March, 1968.

### Fellowships and Honors

General Honors Awarded with B.A., June, 1962.

United States Public Health Traineeship for Graduate Study, University of  
Chicago, 1962-63.

University of Fellowships Awarded for Graduate Study, 1963-64; 1964-65.

State of Illinois Mental Health Traineeship for Clinical Psychology Internship  
Awarded, 1965-66.

Fellow in the Committee on African Studies, University of Chicago, 1965-66.

Election to the Society of Sigma Xi (Honorary Scientific Society for the  
Promotion of Research in Pure or Applied Science), December, 1966.

First Pi Lambda Theta (National Honor and Professional Association for  
Women in Education) Distinguished Research Award for Most Outstanding  
Doctoral Thesis Completed by a Woman in Reference to Education in 1968.

Member, African Seminar, 1972, sponsored by the Institute for International  
Education (New York) and the Institute for African Studies, The University  
of Ghana (Accra, Ghana), Summer, 1972, for advanced study of West African  
culture, educational policy and planning, and African history.

Who's Who in Black America (first published edition, 1976), 1977-78, 1979-81.

Award for Most Outstanding Professional Achievement, Englewood High School,  
Chicago, Il., 20th Year Reunion, June, 1978, and Election to Englewood  
High "Hall of Fame," June, 1980.

## Predoctoral Research and Clinical Training

**Social Work Trainee**, Veterans Administration West Side Hospital, Chicago, Illinois, Summer, 1961. Mrs. Marietta Bundy, Supervisor.

**Counselor to University of Chicago undergraduate women**, 1962-63. Ms. Marilyn McCormick, Housemother.

**Research Assistant to Dr. Fred Strodtbeck**, Department of Sociology, University of Chicago, in coding and data analyses, Summer, 1962.

**Research Assistant to Dr. Thomas Cummings**, Child Psychiatry Department of Billings Hospital, University of Chicago, in abstracting of recent literature in child psychiatry, 1963.

**Research Assistant to Drs. Morton Lieberman and Sheldon Tobin**, Committee on Human Development, in a study of aging and the process of institutionalization, 1963-64.

**Research Assistant to Dr. J. David Jackson**, Committee on Human Development, in a study of teacher-pupil communication patterns, 1964-65.

**Practicum Student in the University of Chicago Counseling Center** (Founder: Carl Rogers), 1964-65, Dr. John Shlien, Director.

**Associate Director of Head Start Research and Evaluation Project**, Urban Child Center, Graduate School of Education, University of Chicago, June, 1965-June, 1966. Dr. Robert D. Hess, Principal Investigator of Research Contract OEO-519.

**Clinical Psychology Intern**, Charles F. Read Community Mental Health Center, Chicago, Illinois, September, 1965-August, 1966. Dr. Helen Sunukjian, Chief of Psychology Department.

**Clinical Consultant in Child Psychopathology to the Woodlawn Mental Health Center**, Chicago, Illinois, September, 1965-August, 1966. Drs. Sheppard Kellman and Barbara Lerner, Directors of Research.

**Instructor in the Department of Child Development**, Wilson Junior College, Chicago, Illinois, Summer, 1967. Dr. Joan Swift, Chairman.

**Research Associate**, Urban Child Center, University of Chicago Graduate School of Education, October, 1966-August, 1967. Dr. Robert D. Hess, Director.

**Instructor**, Department of Psychiatry, Howard University College of Medicine, 1967-68, Dr. Edward Rickman, Chief of Neurology and Psychiatry.

**M. A. thesis:** An Exploration of Ego Energy in the Very Old.

**Ph. D. thesis:** Maternal Antecedents of the Academic Achievement Behaviors of Negro Head Start Children.

## Professional Experience

### ---University Appointments

1968-70      Assistant Professor of Psychology (Research Associate),  
                  Yale Child Study Center, Yale University School of Medicine.  
                  Focus: Educational evaluation of inner city schools.  
                  Dr. Albert J. Solnit, Director of Child Study Center;  
                  Dr. James P. Comer, Supervisor.



- 1970-77 Assistant Professor of Behavioral Sciences (Human Development) and of Education, University of Chicago. Dr. Norman Bradburn, Chair, Dept. Behavioral Sciences; Dr. Phillip Jackson, Dean, Department of Education.
- 1977-80 Assistant Professor of Education, School of Education, Northwestern University. Deans: Dr. B. J. Chandler, Dr. Donald Collins, and Dr. David Wiley.
- 1980- Associate Professor of Education, School of Education, Northwestern University. Dean: Dr. David Wiley.

#### ---Memberships in Professional Associations

American Educational Research Association  
 American Psychological Association  
 Association for the Study of Afro-American Life and History  
 Chicago Association for the Education of Young Children  
 Delta Sigma Theta Sorority  
 National Association of Black Psychologists  
 Pi Lambda Theta  
 Society for Research in Child Development  
 Society of the Sigma Xi (Associate Member)

#### ---Leadership Roles in Associations

- 1977- Member, Social Policy Committee, Society for Research in Child Development.
- 1978-79 Nominations Committee, Division, Learning and Instruction, American Educational Research Association.
- 1978-79 Appointed Chairperson, Ad Hoc Committee on the National Register and Licensing, Society for Research in Child Development.
- 1979-81 Elected Chairperson, Black Caucus of the Society for Research in Child Development.
- 1979- Appointed Public Member, National Advisory Board on Child Abuse and Neglect.
- 1979- Nominations Committee, Early Childhood Education Special Interest Group (SIG), American Educational Research Association.

#### Research Activities

#### ---Research-Related Review Panels (Appointed)

- 1971-72 American Psychological Association Review Committee on the Final Report of the Joint Commission on the Mental Health of Children.

- 1972-73 Distinguished Research Award Committee, Pi Lambda Theta
- 1972-76 National Institute of Mental Health Developmental Problems Research Review Committee.
- 1976 Program Abstracts for panel on early intervention, Society for Research in Child Development.
- 1977-78 Reading Committee, Danforth Foundation Graduate Fellowship Program.
- 1978 Program Abstracts for panel on parent-child interactions and infant social development, Society for Research in Child Development.
- 1978 National Institute of Mental Health, Postdoctoral Research Fellowships.
- 1978 Special Research Study Sections, National Institute of Mental Health, and National Institute of Child Health and Human Development.
- 1979 Member, Selection Committee of the Congressional Science Fellowship Program, Cosponsored by the American Academy of Sciences, and the Society for Research in Child Development.
- 1979 National Institute of Education: Special Review Panel on the Achievement of Women's Equity in Science, Mathematics, and Technology.
- 1979- National Advisory Panel, Research Center on Teacher Education, University of Texas, Austin, Texas.

#### ---Editorial Experience

- 1976 Journal of Educational Psychology, Ad Hoc Reviewer, Editor: Dr. Joanna Williams.
- 1977 Young Children, Ad Hoc Reviewer, Editor: Jan McClurg.
- 1979 Monograph, Society for Research in Child Development, Ad Hoc Reviewer, Editor: Dr. Frances Horowitz.
- 1979 School Review, Ad Hoc Reviewer, Editor: Dr. Bertram Cohler.

1979 Child Care Quarterly, Ad Hoc Reviewer, Editor:  
Dr. Donald Peters.

1979- Child Development, Ad Hoc Reviewer, Editor:  
Dr. E. Mavis Hetherington.

### Teaching Activities

#### ---Invited Special Guest Lectures

- 1972 University of California, Berkeley (Harold E. Jones Child Study Center, in collaboration with University Extension). Paper: Relation of Early Socialization Experiences to Academic Achievement in Middle Childhood Among Low-income Black Children.
- 1975 University of Chicago (Divinity School). Paper: The Education of Black Youth as a Cultural Problem.
- 1977 University of California, Berkeley (Department of Afro-American Studies). Paper: An Ecological Assessment of Play Behavior Between Black Mothers and Their Toddlers.
- 1977 General Mills National Family Forum (Washington, D. C.). Paper: Parent Education for Low-Income Families.
- 1978 University of Hartford (Programs of Public Health and Afro-American Studies). Paper: The Value Orientations of Some Black American Women.
- 1978 Chicago State University (Special Honors Convocation). Paper: The "Roots" of Scholarship.
- 1979 University of San Diego (Fourth Conference on Empirical Research in Black Psychology). Paper: Longitudinal Assessment of the Psychometric Intelligence of Black Infants: ages 22-41 Months.
- 1979 Educational Testing Service, Princeton, N. J. (Social Learning Laboratory). Paper: Observing Play Between Mothers and Toddlers.
- 1980 University of Michigan, Ann Arbor. Department of Psychology and Bush Postdoctoral Fellowship Program in Child Development and Social Policy.
- 1980 National Institute of Mental Health, Laboratory of Developmental Psychology.
- 1980 University of Minnesota Invitational Round Table on Early Childhood Education VII.
- 1980 Erikson Institute of Early Childhood Education, Chicago, Ill.

---Presentations at Professional Meetings

- 1968 American Psychological Association, San Francisco, California.  
Paper: Maternal Antecedents of the Academic Achievement Behaviors of Afro-American Head Start Children.
- 1971 Chicago Association for the Education of Young Children.  
Paper: Primary Responsibility for the Self-Image of the Child: Parents or Day Care Centers?
- 1975 Society for Research in Child Development, Denver, Colorado.  
Papers:  
 ---Research report: Relation of Early Parent-Teacher Socialization Influences to Achievement Orientation and Self-Esteem in Middle Childhood Among Low Income Black Children.  
 ---Symposium participant on New Directions in research with Black Children. Paper: Modernization Through Education of Mother-Child Dyads.
- 1976 National Association of Black Psychologists, Chicago, Illinois.  
 Convener of Symposium on History of Black Americans in the Psychological Sciences.
- 1976 American Psychological Association, Washington, D. C.  
 Discussant in Symposium on The Black Child: Issues and Priorities.
- 1978 American Educational Research Association, Toronto, Canada.  
 Discussant/Presenter of Paper: The Interface Between Culture, Development, and Education.
- 1979 Chicago Association for the Education of Young Children.  
 Convener of Symposium: Sex Differences in Toddlers' Play.  
Paper: The Influence of Sex of Child on Maternal Behaviors with Black Toddlers.
- 1979 Society for Research in Child Development, San Francisco, California. Convener of Research Symposium: Towards New Criteria for Successful Infant Intervention--Targeting Parents? Paper presentations: A Dimension of the Family as Educator:: Mother as Teacher, and Observing Play Between Mothers and Toddlers (with Margaret B. Spencer and Frances Stott).
- 1979 National Association for the Education of Young Children.  
 Discussant in Symposium on the Development of Self Concept in Black Children, Atlanta, Georgia, November.

Publications---Articles

Slaughter, D. Maternal antecedents of the academic achievement behaviors of Afro-American Head Start children. Educational Horizons, Fall, 1969, 24-28.

Slaughter, D. Parental potency and the achievements of inner city black children. American Journal of Orthopsychiatry, 1970, 40 (3), 433-40.

Slaughter, D. Becoming an Afro-American woman. School Review, 1972, 80 (2), 229-318.

Slaughter, D. Psychological scientism and the Black Scholar. School Review, 1973, 81 (3), 461-475.

Slaughter, D. Alienation of Afro-American children: Curriculum and evaluation in American schools. In: Edgar G. Epps (Ed.), Cultural Pluralism. Berkeley, California: McCutcheon Publishing Corp., 1974, pp. 144-174.

Slaughter, D. The Education of Black Youth as a Cultural Problem. Criterion, Autumn, 1975, 14 (3).

Slaughter, D. Modernization Through Education of Mother-Child Dyads- Description of Research Strategy. Resources in Education, April, 1976. (ERIC)

Slaughter, D. Relation of Early Parent-Teacher Socialization Influences to Achievement Orientation and Self-Esteem in Middle Childhood Among Low-Income Black Children. In John Glidewell, (Ed.), The Social Context of Learning and Development. New York: Gardner Press, 1977, 101-134.

Slaughter, D. The black child: Issues and priorities. Journal of Black Psychology, February, 1978.

Slaughter, D., and Walcer, C. Expressed values of lower socioeconomic status Black American women. In P. Reid and G. Puryear, (Eds.), Minority women: Social and Psychological Perspectives. New York: Holt, Rinehart and Winston, 1980, (in press).

---Articles (Work in progress.)

Slaughter, D. Early intervention, maternal development and teaching, and children's verbal expressiveness. (Monograph, submitted for publication.)

Slaughter, D. A note on sex differences in maternal behaviors. (In preparation.)

Slaughter, D. Personal Development of women who are mothers. (In preparation.)

Stott, F., and Slaughter, D. Longitudinal Investigation of Sex Differences in the Play Structure of Black Toddlers. (In preparation.)

---Research Reports

Hess, R. D., Kramer, R., & Slaughter, D. Techniques for Assessing Cognitive and Social Abilities of Children and Parents in Project Head Start. Report of Research Contract OEO-519, July, 1966.

Slaughter, D. Research and Evaluation: Baldwin-King Schools Program, 1968-70. Yale University Child Study Center, Yale University, June, 1970.

Slaughter, D., & Spencer, M. THE VIP SCALE: Videotaped Interactive Play Scale. Progress Report to the Grant Foundation of New York, on a research grant extending from June, 1975-May, 1977.

Slaughter, D. Modernization Through Education of Mother-Child Dyads. Final Report I, to the National Institute of Child Health and Human Development, December, 1978 (646 pages).

Slaughter, D. Modernization Through Education of Mother-Child Dyads. Final Report II, to the National Institute of Child Health and Human Development and the Grant Foundation of New York, June, 1979, (279 pages).

④ ---Book Reviews

Slaughter, D. Book review: Auerbach, A., & Roshe, C. Creating a pre-school center: parent development in an integrated program. Adult Education, Summer, 1973.

Slaughter, D. Divorce among educated black women: manuscript review. Annual Report: Carver Research Foundation, Tuskegee Institute, March, 1976.

Slaughter, D. Book review: The Inner City Child, by Frank Riessman. Young Children (Journal of the National Association for the Education of Young Children), September, 1977, 32 (6), 69-70.

Slaughter, D. Are we still labeling Blacks? Review of Children of the Dark Ghetto: A Developmental Psychology by Ronald Krate and Barry Silverstein. Contemporary Psychology, 1978, 28 (4).

Slaughter, D. Book review: Day, D. The adoption of black children. Young Children. (Journal of the National Association for the Education of Young Children), January, 1980, 35 (2), 62-63.

Doctoral Students (chair); \* = Completed

Janet Blumenthal, A longitudinal study of patterns of mother-child interaction in relationship to differential cognitive development in a homogeneous black population, U. Chgo., Hum. Dev.

\*Paul Brinich, Maternal style and cognitive performance in deaf and hearing children, U. Chgo., Hum. Dev.

\*Susan Cohen-Eskiln, Social cognition and children's peer status. U. Chgo., Hum. Dev.

Barbara Pearson, The influence of maternal and teacher attitudes and behaviors on the reading acquisition and achievement of black inner-city children, U. Chgo., Education.

\*Henry Rubin, Longitudinal Investigation of Factors Influencing the Development of Educational Aspirations Among Low-Income Black Students, Northwestern, Education.

\*Frances Stott, Exploration and play in toddlers: sex differences, Northwestern, Education.

Doctoral Students (served as committee member); \* = Completed

\*\*Patricia Arlin (Getzels, chair), Problem-finding: the relation between cognitive process variables and problem finding performance, U. Chgo., Education.

\*Margaret Beale-Spencer (Epps), The social-cognitive and personality development of the black preschool child, U. Chgo., Hum. Dev.

\*Susan Beekman Frances (Duncan), Non-verbal behaviors in dyadic conversations in relation to subject sex and partner sex, U. Chgo., Hum. Dev.

Susan Berger (Church), Peer attachment and social development, Northwestern, Education.

\*Leon Chestang (Perlman), Achievement and self-esteem among Black Americans: A study of lives, U. Chgo., Soc. Ser. Admin.

Lucille Dayton (Lee), Personality characteristics of sensitive and insensitive mothers, Garrett Theol. Sem.

\*\*Dr. Arlin's thesis won 1975 Pi Lambda Theta Distinguished Research Award.

- \*Philip Dreyer (Havighurst), Sex-role perception, psychological motives, and academic achievement among high school women, U. Chgo, Hum. Dev.
- \*Bruce Hare (Epps), The relationship of social background to the dimensions of self-concept, U. Chgo., Education.
- \*Carrell Horton (Cohler), Description and analysis of adjustment in Negro elementary school children as related to structural and non-structural family factors, U. Chgo., Hum. Dev.
- \*Doug Kim (Hovda), Inter-country adoptions: a study of adolescent self-concept formation of Korean children who were adopted by American families, U. Chgo., Soc. Ser, Admin.
- \*Gwendolyn Laroche (Bowers), Social competency in preschool and early mother-child relationships, Northwestern, Education.
- \*Billie Lazar (Fromm), Creativity, primary process manifestations and ego activity and passivity, U. Chgo., Education.
- \*Paddy, Lewis (Wepman), Self-concept of ability and academic achievement, U. Chgo., Education.
- Odette Martin (Kent), Curriculum and affect: a critical study of the images of the Black woman in Black literature, U. Chgo., Education.
- \*Renee Rabinowitz (Getzels), Personal causation, role-taking, and effectiveness with peers; a study of social competence in elementary school children, U. Chgo., Education.
- \*Barbara Sizemore (Peterson), The politics of decentralization--a case study of the public schools of the District of Columbia, 1973-76, U. Chgo., Education.
- Carolyn Smith (Epps), A study of persistence and non-persistence in community college in a sample of urban community college students, U. Chgo., Education.
- \*Bobby Wright (Wepman), An investigation of perceptual modality preference in black lower class children by the use of naturalistic and standardized methods, U. Chgo., Psychology.

Courses Taught to Date: (1)-(7), U. of Chicago; (7)-(14), Northwestern

(1) Personality Correlates of Learning in Children. The course focused upon the socialization of cognitive modes in children, and emphasized recent theoretical developments in the area of competence motivation.



- (2) The Life History: Black Experience. Offered occasionally, the course focused upon an idiographic approach to the study of black Americans as exemplified through past (Allison Davis, for example) and current (Rainwater, for example) research. Interview, biographical, and autobiographical material were used, and were frequently contrasted with empirical studies of racial attitudes.
- (3) Social Development in Childhood. Offered as an introductory course, the emphasis upon self definitions in relation to significant others; consideration was given to developmental processes in childhood associated with sociocognitive skills in young children.
- (4) Proseminar in Human Development: Life Cycle I, II, III. Taught on occasion with other members of Chicago's Human Development faculty. It was the introductory core to the field of human development.
- (5) Non-credit Seminar in Educational Psychology. Taught on occasion; it was primarily coordinated for purposes of introducing educational psychology students to the current research interests of faculty at U. Chicago's Department of Education.
- (6) Research in the Black Community. Taught on occasion; it always focused upon my ongoing research efforts in the black community.
- (7) Problems of Development and Early Childhood Education. The course examines the theory and method in regard to early intervention studies of minority group children; particular focus is on discussion of associated research. (Also, Seminar: Early Intervention Studies.)
- (8) Parenting and Childrearing. The course is viewed as an introductory course to the study of childhood development within the family. It is taught from the perspective of recent research and writing in childhood development.
- (9) Observation Methods for the Study of Parent-Child Interaction. The course is viewed as a research methods course for the study of parent-child interaction. It is designed as an advance graduate seminar.
- (10) The Role of Play in the Development of the Child. Focuses upon early development, with special attention to theory and research related to young children's play.
- (11) Developmental Theories of the First Five Years of Life. An introductory course to child development theory; this is the only course specifically designed for undergraduates.
- (12) Child Development in the Preschool and Elementary School Years: Focus is on observed teacher-pupil behaviors in the classroom, with special emphasis on the child's perspective

(13) Seminar: Attachment and Exploration. Focus is on parental behavior and social development; life-span perspectives on attachment.

(14) Intellectual Development in the Family. Focus is on early socialization, language development, and social cognition.

### Consultantships

#### ---University/Department Program Development

- 1969-70      Allied Health Program of the University of Connecticut,  
Storrs, Conn.
- 1974-5      Department of Human Development, School of Human Ecology,  
Howard University, Washington, D.C.
- 1978      Early Education, Program for the Handicapped Child,  
Governor State University, Park Forest, Illinois.

#### ---Research Committees/Projects

- 1970-71      Social Science Research Council, Subcommittee on Compensa-  
tory Education; Work Group on Self Concept.
- 1972      Socioemotional Factors in Early Infant Development,  
University of Florida, Gainesville, Florida.
- @
- 1974-75      Research project on Ecological Factors in the Psychosocial  
Development of Black Children, Meharry Medical College.
- 1975      Research project on child development and parenting,  
Department of Psychology, University of Southwestern  
Louisiana.
1975.      Research project at Parent-Child Development Center,  
New Orleans, Louisiana.
- 1978      Research project on the social and affective development of  
black children, Department of Psychology, Emory University,  
Atlanta, Georgia.
- 1978      Abt Associates, in Head Start program development and  
evaluation, and on planning national observational study,  
Cambridge, Massachusetts.
- 1978-      Member, Advisory Board, on survey research project on the  
mental health needs of Black Americans, Institute for Social  
Research, University of Michigan, Ann Arbor, Michigan.

---Education settings

1969-70 New Haven Public Schools, Consultant in Child Development.

1969-70 Graduate School of Education, University of Massachusetts, Amherst, Massachusetts, Consultant in Child Development.

1970-71 Woodlawn Experimental Schools Program, Chicago, Illinois.

1971-72 Chicago Institute for Psychoanalysis: Teacher Education Program.

1971-73 Sears Roebuck Foundation in a Planned Variation Project on Development of Youth as Infant Educators.

1972-73 United Charities Family Service Bureau of Chicago on Evaluation.

1979 Midwest Regional Program, Westinghouse Mental Health Services to Head Start Children.

Community Service

1969-70 Board of Directors, Elm Haven Day Care Center, New Haven, Connecticut.

1971-74 Board of Directors, Catalyst for Youth, Hyde Park, Chicago, Illinois.

1976-77 Board of Directors, Youth Ministeries: Young Life Urban Affairs, and North Park Seminary, Chicago, Illinois.

1978-79 Program Committee, Afro-American Family and Community Services.

1979 Keynote address to Head Start teachers as part of a Conference on Curriculum Development, coordinated by the College of Education, Roosevelt University, and sponsored by the Department of Human Services, Children and Youth Services Division, City of Chicago.

1980 Member, Day Care Task Force for Congressional Congresswoman Cardiss Collins (Chair: Black Congressional Caucus).

## RESUME OF LUKE TRIPP

### PERMANENT ADDRESS

9363 Richter  
Detroit, Michigan 48214  
Phone: (313) 571-8893

### CURRENT ADDRESS

400 Maynard, Apt. 604  
Ann Arbor, Michigan 48104  
Phone: (313) 665-3308

CAREER OBJECTIVE: A research and teaching position in a University

### EDUCATIONAL EXPERIENCE:

1974-1980      Ph.D. in Higher Education  
                 The University of Michigan  
                 Ann Arbor, Michigan 48109

1973-1974      M.A. in Higher Education  
                 The University of Michigan  
                 Ann Arbor, Michigan 48109

1960-1966      B.S. Unified Science (Math/Physics)  
                 Wayne State University  
                 Detroit, Michigan

1959-1960      Chemical Engineering  
                 St. Benedict's College  
                 Atchison, Kansas

### WORK EXPERIENCE:

1977-1980      Graduate Research Assistant  
                 Coalition for the Use of Learning Skills  
                 The University of Michigan

                 \*supervised three graduate research assistants  
                 \*analyzed academic data and wrote reports  
                 \*advised program directors

1971-1972      Part-time Instructor  
                 Black Studies Department  
                 Wayne County Community College

1966-1968      Engineer/Systems Programmer  
                 Northern Electric Company LTD  
                 1600 Dorchester Blvd, West  
                 Montreal 25, Quebec, Canada

                 \*wrote computer programs for components for an  
                 electronic switching system

### RESEARCH REPORTS:

Dissertation: "Post-graduate Experiences and Changes in  
Ideology of Black Students Who Attended An  
Elite Predominately White University."

### HONORS AND AWARDS:

1977-1978      Graduate Fellowship from the National Fellowships Fund

1973-1977      Graduate Fellowship from the University of Michigan

References available upon request.

NAME: John H. McClendon  
ADDRESS: 307 Adams Avenue  
Endicott, New York 13960  
PLACE OF BIRTH: Columbus, Ohio  
TELEPHONE: (607) 754-2273  
AGE: 30 Years  
DATE OF BIRTH: 9-14-49  
MARITAL STATUS: Single  
SEX: Male

EDUCATION:

High School	Dunbar - 2222 Richley, Dayton, Ohio
Date of Graduation	1967
College	Central State University, Wilberforce, Ohio
Date (1969-71)	B.A. - 1971
Major	Political Science and Black Studies
Graduate Study	
College	Howard University, Washington, D.C.
Major	Economic Development in African Studies
Date (1972-74)	
College	State University of New York, Binghamton, N.Y.
Major	Sociology - Graduate Study
Date (1976-77)	

EMPLOYMENT

State University of New York - Binghamton Coordinator Campos/Robeson tutorial Center - Chief Administration of the tutorial services for the Transitional Year Program. Duties include hiring and evaluating tutors, managing a staff of fourteen, budget reports, and planning cultural activities for Black and Latin students.

## EMPLOYMENT (Continued)

I designed and taught a course, Introduction to Afro-American Studies. This course offered in the Department of Afro-American and African Studies. The first course in the department to offer an interdisciplinary approach in the social sciences for incoming freshmen. Student evaluations of my teaching were all excellent except for one good rating.

I have designed a course which I will coordinate with community experts entitled, Blacks and Hispanics in Broome County.

Trotwood Madison Senior High, Trotwood, Ohio - December 1978-79  
Long Term Substitute in EMR (Educable Mentally Retard) Program.

Dayton Public Schools, Dayton, Ohio - 1978

I was employed as a teacher in the school years 1977-78 and 1978-79.

Institute for the Study of Educational Policy, Howard University - 1974-76

Research Associate - Research in Afro-American Education and Economic History.

Conducted research in Affirmative Action Legislation and a Survey in Black Colleges.

Research Contribution in the publication of three major monographs published.

Washington Technical Institute - 1973-74.

Special Lecture to Student Government Association in Afro-American History.

Howard University - September-June 1972-73.

Graduate Assistant in African Studies Program.

Central State University Upward Bound - August - 1971.

Taught African and Afro-American History

Scholarly Presentations at several institutions of higher education among which were:

Central State University, University of Dayton, Wright State University,  
Bowling Green, Ohio State University, Florida A & M University, Southern  
University, University of Texas, Columbia University, Harvard University,  
Howard University, North Carolina A & T University, University of New Mexico  
Texas Southern, Depauw University, Smith College, University of Texas

### MOST RECENT SCHOLARY PRESENTATION:

April 1980 - Martin Luther King: His Philosophy in Retrospect  
Trinity A.M.E. Zion Church, Binghamton, N.Y.

Nov. 1979 - SUNY - Binghamton Black Solidarity Day  
Black Students, Black Struggle and Black Solidarity

Oct. 1979 - The Association for the Study of Afro-American Life and History  
A materialist philosophical perspective of Afro-American  
intellectual inquiry.

Feb. 1979 - The Dayton Rehabilitation Center, Afro-American History and The  
Doctrine of Law and Order.

## SCHOLARLY PRESENTATIONS (Continued)

1977 - Afro-Latin American Week, SUNY, Binghamton, Afro-Latin Anti-Imperialist Solidarity.

1977 - Dept. of History and Black Studies, SUNY, Binghamton  
Guest Lecturer for Prof. Malik Simba in Afro-American History  
I gave a series of lectures in Afro-American History which included Interpretations of Materialist Reconstruction Histiography, World War I and the New Negro Movement, Current Trends in the Black Liberation Movement.

1977 - Dept. of Political Science, SUNY Binghamton  
The Afro-American and U.S. Social Science

March 1976 - Conference on Non-Alignment - Howard University, Non-Alignment and the Afro-American Liberation Movement.

November 1975 - Dept. of Sociology, Howard University  
Dialectical Materialism and the Sociology of Knowledge

April 1975 - Conference of the African Heritage Studies Association  
The Impending Depression: Ideological Dimensions of the Present Economic Crises.

## PUBLICATION:

• Assistance in Dr. John E. Fleming's

The Lengthening Shadow of Slavery and The Changing Mood in America:  
Eroding Commitment by Dr. Faustine Jones

Both of these monographs were published under the auspices of the Institute For the Study of Educational Policy in 1977.

## OUTSTANDING ACHIEVEMENTS: -

President of the Student Government Association of Central State University  
(1970-1971)

Graduated with honors.

# UNIVERSITY OF ILLINOIS

CHICAGO CIRCLE CAMPUS • MEDICAL CENTER CAMPUS • URBANA-CHAMPAIGN CAMPUS

## PERSONAL HISTORY AND PROFESSIONAL EXPERIENCE

Photograph optional.

If there is not sufficient space under any heading on this form to supply information requested, please insert a supplementary statement.

NAME IN FULL (do not use initials) Douglas Velzson Davidson

Present address \_\_\_\_\_ Phone \_\_\_\_\_

Home address P.O. Box 114 Vandalia, Michigan 49095 Phone 476-2581

Place of birth Hattisburg, Mississippi Date of birth 7-6-42

Are you a citizen of U.S.A.? YES (If you are a citizen by naturalization or have declared your intention to become naturalized, submit evidence thereof.)

Single ☒, married \_\_\_\_\_, widow(er) \_\_\_\_\_ Number of children 1 Other dependents \_\_\_\_\_

State of health Excellent Social Security Number 363-46-3420

Physical defects, if any NONE Height 6'2" Weight 205

All new employees of the University, unless excepted by the President, are required to present medical evidence of their capability to perform the duties associated with the position sought, as prescribed by the Director of the Campus Health Service.

### ACADEMIC TRAINING: (Give names of institutions attended and other information specified below)

A. JUNIOR COLLEGE	Dates Attended (Inclusive)	Major	Minor	Degree	Date of Degree

### B. COLLEGE OR UNIVERSITY (List graduate work in (c) below)

<u>Tougaloo College</u>	<u>9/61-6/65</u>	<u>Sociology</u>	<u>History</u>	<u>B.A.</u>	<u>6/65</u>

### C. GRADUATE OR PROFESSIONAL SCHOOL

<u>Illinois Institute of Technology</u>	<u>9/65-6/68</u>	<u>Sociology</u>	<u>-</u>	<u>M.S.</u>	<u>6/68</u>
<u>UNIV. OF CALIFORNIA - BERKELEY</u>	<u>6/68-12/80</u>	<u>Sociology</u>	<u>RK Stds</u>	<u>Ph.D.</u>	<u>12/80</u>

### D. PROFESSIONAL DEGREES OR LICENSES

(Such as bar, public accounting, Illinois medical license number, etc.)




# PROFESSIONAL TEACHING, BUSINESS OR OTHER EXPERIENCE:

(Give names of positions held (title, rank, etc.) in chronological order, employers, dates, types of work, special responsibilities. Include internship, residency training and military service.)

Position, Employer and Location  
Institution or Place

Dates

Types of Work (Including Subjects Taught).  
Administrative or Other Special Responsibilities

- |  |             |   |
|--|-------------|---|
| 1) ASSOC. PROF. - ATLANTA UNIV. - SCHOOL OF SOCIAL WORK - ATLANTA, GA.   | 9/71 - 8/72 | CHAIRPERSON - HUMAN BEHAVIOR CONCENTRATION - Taught HUMAN BEHAVIOR / BLK. FAMILY / SEMINAR                                |
| 1) DIRECTOR BLK. STUDIES / LECTURER SOCIOLOGY - U-MASS. / BOSTON - BOSTON, MASS.                                 | 9/72 - 7/74 | DIRECTED BLK. STUDIES PROGRAM, TAUGHT - RACE & ETHNIC RELATION, BLK. FAMILY / SOCIOLOGY OF COLONIALISM.                   |
| 1) CHAIRMAN - BLK. STUDIES DEPT. / ASST. PROF. OF BLK. STUDIES / AMHERST COLLEGE / AMHERST, MASS.                | 8/74 - 7/79 | TAUGHT - SOCIAL CLASSES IN BLK. COMMUNITY / BLK. FAMILY, SOCIOLOGY OF COLONIALISM / INTRO. TO BLACK STUDIES / SENIOR SEM. |
| 1) VISITING ASST. PROF. - SCHOOL OF SOCIAL SCIENCES - HAMPSHIRE COLLEGE / AMHERST, MASS.                         | 8/79 - 1/81 | TAUGHT: SOCIAL CLASSES IN BLK. COMMUNITY / BLK. URBAN COMMUNITY / SOC. OF COLONIALISM                                     |
| 1) PROJECT COORDINATOR - BLACK STUDIES CURRICULUM DEVELOP. PROJECT - INSTITUTE OF THE BLACK WORLD / ATLANTA, GA. | 1/81 - 8/82 | COORDINATED day-to-day details OF NATIONAL BLACK STUDIES REVIEW AND EVALUATION OF CURSE SYLLABI                           |
| PRESENT POSITION: PROJECT COORDINATOR - INST. OF BLK. WORLD / ATLANTA, GA.                                       | 1/81        | DEPT. OF ED. GRANT \$18,500.00 / 12 MOS.  |
| <del>VISITING ASST. PROF. / BLACK STUDIES</del>  |             |   |

POSITION FOR WHICH YOU ARE A CANDIDATE:

VISITING ASST. PROF. / BLACK STUDIES

## RESEARCH EXPERIENCE: (Major researches and plans for significant new research)

- 1) SOCIOLOGICAL CLASS THEORY, BLACK CULTURE, AND BLACK MIDDLE-CLASS (Ph.D. THESIS)
- 1) CURRICULUM DEVELOPMENT IN BLACK STUDIES
- 1) THE BLACK GRADUATE STUDENT EXPERIENCE
- 1) COMPARATIVE RACE RELATIONS OR THE SOCIOLOGY OF COLONIALISM
- 1) THE POLITICAL - ECONOMY OF BLACK CULTURE
- 1) DEVELOPING THE THEORETICAL CONCEPT OF PAN-AFRICAN MARXISM AS MAJOR TOOL OF ANALYSIS FOR BLACK STUDIES SOCIOLOGISTS
- 1) COMPARATIVE BLK. URBANIZATION IN AFRICA AND DIASPORA
- 1) ETHNIC STRATIFICATION

SCHOLARSHIPS, PRIZES, HONORS OR OTHER RECOGNITION:

FOUR <sup>YEAR</sup> ATHLETIC SCHOLARSHIP - UNDERGRADUATE  
ILLINOIS INSTITUTE OF TECHNOLOGY GRADUATE FELLOWSHIP  
UNIVERSITY OF CALIFORNIA MINORITY GRADUATE STUDENT FELLOWSHIP  
WHO'S WHO AMONG BLACK COLLEGE UNDERGRADUATES

PUBLICATIONS: (Attach complete list, with references, if space below is inadequate; if available, submit copies of principal publications.)

Books

Major Articles

"LIBERAL SOCIOLOGY AND BLK CULTURE" - BERKELEY JOURNAL OF SOC. 1969  
"THE FURIOUS PASSAGE OF THE BLACK GRADUATE STUDENT", BERKELEY JOURNAL OF SOC. 1970  
"LIBERAL IDEOLOGY AND BLACK EDUCATION", JOURNAL OF AFRO-AM. ISSUES. 1974  
"THE SOCIOLOGY OF OPPRESSED CULTURES", REVIEW OF BLACK POLITICAL-ECONOMY  
"REFLECTIONS ON BLACK STUDIES AND TENURE" REVIEW OF BLACK POLITICAL ECONOMY, 1979  
"BLACK SOCIOLOGISTS: A CRITICAL PERSPECTIVE", FIVE COLLEGE CONTRIBUTIONS 1979

FOREIGN LANGUAGES AND EXPERIENCES:

Language other than English spoken readily:

Read readily:

Teaching or Business Experience in Foreign Country:

MAJOR OFFICES HELD IN HONOR SOCIETIES, IN LEARNED AND PROFESSIONAL ORGANIZATIONS

SUPPLEMENTARY INFORMATION, INCLUDING CRITICAL NOTICES OR APPRAISALS OF YOUR WORK

REFERENCES: (Names and addresses of five or more persons from whom information concerning your professional training and success may be obtained.)

Name DR. Robert Blanner

Address Dept. of Sociology - Univ. of California, Berkeley

Name DR. Troy Duster

Address Dept. of Sociology - Univ. of California, Berkeley

Name DR. Howard Taylor, Chairperson

Address Black Studies Dept. - Princeton University, Princeton, N.J.

Name DR. Juelynne Dodson

Address Dean of Seminary Life, Union Theological Seminary, N.Y.C.

Name DR. Fred Weaver

Address School of Social Sciences, Hampshire College, Amherst, Mass.

ARE YOU RELATED, BY BLOOD OR MARRIAGE, TO ANY MEMBER OF THE BOARD OF TRUSTEES, FACULTY OR STAFF OF THE UNIVERSITY OF ILLINOIS?

NO If so, give details.

SIGNATURE

Douglas V. Davidson

DATE

8/18/82

Resume

ALICE ANITA DECK

Home: 920 High Street #1  
Grinnell, Iowa 50112

Office: English Department  
Grinnell College  
Grinnell, Iowa 50112  
(515) 236-~~6181~~, ext. 648

2833

EDUCATION

State University of New York at Binghamton  
Ph.D. Comparative Literature May, 1980  
Dissertation title: "I am Because We are": Four Versions of the  
Common Voice in African and Afro-American  
Autobiography

State University of New York at Binghamton  
M.A. Comparative Literature May, 1975

Spelman College, Atlanta, Georgia  
B.A. French May, 1972

MEMBERSHIP IN  
PROFESSIONAL  
ORGANIZATIONS

African Literature Association  
College Language Association  
Langston Hughes Society, Secretary/Treasurer  
Modern Language Association  
The National Association of Interdisciplinary Ethnic Studies

HONORS AND  
AWARDS

NEH Summer Seminar for College Teachers, June 8 - July 31, 1981  
Director: James Olney  
"Autobiography: A Trans-Disciplinary Approach"  
University of North Carolina at Chapel Hill

May, 1980 Certificate of Service presented by The Black Student  
Union of the State University of New York at Binghamton: "Most  
Outstanding Instructor"

1977-78 Dissertation Year Award from the National Fellowships  
Fund, Atlanta, Georgia

Who's Who Among Students in American Universities and Colleges,  
43rd edition, 1976-77

LANGUAGES

Reading ability in French and Spanish

AREAS OF  
INTEREST

African and Afro-American Literature  
Post Renaissance French and English Literature  
Literary Translation (French to English)

SPECIAL  
TRAINING

Certificate in Translation, May 1977, Awarded by Translation  
Program of the Department of Comparative Literature, State University  
of New York at Binghamton

TEACHING  
EXPERIENCE

Assistant Professor, English Department  
Grinnell College, Grinnell, Iowa  
Fall 1980 to the present

Lecturer, Department of African and Afro-American Studies, State  
University of New York at Binghamton, 1979-80

TEACHING EXPERIENCE (cont'd)	Instructor, Department of English, State University of New York College at Cortland, 1978-79														
	Graduate Assistant, Department of Comparative Literature, State University of New York at Binghamton, Spring Semester, 1976														
PUBLICATIONS	"African Literatures in Western Languages: Types of Translation" Council on National Literatures, <u>Quarterly World Report</u> , vol 5 number 1/2 January/April, 1982														
	Review published in July, 1981 edition of <u>Explorations in Ethnic Studies</u>														
(forthcoming)	Biographical essay on Toni Cade Bambara in the <u>Dictionary of Literary Biography</u> , volume on Afro-American Writers														
PANELS	Discussant at the Mid-West Regional Conference of the National Association of Interdisciplinary Ethnic Studies, October 29, 1981, Iowa State University, Ames, Iowa														
	Paper read at the meeting of the Council on National Literature, December, 1981. "African Literature in Western Languages: Types of Translation." Meeting held at the 1981 conference of the Modern Language Association														
TRAVEL AND WORK EXPERIENCE	<table border="0"> <tr> <td style="padding-right: 20px;">Fall 1977 - Spring 1978</td> <td>Resident Counselor in Graduate Dormitory, S.U.N.Y. at Binghamton</td> </tr> <tr> <td>Fall 1976 - Spring 1977</td> <td>Graduate Intern in the Office of Academic Advising Services, S.U.N.Y. at Binghamton</td> </tr> <tr> <td>Fall 1976 - Spring 1977</td> <td>Resident Counselor in Graduate Dormitory, S.U.N.Y. at Binghamton</td> </tr> <tr> <td>Fall 1974 - Spring 1975</td> <td>Head Resident of a Freshman Dormitory S.U.N.Y. at Binghamton</td> </tr> <tr> <td>Fall 1973 - Spring 1974</td> <td>Resident Counselor in Graduate Dormitory S.U.N.Y. at Binghamton</td> </tr> <tr> <td>Summer, 1975</td> <td>Studied and travelled in and around Besancon, France</td> </tr> <tr> <td>Summer, 1973</td> <td>Studied and travelled in and around Liberia and Nigeria, West Africa</td> </tr> </table>	Fall 1977 - Spring 1978	Resident Counselor in Graduate Dormitory, S.U.N.Y. at Binghamton	Fall 1976 - Spring 1977	Graduate Intern in the Office of Academic Advising Services, S.U.N.Y. at Binghamton	Fall 1976 - Spring 1977	Resident Counselor in Graduate Dormitory, S.U.N.Y. at Binghamton	Fall 1974 - Spring 1975	Head Resident of a Freshman Dormitory S.U.N.Y. at Binghamton	Fall 1973 - Spring 1974	Resident Counselor in Graduate Dormitory S.U.N.Y. at Binghamton	Summer, 1975	Studied and travelled in and around Besancon, France	Summer, 1973	Studied and travelled in and around Liberia and Nigeria, West Africa
Fall 1977 - Spring 1978	Resident Counselor in Graduate Dormitory, S.U.N.Y. at Binghamton														
Fall 1976 - Spring 1977	Graduate Intern in the Office of Academic Advising Services, S.U.N.Y. at Binghamton														
Fall 1976 - Spring 1977	Resident Counselor in Graduate Dormitory, S.U.N.Y. at Binghamton														
Fall 1974 - Spring 1975	Head Resident of a Freshman Dormitory S.U.N.Y. at Binghamton														
Fall 1973 - Spring 1974	Resident Counselor in Graduate Dormitory S.U.N.Y. at Binghamton														
Summer, 1975	Studied and travelled in and around Besancon, France														
Summer, 1973	Studied and travelled in and around Liberia and Nigeria, West Africa														

CURRICULUM VITAE

Name: Gerald A. McWorter

Home Address: 608 W. Iowa  
Urbana, Illinois 61801  
U.S.A.

Telephone: (217) 337-1188

Office Address: Afro-American Studies and Research Program  
University of Illinois  
1205 W. Oregon  
Urbana, Illinois 61801  
U.S.A.,

Office Telephone: (217) 333-7781

Date of Birth: November 21, 1942

Family Status: Divorced, one child

Education: B.A. (Sociology and Philosophy) Ottawa  
University (1963)

M.A. (Sociology) University of Chicago  
(1966)

Summer Study, Institute of African Studies  
University of Ghana (Summer, 1970)

Ph.D. (Sociology) University of Chicago  
(1974)

Occupational History:  
(Current Positions) Associate Professor of Sociology (1979-  
present)  
Director, Afro-American Studies and  
Research Program (1979-present)  
University of Illinois

Research Experience: Acting Director, Center for Black Studies,  
University of California at Santa Barbara  
(1976-77)

Director, Afro-American Studies Program  
Fisk University, Nashville, Tennessee  
(1970-75)

Dissertation Research  
Adjunct Student  
University of Chicago (1969-70)

Founder-Senior Staff Member  
Institute of the Black World  
Atlanta, Georgia (1968-69)

Senior Research Staff Member  
Center of Afro-American Studies  
Fisk University, Nashville, Tennessee  
(1967-68)

Assistant Study Director  
National Opinion Research Center  
University of Chicago (1966-67)

Research Assistant  
National Opinion Research Center  
University of Chicago (1963-66)

Teaching Experience:

Associate Professor of Black Studies  
University of Illinois at Chicago Circle  
(1975-79)

Visiting Associate Professor of Sociology  
University of California at Santa Barbara  
(1976-77)

Associate Professor of Sociology  
Fisk University (1970-75)

Visiting Professor of Afro-American Studies  
University of California at Los Angeles  
(1973)

Assistant Professor of Sociology  
Spelman College  
Atlanta University Center (1968-69)

Assistant Professor of Sociology  
Fisk University (1967-68)

Instructor in Sociology, Liberal Arts  
College, Roosevelt University, Chicago,  
Illinois (1965-66)

Teaching Assistant, Department of Philosophy  
Ottawa University (1962-63)

Masters Thesis:

"Structure and Process of the Contemporary  
Civil Rights Movement."

Ph.D. Dissertation:

"Social Integration and the Legitimacy of  
Black Social Protest."

Selected Published  
Books and Articles:

"Freedom Day II in Chicago" (Integrated  
Education) Vol. II, No. 4 (August -  
September, 1964), pp. 34-43, with Rivera  
and Lillienstein.

"Sub-Community Gladiatorial Competition: Civil Rights Leadership as a Competitive Process," Social Forces 46 (September, 1967), pp. 8-21, with Robert Crain.

The Politics of School Desegregation (Chicago: Aldine Publishing Company, 1968), with Crain, Inger, and Vanecko.

"Deck the Ivy Racist Halls: The Case of Black Studies," in Black Studies in the University, ed. by Armstead Robinson, et. al., (New York, Bantam Books, 1969).

"Ideology of Black Social Science," in Black Scholar, Vol. I, No. 2 (December, 1969), pp. 28-35.

"Common Problems, Common Solutions: Toward a Pan African Ideology," Journal of Black Poetry, Vol. I, No. 14 (1970-71), pp. 23-30.

"1970's: What Must Be Done By Black Students" Black Lines, Vol. I, No. 4 (Summer, 1971), pp. 35-41.

Toward A Scientific Approach to Black Liberation (Peoples College Press, 1974).

Toward Ideological Clarity of the African Liberation Support Committee (1974) with Nelson Johnson.

Selected Bibliography of Black Sociologists (Center for Black Studies, University of California at Santa Barbara, March 1977).

Introduction to Afro-American Studies (2 volumes) (Senior Author) (Chicago: Peoples College Press, 1977).

Selected Working Bibliography in Black Studies (40 pages) (Senior Author) (Center for Black Studies, University of California at Santa Barbara, February, 1977).

"Racism and the Numbers Game: Black People and the 1980 Census," Black Scholar Vol. 11, No. 4 (March-April, 1980) pp. 61-71.

National Report on Curriculum Standards (National Council for Black Studies, June 1980). (Co-authored as member of committee).



"Racism and the Numbers Game: A Critique of the Census Enumeration of Black People and A Proposal for Action" in Black People and the 1980 Census: Proceedings From A Conference on the Population Undercount (Chicago: Illinois Council for Black Studies and the Chicago Center for Afro-American Studies and Research, 1980), pp. 85-171.

A Guide to Scholarly Publishing in Black Studies Periodicals (Chicago Center for Afro-American Studies, 1980).

"Resource Allocation and Funding" in Black English and the Education of Black Children and Youth: Proceedings of the National Invitational Symposium on the King Decision, edited by Geneva Smitherman (Detroit: Center for Black Studies, Wayne State University Press, 1981).

The Professionalization of Achievement in Black Studies (a report on Ranking Black Studies in Universities and Colleges) (Chicago Center for Afro-American Studies, 1981).

"Social Origins of the Scientific Study of Black Children and Families" (with Diana Slaughter) as a chapter of forthcoming volume edited by M. Spencer, W. Allen, and G. Brookins on Black Child Development. (Also published as Afro-Scholar Working Paper #6, of the Afro-American Studies and Research Program at the University of Illinois).

Articles/book reviews in Black World, Muhammad Speaks, Black Arts Bulletin, Sociological Focus, Struggle, Rhythm, Kansas City Call, African World, Ecentric, Black Scholar, Nommo, Fisk Forum, etc.

#### Unpublished Manuscripts and Research Reports:

Ideology and Scientific Theory in the Pan African Liberation Movement (1970).

Black Liberation and the Class Struggle: The Student Movement (1972). Presented to a seminar on student movements in Cuba, Vietnam, and the U.S.A.

The Political Education of Black Youth: Six Essays (1973).

Notes on Political Murder: A Study of Police Killing of Two Students at Southern University (1973).

Notes on New China (300 pages). Documentary account of 3 weeks in the Peoples Republic of China (1975).

"A Summation and Critique of the Sociological Work of Oliver Cox (1901-1974)" (1977).

"Dependencey Versus Dialectis: Two Lines of Analysis on the Afro-American National Question" (Presented to Black Studies Symposium, University of California at Berkeley) (1977).

"The Deepening Crisis of Blacks in Sociology" (Presented to 6th Annual Program, Association of Black Sociologists, 1977).

Imperialism and Black Liberation: Historical Analysis of Afro-American Support for African Liberation (1977). 400 page monograph.

Current Research:

Class Structure of Afro-American People.

Professionalization of Afro-American Studies as an academic field.

Historical Analysis of Black Liberation Movement.

Professional Activitiy:

Papers read at meetings of the American Sociological Association, American Anthropological Association, African Studies Association, African Heritage Studies Association, Society for the Study of Afro-American Life and History, Association of Black Studies, National Conference of Black Studies, National Conference of Black Political Scientists and National Council for Black Studies and several others.

Lectures at the following schools: University of Chicago, University of Illinois, Cornell University, Wesleyan University, Yale University, Rutgers University, Princeton University, Atlanta University, North Carolina A & T, Shaw University, University of Michigan, and many others.

During the 1980-81 academic year lectures/ panel presentations were made at the following: Purdue University, Delaware State College, Seton Hall University, Wabash College, Stanford University, Fisk University, National Council for Black Studies, Richland Community College, Wayne State University, California Black Faculty and Staff Statewide Meeting, State University of New York at New Paltz, Eastern Illinois University, and Illinois Council for Black Studies.

Activities Related to the  
Development of Afro-American  
Studies:

Founder and Chairperson, Organization of Black American Culture (1965-67) with Hoyt Fuller and Conrad Rivers. (Originally called the Chicago Committee on the Arts).

Guest Editor, Special annual issues on "The Black University," Black World (1967-68-69).

Presented five lectures in nationally televised series on History of Afro-Americans jointly sponsored by Columbia University and C.B.S. (lecture taped Summer, 1967, shown 1967-68, now available on 16 mm film).

Founder and Senior Staff, Institute of the Black World (1968-69), Directed the first national summer seminar in Black Studies.

Member, Committee on Afro-American Studies, Social Science Research Council (1968-69).

Founding Board Member, Black Scholar (1969-present).

Black Studies Consultant, Ford Foundation (1968-69).

Executive Board, Association of Black Sociologists (1976-79).

Founder and Executive Board Member, Association of Afro-American Educators (1967-69).

Editorial Board, Journal of Black Studies (1974-present).

Presented Plenary Address, National Conference on the Bakke Case, Affirmative Action and the Professions, College of Medicine, Howard University (November 19-20, 1977).

Member, National Curriculum Committee, National Council for Black Studies (1979-present).

Chairman, Committee on Methodology, National Council for Black Studies (1980-present).

Chairperson, Illinois Council for Black Studies, 1981-82.

Chairperson, National Advisory Board, Research in Afro-American Studies (a new reference journal, 1981-85).

Member, National Advisory Board, Detroit Institute for Urban Policy Research, 1981-84.

#### National Activities:

Co-Chairman, Professional Workshop, First Black Power Conference, 1967, Newark, New Jersey.

Plenary Speech at Founding Conference of African Heritage Studies Association (1969) Howard University.

Chairman of the Board, Southern Educational Program (1969-71).

Advisory Committee on "Future of Black Colleges," American Academy of Arts and Sciences (1971).

National Committee to Inquire into the Deaths of Two Southern University Students (1972).

National Executive Committee, African Liberation Support Committee (1973-74).

Organizer, National Planning Conference of the Year to Pull the Covers Off Imperialism Project, 1975, Fisk University. (See the following issues of Black Scholar for articles by and about the project and conference: November 1974 and January 1975).

Who's Who Among Black Americans, 1980-81.

**International Activities:**

Vice-Chairman, International Committee on the Church and Society, World Council of Churches (1965-67). Attended and gave talks at International Conferences:

- 1965: Geneva, Switzerland
- 1966: Uppsala, Sweden
- 1967: Canterbury, England

**Study/Travel**

- a. Caribbean (1966) mainly Puerto Rico, Haiti and Virgin Islands
- b. Bahamas (1969)
- c. West Africa (1970), 6 countries
- d. East Africa (1971), 4 countries
- e. Cuba (1972)
- f. German Democratic Republic and Soviet Union (1973)
- g. Peoples Republic of China (1974)

**Lectures**

- a. Ottawa University, Canada (1965)
- b. Teachers College of Dar es Salaam, Tanzania (1971)
- c. University of Havana, Cuba (1972)
- d. McGill University, Canada (1973)
- e. University of West Indies, Jamaica (1980)

Delegate and Speaker (one of three) representing the U.S.A. at an international colloquium on "Black Civilization" during the 2nd World Festival of Black and African Arts and Culture (Lagos, Nigeria), (Jan. 15 - Feb. 12, 1977).

Addendum

Elected Vice Chair (1982-84)  
Chair Elect (1984-86) to National  
Council for Black Studies

General Editor of Proceedings of  
6th Annual National Conference  
Papers, National Council for Black  
Studies

"Academic Excellence and Social  
Responsibility: Notes on a Theory of  
Black Studies"  
Minority Voices, Vol. 5, No. 1 (Spring  
1982), pp. 45-51

## RESOURCES:

1. The recent trend in budget allocations from LAS for Afro-American Studies reflects three key developments:
  - a. For FY 80 McWorter negotiated an 100 percent increase in the expense line, from \$10,000 to \$20,000.
  - b. For FY 83 there was a 25 percent reduction in the expense line although McWorter taught an overload course in Unit One and transferred the money to that budget line
  - c. Further budget adjustments (hopefully increases) will be made after the COPE review.
2. Basic needs are definately going unmet. Therefore, an increase in funding is essential to maintain our overall quality. The additional funding we require is as follows:
  - a. Increase expense line by \$10,000
  - b. Increase wages line by \$2,500
  - c. Allocate a one-time equipment expenditure to cover the following:
    - (1). Microfilm reader
    - (2). Computer terminal
    - (3). Small word processor
  - d. Rehab semi-finished basement space into storage of publications and office space for graduate students. This will free up an additional faculty office.
  - e. The two lines (2 FTE) currently being funded by our FIPSE grant should be replaced by at least one line (1 FTE) with state funds so that our program can be maintained at its current research cpability.

### 3. Budget, 1979-1983

#### BUDGETS

<u>EXPENSE</u>	<u>YEAR</u>
	<u>1979-80</u>
Academic	
Clerical (nonac)	\$ 61,540
Wages	4,562
Expense	<u>20,000</u>
TOTAL	\$ 86,102
	<u>1980-81</u>
Academic	
Clerical (nonac)	\$ 82,482
Wages	5,381
Expense	<u>20,740</u>
TOTAL	\$ 108,603
	<u>1981-82</u>
Academic	\$ 83,906
Clerical (nonac)	19,041
Wages	5,840
Expense	<u>21,570</u>
TOTAL	\$ 130,357
	<u>1982-83</u>
Academic	\$ 56,354
Clerical (nonac)	20,697
Wages	3,340
Expense	<u>19,070</u>
TOTAL	\$ 99,461



<u>EXPENSE</u>	<u>YEAR</u>
	<u>1983-84</u>
Academic	\$ 38,435
Clerical (nonac)	21,150
Wages	3,435
Expense	<u>19,833</u>
TOTAL	\$ 82,853

## Resources

4. What external financial support has the program generated over the past three years?

<u>AGENCY</u>	<u>DATES</u>	<u>AMOUNT</u>
1. Illinois Humanities Council "Black Film: A Critical Perspective"	1980-81	\$ 23,465
2. Funding for the Improvement of Post Secondary Education	1981-84	246,000
3. Committee for Institutional Cooperation and Lilly Foundation "Institute for Social Science Faculty at Historically Black Colleges"	1981	41,000
4. National Endowment for the Humanities "Methodological Advances in Afro-American Studies"	1983	9,976
5. Sale of Publications AFRO SCHOLAR WORKING PAPERS	1982-83	1,010
6. Wabash College "Faculty Lectures and Program Development Consultation in Afro- American Studies"	1980-81	5,000
7. University of Mississippi "Proposal Development Travel Grant"	1980-81	2,400

## ACCOMPANYING DOCUMENTS

1. AFRO SCHOLAR Volume 1 1980-81  
(Newsletter and Working Papers)
2. AFRO SCHOLAR Volume 2 1981-82  
(Newsletter and Working Papers)
3. AFRO SCHOLAR Volume 3 (unbound) 1982-83  
(Newsletter and Working Papers)
4. National Council for Black Studies  
1982 Conference Proceedings
5. Guide to Scholarly Journals in Black Studies
6. NCBS 6th National Conference Program
7. Final Report, 3rd Annual CIC Summer Institute for Social  
Science Faculty from Historically Black Colleges
8. The Professionalization of Achievement in Black Studies:  
A Report on Ranking Black Studies in Universities and  
Colleges 1981
9. The Crisis of Consolidation Facing Black Studies in the  
1980s: Black Studies in Illinois
10. Diana T. Slaughter, Early Intervention and its Effects on  
Maternal and Child Development (see page 82 for  
acknowledgement of support to our program)
11. John McClendon, "The Afro-American Philosopher and the  
Philosophy of the Black Experience: A Bibliographic  
Essay on a Neglected Topic in Both Philosophy and Black,"  
SAGE Race Relations Abstracts Volume 7, Number 4  
November 1982

## APPENDIX:

Written by Edna Medford (1977) and revised by Glen Jordan (1983).

### History of Afro-American Studies at the University of Illinois, Champaign-Urbana

Illinois is one of the leading states in the U.S. 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. Chicago ranked second to New York City with 25,033 Black students in 1970. It is understandable, therefore, that the Black Studies movement in Illinois over the past decade has been an integral and important component of the national movement.

The development of Black Studies in Illinois has reflected the national pattern of (1) innovation, (2) experimentation, and (3) efforts toward 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--this all too often in an atmosphere largely characterized by budget cuts, hiring freezes, and various other obstacles. The life of the Afro-American Studies and Research Program has reflected these phases of development. However, our Program is currently developing as a major force in the effort to consolidate the gains Afro-American Studies programs, centers and departments have made and to insure, by way of standardized curricula and academic excellence, that Afro-American Studies becomes an integral part of the academic community.

#### Innovation

Some form of Afro-American Studies has existed on the U of I Champaign-Urbana campus since 1969. An interest in establishing a formal program of courses exploring the Black Experience originated soon after the implementation of "Project 500," an intense recruitment effort to increase the number of

Black students enrolled at U of I. It is said that as a result of this recruitment effort, more Black students were brought to the U of I campus than the total number that had attended the University previously.

When the initial "500" arrived in the fall of 1968, there was only one course that focused on the Black Experience, and Afro-American faculty numbered only ten. Black students soon issued demands for more relevant courses and for more University involvement in activities they considered significant. In response to these demands, and because of the development of Afro-American Studies programs at other prestigious white institutions, U of I administrators decided the possibility of implementing a formal program for this campus should be investigated. Thus, in February, 1969, the then Chancellor, Jack Peltason, established a primarily investigatory body known as the Faculty-Student Commission on Afro-American Life and Culture. Chaired by Professor Robert Eubanks of the Civil Engineering Department, the Commission's principal tasks included that of determining the advisability of establishing "a center, institute, or other unit serving to focus and direct a continuing academic program of Afro-American concern and sensitivity."

On July 23, 1969, after deliberating for approximately four and one-half months, the Commission's interim report recommended against formally institutionalizing such a unit. Instead, it recommended that the Commission be permitted to continue to carry out the function of coordinating Afro-American activities on the U of I campus. A statement issued by the Black Faculty and Staff Association supported these two points.

By the time of the interim report it was apparent that the Commission's activities were much broader than its initial charge. It offered various departments and academic units aid in the recruitment of faculty and graduate students with interests in Afro-American Studies, assisted in acquiring funds for research

programs, provided support for new courses, attempted to facilitate the development of Afro- American holdings in the University Library system and assumed responsibility for Afro-American cultural programs and community service activities.<sup>8</sup>

The Faculty-Student Commission initially did not have a specific budget. Expenses (mostly for the Cultural Center) were approved by the Chancellor's Office as they arose. Much of the money was spent for operation of the Cultural Center's programs and activities.

In operation from February 1969 to February 1970, the Commission initially consisted of three Black students, four Black professors, and three white professors. The operation of the Commission seldom went smoothly, as the interests of student and faculty members frequently diverged.

After several months, increasing membership (it eventually reached 14) and a broadened role made the Commission a bit unwieldy. In February 1970, the Chancellor disbanded the Commission and a new body, the Afro-American Studies Commission, was formed.

#### Experimentation

It was proposed that the Afro-American Studies Commission be organized around three branches: the Academic Program, the Cultural Program, and a branch concerned with public service activities. It was intended that each branch would have its own director who reported to the Executive Director of the Commission. Ms. Val Gray was hired in August, 1969 to head the Cultural Program; directors for the Academic and Public Service Programs were not found until 1970 when Dr. Delano Cox became head of the Academic branch (Sept. 1970) and Mr. Rochell Broome was appointed to direct the Public Service branch (Nov. 1970). Membership on the Commission consisted of these three directors, the Executive Director (Dr. Renford Gaines from Feb.-Aug. 1970 and Professor Robert Eubanks as acting director from Aug.-Oct. 1970), a student

elected by the Black Student Association and two community representatives.

During its brief duration (approximately one year) the Afro-American Studies Commission continued the effort to recruit Black faculty, assisted in the implementation of new courses, lent support to new research programs, continued to financially support library acquisitions, and co-sponsored the Afro-American Lecture Series with the College of Liberal Arts and Sciences (L.A.S.). Many of the thirteen courses associated with the lecture series received direct support from the Commission.

This Commission, like its predecessor, was not immune from internal bickering and external discontent. Around October 1970, the Black student body called for the elimination of the position of executive director of the Commission. As a result of student pressure, the acting executive director, Professor Robert Eubanks, resigned. The search for a permanent director was discontinued and the Commission's three branches became semi-autonomous programs that reported directly to the Vice Chancellor.

By the time that the second Commission was dissolved, Dr. Cox had already taken charge of the Academic Program. The activities with which the Program was connected during the one-year Cox administration were similar to those carried out by the two commissions. Black faculty recruitment was still a major concern and much effort was expended toward this end. The Academic Program also assisted in the revamping of the LAS Lecture Series. In addition, the Program supported a review of the university library's Afro-American holdings, provided video-taping of the Afro-American Culture Lecture Series, and sponsored the publication of "Perspectives in Change: Five Papers on Aspects of Contemporary Negro Culture in the United States." These papers were written by U of I students.

Dr. Cox resigned in September 1971. He was replaced by Dr. Walter Strong. The objectives of the Program, as outlined by Strong, were not

dissimilar from previous years: eg., giving aid to departments in recruiting Black faculty for all areas of the campus, working to broaden academic course offerings, insuring the growth and use of the Afro-American library collection.

During the second year of the Strong administration, the Program continued to sponsor lectures, symposia, colloquia, etc.; assisted in the recruitment of Black faculty; and encouraged Black community-related research. It was during this period that Irepodun, the Black Student Yearbook, was published with Program support and that the Program staff compiled and published an information booklet on Afro-American Studies at the u of I. The budget was approximately \$55,840. There were 2.75 academic appointments and 2.00 non-academic.

At the end of Walter Strong's second year, the Program came under the directorship of Mrs. Ora Brown, who served as interim director for one year.

During Mrs. Brown's directorship, the Program submitted a proposal to make LAS 199: Visiting Lecturer Series a regularly sponsored two semester course. Entitled "Introduction to Afro-American Studies I and II," it was designed to be offered by an academic department in the College of LAS or some other appropriate college. As a result of this proposal, two courses were eventually implemented: Anthropology 161 and 162.

Total budget during this year was approximately \$38,690, a drop of over \$17,000 from the previous year. There was also a substantial decrease in staffing.

### Consolidation

The Afro-American Academic Program underwent major administrative changes during 1974-75. In August, a permanent director, Professor John O. Stewart, was appointed. At the same time the Program was moved from



under the auspices of the Chancellor's office to that of the College of LAS and was given a new name, the Afro-American Studies and Research Program. Other administrative developments included the naming of an Advisory Committee by the Dean of LAS. This committee was charged with "establishing the general principles of operation of the Program, and advising the Director on matters pertaining to Program development."

By-laws for the Program were soon written which outlined the new directions in which the Program was moving, e.g., toward more emphasis on research.

During 1974-75, the Program engaged in a variety of activities. A comprehensive Black Teaching and Research Staff Directory was compiled and distributed. The Program provided an information service on research and funding opportunities, colloquia, conferences, and other information pertaining to Afro-American Studies. The proposal for the reconstitution of LAS 199 Visiting Lecturer Series was accepted and the new course Anthropology 161; Introduction to Afro-American Studies were also added. In the area of research, the Program initiated a project on the history and viability of selected chapters of the Universal Negro Improvement Association; a small grant was subsequently received from the University Research Board to permit continuation of this project. In addition, a grant proposal was submitted to the U.S. Office of Education Ethnic Heritage Agency. There were lectures by four eminent Black scholars.

\$39,080 was allocated by LAS for the Program's 1974-75 activities and salaries. The staff then consisted of a director, staff associate, instructor, teaching assistant, and secretary.

During academic year 1975-76 the Program's activities continued to broaden. To keep the Afro-American campus and local community informed of significant events and opportunities, the Program began publication of a newsletter called "Afro-Briefs."

Another development during 1975-76 was the "Mid-Day Forum," which was developed around a series of topics exploring the Black Experience. The Program lent support to a variety of other activities.

During the first half of the academic year 1976-77, the program was without an in-resident director. In September, 1976 Professor Stewart left to do research in Trinidad and did not return until the beginning of the second semester. The absence of someone authorized to negotiate with university administrators in matters concerning Afro-American Studies made the Program painfully vulnerable. Nevertheless, the Program survived and continued to sponsor and lend support to others sponsoring guest lecturers and other activities of relevance to Afro-Americans. For example, the Program sponsored appearances by Congressman William Clay (D-Mo.), Congressman Charles Rangel (D-N.Y.), Dr. Na'im Akbar and Prof. Dennis Brutus.

During the second semester a new course was implemented, Humanities 295: Seminar in Afro-American Folk Themes. The classroom lectures for this course were supplemented by guest scholars-in-residence who had expertise in Music, Religion or Literature.

One of the most important activities the Program engaged in this year was the preparation and submitting of a proposal for a Center for the Study of Institutional Racism. The proposal, sponsored jointly by the Afro-American Studies and Research Program and the Psychology Department, was approved by the National Institutes of Mental Health and money was allocated for a center for two years. The Program was also successful in securing a faculty position via a joint appointment between Afro-American Studies & Research and the Sociology Department.

The Program's staff for 1976-77 consisted of a director, staff associate, visiting lecturer, secretary, teaching assistant, and research assistant. The budget was approximately \$64,490.