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


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

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Semester Offerings</th>
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<tbody>
<tr>
<td><strong>AFRO-American Studies</strong></td>
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<tr>
<td><strong>AFRO 199 (Section): Sociology of the Black Experience. Same as SOC 100 (section on Black Experience--SOC 100E in Fall, SOC 100C in Spring)</strong></td>
<td>Fall 1980 Spr 1981 Fall 1981 Spr 1982 Fall 1982 Spr 1983</td>
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<tr>
<td>AFRO 199 (Section): Race, Roles and Personality</td>
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<td>AFRO 199 (Section): Black/White Relations</td>
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<td>AFRO 298 (Section): Black Family</td>
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<td>AFRO 298 (Section): Pan-Africanism</td>
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<td>AFRO 298 (Section): Political Economy of the Black Experience</td>
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<td>AFRO 298 (Section): Racial and Cultural Minorities. Same as SOC 225</td>
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<td>AFRO 298 (Section): Marxism and the Black Experience</td>
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<td>AFRO 298 (Section): Contemporary Radical Political Movements</td>
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### Anthropology

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<tr>
<td>Anthro 161: Black Folk Culture</td>
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<td>Anthro 261: Afro-American Societies and Cultures</td>
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<tr>
<td>Anthro 315C: Same as Music 317C</td>
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*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 new calls to certain units involved in teaching courses with Afro-American Studies content.*
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<td>Anthro 398 (Section): Combined Graduate and Undergraduate Seminar: Caribbean Ethnology</td>
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<td>Anthro 398 (Section): Society and Culture in the Caribbean</td>
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<td>Anthro 398 (Section): Festivals</td>
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**Dance**

| Dance 199 (Section): Undergraduate Open Seminar: Jazz | ✓ | ✓ | ✓ |
| Dance 105: Jazz | ✓ | ✓ | ✓ |

**Educational Policy Studies**

| EPS 302A: History of American Education: History of Blacks in Education | ✓ | ✓ | ✓ | ✓ |

**Educational Psychology**

| Ed Psych 199 (Section): Interpersonal Relations | ✓ |

**English**

| 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

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<thead>
<tr>
<th>History</th>
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<td>History 253: Afro-American History to 1877</td>
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<td>History 353: Afro-American Intellectual History</td>
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<td>History 359: The Civil War and Reconstruction</td>
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<td>Music 150: Jazz Piano Improvisation I</td>
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<td><strong>Music 362</strong>: Advanced Jazz Piano Improvisation</td>
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<td><strong>Portuguese 304: Brazilian Culture</strong></td>
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<td><strong>SOC 100 (Section): Introduction to Sociology: Special Emphasis on the Black Experience</strong></td>
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<td>Spanish 227: Black Experience in Hispanic Literatures</td>
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<td>Spanish 430 (Section): Studies in Twentieth-Century Spanish-American Literature: Studies in Afro-Hispanic Literature</td>
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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 commitment, 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 IBHE 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-p
resident 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.
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 AV 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.


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

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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

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
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
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.
Award for Most Outstanding Professional Achievement, Englewood High School,
Chicago, I L, 20th Year Reunion, June, 1978, and Election to Englewood
High "Hall of Fame," June, 1980.
Pre-Doctoral Research and Clinical Training


Research Assistant to Dr. Fred Strodtebeck, 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.


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.


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 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.


Research Activities

---Research-Related Review Panels (Appointed)

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.


1978 Chicago State University (Special Honors Convocation). Paper: The "Roots" of Scholarship.


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
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
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


---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


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


---Book Reviews


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.


Doctoral Students (chair); * = Completed


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.


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.


*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.


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 Compensatory Education; Work Group on Self Concept.


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.
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.
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.
1976-77  Board of Directors, Youth Ministries: 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
Date of Graduation
College
Date (1969-71)
Major
Graduate Study
College
Major
Date (1972-74)
College
Major
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.


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 - Dept. of History and Black Studies, SUNY, Binghamton
Guest Lecturer for Prof. Malik Simba in Afro-American History

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

Present address Phone

Home address P.O. Box 114 VANDALIA, MICHIGAN 49095 Phone 476-2651

Place of birth HATTIESBURG, 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, Other dependents

State of health EXCELLENT Social Security Number 363-46-3640

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

<table>
<thead>
<tr>
<th>Dates Attended</th>
<th>Major</th>
<th>Minor</th>
<th>Degree</th>
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B. COLLEGE OR UNIVERSITY (List graduate work in (c) below)

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

C. GRADUATE OR PROFESSIONAL SCHOOL

Illinois Institute of Technology 9/65-6/69 Sociology Ph.D. 6/69

D. PROFESSIONAL DEGREES OR LICENSES

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

<p>| | | | | |</p>
<table>
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<tr>
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</table>
### 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.)

<table>
<thead>
<tr>
<th>Position, Employer and Location</th>
<th>Dates</th>
<th>Types of Work (Including Subjects Taught), Administrative or Other Special Responsibilities</th>
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<tbody>
<tr>
<td>Visiting Asst. Prof.-School of Social Sciences-Hampshire College/Amherst, MA.</td>
<td>8/79 - 1/81</td>
<td>Taught - Social Classes in Blk. Community/Blk. Urban Community/Ed. of Colonialism</td>
</tr>
<tr>
<td>Project Coordinator-Black Studies Curriculum Development/Project Coordinating Inst. of the Black World/Atlanta, GA.</td>
<td>1/81 - 8/82</td>
<td>Coordinated day-to-day details of National Black Studies Review and Evaluation of Grant from Dept. of Ed. Grant/18,500.00/12 Mos.</td>
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**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)
2. Curriculum development in Black Studies
3. The Black Graduate Student Experience
4. Comparative race relations or the sociology of colonialism
5. The political economy of Black culture
6. Developing the theoretical concept of pan-African Marxism as major tool of analysis for Black Studies
7. Comparative Blk. urbanization in Africa and Diaspora
8. Ethnic Stratification
ORIGINAL AND CREATIVE ACCOMPLISHMENTS (including scientific discoveries, inventions, designs.)

SCHOLARSHIPS, PRIZES, HONORS OR OTHER RECOGNITION:

Four year 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 Black Culture" - Berkeley Journal of Soc. 1969
"The Fugitive Passage of the Black Graduate Student" - Berkeley Journal of Soc. 1970
"Reflections on Black Studies and Tensions" - Review of Black Political Economy 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 Blauner
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, NJ

Name: Dr. Judyanne Dodson
Address: Dean of Seminary Life, Union Theological Seminary, N.Y.

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: ___________________________ DATE: 8/18/82

______________________________
Name: Douglas V. Davidson
Resume

ALICE ANITA DECK

Home: 920 High Street #1 Office: English Department
Grinnell, Iowa 50112 Grinnell College
(515) 236-6181, ext. 648

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

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, Quarterly World Report, vol 5 number 1/2 January/April, 1982


(forthcoming) Biographical essay on Toni Cade Bambara in the Dictionary of Literary Biography, 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


TRAVEL AND WORK EXPERIENCE

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.


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


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).


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

Unpublished Manuscripts and Research Reports:


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.


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


Current Research:

Class Structure of Afro-American People.

Professionalization of Afro-American Studies as an academic field.

Historical Analysis of Black Liberation Movement.

Professional Activity:


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).


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).


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

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

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).


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


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).


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

General Editor of *Proceedings of the  
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 definitely 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 capability.
### 3. Budget, 1979-1983

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<th>YEAR</th>
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<td>YEAR</td>
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<td><strong>1983-84</strong></td>
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<td>Academic</td>
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<tr>
<td>Wages</td>
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<tr>
<td><strong>Expense</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$ \ 82,853</td>
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Resources

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

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


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


10. Diana T. Slaughter, Early Intervention and its Effects on Maternal and Child Development (see page 82 for acknowledgement of support to our program)

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 Balck 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.\(^8\)

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.