

A Proposal

CONSORTIUM FOR THE DEVELOPMENT OF BLACK STUDIES CURRICULUM

Submitted To

Higher Education Cooperative Program
Illinois Board of Higher Education
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Submitted By

Black Studies Program
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Title:

Consortium for the Development of Black Studies Curriculum

Synopsis:

This proposal calls for the establishment of a Consortium to evaluate and further develop curriculum materials in the area of Black Studies. The consortium will have representatives of Black Studies programs, libraries, museums, and other agencies active in the area of Black Studies. The consortium will include seminars, a survey of the physical and human resources available to supplement existing programs, and the development of a model core curriculum. After the initial funding, the consortium will continue with requisite minimum funds. The consortium will be based in the Black Studies Program of the University of Illinois-Circle Campus, and involve at least 10 cooperative institutions and agencies.

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Period of Program:

January 1, 1976 to January 1, 1977.

Cooperating Institutions:

1. University of Illinois at Champaign-Urbana
2. Northwestern University
3. Northern Illinois University
4. Thornton Community College
5. Roosevelt University
6. Malcolm X Community College
7. Olive-Harvey Community College

8. Jean Baptiste Pointe DuSable Museum of Afro-American History
9. Cleveland Hall Branch of Chicago Public Library
10. American Library Association

Justification of Proposal:

The demand for Black Studies has been a challenge to higher education for the past decade. The challenge has been to design academic programs, recruit the necessary academic personnel (administration, faculty and students) and provide an academic context contributive to the education of Afro-Americans. These innovations have had some degree of success, although the area remains controversial due to the fact that a uniform scholarly curriculum and pedagogy have yet to emerge and be accepted.

The heart of Black Studies is its curriculum and pedagogical approach to the unique problems that it faces. Today, the need for a model curriculum is growing because there exists considerable variation from campus to campus. This is an indication that Black Studies is still in its infancy, an academic luxury that cannot be afforded for an indefinite period of time. Moreover, the content of most Black Studies programs reflect the limited resources of each campus and are not always supplemented by the human and physical resources in the immediate and contiguous geographical area.

The lack of a clearly developed and uniform core curriculum creates immediate problems that must be solved:

1. The Junior Colleges are feeder schools to the State University system. However, variation in basic Black Studies curricula makes it difficult for the transition to be a smooth one, especially in transferring credits, and satisfying requirements for a major in Black Studies.
2. Given the lack of sufficient planning and development funds for Black Studies, most programs have developed along the lines of least resistance. This means that courses are developed as a result of what is possible (based on who is available) rather than on what is necessary (based on a well developed and comprehensive curriculum).
3. The development of necessary campus library holdings in the area of Black Studies is impossible without a core curriculum. With the need to have both extensive acquisition of titles on specific topics, and multiple copies of basic titles, it is impossible for a library to acquire holdings without a core curriculum for a guide.
4. At the present time most undergraduate majors in Black Studies go to graduate school in one of the conventional disciplines. However, due to the absence of a generally accepted core curriculum the graduate schools are at a disadvantage in evaluating a student's preparedness based on their transcript. A uniform core curriculum would provide the basis for a common evaluation of students from different schools.
5. The absence of a uniform core curriculum reflects the more basic scholarly problem of the codification of knowledge. Only by identifying the basic problems, consolidating the existing scholarly literature

in a core curriculum that deals with these problems, and identifying new problems for research out of this context it will be possible to develop meaningful research program for advanced undergraduates and graduate students.

In sum, the justification for this proposed consortium for the Development of Black Studies curriculum is based on the need to consolidate the gains made in the field of Black Studies, and organize a curriculum of high scholarly character so that it can legitimately find a permanent place in the academic programs of institutions of higher education.

The Black Studies Program at the University of Illinois at Chicago Circle is uniquely qualified to initiate and host this proposed consortium. Located in Chicago, and directly serving over 2,000 Black students and 20,000 in the entire student body, the program at Chicago Circle has already begun to play a leading role in this way.

- (A) In January 1974, the Black Studies Program hosted a Symposium by the Black Caucus of the American Library Association attended by over 500 participants. The purpose of the symposium was to familiarize students at UICC and interested people in the Chicago area with the location and uses of Afro-American and African resources. The symposium demonstrated how an Afro-American Bibliographer can aid in the development of academic programs dealing with the study of the Black experience in educational settings.
- (B) During the 1974-75 academic year, the newly formed program at Olive-Harvey College requested assistance from UICC. The program staff of UICC held several consultations with the staff at Olive-Harvey on the development of curriculum for their Black Studies program.

An additional indication of new developments directly concerns curriculum development. A course titled "Introduction to Afro-American Studies" that was developed by a faculty member of UICC has been adopted for use as a reference guide by several schools throughout the country including Cornell University, Wayne State University, Stanford University, SUNY at Old Westbury, and Thornton Community College among others. This is a first step towards a much needed model curriculum.

Objectives of Program:

- (A) Facilitate productive communication of experiences and ideas for further development of Black Studies Programs and Departments.
- (B) Conduct a survey of available resources in Illinois for Black Studies for publication (to be updated every one or two years).
- (C) Produce a model core curriculum in the field of Black Studies.

Description of Program:

The Consortium for the Development of Black Studies Curriculum will be based on the initial cooperating institutions and agencies, but will also have the flexibility to grow and include additional programs.

The proposed program will consist of two major activities, a Black Studies Seminar and a Survey of Black Studies resources.

The day long Seminars will be organized on a monthly basis and will convene at UICC facilities. There will be five Seminars in the Spring (January, February, March, April, May) and four Seminars in the Fall (September, October, November, December). For the Summer the Seminar will elect five participants to meet for one week with the staff of the Consortium.

The Survey will be conducted in the Spring and early Summer, produced in the late Summer and early Fall, and published in the late Fall.

Project Timetable

WHEN

SEMINARS

SURVEY

Spring
(January-May)

presentation of
current curriculum
materials

survey of library and
museum holdings, and
codification of existing
material

Summer
(June-August)

develop model
curriculum

develop a handbook on
resources for Black
Studies Program

Fall
(September-December)

test and evaluation
of new curriculum

production and distribution
of handbook of Black Studies
resources

The staff of the Consortium will have the responsibility of convening the seminars and conducting the survey.

The Seminars will be conducted as follows:

- (1) The staff will prepare a working paper based on its research on the topic to be discussed. The paper, a bibliography and a questionnaire related to the topic will be presented to the Seminar participants at least one week prior to the Seminar.
- (2) The schedule for each Seminar will include the following:
 - 9:30-11:00 - presentation of paper and questionnaire results
 - 11:00-12:00 - prepared response by two participants
 - 12:00-1:30 - lunch
 - 1:30-4:00 - discussion
 - 4:00-5:00 - summary of seminar
- (3) The proposed topics for each Seminar are as follows:
 - January - History of Black Studies
 - February - Philosophical and Educational Principles for a Black Studies Program
 - March - Discussion of an Introductory Course in Black Studies
 - April - A Core Curriculum for Black Studies
 - May - A Core Curriculum for Black Studies
 - Summer - (one week in June, July or August) - Development of a Document on a Model Curriculum for Black Studies
 - September - Initial Evaluation of Basic Summer Document
 - October - Initial Evaluation of Basic Summer Document (continued)
 - November - Initial Evaluation of Current Experiences in Using the New Curriculum
 - December - Summation of Years Work

(4) Participants in the Seminar will consist of the following:

(a) Staff - four people.

(b) Three people from each participating institution.

1. One permanent representative to the Consortium - this is expected to be the Program or Department Chairperson in Black Studies.
2. Faculty participant - one faculty person chosen for each seminar, on a permanent or rotary basis based on the needs of the cooperating institution.
3. Student participant - one student chosen for each seminar, on a permanent or rotary basis based on the needs of the cooperating institution.

(c) Special invitations will be extended to:

1. Central administrative office of the Chicago City Junior College System.
2. Consultants.

(5) Following each Seminar session the staff will do the following:

(A) Transcribe the tape of the Seminar proceedings.

(B) Prepare a summary of the Seminar proceedings based on the transcript.

(C) Send a copy of the summary to each participant, each institutions library, and all other interested parties.

(6) The Seminar will convene during the summer for a week with the staff and a committee of five chosen from the Seminar participants. Prior to the week long Summer Seminar the staff will prepare a working document for a core curriculum in Black Studies based on the five Spring Seminars. During the week the Seminar will meet twice a day and review, criticize, and rewrite the document. After the Seminar week the staff will perform the necessary editorial tasks to complete the document and reproduce it in sufficient quantity to be discussed on each campus by the appropriate people. It is expected that all or some of the model curriculum will be adopted at each cooperating institution during the Fall so that by October an initial evaluation of classroom experience will be possible.

The Survey will be conducted as follows:

- (1) The staff will develop a survey questionnaire for each institution and its community in the state of Illinois. This questionnaire will include at least the following survey topics:
 1. General Library Holdings
(Main categories, number of titles, periodicals, etc.)
 2. Special Collections
 3. Museum Holdings
 4. Newspapers and Periodicals
 5. Research Agencies
 6. Black Studies Programs
 7. Experts and Scholars in the Area of Black Studies or Related Fields
 8. Listing of National Resources
- (2) The staff will conduct interviews by mail, phone and make on site investigations at all major institutions and agencies.
- (3) Special taped in depth interviews will be conducted with approximately 25 key individuals in the area of Black Studies in Illinois (some of whom will be Seminar participants).
- (4) The results of the Survey will be compiled in a handbook of Resources in Illinois in the area of Black Studies.
- (5) A draft of the handbook will be circulated to all Seminar participants and key individuals (see #3 above) for comments, criticisms, additions, etc.
- (6) The handbook will be published and distributed in the Fall of 1976.

During the Summer, based on the recommendations of the Seminar, the staff will plan and seek whatever funding is necessary to continue the Consortium after this grant is completed.

In sum, the program of the Consortium emphasizes both the Seminars process of structured interaction and the development of scholarly materials necessary for first rate programs of high quality. Both aspects of our proposed program are essential for the further development of Black Studies.

Evaluation Procedures:

The Consortium will have three basic evaluation procedures:

- (a) The Seminar participants will provide continuous constructive criticism of the Seminar and the Survey (as explained above).
- (b) The Survey will be evaluated by key individuals in Black Studies.
- (c) Also, the core curriculum will be evaluated on each campus involved in the Consortium as well as by a panel of nationally known scholars in Black Studies chosen by the staff and Seminar participants.

The ultimate test of our proposed program will be reflected by the curriculum innovations of the cooperating institutions beginning the Fall of 1976.

The University of Illinois at Chicago Circle Contribution:

The University of Illinois at Chicago Circle will provide support for the Consortium in keeping with its basic commitment to develop a Black Studies Program of high scholarship, with the dynamic character of high student participation and relevance to the community. The UICC is dedicated to an urban mission and the Black Studies Program is a vital part of that mission.

Specifically, this will involve providing support for facilities and office equipment for the staff and Seminars. Also, the Black Studies Program will provide duplication services, phone and postage. Most important of all, the UICC Black Studies Program will contribute to the work of the Consortium by providing a supportive and creative context within which to operate.

I. <u>Personnel</u>	<u>Requested Funds</u>	<u>Funds Supplied by UICC</u>
A. Salary and Wages		
1. Director		
a. 20% of academic year @ 19,000.00		\$3,800.00
b. 100% of summer salary @ 2/9 of 19,000.00	\$ 4,222.00	
2. Administrative Secretary		
100% @ 10,068.00	10,068.00	
3. Student Assistants		
20 hrs. weekly for 9 months		
40 hrs. weekly for 3 months		
a. Clerk Typist @ 3.50 per hour	4,200.00	
b. Research Assistant @ 4.30 per hour	5,160.00	
B. Fringe Benefits		
	<u>1,816.00</u>	<u>478.00</u>
Sub Total:	\$25,466.00	\$4,278.00

II. Program	<u>Requested Funds</u>	<u>Funds Supplied by UICC</u>
A. Seminars: Travel for Participants		
1. 9 Spring and Fall Seminars for 10 of 24 participants @ 50.00 per Seminar per person	\$ 4,500.00	
2. 1 Summer Seminar for 5 people @ 200.00 per person	1,000.00	
B. Survey		
1. Data Collection	500.00	
2. Publication of Survey (2500 copies)	5,000.00	
C. General Duplication of Materials		\$2,500.00
D. Acquisition of Books and Reference Materials	<u>1,000.00</u>	
Sub Total:	\$12,000.00	\$2,500.00

<u>III. Equipment and Supplies</u>	<u>Requested Funds</u>	<u>Funds Supplied by UICC</u>
A. Tape Recorder, Transcription Equipment and Tapes	\$1,500.00	
B. Office Supplies		<u>\$1,500.00</u>
Sub Total:	\$1,500.00	\$1,500.00
<u>IV. Operating Expenses</u>		
A. Phone and Postage		<u>\$1,800.00</u>
Sub Total:		\$1,800.00

V. Travel

A. Staff Trips - 10 @ 200.00

Sub Total:

Funds Supplied by UICC

Requested Funds

\$ 2,000.00

\$ 2,000.00

VI. Other

A. Consultants - 6 days @ 300.00

Sub Total:

1,800.00

\$ 1,800.00

Total Direct Costs:

\$10,078.00

Total Indirect Costs:
(66% of Salary and Wages)

16,808.00

2,823.00

GRAND TOTAL:

\$59,574.00

\$12,901.00