

FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION		a. NUMBER		3. STATE APPLICATION IDENTIFIER		a. NUMBER	
1. TYPE OF ACTION <input type="checkbox"/> PREAPPLICATION <input checked="" type="checkbox"/> APPLICATION <small>(Mark appropriate box)</small> <input type="checkbox"/> NOTIFICATION OF INTENT (Opt.) <input type="checkbox"/> REPORT OF FEDERAL ACTION		Leave Blank		b. DATE Year month day 19 81 01 08				b. DATE Year month day ASSIGNED 19	
4. LEGAL APPLICANT/RECIPIENT a. Applicant Name : Board of Trustees b. Organization Unit : University of Illinois c. Street/P.O. Box : d. City : Urbana e. County : Champaign f. State : Illinois g. ZIP Code: 61801 h. Contact Person (Name & telephone No.) :						5. FEDERAL EMPLOYER IDENTIFICATION NO.			
						6. PROGRAM (From Federal Catalog)		a. NUMBER 840070 b. TITLE ETHNIC HERITAGE STUDIES PROGRAM	
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT Innovation in Mono-Ethnic Curriculum: Post-Secondary Teaching about the Afro-American Experience is a proposal for a three year project to develop and institutionalize six model courses in Afro-American Studies (a core curriculum) and to train teachers to teach these courses.						8. TYPE OF APPLICANT/RECIPIENT A-State B-Interstate C-Substate District D-County E-City F-School District C-Special Purpose District H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify): Enter appropriate letter I			
						9. TYPE OF ASSISTANCE A-Basic Grant B-Supplemental Grant C-Loan D-Insurance E-Other Enter appropriate letter(s) A			
10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.) Illinois				11. ESTIMATED NUMBER OF PERSONS BENEFITING		12. TYPE OF APPLICATION A-New B-Renewal C-Revision D-Continuation E-Augmentation Enter appropriate letter A			
13. PROPOSED FUNDING		14. CONGRESSIONAL DISTRICTS OF:		15. TYPE OF CHANGE (For 15a or 15b) A-Increase Dollars B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation F-Other (Specify): Enter appropriate letter(s)					
a. FEDERAL \$ 346,164 .00 b. APPLICANT \$ c. STATE \$ d. LOCAL \$ e. OTHER \$ f. TOTAL \$		a. APPLICANT 21 b. PROJECT 16. PROJECT START DATE Year month day 19 81 09 01 17. PROJECT DURATION 36 Months 18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY Year month day 19		19. EXISTING FEDERAL IDENTIFICATION NUMBER					
20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code) U.S. Department of Education, Application Control Center, Washington, D.C. 20202								21. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No	
22. THE APPLICANT CERTIFIES THAT		a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.		b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:		No response attached <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
23. CERTIFYING REPRESENTATIVE		a. TYPED NAME AND TITLE		b. SIGNATURE		c. DATE SIGNED Year month day 19			
24. AGENCY NAME						25. APPLICATION RECEIVED Year month day 19			
26. ORGANIZATIONAL UNIT				27. ADMINISTRATIVE OFFICE		28. FEDERAL APPLICATION IDENTIFICATION			
29. ADDRESS						30. FEDERAL GRANT IDENTIFICATION			
31. ACTION TAKEN <input type="checkbox"/> a. AWARDED <input type="checkbox"/> b. REJECTED <input type="checkbox"/> c. RETURNED FOR AMENDMENT <input type="checkbox"/> d. DEFERRED <input type="checkbox"/> e. WITHDRAWN		32. FUNDING a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00		33. ACTION DATE Year month day 19		34. STARTING DATE Year month day 19		35. ENDING DATE Year month day 19	
				36. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)		37. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No			
38. FEDERAL AGENCY A-95 ACTION		a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.				b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)			

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. EHSP- Curriculum Develop.	84.070	\$	\$	\$ 78, 068	\$	\$ 78, 068
2. EHSP- Training	84.070			18, 504		18, 504
3. EHSP- Dissemination	84.070			16, 745		16, 745
4.						
5. TOTALS		\$	\$	\$113, 317	\$	\$113, 317

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	Curriculum (1) Development	(2) Training	(3) Dissemination	(4)	
a. PERSONNEL	\$ 31,512	\$ 9,328	\$ 5,800	\$	\$ 46,640
b. FRINGE BENEFITS	2,904	963	949		4,816
c. TRAVEL	2,550	500	1,250		4,300
d. EQUIPMENT					
e. SUPPLIES	1,045	200	755		2,000
f. CONTRACTUAL	---	---	---		---
g. CONSTRUCTION					
h. OTHER	15,580	495	4,395		20,470
i. TOTAL DIRECT CHARGES	53,591	11,486	13,149		78,226
j. INDIRECT CHARGES	24,477	7,018	3,596		35,091
k. TOTALS	\$ 78,068	\$ 18,504	\$ 16,745	\$	\$113,317
7. PROGRAM INCOME	\$	\$	\$	\$	\$

HEW-608T

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	\$	\$	\$	\$
9.				
10.				
11.				
12. TOTALS	\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	\$ 113,317	\$ 28,330	\$ 28,329	\$ 28,329	\$ 28,329
14. NON-FEDERAL					
15. TOTALS	\$	\$	\$	\$	\$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16. Curriculum Development	\$ 78,068	\$ 82,999	\$ 84,137	\$ -----
17. Training	18,504	19,247	19,510	-----
18. Dissemination	16,745	18,043	18,291	-----
19.				
20. TOTALS	\$ 113,317	\$ 120,289	\$ 121,938	\$ -----

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:

22. INDIRECT CHARGES:

23. REMARKS:

Please see Budget Justification section.

PART IV - PROGRAM NARRATIVE (attach per instructions)

ABSTRACT

Innovation in Mono-Ethnic Curriculum: Post-Secondary Teaching about the Afro-American Experience is a proposal for a three year project to develop and institutionalize six model courses in Afro-American Studies (a core curriculum) and to train teachers to teach these courses. It is being undertaken by the University of Illinois (Urbana) with the support of the Illinois Council for Black Studies and leading members of the National Council for Black Studies. The Project Director will be Dr. Gerald A. McWorter and the Project Administrator will be Dr. Ronald Bailey. Our Chief Consultant will be Dr. St. Clair Drake.

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

The general goals of this project are: (1) to develop a thorough, systematic teacher training program in Afro-American Studies; (2) to make a substantive contribution to the standardization of a core curriculum in Afro-American Studies; and (3) to organize and develop materials that could be used to realize the goals articulated in (1) and (2), eventually in the form of textbooks.

To achieve the above-stated goals, the project has six primary objectives: (1) to complete an up-to-date inventory of Afro-American Studies curriculum development in post-secondary educational institutions in Illinois; (2) to develop Afro-American Studies curriculum materials; (3) to hold teacher training workshops; (4) to evaluate the courses that will be developed; (5) to evaluate the outcomes of the teacher training workshops; and (6) to engage in a comprehensive outreach program to all post-secondary educational institutions that offer courses of study in the social sciences and humanities in the state of Illinois. The intent of this last objective is to insure the adoption of at least some aspects of the core curriculum at most of the target institutions. The realization of these objectives will ultimately serve as the basis for developing textbooks, teachers' manuals and resource books.

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

TABLE OF CONTENTS

	PAGE
<u>NEED</u>	1
1. Education in a Multi-Ethnic Society	1
2. Historical Context of the Initial Development of Afro-American Studies.	2
3. Crisis, Periodization and Models in Afro-American Studies.	2
4. Need for Logically Integrated Curriculum	3
5. Curriculum Development: The Social Interaction Model and Expert Diffusion Model	4
6. Need for More Well-Trained Teachers	5
7. Overview of Needs	5
<u>GOALS AND OBJECTIVES</u>	6
1. Goals	6
2. Objectives	6
a. Institutions to be Directly Impacted	6
b. Inventory of Afro-American Studies in Illinois	7
c. Curriculum Materials Development	7
d. Curriculum Materials Development Committees	10
e. Development of Textbooks	12
f. Teacher-Training Workshops	12
g. Outreach and Institutionalization of the Core Curriculum	13
3. Timetable	13
4. Further Uses of the Products of this Product	14
<u>PROJECT ADVISORY COUNCIL</u>	14
1. Membership, Geographical Distribution and Areas of Expertise	14
2. Advisory Council's Role in Planning, Administration and Evaluation	15
<u>PLAN OF OPERATION</u>	15
1. Project Design and Management	15
a. Task-Specific Timetable (pp.17-18)	16
b. Project Organization Chart (p.19)	16
c. Staffing and Responsibilities	16
2. Relation of Objectives to Goals	20
3. Resources, Personnel and the Achieving of Our Objectives	20
<u>QUALIFICATIONS OF KEY PERSONNEL</u>	21
<u>EVALUATION</u>	21
1. Reports from National Project Consultant	22
2. Reports from National Curriculum Experts	22
3. Questionnaire/Discussion at End of Teacher-Training Workshops	22
4. Weekly Audio Diaries by Teachers of the Six Model Courses	22

5. Questionnaires to Students	22
6. State-Wide Conference on Standardized Core Curriculum in Afro-American Studies	22
7. Staff Reports Specific to Each Course	22
8. Final Report	23
9. Feedback from Users	23
<u>ADEQUACY OF RESOURCES</u>	23
1. University of Illinois at Urbana-Champaign	23
a. Office Space and Furnishings	23
b. Equipment and Supplies	23
c. Special Project Related Resources	23
2. Illinois Council for Black Studies	24
3. National Council for Black Studies	24
<u>REPLICABILITY</u>	24
1. Professional Conferences	24
2. Professional Papers	24
3. AFRO-SCHOLAR	24
4. Additional Mailings	25
5. ICBS and NCBS Newsletters	25
6. NCBS 1982 Conference	25
7. Textbooks	25
<u>DEPOSITS AT CLEARINGHOUSES</u>	25
<u>BUDGET AND COST EFFECTIVENESS</u>	25
1. Budget Justification: Year 1	26
2. Budget Estimates for all Years of Project	28
<u>APPENDICES</u>	
1. Appendix A: Selected Bibliography	
2. Appendix B: Vitae of Project Director and Project Administrator	

NEED

1. Education in a Multi-Ethnic Society

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

But it is clearly not possible to achieve such "genuine education" without adequate resources (e.g., supportive institutions, well-trained teachers and well developed course materials) together with some general consensus, at least in the pertinent circles, regarding what the content of the related schooling should be. Precisely because such resources and consensus are often next to impossible to obtain, the desire to provide "genuine education" is not without its dilemmas. Developments during the last dozen years or so in the field of Afro-American Studies are illustrative of these difficulties.

This project is an effort to both contribute to "genuine education" and to the long-term salubrity of Afro-American Studies as a branch of national heritage studies.

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

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

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

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

sought to explain the Black experience (Rose, 1968; Edwards, ed., 1968).

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

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

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

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

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

The second model is the "legitimization of the Black experience model." This model is based on the process of focusing on some sector of the Afro-American experience and of hiring an active participant in that sector to utilize his or her personal experience in the teaching of a course. Sometimes this was an advantageous procedure, e.g., persons in the performing arts were hired in some Afro-American Studies programs and were able to use their experience in place of formal credentials. But sometimes this model was a disaster, e.g., to take the worse example, having a pimp teach a course in "interpersonal relations."

Both of these models are based on the legitimate aspirations of the students to have meaningful programs (the former being based on the attempt to fit the Black experience into existing academic framework, thereby making it more acceptable; the latter being based on the opposite desire to preserve the integrity of Black expertise by fitting courses to the experience). However, both lack distinctive intellectual content; neither provides the basis for the continued existence of Afro-American studies.

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

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

4. Need for Logically Integrated Curriculum

Nick Aaron Ford discovered the following pattern in a 1974 national survey:

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

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

There is still much debate over what the curriculum of a Black Studies program should be....Theoretical considerations about curriculum were probably less important than necessity in determining what path individual programs followed, says Harold W. Cruse of

the University of Michigan. All of these programs started out with what was available to teach what, and that's still the case.

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

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

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

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

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

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

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

In sum, the need for this development of Afro-American Studies curriculum is largely based on the need to consolidate the gains made in the field of Afro-American Studies and organize a curriculum of high scholarly character so that it can legitimately find a permanent place in the academic programs of institutions of higher education. Without such institutionalization, the possibility of Afro-American students engaging in serious study concerning their cultural heritage, and of non-Black students sharing in the knowledge of that heritage, is significantly diminished.

5. Curriculum Development: The Social Interaction Model and Expert-Diffusion Model

One of the weaknesses in Afro-American Studies (and in much of discipline-based higher education) is that its attempts at curriculum development have not been firmly anchored in the theories and established literature of curriculum development. It is possible to isolate at least two different models of curriculum development with the subject-based aspect: the social

interaction model and the expert-diffusion models.

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

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

In the context of curriculum development in Afro-American Studies, it is imperative to keep the distinction between these two models in mind. Based on our efforts to develop Introduction to Afro-American Studies without outside financial support, it is clear to us that the social interaction model is preferable because it is most effective. But it is impossible, or at least inordinately difficult, to continue curriculum development in Afro-American Studies using the latter model without adequate funding. Thus, one of the major obstacles to our continued development is the lack of funds to support the cooperation of Afro-American Studies practitioners in the social interaction model of curriculum development.

6. Need for More Well-Trained Teachers

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

7. Overview of Needs

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

the further institutionalization of "genuine education" in this country.

GOALS AND OBJECTIVES

1. Goals

The general goals of this project are: (1) to develop a thorough, systematic teacher training program in Afro-American Studies; (2) to make a substantive contribution to the standardization of a core curriculum in Afro-American Studies; and (3) to organize and develop materials that could be used to realize the goals articulated in (1) and (2), eventually as textbooks.

The realization of the first goal would directly contribute to the professionalization of Afro-American Studies by: (1) helping to improve the quality of teaching, research and writing on the Afro-American experience; and (2) thus helping to improve the quality of the education received by students (both Black and non-Black) taking courses in the Afro-American Studies content area.

The realization of the latter two goals would:

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

2. Objectives

To achieve the above-stated goals, the project has six primary objectives: (1) to complete an up-to-date inventory of Afro-American Studies curriculum development in post-secondary educational institutions in Illinois; (2) to develop Afro-American Studies curriculum materials; (3) to hold teacher training workshops; (4) to evaluate the courses that will be developed; (5) to evaluate the outcomes of the teacher training workshops, and (6) to engage in a comprehensive outreach program to all post-secondary educational institutions that offer courses of study in the social sciences and humanities in the state of Illinois. The intent of this last objective is to insure the adoption of at least some aspects of the core curriculum at most of the target institutions.

2a. Institutions to be Directly Impacted

We have identified course offerings in Afro-American Studies and faculty with varying amounts of expertise in that subject area at twenty Illinois post-secondary institutions: Art Institute of Chicago, Bradley University, Chicago State University, Eastern Illinois University, Governor's State University, Illinois State University, Northern Illinois University, Loyola University, Northwestern University, Oakton Community College, Olive Harvey

College, Richland Community College, University of Illinois at Chicago Circle, University of Illinois at Urbana-Champaign and Western Illinois University. We intend to focus primarily on these institutions (though, as is stated elsewhere, the full impact of our project will reverberate nationally). It is readily apparent that, from the very beginning, this project will span the entire state of Illinois and will have a direct impact on a wide cross-section of students and teachers.

2b. Inventory of Afro-American Studies in Illinois

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

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

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

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

The purpose of this inventory is twofold:

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

3. Curriculum Materials Development

The development of the specific courses that together form the core curriculum is the key intellectual task of the project. At the recent

4th Annual Conference of the National Council for Black Studies, the report of NCBS' Curriculum Standards Committee was formally adopted. Thus, there is now a nationally recognized framework for curriculum development in Afro-American Studies. However specific course content remains an open question. A major thrust of our project is to develop specific courses within the general framework of the NCBS model for a core curriculum.

The NCBS model has four levels (see Table 1):

- (1) Introduction to Afro-American Studies
- (2) Survey courses in each of three course areas;
- (3) Courses summing up current research and emerging issues in each of three course areas;
- (4) Senior seminar in Afro-American Studies for review and synthesis of previous study.

TABLE 1

CORE CURRICULUM FOR AFRO-AMERICAN STUDIES

(Adopted at 4th Annual Conference by National Council for Black Studies)
March 26-29, 1980

Level 1	INTRODUCTION TO AFRO-AMERICAN STUDIES		
Level 2	Social/Behavioral Studies A. Basic Literature Review or Survey.	History Course Area A. African Pre-History through Reconstruction.	Cultural Studies Course Area A. Basic Literature Review or Survey (music, aesthetics, etc).
Level 3	B. Current Research & Emerging Issues.	B. Post-Reconstruction. Current & Emerging Issues in Historical Interpretation & Evaluation.	B. Current Research & Emerging Issues (contemporary cultural expression & transformation, etc).
Level 4	Senior Seminar Course Area Synthesis & Application of Insights or Previous Study		

We propose to develop six courses that fit into these four levels. Our six courses are as follows:

1. INTRODUCTION TO AFRO-AMERICAN STUDIES

The most basic course in Afro-American Studies in Illinois (and we suspect throughout the U.S.) is a basic introductory or survey course. One of the most widely used texts is

Introduction to Afro-American Studies, a two volume experimental text of 975 pages developed by the editorial staff of Peoples College Press (which includes this project's initiators).

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

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

2. Patterns of Race and Class in the Black Experience

This course will provide a general overview of the social science literature on the interaction of class and race, two overlapping yet distinct phenomena. Study of this matrix should be at the heart of virtually all social analysis of the Black experience, but pertinent literature is only seldom summarized in a basic Afro-American Studies course.

3. Afro-American Culture

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

4. Black Women

While no comprehensive study of the Afro-American experience can be complete without studying Afro-American women, many programs remain so incomplete. Sims (1978) states "a review of the Black

Studies programs in Western Land Grant Colleges pointed up one glaring omission from Black Studies curricula. None of the programs offered a course on the Black woman." Generally, where such courses exist, they are heavily subscribed. One of our objectives is to develop a course that would help to remedy this situation.

5. Afro-American Literature

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

6. Black Experience in Chicago

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

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

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

TABLE 2

PROPOSED SIX COURSES FOR
AFRO-AMERICAN STUDIES CORE CURRICULUM
(by Project Year, and NCBS Course Category)

NCBS Course Categories	1st Year Courses	2nd Year Courses
Introduction	Introduction	
Social Science	Race/Class	Women
Humanities	Culture	Literature
History		Chicago

2d. Curriculum Materials Development Committees

For each of the six courses, we plan to set up a committee of Afro-American Studies practitioners. The function of these committees will be twofold. One task will be to do the basic intellectual work involved in developing course syllabi and selecting the basic readings. The other task will be for each committee to come up with specific recommendations regarding appropriate teaching methods for a particular subject-area (allowing, of course, for the fact that each learning environment has its own particularities). We have successfully utilized a number of methods in

classroom teaching to more actively engage students in the learning process. These and other strategies will be assessed by the committees prior to the drafting of the section of their reports focusing on appropriate teaching methods.

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

Tentative Partial List of Local Curriculum Innovators

1. Introduction to Black Studies

- (a) William Exum, Northwestern University
- (b) Cheryl Johnson, Loyola University
- (c) David Johnson, Thornton Community College

2. Survey of Afro-American Culture

- (a) Mary Emma Graham, Chicago State University
- (b) Maria Mootry, Southern Illinois University
- (c) Sterling Plumm, University of Illinois-Chicago Circle
- (d) Norman Whitten, University of Illinois-Urbana

3. Social Analysis of Race & Class

- (a) James Anderson, University of Illinois-Urbana
- (b) Sundiata Cha-Jua, Richmond Community College
- (c) Essie Ruthledge, Western Illinois University
- (d) Diana Slaughter, Northwestern University

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

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

1. The meeting will be held on Saturdays, in either Chicago or Urbana, and, on average, last for about 5 hours.
2. Since the committee meetings are once a month, each committee will work on a four-week cycle:
 - a. Week 1 - Staff prepares and distributes material for meeting
 - b. Week 2 - Committee members review the material
 - c. Week 3 - Committee members prepare for the meeting
 - d. Week 4 - Meeting

The work of each of the Curriculum Materials Development Committees will be facilitated by the contribution of a nationally prominent scholar. Visits by these scholars will take place during the winter months of year one and year two, i.e., after the committees and staff have had a few months to become better organized. Each will spend one day meeting with a designated curriculum committee and another day meeting with the staff. The overall coordination of the work of the committees will be ultimately insured by the

project director, project administrator and the chief national consultant. (We use the word "chief" here to distinguish this person from the national consultants who will be working directly with the various committees.) The eminent social anthropologist and long-time student of African and Afro-American societies and cultures throughout the new and old worlds, Dr. St. Clair Drake, has agreed to serve as our chief consultant.

2e. Development of Textbooks

It is important to underscore here the fact that, in addition to training teachers and making a substantial contribution toward the institutionalization of a core curriculum in Afro-American Studies, the ultimate achievement of this project will not simply be the development of course outlines and syllabi, but the development of textbooks and resource books for teachers. Specifically, we envision the publication of the following: (1) Teaching Afro-American Studies (tentatively titled, this work would include syllabi, reading lists and supplementary materials); (2) Introduction to Afro-American Studies, Volumes One and Two (an updated, thoroughly revised version of the widely used text written primarily by our project director); and (3) a textbook and teacher's manual for each of the other five courses we have discussed in the above (some of these texts would be in the form of collected readings, together with a delineation of key concepts and prospective study questions).

We envision the publication of all of these textbooks and guides within six years from the starting date of this project. The exact dates of publication will, of course, depend on such factors as the overall success of this project and our ability to find a funding source for the additional work we envision. It is however, possible to say that we fully expect to have a revised version of the introductory text in press with a major publishing company sometime during the first year following the termination of this project (if not earlier) and that we fully anticipate having Teaching Afro-American Studies in press during the same year. We have sufficient access to publishers to virtually insure the publication and distribution of each of the books we have mentioned.

2f. Teacher-Training Workshops

In order to insure quality instruction in our newly developed courses, we will conduct teacher-training workshops for each of the six courses being introduced. Each of the curriculum development committees, in cooperation with the project director and the project administrator, will be responsible for conducting teacher-training sessions for a specific course (i.e., Introduction to Afro-American Studies, Patterns of Race and Class in the Black Experience and so forth).

As the scheduling of courses at most colleges and universities takes place nearly a year in advance, our workshops will take place during the fall of the first and second years of the project. After being selected for the workshops, the participants will begin receiving packets of materials to study. The workshops will last for two consecutive two-day weekend sessions. The following provides a schematic overview of the content of these sessions:

Day 1 (Friday)

1. Presentation on project and general discussion of Afro-American Studies.
2. Sharing of local experiences.

Day 2 (Saturday)

1. General overview presentation of proposed course.
2. Begin discussing of specific details of course, including

reading material, key concepts, major questions for discussion, and various forms of supplementary material (e.g., slides, films and videotapes).

3. Discussion of strategies to increase student involvement in the course-related learning process.

Day 3 (Friday)

1. Finish discussion of the course.

Day 4 (Saturday)

1. Discussion of plans to teach course including whatever modifications are necessary based on local campus conditions.
2. Distribution of questionnaire assessing the usefulness of the sessions, and some discussion of possible ways to improve their effectiveness.

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

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

2g. Outreach and the Institutionalization of the Core Curriculum

During the third year of the project, while the second set of courses is being evaluated, the major thrust of the project will shift, from the development of a core curriculum in Afro-American Studies and the training of teachers to teach the new courses, to a comprehensive outreach program. Using the first year inventory of Afro-American Studies in Illinois as its basis, the aim of this phase of the project will be to convince all of the Illinois post-secondary educational institutions offering courses in the social sciences and humanities to adopt the core curriculum. A brochure describing the project and its final products will be mailed to the various offices involved in making decisions concerning the institutionalization of Afro-American Studies courses in post-secondary educational institutions in the state.

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

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

3. Timetable

The entitled "Task Specific Timetable" in the section on our plan of

operation indicates the sequencing of the various components of the project.

4. Further Uses of the Products of this Project

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

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

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

Again, in the section on replicability, we discuss some of our specific plans for dissemination. Also, please see "Deposits at Clearinghouses" section.

PROJECT ADVISORY COUNCIL

1. Membership, Geographical Distribution and Areas of Expertise

The Advisory Council for this project consists of a subset of the Executive Council of the Illinois Council for Black Studies (ICBS). ICBS is a state-wide organization of Afro-American Studies practitioners (faculty, students and other interested persons). The ICBS Executive Council consists of representatives from twenty Illinois institutions of higher learning. As such a large body would be rather unwieldy as a committee of advisors, we have selected five members of the ICBS Executive Council to serve as our project advisory council.

Project Advisory Council

Chairperson

Maryemma Graham (Ph.D., Cornell University), Assistant Professor of English, Chicago State University, Chicago, Illinois

Members:

Johanetta Jones (ABD, Kent State University), Director of Afro-American Studies, Eastern Illinois University, Charleston, Illinois

Sterling Plump (M.A., Roosevelt University), Assistant Professor of Black Studies, University of Illinois-Chicago Circle, Chicago, Illinois
Brisbane Rouzan (Ph.D., University of Illinois), Acting Director of Afro-American Studies, Southern Illinois University, Carbondale, Illinois
Essie M. Ruthledge (Ph.D., Michigan), Chairperson, Afro-American Studies Department, Western Illinois University, DeKalb, Illinois

As the reader may have noted, this advisory committee consists of members from various parts of the state: north, south, east and west. It also includes persons with quite distinct educational backgrounds: education, history, literature and sociology. Thus, their collective expertise represents a quite broad area of academia.

Most of these individuals have been involved in curriculum development. Several of them have expertise in personnel training and in the dissemination of curriculum and other related materials. The expertise of the Advisory Council will be supplemental by that of the nationally prominent consultants referred to earlier.

2. Advisory Council's Role in Planning, Administration and Evaluation

The issue of the development and institutionalization of a core curriculum in Afro-American Studies and of the training of instructors to teach that curriculum has been a concern of the Executive Committee of the Illinois Council for Black Studies (i.e., the group from which our Project Advisory Committee will be derived) since the inception of ICBS in October, 1979 and has been a concern of certain members of the council for many years. In fact, the chief author of the most widely used introductory text utilized in Afro-American Studies is co-chairperson of the ICBS Executive Council (Professor Gerald McWorter). Moreover, the issue of the institutionalization of a core-curriculum in Afro-American Studies, and of the development of adequate resources to insure academic excellence in the teaching of such courses, became a prominent agenda item of the National Council for Black Studies largely as a result of the efforts, and "track-record," of certain members of the Illinois Council.

Most members of the Curriculum Materials Development Committees will be members of the Executive Council of the Illinois Council for Black Studies of their designates. As noted earlier, these committees, in cooperation with the project staff, will also assume partial responsibility for the Teacher Training Workshops. Members of the ICBS Executive Council, especially, those who are members of the Project Advisory Council, will play a key role in contacting prospective enrollees for the workshops.

Elsewhere in this proposal we have delineated the crucial role these committees will directly play in the administrative and evaluative aspects of this project. The progress and problems of this project will be an agenda item at the regular state-wide meetings of ICBS.

The above-mentioned insures the sustained involvement of the Advisory Council in all phases of the project, and it provides for this involvement in a logically integrated manner.

PLAN OF OPERATION

1. Project Design and Management

In previous sections of this proposal, we have established the need for a project such as ours and, in relation to these needs, have delineated the general goals and specific objectives that make up our agenda. Much of the discussion in the section on objectives and in the section on the project advisory council specifically conveys the roles to be played by the curriculum committees and

by the advisory council in the administration of this project. Here, we would like to focus specifically on (a) our timetable for the realization of our objectives; (b) the formal linkages obtaining among the project staff, other key personnel and the various committees and workshops; and (c) some of the specific responsibilities of the project staff members.

1a. Task-Specific Timetable

The chart on the following two pages provides an overview of the various components of our project and of their relative sequencing.

1b. Project Organization Chart

The chart on page 19 is our Project Organization Chart. It provides an overview of the designated linkages obtaining over the three-year time span of this project among the project staff, other key personnel and the committees and workshops that are at the heart of this project.

1c. Staffing and Responsibilities

The project will be staffed as follows: a Project Director (25%) time, a Project Administrator (100%), three Curriculum Design Specialists (150%, i.e., 50% each), a Secretary (100%), Clerical Assistants (about 25%) and two or three Work-Study Students (as needed); National Curriculum Experts (6 days per year, i.e., two days per consultant); and a National Project Consultant (4 days per year).

The primary responsibilities of the Project Director are (1) to provide general direction for the project's staff, advisory council and consultants; (2) to serve as the project's chief liaison with the Office of Education; and (3) to serve as the chief spokesperson for the project.

The primary responsibilities of the Project Administrator are to serve as the key administrator for all components of the project and to supervise, directly or indirectly (see secretary's responsibilities below), the members of the staff.

As indicated elsewhere, the Curriculum Design Specialists will be graduate students, preferably with strong backgrounds in curriculum design and/or Afro-American Studies. The Curriculum Design Specialists will serve as the primary staff persons working directly with the Curriculum Materials Development Committees. Under the direction of the Project Administrator and in cooperation with the Curriculum Materials Development Committees, they will play a major role in collecting and evaluating prospective course materials.

The Secretary will be responsible for production typing, typing correspondence and managing the clerical aspects of our project, including the supervision of any Clerical Assistants and Work-Study Students. S/he will maintain an inventory of supplies, recommend routine purchases to the project administrator and maintain a log of expenditures. S/he will also serve as the project's receptionist.

The responsibility of the Clerical Assistants is to do production typing (e.g., of twenty pages or more) as needed. From previous experience, we anticipate that the cumulative usage of such individuals will amount to about twenty five percent time. They will be hired via the University of Illinois Stenographic Services office. (In any instance when no one is available via this office, we will contact a local temporary services office.)

The Work-Study Students will retrieve materials from the library, assist in the development of bibliographies, help with the "Xeroxing" of materials, run errands and assume other routine responsibilities as necessary.

The responsibilities of the consultants are included in the "Objectives" section and the "Evaluation" section.

TASK-SPECIFIC TIMETABLE

INVENTORY OF AFRO-
AMERICAN STUDIES
IN ILLINOIS

CURRICULUM
DEVELOPMENT

TEACHER
TRAINING

EXPERIMENTATION
EVALUATION

DISSEMINATION
ASST. IN ADOPT.
PROCEDURES

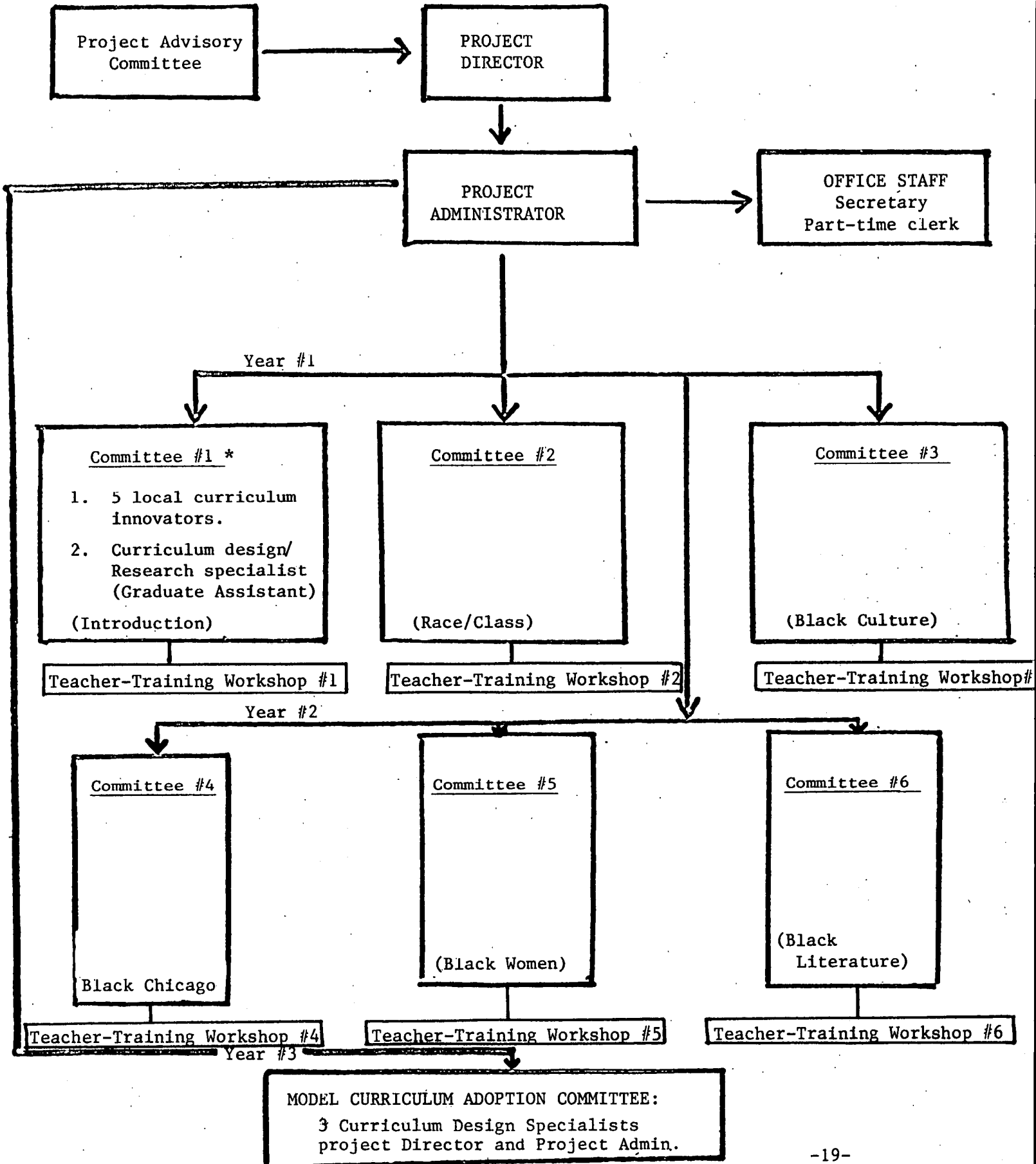
Y1 FALL	Phone Survey of all Colleges in the State offering courses in the humanities and social sciences	Form first three Curriculum Committees and hold two meetings		Pilot testing of classes of Introduction to Afro-American Studies. Arrange for 2nd year experimental adoption of first three courses	
WINTER	Continue phone survey; begin site visitations to key programs	Committees hold two meetings; National Consultants visit (i.e., Curriculum Experts, Project Consultant)		Continue pilot evaluations	
SPRING	Complete site visitations	Committees hold two meetings	Select teachers, distribute material for self-study	Prepare report on pilot test	
SUMMER	Prepare report on Afro-American Studies in Illinois	Early Summer - Print committee reports (texts and syllabi)	Late Summer - Teacher-training sessions		
Y2 FALL		Form 2nd Curriculum Committees and hold two meetings		Classroom evaluation of first set of courses - arrange for 3rd year experimental adoption of second three courses	
WINTER		Committees hold two meetings; National Consultants visit		Continue evaluation	

(Task-Specific Timetable - continued)

INVENTORY OF
BLACK STUDIES
IN ILLINOISCURRICULUM
DEVELOPMENTTEACHER
TRAININGEXPERIMENTATION/
EVALUATIONDISSEMINATION
ASST. IN ADOPT.
PROCEDURES

Y2 SPRING		Committees hold two meetings	Select teachers, distribute material for self-study	Prepare report on 1st set of evaluations	
SUMMER		Early summer - Print committee report (text & syllabi)	Late summer - Teacher training sessions		
Y3 Fall				Classroom evaluation of 2nd set of courses	Set up campus meetings to discuss model core curriculum for local adoption
WINTER				Continue evaluation	Continue meetings
SPRING				National Project Consultant visits; Prepare report on 2nd set of evaluations ICBS State-wide conference	Continue meetings Begin material dissemination
SUMMER					WRITE FINAL REPORT Continue national dissemination, including deposit of materials at clearinghouses.

PROJECT ORGANIZATION CHART



* Each of the other five committees will be similarly staffed.

As can be discerned from statements in various parts of this proposal, the extent to which various project personnel will work on one or more of the three components of this project will vary as a function of their respective job titles. The following establishes this point more explicitly (though the reader is encouraged to underscore the fact that the figures presented are necessarily approximations).

Approximate Percent of Time to Be
Spent on Each of Three Components of
Project by Project Staff and Consultants

<u>Staff</u>	<u>Curriculum Dev.</u>	<u>Teacher-Training</u>	<u>Dissemination</u>
1. Director	60%	20%	20%
2. Administrator	60%	20%	20%
3. Curriculum Design Specialists	80%	20%	---
4. Secretary	60%	20%	20%
5. Part-Time Clerical Assistance	80%	---	20%
<u>Consultants</u>			
1. National Project Consultant	60%	20%	20%
2. National Curriculum Experts	80%	10%	10%
3. Local Curriculum Innovators	100%	---	---

2. Relation of Objectives to Goals

On page 6 we listed the three goals of our project as the following:

The general goals of this project are: (1) to develop a thorough, systematic teacher training program in Afro-American Studies; (2) to make a substantive contribution to the standardization of a core curriculum in Afro-American Studies; and (3) to organize and develop materials that could be used to realize the goals articulated in (1) and (2), eventually as textbooks.

In the objectives section, we listed six objectives: (1) to complete an up-to-date inventory of Afro-American Studies curriculum development in post-secondary educational institutions in Illinois; (2) to develop Afro-American Studies Curriculum materials; (3) to hold teacher training workshops; (4) to evaluate the courses that will be developed; (5) to evaluate the outcomes of the teacher training workshops, and (6) to engage in a comprehensive outreach program to all post-secondary educational institutions that offer courses of study in the social sciences and humanities in the state of Illinois. The intent of this last objective is to insure the adoption of at least some aspects of the core curriculum at most of the target institutions. Objectives (3) and (5) contribute directly to the realization of our first goal. Objective (6) contributes directly to the realization of the second goal. Objectives (1), (2) and (6) contribute directly to the realization of the third goal. Many of the above are indirectly related.

3. Resources, Personnel and the Achieving of Our Objectives

At various places in this proposal (under "Objectives," "Project Advisory Council," "Plan of Operation" and "Evaluation"), we have delineated the roles

various members of the team will play in insuring that each of our objectives is achieved. (See, e.g., the "Project Organization Chart.") Included in our discussion of "Adequacy of Resources" and of the "Budget and Cost Effectiveness" is a delineation of some of our non-personnel resources and of some of the ways in which we intend to utilize these to achieve our objectives.

QUALIFICATIONS OF KEY PERSONNEL

Dr. Gerald A. McWorter (Ph.D., University of Chicago) will serve as the Project Director. Dr. McWorter is the Director of the Afro-American Studies and Research Program at the University of Illinois (Urbana). He is an Executive Board Member of the National Council for Black Studies, Co-chairperson of the Illinois Council for Black Studies, and on the editorial boards of the Black Scholar and the Journal of Black Studies. He will soon assume the editorship of the Black Sociologist. For fifteen years, Professor McWorter has played a key leadership role in discussions of theory and method in Afro-American Studies. He is the current Chairperson of the Committee on Methods of the National Council for Black Studies. From 1970-1975, he was Director of Afro-American Studies at Fisk University. From 1976-1977, he was Acting Director of the Center for Black Studies at the University of California. From 1975-1979, he was Associate Professor of Black Studies at the University of Illinois at Chicago Circle. In the summer of 1969, Dr. McWorter directed the first nation-wide teacher-training program in Afro-American Studies for the Institute of the Black World in Atlanta, Georgia.

Dr. Ronald Bailey (Ph.D., Stanford University) will serve as the full-time Project Administrator. Dr. Bailey has a long involvement with Afro-American Studies, having participated in developing programs at Michigan State University and Stanford University while he was a student. He founded the Multi-Ethnic Education Resources Center at Stanford and published Teaching Black: An Evaluation of Methods of Resources for the California Board of Education. Dr. Bailey has maintained a key role in national and state-wide Afro-American Studies activities, having been on the national boards of the African Heritage Studies Association and the National Conference of Black Political Scientists, and currently is serving as the Executive Director of the Illinois Council for Black Studies. Having taught Afro-American Studies at Fisk University and Cornell, he now teaches at Northwestern. He has requested a leave to work on the project. (We may have to replace him as project administrator during the second and third years because of his academic commitments.) A copy of his vita is attached to this proposal.

Dr. St. Clair Drake (Ph.D., University of Chicago) will serve as the Chief Consultant for the project. Dr. Drake is Professor Emeritus of Anthropology at Stanford University. Dr. Drake headed the Program in African and Afro-American Studies and Stanford University from 1969-1975 and has monitored the development of Afro-American Studies throughout the U.S. during the past decade. He is a world renowned authority on Blacks in the new and old worlds--a reputation his forthcoming two volume work, Black Folks Here and There: Essays in Comparative Sociology and Anthropology (University of California Press), proves to be indisputably justified. Although now thirty five years old, Dr. Drake's pioneering work in urban sociology, Black Metropolis, remains a classic.

The amount of time the key personnel (and other persons on our prospective payroll) will devote to the project is listed in the discussion of staffing in the section on "Plan of Operation."

EVALUATION

In addition to informal evaluative procedures (e.g., routine staff meetings and unstructured conversations with the project's consultants), nine formal evaluative procedures have been built into the overall process:

1. Reports from National Project Consultant

The National Project Consultant will devote four working days (two on site) during each of the three years of this project to help us "de-bug" our operation. Specifically, he will assist us in thinking through some alternative ways in which we might best operationalize our objectives; will review our plans for the Curriculum Materials Development Committees and the Teacher-Training Workshops; and, especially, will read and comment on working drafts of the final materials we prepare for dissemination. He will also meet with the National Curriculum Experts.

2. Reports from National Curriculum Experts

Our National Curriculum Experts will read and critically comment on the curriculum materials developed by their respective committees. They will also provide us with feedback on our Teacher-Training Workshops.

3. Questionnaire/Discussion at End of Teacher-Training Workshops

During the latter part of the last session of each of the teacher-training workshops, we will distribute a short questionnaire. To be completed within ten minutes or so, this questionnaire will yield quantitative data (from multiple-choice questions) and qualitative data (from open-ended questions) that will evaluate the worth of these sessions from the points of view of the participants. This data, and the subsequent discussion, will assist us to make any necessary changes in the structure and/or content of these sessions.

4. Weekly Audio Diaries by Teachers of the Six Model Courses

At the end of each week during which the newly devised courses are being taught, the Curriculum Design Specialists will conduct cassette-recorded phone interviews with those persons teaching the courses. Consisting primarily of open-ended questions, these conversations will average fifteen minutes in length. By the end of the academic semester (or quarter), the cassettes from each of the teachers will constitute an audio diary.

5. Questionnaires to Students

During the first and last weeks of each course, the teachers of the six model courses will administer questionnaires to their students. The first questionnaire will provide us with quantitative and qualitative data indicating what students expect to derive from the courses. The second questionnaire will yield quantitative and qualitative data revealing the extent to which the expectations of the students were realized. The data from these instruments will not only help us to evaluate the success of particular courses (e.g., those on the Black Experience in Chicago) but will assist us to do comparative evaluations of the various courses.

6. State-wide Conference on Standardized Core Curriculum in Afro-American Studies

During the latter part of the third year of this project, the Illinois Council for Black Studies (ICBS) will host, at its expense, a State-wide Conference on Standardized Core Curriculum. Members of our project will be core participants in this conference. Also, those persons who will have taught the model courses will be asked to attend and to bring (compliments of ICBS) two students from each of the courses. The major focus of this conference will be the evaluation of our project.

7. Staff Reports Specific to Each Course

After having benefit of all the above-mentioned evaluation procedures, and of other less formal evaluations, the staff will write separate reports for each of the courses. These reports will be used to make necessary revisions

in the course materials, as well as to assist in the process of getting the courses formally adopted.

8. Final Report

At the end of the project, the staff will produce a detailed report. This report will include a critical assessment of the various components of our project and of its overall impact.

9. Feedback from Users

We will specifically ask those to whom we disseminate materials to provide us with feedback on the extent to which our products are useful for their respective constituencies. We will utilize the information received in any subsequent revision. This type of approach has proved quite beneficial in our revisions of Introduction to Afro-American Studies (which is now in its fourth edition).

ADEQUACY OF RESOURCES

1. University of Illinois at Urbana-Champaign

As the reader is undoubtedly aware, the University of Illinois is one of the leading universities in the United States. The resources available to us here reflect the university's stature.

- 1a. Office Space and Furnishings. We have adequate office space and, with only a few small changes, adequate furnishings to accommodate this project.
- 1b. Equipment and Supplies. We have most of the equipment necessary for this project (e.g., modern typewriters, an electronic stencil-cutter and duplicating equipment). We may have to rent an additional typewriter or two. (Such expenses will be part of the in-kind contribution of the University of Illinois.) The volume of supplies listed is based on estimates provided by our staff and reviewed by the University of Illinois Grants and Contracts Office.
- 1c. Special Project Related Resources. These include the following:
 - 1. Faculty. There are at least a dozen faculty members here whose work has directly to do with Afro-American Studies; the work of many others has some distinct areas of overlap with Afro-American Studies. We will be able to draw on the expertise of some of these individuals during various phases of this project.
 - 2. Graduate Research in Afro-American Studies. Many graduate students are doing research on Afro-American topics. Such research has been going on for many years. Thus, the English Department (which has three tenured Afro-Americanists) has trained eight PhD's in Afro-American Literature, and, since 1965, the Anthropology Department has trained a number of Afro-Americanists. Dr. Norman Whitten (current editor of the American Ethnologist) trained many of the anthropologists just referred to. He will be a member of our Curriculum Materials Development Committee on Afro-American Culture.
 - 3. Institutional Racism Project. This project has multiple year funding from the federal government to train pre-doctoral and post-doctoral students in three areas: developing conceptual designs for the general analysis of institutions, developing specific research projects focusing on racist practices in selected institutions, and developing an understanding of the intellectual foundations of "scientific racism." The project's co-director, Dr. James Anderson (Associate Professor of Education), will assist in the development of our course on "Race and Class in the Black Experience."

4. Library. The University of Illinois (Urbana) Library is the third largest academic library in the United States (after Harvard and Yale) and has employed a full-time Afro-American bibliographer for the last decade. The library has an extensive collection of Afro-American materials. It is cooperating with our office to make such materials (e.g., journals) readily accessible. Professor Rosemary Stevenson, the Afro-Americana Bibliographer, has agreed to assist our project as necessary.
5. University of Illinois Press. The University of Illinois Press has one of the finest publications records in the field of Afro-American Studies. Its publications include the special series on Blacks in the New World edited by August Meier, and the collected works of Booker T. Washington.

2. Illinois Council for Black Studies.

The Illinois Council for Black Studies was formed in October, 1979 at the University of Illinois (Urbana). It has a membership of over 20 schools in the state, and is affiliated with the NCBS. In the short time that it has been formally organized it has been able to hold a very successful national conference: Black People and the 1980 Census. This conference focused on the undercount issue. The proceedings are being published as well as a two volume reference work on the issue. In the near future ICBS will publish its own newsletter, The Illinois Black Scholar.

3. National Council for Black Studies

The most important Afro-American Studies professional association is the National Council for Black Studies. While it is only 4 years old, it has nearly 1,000 members, and is the leading professional resource for program evaluations and clearinghouse type of information. The headquarters of the NCBS is at Indiana University (Bloomington) under the leadership of Dr. Joseph Russell, NCBS Executive Director. The current Chairperson is Dr. William Nelson (Ph.D., University of Illinois), Chairperson of Black Studies at Ohio State University. The NCBS publishes Voices in Black Studies: A National Newsletter. NCBS will be working cooperatively with the proposed project.

REPLICABILITY

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

1. Professional Conferences. We fully intend to make the materials from this project available at every major Afro-American Studies conference, as well as at the more traditional professional meetings (e.g., the American Sociological Association, the American Anthropological Association, the American Historical Association and others). We also intend to deliver project-related papers at some of these conferences.
2. Professional Papers. We intend to publish the results of this project in a series of widely published professional papers. These would facilitate the involvement with the project of persons in a number of pertinent fields.
3. AFRO-SCHOLAR. The newsletter of the Afro-American Studies and Research Program of the University of Illinois (entitled AFRO-SCHOLAR) is distributed to about one thousand persons in the United States

(and elsewhere) who have Afro-American Studies-related interests. The newsletter will assist us to publicize our results and to solicit the participation of others in further institutionalizing and evaluating the core curriculum we are developing.

4. Additional Mailings. We will supplement AFRO-SCHOLAR's mailing list with a list of individuals and institutions involved in non-Black Ethnic Studies and with a selected list of libraries. These individuals and institutions will be sent a publicity pamphlet and any additional materials they request.
5. ICBS and NCBS Newsletters. The results of our project will be published in the newsletter of the Illinois Council for Black Studies, as well as that of the National Council for Black Studies.
6. 1982 NCBS Conference. We are hosting the Spring, 1982 conference of the National Council for Black Studies, either in Chicago or Urbana-Champaign (the exact location will largely depend on the relative availability of facilities). This conference will bring together approximately 500 to 700 Afro-American Studies practitioners. This will provide us with a major, unique opportunity to showcase our project.
7. Textbooks. As we have indicated, ultimately the materials developed in this project will result in a series of textbooks and manuals and resource guides for teachers. Their wide distribution will insure the long-term availability of the products of this effort.

DEPOSITS AT CLEARINGHOUSES

The results of this project will be deposited at the Education Research Information Center (ERIC) and at selected public and college Libraries in various parts of the United States (e.g., in the Vivian Harsh Collection of the Chicago public library system and the Shomberg Collection of the New York public library system; and in the libraries of Howard University, Fisk University, Atlanta University and the University of Illinois.

BUDGET AND COST EFFECTIVENESS

This section includes the following: a detailed budget summary and a statement justifying the various expenditures we have proposed. (Please note that the percent time each of our staff members and consultants will devote to each of the three components of our project is delineated in the Plan of Operation.)

Professional

The project will be under general direction of Dr. McWorter at 25% time. This is part of the contribution of the University of Illinois. Dr. Bailey will be the 100% time project administrator (\$18,000) while on leave from his post as Assistant Professor of Political Science and African American Studies at Northwestern University. Dr. Bailey serves as the Executive Director of the Illinois Council for Black Studies (ICBS), while Dr. McWorter is the state-wide Co-chairperson of ICBS. There are also 3 half-time Curriculum Design Specialists included here at \$5,800 each. It is expected that these will be graduate students from the University of Illinois and Northwestern University.

Clerical

We have budgeted for a full-time secretary (\$11,000) and \$2,000 for part-time clerical support. We intend to hire work-study students as part-time workers who are on work-study contracts.

Employee Benefits

Employee benefits are determined as follows: retirement (12.66%), workmen's compensation (.40%) and health and life insurance (3.3%). For additional details, see Employee Benefits on page 28.

Consultants

As indicated in the narrative, there will be three categories of consultants.

- A. Local Curriculum Innovators. From various parts of Illinois, these persons will make up our three Curriculum Materials Development Committees. Each committee will consist of five individuals and will meet six times. Each consultant will be paid a total of \$125 per day (honorarium and per diem). Thus, each committee will cost \$3750. The total cost for three committees will be \$11,250.
- B. National Curriculum Experts. We will hire one nationally known scholar to be a consultant with each committee. The cost of each consultant for 2 days will be about \$830 (i.e., honorarium of \$150 for each day, \$65 per diem, and \$400 for travel). Total costs: \$2490.
- C. National Project Consultant. Dr. St Clair Drake, Professor Emeritus of Anthropology at Stanford University and former Director of Stanford's Program in African and Afro-American Studies (1969-1975), will consult on the overall development and productivity of the project. He will visit for two days once a year and will spend a minimum of sixteen hours each year (i.e., two work-days) reading and responding to drafts of materials we send him via the mail. Dr. Drake will be paid an honorarium of \$150 for each of the 4 days he consults with us and \$65 per diem for each of the two days he consults on site. His travel expenses from California will be about \$500. Total costs: \$1230.

Travel

Two professional meetings are scheduled at \$500 per meeting for a total of \$1,000. This includes one meeting for the Project Director and one for the Project Administrator. Also, two types of investigative trips are planned

for the Project Administrator at \$500 for a total of \$1,000. This includes one national trip at \$500, and several trips around Illinois for a survey of Afro-American Studies programs. These trips will be to make on site investigations of institutions with important developments in Afro-American Studies curriculum. Given the ecological pattern of Afro-American Studies in Illinois, we estimate the necessity of 20 staff trips between Chicago and Urbana at \$25 per trip for a total of \$500. The three committees of local curriculum innovators (see consultant justification) will draw on a state-wide membership; therefore, we estimate an average \$100 for travel per meeting for each of a total of 18 meetings. This represents a total of \$1800. Estimates for committee travel include Amtrak rates and special car rental rates from the University of Illinois fleet.

Equipment

Equipment (general office furnishings, file cabinets, typewriters and tape recorders) will be contributed by the University of Illinois.

Materials and Supplies

This includes \$800 for journal subscriptions and book purchases. We budgeted \$100 per month for phone and postage. This adds up to \$1200. We have budgeted \$500 for miscellaneous supplies (e.g., paper, pencils, general office supplies, etc.).

Production

This project will require a relatively frequent use of Xerox services in order to circulate material to committee members from minutes, books, journals, reports, etc. We have budgeted \$500. We have budgeted \$250 for about 125 cassettes. For the printing of our committee reports, i.e., the printing of drafts or our texts-syllabi, we have budgeted \$2,250. This represents an estimate of each report being 400 pages and costing \$2.50 each to print. We plan about 300 copies per course. The total figure represents 900 copies at \$2.50 each.

Indirect Costs**

- A. 62% of Salaries and wages.
- B. 35% Graduate Assistant Salaries (Tuition)

2. BUDGET JUSTIFICATION: Years 2 and 3

The budgets for each of three years are essentially the same. The only major difference is that in the last year of the project, we will only use one consultant (i.e., our National Project Consultant). The other small differences in cost reflect (1) yearly 8% salary increases and related benefits and (2) an assumed yearly inflation rate of 10%.

**Special Footnote: The listing of two (2) rates is to reflect the University's best estimate of costs related to Graduate Assistant Tuition which are required by OMB Circular A-21 (Revised) to be charged separately to Sponsored Projects after 1 July 1981. The University's current negotiated indirect cost rate is 68% of Salaries and Wages including a component for tuition. Recognizing that the separate (direct or indirect) charging of tuition will impact our negotiated indirect cost rate, we have reduced our 68% rate to 62% to allow for this change in procedure. Appropriate adjustment(s) will be made as these rates/costs become firm.

2. BUDGET ESTIMATES FOR ALL YEARS OF PROJECT

		1ST YEAR 9/1/81-8/30/82	2ND YEAR 9/1/82-8/30/83	3RD YEAR 9/1/83-8/30/84
A. DIRECT COSTS				
1.	Salaries and Wages	Time		
	a. Project Administrator	100%	19,440.00	20,995.00
	b. Graduate Assistants (3)	150%	19,051.00	20,575.00
	c. Secretary	100%	<u>11,880.00</u>	<u>12,830.00</u>
	Subtotal		50,371.00	54,400.00
2.	Employee Benefits			
	a. Retirement (12.66% of la and lc)	3,672.00	3,965.00	4,282.00
	b. Workmen's Compensation (.40% of la, lb and lc)	187.00	201.00	218.00
	c. Health and Life Insurance (3.30% of la and lc)	<u>957.00</u>	<u>1,034.00</u>	<u>1,116.00</u>
	Subtotal	4,816.00	5,200.00	5,616.00
3.	Temporary Clerical Assistance	2,000.00	2,160.00	2,333.00
4.	Consultants	14,970.00	14,970.00	1,230.00
5.	Travel	4,300.00	4,730.00	3,730.00
6.	Materials and Supplies	2,000.00	2,250.00	2,500.00
7.	Production	3,000.00	3,330.00	1,200.00

BUDGET ESTIMATES FOR ALL YEARS OF PROJECT

	1ST YEAR 9/1/81-8/30-82	2ND YEAR 9/1/82-8/30/83	3RD YEAR 9/1/83-8/30/84
8. Total Direct Costs	78,226.00	83,011.00	71,009.00
B. INDIRECT COSTS	35,091.00	37,898.00	40,929.00
62% of all salaries and wages plus 35% of graduate assistant salaries			
C. TOTAL COST	\$ 113,317.00	120,909.00	111,938.00

APPENDIX A
SELECTED BIBLIOGRAPHY

Allen, Robert L. "Politics of the Attack on Black Studies." The Black Scholar, September, 1974, p. 2.

Bailey, Ronald. "Black Studies in Historical Perspective." Journal of Social Issues, Vol. 29, No. 1, 1973.

Blassingame, John W. New Perspectives on Black Studies. Urbana: University of Illinois Press, 1973.

Boggs, James. Curriculum Suggestions for Black Studies Institutes. New York: National Association for African Ed., 1969.

Bowles, Samuel and Gintis, Herbert. Schooling in Capitalist America. New York: Basic Books, Inc., 1976.

Bullock, Henry Allen. A History of Negro Education in the South from 1619 to the Present. Cambridge, Mass.: Harvard University Press, 1967.

Chambers, Fredrick. Black Higher Education in the United States: A Selected Bibliography on Negro Higher Education and Historically Black Colleges and Universities. Connecticut: Greenwood Press.

Clark, Kenneth B. and Plotkin, Lawrence. The Negro Student at Intergrated Colleges. New York: National Scholarship Service and Fund for Negro Students, 1963.

Coles, Flournoy. "Black Studies in the College Curriculum." Negro Educational Review, XX (October, 1969), pp. 106-13.

Colman, Joseph; Wheeler, Barbara; and Carty, Wilfred. "Planning a Curriculum in Urban and Ethnic Affairs at Columbia University. In Human Uses of the Library. New York: Praeger, 1970.

Cortada, Rafael L. Black Studies: An Urban and Comparative Curriculum. Lexington, Mass.: Xerox College Publishing, 1974.

The Cox Commission Report. Crisis at Columbia: Report of the Fact-Finding Commission Appointed to Investigate the Disturbances at Columbia University in April and May, 1968. New York: Vintage Books, 1968.

Crouchett, L. "Early Black Studies Movements." Journal of Black Studies, Vol. 2, December, 1971, pp. 189-192.

Epps, Edgar G. and Gurin, Patricia. Black Consciousness, Identity, and Achievement. New York: John Wiley & Sons, Inc., 1975.

Ethnic Heritage Studies Centers. A report on the hearings before the General Sub-committee, February-May, 1970, Honorable Roman C. Pucinski, Chairman. Washington, D.C.: Government Printing Office, 1970.

- Etzioni, Amitai and Tinker, Irene. "A Sociological Perspective on Black Studies." Educational Record, Vol. 52, No. 1 (Winter, 1971), pp. 65-76.
- Ford, Aaron Nick. Black Studies Threat or Challenge? Port Washington: Kennikat Press, 1973.
- Frazier, E. Franklin. "The Failure of the Negro Intellectual." Negro Digest, February, 1962.
- Frazier, E. Franklin. On Race Relations. Chicago: The University of Chicago Press, 1968.
- Frye, Charles A. The Impact of Black Studies on the Curricula of Three University. Washington D.C.: University Press of America, 1976.
- Furniss, W.T. "Racial Minorities and Curriculum Change." Educational Record, L (Fall, 1969), pp. 360-70.
- Green, Robert L. Racial Crisis in American Education. Chicago: Follett Educational Crop., 1969.
- Grossvogel, David I. and Cushing, Stout. Divided We Stand: Reflections on the Crisis at Cornell. Garden City, New Jersey: Doubleday & Company, Inc. 1970.
- Guthrie, Robert V. Even the Rat was White: A Historical View of Psychology. New York: Harper & Row, Publishers, 1976.
- Jackson, Maurice. "Toward A Sociology of Black Studies." Journal of Black Studies (1970), pp. 132-135.
- Jencks, Christopher and Riesman, David. The Academic Revolution. Garden City, New York: Anchor Books, Doubleday & Company, Inc., 1969.
- Johnson, Abby Arthur. Propaganda & Aesthetics. Amherst: The University of Massachusettes Press, 1979.
- Joseph, Gloria I. "Black Studies Consortia: A Proposal." Afro-American Studies, Vol. 1 (1971), pp. 231-235.
- Josey, E. J. What Black Librarians are Saying. New Jersey: The Scarecrow Press, Inc., 1972.
- Ladner, Joyce A. The Death of White Sociology. New York: Vintage Books, 1973.
- McClendon, William N. "Black Studies: Education for Liberation." The Black Scholar, September, 1974, p. 18.
- McEvoy, James and Miller, Abraham. Black Power and Student Rebellion. Belmont, Calif.: Wadsworth Publishing Company, Inc., 1969.
- Newton, James E. "A Review of Black Studies as Related to Basic Elements of Curriculum." Afro-American Studies, Vol. 3, 1975, pp. 255-260.

Orrick, William H. "Shut it Down!: A College in Crisis." A Report to the National Commission on the Causes and Prevention of Violence, San Francisco State College, October, 1968 - April, 1969.

Peoples College. Introduction to Afro-American Studies. Chicago: Peoples College Press, 1975.

Rather, Ernest R. Chicago Negro Almanac and Reference Book. Chicago: Chicago Negro Almanac Publishing Co. Inc., 1972.

Record, Wilson. "Response of Sociologists to Black Studies." In Black Sociologists: Historical and Contemporary Perspectives. Blackwell, James and Janowitz, Morris, Editors. Chicago: University of Chicago Press, 1974.

Robinson, Armstead, ed. Black Studies in the University: A Symposium. New Haven: Yale University Press, 1969.

Rose, Peter I. The Subject is Race. New York: Oxford University Press, 1968.

Rosovsky, H. "Black Studies at Harvard: Personal Reflections Concerning Recent Events." American Scholar, XXXVIII (Autumn, 1969), pp. 562-72.

Russell, Joseph J. "Afro-American Studies: From Chaos to Consolidation," "The Negro Education Review," XXVI (1975), p. 185.

Shatz, Walter. Directory of Afro-American Resources. New York: R. R. Bowker Co., 1970.

Smith, David N. Who Rules the Universities: An Essay in Class Analysis. New York: Monthly Review Press, 1974.

Smith, W., "Black Studies: A Survey of Models and Curricula." Journal of Black Studies, March, 1971.

Staples, Robert. "Black Studies: A Review of the Literature." Black Scholar, October, 1970, pp. 53-56.

Thorpe, Earl E. Black Historians: A Critique. New York: William Morrow and Co. Inc., 1971

Valentine, Charles A. Black Studies and Anthropology: Scholarly and Political Interests in Afro-American Culture. Boston: Addison-Wesley Publishing Co. Inc., 1972.

Weinberg, Meyer. A Chance to Learn: A History of Race and Education in the United States. Cambridge: Cambridge University Press, 1977.

Woodson, Carter G. Miseducation of the Negro. Washington, D.C.: The Associated Publishers, Inc., 1933.

Wright, Stephen J. "Black Studies and Sound Scholarship." Phi Delta Kappan, LI (March, 1970), pp. 365-68.

Young, Carlene, ed. Black Experience: Analysis and Synthesis. San Rafael, California, 1972, p. 5.

APPENDIX B: VITAE OF PROJECT
DIRECTOR AND PROJECT ADMINISTRATOR