A Peoples College Study Guide:

BLACK PEOPLE AND PRESIDENTIAL POLITICS
(A Supplement to Black Liberation Month News 1984)

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1. INTRODUCTION

For the past 12 years Peoples College has been actively doing education work around the new development of Black Liberation Month. This is part of the culture of resistance (see Black Liberation Month News 1982 for a full discussion of this concept). We have seized the time this year in focusing in on one of the key topics being discussed by Black people, and everyone else in the USA concerned with contemporary affairs: Black People and Presidential Politics.

This is a study guide designed to assist anyone interested in using the 1984 Black Liberation Month News in a variety of settings. Our first run was 75,000 copies and we hope to run out as soon as possible. This is the only major study program from the Black studies/Black liberation movement, and this issue is being discussed in every Black community (virtually every Black household). It is imperative that there be a national study program for every major issue, a study program that avoids being sectarian although clearly representing a progressive point of view.

We believe that virtually every major sector of our movement can use this study guide except those who are firmly united with the existing political parties, and who have a real material stake in the status quo of this society. In other words we think that this material can be used by the vast majority of Black people who have no real material stake in this society, and who at least are prepared to deal with new ideas about Black Liberation.

This study guide is designed to be used. Please use it and pass it on to some one else, Xerox parts of it and pass them on to other people, send your friends copies of the BLM News 84 and get them interested in studying. No matter what your views are, this important political event will not make its maximum impact without the clarity of a national study program, because otherwise we are abdicating our responsibility and leaving it to the mass media and the public relations material of the candidates and the established parties.

Finally, we need your help, some feed-back on BLM News and this study guide. You will find a questionaire in this study guide. We would like you to fill one out, and if it is possible we would like you to have your colleagues (constituents and co-workers) fill them out as well. We thrive on criticism because only then do we get feed-back on our relative strengths and weaknesses.

We sincerely hope this material is useful.

2. HISTORY AND BACKGROUND OF BLACK LIBERATION MONTH

(reprint from 1982 pamphlet by Peoples College, February is Black Liberation Month: A Proposal for Black People)

The annual observance of Black history has been a national program for over 100 years. There have been three major stages in this development:

1. 1863-1925 "Emancipation Day" Celebration

   It used to be customary to have a festive celebration on January 1st in recognition of the day set by U.S. President A. Lincoln in the Gettysburg Address for the slaves to be free. The main point was freedom from slavery. This observance varies based upon local conditions, e.g., in Texas it is celebrated as "Juneteenth" in June.

2. 1926-1970 "Negro History Week" (Black History Month)

   Dr. Carter G. Woodson and his Association for the Study of Negro Life and History began the modern process of popularizing the study of Black history. This was developed when the Black Belt South was at its height, as was overall Black National Conciousness. This provided an intellectual focus for group identity and unity.

3. 1971 - Now Black Liberation Month

   After initial developments, Peoples College began giving leadership to the struggle for recognition of Black Liberation Month. Black Liberation Month is a major progression from a focus on identity to the politics of the liberation struggle.

After the overall material transformation of Blacks from farmers into factory workers, the 1960's represented a decade of unprecedented political and ideological developments. Wave upon wave of people surged forward from one campaign of struggle to another. Now, from the vantage point of the 1980's, we must organize ourselves to consolidate, institutionalize, and protect as many gains as possible. We should never go back to the way things used to be (pre-1960's).

Thus, the specific aim of Black Liberation Month is to establish a living link with the freedom struggle experienced in the 1960's (truly to be remembered as a glorious festival - a decade of struggle). We hope to make it normal for people to think, talk, research, and write about "liberation". We want this recognized by everyone: Black Liberation is the key focus of the history of Black people, and the focus of the history of Black intellectuals and artists as well.

There is always a danger in throwing out traditions because they have been established by the lives of our people. There is also the danger of doggedly holding on to the status quo because the world changes and life goes on in new and different ways. The guiding principle we have used here is to avoid destroying tradition by consciously and carefully transforming it by replacing history (for national identity) with liberation (for united political action).

Black liberation is the essence of what we deal with in February. Let's call it by its name: FEBRUARY IS BLACK LIBERATION MONTH. Peoples College has been doing work on this project since 1971. Here's what we've been doing:

1971: The first calendar was published in Nashville, Tennessee. Major historical events were included along with local activities in the Black community.

1972: The second calendar highlighted four Peoples College Conferences to explore the conditions for Black unity, held each weekend in February. The conferences focused on the topics: culture, youth, labor and politics.

1973: The main focus was historical events in February with suggested readings which discussed the struggle for Black Liberation.

1974: The fourth year emphasized the need to develop a concrete basis on which to sum up contemporary political developments. This included a suggested study guide, the promotion of a Black history quiz on a local radio station, and a more focussed selection of dates for the calendar.

1975-1977: No national calendars were published, but several local Black Liberation Month activities took place.

1978: The calendar was published by the Organizing Committee for a New African Liberation Support Committee.

1979: This was the first Peoples College Newspaper edition of Black Liberation Month News, with the calendar as the center fold. The lead article took the character of a New Year's editorial for Peoples College. Theme: "Fighting the Triple Oppression of Black Women"

1980: The Black Liberation Month News Theme: "Revolutionary Black Power in the 1980's which included Peoples College's 10 Point Program for Black Liberation. Also included were articles on Iran, Zimbabwe and the 1980 Census.

1981: The Black Liberation Month News Theme: "Building Unity for the Revolution." Included were a historical sketch of building unity in the Black liberation movement, and articles on Black studies, African Liberation and the Black student movement.

1982: The Black Liberation Month News Theme: "Black History and Black Liberation." The 10 Point Program for Black Liberation was reprinted and photos/biographical sketches of W.E.B. DuBois, Carter Woodson, J.A. Rogers and Zora Neale Hurston were included.

1983: The Black Liberation Month News Theme: "Black Family History is for Black Liberation." Included were a special list of books in Black history, the family and genealogy, and a guide to doing a family history chart.

3. BLACK LIBERATION MONTH NEWS 1984: BLACK PEOPLE AND PRESIDENTIAL POLITICS

We have set up articles to cover the main aspects of the federal government of the USA, and the position of Black people in the USA as well. The following is a suggestive outline.

1. USA HISTORY: page 8

In four columns information is presented by year (see left side of page) for changes in the economy, the political system, Black history and war. The red suggests the time that the USA has been at war, virtually most of the time! Note the graphs in the column dealing with economics. These should be read in relationship to the dates at the bottom of the page. The three boxes in the Black history column represent the three modal Black experiences: slavery, rural sharecropping, and the urban experiences (for more on this see Peoples College, INTRODUCTION TO AFRO-AMERICAN STUDIES, esp. Vol. I, Chapters 4,5, and 6).

2. BASIC FACTS ABOUT THE US PRESIDENCY: page 2

We have described the constitutional definition of the US presidency (Article II) and the three branches of the federal government. Also, we commented on three significant issues:

a. The People versus the Electoral College
b. Checks that do not Balance versus Checks and Balances
c. Presidential Administration versus the Permanent Government

3. POWER IN THE USA? OWNERSHIP AND DECISION MAKING

Page 6 basically runs down the structure of power in the country, especially in the relationship between economics and politics with corporations. Our thesis is that there is a hereditary ruling class in the USA and it owns and rules. This ruling class is only 1% of the US population.

4. BLACK PEOPLE IN THE US SYSTEM

Page 7 lists 10 ways that Black people are related to the politics and 10 ways that Black people are related to the economics of this country. The main thing is that Blacks are on the bottom no matter what aspect of society you analyse.

5. BLACK PEOPLE AND THE 1984 CAMPAIGN

On pages 2 and 3 we have presented tables that give a historical list of Black candidates, lists the main Primary dates for this spring's selection of Republican and Democratic candidates, and 10 comparative "pros" and "cons" regrading a Black presidential candidate in 1984.

We have also written an editorial that clarifies the historical roots of the candidacy of Jesse Jackson, the dual aspect of his campaign, its major shortcoming, and our views about the two tasks facing the Black Liberation movement:

a. Rebuilding the Black Liberation Movement

b. Building a New Political Party

The editorial is on page 3.

4. FOUR WAYS TO USE BLM NEWS 1984

When an issue of great interest spreads throughout society it is taken up in many diverse contexts. Certainly the issue of presidential politics is the kind of issue that will eventually work its way into almost every setting where groups gather. We hope that BLM News 1984 will follow the discussion wherever it goes on. You can help by keeping a few on your desk or in your car so that single copies can easily be passed on to interested people.

Further, there are four contexts in which we think a systematic effort should be made to use BLM News for an educational effort, and it is mainly for this that we have written this Study Guide. The four contexts are as follows:

A. the class room

B. the community

C. an election campaign

D. a political study group

A. THE CLASS ROOM

We have identified 11 courses in which you can use BLM News 1984.

1. Introduction to Afro-American Studies
2. Black History
3. Black Politics
4. American History
5. Introduction to Sociology
6. Minority Group Relations
7. American Government
8. Introduction to Political Science
9. Urban Sociology or Politics
10. Political Thought
11. Civics

Eleven Relevant Courses for Adopting
BLM News 1984 "Black People and Presidential Politics"

1. COURSE TITLE: Introduction to Afro-American Studies (or Black Studies) courses:

COURSE TOPICS:

1. Blacks in the U.S. Political System
2. Movement or Liberation Politics
3. Blacks and Electoral Politics
4. Blacks in U.S. Economy
5. Black Political Participation
6. Blacks and Public Policy

USES: The content of Black Liberation Month News can readily be used to support any one of these topics, and the bibliography in this study guide can be used to identify appropriate supplementary readings. When the course turns to the political science aspects of Black Studies, then BLM News 84 can be used in conjuction with most standard texts. For example: If Introduction to Afro-American Studies (2 volumes) by Peoples College is the standard text, BLM News can be used in conjunction with chapters 8, 9, 10, 15-17 and 18 in that text.

Key uses of BLM News 84:	Section or Page
1. as assigned reading	all, or any section
2. as class discussion based upon assigned readings	any section including the quiz
3. as written assignment based upon topic focus	any topic; the BLM News 84 quiz may be used. Frame analytic or interpretive essays. Quiz questions 3, 5, 6, 9 and 10 are most appropriate

2. COURSE TITLE: Afro-American (or Black History) survey courses

COURSE TOPICS:

1. Pre-Civil War Black History
2. Post Civil War Black History
3. Contemporary Black History
4. Black Political History and Thought (1865 to Present)

BLM News 84 can be used to fit into a chronological or periodization paradigm, or it may be used topically to emphasize or stress the political aspects of the Afro-American experience. It maybe used in conjunction with J. H. Franklin's From Slavery to Freedom "Black Freedom Struggle" or Introduction to Afro American Studies (Chapters 4-6, 9, 10, 15-17 and 18.

USES:	Section or Page
1. as assigned reading	all
2. as class discussion	quiz B1; calendar pp. (4-5)
3. as written assignment based upon discussion and readings to develop topical essays	use quiz (p. 11), as guide to developing essay questions quiz questions 1, 3, 6 or 10 are especially appropriate

3. COURSE TITLE: Black Politics (or Minority Politics) In the U.S.
(Seminar course for upper class members)

COURSE TOPICS:

1. Electoral Politics and Blacks
2. Movement Politics
3. Blacks and National Politics
4. Black Political Thought
5. Blacks and U.S. Government Policy
6. Black Delegate Selection and Political Parties

This course provides the best basis for the adoption of BLM News 84--particularly given the Presidential campaigns, the election, the formation of party platforms, third party movements, and strategies and tactics for Black liberation.

BLM News 84 can be used as a separate source, or in conjunction with other texts and readings (bibliography).

USES:	Section or Page
1. as assigned readings	all
2. as class discussion document based upon assigned readings	any topical focus
3. as written assignment based upon specific or general readings and class discussion	topical essays based upon quiz
4. research papers on ongoing, individual or group projects	analytic essays and critiques

4. COURSE TITLE: American History (survey courses)

COURSE TOPICS:

1. Blacks in U.S. History
2. Origins of Government and U.S. Constitutional History
3. History of U.S. Presidency
4. American Race Relations
5. The Civil Rights Movement
6. Black History Month

BLM News 1984 is most appropriate as special topics and in a thematic approach to American history classes where the role of Blacks in U.S. history is emphasized. Since Black people have been a central issue in U.S. history--past and present --it is essential that the BLM News 84 perspective be placed squarely at the heart of its analysis. BLM News sufficient factual content enabling it to be used as a substantive review of the essential features of U.S. political development. BLM News 84 can be used as a separate source, or in conjunction with a standard text and or assigned readings.

USES:	Sections or Page
1. as assigned readings a historical approach to any topic can be used to emphasize the Black experience in U.S. history--political history	Basic Facts, pp. 1,2 BLM Calendar, pp. 4-5 Political History, p. 8
2. as a class discussion document based upon assigned readings	quiz questions
3. as a written assignment based upon readings and decisions	quiz questions critical essays can be developed around key points of view raised in BLM News 84

5. COURSE TITLE: Social Movements, Introductory Sociology or Social Studies

COURSE TOPICS:

1. Political Movements (cohesion vs. disruption)
2. Inequality and Human Rights
3. Political Representation (Leadership) (consensus and alientation)
4. Government, Interests Groups and Public Policy (system demands and supports)
5. Race, Racism and Politics of Racial Groups (ideology and oppression and protest)
6. Minority Relations (Racial and Ethnic Groups)
7. Integration vs. Discrimination (stratification)

BLM News 84 can be used appropriately with all of these topics which are components of an introductory sociology or social studies class. Whether using a social problems (topical) or theoretical (conceptual analytic) approach. BLM News will allow students to gain a fuller understanding of social dynamics operative in U.S. society, social structure, and institutions, by focusing on a relevant topic at the societal level. Use in conjunction with other special readings and standard texts.

USES:	Sections or Pages
1. as assigned readings (focus upon theory and empirical linkages); all topics	all sections
2. as class discussion using social problems' approach	any or all topics
3. as written assignments critical or empirical based upon assigned readings	any or all quiz questions

6. COURSE TITLE: U.S. Minority Relations (or Minority Groups) (Sociology or Ethnic Studies)

COURSE TOPICS:

1. Social Bases of Conflict
2. Institutionalized Racism and Social Change
3. Public Policy and Minority Relations
4. Ethnic Mobility and Racial Discrimination
5. Minority Relations and Processes of Social Change (Historical)
6. Minority Impact on U.S. Institutional and Social Life
7. Inequality and Minority Politics
8. Coalition Politics

Diverse topics are subsumed under what is called minority or ethnic relations. BLM News 84 is appropriate to use as the centerpiece in any one of the topics above (and variations), utilizing one of a variety of approaches (historical, institutional, systemic, etc.). It can be used in conjunction with standard texts or specialized readings.

USES:	Sections
1. as an assigned reading theoretical or substantive issues can be identified	all, or selected
2. class discussion--a typical or theoretical approach can be utilized to identified focus upon key issues linking course study to concrete problems of social relations	selected topics
3. as written assignments critical essays can be developed on the basis of assinged readings, class discussions and quiz questions	

7. COURSE TITLE: American Government (introductory) courses in American Politics

COURSE TOPICS:

1. Origins of U.S. Constitution
2. The Presidency
3. The Electoral Process
4. Parties and Partisan Realignment
5. Constituent Demands and Supports
6. Minority Representation/ Participation
7. Elite and Special Interests
8. Civil and Human Rights

BLM News 84 can be appropriately used with a variety of topics within standard American Government or U.S. Politics courses. Units on the presidency, electoral process, party coalition in elections and public policy demands versus outputs in government are especially relevant, as are topics such as minority relations and Civil Rights and Human Rights issues.

USES:	Sections or Pages
1. as an assigned reading it can be used as a unit or special topic	all sections
2. as a class discussion document aimed at reinforcing textural treatment of regular class topics	
3. as a written assignment, the quiz as the "Pro and Con" debate over the chances for a Black candidate being elected can be highlighted critical or interpretative essays could be developed based on the different topics covered and issues raised in BLM 84	

8. COURSE TITLE: Introduction to Politics and Government
(introductory Political Science)

COURSE TOPICS:

1. Social Basis of Power
2. Distribution of Public Resources
3. Minority Representation and Status in Politics
4. Citizen Participation
5. Elites, Interests Groups and Parties Formation
6. Regime Recruitment/Selection
7. Ideology and Social Movements

BLM News 84 can be used as a special topic, or to focus on standard topics usually emphasized in the introductory level course in politics or political science where concepts such as power, resource distribution, resource mobilization, conflict resolution, concensus building and political recruitment are emphasized as well as processes of continuity and change in political systems. Use in conjunction with standard text.

USES:	Sections
1. as assigned readings All sections can be used to reinforce basic concepts and to test theories of politics	all
2. as a class discussion document after individualized or group reading assignments a problem-solving or conceptual approach can be used to focus upon key themes. The quiz and basic fact sections are both useful to focus discussion	
3. as a written assignment, the quiz and "pro and con" of a Black presidential candidate can be used as the basis for developing research papers, topical critiques or essays around key issues or concepts	

9. COURSE TITLE: Urban Sociology (Urban Politics)

COURSE TOPICS:

1. Public Policy and Problems of Urban Development

2. Urban Demography, Public Needs and National Policy

3. Ethnic Mobility and Domestic Policy

4. Urban Crisis, Government and Political Movements

Since Blacks are mostly concentrated in urban settings, the role of the federal government and presidential policies variations in dealing with special problems of cities are important foci of study. BLM News 84 can be used as a case study document treating the historical development and contemporary problems faced by Blacks in their relationship to national politics. As is the case in basic Sociology courses key concepts and sociological theories can be assessed for their ability to explain Black political behavior and the particular focus it takes in an urban setting. Use in conjunction with standard readings, course text, or as a case study.

USES:	Sections
1. as assigned reading, students can be directed to identify dey concepts or theiries and critically apply them to the Afro-American experience within the context of cities. The link between urban conditions and national politics can be explored	any
2. as class discussion, BLM News can be used to develop topical or conceptual debates and class forums	
3. as written assignments, the quiz questions, the status of Blacks in the political system, etc,, can be used as the basis for critical essays, group research papers or individual theses topics	

10. COURSE TITLE: Political Thought (political science and advanced history courses)

COURSE TOPICS:

1. The Founding Fathers
2. Radical Thought in American Thought: Past and Present
3. Black Political Thought
4. Democratic Thought as Reflected in the Development of the U.S. Constitution
5. Ideology and Contemporary Social Movements
6. Political Thought and Current National Policy

BLM News 84 is comprehensive enough to provide a basis to survey the history of American political thought as reflected in the basic institutions of U.S. society and the impacts of both on Blacks as an important segment of the population. Moreover, the basic contradictions between the promise of U.S. democracy and its practice are reflected in Black political thought. BLM News can be used in association with a variety of course readings from the Federalist Papers to the contemporary thinking of Martin Luther King, Malcolm X and the supporters of President Ronald Reagan.

USES: Sections

1. as an assigned reading, the sections on "Basic Facts of the U.S. Constitution," the policies of key Presidents (Jefferson, Jackson, Lincoln, Roosevelt, Kennedy, etc.) can be used to draw out distinctions between principles and practices as related to Blacks as a part of the polity. The key question of what constitutes the "good state" can be pursued from many angles
2. a class discussion focused upon the contradictions between the theory of democracy and it s practice can be specified by developing a topical approach The different strategies and tactics of socio-political change discussed in the BLM News 84 content can be explored

10. COURSE TITLE: Political Thought (cont'd)

3.

3. as a written assignment, a variety of critical and interpretative essay papers could be develop which allow students to link political principles to actual political practice.

11. COURSE TITLE: Civics, Social Studies or Heritage Studies (high school, adult education and special classes for immigrants)

COURSE TOPICS:	Page and Paragraph
1. Origins of American Government and Constitution	p. 2, Basic Facts
2. The Main Themes in U.S. Heritage	pp. 4-5, BLM Calendar
3. Heritage Appreciation	Same
4. Civil Rights and Constitutional Protections	pp. 2, 8 Basic Facts U.S. Political History
5. The Black Freedom Struggle	pp. 6, 7

BLM News can be used effectively in basic civics courses in three main settings: high school, adult education and classes established for immigrants--especially Caribbean, Asians and Latin Americans who need basic factual information within an understandable context, that many of them will be able to identify with--the Black experience. Mastery of this factual information and exposure to the Black experience will be a useful corrective to mainstream approaches to introductory civics where history, politics, citizens rights and responsibilities, cultural heritage and socio-linguistics are important components.

USES:	Sections
1. assigned readings for factual content should be emphasized	pp. 2, 4-5, 6-8
2. class discussions should seek to compare and contrast the development of the Black experience with their own cultural experiences. In a high school course, many myths can be exposed by walking through key sections in BLM News 84. Focus should be directed toward the quiz questions. Class debates should be encouraged using BLM News as the base.	pp. 1-8 quiz
3. written assignments should focus upon answering selected quiz questions and limited topics to insure mastery of a few basic points.	

	COURSE TOPICS	BLM NEWS 84 - TOPICS & PAGE #	ASSIGNED READINGS TEXT AND/OR SUPPLEMENT SOURCES	BLM NEWS 84 DISCUSSION SECTION	BLM NEWS 84 QUIZ QUESTIONS
.S. MINORITY ELATIONS	*social basis of conflict *institutional racism *public policy and minority relations *ethnic mobility and discrimination *minority relations and social change *inequality and racial ethnic politics *minority impacts on U.S. institutional life *coalition politics	who owns America, p6 Blacks in U.S. system, p7 Blacks and presidential politics, p3 Blacks in U.S. system, p7 editorial, p3 Blacks in U.S. system, p7; editorial,p3 BLM calendar, p4-5 editorial, p3	standard texts; see readings under sociology	all sections; pros and cons of a Black presidential campaign; quiz questions	questions #1, 3, 4, 6, 7, 10
MERICAN OVERNMENT	*origins of U.S. constitution and the presidency *the electoral process *parties and partison realignments *citizen demands and government supports *minority representation and participation *elites and special interests	Basic facts, p2 Basic facts, p2 editorial, p3; political history of the U.S., p8 Blacks in the U.S. system, p7-8 Blacks in the U.S. system, p2,7 who owns the U.S., p6	standard texts; Peoples College, Intro to Afro-American Studies, chaps 9-10 and 15-17; see readings under sociology	all sections; quiz questions	all questions
OLITICAL CIENCE	*social basis of power *institutions of power *distribution of public resources * minority status and politics *citizen participation *influences on politics *regime recruitment *ideology and movement	who owns the U.S., p6 Basic facts, p2 Blacks in U.S. system, p7 Blacks in U.S. system, p7 editorial, p3 who owns the U.S., p6 Basic facts, p2, p6 introduction, p1; editorial, p3; Basic facts, p2	standard texts; see sociology course titles	all sections; quiz questions	all questions
RBAN OCIOLOGY	*public policy and problems of urban development *city population, public needs and national policy *ethnic mobility and domestic policy *urban crisis, federal government and political movements	Blacks in U.S. system, p7-8 & p3 who owns the U.S.. p6-7; selected tables, p2,3 and 8	standard texts; Alcaly and Mermelstein, Fiscal Crisis of American Cities; U.S. Census, "Statistical Abstracts;" "City and County Fact Book;" also, Municipal yearbook	pros and cons of a Black presidential campaign; pros and cons of a Black political party	questions #5, 7 and 10
OLITICAL HOUGHT	*founding fathers and the constitution *democratic thought as reflected in the U.S. constitutional history *Black political thought *contemporary social movements *political thought and current national policy	Basic facts, p2 Basic facts, p2 introduction, p1 and p2 editorial, p3 editorial,p2,3; p7 and p8	standard texts; Peoples College, Intro to Afro-American Studies; H. Walton, Black Politics;	quiz questions; Basic facts,p2 editorial, p3; Blacks in the U.S. system, p7; pros and cons of a Black President; pros and cons of a Black political party	questions #2, 3, 5, 7, and 10
VICS	*origins of American government *main themes in U.S. history *heritage appreciation *constitutional protections *Black freedom struggle	Basic facts, p2 editorial, Basic facts, p2,3, and p8 BLM calendar, p4-5 Basic facts, p2 editorial, 3; p7; BLM calendar, p4-5	standard texts	quiz questions; Basic facts,p2	all questions

	COURSE TOPICS	BLM NEWS 84 - TOPICS & PAGE #	ASSIGNED READINGS TEXT AND/OR SUPPLEMENT SOURCES	BLM NEWS 84 DISCUSSION SECTION	BLM NEWS 84 QUIZ QUESTIONS
LACK TUDIES	*Blacks in U.S. system *movement or liberation politics *Blacks in electoral politics *Black political participation *Blacks and government policies *Blacks and the U.S. economy	all sections	Introduction to Afro-American Studies by Peoples College Press, two volumes, esp. chapters 4-6, 8-10, and 15-17; Introduction to Black Studies by M. Ron Karenga, chapter 5; U.S. Census Statistics; H. Walton, Black Politics	introduction, p1; editorial, p2; Blacks in U.S. system, p7; political history of U.S., p8	all; stress #1, 3, 4, 5, 6, 7, 9, 10
ACK STORY	*pre-Civil War history (slavery and war) *post-Civil War history (rural, urban history) *contemporary Black history *Black political history and thought *freedom struggle	Basic facts, p2 U.S. political history, p8; Who owns the U.S., p6 Blacks in U.S. system editorial, p3; U.S. political history, p,8 BLM calendar, p4-5; Basic facts, p2-3	Intro to Afro-American Studies, chapters 1-6, 8-10 and 15-16; J.H. Franklin, From Slavery to Freedom; Karenga, Intro to Black Studies, chap. 5 C.A. Beard, An Economic Interpretation of the U.S. Constitution; U.S. Census, "The Black Population in the U.S. 1790-1978"	editorial, p2; pros and cons of a Black presidential campaign; selected quiz questions	all; stress #1, 2, 3, 5, 6, 7, 9
ACK LITICS	*Black political participation *electoral politics and Blacks *political movements *Black political thought *Blacks and U.S. government policies *political parties (platforms and delegate selection)	Basic facts, p2-3 Basic facts, p2-3 editorial, p3; Malcolm and Martin, p1, p3 Blacks in U.S. system, p7 Basic facts, p2-3	H. Walton, Black Politics; Henderson, Black Political Life in U.S.; Preston, et.al., The New Black Politics; Keller, Power in America; Peoples College, Intro to Afro-American Studies, chaps 4-6, 9-10, and 15-17; Joint Center for Political Studies	all sections	all questions
ERICAN STORY	*Blacks in U.S. history *origins of U.S. government and constitutional history *history of U.S. presidency *American race relations *civil rights movement *Black history month activities and academic emphasis	editorial, p3; political history, p8 Basic facts, p1-2 Basic facts, p1-2 all sections editorial, p3; Basic facts, p2-3 all sections esp. p4-5 BLM calendar	standard text; Foster, Negro History in United States; Peoples College, Intro to Afro-American Studies, chaps 4-6, 9-10, and 15-17; U.S. Census, A Statistical History of the U.S. from Colonial America to 1976; also "The Black Population in the U.S. 1790-1978"	pros and cons of a Black presidential campaign; do Blacks need a third party?	questions #1, 2, 3, 4, 5, 6, 7, 10
CIAL VEMENTS	*political movements *inequality and human rights *political representation *public policy and interest formation *race, racism and race politics *minority relations	editorial, p3 Blacks in U.S. system, p7 Blacks in U.S. system, p7 Who owns the U.S., p6 Basic facts, p2-3; editorial, p2 Basic facts, p2-3; editorial, p2	standard text; Domhoff, Who Rules America Now; U.S. Census, Historical and Current Statistical Abstracts; also, "The Black Population in the U.S. 1790-1978; The State of Black America, Chicago Urban League, 1981, 1982 and 1983	all sections; pros and cons of a Black presidential campaign; quiz questions	all, especially #3-7, and 10

B. BLACK LIBERATION MONTH NEWS 1984 IN THE COMMUNITY SETTING

The issue of Blacks in presidential politics is likely to come up wherever people gather these days, but especially in four types of community settings:

1. church groups, social action and public affairs committees.
2. block clubs and neighborhood associations
3. youth organizations
4. families and gatherings of peers

If you are active in any of these settings, BLM News 84 is certain to be a useful source of information for fruitful debate and a guide to action for several reasons.

a. Political candidates often call upon churches to provide a forum for their views and a source of support.

b. Block clubs and neighborhood groups are primary units where people concerned about the impact of public policies organize to support these policies or to demand changes through collective action directed at elected officials.

c. Youth organizations and their members are a rich source for recruiting young, enthusiastic and energetic workers into political campaigns as volunteers.

d. Family members and peer settings contribute to consolidating opinions about local and national candidates, their platforms and what they will likely mean. Sometimes there are sharp differences of opinion.

BLM News can bring the most relevant issues of the 1984 presidential election dead center in the discussions emerging from these settings.

USES OF BLM NEWS 84

BLM News can be distributed broadly to your church group, block club, youth organization, family members and friends for them to read and to address points of debate. Your initiative can lead to the entire group benefiting by being more politically informed. There are other things you can do:

a. You can organize a discussion session around particular issues raised in BLM News 84. This can be done together with a pot luck dinner

b. You can invite "experts" and political activists and have them to address issues raised in BLM News 84.

c. You can lead a discussion for your group to help the members gain clarity about its goals, objectives and the role of electoral politics in acheiving these goals.

d. BLM News 84 can be used to settle for clarify some debates by calling on the factual information.

e. We would appreciate knowing exactly how you used it, and the results your group accomplished. Complete the questionaire and let us know.

In a word politicians are looking at your group as a potential source of votes. This study guide, BLM News 84, will help you clarify your perspective and provide a context for you to evaluate their policies and programs as politicians impact you in the community setting, in your home and on the job (or in search for a job).

C. ELECTORAL ACTIVISTS AND CAMPAIGN VOLUNTEERS IN LOCAL AREAS

A. Things to look for in BLM News 84...

1. a source for basic facts on the political experience of Blacks and their status in society
2. a summation of key lessons based upon an analysis which explains the political experience of Blacks and predicts future outcomes.
3. a guide to more information to further the analysis and easy reference.
4. a guide to action based upon clarity about the application of these lessons to inform present and future practice.

B. How to Use BLM News 84 to meet these objectives?

1. With more and more people becoming aware of issues involved in local and mational politics and being impacted by political decisions, a source for broad political education about the bigger picture is critical. At the same time some components of the political scene are decisive, standing in relief from the landscape. BLM News 84 can be used as a 'telescope' and a 'microscope' by activists who are concerned about giving guidance to fellow workers and volunteers who are interested in change.
2. BLM News 84 is a way political activists can get volunteers to put electoral politics into perspective, consider the broader issues relevant to the historical and current political and economic status of Black people. This is the main point of research - getting the moral of the story straight.
3. BLM News 84 can be a first step, a bridge to more comprehensive examination of key issues and a pool of information available in other sources frequently not used by grassroots activists and campaign workers.
4. BLM News 84 has an editorial which speaks directly to the issue of the presidential candidacy of Blacks including Jesse Jackson's pursuit of the Democratic Party nomination. BLM News 84 can be used to address specific platform demands, policy issues and political resources that can be generated by the candidate if volunteers are working from the standpoint of the Black liberation movement and its needs. (See suggested 10 Point Program in Appendix)

ORGANIZING A STUDY SESSION in the local campaign setting

Plan A: Electoral activists and campaign organizers can use BLM News 84 without having to spend a great deal of time in preparation. All that is required of campaign workers is that each has a copy of BLM News 84 and a discussion leader can walk them through the key sections. This is invaluable since time is a limited resource and activity is the major occupation of street-level campaign organization. BLM News can always be used as a reference by volunteers during the course of the campaign.

Plan B: is more appropriate for staff workers, strategists and political officers who have regular contact with the public - particularly the Black electorate, many with questions that are addressed by BLM News 84. In this instance, BLM News should be read in advance and then become the basis for a staff discussion session.

Plan C: Another approach would feature individuals or teams focusing on answering the quiz questions or 'live' questions actually raised by the Black electorate about their particular candidate as it relates to the experience of Blacks in the U.S. political system.

Plan D: A campaign officer might call upon local expertise in the community or institutions (i.e. political journalists, Black Studies department heads, local college political scientists) to use BLM News as the point of focus for a compaign orientation session linking the local campaign to national politics.

BLACK LIBERATION MONTH NEWS - 1984

QUICK ACTIVISTS REFERENCE GUIDE
FOR VOLUNTEER'S STUDY

Key questions asked by volunteers:	Article and page
1. How is the president selected? Qualifications?	Basic Facts p2
2. What are the duties and powers of the president? What are his/her limitations?	Basic Facts p2
3. Who elects the president, how are electors chosen?	Basic Facts p2
4. How Does our state select party convention delegates and electors? When is the date of selection?	Table 1 p2
5. How many convention delegates do we select in our district?	bibliography
6. How is the party platform put together?	bibliography
7. Have Blacks faired better under either of the major Parties?	Blacks & US Pres. p2 Blacks & US Sys. p7
8. Have Blacks been nominated for the Presidency before?	table 3 p3 bibliography
9. Do the same people who own the country run the government? Do they run the parties too?	Who owns US bibliography
10. What is this campaign going to cost the Black community and what will we get in return? Short run? Long run?	editorial p3
11. How can we get more information on where we stand?	Blacks& US sys. p7 Other sources p7 bibliography

D. POLITICAL STUDY GROUPS

There are two types of ongoing political study groups where BLM News 84 will be useful.

a. groups seeking a source of general information and views about Black people in U.S. politics and the American political system.

b. those groups where the issue of supporting a Black candidate or supporting a particular tactical thrust among Black people is now a burning question.

For both these needs BLM News 84 presents an editorial which is grounded upon an analysis drawn out of the overall historical and current position of Black people within the U.S. economic and political system. It puts forth a general view of the motion and direction of Blacks in relationship to changes in the system. This view highlights the long term interests of Black people.

In the second instance BLM News puts forth a view of the appropriate tactics that will make possible advances toward the goal of Black liberation. It addresses the specific issue of a Black presidential campaign and whether it should be supported and under what conditions or circumstances.

The basis for this view are also presented as the result of an analysis addressed from many angles. While all may not agree with the analysis, and the views on particular issues, a critical reading of BLM News along side of one's own views can only serve to aid in achieving greater clarity.

USES OF BLM NEWS BY STUDY GROUPS

1. Groups in search of a plan:

If a group has not formulated a plan of action on this issue and want to get a greater understanding of the current thinking on the Black movement, Black politics and Black people's experiences, then BLM News 84 is a basic starting point for arriving at a more developed plan of action.

2. Groups with a definite plan:

If a group has a definite plan and a body of study material, BLM News 84 is still the most comprehensive and developed popular view on the current political issues. It is a useful way to encourage a critique and clarification of the similarities and differences between your views and those of the editors of BLM News 84.

3. BLM News 84 is so factually grounded, the body of source materials so readily provided, that when differences do exist, it is possible for an independent analysis to be made. This investigation will spur debate and lead to greater understanding.

BLACK LIBERATION MONTH NEWS - 1984

BIBLIOGRAPHY AND REFERENCE GUIDE
TO SOURCES FOR
"BLACK PEOPLE AND PRESIDENTIAL POLITICS"

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Congressional Quarterly (CQ). This periodical contains ongoing analysis of various aspects of U.S. politics, especially the Presidency.

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_____. Who Rules America Now? (Prentice Hall, 1983)

_____. Fat Cats and Democrats (Vintage, 1962)

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B. General Theories of the State, Power and Political Movements for Change

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_____, On the United States (Modern Reader, 1968)

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POLITICAL ECONOMY

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C. Black Politics

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Illinois Council for Black Studies, Black People and the 1980 Census: Proceedings from a Conference on the Population Undercount (1980, available from Peoples College Press) See especially articles by McWorter, Kirksey, Bailey, and panel on politics (Vann, Stewart, and Newhouse)

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Michael Preston, Lenneal Henderson, and Paul Puryear, The New Black Politics: The Search for Political Power (Longman, 1982)

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D. Presidential Studies

1. Thomas Jefferson

Abram Harris, "The Economics of the Founding Fathers," in The Negro Caravan (Edited by Sterling Brown, et.al.)

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David Brion Davis, Was Jefferson an Authentic Enemy of Slavery (Oxford, 1970)

Winthrop Jordan, White Over Black: American Attitudes Toward the Negro, 550-1812 (Oxford, 1968) See especially Chapter 12, "Thomas Jefferson Self and Society".

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3. Franklin D. Roosevelt

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U.S. House of Representatives, Statistics of the Presidential and Congressional Elections, published after every national election

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Andrew Hacker, A Statistical Protrait of the American People (Viking Press, 1983)

The Chicago Tribune, The World Almanac (Annual)

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This is one of the leading public opinion polls in the U.S. The Gallup Report contains a regular report on questions asked in national polls, including support for various candidates, support for a Black presidential or vice-presidential candidate, attitudes toward the incumbent president and various social issues (affirmative action, etc.) Most data is reported for several years with breakdowns by race, sex, age, region, etc.

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C. Black Politics and Social Research

Joint Center for Political Studies, 1301 Pennsylvania Av. N.W. #400 Washington, D.C. 20004 202/626-3500. The main source for data on Black elected officials. Publishes the National Roster of Black Elected Officials annually. Also several papers on the status of Blacks in electoral politics (i.e. voting trends, measurement of Black office-holding, representation, etc.)

National Urban League, 500 E. 62nd St. New York, NY 10021

_____, State of Black America published annually since 1977. Analytical and descriptive essays on the status of Blacks in the United States often with issue-area focus.

Peoples College Press, P.O. Box 7696 Chicago, IL 60680 212/842-8242 The leading publisher of Black studies materials. Annually distributes Black Liberation Month News (additional copies available at cost). The 1984 BLM News, "Black People and Presidential Politics" is available with a source book containing a complete (600 plus pages) set of background readings on Black people and presidential politics.

D. Sources of Local Expertise

1. Political Reporters on local newspapers. Of necessity, they have to keep up with local campaigns and developments related to particular candidates.

2. Black Studies Departments and programs usually have someone on their staff or faculty who are following the local political scenes. The department head or director of the program can be contacted.

3. Political Science Departments often have at least one expert or experienced faculty with local politics as his/her major research interests. Check with your area university or college political Science or government department head.

APPENDIX A

REVOLUTIONARY BLACK POWER IN THE 1980'S:
TEN POINT PROGRAM FOR BLACK LIBERATION

Peoples College puts forward the following ten demands as a concrete political program based on our analysis and summation of the history and current struggles of Black people. These demands reflect what the masses of Black people are thinking, saying, and doing. These demands speak to the revolutionary aspirations of Black people for freedom which requires a basic and fundamental change in the existing system of exploitation and racist oppression. We call for open and full discussion of this 10 Point Program during BLACK LIBERATION MONTH and the months ahead to collectively set the best course for building our struggle for REVOLUTIONARY BLACK POWER and BLACK LIBERATION.

1. WE DEMAND REVOLUTIONARY BLACK POWER!

Where Black people are a majority, Black people should rule. This includes cities, counties and even states (Mississippi is 40% Black!), and public institutions like school districts. Where Black people are not in a majority, then we demand proportional representation. The fight for this Black political power will expose that the capitalist system is not really "democracy" so we must consciously link this fight for Black power of a new type to the fight for socialism, a new system which will abolish all forms of oppression and exploitation, and establish justice and equality for all.

2. WE DEMAND FULL EMPLOYMENT AND JOBS, OR AN ADEQUATE INCOME NOW!

Black people and all others who want to work must be given jobs at adequate wages. Jobs are especially needed by Black youth who face a devastating unemployment rate of more than 40% in some cities. Where decent jobs cannot be provided, then an adequate income must be provided. There is no reason except capitalist greed that only the rich should lead lives of comfort and security while more and more people find it harder to make ends meet.

3. WE DEMAND THAT THE KLAN, THE NAZIS, AND ALL RACIST AND FACIST TRASH BE LIQUIDATED!

Since slavery these types of organizations have been used to attack and intimidate Black people. They also mislead ignorant whites into believing that Black people are causing their own increasing problems of unemployment, inflation, and frustration and not the white ruling/capitalist class. In the face of escalating attacks --in North Carolina, in Tupelo, Mississippi, in Chicago and in New York--we urge Black people to plan armed self defense. This is our constitutional right--especially since the government has demonstrated that it will not stand on the side of justice and defend the rights of Black people.

4. WE DEMAND AN IMMEDIATE STOP TO THE FORCED DESTRUCTION OF BLACK COMMUNITIES!

Black communities, especially in inner city areas are being demolished by the redlining practices of big banks, real estate developers and their politicians. Dope is being fed to young Black people like free candy. End drug dealing in the Black community. Stop destroying Black housing! Close no schools! Close no hospitals!

5. WE DEMAND NO MORE DRAFT AND NO MORE IMPERIALIST WARS! HELL NO! WE WON'T GO!

Wars are started to protect the interests of the ruling class and not the masses of people. Wars cover up the problems of unemployment and inflation at home. Black youth should not be forced into the military to serve as cannon fodder because their right to jobs and education are being denied at home. The only war for Black people is against our own oppressors and exploiters right here in the United states! We

demand that U.S. imperialism end its support of racist white minority rule in Southern Africa and that both U.S. and Soviet Imperialism stop their meddling, intervention adn subverting the right to self determination of the peoples of Africa, the Caribbian, Latin America, the Middle East and Europe!

6. WE DEMAND AN END TO RACIST DISCRIMINATION AND EXPANSION OF AFFIRMATIVE ACTION PROGRAMS!

Given the history of racist oppression suffered for centuries and still forced on Black people, special efforts must be made if Black people are to reach full equality. Across the board, Black people in all walks of life--workers, students, the middle class, business people, etc.--still face the burden of racist discrimination.

7. WE DEMAND THAT POLICE BRUTALITY AND ALL POLITICAL HARRASSMENT BE STOPPED!

The government--federal, state and local--has demonstrated that it operates like a special committee which "serves and protects" the rich and their profits as its first priority. This is why Black people and the masses of working people are so often victimized. It is blatant intimidation for the purposes of control and we say that it must be stopped--NOW! Black people unjustly accused and railroaded to prison on trumped up charges by a racist "justice" system should be immediately released from jails.

8. WE DEMAND AN END TO THE TRIPLE OPPRESSION OF BLACK WOMEN!

Black women are oppressed by three evils--racism, male supremacy and class (economic) exploitation. Over 52% of all Black people in the U.S. are women. But Black women face greater discrimination and oppression that puts them on the bottom rung of the society. Because the particular problems and special concerns of Black women are not isolated from the problems faced by all Black people, Black men especially must take up the fight against the triple oppression of Black women. This is especially true with the serious increase of reported rapes and criminal sexual abuse of Black women.

9. WE DEMAND AN EDUCATION FOR ALL BLACK PEOPLE THAT EXPOSES THE TRUE NATURE OF OUR OPPRESSION IN THIS RACIST CAPITALIST SOCIETY!

Cultural genocide must stop and Black people must learn about and embrace all that is positive in our African heritage and our Afro-American culture and history. Public school education should be expanded and improved and it must be controlled by Black people where Black students are a majority. All ruling class schemes and attempts to destroy Black colleges and to push Black students out of post secondary education and into the streets must be militantly opposed. Black Studies programs should be expanded and be given full departmental status and power. More Black college teachers should be given tenure and the number of Black administrators should be increased. For the "liberation education" of the masses, Black History Month should be transformed to Black Liberation Month in order to stress our need to use a knowledge of history in our fight for Black liberation and freedom.

10. WE DEMAND A FIGHTING BLACK LEADERSHIP COMMITTED TO BUILDING PRINCIPLED UNITY AND MASS STRUGGLE AROUND A PROGRAM OF CONCRETE ACTION FOR REVOLUTIONARY BLACK POWER AND BLACK LIBERATION IN THE 1980'S!

Peoples College welcomes and encourages your comments and criticisms. What do you think? Write to us at Peoples College, P.O. Box 7696, Chicago, Illinois 60680.

APPENDIX B

Source Guide available for $100. (over 1,000 pages)

Introduction to Source Guide

NOTE: This Source Guide provides a convenient method to locate sources of data and facts used to support the analysis in Black Liberation Month News.

There are seven sections of the guide which provide source material on topics addressed in Black Liberation Month News. It provides data useful in making a comprehensive analysis of the U.S. political economy its government structure, and the relationship of Black people to the U.S. system-historically as well as currently. Although, the main focus is on Black people and presidential politics, our approach to a study of this relationship would allow access to this phenomena from a number of perspectives and academic disciplines (sociology, political science, history and economics).

This source guide provides a complete set of source material dealing with the subject and subjects related to Black people in the U.S. and presidential politics. We think this approach is more invaluable because presidential politics does not exist in a vacuum. Secondly, the serious student of this relevant subject can follow our analysis, critique it in light of the existing body of data, government statistics and research by researchers and social scientists who have treated various aspects of the Black people and U.S. political and economic system. Third, the source book is convenient and adaptable to a variety of approaches to the study of the presidency, U.S. politics and political economy and its relationship to Black people.

Contents

There are seven major sections to the source book. Each section is divided into 5 to 15 subject areas relevant to the topic area or subsumed by the general topic areas. There is some overlapping of subject areas across topics. For example: "Blacks in the U.S. Economy" appears in Sections Four and Five.

The user will notice that the seven sections of the same guide deal with relatively distinct topics. Each topic is supported by 3 to 16 major references to sources. We must caution that this has no relationship to the number of times a particular reference (i.e., book, article, map, chart, etc.) might be used as a source of information relevant to the major focus of the BLM News project. And in several instances the data listed here is cross-referenced under different or related sources. So that the same source dealing with, say, "Black elected officials" would also be useful in documenting Black women officeholders or Black elected police chiefs.

Finally, please note that each major source area and reference is preceded by a parathesized (0) number coded on the topic in which it appears. In other words, the same reference might appear under more than one subject within a topic area and it would carry the same reference number. On the other hand, a given source may be used under more than one major topic (or section of the source guide) and carry a different reference number. In total, there were 54 major sources used to document Black Liberation Month News. Since over 70 percent of the references are to statistical or quantitative data, this is the equivalent of hundreds of specific citations on the 64 subject areas under the seven sections continued in the BLM News source guide and the five major topics on "Black People and Presidential Politics" the point of focus of BLM News 1984.

SECTION ONE: BLACK LIBERATION MONTH NEWS 1984

SECTION TWO BASIC FACTS

Subject and Number	Source and Reference Number ( )
1. Duties of President	(1) Theodore Lowi, American Government: Incomplete Conquest, Hillsdale, IL: Dryden Press "The Constitution of the U.S. and Amendments."
2. U.S. Constitution	(1) Ibid.
3. Origins of Constituion	The Federalist Papers; also Charles A. Beard "An Economic Interpretation of the American Constitution"
4. Electoral College	(1) Lowi, T. American Government Incomplete Conquest.
5. Principle of Checks and Balances	(1) Ibid.
6. Presidential Administrations and Bureaucracy The Reagan Administration	(2) The World Almanac and Book of Facts, 1984 Newspaper Enterprises Associates, New York, 1983.
7. Presidential Primary	(3) Congressional Quarterly and Weekly Reports, August 6, 1983, pp. 1610-1613, also (1) T. Lowi.

SECTION THREE U.S. POLITICS

Subject and Number	Source and Reference Number ( )
1. Election Statistics, General	(1) Statistical Abstract of the United States, 1981. U.S. Department of Commerce, Bureau of the Census, 1982 Section 16, pp. 477-500.
	(2) Andrew Hacker, ed. U.S.: A Statistical Portrait of the American People, New York: Viking Press/Penguin Books, 1982.
2. Presidential Biographies	(3) World Almanac, op cit.
3. Public Opinion (Polls) Black Support for Democratic Presidential Nominees 1936-1980	(4) Gallup Poll Data, 1982-83 Opinion Survey Reports: See Section Seven (7) Number (11).
4. Presidential Elections Popular and Electoral Vote 1976-1980 Elections	(1) Statistical Abstract op cit, Section 16, pp. 478-483; (5) Clerk of the House of Representatives Federal Election Commission, 1976-1981.
5. Presidency in Crisis - The Presidency and Trends in Electoral Support	(6) Thomas Dye, The Irony of Democracy: An Uncommon Introduction to American Politics, 4th edition, Chapter 10. North Scituate, MA: Duxbury Press, 1982.
6. Federal Finances and Budget Expenditures	(1) Statistical Abstract, 1981 op cit, Section 9, pp. 241-271.
7. Military Spending	(7) "National Defense and Veterans Affairs" Statistical Abstracts op cit., Section 12, pp. 352-374. (8) World Almanac, 1984, op cit "National Defense."
8. U.S. Wars and Political History - U.S. Wars	(9) John P. Heller. Power in America. Chicago: Vanguard Books, 1983, Chapter 3, pp. 72-82; Appendix C, p 171.

Section Three U.S. Politics

Subject and Number	Source and Reference Number ( )
	(10) "Major U.S. Overt and Covert Military Interventions" A Chart in Our Socialism, a journal of American Socialists Democratic Workers Party (November-December) 1983, p. 8.
9. Government Financing	(11) U.S. Statistical Abstract, Section 9, op cit, "U.S. Government Finances and Employment."
10. U.S. Campaign Finances - Presidential Campaign Finances	(12) Michael Barone and Grant Ujifusa The Almanac of American Politics, 1984, "Guide to Usage," pp. 1329-1343.
11. PACs and Campaign Spending	Ibid.
12. Class Politics and U.S. Political Parties	(13) G. William Domhoff. Fat Cats and Democrats: The Role of the Big Rich in the Party of the Common Man, Englewood Cliffs, NJ: Prentice Hall, 1967. See Chapter 2, "Jews and Cowboys," pp. 35-75.
13. Corporate PACs, Interests-Groups and U.S. Campaign	(12) Almanac of American Politics, op cit., pp. 1329-1343.
14. The Ruling Elite in Government and Corporations	(6) Dye, op cit., Chapter 4, "The Men at the Top: Positions of Power in America." (14) Dye, Thomas R. and John W. Pickering. (15) "Governmental and Corporate Elites." The Journal of Politics 36: 4 (November 1974), 900-925.
15. Who is the Ruling Class? Ruling Class Control and Power Elite	(16) G. William Domhoff. Who Rules America Now? A View for the '80s, Englewood Cliffs, NJ: Prentice Hall, 1983.

SECTION FOUR

ECONOMICS

Subject and Number	Source and Reference Number ( )
1. U.S. Economic Development - Capitalism and Slavery - Capitalism and Southern Tenancy - Capitalism and Urban Industrialism - Capitalism and Corporate Power	(1) John Heller, Power in America, Chicago: Vanguard Books, 1983. Chapter 3, "The South as An Economic Reserve"; also Historical Statistics of the U.S., two volumes U.S. Department of Commerce Bureau (Sections A, C, D, F, K, P, U, V, W, X, dealing with various aspects of the U.S. Economy.)
2. Historical Statistics: - Population, migration, labor, national income, agriculture, housing, manufacturing, foreign trade, business productivity, and government financing	Ibid.
3. Role of Blacks in U.S. Economy: Comparative Statistics - Labor Force Data - Employment, Occupations - Unemployment - Earnings, Wages - Labor Unions and Memberships - Personal income, wealth differentials - Business enterprises - Manufacturing - Comparative economics - Recent trends historical statistics urban trends	Ibid; also (2) Statistical Abstract of the U.S., 1981, Bureau of the Census, op cit., Section 13, "Labor Force, Employment and Earnings", pp. 375-454. Section 14, pp. 417-420, 424, 431-450, 453-455. Section 18, pp. 531-537, 550-554. Section 29, pp. 774-779. Section 33, pp. 863-879, 882-885, 894-897. Section 34, pp. 901-927, 901-917, 917-926.
4. Business Financing - Corporations - Capital Flows - Capitalist Economy - The Banks, Insurance - Finance of Industry	(2) Statistical Abstract, Section 17. "Banking, Finance and Insurance," pp. 503-552, also Section 18, "Business Enterprise," pp. 531-554. (2) Ibid, Section 17; 18, pp. 502-530.

Subject and Number	Source and Reference Number ( )
5. Manufacturing and Productivity - Gross Product and - Measures of Production	(2) Ibid. Section 29, "Manufacturing," pp. 774-807. Section 14, "Income, Expenditures and Wealth", pp. 417-453.
6. Industries in U.S.	(3) The World Almanac and Book of Facts, 1984. NY: Newspaper Enterprise Associates, "U.S. Manufacturing and Minerals," pp. 121-125.
- Major Industry Groups	Ibid.
7. Manufacturing Trends	Historical Statistics op cit., "Manufacturing" Section P, pp. 652-702 and "productivity and technological development" Section W, pp. 943-967.
8. Ownership of Wealth	G. W. Denhoff. Who Rules America Now? op. cit. (Section 3; r. 16). (4) M. Moskowitz, et al. Everybody's Business 1982 Update, New York: Harper and Rowe, pp.
- Family ownership	p. 11.
- Corporate management and interlocking directorships	pp. 22-23.
- Leading profit makers	pp. 35-48.
- 500 leading corportions	(5) "Fortune 500", Fortune Magazine 1982-83, pp. 226-ff.

SECTION FIVE BLACKS AND THE U.S. ECONOMY

Subject and Number	Source and Reference Number ( )
1. General Population and Status Trends 1970-1982	(1) William Matney and Dwight Johnson, America's Black Population 1970-1982 A Statistical View, Bureau of the Census, Department of Commerce Special Publication, P-O-Pop 83-1 July 1983, pp. 1-ff
- population - income trends - poverty - labor force and occupation - occupational differences - military service	
2. Inflation, Real Earnings	(2) The World Almanac and Book of Facts 1984. New York: Newspaper Enterprise Associates
- Consumer Price Index	(2) Enterprise Associates, 1983 p. 56.
3. Blacks in the Labor Force	(3) Statistical Abstract of the U.S., 1981, Bureau of the Census, Section 13, pp. 375-415.
Employment, Unemployment and Earnings Statistics	
4. Blacks and Economic Trends	(3) Ibid., Section 34, "Recent Trends," pp. 901-920.
5. Economic Crisis	(4) Robert McNatt "Black America is in a State of Crisis", First Annual Economic Outlook for Black America in Black Enterprises January 1984, pp. 26-39.
6. Blacks in Cities	(3) Statistical Abstract, 1981, op cit. Section 34, "Recent Trends - Urban, pp. 914-920; also (4) "A Statistical Profile of 10 Cities" [and Black Status]. Black Enterprise, July 1983, p. 46.
- Comparative urban	
7. Black Business - Current Status - government policy	(5) Lenneal Henderson, Jr. "Black Business Development and Public Policy" in State of Black America, 1983, National Urban League, January 1983, pp. 155-185.

Subject and Number	Source and Reference Number ( )
8. Economic Trends	(6) Bernard Anderson "Economic Patterns in Black America" in State of Black America, 1982, National Urban League, January 1982, pp. 1-32.
9. Blacks in Corporate Leadership	(7) "Blacks on Coporate Boards". Dollars and Sense, December 1982, pp. 15-33.
10. Crime and Crime Rates - offenses, arrests - police expenditures - police employment - prisons - police chiefs	(3) Statistical Abstract, op cit., Section 6, "Law Enforcement Federal Courts and Prisons" pp. 170-176, 179-181, 182-183, 189-193. Joint Center for Political Studies Roster of Black Elected Officials 1982.
11. Welfare, Public Aid, Poverty Levels - Medicaid, Medicare - unemployment insurance - public aid - unemployment - poverty - color tax, inflation - consumer prices - family budgets - purchasing power of money	(3) Statistical Abstract, 1981, op cit, Section 11, "Social Insurance and Welfare, pp. 314-351. p. 334 pp. 340-344 pp. 345-347. Welfare AFDC Section 17, op cit, pp. 390-394. Section 18, op cit, pp. 445-450, p. 452. Section 15, Prices, pp. 456-476. pp. 467-471. pp. 471-474. pp. 458-459.
12. Business and Manufacturing	Statistical Abstract Section, p.534.
13. Housing	(3) Statistic Abstract, op cit. Section 28 "Construction and Housing," pp. 748-773; also Historical Statistics, Bureau of the Census; 1976, Part 2, Section N, pp. 610-652.
14. Black Women	(8) Barbara A. P. Jones "The Economic Status of Black Women" in State of Black America, 1983, op cit, pp. 115-154; also see subject 11, source 3 above.

SECTION SIX BLACK POLITICS

Subject and Number	Source and Reference Number ( )
1. Voting - voter participation - elected officals	(1) The Social and Economic Status of the Black Population in the United States 1790-1978, U.S. Bureau of the Census, Department of Commerce "Chapter 7, "Voting, Elected Officials and Armed Forces," pp. 143-162. (2) Statistical Abstract of the United States, 1981, U.S. Bureau of the Census, Department of Commerce 1982, "Elections," p. 490.
- voter registration	(1) Social and Economic Status of Blacks, op cit, Chapter 7, pp. 179-181.
2. Black Impact on Election Outcomes - with data, statistical analysis	(3) "The Impact of the Black Electorate", Joint Center for Political Studies, February 1983.
3. Political Gains	Eddie Williams "Black Political Progress in the 1970s: The Electoral Arena" with tables in Michael Preston, Lenneal Henderson, Paul Puryear, The New Black Politics: The Search for Political Power [New York: Longmans, 1982] pp. 73-109; also Part 2, Black Political Participation, pp. 71-156.
4. Black Elected Officials data and statistics	(4) Milton Morris "An Overview of Black Elected Officials" (5) Proceedings From A Conference on Black Mayoral Politics, Illinois Council for Black Studies: Chicago Peoples College Press, Chapter 1. (6) Joint Center for Political Studies, National Roster of Black Elected Officials, Washington, D.C.: JCPS, 1982.

Subject and Number	Source and Reference Number ( )
	(7) Ibid., National Roster of Black Elected Officials, 1974, pp. XV-XXXVI.
5. Black U.S. Public Officials - elected since 1867	(8) Black Book 1983, "Public Officials and Political Organizations," pp. 167-183.
6. U.S. Congress Black Caucus	(9) Marguerite R. Barnett "The Congressional Black Caucus in Preston, Henderson, Puryear op cit., Part 1, pp. 28-54.
7. Black Parties and Third Parties	(10) Hines Walton, Jr. Black Politics: A Theoretical and Structural Analysis. New York: J.B. Lippincott, 1970. Chapter 8, "Black Parties, Third Parties and Political Innovation," pp. 121-139.
8. Military Status - Statistics	(11) Alvin Schexnider "Blacks in in the Military" in The State of Black America, National Urban League, January 1983, pp. 241-269.
9. Black Political Action Committees and Campaign Funding	(12) S. Lee Hilliard "The Business of Getting Elected", Black Enterprise 14: 4(November 1983), pp. 57-64.
- chart	Ibid., p. 64.
10. Black Women and Electoral Politics	(1), (2), (3), (4), (6), (7) above.

SECTION SEVEN BLACKS AND THE U.S. PRESIDENCY

Subject and Number	Source and Reference Number ( )
1. Black Electorate and Presidential Elections - with charts, tables	(1) Lenneal Henderson Jr. "Black Politics and American Presidential Elections" in Michael Preston, L. Henderson, P. Puryear The New Black Politics, New York: Longman, pp. 3-27.
2. Blacks and the U.S. Government - bureaucracy - public policy - policy impacts with tables, charts	(2) Hanes Walton, Jr. "Blacks and the Federal Government", Chapter 10 in Black Politics: A Theoretical and Structural Analysis, New York: J. B. Lippincott, pp. 161-187.
3. Blacks as Presidents - passing - presidential nominees	(3) J.A. Rogers "The Five Negro Negro Presidents," pamphlet. (2) Hanes Walton "Blacks and Third Parties" in Black Politics, New York: J. B. Lippincott, 1970.
4. Blacks in Party Conventions	(4) Hanes Walton, Jr., and C. Vernon Gray "Black Politics at the National Republican and Democratic Conventions, 1868-1972", Phylon (1973) pp. 269-279.
5. Black Presidential Candidates - pros and cons - benefits of a campaign possible negative impacts - assessments of Black political leadership	(5) Margurite Ross Barnett, "Should A Black Run for President in 1984?" PS Summer 1983, pp. 489-491; Ronald Walker's "The Realities Underlying a Black Presidental Candidacy", PS Summer 1983, pp. 493-496; Paula D. McClain "Possible Outcomes of a 1984 Black Presidential Candidacy PS Summer, 1983, pp. 497-499. Lucius J. Barker" Black Americans and the Politics of Inclusion," PS Summer 1983, pp. 500-507.

Section Seven Blacks and U.S. Presidency

Subject and Number	Source and Reference Number ( )
6. A Black Presidential Candidate historical significance	(6) Ishmael Flory "Blacks and the Bid for the Presidency: A Historical Perspective," Black Press Review 2:4 (September/October 1983), 11, 16.
other views in media	Ibid, pp. 12-16.
7. Jesse Jackson (as candidate)	(7) Frank D. Brown "Jesse Jackson's PUSH for Power" Black Enterprise 14:4 (November 1983), pp. 44-56.
8. Jesse's Public View	(8) Jesse L. Jackson "Hey, You Democrats: We'll All Benefit if a Black Runs for President" The Washington Post, Sunday, April 10, 1983. Reprinted by PUSH.
9. A Black Agenda for New Government Policy	(9) Jesse Jackson "The Rejected Stones, The Cornerstone of New Public Policy" PUSH News May 10, 1983, a statement to the National Press Club, Washington, D.C.
10. A New Democratic Partnership	(10) Jesse Jackson "From Battle-ground, to Common Ground to Higher Ground", a speech before the Joint Session of the Alabama State Legislature, Montgomery, Alabama, May 24, 1983.
- recommended policy	
11. Race, Nationality, and Class Characteristics of the 1982 Electorate	(11) Current Population Reports. P-20, No. 383 "Voting and Registration in the Election of November 1982", Bureau of the Census, Department of Commerce, November 1982.
12. Opinion Polls - Attitudes toward support of Black Candidate for President	(12) Gallup Poll Data, 1958-1982, George Gallup.

EVALUATION QUESTIONAIRE

BLACK LIBERATION MONTH NEWS - 1984

Name_____ Phone_____

Address_____ Organization_____

1. How did you learn about Black Liberation Month News - 1984?

2. How did you use BLM News 84?

3. How many people participated in the formal sessions where you used BLM News 84?

4. How many people would you estimate saw your copy of the newspaper and other copies which you distributed?

5. What is your general reaction to BLM News 84?

6. What are its major strengths?

7. What are its major weaknesses?

BLM News 84 questionaire -- cont.

8. What is the most important thing that we can do to improve it for 1985?

9. What suggestions would you make to improve our outreach and distribution?

10. Will you use BLM News in the future? Will you recommend it to your associates? Why or Why not?

C. ELECTORAL ACTIVISTS AND CAMPAIGN VOLUNTEERS IN LOCAL AREAS

A. Things to look for in BLM News 84...

1. a source for basic facts on the political experience of Blacks and their status in society
2. a summation of key lessons based upon an analysis which explains the political experience of Blacks and predicts future outcomes.
3. a guide to more information to further the analysis and easy reference.
4. a guide to action based upon clarity about the application of these lessons to inform present and future practice.

B. How to Use BLM News 84 to meet these objectives?

1. With more and more people becoming aware of issues involved in local and mational politics and being impacted by political decisions, a source for broad political education about the bigger picture is critical. At the same time some components of the political scene are decisive, standing in relief from the landscape. BLM News 84 can be used as a 'telescope' and a 'microscope' by activists who are concerned about giving guidance to fellow workers and volunteers who are interested in change.
2. BLM News 84 is a way political activists can get volunteers to put electoral politics into perspective, consider the broader issues relevant to the historical and current political and economic status of Black people. This is the main point of research - getting the moral of the story straight.
3. BLM News 84 can be a first step, a bridge to more comprehensive examination of key issues and a pool of information available in other sources frequently not used by grassroots activists and campaign workers.
4. BLM News 84 has an editorial which speaks directly to the issue of the presidential candidacy of Blacks including Jesse Jackson's pursuit of the Democratic Party nomination. BLM News 84 can be used to address specific platform demands, policy issues and political resources that can be generated by the candidate if volunteers are working from the standpoint of the Black liberation movement and its needs. (See suggested 10 Point Program in Appendix)

ORGANIZING A STUDY SESSION in the local campaign setting

Plan A: Electoral activists and campaign organizers can use BLM News 84 without having to spend a great deal of time in preparation. All that is required of campaign workers is that each has a copy of BLM News 84 and a discussion leader can walk them through the key sections. This is invaluable since time is a limited resource and activity is the major occupation of street-level campaign organization. BLM News can always be used as a reference by volunteers during the course of the campaign.

Plan B: is more appropriate for staff workers, strategists and political officers who have regular contact with the public - particularly the Black electorate, many with questions that are addressed by BLM News 84. In this instance, BLM News should be read in advance and then become the basis for a staff discussion session.

Plan C: Another approach would feature individuals or teams focusing on answering the quiz questions or 'live' questions actually raised by the Black electorate about their particular candidate as it relates to the experience of Blacks in the U.S. political system.

Plan D: A campaign officer might call upon local expertise in the community or institutions (i.e. political journalists, Black Studies department heads, local college political scientists) to use BLM News as the point of focus for a compaign orientation session linking the local campaign to national politics.