

**Teaching the History and Politics of
African American Civil Rights in the
New Millennium**

A Sabbatical Leave Project

by

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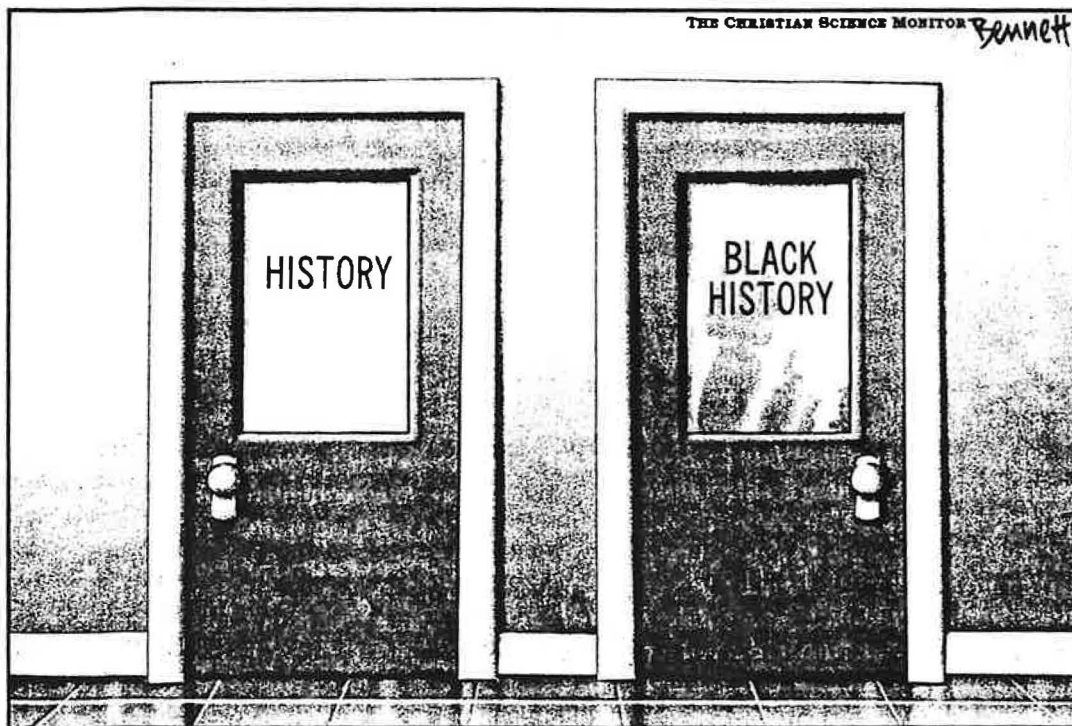
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Chapter 1 - Why this Project Study?

CLAY BENNETT



'Today we'll learn about segregation in America.' *

*"African American Studies warrants particular academic interest because it is a branch of knowledge that was deliberately slighted or expunged from the American scheme of education." ***

*Bennett, Clay. "Today we'll learn about segregation in America" Cartoon. Long Beach Press Telegram 13 February 2001: A10.

**Talmadge, Anderson. Introduction to African American Studies. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993: 6.

[Singing: "Oh Freedom". "Oh Freedom" "Oh Freedom"]

I used to hear members of my family singing this old freedom song in the early 1960s. I was just eight years old at the time, but my mind was already questioning the surroundings in which I would be coming of age. As I watched my favorite cartoons on television in our family living room, there would be news coverage flashing across the screen about the "Civil Rights Movement" taking place in the still very segregated American South. Scene after scene of black protestors being clubbed, beaten, arrested and jailed by hostile menacing southern white policemen for their defiance of a racist system of government, that I would learn much later in life, denied them of their most precious rights of citizenship. Of course I was much too young at the time to fully comprehend what was unfolding on the American scene. I was also too young to understand what the grown ups were talking about in their convincing whispered tones. But the fervor and intensity of these events unfolding in the South would soon open the door for an inquisitive young African American girl whose California life seemed so removed at the time from the events flashing across my family's television screen. But what did it all mean? And why should I care so much?

The majority of my family had migrated to California as so many did, during the 1930 and 1940s with the promise of job opportunities in the growing California shipyard industry and other heavy industrial plants and always with the promised dreams of a better life.

My father grew up in a small town in Texas and my mother grew up in a rural Oklahoma community. They both lived through the 'Great Depression' and survived, as many blacks did in the South and Southwest, on menial jobs which included domestic work or federally sponsored work programs called WPAs. After moving to California, they resided in the eastern section of what is now called South Central Los Angeles and, at that time, the only location within the city of Los Angeles, where African Americans could buy homes and raise families. Bordered by downtown Los Angeles on the north, Crenshaw Boulevard on the west, Slauson Avenue on the south and Alameda Street on the east. This was known then as the only black section in the Los Angeles area. Even well known black celebrities like Hattie McDaniel, the first African American to receive an Academy Award for her performance in the epic movie classic, "Gone with the Wind," lived in this section because it was understood that blacks were not welcomed in other residential areas in the city. I would become the first generation of my family to be born in California and the first to attend college. It is also in this environment that I would begin my quest to learn about the lost legacy of my African American history. What I didn't realize at the time is just how much of my adult life would encompass the search for the complete story of that history and ultimately, as my 2000-2001 Sabbatical year clearly demonstrates, also the inquiry into how that subject is being shared or not with college age students in this new millennium.

My coming of age in California would be a relentless search for who and what I was. What did it mean to be an African American in America? For many years this went unanswered for me because my African American history was not

included in my studies at school. History course after history course revealed nothing that would satisfy my intense curiosity about where I fit into the larger scheme of the Americas. I had developed a keen interest in history and politics by high school age. I learned the history that was taught to me by well meaning teachers but yet something very essential to my identity seemed missing. What was being taught about American history and politics in the public schools of Los Angeles in the 1950s and finally the Compton Schools in the 1960s just didn't add up. I was being taught well about the Anglo American contributions to society but what about all of the other nationalities of citizens in my southern California region? Even then California demographics were ethnically diverse with black, Hispanic and Asian citizenry I found myself befriending. Where was the history of other ethnicities?

By my junior year in high school, I finally realized that I would never learn about my history or that of other ethnicities while attending public schools during that time. This particular revelation finally came about one day in my high school history class during a lecture/ discussion about the American Civil War. I noticed for some reason that up until this chapter the teacher had been consecutively following the sequential order of the chapters in our assigned textbook until this last chapter about the "Aftermath of the American Civil War." I thought this a strange course of events and my long held frustrations must have become suddenly and shockingly apparent as I asked the teacher, "Why had we skipped over this one particular chapter?" Her response was that, "All we needed to know was that President Lincoln freed the slaves". "Is this all there is to this chapter?" I thought. I certainly had my doubts. There must be much more

to this story. It sounded all too easy and trite. Little did she know that her deliberate negligence in skipping this chapter would send me on a lifetime quest that has lead me to the musty, moldy sections of countless libraries and bookstore seeking out the hidden gems of my African American past and finally to this enlightening Sabbatical leave project study period. How did this one omission send me on such a journey? First off, no one could convince me at the time that what remained unarticulated in that chapter didn't matter in the larger scheme of the political landscape of America. Secondly, through the years of independent study and research on my own throughout my college years, I was able to piece together my ancestral past and truths that had been missing from public school history classes in schools and colleges throughout America. What I would later discover is that this single chapter contained a central shift in the paradigm of America's historical evolution. It was the story of the demise of African American Slavery and the system of government struggling to come to terms with the devastating impact of the injustice and immoral legacy that continues to scare the American landscape today. This important history chapter represented a significant turn in the evolution of the African American experience and overall relationship to America. Maybe my high school teacher just didn't feel up to the challenge of teaching this chapter. Maybe she thought it best not discussed openly in class. Maybe she thought it too intense a subject to present in a class of diverse ethnicities, especially for a white majority and black minority student population enrolled in the class. Whatever her reasons I would never be satisfied with not knowing what gems of knowledge lay buried in that chapter so easily ignored by my high school history teacher. But the central

question for me today is how is this subject of African American history and politics being taught today?

So here I am in this new millennium wondering how professors on campuses throughout Southern California are teaching or not teaching this subject of African American Civil Rights History and Politics. Now a recognized course of academic study at colleges and universities across the country, it was only painfully and reluctantly accepted and recognized after the 'Student Protest Movements' of the late 1960s, which called for the immediate inclusion of African American History into the course offerings of American Colleges and Universities.

But what has happened since that time? How is the subject being taught in colleges and universities today? What are some of the many challenges faced by professors teaching this subject today in this new millennium century and are the students of today as hungry for this knowledge about the experience of African Americans in America as so many of my generation? Here is what I found out by interviewing professors at four colleges and universities in the Southern California region.

Chapter 2 - Introduction to the Project Study

This sabbatical report is not meant to be a definitive, descriptive analysis of college and university African American Studies Departments. It is however, the experience of one professor temporarily leaving her home base campus and over a brief four month period dropping herself into the concerns, challenges, ideas, strategies and approaches of professors teaching on four other Southern California colleges and universities campus' that offer coursework in African American Studies.

My primary goal was to better understand the challenge facing professors who must carry the responsibility of teaching this subject to students in this new millennium century. In so doing, I wanted to learn as much as I could about their experiences, their frustrations, successes, failures and views about the future of the African American Studies curriculum. My goal was to enter the selected campus sites with an unbiased view and over a four month visit, averaging three and a half to four weeks at each site, absorb as much information as I could attain about about how the subject of African American Civil Rights History and Politics is being taught.

During my visits to California State University, Long Beach, University of California at Irvine, California State University, Fullerton and The Claremont Colleges including; Pitzer College, Pomona College, Scripps College, and Claremont McKenna College. (The Claremont Graduate University was not

included in my project study). While visiting the selected campuses, my central focus was directed toward contacting and interviewing as many faculty as I could fit into my four - month sabbatical research schedule and, of course, including as many of the professors as possible who were willing to grant me the opportunity to interview them during their regular office visitation hours. It should be noted that many professors just did not want to be interviewed while still others were very accommodating to my visit and interview requests. In one setting however, I found myself limited by office personnel who felt it their responsibility to allow or disallow me to personally hand out letters to the professors through mailbox distribution. In most settings though, I was given free and open access over the four month data collection phase of the project study. During visits to the four campuses over the four month period, I was surprised and delighted to be invited to sit in on department meetings, open house receptions, February Black History Month events, student association meetings and informal chats with students on campus. I made every attempt to be a willing participant-observer during my visits, though the major goal of the project was obtaining interviews with the usually small number of available core faculty members of the African American Studies Departments.

The limited timeframe for the data collection segment of the sabbatical leave period coupled with a limited personal travel budget (parking on campuses and gas mileage proved to be very expensive on a sabbatical leave budget) required me to make each visit as meaningful as possible. In fact, this project could have benefited by having a team of data collectors who could spread their energies campus-wide in numerous directions to accommodate the various office

schedules of the professors on campus who were willing to be interviewed. However, the twenty-four professors who cooperated by agreeing to be interviewed for this project proved to be quite generous with their time. Many of the in-depth interviews lasted, on average, one hour in length. This proved more than satisfactory in meeting the objectives of the project.

Another important component of this project was to visit the resource libraries of the sites visited and examine the resources available to faculty and students at the campus sites. I, in turn, spent numerous hours downloading teaching resources materials relevant to teaching and studying African American Studies. I even took time to visit the campus bookstores to examine textbooks selected by faculty for their course offerings. I also allotted time to observe and talk with students regarding their views about the African American Studies curriculum offerings on their campuses.

This final report includes the results and findings of my visits to the four local campuses. Though I believe that I gained a wealth of knowledge during my visits, I know there is still so much more that needs to be explored about the nature of the African American Studies curriculum. This report should open the door of understanding about many aspects of the current status of the African American Studies curriculum. My perception is that there is still so much more to be learned about the topic of African American Civil Rights History and Politics.

Project Goals, Objectives and Focus Questions

The central focus of this project was to enhance my teaching skills and knowledge base in the challenges of teaching in the area of African American Civil Rights History and Politics.

The focus questions for my project included the following.

1. Is it still important to teach the history of the African American Civil Rights Movement in college courses?
2. Is the teaching of this topic relevant to the needs and interests of today's students?
3. What do you see as the best approach in teaching this subject matter?
4. What particular strategies or approaches do you undertake to motivate student interest in the subject matter?
5. What in your opinion appears to be the most effective strategy for generating student interest in the subject matter?
6. What in your opinion appears to be the least effective strategy for generating student interest in the subject matter?

7. What resource materials do you use to teach the subject matter? (i.e. textbooks, videotapes, additional resources, etc.)
8. What type of feedback responses do you receive from students taking the course?
9. What, if any, changes will you make in your course in teaching the subject of the African American Civil Rights Movement in America?
10. What recommendations would you like to pass on to other instructors teaching this course topic?

Overview of Project Study Methods and Procedures

This project is based upon personal visits to four African American Studies centers in Southern California and interviews with core faculty members in the four Departments of African American Studies at the campus' selected for this project. Faculty interviewed at each site were identified as having the responsibility of teaching courses focusing on some aspect of African American Civil Rights History and Politics by lists provided by the department chairpersons at each campus visited. These lists included office hours of faculty, office location and phone numbers where I could reach each faculty member for purposes of scheduling an office visit and interview session. To expedite the interview time and preserve the valuable time of the professors, I developed a brief three page questionnaire to use during the in office interviews sessions.

Interviews with faculty members were conducted using both an open-ended focus question format and the standard structured survey questionnaire (See Appendix - C). In all cases, I let the professors decide which interview option they preferred. Some just wanted me to ask questions allowing them latitude to share the full range of their experience in teaching the subject matter while others preferred that I fill out the survey for them as they verbally responded to the answers. Still others preferred to make some brief comments about their experience in teaching the subject matter under study and opted to complete the survey

at a later time and mail it back to me in a self addressed, stamped envelope I had available.

As a college instructor myself, I realized that for the project to be successful, I needed to be sensitive to the time constraints of the professors I encountered during my visits to the Centers. Many professors were already reluctant to answer such questions and giving them maximum flexibility in responding to my interview and/ or survey requests seemed to take some of the pressure off the respondents.

One of the most difficult aspects of my visit to the campus was coordinating my visits with the regular office hour time frames of the professors. It was often an exhausting and frustrating process to travel the distance to the centers, find parking on campus and compete with students for the precious office hour times of the professors. It was not uncommon to discover that professors did not keep their regular appointed office hours. For a project of this magnitude it would have been much more prudent to have more than one interviewer collecting the project study data. Allocated funding to defray the cost of travel and parking would have also been helpful.

Without special funding for this project, this study was necessarily limited to a small sample of African American professors. The interview sample group eventually encompassing a total of 24 contacts made during the period of August 2000 through February 2001. The original proposal

outlined the period of August 2000 through December 2000 but many factors immediately required me to be more flexible with the original tightly scheduled timeframe proposed for my visits to the four Centers. Some of the following factors resulted in the need to make some minor adjustments to my original site visit schedule.

1. The original schedule plan did not consider the time in which each campuses semester or quarter commenced in the Fall/Winter 2000 session.
2. There was a need to adjust my project visits to accommodate the best times for visits as recommended by the Department Chairpersons of the Centers.
3. I was invited to attend special events sponsored at Center locations which conflicted with my visits scheduled at other Centers. My original plan called for a certain blocked timeframe for visits to each center and completion of all interviews and activities at one center before moving on to the next. This was an idealistically proposed schedule that soon proved unrealistic given the differing events, faculty schedules and activities at the Centers. In many cases, my visits ended up overlapping to accommodate office hour timeframes and departmental activities. In the end, by allowing more scheduling flexibility I was able to participate more fully in department activities, schedule more interviews and spend more time in campus resource libraries. Again, I was limited by the short four month data collection period and by the fact that there was only one person conducting the

interviews. Lack of funding also required me to stay in the local Southern California area though there are many excellent African American Studies Centers throughout the United States and in other regions of California. These factors were all delimitation of this project study approach.

4. Also, due to circumstances beyond my control, there was a need to drop two of my originally proposed Center site locations and substitute two alternative sites. (See Appendix - B). This required an additional adjustment to my site visitation schedule.

In addition to the use of a survey questionnaire and open-ended questions interview techniques for data collection, I was also a participant observer in scheduled department activities including; open house events, African American Student/Black Student Association meetings on campus and Black History Month (February) events that included lectures, concerts and symposiums (See Appendix - D). I was also invited to sit in and observe department faculty meetings.

Another important aspect of my project visits included spending considerable amounts of time in the resource centers on the campuses visited to examine the range and types of resource materials available to both faculty and students on campus in support of the discipline of African American Civil Rights History and Politics. On occasion, I was able to dialogue informally with students and administrators about the

African American curriculum studies offered on their campuses. Students were more than willing to share their comments about the course offerings and their comments are provided in this project report. As a participant-observer, I was able to observe faculty-student interaction during my in office interviews with faculty members as they met with students enrolled in their courses.

One original proposal idea that met with disappointing failure was gaining access to classrooms to observe teaching styles first-hand. This was a miscalculation on my part. It was difficult enough to get professors to agree to talk with me during their office hours. I picked up immediately that a request to observe them in the classroom was asking far too much. Most professors do tend to hold the classroom as sacrosanct and it was clear that the request to be observed by an outsider, especially a professor from another campus would be intrusive. I quickly decided to back away from this original plan and approach the issue of teaching style during in office interviews that lasted on average, one hour. During this hour I was able to get professors to share their teaching approaches in depth and do not believe the project suffered because I was not able to observe the professors in their classrooms. In fact, I found that during many of the interviews professor relaxed and actually enjoyed sharing their insights and experiences in teaching African American History and Politics to today's college student. Their insights are the hallmark of the data findings section (Chapter 3) of this report along with other participant-observations made during my visits to the sites.

Beyond interview and survey results, my field study approach also provided me with the opportunity to observe the overall campus environment in which the delivery of African American History and Politics Studies takes place. During the campus visits, I was able to tour, observe, and assess the layout and design of the departments. I was also frequently introduced to the support staff, including but not limited to administrative assistants, executive secretaries, student interns and part-time volunteers. This type of exposure greatly enriched my project visits and provided an extra dimension for understanding the status of African American Studies programs in this new millennium.

In summary, this project study approach included the following major multiple source evidence components:

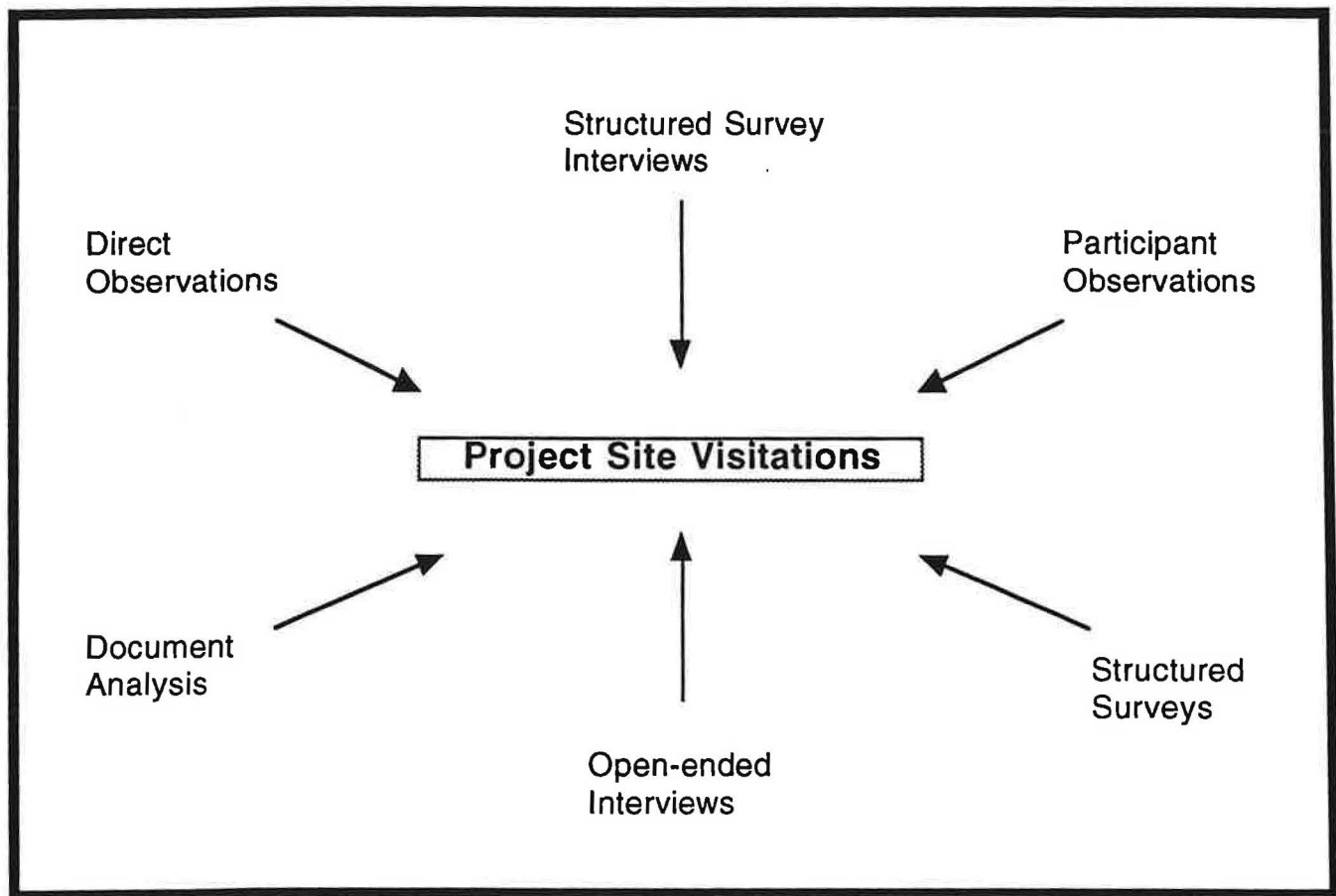
- Interview (Open-ended Focus Questions)
- Survey Questionnaire
- Participant-Observation
- Documentation Analysis

The strength of this project experience was based on the need for multiple sources of evidence to ensure a rich sabbatical leave experience.

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Figure 1.

**The Project Study Approach
(Multiple Evidence Sources)**



Project Terminology

African-American Studies (Also known as; Black Studies, Afro-American Studies, Africana Studies, Pan African Studies). = Often defined as a social science which investigates the historical, political, economic and sociological dimensions of life in the African American community. This can be expanded geographically to include studies concerned with the experience of people of African origin residing in any part of the world, including; Africans, African Americans, African Asians, African-Europeans and African descendants of the Caribbean and other island territories. The focus of the curriculum at the college and/or university depends on the objectives of the designated department given the responsibility for delivery of this curriculum.

Afrocentric = It is the idea that Africans (African-Americans) should be studied as the subjects of their own history rather than as extensions of someone else's history and culture. The Afrocentric study approach as explained by noted scholar, Molefi K. Asante, Professor and Chairperson of the Department of African American Studies at Temple University in Philadelphia , "seeks to uncover and use codes, paradigms, symbols, motifs, myths, and circles of discussion that reinforce the centrality of African ideas and values as a valid frame of reference for acquiring and examining data."

Black Student Protest Movement (1960-1970) = During the 1960-1970 period, African-American students pressured college administrators to create black studies programs that would tailor educational experiences to their needs. Black

students wanted to explore the socio-cultural, political, and economic issues of black people in the United States, the Caribbean, and Africa. This protest movement resulted in the establishment of approximately eighty or more Black Studies curriculum programs in colleges and universities throughout the United States.

Racism = "..... Far from being the simple delusion of a bigoted ignorant minority, is a set of beliefs whose structure arises from the deepest levels of our lives- from the fabric of assumptions we make about the world, ourselves and others and from the patterns of our fundamental social actions."

(As defined by Joel Kovel, White Racism: A Psychohistory (New York: Pantheon, 1970), p.3.

Chapter 3 - The Project Study Experience: Findings and Analysis

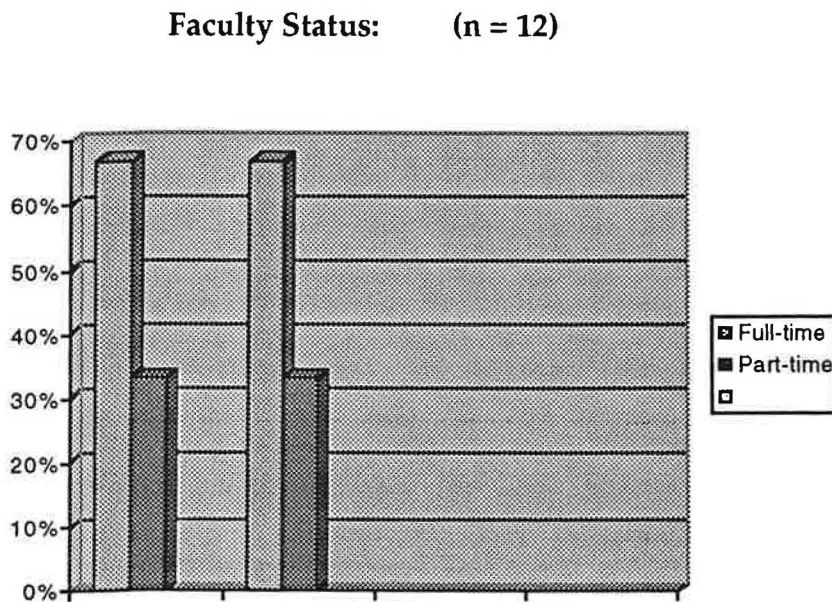
A. Faculty Background Information (Profile)

Summary Findings

- That of the small sample completing the survey questionnaire, the majority of the African American Studies professors indicated full-time faculty status but a third of the professors responding are currently in part-time, non-tenure teaching positions
- Nearly half of the professor completing the questionnaire have full tenure at their respective colleges/universities but a third of the respondents are also in non-tenure track positions meaning they will not be able to earn tenure status in their current teaching position.
- There is an even split in questionnaire responses to the years of service in the African American Studies Departments at the colleges/universities sites visited during the project study. The largest percentage however, indicate less than four years of service in their current teaching positions and there was an even split of 25% /25% between the two upper year categories ranging from 11-21 years plus of service with a decided drop in the mid-range years of 5-10 years of service.

Based on the surveys completed by faculty at the four African American Studies Centers I visited, the following background information profile was developed.

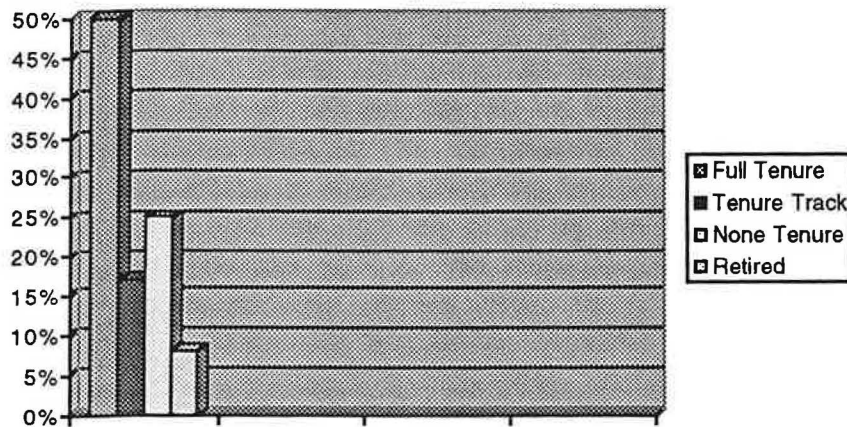
Figure 2.



Of the 12 faculty members completing the survey structured questionnaire, 67% of the faculty indicated that they currently have full-time positions as professors in the department of Black Studies at their college/university centers. 33% of the respondents indicated that they hold either part-time or adjunct faculty positions at the centers where they teach African American Studies courses. By a large margin African American Studies professors completing this survey hold full-time positions at the four Centers visited.

Figure 3

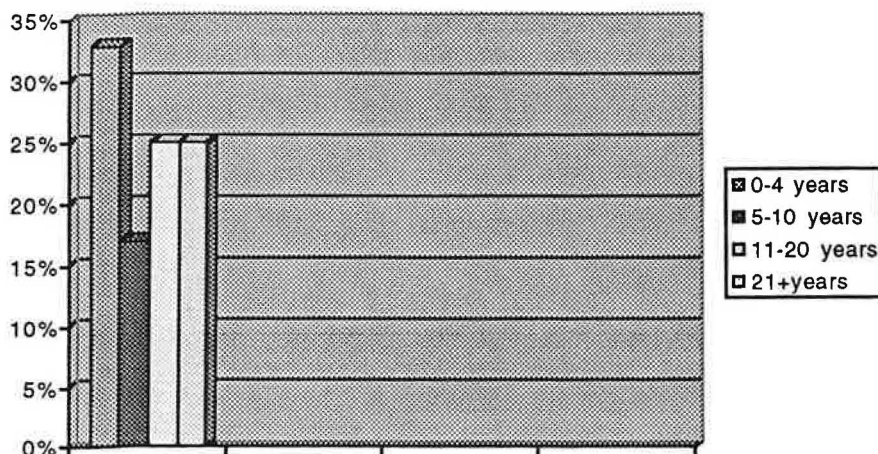
Tenure Status: (n = 12)



The same professors completing the survey portion of the questionnaire indicated the following information about their tenure status. 50% have full-time faculty tenure at the college or university. 17% indicated that they were currently in a tenure track position but do not currently have full tenure granted yet by their college/university. 25% of the faculty completing the survey said they are in non-tenure track positions at the college/university and 8% indicated that they were former full-time professors now teaching part-time while in retirement.

Finally, to complete the background information profile of the faculty, those completing the survey were asked to indicate years of teaching service at their current college/university. They responded as follows:

Figure 4.

Years of Teaching Service at the Current University/ College: (n = 12)

Of the faculty responding to this question regarding the years of teaching service at their current college/university, the responses indicated the following. 33% have held their current positions between 0-4 years; 17% have held their current teaching positions at the college/university from 5-10 years; 25% indicated their service at the college to be from 11-20 years and 25% of the professors indicated their teaching length of service at the college/university to be 21 plus years.

Although there is a spread in the data, the largest percentage of professors (33%) indicated only less than four years of service at their college/university. This finding correlates with the (33%) Part-time/Adjunct faculty status. From these findings there are several professors teaching in the centers without tenure status

while on the other end of the spectrum the data shows that in both the 11-20 years of service category and the 21 plus years category, each had a response of 25% of faculty falling into this category. But there is clearly a drop in service (17%) in the 5-10 year category.

B. African American Studies Course Offering:

Summary Findings

- The majority of the departments offer a wide range and variety of coursework in the historical, economic and socio-political and cultural experience of black peoples. These course were offered under the heading of Black Studies, African- American Studies or Afro-American Studies.
- The course offerings most often reflect the specialized interest and training of the professor contracted to teach the courses.

Courses taught by the professors interviewed during this project resulted in the following selected list.

Table 1.

African American Studies Course Offerings

African American History	Civil War and Reconstruction
The Ethnic Experience in the United States	African American Literature
African Political and Social Thought	Religion and Natural Consciousness
Freshman Composition	Writing Across the Curriculum
African American Art: 1650-1900	African American Art: 20th Century
Post Colonial Literature	Race and Visual Representation

Post Colonial Art and Theory	Black Women Artists
Language Skills and English	African American Studies
Post Colonial Studies	Urban Studies
Racial and Ethnic Families	African American Experience
Women of Color and Politics	Introduction to Black Studies
Introduction to Social Psychology	African American Studies
History of Racism	African American Culture
Intercultural Socialization Patterns	Psychology of African Americans
The History of Racism	The Black Family
Black American Female Relationships	The Black Woman In America

C. Curriculum Value and Interest Assessment

Summary of Findings:

- Getting and keeping the support of college/university administration for African American Studies programs is an on-going challenge that started with the inception of the programs some thirty years ago after the "Student Protest Movement of the 1960s'.
- Of the faculty surveyed for this study, 83% personally view the African American Studies curriculum as very important to teach as a college/university academic discipline of study. 17% viewed these courses of study as moderately important.
- 42% of the professors surveyed definitely did not believe that their college/university administration shares their perspective that the African American Studies course curriculum is important to the larger academic community. 50% of the professors surveyed did indicate that the college/university usually does share their same perspective about the value of the African American Studies curriculum to the academic community. 8% of the professors chose not to respond to this question.
- When asked to rate the quality of college/university support and interest in the African American Studies curricular program, 42% of the professors

said that they were not satisfied with the level of support. 17% indicated satisfactory support and interest on the part of the college/university.

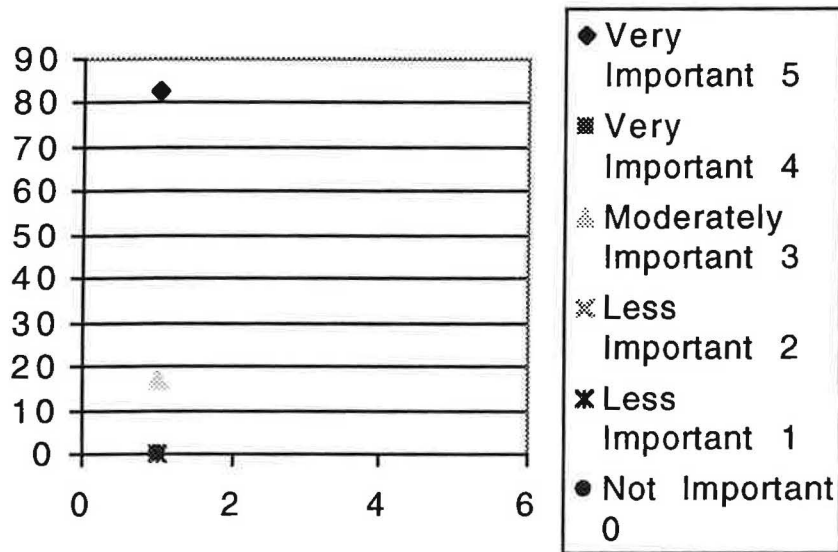
- How important is the African American Studies curricular program to today's student? 42% of the professors believed that students view African American Studies programs as very important. 25% of the professors surveyed believed students view African American Studies programs as moderately important and a total of 25% of the professors surveyed believed that students view African American Studies as less important today. 8% of the professors offered no opinion.

A central objective of this project was to ascertain the overall value and support for African American Studies programs at the four college/university campus' visited.

The analysis focused on three major levels of support. First, the personal view of the professor about the value of teaching the African American Studies curriculum. Secondly, based on the perspective of the professors, did they think their college shared their same personal viewpoint about the importance of teaching African American Studies. Thirdly, professors were asked to rate the quality of support from the college/university for African American Studies programs. And, finally, the professors were asked to assess just how important they thought African American Studies was to today's college student. The data results were as follows:

Figure 5.

Importance of Teaching African American Studies: (n=12)



Of the professors surveyed, 83% viewed African American Studies as very important and 17% indicated that African American Studies as moderately important.

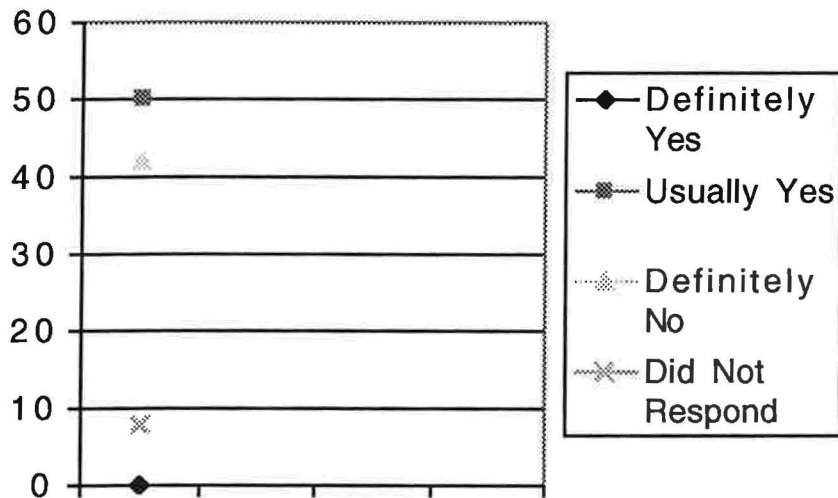
My own concerns about the experience of other professors made this particular question a central focus of this project. I had become concerned that professors of African American Studies would now view the subject curriculum as not important going into this new millennium, some thirty- seven years after the passage of the 1964 Civil Rights Act that was signed by President Lyndon B. Johnson. Nothing could be further from the truth. During the interview portion of the project, the professors were very candid in their response to their view

about the level of importance of African American Studies in this new millennium century. For example, one professor shared the following insight about the African American Studies curriculum. He said, "This subject matter [African American Studies] gets to the truth about American life and culture. It is the exciting story of our society." Another professor offered the following insight about the significance of African American Studies. She said, "Questions of shared common humanity, space, wealth, knowledge and inherent rights are central to any discourse in academia." Still another professor added the following view. "These types of course studies [African American Studies] are very important for all students. They must understand the complete involvement and contributions of Americans of African descent." One professor's comments seem to encapsulate the poignant views of the majority of professors interviewed during my visit. He concluded that, "A thorough and extensive study of African American History must definitely continue to be offered by colleges and universities."

Even though 83% of the professors completing the survey personally viewed the African American Studies curriculum as an important course of study in college and universities, many of the professors expressed a different viewpoint about whether or not their particular college/ university community shared their same level of enthusiasm for the African American Studies curriculum. The responses to the survey question; Does your college/university generally share the same perspective as you do about the level of importance of the African American Studies college course curriculum? , resulted in the following.

Figure 6.

Does the College/University Share the Professors' Same Perspective about the Level of Importance of African American Studies? (n=12)



50 % of the professors completing the survey said that they definitely agree that the college/university shares their same viewpoint about the importance of the African American Studies curriculum. However, 42% of the respondents did not think their college/university shared their same perspective about the level of importance of African American Studies. None of the professors indicated a definitely yes response to the survey and 8% chose not to respond to this question. The results seem to indicate that there is less than a decided interest on the part of the college/university community to the existence of African American Studies. At best, there is acceptance that these programs do exist on their campus but the curriculum of study does not appear to be receiving a

significantly overwhelming level of support as some other programs might be receiving on the college campus's visited. While many of the professors agree that the African American Studies curriculum receives usual support, there would appear to be some disappointment that the African American Studies programs are not receiving the full, unquestionable support that many of the professors believe it should receive, especially in light of its lengthy thirty-three year existence on many college and university campuses throughout the United States as a result of the 'Student Protest Movement' of the 1960s when students demanded that ethnic studies (Black Studies) be included as a discipline of study at institutions of higher learning.

The in office interviews with the professors revealed an array of insights as to why their particular college/universities may only tolerate the existence of African American Studies as an important and essential discipline of study on their campuses. During one very revealing interview, the professor asked and then answered his concerns about the lack of full support for African American Studies. "Has Black Studies progressed much during the the last thirty years?" He asked, and then answered sternly, "No! It still struggles for support. His response seemed to echo the response of other professors interviewed about this same dilemma. One professor was very adamant about what he saw as the reasons why the college was not supporting the African American Studies curriculum after such a long existence on their campus. He said, "There is still racism and discrimination on this campus." He continues. "Many of the administrators would like to see this program [African American Studies] dry up and go away." Still another professor during the interview echoed this response

by saying, "That most schools and colleges still see the African American Studies curriculum of little value to the overall academic development of the student." Interestingly, one other professor interviewed during yet another office visit on a different campus than the latter believed that despite the lack of interest on the part of the college/university, African American Studies has been around for more than thirty years and in this new millennium, had nothing more to prove, that hadn't already been proven over the years. He said candidly, "African American Studies Programs started in 1967 at the height of the "Black Power Movement". He continues. "There is no need for professors to demonstrate that African American Studies is a viable course of historical study---it has already been proven". Though this professor agreed that his university could provide more support for the program of African American studies, he sees a more important struggle for professors teaching in this discipline and that is, "demanding more excellence from the students enrolled in African American Studies. Though not unique to students enrolled only in African American Studies, this same professor saw the new struggle and challenge for professors as the need to motivate low motivated students who have poor reading and writing skills." He noted that this was a campus-wide problem for all professors in all disciplines on his campus. Based on his years of experience in teaching this subject along with other subjects assigned him, he does conclude that, "students do develop an interest in the subject taught once they are challenged".

The interviews revealed decidedly that while there is mild support from the college for African American Studies Programs there was still room for the improvement of that support. Said one professor, "it is always a challenge to get

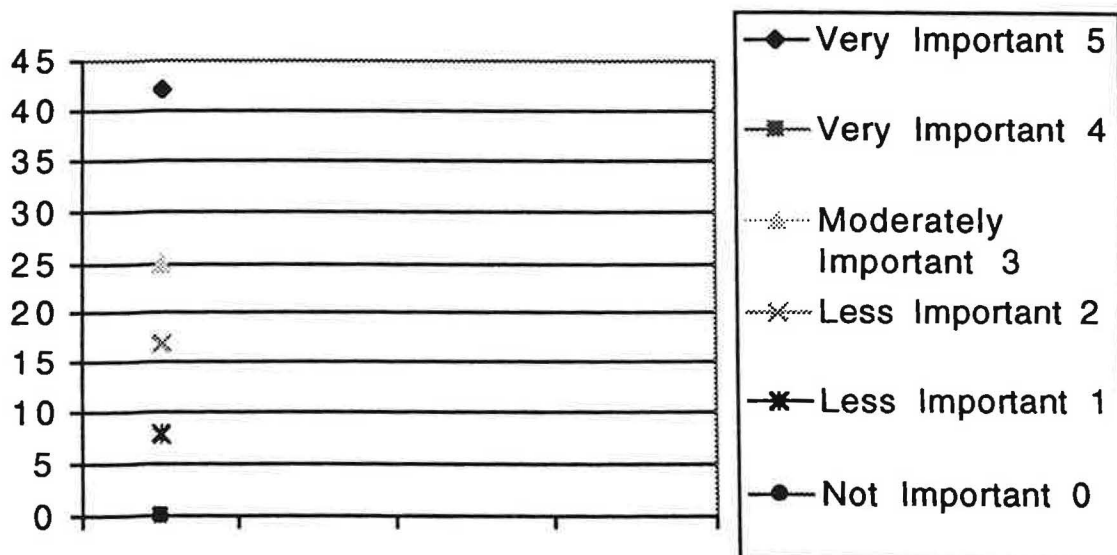
the support of college administration but such support is crucial to the African American Studies curriculum." Another professor's response appeared to support the claims of many others interviewed for this project. She said, "This university generally gives 'lip-service' to the issues concerning support of African American Studies. The university could do more in the distribution of financial resources, curriculum development and the hiring of new faculty." Without question based on the survey responses and in office interviews, the professors definitely expressed a serious need for more college/university support for the African American Studies curriculum. In fact, when asked on the survey to rate the overall quality of support and interest of their college/university for African American Studies, 42% of the professors surveyed indicated a "not satisfactory" level of support from the college/university, while 17% indicated a "satisfactory" level of support. (Note that 41% did not respond to this question.)

How important is African American Studies to today's students? This question had particular meaning for me as an instructor. In fact, I considered it to be the primary focus question of this project. Based on my own experience in teaching a college level course in African American Politics for several years, I began to wonder whether or not this subject remained important to students currently enrolled in colleges and universities in the Southern California region. It seemed an important question to ask given that the most newsworthy student protest movements of the 1960s took place on several campus' within the California University System, including but not limited to; California State University at Berkeley, California State University, San Francisco and The University of California at Los Angeles. Clearly, African American Studies Programs exists

because of the demands of protesting students who wanted more ethnic studies focused course offerings. So, what about the today's students? Do they share this same level of motivation about the inclusion of ethnic studies on college campus'. Are students today showing the same level of motivation as students during the often turbulent change decade of the 1960s. This became an important question for me as I made sure it was included on both the survey questionnaire and asked during in office interviews of the professors. The survey results are as follows.

Figure 7.

How Important is the Subject of African American History and Politics to Today's College Student (n = 12)



Based upon their perspectives, 42% of the professors completing the survey indicated that students view African American Studies as very important. 25% indicated that students view African American Studies as moderately important and 8% said that students see these studies as less important. It should be noted that 8% of the respondents left this section blank.

During the in office interviews the professors were quite candid about the subject of student interest and motivation for the African American Studies Curriculum offered at their college/university. Even though the majority of professors conclude that students have motivation for the subjects offered in the African American Studies program they were quite candid about the challenges of teaching today's students in any college/university study discipline. Several professors in fact expressed serious concerns about the difficulty many students have with their reading and writing skills. One professor confessed that even with the 'Writing Across the Curriculum' support program in place on their campus to assist students with deficient skills in writing, he discovered that African American student writing skills improved substantially "when these students are challenged to do writing and research on subjects that relate directly to their unique African American experience." Several of the professors also noted that they observed a distinct improvement in the esteem level of African American students as a result of taking African American Studies courses. One professor added the following comment. He said, "There is power in knowing how you fit into the larger American political, social and economic culture". One other professor thought it very unfortunate that at least on his campus that

overall, "African American Studies as a discipline is devalued by other academic departments on campus."

Of particular note was one very memorable interview with a professor who seemed particularly concerned yet frustrated in her attempts to motivate some students in her African American Literature and Writing courses. She seemed to encapsulate the frustrations of professors like herself who may be considered on the road to 'burn-out' having exhausted all means of motivating students to learn. This interview is remembered for its direct reference to events taking place during the time of the interview. While responding to the interviewer's question about student motivation levels, this professor pointing out of her third level office window, directed my attention at an obvious informal gathering of African American students on the campus patio area just under her window. With utter frustration and unmistakable concern, she chimes out to the interviewer. "See those students gathered over there?" She said. "They congregate daily in that same spot, just 'hanging out' together. Why aren't they in the library? They are so far behind in their learning skills and are totally unaware of that fact and the urgency associated with that fact." It was apparent that this professor was nearing 'burn -out'. Midway through the interview she finally confessed that she would be leaving at the end of the academic term. She said she was tired and needed to find another line of work. Her frustration seemed to mirror the experience of other professors interviewed during this project, though maybe not at the same intensity level. Several other professors did convey their frustration with low motivated students. They saw this, however, as not unique to African American students. Said one professor, "This is a disturbing trend on college and

university campuses across the nation and it cuts across all disciplines and all manner of student populations."

What according to the professors interviewed causes low motivation and lack of interest in taking African American Studies courses? One professor offered the following insight into this dilemma. "African American Studies course offerings always have the cloud of low enrollment and possible cancellation hanging over it." One department chairperson offered the following comment. He said, "The Departments of African American Studies on many college campuses are always in a state of flux and change due to lack of support from college administration, student associations and other academic departments on campus."

Another factor influencing interest, motivation and enrollment levels in African American Studies was astutely presented by one professor who was currently serving as chairperson of the department. She contributed the following observation. "Low motivation and enrollment in African American courses may be attributed directly to the concerns that students have about the overall credibility of such course work in the larger world where success is measured by one's ability to be hired in a job that pays well." The comments of this professor prompted me to see if, in fact, students did see this as a central concern. During one of the on campus student/ faculty meetings sponsored by the Department of African American Studies on that campus, I had a chance to talk with two students about their concerns regarding enrollment in African American Studies courses. Would student views support the claims of the department chairperson? I would soon discover that they would. Both of the students seemed eager to informally share their concerns. Said one student frankly. "I think I need to take it

[referring to a Black Studies course offered on her campus] but--there is a question about its value on a larger scale." She expressed her sincere concerns by adding, "Taking the course will require a great investment of time". Still another professor on campus seemed to support the concerns of the student and the department chairperson. She offered the following insight. "They [students] are not sure they can fit a course in Black Studies into the 'real' heavy duty course work already required for their major fields of study." This same professor also reminded the interviewer of the fact that California no longer uses affirmative action criteria as a means for attracting a more ethnically diverse student body to California colleges and universities and, as a result, said the professor, "Black Studies programs don't have a very large pool of Black enrolled students to pull from. So programs have been struggling to survive on many campuses in California." Another professor interviewed on this same campus also supported the claims of the aforementioned professors stating that in this new millennium century, "individual students are here for a degree and job outcome. They don't see how Black Studies can help them on the quest for employment unless it is a degree requirement."

But sentiments about why African American Studies suffer from low motivation and interest that influence low enrollment levels came across very differently during interviews on another campus selected for this project. One professor offered the following reasons for low motivation and low enrollment levels. She said, "Black Studies suffers from low enrollment because of poor marketing of the courses." This professor, unlike some of the others, offered her strategy for keeping negative 'bad-word-of-mouth' advertising from hindering enrollment

levels in Black Studies. She offered the following simple revelation. "Professors need to get out of their offices and talk directly to the students on campus to counteract misconceptions about Black Studies courses and their value to students." "Black Studies faculty must network with student associations. Pass out their business cards and promote course offerings." She said she has been doing this for several years now and as a result, not one of her scheduled classes have been cancelled due to low student enrollment. Another factor that must be taken into consideration is that many students (particularly African American students) think that they already know everything there is to know about the African American experience in America. She quickly discovered that when students do enroll in her class, that their historical knowledge of the subject is minimal at best. Once these students enroll in her course she said, they are frequently "overwhelmed by the amount of work expected of them."

It should be noted that one professor made a special effort to share with the interviewer this fact during a hurried interview session. "Unlike in the early stages of development of the Black Studies curriculum, these programs can no longer base their survival on the enrollment of African American students alone." Said one professor. "Many of our courses survive because of ethnically diverse student enrollments." More than one professor highlighted the fact that in this post-California affirmative action climate, diverse enrollment is central to the survival of many African American Studies programs on California based campuses. Some professors confessed that they hoped African American students would still be the primary enrollees in their courses but they also

seemed encouraged overall about the ethnically diverse student enrollments in their courses.

D. Assessment of Teaching Methodology

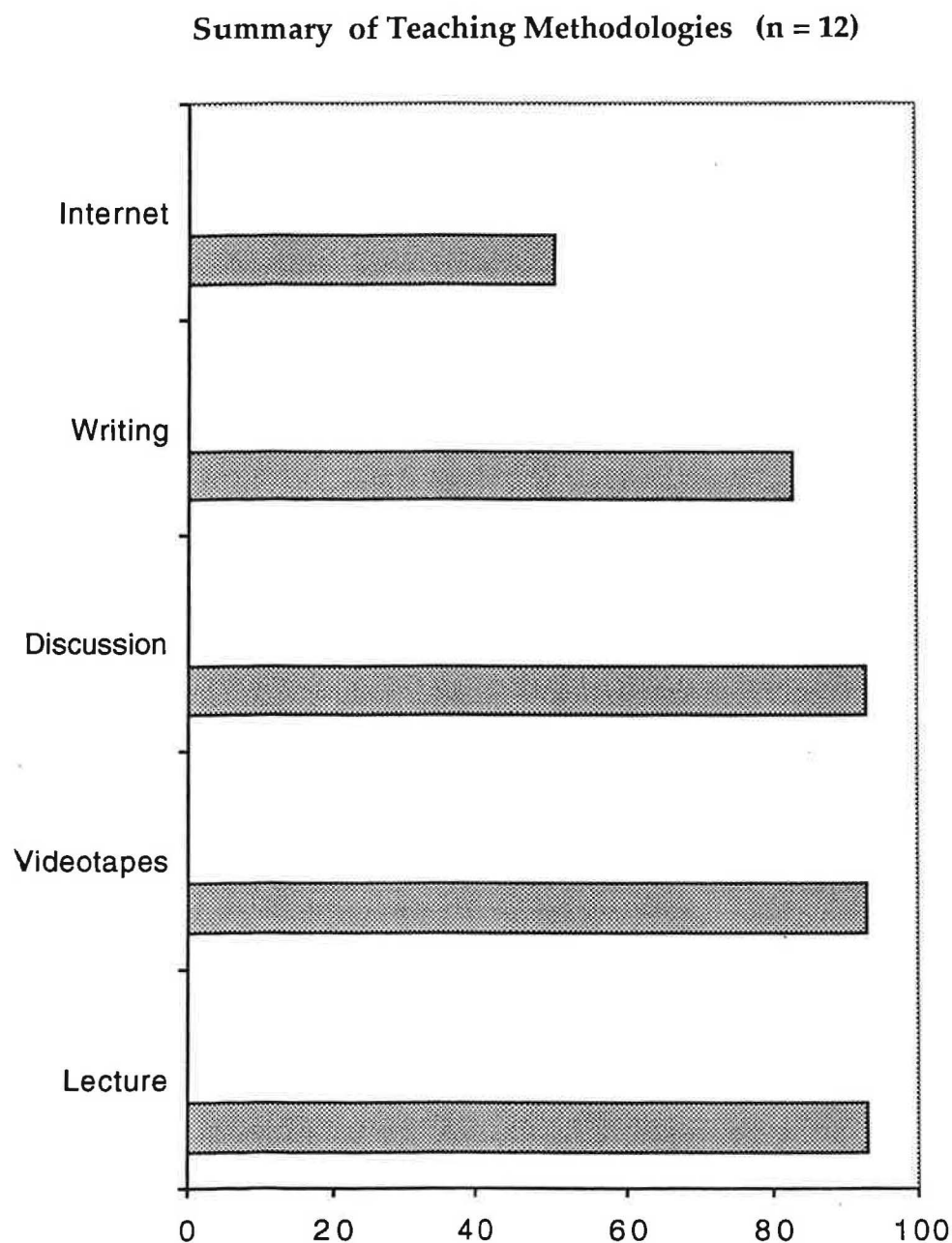
Summary Findings

Overwhelmingly, the three most frequently used teaching methodologies, all ranking number one with 93% of the professors selecting them, included; the traditional lecture format, the small group/interactive discussion methodology and the use of movie/video presentations in class.

- Written assignments still remain the primary means for measuring student learning. This teaching methodology ranked at the number two position with 83% of the professors selecting it as a teaching methodology.
- Surprisingly, even with continued nationwide pressure being placed on educators to use computer technology in the classroom, including computer generated presentations and in class internet use, it ranked at the bottom of the scale with 50% of the professors indicating its current use. It appears that this methodology is not yet the primary teaching methodology of a majority (50%) of professors interviewed during the conduct of this project.
- The most effective teaching approach was the small group/interactive discussion approach. Yet many professors expressed the need to incorporate a combination of teaching methodologies to encourage total student involvement in their learning.

Based on the survey results regarding teaching methodology, the following chart summarizes the most frequently used methodology of the professors at the four campus's visited during the conduct of this project.

Figure 8.



During office interviews with the professors, they gave a surprising series of responses to my questions about teaching methodology.

While most professors admitted to using lectures as their primary teaching mode many recognized the importance of getting students involved in the learning process. For instance, several professors said they have used a 'group panel review' as a collaborative in class methodology that requires students to read a chapter of assigned readings and then panel discuss their findings and conclusions in class. In balancing in class participation against lecture, several professors expressed the need for instructors to remain aware and in tune with the 'climate' of the classroom and the unique needs of a particular classroom of students. It is only by remaining flexible in the approach of teaching African American Studies curriculum will student motivation be encouraged.

Showing videotapes in class scored high in the survey portion of the project and during interviews professor also expressed how much they use videotapes in the classroom setting to assist in conveying the subject matter under discussion. Many of the professors saw the need to incorporate visual learning to a generation of students so accustomed to entertainment media. However, one professor cautioned that, when using this method in class professors need to be aware that "some students fall asleep during videotape presentations." She concluded that "using a variety of teaching approaches is always best." But there was no denial by the professors interviewed that there are excellent videotapes being developed in specific areas of African

American Studies that should be shared with students enrolled in their courses. The key was not to overuse one particular approach to teaching the subject matter. The quality of the videotapes and the proper incorporation of videotape presentations in class is critical to engaging the interests and involvement of students. One of the professor interviewed seemed particularly motivated in being flexible in her teaching methodology because her goal like that of so many other professors was to incorporate methodologies that work to convey the desired knowledge base. One professor jokingly said that she was seriously thinking about incorporating a contemporary 'RAP' music popular culture approach to connect with today's students." At first it seemed that this professors was joking of course but there was a serious tone in her voice that reflected the "whatever-will-work" mindset many professor have today in struggling to figure out how to promote student learning. These professors like so many others in college and university disciplines across the country recognize that students today, for the most part, don't like to read or write and that if teaching effectiveness is dependent on student motivational levels, offered one professor, "...students need quite a bit of external motivation for class participation."

Along this same line of discussion about the use of videotapes in the classroom. One professor also noted that "students don't take notes during videotape presentations". She said, "They often rare back and view the tapes as if at a movie theater." Yet still this professor is convinced that it is difficult to ignore the value of showing quality videotapes in class. If these responses are any indication of teaching methodology in this millennium century, in

class lecture presentations and videotape viewing will continue to be used as major teaching methodologies despite of the expressed concerns of the professor interviewed. One professor's comments seem to best summarize the issue of which teaching method seems to be most often used in the classroom. He said, "Most professors are stuck in the lecture mode of teaching and change is slow." Yet one professor noted that "one reason why lecturing remains a major teaching methodology is the sheer size of class enrollment." It was noted that many professors still teach in large lecture rooms that hold a large number of students leaving them little choice but lecture. This professor also noted that their teaching assistants have a much better opportunity to incorporate small group discussion methodologies when they meet students in laboratory sessions as follow up to the large classroom lecture sessions. I was curious about whether this same professor at least incorporated the use of computer generated software presentations mode while lecturing in large lecture settings. She responded without hesitation that, using programs like Microsoft PowerPoint (a presentation software package that allows professor to outline their presentations beforehand and even generate a lecture outline that can be handed out to students to follow along with the lecturing professor) proved to be a negative experience. Her noted reasons for not using this presentation mode was that she noticed that if pre-generated outlines are given to students before the lecture, they assume all the information they need is provided and it makes them lazy about taking any additional notes during the lecture. She believed that these handouts hindered the students ability to connect with the subject being presented. She said this method does not offer the students "buy in for

them to take notes." So she refused to use this methodology for presenting her topic. In fact, one of the most surprising findings of this project, is that even though 'market forces' in the United States may be talking about the need to incorporate large scale use of technology in the classroom, large scale use of technology in the classroom has not yet taken hold at least among faculty interviewed on the campuses visited during this project study. Why not? Well, first of all, many professors admitted that they are not yet comfortable enough with technology to use it as a primary means of presenting the subject in class for fear of technology failure during the class presentations. Surprisingly, only 50% of the professors completing the survey expressed that any form of technology is being used for their course presentations or for student research assignments. One professor also expressed concern about the validity of using only internet resources as assignments for students who often fail to examine whether a selected internet site's information is accurate or a valid source of information. Professors overall were not opposed to the use of internet technology but were very concerned about how to justify and validate its use in the teaching enterprise. In fact of all methodologies selected, navigating internet sources according to professors completing the survey, 25% said this method proved to be the least effective teaching methodology. This response though must be considered along with the fact that only 50% of the professors completing the survey use any form of internet technology in the delivery of their subject course of study.

Although it is clearly evident that professors still cling to the lecture format, with 58% rating this method as moderately effective, many of them, recognize and use a variety of teaching techniques when given the opportunity. More than a few professors during the interview portion of my project indicated the use of some collaborative work assignments if nothing more than giving students a research assignment and requiring them to discuss their findings in small group sessions. However, several professors did believe that small group learning in the classroom has proven to be a very effective teaching methodology and that students seem to both enjoy and benefit from this type of class involvement. It should be noted here that 42% of the professors completing the survey also rated written assignments as one of the most proven and effective methods in motivating student learning. The survey response by professors also support the conclusion about the effectiveness of small group/ interactive class exercises as promoting student involvement in learning. 58% of the respondents listed this methodology as clearly a very effective methodology used in their teaching.

While there may be differences among professors about what approach works best in teaching the African American studies curriculum, one professor offered the following thought: She said, what matters most in the teaching endeavor is the need to " first figure out how much knowledge enrolled students already have about the subject matter and then proceed to take them on the needed journey of learning." Secondly, figuring out how to bridge the gaps of knowledge in the field while realizing that professors simply cannot please everyone."

E. African American Studies Resources

Summary of Findings

- The professors at the African American Centers visited use a variety of teaching resources in their courses. The most popular resource is still the use of a full-length paperback textbook and specially prepared handouts, outlines and journal articles.
- Though professors are aware of the new internet classroom technology available to them very few professors use CD-ROM materials or use on-line resources in the classroom.
- The use of a supplementary reader, as a requirement for the courses taught in the discipline of African American Studies, is also a very popular resource among the professors interviewed.

One of the central ideas behind this project was not only to assess the teaching pedagogy of the professors teaching the African American Studies curriculum but also to find out about the types of resources they used most frequently in the classroom. When given a list of selected types of resources available in academia, the ranking of the types of resources used most frequently, resulted in the following responses.

Table 2.

Rank Ordering of Resources:

<u>Rank</u>	<u>Type of Resource</u>
I.	Full-length paperback textbook Professor prepared handouts, outlines and journal articles
II.	A supplementary reader
III.	Video material
IV.	A textbook study guide
V.	Brief text and on-line supplements
VI.	A full-length hardback textbook A supplementary trade press book and CD-ROM materials

An additional component of this project was to develop a list of specific names and titles of some of the resources used by the professors. The response to this inquiry resulted in the following list of specific resources used by the professors interviewed for the project. (Note that this is just a sample of the types of specific titles used by the professors based on their responses during the interview and structured response questionnaires).

Table 3.

Resource Title Listings

Name /Title of Resource	Author	Type of Resource
The Souls of Black Folk	W.E.B. Dubois	Book
Race Matters	Cornel West	Book
Before the Mayflower	Lerone Bennett,Jr.	Book
From Slavery to Freedom	John Hope Franklin	Book
Faces at the Bottom of the Well	Derrick Bell	Book
They and We	Peter Rose	Book
The Mis-Education of the Negro	Carter G. Woodson	Book
Strangers to These Shores	Vincent Parrillo	Book
Eyes on the Prize: Civil Rights Reader	Clayborne Carson, et. al.	Book
Malcolm X: Autobiography	Alex Haley	Book
The Impending Crisis	Davis Polter	Book
Introduction to Black Studies	Maulana Karenga	Book
Afrocentricity	Molefi K. Asante	Book
Heritage: African American Readings for Writing	Joyce M. Jarrett, et. al.	Book
Pioneers of the Black Atlantic	Henry Louis Gates, Jr.	Book
Martin and Malcolm in America	James H. Cone	Book
Dismantling Racism	Joseph Barndet	Book
African -Americans and the Quest for Civil Rights 1900-1990	Sean Dennis Cashman	Book
The Autobiography of Martin Luther King, Jr.	Clayborne Carson	Book

Race, Law, & Culture: Reflections on Brown v. Board of Education	Austin Sarat	Book
Legacies of the 1964 Civil Rights Act	Bernard Grofman	Book
African American Art	Sharon Patton	Book
The Civil Rights Movement: Opposing Viewpoints	William Dudley	Book

F. Improving How the Subject of African American Civil Rights History and Politics is Being Taught

Summary of Comments:

- "Plan a curriculum that is interdisciplinary-- perhaps across five - six disciplines.
- "Teach 'process and change' rather than needless emphasis on personalities"
- "Bring in more current event issues as class activities"
- "Have guest speakers to talk to students about civil rights"
- "Would use more African novel reading assignments in class"
- "Talk about ordinary people caught up in the civil rights struggle"
- "Truthful analysis of rights and wrongs or rights gone wrong.....to include how rights have or have not been implemented for the masses of African Americans, not just the 'Talented Tenth"
- "Need more time during the academic year for civil rights topics"
- "Use more videotapes and software like Microsoft PowerPoint"
- "Need smaller discussion groups with teaching assistants"
- "Have more lecture time and research presentation time."
- "Make available an interactive web site on the course subject and conduct classes in the campus lab where students can engage in interactive activities."

The professors interviewed for this project were more than willing to share their perspectives on how to improve the African American Studies discipline and offer insights about how the discipline might be taught in this new millennium century.

Despite the realization that African American Studies never really receives the full support many of the professors believe it should, they remain hopeful about the future and continue to think about how they might improve in teaching this subject to a new generation of students. For example, one professor serving as Department Chairperson both envisioned and cautioned professors teaching courses in African American Studies not to think of African Americans as "survivors of oppression" but as "people who have contributed to the development of not only the American nation but of many nations worldwide." Professors teaching this subject he said, should use the framework of "development as a people" which communicates the contributions of African American peoples to the larger society and to the global community. This same professor also believed that any discussion of African American peoples must start with a discussion of their ancestral home, Africa; not with the discussion of American enslavement which says nothing about the political, social and economic culture base in which Africans lived before their enslavement in the Americas. It soon became apparent to this researcher that other professors in the department shared the same teaching approach as the Chairperson. During an in office interview with a member of the faculty, that professor indicated that she "starts each class with an explanation about Africa and then moves to the U.S. experience". Several other professors also said that they start with an explanation about African culture and heritage before moving into a discussion about the American experience of African Americans.

Another professor interviewed during the project conveyed a different need in improving the teaching of African American Studies. She said "The real challenge in teaching this topic[civil rights history and politics] is to find a way to bridge and connect the history of the 'Civil Rights Movement' to contemporary states of being." Still another professor framed this same need somewhat differently. She said that there is a need to "Impress upon the students not to live unconsciously in the present and as professors, we have to avoid disconnection from history and issues affecting African Americans." What is interesting to note is that during one of my campus visits I was introduced to several students attending an on campus meeting. They seemed eager to share their concerns about their experience with African American Studies courses they had taken. Two of the students offered the following critique of the African American curriculum on their campus. Both said that their request is that the curriculum stop teaching about the African American experience in America from a Euro-centric perspective". I asked them to explain what they meant. They said, "You know, teaching about the experience of African Americans from the European viewpoint rather than from the internal Afrocentric experience first-hand." Another student suggested that courses in African American Studies stop teaching about the most notable historical figures like Martin Luther King, Jr.. We learned about these historical figures in high school," she said. "Now we want to know more about the overall significance of the African American struggle so that we will be able to connect it to current political events."

Overall, the professors interviewed for this project definitely envision a future for African American Studies. From their professorial vantage point, they have

concluded "that there is still interest in the area of Black Studies so program offerings will likely increase, -- the real challenge is "who will teach the subject in the future?" So, given the apparent frustrations of the professor's interviewed, it is certainly clear that they have no plans of giving up teaching the African American curriculum to interested students. As one professor concluded, "We cannot give up-- if we don't do this work, who will ?"

G. Summary of Major Findings

1. That since the 1960s, 1970s student movement for the incursion of Black Studies on colleges and universities in the United States, these programs have survived into this new millennium because of the dedication of African American professors in the face of criticism and lack of support. These professors have dedicated themselves to making sure that this discipline of study remains a part of the college curricular offerings. They continue to fight the battle despite criticism and lack of support.
2. For African American Studies to survive in this new millennium, the professors teaching this subject matter must be even more proactive in writing, publishing, speaking, and lobbying for more outside support as with the model set by the popular Harvard University Department of Afro-American Studies program whose professors are publicly visible in nationwide events such as political campaigns, symposiums, news worthy political events, documentary presentations, book promotional opportunities and speaking engagements. Such visibility and marketing of the programs can promote community interest and support for the objectives of the Centers. Professors must not only make a concerted effort to communicate the viability of their programs but also find a way to incorporate this effort with an already busy agenda of professorial duties.

3. That university and college administrations have been remiss in their support of these programs by not allocating additional funding and new hire faculty resources to the programs. There is a general reluctance and overall indifference to the goals and objectives of African American Studies programs on the part of college and university administrations and such mediocre support keeps the programs from fully expanding. Many of these programs are just tolerated for purposes of contemporary political correctness.

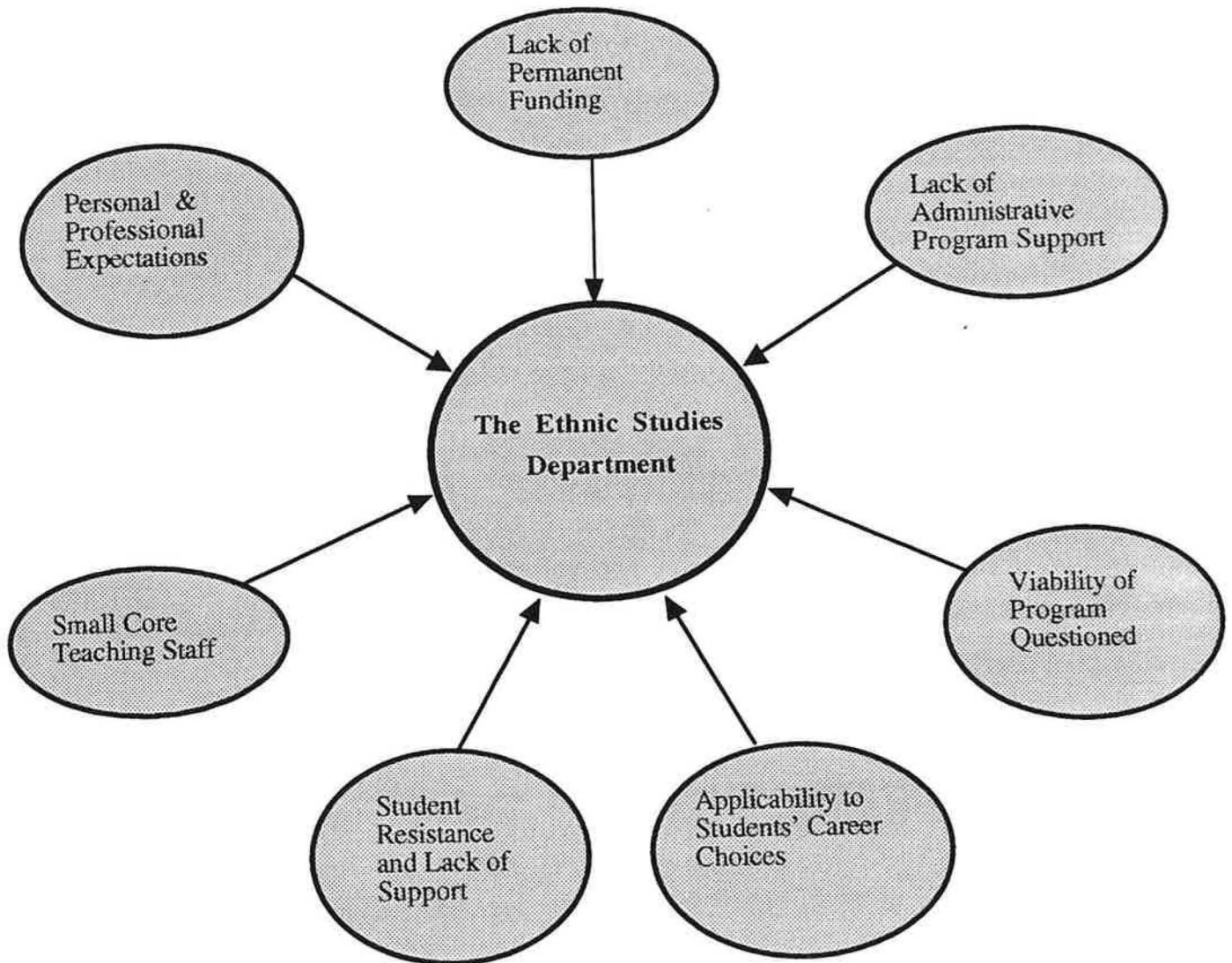
4. There is a definite trend away from the idea that African American Studies is the sole interest of African American Students only. Over the past few years the enrollment of other nationalities in African American focused courses have been on the increase, especially since African American student enrollment at California colleges and universities has dramatically declined with the passage of California Initiative 209 that essentially eliminated all Affirmative Action admission requirements in California Universities and Colleges. There are simply not enough African American students enrolled in California Universities and four year colleges to support fully the enrollment FTE (full-time enrollment) requirements for African American focused curriculum program offerings.

5. Many students expressed the need for a different focus for the African American studies curriculum which includes moving away from the Euro-centric view of the African American experience in America and moving to a

more Afro-centric view of the history and politics of the African American in America.

Figure 9.

The Challenges of African American Studies Departments



Chapter 4 - Emerging Trends in Teaching African American Civil Rights History and Politics in the 21st Century: Final Thoughts

I am not certain what I expected to find as a result of my five month visit to the four selected Southern California African American Studies Centers. But during the project study visits, I noted that there were some emerging trends in the teaching of this subject that became readily apparent to me.

First, my observations and interviews revealed that, without a doubt, African American Studies Centers at the colleges I visited survived into this new millennium not because of some great outpouring of support from the community nor from college administration. They survive solely because of the long standing commitment and dedication of the African and African American professors who continue to see the value in making this curriculum study available to the students interested in pursuing it. In the majority of cases, the professors interviewed expressed a passion for this subject matter despite the lack of support or recognition given them. Many of the professors made it clear that their training in a multiplicity of disciplines afforded the option of teaching in other disciplines such as psychology, sociology, religion, history, political science, English and other general coursework offered by the college or university of which they were tenured and employed. But the overwhelming concern expressed during interviews with faculty at the colleges and universities visited was one central motivating factor of concern, and that was, "If we don't teach about African American History and Politics, who will?". The faculty envisioned with horror a curriculum that could easily disappear from their

college administration's priority list if they, the faculty personally retreat from providing this area of study. Though many of the faculty members expressed tremendous frustration with the continuous need to fight for the inclusion of African American History and Politics in a region like Los Angeles and Orange County, California, who according to the U.S. Census is still one of the most ethnically diverse populated regions in the country. They expressed no need to demonstrate the importance of African American history and politics in America. The professors expressed course offerings outside of the Center's curriculum. They did not believe that the full and complete range of African American historical and political desporia would be offered to students taking general course studies in other disciplines. Most of the faculty interviewed expressed genuine concern with the 'watering down' of the subject matter which for most college students would be tragic because it may be the only educational opportunity to be exposed to African American History and Politics.

Another trend of note, was that due to the passage of California Proposition 209 by the electorate in 1996 (a proposition that essentially eliminating all Affirmative Action Admission policies at colleges and universities in California) there has been a significant decline in the number of African American and Latino students admitted to colleges and universities in the state. This low enrollment has resulted in fewer numbers of African American students who would normally gravitate to courses in the area of African American History and Politics. What has counteracted this trend, is the increased interest in African American studies from non-black racial groups. Professors were candid in noting that the make-up of their classroom populations was ethnically diverse though

they also admitted that while they were encouraged by the diversity, they remain concerned that African American students needed make a concerted effort to take these courses sense this may be the only exposure the students would get in understanding their unique cultural history in America. Many believed that most black students have been mis-educated about their history and suffer as a result of not knowing their genesis in the American historical and political landscape. Professors, however, were very receptive to the diversity of enrollment in their courses of study though they question whether students are taking these courses out of genuine interest in the subject matter or merely to meet a graduation requirement in their major areas of study; For example, the ethnic studies requirements for teaching and licensing in California K-12 public schools.

Another concern of faculty is the amount of time they now spend counseling students on matters outside of the discipline of study. The majority of the faculty expressed to me that they spend so much time mentoring, counseling and problem solving for their students that they now-on-average spend less time advancing the discipline and academy of African American Studies. Many feel the need to have more time to network with other faculty members and departments at other colleges. Several professors expressed to me that regular and frequent association of professors teaching in this field would be of great benefit to them. It would also offer an opportunity to share ideas and challenges with other professors assigned the responsibility of delivering this curriculum.

Finally, it is clear to this researcher that African American Studies courses will continue to be offered at the colleges and universities visited during my project study period. However, it is not clear that any of these programs will gain enough academic support from both faculty, students or the community to expand the departments program offerings. In fact, the findings of this project seems to indicate that many of the Centers will continue to survive as long as the professors dedicated to the subject do not grow weary from the battle of continuing to watch over the programs so that the curriculum remains in place. It is not at all certain that the colleges or universities visited give these Centers the priority and funding attention they deserve. After more than thirty years of existence, faculty members should not have to defend the existence of African American Studies Programs. Ideally though, one might assume that some day the ethnic studies component should be an accepted part of general history and government courses of study at the college level. It is clear to this researcher, that this is still a fallacious assumption even in this new millennium. It would be an ideal scenario to expect general courses of study like history and political science to include fully the historical and political component of African American History and Politics. But the fact remains that in over thirty years of struggle to promote the significance of such studies at the college level such offerings still are viewed as side add on courses separate and apart from mainstream history and political science curriculum classes. The study of African Americans and other ethnic studies courses according to the professors interviewed, remains marginal and segregated. Therefore, African American Study Center faculty fear that African American Studies can not be entrusted to the various College departments who may or may not incorporate the studies of ethnic groups,

particularly African Americans, as central to the themes of understanding the true nature of American history and its politics. Therefore, the teaching of African American History and Politics in a nation whose 2000 U.S. Census results already indicate increasing ethnic diversity is still largely a process of segregated coursework of offerings in the colleges I visited.

As for trends, this project researcher conclude that there are no real noted changes on the immediate horizon for African American Studies Programs at the colleges and universities visited. Most of the programs have struggled to survive with minimal support financially. The outcry from students demanding an increase in African American Studies reminiscent of the late 1960s and early 1970s simply don't exist. Students on the campuses visited are not as politically organized or vocally demanding as students were in the socially conscious campus movements of the 1960s or 1970s. Black Student Association Groups on campus' are also not as organized and vocal as those that pressured college and university administrations during the Student protest movements in the 60s and 70s. Often, Black Studies curriculums must compete with other ethnic studies programs for the minimal resources colleges are willing to offer to such programs of study.

As a final note to this project study, this researcher wishes to convey a sincere sense of renewed respect for the dedicated African and African American faculty members interviewed during the project study. Despite the many barriers and lack of support for African American Studies, they remain deeply committed to keeping the curriculum alive on their college and university campuses. Though I

worry that many of them will burn-out due to the personal and emotional demands such advocacy no doubt will continue to place on them both physically and emotionally especially since more than more than one professor expressed that they felt burnt out. In retrospect, I will not soon forget that one part-time professor who said this would be her last semester teaching in this field. I also shutter to think about what the future would be for African American Studies if more than one professor just says, "I give up!"

Chapter 5 - Summary Project Statement and Value to Mt. San Antonio College

Table 4.

The latest statistics for enrollment at Mt. San Antonio College is as follow:

Ethnicity of Credit Students		2000-01	
◆ Hispanic/Latino	40.2%	◆ White	24.8%
◆ Asian/Pacific Islander/Filipino	24.7%	◆ Black	6.4%
◆ Other/ Unknown/Undeclared	3.2%	◆ American Indian/Alaskan Native	0.7%

Table 4. above clearly shows the increase in student enrollment reflecting an increase in ethnic racial populations at Mt. San Antonio College.. An examination of the courses being offered over the last three years in the Department of History, Geography and Political Science alone shows an increase particularly in the demand for courses of study in the area of ethnic studies. Most notably in Mexican American History and Politics and in African American History and Politics. Even though African American enrollment figures indicate a decline in African American student populations on campus, the course offerings in African American History is always full to capacity and the course offering in African American Politics, since its inception in 1994 has yet to be cancelled due to low enrollment, in fact the one Fall 2001 course offering in African American Politics 35 could not accommodate all of the students desiring to take the course.

Student population trends clearly indicate that Mt. San Antonio College will continue to serve an ethnically diverse student population and that it will be vitally important for both faculty and administration to be mindful of the needs

of these growing student populations. Though we may not see the organized student protests on campus reminiscent of the 1960s and 1970s student movements, it is expected that these student populations will make their voices known in requesting courses that give them knowledge about their cultural history and politics. While Mt. San Antonio College may not be able to meet all of the demands for curricular inclusion, the college cannot afford to turn a deaf ear to the requests for such offerings.

The purpose of this project study was to find out about the experience primarily of African American Studies Center at other colleges in Southern California. Their hopes, fears and current challenges in keeping the African American Studies curriculum alive in America. It is my belief that much can be learned from the results of this project. Especially from the faculty members who were willing to share their insights about their teaching methodologies and concerns about their departmental programs. Here is an overall summary of the many insights I wish to share with my Mt. San Antonio colleagues and college administrators as a direct result of my visitation to the four selected college and university campus'.

1. It places an unnecessary burden on department faculty who teach ethnic studies when the college administration fails to recognize and support the efforts of professors working to provide ethnic studies courses. Departments are attempting to meet the needs of the student populations for these courses and should not have to convince administration that support for such classes are necessary and viable when the demands for such courses exist.

2. Until the ethnic studies focus is fully and successfully incorporated into the general courses of studies at the college level, colleges and universities should expect to create or expand separate and distinct coursework to address the need for specific ethnic group focused history and politics.
3. That the college should initiate oversight responsibilities for insuring quality offerings in ethnic studies coursework and remain attuned to the needs of ethnic program offerings by recognizing the need for faculty, financial resources and staff support to insure quality course offerings.
4. It is the responsibility of all college faculty to receive the proper development training and support when given the opportunity to incorporate ethnic studies components in their assigned coursework curriculums.
5. Faculty should continue to encourage students to enroll in ethnic studies courses and share with students the value of understanding diverse cultural histories and politics and that such knowledge will help them in the ethnically diverse Southern California workplace.
6. Whenever possible, the faculty and administration of the college should encourage a wide variety of ethnic diversity activities and programs on campus to give students increased exposure to a variety of cultural norms.

7. Encourage on campus staff development training and support opportunities for faculty members responsible for and interested in providing and expanding the college ethnic students curriculum.

8. Faculty must work to promote the ethnic course offerings by encouraging students to enroll. This is accomplished by getting to know the students who would be interested in these courses. Also solicit the help of on-campus student groups and association for support of ethnic studies.

APPENDIX - A

Original Sabbatical Proposal

**Teaching the History of African American Civil Rights
in the New Millennium**

**Sabbatical Leave Proposal
Fall 2000 - Spring 2001**

**Submitted by:
Dr. Maxine Sparks-Mackey
Professor of Political Science
Department of History, Geography, Political Science
Mt. San Antonio College**

**(Revised)
2/8/00**

Overview

I am requesting a sabbatical leave for the purpose of enhancing my teaching skills and knowledge base in the area of African American Civil Rights history.

Currently, I teach four sections of Political Science 1 (Introduction to American Government) where the enrollment levels are always at full capacity and interest in civil rights history as expressed by students is on the rise. I also teach one section of African American Politics 35 in which enrollment has expanded with each semester that the course has been offered in the Department of History, Geography and Political Science here at Mt. San Antonio College. If enrollment levels continue to increase, We expect that our department will need to add an additional section of African American Politics 35. The demand for more ethnic studies based courses is escalating as Mt. San Antonio College's student population continues to become more ethnically diverse. We have already expanded our offerings in both Mexican American Politics and African American History. I want to expand my knowledge base in the area of civil rights history and upgrade my teaching and presentation skills in this area so that I will be better prepared to meet these demands as we move into the new millennium.

Background Information

In 1994, I was awarded a National Endowment for the Humanities Summer Seminar for College Teachers Fellowship which enabled me to join twelve other college professors from colleges and universities throughout the United States in a six week seminar at the University of California, Los Angeles campus for the purpose of exploring "Literature of the Civil Rights Movement". My participation in this 1994 summer seminar provided me with the necessary resources and teaching skills to get the African American Politics 35 course, which had just been reactivated that year, off to a good start for the Fall 1994 semester. Knowledge and resources from the summer seminar also assisted me in teaching the civil rights section in my four Political Science 1 classes. In addition to teaching a full load of classes that semester, I was also invited to share my resources from the seminar in a series of staff development training sessions for my Department and for the Division of Humanities and Social Science. Now, facing the new millennium, it has become increasingly more challenging to teach the subject of African American Civil Rights History to students whose daily lives seem far removed from the struggle of the Civil Rights Era in America. In preparation for this new challenge, I need time to expand and build upon the seminar work begun during the UCLA summer seminar. With the demands of a five course two track teaching load that includes four sections of Political Science 1 (Introduction to American Government) and the course in African American Politics, it is next to impossible to find the time for study and exposure to new trends and theories in the field of African American Civil Rights History. I believe a one year sabbatical will provide that needed time.

Project Activities

The central goal of my sabbatical leave will be directed toward answering one major question:

How will you teach the subject of African American Civil Rights History in the new millennium to students whose lives may be far removed from the struggles of this significant era in America's history?

I will accomplish this task by spending study time at four major University and College African American Studies Centers reviewing the literature and resource materials available at these campus centers; interviewing faculty who teach and do research in the area of African America Civil Rights History and I plan to observe in class teaching styles and methods of their faculty members. I will also observe the student response to the various teaching styles and method of delivery.

By the end of the sabbatical leave period, I expect to have achieved the following outcomes.

Have a better understanding of the various approaches available in teaching the subject of African American Civil Rights history.

Have collected innovative resource materials that can be used in teaching the subject matter.

Have become more confident in using computer generated presentation methods that communicate the relevance of the subject matter to students taking the course.

Have developed at least four new in- class collaborative group exercises to further draw students into critical analysis of African American Civil Rights History and its place in the new millennium.

Selected Sites:

I have selected the following African American Studies Centers in which to conduct my sabbatical leave research. The sites include:

The University of California, Los Angeles (UCLA)
African American Studies Center

Study Time: 4 weeks

California State University, Los Angeles
Pan-African Studies Center

Study time: 4 weeks

University of California, Irvine
African American Studies Center

Study time: 4 weeks

The Claremont Colleges
Intercollegiate Department of Black Studies

Study time: 4 weeks

During the Spring 20001 semester, I will devote fulltime to reviewing and studying the data collected during the site visits. This analytical work will include:

- Writing a summary report of findings and recommendations for teaching the subject matter of Civil Rights history in the new millennium.
- Studying resource materials collected during the sabbatical leave period and prepare them for use in the classroom and for future on-campus staff development sessions.
- Developing at least four collaborative exercises on the subject matter of civil rights for use in the classroom. The collaborative exercises will focus on the issues of democracy, voting rights, U.S. Constitutional principles and civil rights leadership.

Preparation time: 18 weeks

Anticipated Value and Benefit of the Proposed Sabbatical Activities

My study project will provide an important base of knowledge that will benefit me, my students, my department and the college.

When I complete this project, I will be more up-to-date on research trends, theories and presentation methods in my field of study. By the end of the study project I will also feel more confident in using computer generated presentations. I will return to full-time teaching both energized by the change in pace and equipped with a storehouse of fresh knowledge and innovative teaching strategies suitable for the new millennium. I will also be prepared to share this new knowledge and acquired resources with my colleagues in the Department of History, Geography, Political Science. Upon my return, I will also make myself available as a campus-wide staff development trainer on the subject of teaching African American Civil Rights history.

Study Methodology:

During my four week visit at each African American Studies Center, I will work cooperatively with the Center Chairpersons and Directors in gaining access to professors teaching courses in the field of African American Civil Rights.

My basic methodology will be to first conduct formal interviews with the professors during their regular weekly scheduled office hours and then request their permission to observe their teaching styles in the classroom. I fully expect that many professors will permit me to observe them for several classroom sessions. However, I also anticipate that some professors might choose to participate in the interview only and not be observed. My plan is to respect their wishes and continue on with my study project.

Timeline and Activities:

UCLA

Study Time: 4 weeks
August 2000 - September 2000

Valerie Smith, Chairperson
African American Studies Center

I will conduct a review of the literature and search of civil rights materials in the African American Studies resource library on the UCLA campus and interview faculty about their particular teaching methodology of this topic. I also plan to sit in on Center sponsored seminar offerings and meetings of staff and faculty. I will spend considerable time reviewing historical civil rights resources in the UCLA General Campus library.

California State University, Los Angeles

Study Time: 4 weeks
September 2000 - October 2000

Marjorie Bray, Acting Chairperson
Pan- African Studies

I will continue researching teaching methodologies of instructors teaching the subject of African American civil rights in the department of Pan-African Studies. I will not only interview faculty members but also sit in on classroom presentations to observe the various teaching styles and approaches. I will also be able to observe the response of students enrolled in the course.

University of California, Irvine

Study Time: 4 weeks
October 2000 - November 2000

John Rowe, Director
African American Studies

The interdisciplinary approach of this African American Studies Center will provide me with access to numerous faculty members and an array of course offerings and potentials for exposure to the subject of teaching African American civil rights.

The Claremont Colleges**Study Time: 4 weeks****November 2000 - December 2000**

Rita Roberts, Chairperson
Intercollegiate Department of
Black Studies

The Intercollegiate Department of Black Studies on the Claremont Campus is comprised of faculty from all of the five colleges in the consortium. Again, this will give me access to numerous faculty members from different colleges. I will conclude my research here by completing interviews and classroom observation of teaching styles and methodologies in teaching the subject of African American civil rights in the New Millennium.

**Spring Semester 2001: Data Analysis, Report Writing and
Development of Collaborative Exercises
(18 weeks) January 2001 - May 2001.**

This time period will be devoted entirely to reviewing and studying the data collected during the Fall 2000 semester campus visits and writing and developing resource materials that can be used in the classroom for my Political Science 1 and African American Politics 35 courses upon my return to full time teaching at Mt. San Antonio in the the Fall 2001 semester. I will also write my final sabbatical report of findings with recommendations for teaching the topic of African American civil rights in the new millennium. I will also be ready to share my findings with other faculty members on campus.

Research Questions to be Used During Campus Interviews:

1. Is it still important to teach the history of the African American Civil Rights movement in college courses?
2. Is the teaching of this topic relevant to the needs and interests of today's students?
3. If so, what do you see as the best approach in teaching the subject matter?
4. What particular strategies or approaches do you undertake to motivate student interest in the subject matter?
5. What in your opinion appears to be the most effective strategy for generating student interest in the subject matter?

6. What in your opinion appears to be the least effective strategy for generating student interest in the subject matter?
7. What resource materials do you use to teach the subject matter? (ie, textbooks, videotapes, additional literature sources, computer software, internet resource sites etc.)
8. What type of feedback responses do you receive from students taking the course?
9. What, if any, changes will you make in your course in teaching the subject of the African American Civil Rights Movement in America?
10. What recommendations would you like to pass on to other instructors teaching this course topic?

Why these selected Center Sites?

Among local scholars, these are considered the best African American Studies Centers in the Southern California area. Another Center considered at the top of the list is Cal State University, Long Beach. UCLA for example, has an entire library facility that houses African American books and resource materials for use by students, faculty, and visiting scholars. Unfortunately, we have yet to develop such a rich array of ethnic focused resource materials in our campus library facility.

Has preliminary contact with the Centers been made?

Yes

Why is this information important?

We have a diverse student population here at Mt. San Antonio College and it continues to grow each semester.

Our students, particularly those enrolled in Humanities and Social Science Division course offerings are requesting more classes on the subject of ethnic history and politics. I therefore want to be better equipped to teach these segments of African American Civil Rights to students who are hungry for this history. I also believe that the curriculum strategies and teaching methods I bring back after completing the sabbatical leave can be used by other faculty members in course offerings in Mexican American History and Politics, Asian History, and in Womens History course offering in our Division.

What do I hope to learn during the campus visits?

- That the subject of African American Civil Rights History is not only still relevant but still an essential element in the college social science curriculum.
- That there are professors who have developed creative and innovative methods in teaching this subject matter and are willing to share their insights.
- That there are numerous yet unexplored resource materials available to assist in the teaching of this subject matter.

APPENDIX - B

Letter of Request for Project Site Change

MT. SAN ANTONIO COLLEGE

1100 North Grand Avenue • Walnut, CA 91789-1399

ACCESS TO QUALITY

January 29, 2001

Peter L. Parra
 Vice President, Human Resources
 Chairperson, Salary and Leave Committee
 Mt. San Antonio College
 1100 North Grand Avenue
 Walnut, CA 91789

Dear Mr. Parra:

This letter is to inform you and the Salary and Leave Committee of my progress during the Sabbatical Leave Period 2000 - 2001.

To date, my project study is progressing very well and I have been able to achieve many of my project goals and objectives. However, as we anticipated during our meeting, unforeseen circumstances beyond my control might arise which would require a substitute other than the previously selected African American Studies Centers in my original proposal. This challenge did in fact present itself.

During the Fall/Winter Quarters 2000, The Director of the Pan African Studies Program at Cal State University, Los Angeles left on emergency medical leave. As a result, the department was temporarily without clearly defined leadership. The Acting Director did not think a visit to the department would be beneficial to my project at this time given the situation they suddenly found themselves facing. The next logical choice was Cal State University, Long Beach and its Department of Black Studies which welcomed my visit to their campus. Since I had mentioned Cal State University, Long Beach as another option in my original proposal, this substitution seemed quite reasonable and made for an easy transition.

In spite of preliminary contact with UCLA, due to circumstances beyond my control I was not able to gain access to the UCLA African American Studies Center as originally anticipated for the following reasons:

- * The Department Chair was concerned and preoccupied with an ongoing evaluation of the UCLA program during the time I wanted to visit.
- * The UCLA staff was available primarily through online communication rather than in office visits and conference sessions.
- * The African American Studies Center Resource Librarian was also unavailable for major time periods during the time I wanted to visit.

BOARD OF TRUSTEES: Dr. Manuel Baca, Fred Chyr, Dr. David K. Hall, Martha J. House, Gayle Pacheco
 Dr. Bill Feddersen, College President

Waiting for an acceptable time to visit UCLA has caused a frustrating delay in an otherwise successful sabbatical project. After several unsuccessful calls to the UCLA Director and Assistant Director during a three month period, followed by faxed information about my project study objectives, I had to painfully conclude that UCLA was not open to a visit. However, while waiting for final authorization from UCLA, I preceded to visit previously selected Centers at the University of California at Irvine and the Claremont Colleges with success. Therefore, to prevent any further delay in the completion of my project, I would like to substitute the Afro-Ethnic Studies Department at Cal State University, Fullerton for the UCLA Center. This seems a good choice since many of our Mt. San Antonio College students transfer there to complete their college studies. This substitution will permit me to finish my data collection and move on to preparing my final written project report for submission to the Salary and Review Committee.

Thank you for your time and consideration and I hope that 2001 is going well for you and your staff. If you have any further questions or concerns, please feel free to leave me a message on my campus voice mail at 4670.

Much Appreciation,

Maxine Sparks-Mackey, Ph.D.
Department of History, Geography, Political Science
Mt. San Antonio College

APPENDIX - C

Interview Questionnaire and Cover Letter

MT. SAN ANTONIO COLLEGE

1100 North Grand Avenue • Walnut, CA 91789-1399

ACCESS TO QUALITY

Dear Professor:

This is an extremely exciting and challenging time to teach a course on the subject of African American Civil Rights History and Politics!

As a political science professor currently on sabbatical leave, I am collecting data about how the subject of African American Civil Rights is being taught at the college level and what unique challenges you and your students face in this subject course work.

I am hopeful that your input on this subject will be helpful in the development of the most current, comprehensive and effective course materials that would best support the efforts of the expanding ethnic studies, political science and history curriculums taking shape at many colleges throughout the Southern California region.

I would greatly appreciate you taking a few moments of your time in answering the following brief survey and returning it to me in the self-addressed, stamped envelope. I would also welcome any further comments and suggestions.

Thank you in advance for your time and comments. I hope you are having a great semester.

Sincerely,

Maxine Sparks-Mackey, Ph.D.
Professor of Political Science

Phone: (909) 594-5611
Voice Mail: 4670

BOARD OF TRUSTEES: Dr. Manuel Baca, Fred Chyr, Dr. David K. Hall, Martha J. House, Gayle Pacheco
Dr. Bill Feddersen, College President

African -American Civil Rights Curriculum Survey

A. Background Information

My Faculty status is:

- Full-time
 Part-time / Adjunct

My Tenure status is:

- Full tenure
 Tenure track
 None tenure

How long have you taught at this College/University?

- 0-4 years
 5-10 years
 11-20 years
 21 + years

Please indicate the courses/ subjects that you teach?

1. _____
 2. _____
 3. _____

(specify)

B. Curriculum Value and Interest Assessment

From your personal perspective, how important is it to teach or include the subject of African American Civil Rights history and politics in the college course curriculum?

Very Important			Less Important		
5	4	3	2	1	0

--	--	--	--	--	--

Comments:

Does your college/university generally share the same perspective as you do about the level of importance of the African American college course curriculum?

Definitely Yes	Usually Yes	Definitely No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please rate the quality of support and interest of the college/university in this particular curriculum subject.

Satisfactory	Not Satisfactory
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

From your personal perspective and experience, how important do you think the subject of African American Civil Rights History and Politics is to today's college student?

Very Important		Less Important
5	4	3
		2
		1
		0

--	--	--	--	--	--

Comments:

C. Teaching Assessment

Which of the following approaches best describes how you teach this subject matter?
(Check all that apply)

- Lecture
- Movie / Video Presentations
- Small Group / Interactive Discussions
- Written Assignments
- Navigating Internet Resources

Please rate the effectiveness of the following teaching methods in motivating students?

Lecture:

Very Effective			Least Effective		
5	4	3	2	1	0

Movie /
Video Presentations:

Very Effective			Least Effective		
5	4	3	2	1	0

Small Group / Interactive Discussions:

Very Effective			Least Effective		
5	4	3	2	1	0

Written Assignments:

Very Effective			Least Effective		
5	4	3	2	1	0

Navigating Internet Resources

Very Effective			Least Effective		
5	4	3	2	1	0

Comments:

Which of the following resources do you require in your course?
(Please check all that apply)

- Brief text
- A full-length hardback text
- A full-length paperback text
- A textbook study guide
- A supplementary reader
- A supplementary trade press book/s
- Professor prepared handouts/ outlines/ articles
- CD - ROM materials
- On-line supplements/ materials
- Video materials

Please specify the name or title of the resource/s that have worked best in your course.

If you had the opportunity to improve how the subject of African American Civil Rights History and Politics is being taught, what would you recommend?

Your participation in this survey is much appreciated.

**Please return the completed survey to:
Dr. Maxine Sparks-Mackey
in the enclosed self-addressed, stamped envelope.**

APPENDIX - D

**African American Studies Site Visitation Summary of Campus
Activities & Events**



The African-American Studies
Program presents their annual

OPEN HOUSE

Thursday, October 12

4:00-6:00 p.m.

300E Krieger Hall

Stop by to meet our new Director,
Belinda Robnett, students, faculty,
and other Program affiliates.

Refreshments will be served.

Black Studies Student Association Reception

Tuesday, November 7, 2000 at 12 noon in USU 303

Come meet other Black Studies majors and minors, enjoy productive conversation and learn about BSSA plans for this semester.

Refreshments will be provided.

**For more information call the Black Studies
Department Office (562) 985-4624**

Black Studies Student Association

As an organization devoted to Black Studies majors and minors and the Black community, **the purpose of the BSSA is to promote and maintain awareness of the discipline of Black Studies.** Black Studies is a body of knowledge that examines accomplishments, struggles and reality of all African people.

The goals of the BSSA for the 2000-2001 academic year are:

1. Encourage Black Studies majors and minors to attend early and consistent academic advising.
2. Provide programs that will give insight to Black Studies majors and minors on issues that affect them.
3. Plan and take part in cultural events that educate and promote the discipline of Black Studies to the entire campus and surrounding community.
4. Ensure that Black Studies receives respect equal to that of other disciplines.
5. Support Black Studies students and professors specifically through suggestions of curriculum offerings.
6. Provide career information to Black Studies majors and minors.
7. Work closely with Black Studies department faculty and staff to accomplish these and other related goals.

For more information on the BSSA you may contact the Black Studies Department Office (562) 985-4624, Chair of the BSSA Johnna Walker [jwalker1 @csulb.edu](mailto:jwalker1@csulb.edu) or Vice Chair of the BSSA Steven Brooks at sbrooksii@hotmail.com.

BLACK CONSCIOUSNESS CONFERENCE

Sponsored by the BCPC & ASI of
California State University, at Long Beach

The Black Student Union
Presents

UNITY MAKES A STRONG COMMUNITY

November 17th-19th, 2000

LOCATION: University Student Union, Cal State Long Beach

TIME: Fri. November 17th: 12pm – 11pm
Sat. November 18th: 8am – 11pm
Sun. November 19th: 9am – 7pm

All are invited to join us for this three-day conference unifying the Black communities of California. This is a FREE and exciting community-wide event complete with keynote speakers, workshops, an African Marketplace, a Children's Mini Conference, entertainment, and much more. Come out and support this event that has become a tradition at Long Beach State University.

CONFERENCE HIGHLIGHTS

Fri. 11/17 9pm – 11pm: TALENT SHOWCASE

Sat. 11/18 7:30pm – 11pm: BANQUET with KEYNOTE SPEAKER

(Tickets available for purchase)

Sun. 11/19 10am – 7pm: Additional NOTABLE KEYNOTE SPEAKERS

For more information and banquet ticket prices or purchases, please contact the Black Student Union of CSULB by calling (562) 985-4502 or email us at BSUatCSULB@aol.com

Reminder

DEPARTMENT OF
BLACK STUDIES

FACULTY MEETING

WEDNESDAY
1 NOVEMBER 2000
12:15 PM

PSY-310

Albert McNeil, Distinguished Resident Artist
*Continuing the Legacy of Jester Hairston – And Sustaining African
 Diaspora Cultural Heritage Into the New Millennium*
 In the University Theatre of California State University, Dominguez Hills

Part One: Monday & Tuesday, November 13 & 14, 2000

Part Two: Monday & Tuesday, February 5 & 6, 2001

SCHEDULE

Residency, Part I – (Nov. 13 & 14, 2000)

November 13th

- 4 PM – 5:15 PM – Seminar
*The Place of the Spiritual within the African Diaspora -
 The Early History of the Spiritual*
- 6:30 pm – 7:30 pm - 21st Century Cultures Student Dialogue
Music and Cultures Careers for the New Millennium
- 8 pm – 9 pm – Rehearsal and Reading Session
 (with the Jester Hairston Centennial Demonstration Choir)
The Music of Jester Hairston; New Settings of the Spiritual

November 14th

- 4 PM – 5:15 pm – Public Lecture
Jester Hairston, The Man and His Music
- 7 pm – 9 pm – Rehearsal and Reading Session
 (with the Jester Hairston Centennial Demonstration Choir)
The Music of Jester Hairston; New Settings of the Spiritual

Residency, Part II – (Feb. 5 & 6, 2001)

February 5th

- 6 PM – 9 pm Rehearsal and Reading Session
 (with the Jester Hairston Centennial Demonstration Choir)
The Music of Jester Hairston; New Settings of the Spiritual

February 6th

- 4 pm – 5:15 pm - Workshop
The Spiritual – Performance Practice for Singers and Conductors
- 7 pm – Lecture - Performance
*The Music of Jester Hairston – Lecture/Demonstration
 with the Jester Hairston Centennial Demonstration Choir.*

For more information, contact

Dr. Hansonia Caldwell, Professor of Music and Africana Studies –

Phone - 310/243-2463; Fax – 310/649-2758

E-mail – Hcaldwell@dhvx20.csudh.edu

Dr. Sally Etcheto, Professor of Music

Phone - 310/243- 3954; E-mail – Mozart624@aol.com

February 2001 Black History Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			31 Kick-Off Luncheon 11am-1pm TSU-Duval Mixel TBA	8 Movie Night Movie: TBA Food: TBA	2 TV Taping "DAG" 5pm-9pm	3 O.C. Black History Parade (Santa Ana) 10am
4 Comedy Jam 6pm-8pm Pavillion ABC	5 12 Afro-Ethnic Studies Symposium 11am-2pm Titan Theatre	6 PrimAmerica: Investing \$Wisely 6pm-8pm TSU-Alvarado AB	7 SisterTalk: Men/Women dialogue "Which does Black History Month Mean to You?" TBA	15 Afro-Ethnic Studies Symposium 11am-2pm Titan Theatre Blanket Drive Tsu	9	10 Apollo Auditions/Finale 2pm
11 Comedy Jam 6pm-8pm Pavillion ABC	12 Afro-Ethnic Studies Symposium 11am-2pm Titan Theatre	13 Dr. Wyatt: Ebonics 6pm-8pm Alvarado AB	14	15 Afro-Ethnic Studies Symposium 11am-2pm Titan Theatre Blanket Drive Tsu	16	17
18	19	20 Poetry Night 6pm-8pm TSU-Alvarado AB	21 Apollo Rehearsal 6:30pm-9pm TSU-Theatre	22 Afro-Ethnic Studies Community Ensemble 12pm-1pm Qued	23 A Night of the Apollo 7pm-9pm TSU-Theatre	24
25 Soul Food Dinner TBA	26	27	28 Afro-Ethnic Studies Symposium 11am-2pm Titan Theatre			

Cal State Fullerton Afro-Ethnic Student Association
800 N. State College Blvd.
Fullerton, Ca 92783

Phone: 714-278-3848
Fax: 714-278-3306
Email: ASU@blackplanet.com

Together We Can Achieve More

p r e s e n t s

Diane Nash

Scholar in Residence

Thursday, January 18 & Friday, January 19, 2001

KING WEEK SCHEDULE

Tuesday, January 16 (Related Activity)

7 to 8:30 pm: Panel of CGU Professors lead a discussion on "Racism in Academia: Applying Martin Luther King's Ideas to the Problems of Today." McManus Hall 231 (The Blair Lounge)

Wednesday, January 17 (Related Activity)

7 to 8:30 pm: Lecture by CGU President Emeritus John Maguire, "Working with Martin Luther King: Reminiscences of the Struggle." Board of Trustees Room, Harper Hall

Thursday, January 18

11:45 am to 1:15 pm: Diane Nash leads discussion on theme, "Chaos or Community?" Rose Hills Theater, Smith Campus Center, Pomona

1:15 to 2:30 pm: Reception/Conversation sponsored by Pomona's Asian American Resource Center. Foyer of Rose Hills Theater

3 to 4:30 pm: Afternoon tea/Reception, at C/LSAC

6 pm: Invitation-only dinner w/ HMC students/faculty/staff & guests

7:30 pm: Public lecture/discussion, Galileo Hall, HMC

Friday, January 19

11:45 am: Lunch/Conversation w/ Diane Nash.

CMC's Marian Miner Cook Athenaeum

(reserve dinner @ www.claremontmckenna.edu/mmca or by visiting Athenaeum office)

2 to 4 pm: Discussion with students @ Scripps College.

Hampton Room, 2nd Floor, Malott Commons

4:30 pm: March from Pomona's Walker Beach to OBSA.

Candlelight Ceremony/Circle of Testimony on theme, "Chaos or Community"

Wednesday, January 31 (Related Lecture)

6:45 pm: Public lecture by Dorothy Foreman Cotton,

"Dr. Martin Luther King, Jr.: His Work, Implications for Our Time."

CMC's Marian Miner Cook Athenaeum

(reserve dinner @ www.claremontmckenna.edu/mmca or by visiting Athenaeum office)

Diane Nash became involved in the nonviolent movement in 1959 while a student at Fisk University. One of the chairs of the student sit-in movement in Nashville, she was one of the founding students of the Student Non-violent Coordinating Committee in 1960. She was a coordinator of the Freedom Ride from Birmingham to Jackson, Mississippi in 1961. For her leadership activities, she was jailed many times, including when she was pregnant in 1961. She was director of SNCC's direct action arm, and worked for the Southern Christian Leadership Conference from 1961-65. Nash helped conceptualize the initial strategy for the Selma Right-to-Vote movement which led to passage of the federal Voting Rights Act, and she was an activist in the anti-Vietnam War peace movement.

APPENDIX - E

Resource Materials for Teaching African American Civil Rights History and Politics

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Database: EducationAbs

Copyright: Database Producer Copyright © the H.W. Wilson Company. All rights reserved.

Author(s): [Asante, Molefi K., 1942-](#)

Title: Afrocentric curriculum.

Source: *Educational Leadership* v. 49 (Dec. '91/Jan. '92) p. 28-31 **Journal**
Code: Educ Leadership
Additional Info: United States

Standard No: ISSN: 0013-1784

Details: il por.

Language: English

SUBJECT(S)

- Descriptor:** [Blacks -- Education.](#)
[Afrocentrism.](#)
[Black studies.](#)
[Multicultural education -- Curriculum.](#)
[Curriculum development -- Theories and principles.](#)

Record Type: article

Article Type: feature article

Accession No: BED192000303



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Database: EducationAbs

Copyright: Database Producer Copyright © the H.W. Wilson Company. All rights reserved.

Author(s): [Baber, Ceola Rose.](#) ; [Gay, Geneva.](#)

Title: Black studies for white students--a critical need.

Source: *Momentum* (Washington, D.C.) v. 18 (Feb. '87) p. 26-8 Journal

Code: Momentum

Additional Info: United States

Standard No: ISSN: 0026-914X

Details: il.

Language: English

SUBJECT(S)

Descriptor: [Black studies.](#)
[Curriculum development – Catholic schools and colleges.](#)

Record Type: article

Article Type: feature article

Accession No: BED187004597



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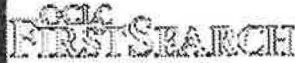
Mark: **Ownership:** FirstSearch indicates your institution owns the item.[Libraries that Own Item](#)[Search the catalog at your library](#)**Database:** EducationAbs**Copyright:** Database Producer Copyright © the H.W. Wilson Company. All rights reserved.**Author(s):** [Chilcoat, George W.](#) ; [Ligon, Jerry A.](#)**Title:** Theatre as an emancipatory tool: classroom drama in the Mississippi freedom schools.**Source:** *Journal of Curriculum Studies* v. 30 no5 (Sept./Oct. '98) p. 515-43**Journal Code:** J Curric Stud**Additional Info:** United States**Standard No:** ISSN: 0022-0272**Details:** bibl.**Language:** English

Abstract: The writers discuss the dramatic activities conducted by various Mississippi Freedom Schools during the Mississippi Summer Project. The project, which was held for about eight weeks during the summer of 1964, was organized by the Student Nonviolent Coordinating Committee and the Council of Federated Organizations. The schools provided black students with classroom laboratories where they encountered, rehearsed, cultivated, and applied the skills and practices of participating citizens, portraying democratic principles through drama. The drama-making was not passive or limited to opinions and posturing, rather, it explored the meaning of self-determination and activism, as students examined their experience within the context of real problems and conditions that faced black students in their own society. In most of the Freedom Schools, drama proved to be very popular because it provided both a forum for discussion of real problems and a means of social action.

SUBJECT(S)

Descriptor: [Blacks -- Education -- History.](#)
[Citizenship education -- Teaching methods.](#)
[Dramatization in schools.](#)

Record Type: article**Article Type:** feature article**Accession No:** BED198028627



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Database: EducationAbs

Copyright: Database Producer Copyright © the H.W. Wilson Company. All rights reserved.

Author(s): [Manzo, Kathleen Kennedy.](#)

Title: Black History Month has left mark on curriculum, but to what extent?

Source: *Education Week* v. 17 (Feb. 11 '98) p. 1+ **Journal Code:** Educ Week
Additional Info: United States

Standard No: ISSN: 0277-4232

Details: il.

Language: English

Abstract: February warrants a special emphasis on black leaders and events that have shaped history in schools across the country. However, some experts say that the month, which for more than two decades has been dedicated to black history, has yielded only partial fulfillment of attempts to infuse cultural diversity into the curriculum. Although some schools use the month to inspire in-depth studies of accomplishments by African-Americans, too many focus on just one or two superheroes and much of the information presented receives only a cursory review.

SUBJECT(S)

Descriptor: [Black History Month.](#)
[Black studies.](#)

Record Type: article

Article Type: feature article

Accession No: BEDI98005511





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Database: EducationAbs

Copyright: Database Producer Copyright © the H.W. Wilson Company. All rights reserved.

Author(s): [Harris, Michael D.](#)

Title: Africentrism and curriculum: concepts, issues, and prospects.

Source: *The Journal of Negro Education* v. 61 (Summer '92) p. 301-16
Journal Code: J Negro Educ
Additional Info: United States

Standard No: ISSN: 0022-2984

Details: bibl.

Language: English

SUBJECT(S)

Descriptor: [Multicultural education -- Curriculum.](#)
[Black studies.](#)

Record Type: article

Article Type: feature article

Accession No: BED192021728



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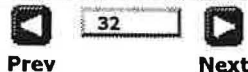
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Database: EducationAbs

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Author(s): [Bankole, Katherine Kemi.](#)

Title: **Beyond Black History Month and toward the curriculum of inclusion.**

Source: *Black Issues in Higher Education* v. 9 (Feb. 11 '93) p. 28-9 Journal

Code: Black Issues Higher Educ

Additional Info: United States

Standard No: ISSN: 0742-0277

Details: por.

Language: English

SUBJECT(S)

Descriptor: [Black studies.](#)
[Black History Month.](#)

Named Person: [Woodson, Carter Godwin, 1875-1950.](#)

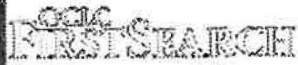
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Article Type: feature article

Accession No: BEDI93004486



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Database: EducationAbs

Copyright: Database Producer Copyright © the H.W. Wilson Company. All rights reserved.

Author(s): [Phillip, Mary-Christine.](#)

Title: 25 years of black studies.

Source: *Black Issues in Higher Education* v. 11 (May 5 '94) p. 14-19 Journal

Code: Black Issues Higher Educ

Additional Info: United States

Standard No: ISSN: 0742-0277

Details: il.

Language: English

SUBJECT(S)

Descriptor: [Black studies.](#)
[Curriculum -- Colleges and universities.](#)

Record Type: article

Article Type: feature article

Accession No: BED194013069



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art across the curriculum****Source:** *Arts & Activities* v. 123 (Feb. '98) p. 14-16 **Journal Code:** Arts Act
Additional Info: United States**Standard No:** ISSN: 0004-3931**Details:** il.**Language:** English**Abstract:** A profile of African-American artist Charles White (1918-1979) is provided. White, who is known for his socially conscious works, was capable of extraordinary and influential art. He received numerous awards and fellowships and was elected to the National Academy of Design. One of his paintings, Children's Games #1, is discussed, and suggestions for using the painting with students in grades 2-12 in the subject areas of visual arts, language arts, math and science, social studies, and history, civics, and politics are provided.**SUBJECT(S)****Descriptor:** [Art, Black \(American\).](#)
[Art education – Correlation with other subjects.](#)**Named Person:** [White, Charles, 1918-1979.](#)**Record Type:** article**Article Type:** feature article**Accession No:** BEDI98004138

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Full Text: [View HTML Full Text \(WilsonSelect\)](#)
 [View HTML Full Text \(WilsonSelectPlus\)](#)

Author(s): [Allen, Paul.](#)

Title: Black students in 'ivory towers'.

Source: *Studies in the Education of Adults* v. 29 (Oct. '97) p. 179-90

Code: Stud Educ Adults

Additional Info: United Kingdom

Standard No: ISSN: 0266-0830

Details: bibl.

Language: English

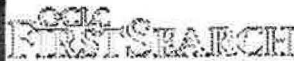
Abstract: A study investigated issues of equality and access among black students in higher education in Great Britain. Participants were 50 black students attending a higher education institution in the West Midlands. The results indicated that racism was central to the students' experiences of higher education and that there was an overall dissatisfaction with the way antiracism had failed to permeate their courses in a more rigorous way. Some students felt that certain white lecturers had difficulty in relating to black students. Participants also questioned the relevance of the curriculum when it failed to introduce their specific experiences of being black into the classroom. The results clearly indicated that many students felt that there was a need for more black teaching staff on courses and in the institution as a whole. Findings pertaining to the way in which black students formed their own informal support mechanisms within the higher education institution, to "black skepticism," and to the students' perceptions of their career prospects are discussed.

SUBJECT(S)

Descriptor: [Attitudes -- Black college students.](#)
[Colleges and universities -- Discrimination.](#)

Record Type: article

Article Type: feature article



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Database: EducationAbs

Copyright: Database Producer Copyright © the H.W. Wilson Company. All rights reserved.

Author(s): [Mooney, Carolyn J.](#)

Title: A course in Senegal focuses on the complexity of race in American society.

Source: *The Chronicle of Higher Education* v. 43 (July 3 '97) p. B2 **Journal**

Code: Chron Higher Educ

Additional Info: United States

Standard No: ISSN: 0009-5982

Details: il.

Language: English

Abstract: At Cheikh Anta Diop University in Senegal, African students are getting a better understanding of the complexities of race in the United States through a course on American racism. Young Africans have difficulty relating to the experiences of black Americans, whose lives are influenced by a history they do not share, and their image of the United States tends toward the idyllic.

SUBJECT(S)

Descriptor: [Racism.](#)
[American studies.](#)
[Curriculum -- Colleges and universities -- Senegal.](#)

Record Type: article

Article Type: feature article

Accession No: BEDI97018036



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Full Text: [View HTML Full Text \(WilsonSelect\)](#)
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Author(s): [Sartorius, Tara Cady.](#)

Title: Celebrating the spirit.
art across the curriculum

Source: *Arts & Activities* v. 123 no5 (June '98) p. 30-2 **Journal Code:** Arts Act
Additional Info: United States

Standard No: ISSN: 0004-3931

Details: il.

Language: English

Abstract: The art of J. Kelly Fitzpatrick can be used to teach subjects across the curriculum. Fitzpatrick, who was born in 1888, had the rural Alabama landscape and early 20th-century African-American culture as the inspirations for some of his best work. His paintings can be used as starting points for projects in social studies, language arts, music, and visual arts.

SUBJECT(S)

Descriptor: [Art, Black \(American\).](#)
[Picture study.](#)
[Art education – Correlation with other subjects.](#)
[Baptism in art.](#)

Named Person: [Fitzpatrick, J. Kelly, 1888-1953.](#)

Record Type: article

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Additional Info: United States**Standard No:** ISSN: 0094-1956**Language:** English

Abstract: In the early 1970s Psychology faculty at the University of North Florida designed an undergraduate race relations course. The course, "Human Conflict in Black and White," included a required live-in 7-day home stay with a family of another race. In studies conducted 20 years later, many students reported that the race relations course was one of the most meaningful of their educational career; that the experience had a notable, lasting impact on their lives; and that such a course would be a valuable addition to college curricula and potentially as a course in 9-12th grade schooling. The authors overview design of the race relations course and offer suggestions about inclusion of a similar course in current curricula. Reprinted by permission of the publishers.

SUBJECT(S)

Descriptor: [Race relations -- Courses of study.](#)
[Curriculum -- High schools.](#)
[Curriculum -- Colleges and universities.](#)
[Curriculum satisfaction -- College students.](#)

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Civil Rights and Wrongs

Two views of the struggle to end segregation as witnessed by those on both sides of the revolution

By JACK E. WHITE

IN THE CASE OF THE CIVIL RIGHTS MOVEMENT, television provided the first rough draft of history. Searing images of demonstrators being beaten, attacked by police dogs and knocked down by fire hoses aroused the conscience of the nation and helped assure the movement's success. But for all its power and persuasiveness, broadcast news inevitably oversimplified the story, literally reducing it, in the days before color TV, to a black-and-white morality play. It could not explain how ordinary black men and women and their white allies mustered the extraordinary courage with which they confronted the brutality of segregation. Nor could it explain how ordinary white Southerners, who thought of themselves as decent people, could turn a blind eye to the routine indignities that Jim Crow inflicted in their name.

Now, nearly four decades after the movement's greatest triumphs, a more complex portrait of those days is emerging in a harvest of books by scholars and journalists. Two of the best are *Deep in Our Hearts: Nine White Women in the Freedom Movement* by Constance Curry, and *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970* by Lynne Olson.

Freedom's Daughters (Scribner; 460 pages; \$30) weaves the stories of neglected figures like Pauli Murray, organizer of the first sit-ins in Washington during the 1940s, and Gloria Richardson, the firebrand of the struggle in Cambridge, Md., during the 1960s, into a seamless saga of inspiring protest. Olson's subjects had to battle not only white supremacy but also the chauvinism of male civil rights leaders. As she writes, black women in the movement "felt torn between loyalty to their race and loyalty to their sex. Most of them chose race, insisting that their own liberation could not be separated from black men's freedom." As a result, their contri-

butions went unnoticed even by those who owed them the most.

No current book, however, delves more deeply into the nuances of the movement era than Diane McWhorter's *Carry Me Home: Birmingham, Alabama, the Climactic Battle of the Civil Rights Movement* (Simon & Schuster; 701 pages; \$35). For McWhorter, this is not only history but also autobiography. A native of Birmingham, she was 10 in 1963, about the same age as the four little black girls who were blown to pieces in the bombing of the Sixteenth Street Baptist Church. But, as she writes, she was a born and bred member of the city's white upper crust "growing up on the wrong side of the revolution." Her

teel "Big Mules" who controlled Birmingham's industrial economy and the blue-collar terrorists whom they employed to do their dirty work against not only blacks but also unionists and anyone else who posed a threat to the established order. Rather than issue orders directly to Klan-connected thugs like Robert Chambliss, the organizer of the Sixteenth Street Baptist Church bombing, the Big Mules used intermediaries like public-safety commissioner Eugene (Bull) Connor. His brutal tactics produced the shocking television pictures that forced the reluctant Federal Government to intervene on the movement's behalf. As King's aide Rev. Wyatt Tee Walker once said, the battle would have been lost "if Bull had let us go down to the city hall and pray."

McWhorter intertwines these dramatic events with an unsettling account of her father's descent into racial vigilantism. For decades, she writes, he boasted about his Klan affiliations and the unaccounted-for nights he spent "at one of his civil rights



OLSON Paying tribute to the unsung black women who fought both racism and chauvinism



MCWHORTER Recounting the role of Birmingham's upper-crust white supremacists



father Martin McWhorter was the renegade son of a family of Ivy League-educated members of the snobbish Mountain Brook

Club, where the city's financial and social leaders congregated. McWhorter's quest to understand how he became an increasingly active opponent of Martin Luther King Jr.'s crusade set her off on an ever widening historical journey.

Carry Me Home's main contribution is a massively detailed account of decades of unseemly collaboration between the gen-

meetings." But when she finally confronted him, he admitted that he had not been deeply involved with the Klan because "I would have had to kill people." Writes McWhorter: "I couldn't quite grasp the grandiosity that would make someone falsely claim intimate knowledge of the most horrible crime of his time." Neither can we. Like McWhorter, the best we can do is to gaze unflinchingly at the evil of oppression and erase it from our own hearts. ■

*THE
MULTICULTURAL
CENTER'S ONGOING
PARTNERSHIPS*

FOR STUDENTS

The MCC provides students from all disciplines and cultural backgrounds a unique opportunity to be trained as cross-cultural facilitators. The Students Talk About Race (STAR) project recruits every semester and has been recognized by President Clinton's Initiative on Race as a "promising practice for the nation" in improving race relations. **COME JOIN THE STAR TEAM.**

FOR FACULTY

Ongoing partnerships of the MCC with the Center for Faculty Development provide workshops, forums, and video presentations that explore a wide array of diversity issues. Also, faculty research is featured in the MCC library.

FOR STAFF

The MCC is involved in several professional certificate programs for staff.

BRANCH COVER
SYMBOL

Branch Symbol – universal sign of peace and harmony.

Background – symbol of the blood relationship that exists between people.

Branch – sign of hope and the dignity we share as human beings.

Colored Leaves – symbol of the distinctive differences of people.

**MULTICULTURAL CENTER
CALIFORNIA STATE UNIVERSITY
LONG BEACH**

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Hours 9:00 a.m. – 12:00 noon
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**THE
MULTICULTURAL
CENTER
AT
CALIFORNIA
STATE
UNIVERSITY
LONG BEACH**

*CELEBRATE
DIVERSITY*



The Multicultural Center on the campus of California State University, Long Beach was established in 1992 as the result of a two-year effort by administrators, students, faculty, and staff working together.

OUR MISSION

The overarching mission of the Multicultural Center is to contribute to the creation of a campus environment that respects and supports cultural, ethnic, and racial diversity. The Center's moral and intellectual justification is rooted in the University's commitment to persons of different backgrounds, experiences, and origins.

The changing demographics of Southern California, coupled with "campus climate" issues, makes the concerns of all ethnic groups, as well as other distinct populations, of critical importance to the development of a truly multicultural university.

OUR PHILOSOPHY

Multiculturalism is, in many ways, a new idea. It calls for an elemental change in the very ethos of the university. A successful program of multiculturalism requires more than a list of well-intentioned goals and objectives. To be fully realized, a clear philosophy must be

developed, one which fosters practical implementation on campus.

The philosophy which undergirds all of the Multicultural Center's activities is one of creative cooperation, acceptance, and interdependence. That is, the program objectives and projects of the Center are decidedly not monocultural in focus, i.e., supporting a "Latino" event, and an "Asian American" event, etc. (where no cross cultural experiences take place and where the event is attended only by the ethnic group sponsoring it). Rather, each major event at the Center will truly be multicultural, involving, from conception to completion, the participation of students, faculty, and staff from a broad spectrum of ethnic, racial, and cultural backgrounds. This interdependent and multicultural philosophy will also be at the core of all diversity workshops, lectures, and forums undertaken by the Director and staff of the Center.

Our philosophy at the Multicultural Center is to unite and integrate this large pool of talented people into the projects of the Center. Furthermore, we are dedicated to utilizing all categories of staff, university-wide, finding fresh and validating ways for them to participate in the development of our workshops, forums, and special events. Therefore, the Multicultural

Center is an educational resource center that serves as a vehicle for the expression of the needs and concerns of CSULB's increasingly diverse campus community.

WHAT WE OFFER

- "The Rainbow Voices" are the Center's multicultural performance troupe. They perform original pieces of theatre, music, and performance art, both on and off campus, which explore current "campus climate" issues, as well as enduring themes which impact upon ethnicity, race, and culture in America. (some 60,000 students to date have benefited from their performances)
- The Center has an extensive up-to-date library of journals, magazines, books, newspaper articles, videotapes, and audiotapes that address issues of multiculturalism in various ways.
- The Center offers diversity workshops, lectures, and forums open to the campus community.
- The Center's spacious conference room can be reserved for events, five days a week.
- The Multicultural Center will always feature art of well-known artists celebrating our theme of cultural diversity.
- Student Internship Opportunities

STAR HIGHLIGHTS



- *STAR* was cited as a “Promising Practice” by The President’s Initiative on Race.
- *STAR* currently operates in America’s most diverse county, Los Angeles County.
- *STAR* has operated in America’s second largest school district, Los Angeles Unified School District.
- *STAR* has reached 70,000 students in five states, over 30,000 in California.
- *STAR* won USC’s “Building Better Communities” competition.
- *STAR* trainer, Dr. James Manseau Saucedo, has been a keystone speaker in several national forums.

STAR’S MISSION IS TO



educate participants about racial and ethnic intolerance and tolerance, and to encourage understanding, acceptance and celebration of people who are different from ourselves;

help participants acknowledge the equal human worth of distinct groups of people;

assist participants in recognizing the personal and social signs of racism, discrimination, prejudice, bigotry, stereotyping, and scapegoating, to understand these attitudes and behaviors and risks posed by them;

contribute to community-mindedness and volunteerism, and to create a bridge between neighborhoods and colleges and universities;

explore strategies for the creation of a climate of civility in our schools;

persuade participants that there are not races of people, per se, but rather one race, the human race.

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A project of the Multicultural
Center at California State
University, Long Beach

Students Talk About Race

(STAR) is a signature project of the Multicultural Center (MCC) at California State University, Long Beach. Since its inception in November, 1992, with just 15 CSULB students, STAR has recruited over 1,600 college volunteers, training them to become facilitators in cross-cultural communication and placing them in 76 middle schools and high schools (serving some 18,000 students). The eight-week STAR experience has proven itself to be a compassionate and candid forum, addressing difficult issues of diversity with vulnerability and humor.

STAR'S ACHIEVEMENTS

In February of 1998, the STAR program received a rare honor – being officially designated as a “Promising Practice for the Nation” by President Bill Clinton’s Commission on Race. The following month the White House issued a press release stating that the STAR project had been selected as one of only three programs in Los Angeles to be visited by Advisory Board members of President Clinton’s “Initiative on Race” Commission.

STAR'S GOALS

- To provide a forum for youth to share their personal thoughts and experiences about diversity;

- To assist the participants in recognizing the personal and social cues for racism;
- To invite the participants to take steps along the continuum from intolerance toward tolerance, then, *if possible*, past mere tolerance, to understanding, acceptance, and even celebration of people who are different from themselves;
- To contribute to community-mindedness and volunteerism among college students, and to create a bridge between neighborhoods and local colleges and universities.

STAR'S HISTORY

People For the American Way is a national non-profit organization founded in 1980 by a group of civic and religious leaders to combat intolerance and to strengthen America’s sense of community. People For the American Way created STAR in 1990 in North Carolina as a thirty-year commemoration of the Greensboro sit-ins, where college students engaged in civil disobedience for the sake of racial equality. The program was designed to capitalize on the ability of peers to act as role models in the struggle against racism and intolerance. STAR is unique in this way: it uses peers to reach young people and draw out their personal views and experiences.

Working with the cooperation of Dr. James Manseau Saucedo, Director of the Multicultural Center at California State

University, Long Beach, People For the American Way brought STAR to California in 1992 as a response to the Los Angeles uprising of that year.

The Multicultural Center on the campus of California State University, Long Beach officially took over the STAR Program from People For the American Way in the Fall of 1999 with STAR’s primary focus being middle schools and high schools in the Long Beach Unified School District.

HOW STAR WORKS

STAR seeks the permission and endorsement of Long Beach Unified School District (LBUSD) administrators to approach middle and high school principals and teachers with the STAR program. Interested teachers then make their requests directly to the STAR staff.

At CSULB, STAR works with professors, administrators, and staff to identify and recruit college student volunteers. These volunteers attend a six-hour training, after which STAR places the volunteers in middle or high school classrooms near the CSULB campus.

STAR has always been offered without cost to students and teachers and this practice will continue.

For further information contact the Multicultural Center, FO3, Room 3 (562) 985-8150

CSU, Fullerton

The Paulina June & George Pollak Library

Directory

Acquisitions	3 rd floor, South Wing
Atrium Gallery (Library Exhibits)	1 st floor, North Wing
AVCMC Desk	4 th floor, North Wing
Audiovisual	4 th floor, North Wing
Audiovisual Reserves	4 th floor, North Wing
Books Call #A-GV	6 th floor, South Wing
Books Call #H-PN	5 th floor, South Wing
Books Call #PQ-Z	4 th floor, South Wing
Booksale Center (Patrons of the Library)	1 st floor, South Wing
Business Tables	1 st floor, North Wing
Chicano Resource Center	1 st floor, North Wing
Circulation/Check-out Desk	1 st floor, South Wing
Collection Development	3 rd floor, South Wing
Compact Stacks	Basement, North Wing
Curriculum	4 th floor, North Wing
Curriculum Materials Center (CMC)	4 th floor, North Wing
Direction Desk	1 st floor, North Wing
E-mail Express Terminals	1 st floor, South Wing
ERIC microfiche	2 nd floor, North Wing
Faculty Development Center	2 nd floor, South Wing
Freedom Center	3 rd floor, South Wing
Government Documents/Government Documents Desk	3 rd floor, North Wing
Group Study Rooms	2 nd , 3 rd floors, North & 2 nd floor, South
Indexes/Abstracts	1 st floor, North Wing
Information Kiosks	1 st , 2 nd , 3 rd , 4 th floors, North Wing
Information Technology Administration	2 nd floor, South Wing
Instructional Media	4 th floor, North Wing
Interlibrary Loan	1 st floor, South Wing
Juvenile	4 th floor, North Wing
Learning Technology Support Center (LTC)	Basement, South Wing
Library Administration Offices	2 nd floor, South Wing
Limited Access Materials (LAM), books/software	1 st floor, South Wing
Limited Access Materials (LAM), periodicals	2 nd floor, North Wing
Media Center (now known as Learning Technology Center)	Basement, South Wing
Newspapers	2 nd floor, North Wing
Oral History Archives & Office	3 rd floor, South Wing
Periodicals/Periodicals Desk	2 nd floor, North Wing
PAC (Professional Activities Center)	4 th floor, North Wing
Reference Electronic Resources/ER Desk	1 st floor, North Wing
Reference/Reference Desk	1 st floor, North Wing
Reserve Book Room	1 st floor, South Wing
Salz-Pollak Room	1 st floor, North Wing
Serials	3 rd floor, South Wing
SJSU Library School	Basement, South Wing
Special Collections	3 rd floor, South Wing
Studio Classrooms	2 nd floor, South Wing
Test File	4 th floor, North Wing
Text	4 th floor, North Wing
Titan Computing Center	Basement, North Wing
University Archives/Special Collections	3 rd floor, South Wing

Floor-By-Floor Directory

Atrium Gallery (Library Exhibits)	1 st floor, North Wing
Business Tables	1 st floor, North Wing
Chicano Resource Center	1 st floor, North Wing
Direction Desk & Information Kiosk	1 st floor, North Wing
Indexes/Abstracts	1 st floor, North Wing
Reference Electronic Resources/ER Desk	1 st floor, North Wing
Reference/Reference Desk	1 st floor, North Wing
Salz-Pollak Room	1 st floor, North Wing
Booksale Center (Patrons of the Library)	1 st floor, South Wing
Circulation/Check-out Desk	1 st floor, South Wing
E-mail Express Terminals	1 st floor, South Wing
Interlibrary Loan	1 st floor, South Wing
Limited Access Materials (LAM)—Books/software	1 st floor, South Wing
Reserve Book Room	1 st floor, South Wing
ERIC Microfiche	2 nd floor, North Wing
Limited Access Materials (LAM)—Periodicals	2 nd floor, North Wing
Newspapers Collection	2 nd floor, North Wing
Periodicals Collection	2 nd floor, North Wing
Periodicals Desk & Information Kiosk	2 nd floor, North Wing
Group Study Room	2 nd floor, North Wing
Faculty Development Center	2 nd floor, South Wing
Information Technology Administration	2 nd floor, South Wing
Library Administration	2 nd floor, South Wing
Studio Classrooms	2 nd floor, South Wing
Group Study Room	2 nd floor, South Wing
Government Documents Collection	3 rd floor, North Wing
Government Documents Desk & Information Kiosk	3 rd floor, North Wing
Group Study Rooms	3 rd floor, North Wing
Acquisitions	3 rd floor, South Wing
Adaptive Cataloging	3 rd floor, South Wing
Collection Development	3 rd floor, South Wing
Freedom Center	3 rd floor, South Wing
Oral History Archives & Office	3 rd floor, South Wing
Original Cataloging	3 rd floor, South Wing
Serials	3 rd floor, South Wing
University Archives & Special Collections	3 rd floor, South Wing
AVCMC Desk & Information Kiosk	4 th floor, North Wing
Audiovisual	4 th floor, North Wing
Audiovisual Reserves	4 th floor, North Wing
CMC Reference	4 th floor, North Wing
Curriculum Material Center (CMC)	4 th floor, North Wing
Curriculum/Text	4 th floor, North Wing
Instructional Media	4 th floor, North Wing
Juvenile	4 th floor, North Wing
Test File	4 th floor, North Wing
PAC (Professional Activities Center)	4 th floor, North Wing
Books Call # PQ-Z	4 th floor, South Wing
Books Call # H-PN	5 th floor, South Wing
Books Call # A-GV	6 th floor, South Wing
Compact Stacks	Basement, North Wing
Titan Computing Center	Basement, North Wing
Learning Technology Center (LTC)	Basement, South Wing
SJSU Library School	Basement, South Wing



SUBJECT SPECIALISTS

The librarians listed below have academic backgrounds and experiences that make them especially knowledgeable in specific subject areas. They can assist you with the ordering of materials; they can provide you with information on the acquisitions budget and with information on the strengths and weaknesses of the collections. Often they remain a hidden resource. Please utilize the skills of these librarians; take advantage of the service that they can provide and give them a call at the number indicated. Good collections will best be built as a result of the active collaboration of the subject specialists and faculty.

SUBJECT AREA	BIBLIOGRAPHER	LIBRARY	EXTENSION
HUMANITIES & SOCIAL SCIENCES			
Anthropology	Meg Garrett	Honnold	77101
Art	Carrie Marsh	Denison/Honnold	73942
Asian Studies	Isamu Miura	Honnold	18916
	Grace Chen	Honnold	73970
Black Studies	Kimberly Franklin	Honnold	77956
Business	Linda Gunter	Honnold	73979
Chicano Studies	Kimberly Franklin	Honnold	77956
Classics	Carrie Marsh	Denison/Honnold	73942
Criminal Justice	Cynthia Snyder	Honnold	77106
Cultural Studies	Kimberly Franklin	Honnold	77956
Dance	Judy Harvey Sahak	Denison	18973
Economics	Linda Gunter	Honnold	73979
Education	Judy Moser	Honnold	18919
English Literature	Gale Burrow	Honnold	73987
Government	Ruth Hiebert	Honnold	77122
Government Publications, California	Ruth Hiebert	Honnold	77122
Government Publications, U.S.	Mary Martin	Honnold	18923
History	Adam Rosenkranz	Honnold	73986
History of Ideas	Adam Rosenkranz	Honnold	73986
Information Science	Linda Gunter	Honnold	73979
International Relations	Mary Martin	Honnold	18923
Languages & Linguistics	Martha Smith	Honnold	73997
Latin American Studies	Martha Smith	Honnold	73997
Law	Mary Martin	Honnold	18923
Media Studies	Meg Garrett	Honnold	77101
Music	Holly Gardinier	Honnold	73977
Philosophy	Adam Rosenkranz	Honnold	73986
Psychology	Meg Garrett	Honnold	77101
Religion	Amy Buse	Honnold	77957
Sociology	Cynthia Snyder	Honnold	77106
Special Collections	Judy Harvey Sahak	Denison/Honnold	18973
	Jean Becker	Honnold	73977
Theatre	Meg Garrett	Honnold	77101
Western Americana	Jean Beckner	Honnold	73977
Women's Studies	Amy Buse	Honnold	77957
	Judy Harvey Sahak	Denison	18973
SCIENCE & TECHNOLOGY			
Biology	Yee-Wah Chow	Sprague	77437
Chemistry	Brian Ebersole	Mudd Science	18924
Computer Science	Yee-Wah Chow	Sprague	77437
Engineering	Yee-Wah Chow	Sprague	77437
Geology	Brian Ebersole	Mudd Science	18924
Life Sciences	Brian Ebersole	Mudd Science	18924
Mathematics	Kimberly Mosshart	Honnold	18014
	Brian Ebersole	Mudd Science	18924
Physics/Astronomy	Brian Ebersole	Mudd Science	18924
	Yee-Wah Chow	Sprague	77437
Science, Technology and Society	Brian Ebersole	Mudd Science	18924



INNOVATION ABSTRACTS

Published by the National Institute for Staff and Organizational Development (NISOD) College of Education The University of Texas at Austin

DIVERSITY-CONSCIOUS GRADUATES

Why BLACK
Studies!

An increasing amount of attention is being directed at diversity and its impact on higher education. As the cultural landscape in the United States continues to change dramatically, new concerns have emerged. One key concern that has received surprisingly little attention is the competencies college graduates need to succeed in an increasingly diverse, global workplace. Diversity consciousness—i.e., awareness, understanding, and skills in the area of diversity—should be defining features of a quality education for all college students. While we are concerned justifiably with students' expertise in their chosen fields, their level of diversity consciousness is often ignored or viewed as relatively unimportant.

Recently, an upper-level manager of a national hotel chain expressed his concern that college graduates typically are not ready to deal with the complexities of diversity in the workplace. Numerous studies point to the increasing gap between the diversity skills valued by employers—such as one's ability to communicate, team, and network with individuals from diverse backgrounds—and those that college graduates possess when they enter the workplace. According to employers, a lack of diversity consciousness is costly for a number of reasons. It interferes with teamwork and communication among employees, results in costly lawsuits, restricts markets, makes problem solving more difficult, and interferes with employees' ability to provide quality service to consumers.

Many employers assume an inclusive view of diversity and aggressively market their position. For example, Pillsbury Corporation defines diversity as all of the ways in which we are different. This includes a myriad of such differences as race, gender, religion, ethnicity, sexual orientation, learning and communication style, decision-making style, job function and position, leadership style, and motivational style. Instead of viewing diversity as the right or moral thing

to do, employers increasingly have taken the approach that diversity is good business. For example, a recent cover story in *Fortune* indicates that the top-performing companies are also those who are "minority-friendly" and pursue diversity. Diversity can increase the talent pool, expand sales, make teamwork more productive and creative, and increase profits. However, these employers also know that diversity, by itself, is untapped potential. It needs to be coupled with the skills and commitment to make diversity work. Similarly, students looking for jobs have discovered that diversity consciousness can provide them with a competitive edge.

A number of factors help explain why colleges and universities have been so slow to respond to a changing workplace that places a premium on diversity-conscious employees. Traditionally, there has been a tendency to view the whole area of diversity education as a frill that lacks academic integrity. An underlying, mistaken assumption is that if students "like people" and have good intentions, the rest will take care of itself. Additionally, initiatives in this area may be seen as positive public relations, but not an absolutely essential component of a quality education, or as important as students' technical expertise.

Also, there is an underlying assumption that students will develop their diversity consciousness by taking general education courses or specific courses dealing with some facet of diversity. Unfortunately, for many students, their exposure to diversity lacks both breadth and depth. Rather than being discussed and analyzed throughout courses, diversity is often confined to a module in a particular course, a boxed insert in a book, or perhaps a single activity outside of class. This kind of learning makes it appear that diversity is an add-on, and there is little opportunity for continuous intellectual and emotional growth.

The level of educators' diversity consciousness may be another contributing factor. Teachers and administrators, whose life experiences or education have not made them aware of the relationship between diversity consciousness and student success in college and beyond, may be less apt to see this as an educational



priority. Moreover, there is the fear factor that leads some educators to keep diversity at a distance. For example, infusing diversity into the curriculum may be seen as inherently divisive and problematic.

Given the need to develop students' knowledge and skills in the area of diversity, where do we go from here? A comprehensive diversity education initiative should consider the following suggestions.

Diversity needs to be defined broadly and inclusively.

Diversity refers to all people, rather than simply those we label as minorities. Race and gender, however important, are not the all-important variables we make them out to be. I have asked students to list, on paper, five descriptors that describe who they are. Once all of these descriptors are transferred to a blackboard or an overhead transparency, diversity in all its many shapes, forms, and sizes comes to life. Students begin to appreciate the myriad ways in which they conceive of themselves, how much they have in common, and how they are different. The descriptors illustrate the varied, fluid, and hidden dimensions of diversity, ranging from personal characteristics, such as "strong-willed" and "warmhearted," to multifaceted social classifications such as "middle-aged menopausal," "mother of a special child," "recovering alcoholic," and "half Black, half Jewish."

Students need to develop interconnected competencies.

Learning about differences is not sufficient. Research indicates that students must be able to wrestle with their own diversity, develop a more global perspective, learn to think flexibly, understand the implications of power for human relationships, step outside of themselves and evaluate their own thinking and behavior, and practice these skills. Education must be viewed as a continuous process that requires refinement, practice, and the development of an ever-larger knowledge base.

Specific educational strategies for promoting diversity need to target all students.

This can only be accomplished by identifying a sequence of courses that is required of all students. These courses might include freshman orientation programs and seminars, so-called college success courses, general education offerings, and courses in one's major field of study. Once these courses are identified, diversity consciousness needs to be incorporated as a central learning objective. Furthermore, the

connections between the workplace, opportunities for success, and diversity consciousness need to be included across the curriculum. When students develop a better understanding of these connections, diversity will take on added personal and educational relevance.

Faculty and staff also need to do the personal growth work that is necessary to enhance their diversity consciousness.

Training and workshops can help, but they are not sufficient. Diversity consciousness is more deep-seated than using a certain vocabulary at certain times of the day. Indeed, change comes with a strong personal commitment to educate ourselves by moving beyond our personal and cultural comfort zones and opening our minds to new and different experiences and perspectives. Constant self-evaluation and a willingness to learn will enable us to take advantage of all learning opportunities.

Leadership—a strong commitment from faculty and upper-level administrators—is crucial.

Without leadership, the burden for diversity education will continue to fall on the shoulders of a few. Without collegewide buy-in from students, faculty, staff, and administrators, diversity education initiatives are likely to be short-lived, disjointed, and appear to be public relations gimmicks.

An executive vice-president of a Fortune 500 company shared his thoughts about a meeting that he recently attended at corporate headquarters. As he looked around, he saw a female information technology specialist, an executive vice-president from India, a division head from Italy, and a marketing manager from Ohio. He observed, "It's people who are comfortable in this type of environment who will be successful. The stars of this new workforce will be those who can mediate these widely different working styles and get the most out of a broadly diverse group of people." Clearly, it is incumbent on colleges and universities to ensure that graduates have developed their diversity consciousness to the extent that they can excel in a workplace that requires them not only to tolerate diversity, but also respect it, use it, and capitalize on it.

Richard Bucher, *Professor, Sociology*

For further information, contact the author at Baltimore City Community College, 2901 Liberty Heights Ave., Baltimore, MD 21215.

e-mail: RBucher@bcc.state.md.us

APPENDIX - F

**Four In-Class Collaborative Group Exercises for Critical Analysis of
African American Civil Rights History and Politics**

Collaborative Exercise

Teaching Objective:

To introduce students to the nations of the African continent.

The Assignment:

1. Have each student pick an African nation and challenge that student to become an expert about that nation's geography, people and culture, politics, economic and global relationships with other countries.
2. Students are required to write a paper about the African nation selected.
3. The Student should also be prepared to give a verbal in class presentation about their assigned African nation.
4. Students should be encouraged to use computer generated software to present their information about their assigned nation. "Microsoft PowerPoint" should be available to students using the campus Learning Center Computers.

Collaborative Exercise

Teaching Objective:

To teach students critical thinking skills by analyzing the results of the 2000 Presidential Election results and the impact of the Florida vote on the African American electorate.

The Assignment:

Challenge students to research the following questions related to the 2000 Presidential Election and the claims of voting fraud against African American voting communities in Florida.

1. What is the history of African American disenfranchisement in America?
2. Should African Americans still believe in democracy and the necessity of voting in elections?
3. If given the opportunity, what speech would you make to those voters who feel discouraged about the claim of voter fraud and disenfranchisement of Florida's African American voters?
4. Based on your research findings, do you believe there was "foul play" in Florida in the process of voting. Do African Americans have a legitimate reason to feel frustrated and angry with the voting outcomes in the 2000 election vote count?
5. Do you think the outcome will discourage voter turnout in the next Presidential Election?

* Encourage students to use internet sources for research.

* Obtain a copy of videotapes that talk about the 2000 Election and make them available for classroom viewing or in the Media Center. ("ABC's Nightline" television program have several videotapes available about the 2000 Presidential Election with the focus on Florida.

California Classroom

A Learning Link to the California African American Museum

What makes a photograph more than a snapshot? When it causes you to feel emotions like sadness or happiness? If it makes you have new ideas? What if the photograph captures a special moment and sends a message about that moment?

Here is a very famous picture taken by African American photographer Gordon Parks in 1942. It is called "American Gothic." It is meant to make people think of a famous painting by the same name painted by Grant Wood. But this picture is very different.

It is the picture of Ella Watson, a cleaning woman who had worked for the United States government for 25 years when this photograph was taken. Other people who started work at the same time as Watson got better jobs, but Watson didn't. Unfortunately, this happened to a lot of African Americans in the 1930s and '40s. Many of them felt this was unfair, became discouraged and lost their



California African American Museum

Gordon Parks' photograph is a comment on bias against African American workers.

dreams. What do you think Parks is saying about what has happened to Watson?

- What is hanging behind Watson?
- What do you think it stands for?
- What does Watson have in her left hand?
- What does she have in her right hand?
- Why do you think Parks posed Watson with both of these objects?

To learn more, visit the exhibition "Half Past Autumn: The Art of Gordon Parks," through Dec. 31. You can also reserve a place in the free Saturday photography workshops beginning this weekend. For information, call (213) 744-7432 or visit <http://www.caam.ca.gov>.

This information was provided by the California African American Museum in Exposition Park, at 39th and Figueroa.

Collaborative Exercise

Teaching Objective:

- To introduce students to critical thinking and writing skills.
- To explore the challenges of living in a larger society/community.

The Assignment:

Have each student write a four page (minimum), typewritten or word-processed essay paper in which they choose to define one of the following terms. Tell them that the goal of this assignment is to get them to share some personal challenges they have faced as- well- as define what these terms means to them personally.

1. freedom
2. discrimination
3. commitment
4. struggle

On the day the assignment is due, encourage students to read their papers in class and later form groups to discuss the ideas and themes presented in the papers.

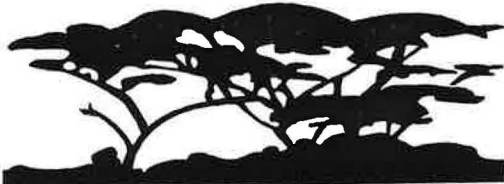
APPENDIX - G

African American/Black Studies Center Program Profiles

A Message from the Director

As the Director of African-American Studies, I invite you to become a part of our vibrant intellectual community. African-American Studies offers an exciting array of courses including African-American history, music, art, politics, and literature. With a curriculum that provides students with the analytical tools necessary for academic success, our major and minor enhance and broaden undergraduate education at UCI. Many of our courses engage students in lively discussions about race, class, gender, the African Diaspora, and global inequality. We hope you will join us.

Sincerely,
Belinda Robnett



African-American Studies Program
University of California, Irvine
School of Humanities
300A Krieger Hall
Irvine, CA 92697-6850

(949) 824-2376
(949) 824-3885 Fax
djbaham@uci.edu

STEERING COMMITTEE

Lindon Barrett, Ph.D., University of Pennsylvania; Associate Professor of English and Comparative Literature.

Thelma Foote, Ph.D., Harvard University; Associate Professor of History and African-American Studies.

David Goldberg, Ph.D., City University of New York; Director of UC Humanities Research Institute and Professor of African-American Studies.

Douglas Haynes, Ph.D., University of California, Berkeley; Assistant Professor of History.

Gavin Huntley-Fenner, Ph.D., Massachusetts Institute of Technology; Assistant Professor of Cognitive Sciences.

Ulysses Jenkins, Jr., M.F.A., Otis Parsons Art Institute; Associate Professor of Studio Art.

Laura Kang, Ph.D., UC Santa Cruz; Assistant Professor of Women's Studies and Comparative Literature.

Ketu Katrak, Ph.D., Director and Professor of Asian American Studies and Professor of English and Comparative Literature.

Claire Kim, Ph.D., Yale University; Assistant Professor of Politics and Society and Asian American Studies.

Steven Mailloux, Ph.D., University of Southern California; Professor of English and Comparative Literature.

Donald McKaye, Professor of Dance and Artistic Director.

Nancy Naples, Ph.D., Director of Women's Studies and Associate Professor of Sociology.

Lorraine O'Grady, Wellesley College; Assistant Professor of African-American Studies and Studio Art.

Leslie Rabine, Ph.D., Stanford University; Professor of French.

Belinda Robnett, Ph.D., University of Michigan; Director of African-American Studies and Associate Professor of Sociology.

John Rowe, Ph.D., State University of New York; Professor of English and Comparative Literature.

Katherine Tate, Ph.D., University of Michigan; Associate Professor of Political Science.

Judith Wilson, Ph.D., Yale University; Assistant Professor of African-American Studies and Art History.

AFRICAN-AMERICAN STUDIES PROGRAM AT UC IRVINE



"A People of Endurance,
Intelligence and Creativity"

African-American Studies
University of California, Irvine
School of Humanities
300A Krieger Hall
Irvine, CA 92697-6850

Tel: (949) 824-2376
Fax: (949) 824-3885
Email: djbaham@uci.edu

Director: Belinda Robnett
Manager: Donna Napp

ABOUT THE MAJOR

African-American Studies at UCI is an interdisciplinary program which offers undergraduate students an opportunity to study those societies and cultures established by the people of the African diaspora. The program's curriculum encourages students to investigate the African-American experience from a variety of disciplinary perspectives and theoretical approaches. Among the topics explored are the process of colonization and the forced migration of African people, the positionality of African people in the racialized symbolic and social orders of the western hemisphere, the rhetoric produced by and about African people, and the cultural and aesthetic values associated with "blackness" and "Africanness."

Course Requirements

1. Complete the three quarter core sequence (AfAm 40A, B, C) and one upper-division writing course (AfAm 141W).
2. Any three lower-division courses selected from Asian American Studies 60A, B, C (Introduction to Asian American Studies I, II, III), Social Science 61, 62, 63 (Introduction to Chicano/Latino Studies I, II, III), Women's Studies 50A (Gender and Feminism in Everyday Life), 50B (Reproducing and Resisting Inequality), 50C (Gender and Popular Culture).
3. Six courses, five of which must be upper-division, distributed as follows (see General Catalogue): two courses from Historical, Political, and Social Formations; two courses from Discourses; one course from Expressive Forms; and one course from Genders and Sexualities.
4. Four upper-division electives selected from an approved list available in the Program office.

COURSES

LOWER DIVISION

AfAm 10 Gospel Choir

A performance group that works with the music and culture of the gospel tradition. This is a two-unit class that requires attendance and participation as well as one short music review.

Core Classes

AfAm 40A Introduction to African-American Studies I

An undergraduate survey course. Students will be introduced to the main contours of the African-American experience, from the importation of Africans into the Americas to the present. This course will focus on the unique expressions of African-American society and culture. Some of the required reading will include Harriet Jacobs, Incidents in the Life of a Slave Girl, W.E.B. DuBois Souls of Black Folks, the poems of Langston Hughes and Gwendolyn Brookes, the speeches and writings of Marcus Garvey, Martin Luther King, Jr., and Malcolm X, black feminist manifestoes, and the novels of Toni Morrison. Students will also be required to take a midterm and a final examination.

AfAm 40B Introduction to African-American Studies II

This course focuses on the development, significance, and persistence of racial ideas in American thought, with an emphasis on their relevance to African American history. Looking mainly at white racial thinking, students examine some of the major issues that have emerged.

AfAm 40C Introduction to African-American Studies III

This is a survey course that investigates a variety of academic discourses in theories of race and "blackness." Some areas of consideration include the way in which the issues of gender and sexuality intersect with and force reconceptualizations of "blackness"; the intersection between poststructuralism and discourses of "blackness"; the idea of Africa as it is sometimes deployed to define "blackness."

COURSES



UC Inspiration

Join the hundreds of UCI students who have experienced the spiritual joy and fulfillment associated with singing in Gospel Choir. James Calhoun, the Gospel Choir Director, is also gospel choir director at the Second Baptist Church in Los Angeles, and has participated in the direction of gospel choirs throughout the United States. His wealth of experience and knowledge of gospel music makes for a truly inspirational experience. Students learn about and perform American spirituals and gospel songs, and give at least two live performances each quarter. The course may be repeated for credit. Don't miss this opportunity; enroll today!

UPPER DIVISION

AfAm 110 Historical, Political, and Social Formations

AfAm 111A African-American Art: 1650-1900

AfAm 111B African-American Art: 1900-Present

AfAm 130 Special Topics in Discourses

AfAm 131 Race and Visual Representations

AfAm 140 New World Slave Societies

AfAm 141 The Black Protest Tradition

AfAm 150 Special Topics in African-American Studies

AfAm 160 Special Topics in Expressive Forms

AfAm 170 Special Topics in Genders and Sexualities

AfAm 198 Directed Group Study

AfAm 199 Independent Study

For more details, see the UCI General Catalogue, School of Humanities, Interdisciplinary Studies.



California State University, Long Beach

Black Studies

Program of Study

The department of Black Studies offers a broad range of courses in the African and African-American experience in such areas as history, literature, economics, ethics, music, religion, languages, sociology, political science, law, theatre arts and psychology.

Career Opportunities

A bachelor's degree in Black Studies is offered through the College of Liberal Arts, and helps prepare students for careers in a wide range of fields. Alumni have found employment in the areas of politics, government, education, social welfare, business and criminal justice.

Degrees & Certificates Offered

The following degrees and certificates are offered in Black Studies: B.A. Black Studies; Minor in Black Studies; Certificate in Black Studies; B.A. in Liberal Studies with a concentration in Black Studies.

Admission to the Program

The high school or transfer student planning to study Black Studies is advised to pursue a program with courses in black studies and social science. In addition, general admission requirements for CSULB must be met. The Black Studies program is not impacted and is subject to general admissions guidelines.

To check on your admission status, call (562) 985-5505. To check on your financial aid status, call (562) 985-4641. Remember to keep photocopies of all official

documents submitted to the university for your personal records.

Preparing for Your First Semester

All freshmen students entering CSULB should begin preparing for their first semester of study by taking the Mathematics and English Placement Tests (ELM and EPT respectively) offered by the

D Dr. Maulana Karenga,
J Chairman of the Department
S of Black Studies, is an
T internationally recognized
J scholar, author of numerous
N scholarly articles and books,
C including the most widely
T used introductory text in the
J field, and the creator of the
O African American holiday
N Kwanzaa which is celebrated
S December 26 through
 January 1, and is based on
 ancient African values which
 reinforce family, community
 and culture.

university. Transfer students who have not completed their lower division English and Math requirements at a community college or another university should also take the ELM/EPT.

Registration for fall classes begins with

the SOAR (Student Orientation, Advising & Registration) program in June. Admitted students will be mailed a SOAR brochure in May containing all of the necessary information to get them started. Students wishing to receive academic advising prior to SOAR should contact the Academic Advising Center at (562) 985-4837, and the Black Studies undergraduate advisor at (562) 985-4624.

Students Organizations

The Black Studies Student Association is designed to promote and sponsor activities involving faculty and students. Such activities include lectures, seminars, exhibits, visits to cultural and educational sites and events, the publishing of student newsletter and networking event.

Questions?

The Department of Black Studies is located in the Psychology Building, room 306, (562) 985-4624.

For further information, or to arrange for a tour of the CSULB campus, please call or write:

University Outreach & School Relations

Division of Student Services
 1250 Bellflower Blvd. Suite 289
 Long Beach, CA 90840
 (562) 985-5358
<http://www.csulb.edu>

CALIFORNIA STATE UNIVERSITY, LONG BEACH
DEPARTMENT BLACK STUDIES

BACHELOR OF ARTS DEGREE IN BLACK STUDIES
(CODE 2-8425)
EFFECTIVE FALL 1989

The MAJOR requires a minimum of 45 units chosen as follows:

LOWER DIVISION REQUIREMENTS (12 UNITS)

B/ST 110: Introduction to Black Studies

Select one course from each of the following groups:

Group A:

B/ST 120: Afro-American History to 1865

B/ST 121: Afro-American History to 1865 to present

B/ST 200: Ancient African Civilizations

Group B:

B/ST 140: Introduction to African-American Literature

B/ST 155: Afro-American Music

B/ST 160: Introduction to Black Arts

Group C:

B/ST 190: Racism in American Military

B/ST 210: African American Community

B/ST 270A: Elementary Swahili

B/ST 270B: Elementary Swahili

UPPER DIVISION REQUIREMENTS (33 UNITS)

B/ST 330: Politics of the Black Community

B/ST 332: Civil Rights and The Law

B/ST 335: Economics Development in the Black Community

B/ST 495: Research Methods in Black Studies

Select 15 additional units with one or more courses selected from the following groups:

Group A:

B/ST 310: Black Male and Female Relationships

B/ST 325: Psychology of Minorities

B/ST 331: Black Juvenile

B/ST 337: Cultures of the Pan-African Peoples

B/ST 410: The Black Family

Group B:

B/ST 340: Research Topics in African-American Literature

B/ST 343: African and Caribbean Literature

B/ST 353: Black Religion

B/ST 363: History of African Art

B/ST 463: Black Images in the Ancient Mediterranean World

Group C:

B/ST 304: World Colonialism

B/ST 345: Politics of Black Power

B/ST 380: African Political Theory

B/ST 475: Racism and Sexism: An Analytical Approach

Select (6) six additional upper division social science units in other departments or programs. These units are in addition to those used to fulfill the requirements of any general education category.

MINOR IN BLACK STUDIES
(Code 0-8425)

- 1) The minor requires a minimum of 24 units of which at least 12 units must be in upper division courses.
- 2) Choose two (2) or more courses from each of the following groups:

GROUP A:

B/ST 110: Introduction to Black Studies
B/ST 210: African-American Community
B/ST 325: Psychology of the Afro-American
B/ST 330: Politics of the Black Community
B/ST 332: Civil Rights & The Law
B/ST 335: Economic Development in the Black Community
B/ST 370: Black Images in the Mass Media
B/ST 420: Black Child in the Public Schools

GROUP B:

B/ST 160: Introduction to Black Arts
B/ST 340: Research Topics in Afro-American Literature
B/ST 343: African and Caribbean Literature
B/ST 346: Black Theatre
B/ST 363: History African Art
B/ST 450: Black Writers Workshop

GROUP C:

B/ST 120: Afro-American History to 1865
B/ST 121: Afro-American History 1865 to Present
B/ST 200: Ancient African Civilization
B/ST 201: History of Slavery
B/ST 304: World Colonialism
B/ST 337: Cultures Pan African People
B/ST 400: Afro-American Social Thought
B/ST 410: The Black Family

**** * ALSO CERTIFICATE REQUIREMENT ****
(Code 1-8425)



Bachelor of Arts Ethnic Studies Afro-Ethnic Studies

College of Humanities and Social Sciences

Why choose Afro-ethnic studies at Cal State Fullerton?

If one is to succeed in today's global market, gaining knowledge and an appreciation of the many cultural traditions afforded us today should be paramount. Imagine if you could also show heartfelt knowledge and demonstrate a genuine sensitivity in understanding different cultural perspectives. Would this decrease or increase your chances to succeed? In the workforce, those who possess the ability to effectively communicate with people of different cultural backgrounds are generally more successful than those who don't. It just makes good business sense. Unfortunately, many students don't have the time to thoroughly explore numerous cultural perspectives. To prepare today's student, the Department of Afro-Ethnic Studies offers a number of exciting general education courses that can be used as paradigms to help students apply certain natural principles and methodologies in an effort to better understand the importance of cultural viewpoints. In addition, the Afro-ethnic studies program serves as an excellent preparation for graduate study in a variety of fields.

Great Curriculum – The Department of Afro-Ethnic Studies offers a variety of general education, cross-disciplinary and informative courses that intellectually challenge today's student. Topics covered include intracultural socialization, Black American thought, psychology of the African American, history of racism, Afro-American literature, African American music appreciation, just to name a few.

Outstanding Faculty – Our faculty members are nationally respected scholars who hold degrees from prestigious universities. As an added bonus, our faculty possess a distinctive nurturing spirit that functions very similar to what one may find among extended family members. As one would expect, extended family members are respected individuals who facilitate the fostering of young people by furnishing other points of view. This will, undoubtedly, contribute to a further understanding concerning important aspects in one's life.

**What student activities
can I join?**

Wonderful Career Opportunities – Our graduates enjoy successful careers in teaching, community development, law, civil service, child development, community leadership, social work, urban research, industrial relations and a variety of comparable fields.

Afro-Ethnic Studies Students Association (AESSA) – The purpose of AESSA is to bring together Afro-ethnic majors, minors and interested students to promote effective communication between all segments of the university and community at large; to sponsor and host cultural events, academic empowerment and other pertinent activities. Membership is *not* limited to African American students.

Afro-Ethnic Studies Community Ensemble (AESCE) – This community group is dedicated to preserving authentic accounts of the African American musical heritage through music, dance and dramatic performances.

Step Into The Zone – Our interactive, student-run Web site newsletter addresses topics of interest, including current political, social and personal events. *Step Into The Zone* is a student-based news media that reaches a global audience.

**Who is an Afro-ethnic
studies student?**

An Afro-ethnic studies student is generally a person who demonstrates an interest in studying cultural diversity in American society, as well as the world. Students may choose the option in Afro-ethnic studies in order to enter one of the many fields where relevant humanitarian and social science knowledge is required.

What courses are required?

The Bachelor of Arts in Ethnic Studies with an option in Afro-Ethnic Studies requires minimum of 30 units of course work in Afro-ethnic studies. Included within the 30 units are six units of courses required of all students and 24 units of adviser-approved electives tailored to each student's career objectives. In addition to the minimum of 30 units, students must satisfy the three-unit-writing requirement listed below. Additionally, students must complete 24 units at the upper-division level.

Lower-Division Courses (6 units)

Afro 101 Introduction to Ethnic Studies (3 units)

OR Afro 107 Introduction to Afro-American Studies (3 units)

Afro 190 Survey of American History with Emphasis on Ethnic Minorities (3 units)

OR Afro 280 Afro-American History (3 units)

Upper-Division Courses (24 units minimum)

Core Courses (15 units required)

Afro 309 The Black Family (3 units)

Afro 311 Intracultural Socialization Patterns (3 units)

Afro 317 Black Politics (3 units)

Afro 320 Black American Intellectual Thought (3 units)

Afro 335 History of Racism (3 units)
 Afro 346 African Experience (3 units)
 Afro 381 African Literature (3 units)
 Afro 422 Psychology of Afro-American (3 units)
 Afro 424 Afro-American Literature (3 units)

Upper-Division Electives (9 units minimum)

Afro 301 Afro-American Culture (3 units)
 Afro 310 Black Women in America (3 units)
 Afro 312 American Indian Women (3 units)
 Afro 314 Pan-African Dance & Movement (3 units)
 Afro 321 Minority Community Development Planning (3 units)
 Afro 325 African-American Religion (3 units)
 Afro 385 Schools and Minority Groups (3 units)
 Afro 430 A Social Psychological Study in Ethnic Minority Behavior (3 units)
 Afro 437 American Indian Religions and Philosophy (3 units)
 Afro 460 Afro-American Music Appreciation (3 units)
 Afro 463 Seminar in Black Music (3 units)
 Afro 499 Independent Study (1-3 units)

Upper-Division Writing Requirement (3 units)

English 301 Advanced College Writing

**Is a minor available in
 Afro-Ethnic Studies?**

Absolutely! The minor in Afro-ethnic studies consists of 21 units that include the core courses; six units of lower-division courses and 15 units of upper-division courses.

Core Courses (6 units)

Afro 101 Introduction to Ethnic Studies (3 units)
 OR Afro 107 Introduction to Afro-American Studies (3 units)
 Afro 190 Survey of American History with Emphasis on Ethnic Minorities (3 units)

Upper-Division Courses (15 units minimum)

Choose at least five courses from the following:

Afro 301 Afro-American Culture (3 units)
 Afro 309 The Black Family (3 units)
 Afro 310 Black Women in America (3 units)
 Afro 311 Intracultural Socialization Patterns (3 units)
 Afro 312 American Indian Women (3 units)
 Afro 314 Pan-African Dance & Movement (3 units)
 Afro 317 Black Politics (3 units)
 Afro 320 Black American Intellectual Thought (3 units)
 Afro 321 Minority Community Development Planning (3 units)
 Afro 325 African-American Religion (3 units)
 Afro 335 History of Racism (3 units)
 Afro 346 African Experience (3 units)
 Afro 381 African Literature (3 units)

Afro 385 Schools and Minority Groups (3 units)
 Afro 422 Psychology of the Afro-American (3 units)
 Afro 424 Afro-American Literature (3 units)
 Afro 430 A Social Psychological Study in Ethnic Minority Behavior (3 units)
 Afro 463 Seminar in Black Music (3 units)
 Afro 499 Independent Study (1-3 units)

What courses will transfer from my community college?

Several articulated courses are accepted for the major or minor in Afro-ethnic studies. Please see an adviser, or visit the department in Education Classroom 475 for details.

What kind of financial aid is available?

The university offers many types of financial aid, including loans, grants and scholarships. To find out more call the Office of Financial Aid at (714) 278-3125.

Who advises me?

The department has an undergraduate adviser, but you may choose any one of the full-time faculty members as your mentor and adviser.

How can I learn more?

Our undergraduate adviser in the Afro-Ethnic Studies Department can answer your questions about our program. Visit our office in Education Classroom 475, or call us at (714) 278-3848 to set up an appointment. You can also visit our Web site to learn more about the Afro-ethnic studies program.

Web site: <http://hss.fullerton.edu/afro/index.html>

Our department Web page provides an overview of our mission and goals, who we are, what we offer and department activities. We suggest, however, you also visit us in person in order to speak to an adviser.

Office: Education Classroom (EC) 475

Phone: (714) 278-3848

Mailing Address:

Department of Afro-Ethnic Studies

California State University, Fullerton

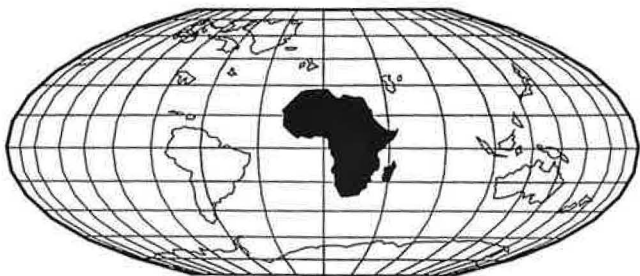
P.O. Box 6868

Fullerton, CA 92834-6868

Come see what our program can do for you. Become an Afro-ethnic studies student at Cal State Fullerton.

The Claremont Colleges

**INTERCOLLEGIATE
DEPARTMENT
OF
BLACK STUDIES**



**Interdisciplinary
Curriculum and
Programs**

1998-99

Steele Hall, Scripps College
Rooms 220-222

(909) 607-3070 or (909) 607-1860

MISSION STATEMENT

The mission of the Intercollegiate Department of Black Studies (IDBS) is to examine through various academic disciplines the experiences of people of African heritage worldwide. The Black Studies curriculum helps to unify an important area of intellectual investigation and enhances appreciation of particular disciplines in the humanities and the social sciences. The department is committed to excellence in teaching and scholarship and is a vital information resource for students and researchers. Moreover, its faculty endeavors to create an intellectual climate which fosters cross-cultural dialogue.

Established in 1969, the IDBS offers a rich academic program to all students at The Claremont Colleges. Interdisciplinary in both research and teaching initiatives, the IDBS promotes collaborative projects with other departments at the Colleges, and with scholars at other institutions.

The department's curriculum includes courses in art, government, history, literature, psychology and interdisciplinary areas. These courses are designed to accommodate the needs of both majors and non-majors. Black studies courses and programs provide significant preparation for students pursuing careers in a variety of fields, including education, social work, public policy, law, medicine, business, and international relations.



PROGRAMS

Conferences, Speaker Series, Seminars

Beyond its interdisciplinary curriculum, the Intercollegiate Department of Black Studies contributes to the intellectual and cultural life of The Claremont Colleges through its yearly program of conferences and seminars. Previous programs have been devoted to such topics as African American art, the 1965 Voting Rights Act, religion, women, Pan-Africanism, Haiti, the African American family, and Black music and dance. The theme of the 1997-98 speaker series will be **OUTING WHITENESS: Interrogating Re-Presentations of Race & Racism** (February 6-7, 1998).

Sojourner Truth Lecture

The Annual Sojourner Truth Lecture, established in 1983, honors the achievements and contributions of outstanding Black women in the U.S.A. The lectureship is sponsored by all six Claremont Colleges: The Claremont Graduate School, Claremont McKenna, Harvey Mudd, Pitzer, Pomona, and Scripps. Past Sojourner Truth lecturers are:

Maya Angelou, Toni Cade Bambara, Mary Frances Berry, Dorothy B. Porter, Margaret Walker, Lani Guinier, Johnnetta Cole, Camille Billops, Jewelle Taylor Gibbs, Nell I. Painter, La Francis Rodgers-Rose, Elizabeth Catlett, and Dr. M. Joycelyn Elders.

The 1997-98 Lecturer is the internationally acclaimed entertainer & educator Nancy Wilson.



Intercollegiate Department of Black Studies
The Claremont Colleges
222 Steele Hall, Scripps College
241 East Eleventh Street
Claremont, California 91711

COURSES

The Black Studies curriculum is supported by the following colleges: Claremont McKenna, Pitzer, Pomona, and Scripps.

Introduction to Black Studies
 The Arts of Africa
 African American Art
 History of Africa
 African American History
 Slavery and Freedom in the New World
 Pan-Africanism and Black Radical Traditions
 Industrialization and Social Change in South Africa
 History of African American Women in the United States
 Beginning Expository Writing
 Introduction to African American Literature
 Special Studies in African American Literature
 NOMMO Surveys (3): Poetry, Fiction, Drama
 Black Women Feminism(s) and Social Change
 African and Caribbean Literature
 Blacks in American Politics
 Race, Class and Power
 Introduction to African American Psychology
 Interethnic Relations — Impersonal to the Personal
 Research in African American Psychology
 Politics of Race
 Caribbean Society and Culture
 Special Topics in Black Studies
 The Civil Rights Movement
 Caribbean Writers in the U.S.A. and Canada
 Epistemologies of the Diaspora
 Seminar in African American Psychology



CORE FACULTY

Members of the Core Faculty have their individual appointments with both the Intercollegiate Department of Black Studies and one of The Claremont Colleges.

HALFORD H. FAIRCHILD, 1993-. *Pitzer, Professor, Psychology. Ph.D., University of Michigan.* Fairchild has co-authored four books and is the author of over 100 journal articles. He is past National President of The Association of Black Psychologists. He currently serves as editor of *Psych Discourse*, the monthly newsjournal of The Association of Black Psychologists.

LORN FOSTER, 1978-. *Pomona, Professor, Politics. Ph.D., University of Illinois.* Foster has published numerous articles on government policies, race, and voting rights. He is also the author of a book on Jesse Jackson. His teaching interests are American national government, Black politics, and public policy.

STANLEY O. GAINES, JR., 1992-. *Pomona, Assistant Professor, Psychology. Ph.D., University of Texas, Austin.* Gaines' teaching and research interests focus on points of intersection between the fields of personal relationships (primarily from the perspective of social/personality psychology) and ethnic studies (primarily from the perspective of ethnic studies). Gaines' book, *Culture, Ethnicity, and Personal Relationship Processes*, was published in 1997. In addition, Gaines has written or co-written three dozen articles and book chapters covering one or both fields.

LAURA A. HARRIS, 1997-. *Pitzer, Assistant Professor, English and Black Studies. Ph.D., University of California, San Diego.* Harris's research and teaching interests are twentieth-century African American literature and culture, Black Women's Studies, Queer Black Studies, and a future project on African Americans and Mexico. She has published critical essays and fiction in various venues such as *Other Countries: Black Gay and Lesbian Voices Rising*, the London-based *Feminist Review*, and has co-edited an anthology, *Femme: Feminists, Lesbians, and Bad Girls* with Routledge, Inc. Currently, she is working on a book length project about the 1920s Harlem renaissance, an article about contemporary queer black film and culture, and on a novel entitled, *Clare's Daughter: An Octoroon's Revenge*.

PHYLLIS J. JACKSON, 1993-. *Pomona, Assistant Professor, Art and Art History. Ph.D., Northwestern University.* Jackson's research and teaching interests center on the arts of Africa and the African Diaspora, Black Feminism(s), Women's Studies and Cultural Studies. She curated the art exhibition, "(in) FORMING the Visual: (re)PRESENTING Women of African Descent" and

has essays in the *International Review of African American Art* and the forthcoming collection *Global Black African Diaspora 2000 Series Roots, Routes, Redefinitions, Vol. I*. She is co-producer and co-director of the documentary video "Comrade Sister: Voices of Women in the Black Panther Party:" (a work-in-progress). Jackson is co-organizer of IDBS' 1997-98 conference, *OUTING WHITENESS: interrogating re-presentations of race and racism* (February 6-7, 1998).

SIDNEY LEMELLE, 1986-. *Pomona, Associate Professor, History. Ph.D., University of California, Los Angeles*. Lemelle's work is interdisciplinary and focuses on African History and Pan-Africanism. He has published in journals in the U.S., Africa, and Europe. He is the author of *Pan-Africanism for Beginners* and editor of *Imagining Home: Class, Culture and Nationalism in the African Diaspora*. Lemelle is chair of the Intercollegiate Department of Black Studies for 1997-98.

RITA ROBERTS, 1987-. *Scripps, Associate Professor, History. Ph.D., University of California, Berkeley*. Roberts teaches African American history, African American Women's History, and The Modern Civil Rights Movement. Her research and publications concern studies of nineteenth century Black activism. She is also writing a United States history textbook in collaboration with other historians.

MARIE-DENISE SHELTON, 1977-. *Claremont McKenna College, Professor, French. Ph.D., University of California, Los Angeles*. Shelton has published a number of articles on Caribbean, African, and modern French literature and is the author of a book on the Haitian novel. Her most recent publication appears in the volume of essays, *Prehistories of the Future*. She also co-edited a special issue of the journal *Callaloo* on Maryse Conde (Summer 1995).

AFFILIATED FACULTY

Affiliated faculty do not hold joint appointments but teach courses and conduct research in an area of Black Studies. Date in parentheses denotes first year of affiliation with the department.

ISABEL BALSEIRO, 1993-. (1996) *Harvey Mudd, Assistant Professor, Comparative Literature. Ph.D., New York University*. Balseiro's teaching and research interests concern the literatures of Africa and the Caribbean. She has presented papers in the U.S.A. at [unclear] ad. A recipient of numerous awards, Balseiro spent last fall semester on sabbatical in South Africa under the auspices of [unclear] the Humanities

DIPANNITA BASU, 1995-. (1995) *Pitzer, Assistant Professor, Sociology. Ph.D., Manchester University*. Basu's teaching and research interests concern the Sociology of the African Diaspora and Hip-Hop Culture. She is currently working on a book which explores the commodification of Rap Culture and its affects on Black Urban Youth.

GWENDOLYN LYTLE, 1985-. (1991) *Pomona, Associate Professor and Resident Artist, Music. M.M., New England Conservatory of Music*. Lytle teaches vocal performance specializing in American music with an emphasis on African American composers and has performed widely in the United States and abroad. In 1996, she organized a major conference on Black music and dance.

CECILIA CONRAD, 1995-. (1996) *Pomona, Associate Professor, Economics. Ph.D., Stanford University*. Conrad's work appears in such journals as *Review of Black Political Economy*, *The Journal of Economic History*, and *American Economic Review*. Her research and teaching interests include poverty among single mothers, the economic costs and benefits of affirmative action, and race, poverty and the U.S. economy.

SHEILA J. WALKER, 1993-. (1994) *Scripps, Associate Professor, Psychology. Ph.D., Cornell University*. Walker is a developmental psychologist whose research interest are: sociocultural influences on cognitive development; developmental psycholinguistics; cognitive approaches to the study of religion; and the development of black adolescent females. She has conducted research in West Africa and Appalachia, and has published in journals such as *Memory & Cognition* and the *British Journal of Developmental Psychology*. Walker has a forthcoming book chapter on culture, cognition, and religion, co-authored with anthropologist Pascal Boyer.

KATHLEEN O'BRIEN WICKER, 1971-. (1996) *Scripps, Mary W. Johnson and J. Stanley Johnson Professor in the Humanities and Professor of Religious Studies. Ph.D., Loyola University of Chicago*. Wicker's current research on Mami Water rituals and shrines is being conducted in collaboration with researchers at the Institute of African Studies, University of Ghana. Her most recent publication will appear in *African Spirituality*.