

African-American Studies, B-36

INTRODUCTION TO AFRICAN-AMERICAN STUDIES

Fall 1992

Dr. F. T. Rushing

M&W 2:00-3:30

Harris Hall 310

Office Hours M&W 9:15-10:15, 3:45-4:45

Office Address Arthur Andersen Hall 133

Office Phone 491-5308 7805

**Course Objectives:** This introductory course in African-American Studies is designed to provide a broad overview of the Black experience, for those who will only take this course, and for those who will take this as the first of a series of courses. The course will introduce the major events, actors and processes related to the Black experience.

**Course Description:**

This course will consider and analyze the Black experience from Africa to the American diaspora. The course is designed to provide an in depth view of the specific history of African Americans but will do so in relation to other "racial" and national groups, and to significant socioeconomic processes, such as the process of colonization, the development of capitalism and industrialization.

The first part of the course is devoted to the African background during the long pre-colonial period. This includes the often neglected dimension of the internal dynamics of the African continent during this period, the impact of those dynamics within Africa, and the development of the Atlantic slave trade.

Slavery, as a general socioeconomic institution and the specific development of a unique form of slavery in the Americas, racial slavery, will be analyzed during the course. Racial slavery and its impact on African-Americans will be explored from the perspective of slaves as well as owners.

The course will pay particular attention to the development of racism, prejudice and discrimination. The course is predicated on the understanding that in order to study domination of one group by another the resistance of subjugated groups to domination must also be studied. The course will focus on the long history of resistance of African Americans to racist domination in the Americas.

In each of the sections of the course we will examine and discuss the classical and contemporary questions generated by the material. After each section you will be given a worksheet outlining what you should have learned from that section.

### Form of Instruction:

The course will be taught as a combination of lecture and discussion. The first hour of the course will be a lecture followed by a half hour discussion of the previous class lecture. The lectures are designed to cover material not in the text or to develop problems in text material. For this reason consistent class attendance is important. More than three absences from scheduled class sessions will result in a lowered grade.

### Evaluation:

Multiple measures will be used to determine your final grade. There will be three papers, two short papers (1-3 pages), and one long paper (8-10 pages). One of the short papers will be a review of a film shown in class. The long paper will be a report on one of the groups covered in the course. You will be given a instruction sheet with very specific directions on how to write the papers. The long paper will be presented in class during the last weeks of the course. You will also be graded on your class participation and presentation of your final paper. The final paper must be presented in class in order to receive a grade.

### Required Texts:

Davidson, Basil A History of West Africa, 1000 - 1800.

Davidson, Basil The African Slave Trade.

Drake, St. Clair Black Folk Here and There.\*

Berry, Mary Frances & Blassingame, John Long Memory: The Black Experience in America.\*

Gutman, Herbert G. The Black Family in Slavery and Freedom, 1750-1925.\*

Pease, Jane & Pease William They Who Would be Free: Blacks' Search for Freedom, 1830 - 1861.

Kwamena-Pon, Michael African History in Maps.\*

\* Text will be used both quarters

### Suggested Texts for Additional Reading

Jones, Howard Mutiny on the Amistad: The Saga of a Slave Revolt and its Impact on American



African American Studies, B14-1

HISTORY OF RACIAL MINORITIES IN NORTH AMERICA

Fall 1992

Dr. F. T. Rushing

M&W 10:30 -12:00

Technological Institute 1395

Office Hours: M&W 9:15 - 10:15 & 3:45 - 4:45

Office Address: Arthur Anderson Hall 133

Office Phone: 491 ~~5308~~ 4805

Course Description:

This course will consider the history of specific "racial" minorities, Native Americans, African Americans, Latino Americans (Mexican Americans Puerto Ricans) and Asian Americans (Chinese Americans, Japanese Americans, Viet Nameese), their interactions with one another and the majority group of North America. The particular histories of these groups will be analyzed in relation to general socioeconomic processes. The course will deconstruct the social category of "race", and explore the development of mechanisms of social control such as, racism, prejudice and discrimination. The course will also focus on the resistance of minority groups to these forms of majority group domination.

Form of Instruction:

The course will be taught as a combination of lecture and discussion. The first hour of the course will be a lecture followed by a half hour discussion of the previous class lecture. The lectures are designed to cover material not in the text or to problematize text material. For this reason consistent class attendance is important. More than three absences from scheduled class sessions will result in a lowered grade.

Evaluation:

Multiple measures will be used to determine your final grade. There will be three papers, two short papers (1-3 pages), and one long paper (8-10 pages). One of the short papers will be a review of a film shown in class. The long paper will be a report on one of the groups covered in the course. You will be given a instruction sheet with very specific directions on how to write the papers. The long paper will be presented in class during the last week of the course. You will also be graded on your class participation and presentation of your final paper. The final paper must be presented in class in order to receive a grade.

Required Texts:

Bourne, Russell The Red King's Rebellion: Racial Politics in New England, 1675 - 1678.

Wright, Leitch J. Creeks and Seminoles.

Jones, Howard Mutiny on the Amistad: The Saga of a Slave Revolt and its Impact on American Abolition, Law, and Diplomacy.

Breen, T. H. & Innes, Stephen "Myne Owne Ground": Race and Freedom on Virginia's Eastern Shore, 1640 1676.

Mullen, Gerald W. Flight and Rebellion: Slave Resistance in Eighteenth Century Virginia.

Pease, Jane H. & Pease William H. They Who Would be Free.

Carlson, Alvar W. The Spanish-American Homeland: Four Centuries in New Mexico's Rio Arriba.

Mirande, Alfredo The Chicano Experience: An Alternative Perspective.

Suggested Texts for Additional Reading:

Davidson, Basil The African Slave Trade.

Deloria, Vine Behind the Trail of Broken Treaties.

Debo, Angie And Still the Waters Run.

Devins, Carole Countering Colonization.

Simon, Patricia & Samora, Julian A History of the Mexican - American People.

Wade, Richard Slavery in the Cities: The South, 1825 -1860.

Readings

Native Americans:

Sept. 28, The Red King's Rebellion. Chapters 1-3

Sept. 30, "\*\*\*\*\*" Chapters 4-6

Oct. 5, Creeks and Seminoles. Chapters 1,3,5  
Oct. 7, "\*\*\*\*\*" Chapters 8,9,10

Oct. 12, First Short Paper Due

African Americans:

Oct. 12 Mutiny on the Amistad. Chapters 1,3,5,6  
Oct. 14 "\*\*\*\*\*" Chapters 7,8,9,10

Oct. 19 "Myne Owne Ground": Race and Freedom on Virginia's Eastern Shore,  
1640 -1676. Chapters 1,2,3,4

Oct. 21, Flight and Rebellion: Slave Resistance in Eighteenth Century Virginia.  
Chapters 2,3,4,5

Oct. 26, They Who Would be Free: Blacks' Search for Freedom, 1830 - 1861.  
Chapters 1-7

Oct. 28, "\*\*\*\*\*" Chapters 8-12

Nov. 2, Second Short Paper Due

Latino Americans

Nov. 2, The Spanish-American Homeland:Four Centuries in New Mexico's Rio  
Arriba. Chapters 1,3,5,6

Nov. 4, The Chicano Experience: An Alternative Perspective.  
Chapters 2,3,4,8

Nov. 9, Puerto Ricans Reading To Be Distributed

Nov. 11, "\*\*\*\*\*" "\*\*\*\*\*"

Asian Americans

Nov. 16, Chinese Americans Reading to be Distributed

Nov. 18, "\*\*\*\*\*" "\*\*\*\*\*"

Nov. 23, Japanese Americans "\*\*\*\*\*"

Nov. 25, Viet Nameese \*\*\*\*\*

Nov. 30, Presentation in Class of Final Papers

Dec. 3, \*\*\*\*\*

African-American Studies C-20  
The Social Meaning of Race

Spring Quarter, 1993

Charles Payne  
Office: Anderson 2-132  
Phone: 1-4806, 1-5122  
Hours: T., TH. 4:30-5:30

DESCRIPTION : This course is concerned primarily with Black Afmericans and racial identity. That is, our first concern is what race means to Black Americans, both as a matter of individual self-definition and as a matter of collective culture? How are these meanings socially shaped and sustained? How are they affected by various institutional contexts? How do they affect the ways Black Americans interact among themselves or wfith non- Blacks?

I hope that students will come away from the course with a greater familiarity with the various paradigms -- ways of thinking-- that can be used to define racial issues and with a better sense of how their own assumptions about race have been shaped.

BOOKS:

I have ordered three books through through Norris Center:

- Wallace Terry, Bloods.

Malcolm X, The Autobiography of Malcolm X.

Andrew Hacker, Two Nations.

A packet of xeroxed material will be available from Kinko's.

We will be seeing a couple of films. If you cannot make the scheduled group showing, you can make individual arrangements with the media center.

REQUIREMENTS : There will be two graded assignments, both take-home examinations. You will get the exams one week before they are due. Do not put your name on any written work you hand in; instead use your ID number. Keep a copy (hard copy) of any material you hand in.

CALENDAR

3/30 Introduction to Course: Beginning to Develop a Common Vocabulary

3/31 (Wednesday) Film: "A Class Divided" , 4 pm, Seminar room in Media Center.  
(58 min., 303.385 C614 )

4/1-6 Prejudice as a Concept & the Limitations Thereof.

Gordon Allport, The Nature of Prejudice, chapter 2 (Reserve & Core)  
David Wellman, "Prejudiced People Aren't the Only Racists." (R)



4/8-15 Race Consciousness in a Middle- Class Context: College Students.

Witcher, " A Journey from Anacostia" (R)  
J. Pitts, "The Politicalization of Black Students at Northwestern" (xp)  
Peggy McIntosh, "White Privilege and Male Privilege" (R)  
Michael Moffat, "Race and Individualism" (xp)  
Gordon Allport, The Nature of Prejudice, chapter 16 (Reserve & Core)

Sunday April 18th, 3 pm., Harris 107.

Lecture:

"The Forgotten Years of Malcolm X and Martin Luther King:  
A Time To Remember"

Vincent Harding  
Professor of Social Transformation  
Ilf School of Theology  
Boulder, Colorado

4/20-22 Race Consciousness in a Working-Class Context: The Military

Wallace Terry, Bloods: An Oral History of the Vietnam War, entire.

Friday, 4/23 Film, "The Bloods of 'Nam" -- 3 pm. , Seminar Room, Media Center. (959.7043 B6552)

4/27 -29 Some Theoretical and Historical Background

H. Sherman, "Dialectics as Method" (xp)  
Payne, "A Political Primer for Black College Students" (reserve)  
Levine, Black Culture and Black Consciousness, chapters 1,2 (up to p. 121).  
Reserve and CORE  
Payne, "Singing Songs to Dead Hogs" (Reserve)

5/3 Midterms due, noon, AFAM office.

5/7 Film : "Ethnic Notions" (58 min., 305.896 e845)  
Video Theater, Library, 3 pm.

5/4-18 Malcolm and His Children: The Shape of Contemporary Discourse About Race.

The Autobiography

Karl Evannz, The Judas Factor, chapter tba , (R).

David Gallen, Malcolm As They Knew Him, interview tba, (R).

Robin Kelley "The Making of Detroit Red"

Fordham, "Racelessness As a Factor in School Success? (xp)

Ms. Magazine, "Race: Can We Talk" and "Combahee River Collective Statement". (xp)

June Jordan, "Declaration of an Independence I Would Just as Soon Not Have". (R)

McClain, "How Chicago Taught Me to Hate White People" (xp).

McClain, "The Middle -Class Black's Burden"

5/12 film -- "El Hajj Malik Shabazz", Video Theater, 4 p.m.

5/20-27 Black Popular Culture and its Structural Setting

Hacker, Two Nations.

Kelley, "Kickin' Reality, Kickin' Ballistics: The Cultural Politics of Gangsta Rap in Postindustrial LA"

Final exam due, Monday, June 7.

Spring, 1993  
African-American Studies B30-0

### THE CIVIL RIGHTS MOVEMENT

Charles Payne  
Office: Andersen Hall, 2-132  
Hours: T., TH. 4:30-5:30  
Phone: 1-4806, 1-5122

**COURSE DESCRIPTION:** The course will be an examination of the development of the American Civil Rights Movement from just before the post-World War II period through the initial articulation of Black nationalist ideologies in the late 1960's, treating that history as a case study in the problematics of deliberate social change. The analytical viewpoint will be interdisciplinary but with an emphasis on the kinds of questions most typically asked by sociologists. Among other topics, we will look at the interplay between ideology and program within the movement, the consequences of organizational structure, the political and economic consequences of the Movement and its impact on American popular and intellectual thought. Throughout the course, we will be trying to identify the usable parts of the history. That is, which parts of it are still relevant those who are concerned with social change?

At another level, the course is an excursion into the sociology of knowledge. That is, we assume that "history" is socially constructed and then we ask what are the social factors molding what we think of as the "history" of the movement.

**BOOKS:** The following have been ordered thru Norris Center:

Taylor Branch, Parting the Waters, (Simon & Schuster, 1988).  
Joanne Grant, Black Protest, (Fawcett, 1968).  
Richard Kluger, Simple Justice, (Vintage, 1977).

In addition, we will be reading substantial portions of the following, both of which are on Reserve:

Raines, My Soul Is Rested, (Putnam, 1977).  
Payne, I've Got the Light Of Freedom.

In addition to the assigned reading, we will see a film almost every week. The films are required. Most of the films are one hour long and will be shown in the Library's Video Theater room (across from the Forum Room). Films will be shown at 4 p.m., Wednesdays. Students who cannot attend the group screening can make arrangements at the Media Facility to see the film individually within the week the film is assigned. The one exception is the film "Fundis: The Story of Ella Baker" [323.4/

4/15-20 Sit-Ins and Freedom Rides: The development of new tactics, organizational forms; interorganizational competition. Grant, pp. 289-290.

Payne, Light of Freedom, chap. 3. (R)  
Branch, chap. 7, 10, 11, 12

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Sunday April 18th, 3 pm., Harris 107.

Lecture:

"The Forgotten Years of Malcolm X and Martin Luther King:  
A Time To Remember"

Vincent Harding  
Professor of Religion & Social Transformation  
Iliff School of Theology  
Boulder, Colorado

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4/21 -- "Eyes on the Prize -- part 4-No Easy Walk: 1962-66"

4-22- 27 The introduction of massive direct action; the limitations of protest; intra-movement competition; white resistance and the contradictions of total power; the social bases of participation and leadership.

Grant, pp. 312-17; 344-49; 375-382.  
Branch, Parting The Waters, chap. 3, pp. 725-755, chap. 20.  
Raines, read 361-366 (recommended).  
Bilbo, "On White Supremacy". (R)

4/28 film -- "Eyes on the Prize - part 5 - Mississippi: Is This America?:1962-64."

5/4 mid-term.

5/5 no film.

5/6 -13 Mississippi-- Organizing as opposed to mobilizing; the consequences of a bottom-up paradigm; the problem of movement praxis; the loss of the societal legitimacy.

Raines, pp. 233-268,273-279; recommended.  
Grant, pp. 299-301;303-311;329-339,393-403,472-475,493-506.  
R. P. Warren, "Interview with Robert Moses" (R).  
Payne, This Little Light, chaps. 5-8, 11, pp. tba from chapter 10.

5/12 film -- "El Hajj Malik Shabazz"

5/18-20 Up South: Alienation of Liberals; Race and Gender as Divisive Issues.

**KING: A FILMED RECORD MONTGOMERY TO MEMPHIS**  
CALL NUMBER: 323.1196 K53Zki vhs

**THE LAND WHERE THE BLUES BEGAN**  
CALL NUMBER: 781.643 L2537 vhs

**MARTIN LUTHER KING: I HAVE A DREAM**  
CALL NUMBER: 362.1196 K53Zmr vhs

**MARTIN LUTHER KING, JR.**  
CALL NUMBER: 323.1196 K53m vhs

**MARTIN LUTHER KING: THE LEGACY**  
call number: 323.1196 k53zMLK VHS

**RETURN OF THE LITTLE ROCK 9: A MILESTONE IN AMERICAN HISTORY**  
CALL NUMBER: 373.76773 R4392 vhs

**THE SECOND AMERICAN REVOLUTION**  
CALL NUMBER: 323.1196 S445 vhs reels 1-2

**THE SONGS ARE FREE: BERNICE JOHNSON REAGON WITH BILL MOYERS**  
CALL NUMBER: 781.7296 R2875Zs vhs

**THURGOOD MARSHALL: PORTRAIT OF AN AMERICAN HERO**  
CALL NUMBER: 347.7326 M369Zt vhs

**WE SHALL OVERCOME (on the song itslf)**  
CALL NUMBER: 781.592 W361 vhs

African-American Studies - B36-2

INTRODUCTION TO AFRICAN-AMERICAN STUDIES

Winter 1993

Dr. F.T. Rushing

M&W 2:00 - 3:30

Swift Hall 104

Office Hours: M&W 9:00-10:45 & 3:45-5:00

Office Address: Arthur Andersen Hall, 2-133

Office Phone: 491 - 4805

Course Description:

This is a course in African-American history from 1860 until 1980. It will explore the major questions in African-American history during this period. The course is designed to be taken either in conjunction with or independent of B-36-1. The course examines social processes, such as the development of industrial capitalism and the resultant reconfiguration of the labor force, urbanization and migration as well as specific events such as, the Civil War, Reconstruction and Redemption, and the Civil Rights Movement. This course, like the previous one, will explore the development of mechanisms of exploitation and domination, such as, racism and discrimination. There will be a continued focus on the ongoing resistance to these mechanisms waged by African Americans.

Form of Instruction:

The course will be taught as a combination of lecture and discussion. The first hour of the course will be a lecture followed by a half hour of informed discussion based on the lectures and readings. The discussion section is not designed to allow for the confirmation of preconceived notions but to encourage challenging and new ways of looking at material. The lectures are designed to introduce material not covered by the text or to problematize text material. For this reason consistent class attendance is important and will constitute part of your grade. More than three absences (for whatever reason) from scheduled class sessions will result in a lowered grade.

Evaluation:

Multiple measures will be used to determine your final grade. There will be two papers, one short paper (5-8 pages), and one long paper (10-15 pages). The short paper will cover a particular assigned topic discussed during the first part of the quarter. This paper is to include a review of a film to be shown in class. The long paper will be a discussion of one example, of your choosing, of African American resistance to exploitation. In the final paper you

are to demonstrate what you have learned during the quarter. This is a term paper and you should begin thinking about the topic now. The topic you choose must be discussed with me before you begin. The long paper will be presented in class during the last weeks of the quarter. The final paper must be presented in class in order to receive a grade. You will also receive a grade for the quality and consistency of your class participation.

You may earn any number of the following points for your final grade:

Short Paper .....	0	-	15
Long Paper.....	0	-	45
Oral Presentation.....	0	-	25
Class Participation.....	0	-	15.
Total.....	0	-	100

There will also be several opportunities during the quarter to earn additional points by attending lectures, scheduled outside class time, and doing a report on the lectures. You may earn up to 10 points per lecture in this manner.

Texts:  
Required

Drake, St. Clair Black Folk Here and There.

Berry, Mary Frances and John Blassingame Long Memory: The Black Experience in America.

Foner, Eric A Short History of Reconstruction.

Foner, Philip S. Organized Labor & the Black Worker, 1619 - 1973.

Gutman, Herbert The Black Family in Slavery and Freedom, 1750 - 1925.

Sellars, Cleveland The Making of a Black Militant.

Suggested Reading

Fogel & Engerman, Time on the Cross.

Reading Schedule\*

- Jan. 4, .....Organization and Orientation
- Jan. 6, ..... Berry & Blassingame, p.300-302  
Suggested Reading:( particularly for those who did not take B-36-  
1) Drake, volume II Chapter 7, Fogel & Engerman 59-94
- Jan. 11, ..... Eric Foner,  
Suggested Reading, Drake volume I Chapter
- Jan. 13, ..... Eric Foner,
- Jan. 18, ..... Eric Foner,
- Jan. 20, ..... Gutman, p. 230-240, 245-253, 257-269,  
303-326
- Jan. 25, ..... Gutman, p. 363- 431
- Jan. 27, ..... Gutman, p. 432 - 475
- Feb. 1, ..... The Great Migration
- Feb. 3, ..... film
- Feb. 8, ..... Philip Foner, p. 30- 02, First Paper  
Due
- Feb. 10,.....Philip Foner, p.103-143,
- Feb. 15,..... Philip Foner, p. 144-157, 177-203,  
238-274
- Feb. 17,.....Philip Foner, p.293-311,332-376,  
Sellars
- Feb. 22,.....Sellars,
- Feb. 24,.....Sellars,
- March 1,.....Berry & Blassingame,
- March 3,.....Class Presentations
- March 8, .....Class Presentations
- March 10,.....Class Presentations/ Last Day of Class
- March 15, .....\*\*\*\*FINAL PAPER DUE BY 5:00 p.m.\*\*\*\*

\*This is a tentative reading schedule.



Spring, '94

**African-American Studies B30-0**  
**THE CIVIL RIGHTS MOVEMENT**

Charles Payne  
Office: Kresge 318  
Hours: Tuesday, 3-5 p.m. or by appointment.  
Phone: 1-4806, 1-5122  
Departmental office: Kresge 308.

**COURSE DESCRIPTION:** This course will examine the development of the American Civil Rights Movement from the World War II period through the beginning of the Black Power era in the mid-to-late 1960's, treating that history as a case study in the problematics of deliberate social change. The analytical viewpoint will be interdisciplinary but with an emphasis on the kinds of questions most typically asked by sociologists. Among other topics, we will look at the interplay between ideology and program within the movement, the consequences of organizational structure, the political and economic consequences of the Movement and its impact on American popular and intellectual thought. Throughout the course, we will be trying to identify the usable parts of the history. That is, which parts of it are still relevant those who are concerned with social change?

At another level, the course is an excursion into the sociology of knowledge. That is, we assume that "history" is socially constructed and then we ask what are the social factors molding what we think of as the "history" of the movement.

**BOOKS, FILMS:** The following should be available at both Norris Center and CUBS:

Taylor Branch, Parting the Waters, (Simon & Schuster, 1988).

Joanne Grant, Black Protest, (Fawcett, 1968).

Elaine Brown, A Taste of Power: A Black Woman's Story, (Doubleday, 1993).

A packet of articles will be available for purchase from the AFAM Office.

We will also be reading substantial portions of the following, which you will find on Reserve. Norris Center will also have copies of Raines, should you prefer to purchase it.

Raines, My Soul Is Rested, (Putnam, 1977).

Payne, I've Got the Light Of Freedom: The Community Organizing Tradition in the Mississippi Freedom Struggle. (manuscript)

We will see a required film almost every week, outside of class time. Most are one hour long and will be shown in the Library's Forum Room). Films will be shown at 4 p.m., Tuesdays. Students who cannot attend the group screening can make arrangements at the Media Facility to see the film individually. Classes on Wednesdays will ordinarily begin with my asking for your reaction to that week's film.

There will be three variations on the normal pattern:

1. On Tuesday, April 26, the film will be shown in the Video Theater.
2. On Tuesday, May 3, there will be no film.
3. I have not arranged a group screening for the film "Fundi: The Story of Ella Baker" [323.4/B167zf]. Please see it on your own before April 25th. Also, students who have never seen the film "Gandhi" might want to watch a part of it near the beginning of the term.

Grading: There will be two in-class exams (midterm and final) as well as a take-home final essay, each counting one-third of the final grade. The in-class exams will be multiple choice and short answer. Note that the date for the in-class final will be Friday of exam week. No make-ups will be given for exams except in cases of medical emergencies.

The take-home (10-15 pp., typed, double-spaced) will ask you to analyze two recent articles on the movement. You will be given two weeks to do it. The due date is June 6th at noon.

## CALENDAR

(R) -- Reserve.

(CP) -- Course Packet

3/29 (Tuesday) Course overview; film: "Eyes on the Prize - Part 1 -Awakening: 1954-56."

3/30 When did the movement begin and how? Why does it matter? Macro and micro views of the movement; the pre-history of Brown.

Grant, Black Protest, pp. 243-250;

Raines, My Soul Is Rested, pp. 37-51 (R & CORE)

4/4-6 Brown, cont.; theoretical significance of historical continuity; routinization and oligarchy: The case of the NAACP; bottom -up and top-down theories of change.

Kluger, Simple Justice, read chap. 1; chap. 5 is recommended.

Grant, pp. 261-272, 281-284.

Payne, Light of Freedom, introduction & chap. 2.

4/5 film: "Eyes on the Prize -- Part 2-Fighting Back:1957-62"

4/11-13 School Desegregation: 1955-60; normative and conflict conceptions of change.

John Horton, "Order and Conflict Theories of Social Problems as Competing Ideologies."  
(CP)

Grant, Black Protest, pp. 284-89.

R. Coles, "New Orleans, 1960-1979" (CP)

Anne Braden, "The History That We Made" (CP)

Branch, Parting the Waters, chap. 17, recommended.

4/12 film- "Eyes on the Prize -- part 3-Ain't Scared of Your Jails"

4/18-20 Sit-Ins and Freedom Rides: The development of new tactics, organizational forms; interorganizational competition.

Grant, pp. 289-299, 318-329.

Payne, Light of Freedom, chap. 3. (R)

Branch, chap. 7, 10, 11, 12.

4/19 -- "Eyes on the Prize -- part 4-No Easy Walk: 1962-66"

4/25-5/2 Massive direct action; White resistance and the contradictions of total power; the social bases of participation and leadership.

Grant, pp. 312-17; 344-49; 375-382.

Branch, Parting The Waters, chap. 3, pp. 725-755, chap. 20.

Raines, read 361-366: pp. 139-185 are recommended, especially the interview with Glenn Evans).

Morris, "Birmingham Reconsidered: An Analysis of the the Dynamics and Tactics of Mobilization"

(R -recommended)

4/26 film in the Video Theater, not the Forum Room-- "Eyes on the Prize - part 5 - Mississippi: Is

This America?:1962-64."

There will be no film on Tuesday, May 3.

5/4 mid-term.

5/9-16 Mississippi-- Organizing as opposed to mobilizing; the consequences of a bottom-up paradigm; the problem of movement praxis; the loss of the societal legitimacy.

Raines, pp. 233-268,273-279; recommended.

Grant, pp. 299-301;303-311;329-339,393-403,472-475,493-506.

Payne, Light of Freedom, chaps. 5-8, 10, 11.

Payne, "Interview with Bob Moses," (R) -(Tentative)

5/10 film -- "El Hajj Malik Shabazz" -- recommended.

Week of May 9:

Speaker: Diane Nash, Student Nonviolent Coordinating Committee  
"Nonviolence Revisited"

5/17 film "Eyes. p. 2--A Nation of Laws:1968-1971"

5/18-23 Up South: Alienation of Liberals; Race and Gender Within the Movement.

Grant, pp. 427-448.

Ellison" The World and The Jug" From Shadow and Act. (CORE), recommended.

Sara Evans, "Women's Consciousness and the Southern Black Movement". (R)

Marx and Useem, "Majority Involvement in Minority Movements". (CP)

Doug McAdam, "Gender As a Mediator of the Activist Experience.(R).

Payne, chap. 9.

Fannie Lou Hamer, "It's In Your Hands" (CP)

5/24 - film on the Black Panther Party -- title to be announced.

Recommended:

Tuesday, May 24, 6 p.m.

Video: "Simple Justice" by Richard Kluger.

At the Chicago Historical Society, Clark and North Avenue

5/25-6/1 Radicalism; social climate and praxis; the state of social theory about social movements.

Elaine Brown, A Taste of Power, entire.

Payne, This Little Light, epilogue; chaps. 12- 13 are recommended.

Grant, pp. 449-472.

Raines, pp. 416-424,463-472, recommended.

Reggie Schell "A Way to Fight Back" (R -recommended)

Southern Exposure, "Old Hands, Young Bloods" (R- recommended)

Jackson , "The State, the Movement, and the Urban Poor: The War on Poverty and Political Mobilization in the 1960s. (CP)

--"Old Hands, Young Blood" (R) -recommended.

In- class final -- Friday, June 10, 11 a.m.

Papers due: Monday, June 6, high noon, AFAM office.

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Northwestern University  
Department of African American Studies  
Winter Quarter 1994  
Dr. F. T. Rushing

Introduction to African American Studies B36-2

TextBooks:

Required

Free at Last: A Documentary History of Slavery, Freedom, and the Civil War. eds. Ira Berlin & Barbara Fields

The Harder We Run: Black Workers Since the Civil War. William H. Harris

The River of No Return: The Autobiography of a Black Militant and the Life and Death of S.N.C.C. Cleveland Sellers

Recommended

The Black Family in Slavery and Freedom. Herbert Gutman

A Black Woman's Civil War Memories. Susie King Taylor

Course Description

This is a course in African American history from 1865-1975. The major themes of the course are the ongoing resistance of African Americans to racism, their role as a catalyst for creating revolutionary democracy in the United States, the centrality of African American labor in the creation of the country's infrastructure and the significance of the Civil Rights Movement of the 1960s for the United States and the world.

The course begins by examining the closing days of the Civil War, the abolition of slavery, the post-emancipation periods of Reconstruction and Redemption, focusing on the role of African Americans as creative agents in these processes. Then we will examine the restructuring of the labor force in the post emancipation period. The development of the ideology of racism, the institutionalization of that ideology, and the new mechanisms for the maintenance of social inequality that developed in the post=emancipation period will be a key part of the study of this phase of the course.

Finally the course will explore the process of the creation of the Civil Rights Movement of the

1960s, its ramifications for the United States, and social movements in other parts of the world.

A major objective of the course is to hear the voices of African Americans who, in their own words, tell their story of the United States.

### Course Format

The course will be conducted by lectures of approximately 30-35 minutes followed by class discussion. There will also be outside lectures.

### Course Requirements

Class attendance is an integral part of the course. Lectures cover material not in the texts or that are problematic in the texts. More than three absences, for whatever reason, will result in your grade being lowered by one letter. Informed class participation also constitutes part of your grade. It is essential that you complete assigned readings before coming to class. There will be one short paper (5 pages) that will serve as a midterm evaluation. A final paper (10-12 pages) will be on a topic of your choosing that illustrates one of the major themes of the class. You will present the results of the research for the final paper, in class, during the final weeks of the quarter.

### Evaluation

Every effort has been made to give you a variety of forms of evaluation.

Class participation and discussion =.....	10
Short paper=.....	15
Long paper=.....	50
Presentation=.....	20
Extra credit for outside lectures and reports=.....	05
Total=.....	100

### Readings

This is a tentative schedule of readings and subject to change. I will try to keep as close to this schedule as possible.

January 3, 1994 Introduction & Overview No Assigned Readings

January 5, 1994 .....Background of the Civil War & Civil War, Free at Last. pgs.3, 11, 12, 15, 16, 17, 18, 22, 23, 24, 25, 29, 30, 38, 39, 40, 41, 42, 43, 51, 52

January 10, 1994..... Civil War, Free at Last. pgs. 82, 83, 84, 85, 95, 96, 97, 98, 99, 103, 104, 111-113, 117-121, 123-129, 130-132, 151-53, 154-161, 175-178, 180-185, 204-206, 208, 209-211, 216-

218,221-227-231

January 12,1994, Partial Emancipation, Free at Last. pgs.241-266,290-305

January 17,1994, Partial Emancipation, Free at Last. pgs.308-318-331,341-352,355-358,372-376,400-401,402,405-408,439-451,453-459,464-473,479-484,492-496

January 19,1994, Emancipation,496-505-510-514,515-530,536-539

January 24,1994, Reconstruction & Redemption, Racism, The Harder We Run. pgs. 7-28, Montague Hand-Out

January 26,1994 Restructuring of Labor Force, The Harder We Run. pgs.29-50, Film

January 31,1994, ".....".  
pgs.51-76, FIRST SHORT PAPER DUE

February 2, The Harder We Run. pgs.77-94

February 7, ".....", pgs.95-146

February 9, The 1960s Civil Rights Movement, The Harder We Run. pgs 147-177 & The River of No Return. pgs 1-32

February 14, ".....", pgs,33-110

February 16, ".....", pgs111-192

February 21, The Impact of the Movement, The River of No Return. pgs.193-267& The Harder We Run. pgs. 178-189

February 23,.....Presentations

February 28,.....Presentations

March 2,.....Presentations

March 7, WE DO HAVE CLASS THIS WEEK, PRESENTATIONS

March 9, \*\*\*\*\*PRESENTATIONS, LAST DAY OF CLASS\*\*\*\*\*

March 14, FINAL PAPERS DUE IN OFFICE BY 3:00 P.M.



F.T. Ruck

Book List for B-36, Winter 1974

Required Texts:

Free at Last, Barbara Fields & Ira Berlin

Organized Labor and the Black Worker, Philip Foner

River of No Return: The Making of a Black Revolutionary, Cleveland Sellers

Recommended Texts:

The Black Family in Slavery and Freedom, Herbert Gutman

AFA B10-2 SURVEY OF AFRICAN-AMERICAN LITERATURE  
Winter 1994 Tue, Th 9:00-10-30

Madhu Dubey  
Office: 303 Univ Hall Hours: TTh 1-2 Phone: 491-5675

**REQUIRED TEXTS:**

Frederick Douglass, Narrative of the Life of Frederick  
Douglass, An American Slave

Harriet Brent Jacobs, Incidents in the Life of a Slave  
Girl

Frances Harper, Iola Leroy

Alain Locke, The New Negro

Jean Toomer, Cane

Nella Larsen, Passing

Selected poems and prose pieces by Charles Chesnutt, W.E.B.  
DuBois, Paul Lawrence Dunbar, Langston Hughes,  
Sterling Brown, and others -- on reserve and to be  
handed out

**EVALUATION:**

2 papers (5 pages each): 25% each

Final exam: 30%

Attendance and class participation: 20%

**TEACHING METHOD:**

This is a discussion, not a lecture class. As your active participation is essential to a lively discussion, you are expected to attend all classes and to read the assigned material before you come to class. As we will usually examine the texts in detail during class discussions, please make sure you bring them with you to class.

You will be writing two papers of 5 pages each, reflecting your critical understanding of the texts and concepts discussed in class. The due dates for these papers are indicated on the syllabus. I shall hand out paper topics at least a week in advance of the due date. You will also be writing a take-home exam, which will be due sometime during finals week; the exact due date will be announced during the last week of classes. Except in cases of serious emergency, I do not grant extensions; written assignments will be progressively marked down for each day past the due date.

Please feel free to see me during my office hours or at any other time by appointment. Any questions, comments, or suggestions that you may have about the course are most welcome.

AFA B10-2 SURVEY OF AFRICAN-AMERICAN LITERATURE

SYLLABUS

- 1/4 : First day of class  
1/6 : Frederick Douglass, Narrative
- 1/11 : Douglass, Narrative  
1/13 : Harriet Brent Jacobs, Incidents
- 1/18 : Jacobs, Incidents  
1/20 : Charles Chesnutt, "The Goophered Grapevine"  
(on reserve)  
PAPER 1 DUE
- 1/25 : Frances Harper, Iola Leroy  
1/27 : Harper, Iola Leroy
- 2/1 : W.E.B. DuBois, "Of Our Spiritual Strivings," and "Of the  
Coming of John" (on reserve)  
2/3 : Paul Lawrence Dunbar, selected poems to be handed out  
James Weldon Johnson, Preface to The Book of American  
Negro Poetry (on reserve)
- 2/8 : Alain Locke, The New Negro, selections  
2/10 : Locke, The New Negro, selections
- 2/15 : Langston Hughes, "Jazz, Jive and Jam" (on reserve)  
Selected poems by Hughes and Sterling Brown (to be  
handed out)  
PAPER 2 DUE
- 2/17 : Jean Toomer, Cane
- 2/22 : Toomer, Cane  
2/24 : Toomer, Cane
- 3/1 : Nella Larsen, Passing  
3/3 : Larsen, Passing

TAKE HOME FINAL EXAM -- due date to be announced

## Spring 1995 Course Descriptions

### 0404 African-American Studies

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Charles Payne

African-American Studies B30

THE CIVIL RIGHTS MOVEMENT

Time: MW 11:00-12:30

Office Address: 318 Kresge Hall

Phone: 491-4806/5122

Expected Enrollment: 40

COURSE DESCRIPTION: The course will be an examination of the development of the American Civil Rights Movement from the post-World War II period through the articulation of Black nationalist ideologies in the late 1960's, treating that history as a case study in the problematics of deliberate social change. The analytical viewpoint will be interdisciplinary but with an emphasis on the kinds of questions most typically asked by sociologists. Among other topics, we will look at the interplay between ideology and program within the movement, the consequences of organizational structure, the political and economic consequences of the Movement, and its impact on American popular and intellectual thought.

No Prerequisites. P/N allowed.

TEACHING METHOD: Lecture-discussion. We will see a film each week outside of class.

EVALUATION: One in-class exam, two take-home essays.

READING LIST:

Grant, Black Protest

Raines, My Soul Is Rested

McAdams, Freedom Summer

Branch, Parting The Waters

Mills, This Little Light of Mine

Sandra Richards  
African-American Studies, B59  
AFRICAN-AMERICAN DRAMA  
Office Address: 316 Kresge  
Phone: 491-7958/5122  
Time TTH 9-10:30  
Expected Enrollment: 30

COURSE DESCRIPTION: This course provides both a thematic and historical survey of African American Drama. Plays will be examined in relation to such considerations as the socio-political context in which they were written; the thematic issues raised and styles employed; the aesthetic (or standard of beauty and validity) reflected in the work; and the impact upon both African American and general theatre audiences.

Prerequisites: Sophomore standing or above

TEACHING METHOD: Lecture and discussion, meeting 2 times weekly.

EVALUATION: One mid-term, one take-home final or long paper; depending on local production schedules, attendance at one performance of an African American play and submission of a review.

PRELIMINARY READING LIST:

Ed Bullins, *The Electronic Nigger*  
Charles Fuller, *A Soldier's Play*, *Zooman and the Sign*  
Lorraine Hansberry, *A Raisin in the Sun*  
James V. Hatch, ed., *Black Theater USA: 45 Plays by Black Americans, 1847-1975*  
Erroll Hill, ed., *The Theatre of Black Americans*  
LeRoi Jones, *Dutchman*  
Ntozake Shange, *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf*, *Spell #7*

Nicole Turner  
African-American Studies C-20  
THE SOCIAL MEANING OF RACE  
Time: TTH 10:30-12  
Office Address: 315 Kresge  
Phone: 491-4804/5122  
Expected Enrollment: 30

COURSE DESCRIPTION: This course will focus on what racial identity means to Black Americans, both as a matter of individual self-definition and as a matter of collective culture. The first half of the course will address the following questions: How are perceptions and meanings of race socially shaped and sustained? How are they affected by various institutional contexts? How do they affect interaction among Blacks and between Blacks and other groups. And, how are the social meanings of race changing? The second half of the course will examine contemporary racial issues as a point of entre' into some of these questions. No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture-discussion.

METHODS OF EVALUATION: Field assignment, take-home midterm and final paper.

READINGS:

Omi-Winant Racial Formation in the United States

Wellman, Portraits of White Racism

Wilson, Power, Racism and Privilege

Domhoff and Zweigenhaft, Blacks in the White Establishment

Massey and Denton, American Apartheid

A packet of xeroxed readings will also be required.

Leon Forrest

African-American Studies C60

THE ART OF TONI MORRISON

Time: TTH 2:30-4

Office Address: Kresge 308

Phone: 491- 4803/5122

Expected enrollment: 30

COURSE DESCRIPTION: This course will investigate the issues of mythology, symbolism, sexism and racism, as they are revealed and interpreted in the five published novels of Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Tar Baby, and Beloved. We will also exam certain pivotal essays by Morrison; and discuss the artistic reasons why she holds a very central place in African-American Literature and

American Literature.

NO PREREQUISITES: P/N is allowed.

EVALUATION: There will be a mid-term and a final paper. 20% of the grade will go for class participation.

Fannie Rushing  
African-American Studies C80-0 21  
RACISM, "RACE", AND NATIONAL IDENTITY  
IN THE AMERICAS  
Time: MW 11:-12:30  
Office: Kresge 308  
Phone: 491-4805/5122  
Expected Enrollment: 10

COURSE DESCRIPTION: This course will examine the development of racist ideology and the social construct of "race" in North America, Latin America and the Caribbean. The course will examine how people of African descent conceptualize their identity and relationship to the nation in the countries of the Americas. It explores such questions as whether or why people of African descent in the United States identify primarily with their "racial" definition rather than their nationality whereas in Latin America it has been suggested that the opposite is true.

REREQUISITE: Juniors, Seniors, Consent of Instructor.

TEACHING METHOD: Lecture and Discussion.

READING LIST: TBA

Charles Payne  
African American Studies C80-0  
BBLACK MEN IN AMERICA  
Time: MW 3:30-5:00  
Office Address: 308 Kresge  
Phone: 491-4806/5122  
Expected Enrollment: 15

COURSE DESCRIPTION: A historical and sociological

examination of the roles played by Black men. Special attention will be paid to social constrictions of masculinity, whether developed (apparently) in the Black community or imposed upon it. Students will be doing a substantial amount of secondary research.

Prerequisites: Course is open to African American majors and minors; others must have written permission from the instructor.

TEACHING METHOD: Discussion

READING LIST:

- T. Rosengarten, All Gods Dangers
- R. Kelley, Race Rebels
- R. Mincy, Nurturing Young Black Males

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[ctec@northwestern.edu](mailto:ctec@northwestern.edu)

Course Descriptions, Evanston Campus Registration

Northwestern University

Last Updated: February 9, 1995



## Fall 1995 Course Descriptions

### 0404 - African-American Studies

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#### **Kasandra Pantoja**

African-American Studies A01

#### **BLACK POPULAR CULTURE**

Time: MW 2-3:30

Office Address: 315 Kresge

Phone: 491-4804/5122

**COURSE DESCRIPTION:** This course will examine both the aesthetic and political dimensions of Black expressive culture. We will examine how African Americans represent and are represented in popular culture, including music, television and film. Some of the issues we will explore are the history of Rhythm and Blues, hip-hop, and soul in relation to social and political struggles, the commodification of expressive culture, the meaning of black popular culture to white youths, the overlapping of gender, sexuality, age, color, and class in popular culture and the evolution of black images in popular culture. This class will require a great deal of time - for reading, viewing/listening sessions and preparing for discussion (THIS IS NOT A LECTURE COURSE). However, since a significant portion of "American's" free-time is spent watching television, listening to the radio and going to the movies, it's to our benefit to do all of the above and learn/critique/analyze at the same time.

**TEACHING METHODOLOGY:** Lecture/discussion

**METHODS OF EVALUATION:** Two essay examinations; one final project, participation and discussion of subject matters.

#### **READINGS(tentative):**

Rose, Black Noise

Wallace, Black Pop Culture

Nelson, The Death of Rhythm and Blues

Hooks, Outlaw Culture

A coursepack

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#### **Leon Forrest**

African-American Studies B10-1

#### **SURVEY OF AFRICAN-AMERICAN LITERATURE**

Time: TTH 10:30-12

Office Address: 308 Kresge

Phone: 491-4803/5122  
Expected Enrollment: 75

**COURSE DESCRIPTION:** This two-quarter sequence will deal comprehensively with major novels, autobiographies, and poems. The selected literature projects both the 'felt-knowledge' and the conscience of the race, in terms of the black odyssey, South, Middle Country and North. Both segments of the sequence will underscore the influence upon American society of these works and their pivotal position within the African-American literary tradition and the larger context of American letters. The two-part sequence will be cumulative, but the greater stress will be on the literature of the Northern experience and contemporary, literary problems. No prerequisites, P/N is allowed.

**TEACHING METHOD:** The course is designed as a seminar and consequently primary emphasis in the classroom will be on discussion.

**EVALUATION:** One in class paper and two outside papers. Class discussion will count.

**READING LIST:**

Albert Murray, Train Whistle Guitar  
Ralph Ellison, Invisible Man  
James McPherson, Elbow Room  
Toni Morrison, Sula

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African-American Studies B36-1

**INTRODUCTION TO AFRICAN-AMERICAN STUDIES**

Time: TBA

Office Address: 308 Kresge

Phone 492-4805/5122

Expected Enrollment: 30

**COURSE DESCRIPTION:** This course surveys the Black experience and is a basic introduction to the field of African-American studies. It is intended both as the first of several courses in the field and for students who will take only one course on the Black experience. This quarter develops a comprehensive overview of the Black experience: theory and method in African-American Studies; the African background and the slave trade; the slavery, rural agricultural and urban industrial periods; social structure (workers and the middle class) and the development of racism.

No prerequisites, P/N allowed.

**TEACHING METHOD:** Lectures and Discussion.

**EVALUATION:** Multiple Measures, One Short and One Long Paper, Class Participation.

**READING LIST:** TBA

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**L. Stanley Davis**

African-American Studies B40

**SURVEY OF AFRICAN-AMERICAN MUSIC: The Gospel Music Tradition**

Time: Wed. 6:00-9:00

Office Address: 310 Kresge Hall

Phone: 467-3218, 491-5122

Expected Enrollment: 40

**COURSE DESCRIPTION:** This course is an introduction to and an overview of the history of the gospel music tradition in America. The course traces the evolution of gospel music from its roots by examining its earliest predecessors in the Western African tradition (1619), the influences of congregational psalm singing, work songs, Negro Spirituals, hymnody, and blues. The first portion of the course focuses upon the contextual relationships and influences of the earliest forms of the black sacred music genre. Students are introduced to the five most prominent eras of gospel music (1920's-1990's) in which musical styles and patterns, lyrical content, personalities and the performance styles and techniques of each period are examined. The Black church as social agent, promoter and preservationist of the tradition is both considered and discussed. The last segment of the course focuses upon the recording industry, current artists, the changing Black Church, the media attention to and the commercialization of the gospel music sound. While the scope of the course is historical in content, it provides one an opportunity to examine this art form through an integrated, interdisciplinary course of study which embraces the cultural anthropological, sociological, theological, ethnomusicological and political approaches to the development of the gospel music tradition in America.

No prerequisites. P/N option allowed.

**TEACHING METHODS:** Both lectures and discussion. Class time will also be devoted to the listening of records, tapes and compact discs and the screening and discussion of films and videos related to readings and lectures. Attendance of live performances and church worship services in the Chicago metropolitan area as a field study will be required. Professional recording artists and representatives from the record industry and or media will address the class on current issues in the art form.

**EVALUATION:**

Based on the following:

- \* Class participation
- \* Submission of a gospel music journal providing a historical and critical analysis of live performances

- \* A comprehensive final examination
- \* A major paper (optional)

**READING (TEXTS):**

Required readings will come from the texts:

Frazier, E. Franklin, The Negro Church in America  
Heilbut, Anthony, The Gospel Sound-Good News and Bad Times  
Jones, Leroi, Blues People  
Mapson, J. Wendell, The Ministry of Music in the Black Church  
Reagon, Bernice Johnson, We'll Understand It Better, By and By  
Southern, Eileen, The Music of Black American: A History  
Walker, Wyatt T., Somebody's Calling My Name: Black Sacred Music and Social Change

Note: Additional required readings which come from a collection of handouts made up of articles, papers and journals will be made available in a course packet at Quartet Copy Centers.

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African-American Studies C26

**MAKING OF THE CARIBBEAN PEOPLE**

Office Address: 308 Kresge

Time: TBA

Phone: 491-5122

Expected Enrollment: 20

**COURSE DESCRIPTION:** This course will examine the history of the Caribbean, from pre-conquest, through the colonial and post-colonial period. Although the entire Caribbean will be reviewed the course will focus on the countries of: Cuba, Dominican Republic, Haiti, Jamaica and Puerto Rico. The course will explore the regional commonality such as, the shared history of Colonialism, Slavery, and Racism as well as the particular dynamics of individual countries.

**PREREQUISITES:** Sophomore standing or above.

**TEACHING METHOD:** Lectures and Discussion

**EVALUATION:** Multiple Measures, One Short Paper (5 pages), One Long Paper (10-15 pages), Class Participation, Class Presentation.

**Texts:** TBA

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**Sandra Richards** African-American Studies C79 **AFRICAN AMERICAN WOMEN PLAYWRIGHTS** Office Address: 316 Kresge Office Phone: 491-7958 Time: TTH 9-10:30 EMail: slr919@lulu.acns.northwestern.edu Expected Enrollment: 15

**COURSE DESCRIPTION:** Since 1985, three anthologies of plays written by African American women have been published, thereby making it easier to assess the extent to which these writings constitute a tradition. Focusing on texts written between approximately 1916 and the present, the course will address such topics as the recuperation of biographical information; theatrical representations of "the folk" and of black feminism; propaganda or anti-lynch plays; the development of appropriate analytical tools; and the implications of this work for the existent canon of African American drama.

**REPRESENTATIVE READING LISTS:**

Elizabeth Brown-Guillory, *Wines in the Wilderness, Their Place on the Stage: Black Women Playwrights in America*

Sydne Mahone, *Moon Marked and Touched by Sun: Plays by African American Women*

Kathy A. Perkins, *Black Female Playwrights: An Anthology of Plays Before 1950*

Margaret B. Wilkerson, *Nine Plays by Black Women.*

**COURSE REQUIREMENTS:**

1. Participation in class discussions.
  2. Oral presentation of biographical information on one playwright accompanied by brief bibliographic essay.
  3. Completion of long written paper.
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**Michael Hanchard**

African-American Studies, C80-0

**THE POLITICS OF AFRO-LATIN AMERICA**

Time: TTH 10:30-12:00

Office Address: 308 Kresge

Office Phone: 491-5122

Expected Enrollment: 40

**COURSE DESCRIPTION:** This course is designed to introduce students to the racial politics of African-American communities outside the United States, and the political implications of their histories and cultures. Comparative in scope, Afro-Latin social movements in Brazil, Columbia, Cuba and Venezuela will be studied in order to explore the power dynamics of racial and national identity, politics and culture, and the inabilities of liberal and radical political projects to address processes of racial inequality in these countries. Students will also be introduced to general theoretical and methodological approaches to racial politics so that they may better comprehend the relationships between racial and socio-economic inequality, racial difference and political development in Latin America.

**COURSE REQUIREMENTS:** Students will be graded according to the following criteria.

**Class Participation** - 25%. Class attendance is essential. Final grades of students with more than three unaccounted absences will be demoted one full grade. One research paper, 15-20 pp. in length, 50%. The paper must concern itself with at least two of the four countries studied. An outline for the paper must be handed in by the middle of the semester. No late papers will be accepted, except under extenuating circumstances discussed previously with the professor. Final Examination, 25%. This will be a general examination of the issues, countries and social movements identified in the course, with at least one question requiring a comparative analysis of two or more of the movements analyzed in this course.

**Required Reading**

Michael Hanchard, Orpheus and Power.

Aline Helg, Our Rightful Share: The Afro-Cuban Struggle for Equality 1886-1912.

Peter Wade, Blackness and Race Mixture: The Dynamics of Racial Identity in Colombia.

Winthrop Wright, Cafe Con Leche: Race, Class and National Image in Venezuela. Other readings will be made available in packet form.

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**Leon Forrest**

African American Studies, C80-0

**MAJOR BLACK POETS**

Time: TTH 2:3:30

Office Address: 308 Kresge Hall

Phone: 491-4803/5122

Expected Enrollment: 30

**COURSE DESCRIPTION:** This course will examine the relationship between oral tradition and literary development in African American poetry. We will examine the works closely of Langston Hughes, Gwendolyn Brooks, Sterling Brown, Robert Hayden, Michael Harper, and Rita Dove.

No prerequisites, P/N is allowed.

**EVALUATION:** There will be a mid-term and a final paper. 20% of the grade will go for class participation.

**READINGS:**

Collected poems of Sterling Brown;

Collected poems of Langston Hughes;

Collected poems of Gwendolyn Brooks;

**Jacqueline Ward**

African-American Studies C94

**ARTS AND ENTERTAINMENT MANAGEMENT**

Time: Mon. 7-9:30 pm

Office: 315 Kresge

Phone: 491-4804/5122

Expected Enrollment: 15

**COURSE DESCRIPTION:** This class will focus less on the theory of arts management and more on the practical application of your existing knowledge base to management and administration; an introduction to terminology and jargon of the disciplines; a working knowledge of resources and; exposure to as many disciplines through field trips and volunteer activities as the 10 week schedule will allow.

**PREREQUISITE:** None

**TEACHING METHOD:** Lecture and Class Discussion.

**EVALUATION:** Journal, Final Paper and Class Participation.

**READING LIST:** TBA

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**Kirk E. Harris**

African-American Studies C94

**RACE, LAW, POLITICS, AND SOCIAL CONFLICT**

Time: Tues. 6:30-9 pm

Office Address: 308 Kresge

Office Phone: 491-5122

Expected Enrollment: 15

**COURSE DESCRIPTION AND OBJECTIVES:** The debate over racial issues is a national pastime and obsession. It is the subject of volumes of books, is highlighted daily in the press, is the central theme of many talk shows and is discussed regularly among scholars and the general public alike. Yet, we are no further in finally reconciling America's racially destructive past with its equally trying present, and questionable future. This legacy of racial tension and the recalcitrant nature of racial division in this country has continued. Dramatic inequalities remain a key feature of American life. Social progress on racial issues in terms of addressing overtly exclusionary practices has

occurred. Nonetheless, many commentators believe that supplanting the formalized and de jure mechanism of overt racial exclusion is a system riddled with subtle forms of subordination and disadvantage, which are manifest in the socio-economic stagnation and decline of large segments of the African-American community. The political left, center, and right certainly have understood and analyzed differently the set of challenges and opportunities that set the context for the reshaping of social/racial relationships as the nation proceeds into the 21st century. Our task here will be to gain a familiarity with the ideologies, the policies, the populations, and the political actors that shape the debate concerning racial tension and conflict. Additionally, time will be spent unraveling the intricate pattern of relationships that give context and meaning to the interests underpinning the racial debate. As we examine an array of racial issues, we will seek to achieve several results. The first is to have students begin to construct a framework within which they can assess and evaluate complex racial issues. Secondly, it is hoped that this course will teach students to better appreciate the unstated underpinnings of social policy and politics that define the American discourse on racial issues. Thirdly, the course will encourage the application of concepts developed during lecture through active debate and discussion. Course instruction will also seek to augment the student's classroom experience through multi-media presentations and guest speakers that will enrich and reinforce that which is conveyed through course discussion and lectures. Finally, this course is meant to offer an opportunity for students with career interests in public policy, law, or human services the opportunity to systematically reflect upon and discuss matters of race and social conflict.

**METHODS OF EVALUATION:** Group Exercises, Individual Presentation, and Participation in Class Discussions.

**READINGS:** TBA

**PREREQUISITES:** Seniors Only; P/N allowed

**TEACHING METHOD:** Seminar

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[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: May 3, 1995



## Spring 1996 Course Descriptions

### 0404 - African-American Studies

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#### **Leon Forrest**

African-American Studies B-25

#### **SURVEY OF AFRICAN-AMERICAN CULTURE**

Time: TTH 10:30-12

Office Address: 308 Kresge

Phone: 491-5122

Expected Enrollment: 30

**COURSE DESCRIPTION:** This course explores the cultural influences of Black Americans upon the artistic heritage of American....Areas to be covered include: the impact of Jazz and American Literature; the influence of minstrels and the dance; the paintings and collages of the leading Black American painter, Romare Bearden; the politics of protest literature; and the art of the monologist/and the folk preacher.

**TEACHING METHODS:** This course is designed as a seminar and consequently primary emphasis in the classroom will be on discussion and interpretation of the text.

**EVALUATION:** One in class paper and two outside papers. Class discussion will count.

#### **READINGS:**

Alex Haley, Autobiography of Malcolm X

Richard Wright, Black Boy

Frederick Douglass, The Narrative

John Edgar Wideman, Brothers & Keepers

Robert Hayden, Collected Poems

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#### **Charles Payne**

African-American Studies B30

#### **THE CIVIL RIGHTS MOVEMENT**

Time: MW 11:00-12:30

Office Address: 318 Kresge Hall

Phone: 491-4806/5122

Expected Enrollment: 50

**COURSE DESCRIPTION:** The course will be an examination of the development of the American Civil Rights Movement from the post- World War II period through the articulation of Black nationalist ideologies in the late 1960's, treating that history as a case study in the problematic of

deliberate social change. The analytical viewpoint will be interdisciplinary but with an emphasis on the kinds of questions most typically asked by sociologists. Among other topics, we will look at the interplay between ideology and program within the movement, the consequences of organizational structure, the political and economic consequences of the Movement, and its impact on American popular and intellectual thought.

No Prerequisites. P/N allowed.

**TEACHING METHOD:** Lecture-discussion. We will see a film each week outside of class.

**EVALUATION:** Two in-class exams, two take-home essays.

**READING LIST:**

Grant, Black Protest  
Raines, My Soul Is Rested  
McAdams, Freedom Summer  
Branch, Parting The Waters  
Dittmer, Local People

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**Michael W. Harris**

African American Studies B36-2

**INTRODUCTION TO AFRICAN AMERICAN STUDIES**

Time: TTH 9-10:30

Office Address: 314 Kresge

Telephone: 467-3467

Maximum Enrollment: 40

**COURSE DESCRIPTION:** This course introduces, and provides historical contexts for, six major issues that can be considered common among African American experiences between 1896 and 1990. The issues are: social racialization; class formation and maintenance; racialized religions; political activism; ideologies of work; and civil equality. By exposing students to these and corollary issues, the course helps develop critical perspectives on current thought and discourse about race and African Americans in the United States.

**PREREQUISITES:** None

**TEACHING METHOD:** Each student will be graded on her/his performances in three categories: classroom-and home-written exercises and student-led discussions.

**READING LIST (tentative):**

Elaine Brown, A Taste of Power: A Black Woman's Story.  
James Jones, Bad Blood: The Tuskegee Experiment.

Robin D. G. Kelley, Hammer and Hoe: Alabama Communists during the Great Depression.  
Aldon Morris, Origins of the Civil Rights Movement: Black Communities Organizing for Change.  
Jacqueline Rouse, Lugenia Burns Hope: Black Southern Reformer.  
Mark V. Tushnet, The NAACP's Legal Strategy against Segregated Education.  
Jill Watts, God, Harlem U.S.A.: The Father Divine Story.  
Bruce Wright, Black Robes, White Justice.

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**Charles Payne**

African-American Studies C-20

**THE SOCIAL MEANING OF RACE**

Time: MW 3:30-5

Phone: 491-4806, 491-5122

Expected Enrollment: 30

**COURSE DESCRIPTION:** This course will focus on what racial identity means to Black Americans, both as a matter of individual self-definition and as a matter of collective culture. How are these meaning socially shaped and sustained? How are they affected by various institutional contexts? How do they affect interaction among Blacks and between Blacks and others? How are the meanings of race changing?

The required reading load will be substantial.

No prerequisites. P/N allowed.

**TEACHING METHODOLOGY:** Lecture-discussion.

**METHODS OF EVALUATION:** Two take-home examinations.

**READINGS:**

Wallace Terry, Bloods

L. Levine, Black Culture and Black Consciousness

Malcolm X, The Autobiography of Malcolm X

Doug Massey, American Apartheid

Wellman, Portraits of White Racism

Hochschild, Facing the American Dream

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**Michael W. Harris**

African American Studies C80-0

**ISSUES IN AFRICAN AMERICAN HISTORIOGRAPHY**

Topic: Women and African American Enslavement

Time: Tues. 2-5:00  
Office Address: 314 Kresge  
Telephone: 467-3467  
Maximum Enrollment: 15

**COURSE DESCRIPTION:** A research seminar for students with backgrounds in either or both African American studies and United States history, this course explores problems in African American historiography. The topic for this quarter will be "Women and African American Enslavement." The course will proceed in two phases. The first calls for students to read three primary sources, each of which focuses on women's enslavement experiences. The second phase involves students' individual research projects into problems concerning gender and the writing of enslavement histories. Projects will require students to analyze implicit and explicit genderization of enslavement experiences in various histories of African American enslavement.

**PREREQUISITES:** Permission of instructor. Minimum requirements: two or more quarters of college level courses in African American topics and/or United States history.

**TEACHING METHOD:** Readings, discussions, and essays.

**EVALUATION:** Each student will be graded on her/his performances in three categories: participation in seminar discussions, development of research skills, and essay writing.

**READING LIST (tentative):**

Charles L. Perdue, et al., eds., *Weevils in the Wheat: Interviews with Virginia Ex-Slaves*.

Frances A Kemble, *Journal of a Residence on a Georgian Plantation in 1838-1839*.

Debra N. Ham, ed., *The African-American Mosaic: A Library of Congress Resource Guide for the Study of Black History and Culture*.

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**Kirk E. Harris**

African-American Studies C94

**RACE, LAW, POLITICS, AND SOCIAL CONFLICT**

Time: Tues. 6:30-9 pm

Office Address: 308 Kresge

Office Phone: 491-5122

Expected Enrollment: 15

**COURSE DESCRIPTION AND OBJECTIVES:** The debate over racial issues is a national pastime and obsession. It is the subject of volumes of books, is highlighted daily in the press, is the central theme of many talk shows and is discussed regularly among scholars and the general public alike. Yet, we are no further in finally reconciling America's racially destructive past with its equally trying present, and questionable future. This legacy of racial tension and the recalcitrant nature of racial division in this country has continued. Dramatic inequalities remain a key feature of American

life. Social progress on racial issues in terms of addressing overtly exclusionary practices has occurred. Nonetheless, many commentators believe that supplanting the formalized and de jure mechanism of overt racial exclusion is a system riddled with subtle forms of subordination and disadvantage, which are manifest in the socio-economic stagnation and decline of large segments of the African-American community. The political left, center, and right certainly have understood and analyzed differently the set of challenges and opportunities that set the context for the reshaping of social/racial relationships as the nation proceeds into the 21st century. Our task here will be to gain a familiarity with the ideologies, the policies, the populations, and the political actors that shape the debate concerning racial tension and conflict. Additionally, time will be spent unraveling the intricate pattern of relationships that give context and meaning to the interests underpinning the racial debate. As we examine an array of racial issues, we will seek to achieve several results. The first is to have students begin to construct a framework within which they can assess and evaluate complex racial issues. Secondly, it is hoped that this course will teach students to better appreciate the unstated underpinnings of social policy and politics that define the American discourse on racial issues. Thirdly, the course will encourage the application of concepts developed during lecture through active debate and discussion. Course instruction will also seek to augment the student's classroom experience through multi-media presentations and guest speakers that will enrich and reinforce that which is conveyed through course discussion and lectures. Finally, this course is meant to offer an opportunity for students with career interests in public policy, law, or human services the opportunity to systematically reflect upon and discuss matters of race and social conflict.

**METHODS OF EVALUATION:** Group Exercises, Individual Presentation, and Participation in Class Discussions.

**READINGS:** TBA

**PREREQUISITES:** Seniors Only; P/N allowed

**TEACHING METHOD:** Seminar

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[ctec@northwestern.edu](mailto:ctec@northwestern.edu)

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 1, 1996

Fall Quarter '96

Nicole Turner

African-American Studies B36-1

INTRODUCTION TO AFRICAN-AMERICAN STUDIES

Time: TBA

Phone 492-5122

Expected Enrollment: 30

**COURSE DESCRIPTION:** This course surveys the Black experience and is a basic introduction to the field of African-American studies. It is intended both as the first of several courses in the field and for students who will take only one course on the Black experience. This quarter develops a comprehensive overview of the Black experience: theory and method in African-American Studies; the African background and the slave trade; the slavery, rural agricultural and urban industrial periods; social structure (workers and the middle class) and the development of racism.

No prerequisites, P/N allowed.

**TEACHING METHOD:** Lectures and Discussion.

**EVALUATION:** Multiple Measures, One Short and One Long Paper, Class Participation.

**READING LIST:** TBA

Fall Quarter '96

Leon Forrest

African-American Studies B10-1

SURVEY OF AFRICAN-AMERICAN LITERATURE

Time: TTH 10:30-12

Office Address: 308 Kresge

Phone: 491-4803/5122

Expected Enrollment: 75

**COURSE DESCRIPTION:** This two-quarter sequence will deal comprehensively with major novels, autobiographies, and poems. The selected literature projects both the 'felt-knowledge' and the conscience of the race, in terms of the black odyssey, South, Middle Country and North. Both segments of the sequence will underscore the influence upon American society of these works and their pivotal position within the African-American literary tradition and the larger context of American letters. The two-part sequence will be cumulative, but the greater stress will be on the literature of the Northern experience and contemporary, literary problems.

No prerequisites, P/N is allowed.

**TEACHING METHOD:** The course is designed as a seminar and consequently primary emphasis in the classroom will be on discussion.

**EVALUATION:** One in class paper and two outside papers. Class discussion will count.

**READING LIST:** --Albert Murray, Train Whistle Guitar  
Ralph Ellison, Invisible Man  
James McPherson, Elbow Room  
Toni Morrison, Sula

Fall Quarter '96

Charles Payne  
African-American Studies C15-1  
URBAN EDUCATION  
Time: MW 11:00-12:30  
Office Address: 318 Kresge  
Phone: 491-4806/5122  
Expected Enrollment: 40

**COURSE DESCRIPTION:** The course will focus on the problematic of education in urban America. Special attention will be paid to the internal organization of schools, to the impact of cultural factors on schooling and to the prospects for change.

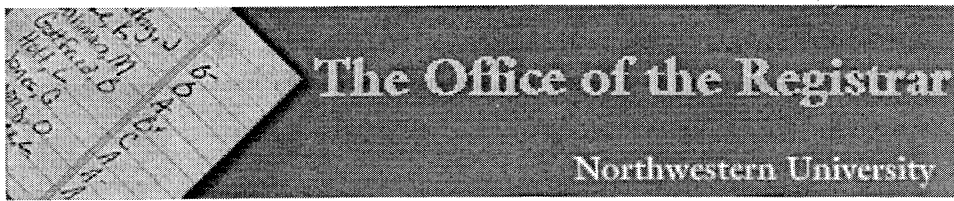
**NO PREREQUISITES:** P/N allowed.

**TEACHING METHOD:** Lecture-discussion

**METHODS OF EVALUATION:** Two essay examinations; one research paper.

**READINGS:** Comer, School Power  
Ogbu, Minority Education  
Rogers, 110 Livingston Street  
Rosenfeld, Shut Those Thick Lips





## Course Descriptions Spring 1997

### 404: African-American Studies

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African-American Studies A01-6-20  
THE LITERATURE OF DEVIANCE

**Instructor:** Leon Forrest

**Office Address:** Rm 308 2-144, 1959 Sheridan Rd, Evanston Campus 2210

**Phone:** 847-491-5122

**E-mail:** l-forrest@nwu.edu

**Time:** TTH 2:30-4

**Classroom Location:**

**Expected Enrollment:**

**COURSE DESCRIPTION:** This seminar will attempt to involve the participant in the many questions and dimensions that our literature has articulated concerning deviance. Thematic concerns include: the individual as victim of societal force versus the impact of the unique, odd-man-out personality upon those forces; alienation of marginal man and his especial contribution to the broadening of society's norms and visions of morality. The seminar will investigate the psychological impact of family chaos, child abuse, and vaulting parental ambition upon the deviant, or the gifted child.

**TEACHING METHOD:** Lectures and discussions.

**EVALUATION:** Based on three short papers and one longer paper. Class participation counts for 10% of the grade.

**TEXTS:**

J. McPherson, Elbow Room

H. Melville, Beniot Cereno

T. Morrison, Sula

Shakespeare, Othello

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African-American Studies B14-1-20  
THE HISTORY OF RACIAL AND ETHNIC MINORITIES

**Instructor:** Nicol Turner

**Office Address:**

**Phone:**

**E-mail:** nturner@nwu.edu

**Time:** WF 2:00-3:30

**Classroom Location:**

**Expected Enrollment:**

**COURSE DESCRIPTION:** This course will trace the history of racial and ethnic minorities in America. Emphasis will also be placed on the theoretical definitions of race and ethnicity concepts. The first half of the course will address the following questions: and sustained? How are they affected by various institutional contexts? How do they affect

interaction among and between racial and ethnic groups? And, how are the meanings around race and ethnicity changing? The second half of the course will examine the experiences of various racial and ethnic groups, particularly African Americans, Asian Americans, Latinos and Irish Americans.

**PREREQUISITES:** None. No P/N Allowed

**TEACHING METHOD:** Lecture-discussion.

**EVALUATION:** Brief essays, field assignment, midterm exam and final paper.

**TEXTS:**

Glazer and Moy, eds., Ethnicity  
Ignatiev, How the Irish Became White  
Molli and Jones, eds., Ethnic Chicago  
Omi & Winant, Racial Formation in the United States  
Pincus and Erlich, eds., Race and Ethnic Conflict  
Rodriguez, Hunger of Memory

A packet of xeroxed readings will also be required.

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African-American Studies B25-0-20  
SURVEY OF AFRICAN-AMERICAN CULTURE

**Instructor:** Leon Forrest

**Office Address:** Rm 308 2-144, 1959 Sheridan Rd, Evanston Campus 2210

**Phone:** 847-491-5122

**E-mail:** l-forrest@nwu.edu

**Time:** TTH 10:30-12

**Classroom Location:**

**Expected Enrollment:** 30

**COURSE DESCRIPTION:** This course explores the cultural influences of Black Americans upon the artistic heritage of American....Areas to be covered include: the impact of Jazz and American Literature; the influence of minstrels and the dance; the paintings and collages of the leading Black American painter, Romare Bearden; the politics of protest literature; and the art of the monologist/and the folk preacher.

**PREREQUISITES:** No Prerequisites. P/N allowed.

**TEACHING METHOD:** This course is designed as a seminar and consequently primary emphasis in the classroom will be on discussion and interpretation of the text.

**EVALUATION:** One in class paper and two outside papers. Class discussion will count.

**TEXTS:**

Alex Haley, Autobiography of Malcolm X  
Richard Wright, Black Boy  
Frederick Douglass, The Narrative  
John Edgar Wideman, Brothers & Keepers  
Robert Hayden, Collected Poems

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African-American Studies B30-0-20  
THE CIVIL RIGHTS MOVEMENT

**Instructor:** Lori G Waite

**Office Address:** 1810 Chicago Ave, Evanston Campus 1330

**Phone:** 847-491-5415  
**E-mail:** l-waite@nwu.edu  
**Time:** MW 11-12:30  
**Classroom Location:**  
**Expected Enrollment:** 40

**COURSE DESCRIPTION:** The course will be an examination of the development of the American Civil Rights Movement from roughly the World War II period through the beginning of the Black Power era in the mid-to-late 1960s, treating that history as a case study in the problematics of social change. The analytical viewpoint will be interdisciplinary but with an emphasis on the kinds of questions most typically asked by Sociologists. Among other topics we will look at the interplay of ideology and program in the movement, the consequences of organizational structure, political and economic consequences of the Movement and its impact on American popular thought.

**PREREQUISITES:** No Prerequisites. P/N allowed

**TEACHING METHOD:** Lecture-Discussion. We Will see a film each week outside of class.

**EVALUATION:** two in-class exams; a final paper

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African-American Studies B40-1-20

**SURVEY OF AFRICAN-AMERICAN MUSIC: The Gospel Music Tradition**

**Instructor:** Lurell S Davis

**Office Address:** Rm 226 123, 1965 S Campus Dr, Evanston Campus 4420

**Phone:** 847-491-3171

**E-mail:** l-davis7@nwu.edu

**Time:** Wed. 6:00-9:00

**Classroom Location:**

**Expected Enrollment:** 40

**COURSE DESCRIPTION:** This course is an introduction to and an overview of the history of the gospel music tradition in America. The course traces the evolution of gospel music from its roots by examining its earliest predecessors in the Western African tradition (1619), the influences of congregational psalm singing, work songs, Negro Spirituals, hymnody, and blues. The first portion of the course focuses upon the contextual relationships and influences of the earliest forms of the black sacred music genre. Students are introduced to the five most prominent eras of gospel music (1920's-1990's) in which musical styles and patterns, lyrical content, personalities and the performance styles and techniques of each period are examined. The Black church as social agent, promoter and preservationist of the tradition is both considered and discussed. The last segment of the course focuses upon the recording industry, current artists, the changing Black Church, the media attention to and the commercialization of the gospel music sound. While the scope of the course is historical in content, it provides one an opportunity to examine this art form through an integrated, interdisciplinary course of study which embraces the cultural anthropological, sociological, theological, ethnomusicological and political approaches to the development of the gospel music tradition in America.

**PREREQUISITES:** No prerequisites. P/N option allowed.

**TEACHING METHOD:** Both lectures and discussion. Class time will also be devoted to the listening of records, tapes and compact discs and the screening and discussion of films and videos related to readings and lectures. Attendance of live performances and church worship services in the Chicago metropolitan area as a field study will be required. Professional recording artists and representatives from the record industry and or media will

address the class on current issues in the art form.

**EVALUATION:** Based on the following:\* Class participation\*Submission of a gospel music journal providing a historical and critical analysis of live performances\*A comprehensive final examination\* A major paper (optional)

**TEXTS:**

Required readings will come from the texts:

Frazier, E. Franklin, The Negro Church in America

Heilbut, Anthony, The Gospel Sound-Good News and Bad Times

Jones, Leroi, Blues People

Mapson, J. Wendell, The Ministry of Music in the Black Church

Reagon, Bernice Johnson, We'll Understand It Better, By and By

Southern, Eileen, The Music of Black American: A History

Walker, Wyatt T., Somebody's Calling My Name: Black Sacred Music and Social Change

**NOTE:** Additional required readings which come from a collection of handouts made up of articles, papers and journals will be made available in a course packet at Quartet Copy Centers.

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African-American Studies C94-0-20

RACE, LAW, POLITICS, AND SOCIAL CONFLICT

**Instructor:** Kirk E Harris

**Office Address:** 1810 Chicago Ave, Evanston Campus 1330

**Phone:** 312-908-8407

**E-mail:** k-harris@nwu.edu

**Time:** Tues. 6:30-9 pm

**Classroom Location:**

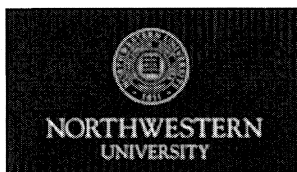
**Expected Enrollment:** 15

**COURSE DESCRIPTION:** The debate over racial issues is a national pastime and obsession. Our task here will be to gain a familiarity with the ideologies, the policies, the populations, and the political actors that shape the debate concerning racial tension and conflict. Additionally, time will be spent unraveling the intricate pattern of relationships that give context and meaning to the interests underpinning the racial debate. As we examine an array of racial issues, we will seek to achieve several results. The first is to have students begin to construct a framework within which they can assess and evaluate complex racial issues. Secondly, it is hoped that this course will teach students to better appreciate the unstated underpinnings of social policy and politics that define the American discourse on racial issues. Thirdly, the course will encourage the application of concepts developed during lecture through active debate and discussion. Course instruction will also seek to augment the student's classroom experience through multi-media presentations and guest speakers that will enrich and reinforce that which is conveyed through course discussion and lectures. Finally, this course is meant to offer an opportunity for students with career interests in public policy, law, or human services the opportunity to systematically reflect upon and discuss matters of race and social conflict.

**PREREQUISITES:** Seniors Only; P/N allowed

**TEACHING METHOD:** Seminar

**EVALUATION:** Group Exercises, Individual Presentation, and Participation in Class Discussions.



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Course Descriptions for Winter 1997 > Weinberg College of Arts and Sciences > AF\_AM\_ST African American Studies

## Course Description For Winter 1997 AF\_AM\_ST African American Studies 236-1,2: Introduction To African American Studies

PLEASE SCROLL DOWN TO SEE ALL DESCRIPTIONS FOR THIS COURSE.

African American Studies B36-1,2-20: INTRODUCTION TO AFRICAN AMERICAN STUDIES

**Instructor:** William J Corrin  
**Office Address:**  
**Phone:** 1-7891/5122  
**E-Mail:**  
**Office Hours:**

**Expected Enrollment:** 40

**COURSE DESCRIPTION:** This course serves as a basic introduction to the field of African-American Studies. It is intended as both the first of several courses in the field and for students who will take only one course in African-American Studies. The course begins with the African past, covers the Atlantic slave trade, slavery, and the Civil War. This course also addresses the development of racism and the evolution of conceptions and studies of race. There will be a co-operative activity with students in the African-American Studies senior elective at Evanston Township High School, the scope of which is yet to be determined.

**TEACHING METHOD:** Class discussion, lecture.

**EVALUATION METHOD:** Several written responses to readings; group presentations; take-home final exam; class participation; excellent attendance.

**READING:** John Hope Franklin, From Slavery to Freedom  
Audrey Smedley, Race in North America  
W.E.B. DuBois, Black Folk: Then and Now  
Gerda Lerner (ed), Black Women in White America  
(other readings TBA)

[\[Course Descriptions for Winter 1997\]](#) [\[Weinberg College of Arts and Sciences\]](#) [\[AF\\_AM\\_ST African American Studies\]](#)

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History A-02  
Winter 1997  
TTh 2:30-4:00  
University 418

Adam Green  
Harris 304  
Office Hrs: W 2-4  
Ph: 491-7421

### **W.E.B. DuBois and the Roots of Critical Race Thinking**

This seminar will address the work of black thinker and leader W.E.B. DuBois (1868-1963). Dr. DuBois, who during a prolific career was advocate for black studies and Pan-Africanism, co-founder of the NAACP, magazine editor, Communist Party member, and champion of anti-colonial movements in Africa and Asia, has long been acclaimed as the preeminent thinker in the African-American tradition. Increasingly, though, he is seen as an indispensable modern intellectual, one whose ideas shape current lives and concerns. In examining DuBois, we will pursue three agendas: 1) outlining DuBois's life and establishing what this life can tell us about changing ideas of intellectual responsibility in the modern world; 2) clarifying the unique way DuBois merged self, racial, and historical awareness into critical method; 3) relating his method - in particular his definition of racial identity as an **evolving** concept - to the current tendency to see race as a social construction, an approach which is transforming intellectual, social, and cultural life in the United States. Thus, we will both examine DuBois's thought on its own substantial merits, and appraise it as root source for thinking about race and social relations generally in our own day.

Since this is a seminar, active discussion of the readings is the main teaching style. Sources discussed will mostly be written works by DuBois. Some pieces written by others will be included for contextual purposes. There will also be a film screening in the first week.

Grades will be determined as follows: five (5) papers, ranging from 3 to 7 pages, will together count for 80% of the grade (specific percentages will be announced). The remaining 20% will be based on the student's progress with assignments, as shown through class participation.

#### **Required Books (available at Norris Barnes and Noble):**

W.E.B. DuBois, The Souls of Black Folk (1903)

W.E.B. DuBois, Dusk of Dawn: An Essay Toward an Autobiography of a Race Concept (1940)

There is also a course packet available at Copycat (1830 Sherman). Readings from the packet are marked by the symbol @.

#### **Schedule of Meetings and Assignments:**

**(1)**

January 7 - Introduction

January 9 - (meet @Video Theater, Mitchell Multimedia Center, URL, 2nd Floor)

“W.E.B. DuBois: A Biography in Four Voices” (1994)

January 14 - David Levering Lewis (ed.), W.E.B. DuBois: A Reader, (1995), “Introduction”@

-DuBois, “The Conservation of Races” (1897)@

-DuBois, “The Study of the Negro Problems” (1898)@

January 16 - George Fredrickson, “The Vanishing Negro: Darwinism and the Conflict of the Races,” from The Black Image in the White Mind, (1971)@

-DuBois, “The Meaning of All This” (1899)@

**-question for essay #1 (due 1/21) distributed.**

**(2)**

January 21 - **essay #1 due**

-DuBois, The Souls of Black Folk (1903), Forethought and Chapter 1

January 23 - DuBois, Souls, Chapters 2, 4, 6

January 28 - DuBois, Souls, Chapters 7 and 8

January 30 - DuBois, Souls, Chapters 9 and 10

February 4 - DuBois, Souls, Chapters 11, 12, 14

February 6 - DuBois, Souls, Chapter 3

**-question for essay #2 (due 2/11) distributed.**

**(3)**

February 11 - **essay #2 due**

-DuBois, “The Laboratory in Sociology at Atlanta University” (1903)@

-DuBois, “The Color Line Belts the World” (1906)@

-DuBois, “The Negro Problems” (1915)@

February 13 - DuBois, “The Souls of White Folk” (1920)@

-DuBois, “The Superior Race” (1923)@

February 18 - DuBois, “The Damnation of Women” (1920)@

-DuBois, “On Being Ashamed of Oneself” (1933)@

February 20 - Raymond Wolters, “W.E.B. DuBois and the Depression: Self-Help and Economic Recovery,” in Negroes and the Great Depression (1970)@

-Thomas Holt, “The Political Uses of Alienation: W.E.B. DuBois on Politics, Race, and Culture, 1903-1940,” in American Quarterly, Volume 42, #2 (June 1990)@

-DuBois, “Marxism and the Negro Question” (1933)@

-DuBois, “On Segregation” (1934)@

-Walter F. White, “Segregation: A Symposium” (1934)@

-The Crisis, “Dr. DuBois Resigns (1934)@

**-question for essay #3 (due 2/25) distributed.**

**(4)**

February 25 - **essay #3 due**

-DuBois, Dusk of Dawn (1940), Apology and Chapters 1,2,3

February 27 - DuBois, Dusk of Dawn, Chapters 4 and 5

March 4 - DuBois, Dusk of Dawn, Chapters 6 and 7

March 6 - DuBois, Dusk of Dawn, Chapters 8 and 9

**-question for essay #4 (due 3/11) distributed.**

**(5)**

March 11 - **essay #4 due**

-DuBois, "The Disenfranchised Colonies" (1945)@

-DuBois, "Gandhi and the American Negroes" (1957)@

-DuBois, "China" (1962)@

March 13 - DuBois, "The Negro Since 1900: A Progress Report"  
(1948)@

-DuBois, "Prospect of a World Without Race Conflict" (1944)@

**-question for final essay (due 3/21) distributed**

**Final essay due at my office by noon, March 21st.**



**AFAM Studies B36-2 – Spring Quarter 1998**

**INTRODUCTION TO AFRICAN AMERICAN STUDIES**

**Tuesdays and Thursdays, 9 a.m. - 10:30 a.m. – 153 Kresge Hall**

**Instructor:** Michael W. Harris, Visiting Professor of African American Studies, 314 Kresge Hall.

**Office Hours:** Wednesdays: 1-2:30 p.m. or by appointment.

Appointments: call 7-3467 (office) or 1-5122 (AFAM office) or 312.328.0915 (home).

**Text (required):** "READINGS PACKET" (available for purchase only in the AFAM office, 308 Kresge Hall, during office hours beginning Wednesday, 8 April)

**Course Requirements:**

1. Attendance at all class meetings.
2. Twelve (12) in-class written exercises.
3. Four (4) discussion exercises.

**Grading:**

1. Average of ten (10) highest in-class written exercise scores.
2. Average of three (3) highest discussion scores.
3. Final grade: percent ranking of all class averages pegged to highest individual average in the class.

**Assignment Schedule:**

**2 April**

Michael Omi and Howard Winant, *Racial Formation in the United States: From the 1960s to the 1990s*, 2nd ed. (New York: Routledge, 1994).

**7 April**

William E. B. Du Bois, *The Souls of Black Folk* (1903; rpt. 1953; New York: Kraus-Thomson Organization Limited, 1973).

**9 April**

Excerpts from writings of Marcus Garvey in Tony Martin, ed. *African Fundamentalism: A Literary and Cultural Anthology of Garvey's Harlem Renaissance* (Dover, Mass.: The Majority Press, 1983).

**14 & 16 April**

Victor Perlo, *Economics of Racism U.S.A.: Roots of Black Inequality* (New York: International Publishers, 1975).

**21 April**

Frantz Fanon, *Black Skin White Masks*, Charles L. Markmann, trans. (New York: Grove Press, 1967).

**23 April**

Frances Cress Welsing, M.D., *The Isis (Ysis) Papers* (Chicago: Third World Press, 1991).

**28 April**

Nathan McCall, *Makes Me Wanna Holler: A Young Black Man in America* (New York: Vintage Books, 1995).

**30 April**

Andrea Benton Rushing, "Surviving Rape: A Morning/Mourning Ritual," in Stanlie M. James and Abena P. A. Busia, *Theorizing Black Feminisms: The Visionary Pragmatism of Black Women* (New York: Routledge, 1993), pp. 127-140.

**5 May**

Bruce Wright, *Black Robes, White Justice* (New York: Carol Publishing Group, 1994).

**7 May**

Patricia J. Williams, *The Alchemy of Race and Rights* (Cambridge: Harvard University Press, 1991).

**12 May**

Kay Mills, *This Little Light of Mine: The Life of Fannie Lou Hamer* (New York: Penguin Books, 1994).

**14 May**

Elaine Brown, *A Taste of Power: A Black Woman's Story* (New York: Pantheon Books, 1992).

**19 May**

Molefi Kete Asante, "Racism, Consciousness, and Afrocentricity" in Gerald Early, ed., *Lure and Loathing: Essays on Race, Identity, and the Ambivalence of Assimilation* (New York: The Penguin Press, 1993), pp. 127-143.

**21 May**

Molefi Kete Asante, *The Afrocentric Idea* (Philadelphia: Temple University Press, 1987).

**26 May**

Fannie Berry, Interview, in Charles L. Perdue, Jr., ed., *Weevils in the Wheat: Interviews with Virginia Ex-Slaves* (Bloomington, Ind.: Indiana University Press, 1980), pp. 30-51.

**28 May**

Edward Ball, *Slaves in the Family* (New York: Farrar, Straus and Giroux, 1998).

AFAM Studies B36-1 – Winter Quarter 1998

## INTRODUCTION TO AFRICAN AMERICAN STUDIES

Tuesdays and Thursdays, 9 a.m. - 10:30 a.m. – 155 Kresge Hall

**Instructor:** Michael W. Harris, Visiting Professor of African American Studies, 314 Kresge Hall.

**Office Hours:** Wednesdays: 1-2:30 p.m. or by appointment.

**Appointments:** call 7-3467 (office) or 1-5122 (AFAM office) or 312.328.0915 (home).

**Text (required):** "READINGS PACKET" (available for purchase only in the AFAM office, 308 Kresge Hall, during office hours)

### Course Requirements:

1. Attendance at all class meetings.
2. Nine (9) in-class written exercises.
3. Four (4) take-home essay exercises.
4. Four (4) debate exercises (to be conducted in pre-arranged groups of classmates during Thursday class meetings).

### Grading:

1. Average of seven (7) highest in-class written exercise scores.
2. Average of three (3) highest take-home essay scores.
3. Average of three (3) highest debate scores.
4. Final grade: percent ranking of all class averages pegged to highest individual average in the class.

**Assignment Schedule:** Dates below are *due dates*. Written assignments must be submitted at the *beginning* of class. Any written assignments submitted after collection will forfeit 10% of the possible points.

#### I. Tuesday, 6 January

Introductory Lecture

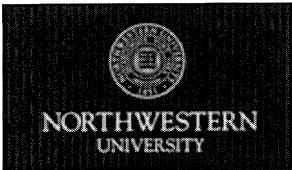
#### II. Thursday, 8 January

Readings Packet: reading 1.  
In-class writing exercise.

#### III. Tuesday, 13 January

Readings Packet: reading 2.  
In-class writing exercise.

- IV. **Thursday, 15 January**  
Essay I due; Debate I.
- V. **Tuesday, 20 January**  
Readings Packet: readings 3 and 4.  
In-class writing exercise.
- VI. **Thursday, 22 January**  
Essay II due; Debate II
- VII. **Tuesday, 27 January**  
Readings Packet: readings 5 and 6.  
In-class writing exercise.
- VIII. **Thursday, 29 January**  
Essay III due; Debate III.
- IX. **Tuesday, 3 February**  
Readings Packet: readings 7, 8, and 9.  
In-class writing exercise.
- X. **Thursday, 5 February**  
Essay IV due; Debate IV.
- XI. **Tuesday, 10 February**  
Readings Packet: readings 10, 11, and 12.  
In-class writing exercise.
- XII. **Thursday, 12 February**  
Essay V due; Debate V.
- XIII. **Tuesday, 17 February**  
Readings Packet: reading 16.  
In-class writing exercise.
- XIV. **Thursday, 19 February**  
Essay VI due; Debate VI.
- XV. **Tuesday, 24 February**  
Readings Packet: readings 13, 14, and 15.  
In-class writing exercise.
- XVI. **Thursday, 26 February**  
Essay VII due; Debate VII.
- XVII. **Tuesday, 3 March**  
Readings Packet: reading 17.  
In-class writing exercise.



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Course Descriptions for Winter 1998 > Weinberg College of Arts and Sciences > AF\_AM\_ST African American Studies

## Course Description For Winter 1998 AF\_AM\_ST African American Studies 236-1: Introduction To African-American Studies

PLEASE SCROLL DOWN TO SEE ALL DESCRIPTIONS FOR THIS COURSE.

African American Studies B36-1-20: INTRODUCTION TO AFRICAN AMERICAN STUDIES

**Instructor:** Michael W Harris  
**Office Address:** 314 Kresge  
**Phone:** 491-5122  
**E-Mail:**  
**Office Hours:**

**Expected Enrollment:** 40

**COURSE DESCRIPTION:** This course introduces, and provides historical contexts for, the thoughts and experiences that have been critical to the formation and evolution of African American peoplehood. Students will analyze and discuss concepts such as racial consciousness, cultural expressivity, social organizational patterns, and spirituality in African American life. As well, students will read and discuss case studies of key historical moments in the evolution of African American peoplehood through 1900. The course goal is to help students develop critical perspectives on current African-American thought and discourses.

**PREREQUISITES:** None.

**TEACHING METHOD:** Lecture and discussion.

**EVALUATION METHOD:** Each student will be graded on her/his performances in three categories: classroom-and home-written exercises and student-led discussions.

**READING:** tentative:  
Case Studies.  
Primary Source Readings.

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Syllabus

**AFAM C20: THE SOCIAL MEANING OF RACE**

Spring Quarter 1997-98

Tuesdays 3:00-5:30pm in Kresge 103.

*Instructor:* William Corrin  
*Office:* 617 Library Place. (Institute for Policy Research), 3<sup>rd</sup> floor  
*Office Hours:* Mondays 2:00-4:00pm or by appointment  
*Phone:* 847-491-7891 (w); 773-338-6891 (h – before 10:00pm)  
*E-mail:* [wjc287@nwu.edu](mailto:wjc287@nwu.edu)  
*Mailboxes:* African-American Studies, Kresge 308; Sociology, 1812 Chicago Ave.

**Course Description:**

In this course we will concern ourselves primarily, but not exclusively, with issues of racial identity as they affect black Americans. The course will address a variety of questions. What are the origins of the concept of race? What does race mean to black Americans? How are meanings of race socially shaped and sustained? How are they affected by various institutional contexts, by social class, or by gender? We will also investigate meanings of race in regards to contemporary issues such as affirmative action and the “multiracial movement.”

This course requires a substantial amount of reading.

**Requirements:**

1. **Three 5-page Papers:** These papers will be responses to questions that I will hand out about the course readings. You will receive the assignment for each paper two classes before it is due. The papers will be due on the following Thursdays: April 23, May 7, and May 28.
2. **Final Exam (take-home):** You will write a 5-7 page response to your choice of one of two questions. You will receive the questions at our final class meeting. Your exam will be due on Saturday, June 13 between 9:00am and 11:00am at my office. You are more than welcome to turn in your exam early to either of my campus mailboxes, allowing you to leave campus sooner and allowing me to begin grading before the last weekend of the academic year.
3. **Excellent Attendance:** We only meet once a week, so come to class. If you must miss a class, please let me know as far in advance as possible.
4. **Class Participation:** Your contributions to discussions are important and essential. I strongly encourage you to write down a question, comment, or critique of the week’s reading assignment to bring to class so that you’re prepared in advance with a contribution.

**Grading:**

Paper 1	20%
Paper 2	20%
Paper 3	25%
Final Exam	25%
Attendance & Class Participation	10%

Your written work will be evaluated based primarily on the following four criteria:

1. **Thesis:** I expect you to make clear what your focus and argument are early in your paper.
2. **Evidence:** You must defend your position. It is imperative that you demonstrate support for your thesis by critically applying material from course readings, lectures, and discussions. You may also want to consider what alternative positions might exist and how they can be challenged.
3. **Presentation:** Does your paper flow? Does it make sense? Are your ideas related and focused? Do you provide necessary background? Do you adequately clarify or define your central concepts or terms? Etc.

4. **Writing mechanics:** This essentially refers to spelling and grammar. Lots of errors will make your paper less effective in communicating your ideas. A few errors will probably not make or break what you earn for your efforts. Basically, I expect you to “spellcheck” and proofread.

<u>Dates</u>	<u>Topics and Assignments</u>
	(N = available at Norris, CP = in course packet, R = on reserve, H = hand-out)
3/31	Introduction: Terminology, social groups and social categories, definitions of race
4/7	History of race as a concept Smedley, A. <i>Race in North America</i> . Ch. 1, 6. Pp. 13-35, 113-151. (R) Davis, F.J. <i>Who is Black?</i> Ch. 1-4. Pp. 1-80. (N)
4/14	Racial identity and related matters DuBois, W.E.B. <i>The Souls of Black Folk</i> . Ch. 1. Pp. 3-12. (R) Boykin, A.W. & Toms, F.D. “Black child socialization: A conceptual framework.” (R) Omi, M. & Winant, H. <i>Racial Formation in the United States</i> . Intro, Pts. I-II. Pp. 1-91. (N)
4/21	Prejudice, racial attitudes, and racism Wellman, D.T. <i>Portraits of White Racism</i> . Entire! Pp. 1-247. (N)
4/23 (Thursday)	<b>Paper #1 due by 4:00pm in either of my campus mailboxes.</b>
4/28	Race and schools: Institutional racism and oppositional identity Jones-Wilson, F.C. “Race, realities, and American education.” (CP, R) Casserly, M. & Garrett, J. “Beyond the victim.” (CP, R) Massey, G.C., Scott, M.V., & Dornbusch, S.M. “Racism without racists.” (CP, R) Fordham, S. & Ogbu, J.U. “Black students’ school success.” (CP, R)
5/5	Race and class Massey, D.S. & Denton, N.A. <i>American Apartheid</i> . Ch. 1, 4, 6. Pp. 1-16, 83-114, 148-185. (CP, R, CORE) Frazier, E.F. <i>Black Bourgeoisie</i> . Intro, Ch. IX, X. Pp. 9-26, 195-232. (CP, R, CORE) McClain, L. “The middle-class black’s burden” and “How Chicago taught me to hate whites.” Both in McClain <i>A Foot in Each World</i> . (CP, R)
5/7 (Thursday)	<b>Paper #2 due by 4:00pm in either of my campus mailboxes.</b>
5/12	Race, gender, and black feminist theory Collins, P.H. <i>Black Feminist Thought</i> . Ch. 1, 2, 5, 11. Pp. 3-40, 91-114, 221-238. (CP) King, D.K. “Multiple jeopardy, multiple consciousness.” (CP) Lerner, G. (Ed.). <i>Black Women in White America</i> . Pp. 163-171, 193-211. (CP)
5/19	Affirmative action Lemann, N. “Taking affirmative action apart.” (CP) Wilkins, R. “Racism has its privileges.” (CP) Steele, S. “A negative vote on affirmative action” and D’Souza, D. “Sins of admission.” Both in Mills (Ed.), <i>Debating affirmative action</i> . (CP, R) Takagi, D.Y. “We should not make class a proxy for race.” (H)

- 5/26 Eugenics, hybridization, and multiracialism  
 Davis, F.J. *Who is Black?* Ch. 5-8. Pp. 81-187. (N)  
 Jones, R.S. "The end of Africanity? The bi-racial assault on blackness." (CP)  
 Nakashima, C.L. "Voices from the movement: Approaches to multiraciality." (CP)  
 Thornton, M.C. "Hidden agendas, identity theories, and multiracial people." (CP)
- 5/28 (Thursday) Paper #3 due by 4:00pm in either of my campus mailboxes.
- 6/2 Reading Week  
Optional class meeting during which I will read rough drafts and answer questions.
- 6/13 (Saturday) Final exam is due between 9:00am and 11:00am at my office (617 Library Place, 3<sup>rd</sup> floor) – or before Saturday in either of my campus mailboxes.

**Course Bibliography:**

- Boykin, A.W. & Toms, F.D. (1985). Black child socialization: A conceptual framework. In McAdoo, H.P. & McAdoo, J.L. (Eds.), *Black children: Social, educational, and parental environments*. Newbury Park: Sage. 33-51.
- Casserly, Michael D. & Garrett, John R. (1977). Beyond the victim: New avenues for research on racism in education. *Educational Theory*. 27 (3). 196-204.
- Collins, Patricia H. (1991). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. New York: Routledge. 3-40, 91-114, 221-238.
- Davis, F. James. (1991). *Who is black? One nation's definition*. University Park, PA: Penn State UP.
- D'Souza, Dinesh. (1994). Sins of admission. In Mills, N. (Ed.), *Debating affirmative action*. New York: Delta. 230-236.
- DuBois, W.E.B. (1903/1989). *The souls of black folk*. New York: Penguin. 3-12.
- Fordham, Signithia & Ogbu, John U. (1986). Black students' school success: Coping with the "burden of acting 'white.'" *The Urban Review*. 18 (3). 176-206.
- Franklin, John Hope & Moss, Alfred A. (1994). *From slavery to freedom: A history of African Americans*. New York: McGraw Hill.
- Frazier, E. Franklin. (1957). *Black bourgeoisie*. New York: The Free Press. 9-26, 195-232.
- Jones, Rhett S. (1994). The end of Africanity? The bi-racial assault on blackness. *Western Journal of Black Studies*. 18 (4). 201-210.
- Jones-Wilson, Faustine C. (1990). Race, realities, and American education: Two sides of the coin. *Journal of Negro Education*. 59 (2). 119-128.
- King, Deborah K. (1988). Multiple jeopardy, multiple consciousness: The context of a black feminist ideology. *Signs*. 14 (1). 42-72.
- Lemann, Nicholas. (1995). Taking affirmative action apart. *New York Times Magazine*. June 11. 36-43, 52-54, 62, 66.
- Lerner, Gerda (Ed.). (1972/1992). *Black women in white America*. New York: Vintage Books. 163-171, 193-211.



Massey, Douglas S. & Denton, Nancy A. (1993). *American apartheid: Segregation and the making of the underclass*. Cambridge, MA: Harvard UP. 1-16, 83-114, 148-185.

Massey, G.C., Scott, M.V., & Dornbusch, S.M. (1975). Racism without racists: Institutional racism in urban schools. *The Black Scholar*. 7 (3). 10-19.

McClain, Leanita. (1986). *A foot in each world*. Evanston, IL: Northwestern UP. 12-15, 30-38.

Nakashima, Cynthia L. (1996). Voices from the movement: Approaches to multiraciality. In Root, M.P.P. (Ed.), *The multiracial experience: Racial borders as the new frontier*. Thousand Oaks: Sage. 79-97.

Omi, Michael & Winant, Howard. (1994). *Racial formation in the United States*. (2<sup>nd</sup> ed.). New York: Routledge.

Root, Maria P.P. (1996). *The multiracial experience: Racial borders as the new frontier*. Thousand Oaks: Sage.

Smedley, Audrey. (1993). *Race in North America: Origin and evolution of a worldview*. Boulder: Westview Press. 13-35, 113-151.

Steele, Shelby. (1994). A negative vote on affirmative action. In Mills, N. (Ed.), *Debating affirmative action*. New York: Delta. 37-47

Takagi, Dana Y. (1995). We should not make class a proxy for race. *The Chronicle of Higher Education*. May 5.

Thornton, Michael C. (1996). Hidden agendas, identity theories, and multiracial people. In Root, M.P.P. (Ed.), *The multiracial experience: Racial borders as the new frontier*. Thousand Oaks: Sage. 101-120.

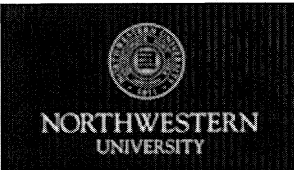
Wellman, David T. (1993). *Portraits of white racism*. (2<sup>nd</sup> ed.). Cambridge: Cambridge UP.

Wilkins, Roger. (1995). Racism has its privileges. *The Nation*. March 27. 409-416.

Wilson, William J. (1980). *The declining significance of race: Blacks and changing American institutions*. (2<sup>nd</sup> ed.). Chicago: University of Chicago Press.

----- (1996). *When work disappears: The world of the new urban poor*. New York: A.A. Knopf, Inc.

Zweigenhaft, Richard L. & Domhoff, G. William. (1991). *Blacks in the white establishment? A study of race and class in America*. New Haven: Yale UP.



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## Course Description For Spring 1998 AF\_AM\_ST African American Studies 236-2: Introduction To African-American Studies

PLEASE SCROLL DOWN TO SEE ALL DESCRIPTIONS FOR THIS COURSE.

African American Studies B36-2-20: INTRODUCTION TO AFRICAN AMERICAN STUDIES

**Instructor:** Michael W Harris  
**Office Address:** 314 Kresge  
**Phone:** 491-5122  
**E-Mail:**  
**Office Hours:**

**Time:** TTH 9:00-10:30  
**Expected Enrollment:** 30

**COURSE DESCRIPTION:** This course introduces, and provides historical contexts for, the thoughts and experiences that have been critical to the formation and evolution of African American peoplehood. Students will analyze and discuss concepts such as racial consciousness, cultural expressivity, social organizational patterns, and spirituality in African American life. As well, students will read and discuss case studies of key historical moments in the evolution of African American peoplehood from 1900 to present. The course goal is to help students develop critical perspectives on current African-American thought and discourses.

**PREREQUISITES:** None

**TEACHING METHOD:** Lecture and discussion.

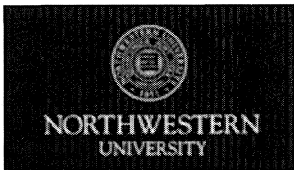
**EVALUATION METHOD:** Each student will be graded on her/his performances in three categories: classroom-and home-written exercises and student-led discussions.

**READING:** (tentative) \nPrimary Source Readings. \n

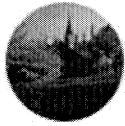
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## Course Description For Winter 2000 AF\_AM\_ST African American Studies 236-2: Introduction To African-American Studies

PLEASE SCROLL DOWN TO SEE ALL DESCRIPTIONS FOR THIS COURSE.

African American Studies  
236-2-20: Introduction to African-American Studies : Black Metropolis: Chicago And The 20th Century African American Experience

**Instructor:** Wallace D. Best  
**Office Address:**  
**Phone:**  
**E-Mail:**  
**Office Hours:**

**Time:** MWF 11:00  
**Expected Enrollment:** 20

**COURSE DESCRIPTION:** Course will explore the history of African Americans in Chicago from the "Great Migration" to the Civil Rights era as well as analyze that history for what it can tell us about 20th century black urban experience in a broader sense.

**PREREQUISITES:** None

**TEACHING METHOD:** Lecture and Discussion

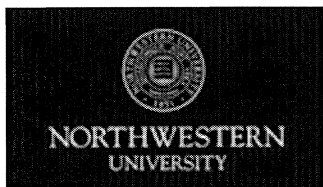
**EVALUATION METHOD:** Two small (2-3 page) essay responses to two of the readings or class discussions of choice, and one larger (8-10 page) paper on a topic subject to approval. Active participation in class discussions will also factor into final evaluations.

**READING:** TBA.

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## Course Description For Spring 2000 AF\_AM\_ST African American Studies 236-1: Introduction To African-American Studies

PLEASE SCROLL DOWN TO SEE ALL DESCRIPTIONS FOR THIS COURSE.

African American Studies  
236-1-20: Introduction to African-American Studies : History of American Slavery

**Instructor:** Seth A. Cotlar  
**Office Address:** Rm 202 1881 Sheridan Rd Evanston Campus 2220  
**Phone:** 847-491-4050  
**E-Mail:**  
**Office Hours:**

**Time:** TTH 9:00-10:30  
**Expected Enrollment:** 30

**COURSE DESCRIPTION:** An examination of American slavery from several different perspectives including global economic causes, gendered responses to enslavement, subtle as well as overt resistance, and relationships between contemporary attitudes about the legacy of slavery and present day struggles for racial justice.

**TEACHING METHOD:** Lecture and discussion.

**EVALUATION METHOD:** Each student will complete:  
--Five response papers; (10%)  
--Three papers; (60%) Due dates: April 18, May 9, and June 1.  
--Final Exam; (20%)  
--Participate actively in each discussion. (10%)

**READING:** Herbert S. Klein, *The Atlantic Slave Trade* (1999)  
Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998)  
Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South* (1985)  
James Oakes, *Slavery and Freedom* (1990)  
Ira Berlin, Barbara Fields, et. al., *Slaves No More: Three Essays on Emancipation & the Civil War* (1992)  
Henry Louis Gates, *Classic Slave Narratives*  
A course packet containing a few articles and book chapters.

[[Course Descriptions for Spring 2000](#)] [[Weinberg College of Arts and Sciences](#)] [[AF\\_AM\\_ST African American Studies](#)]

*Northwestern University*  
*Department of African-American Studies*  
**AAST 1: 236-1 Introduction to African-American Studies: The Birth of  
African-American Experience and Culture**  
*Fall 2002*

**Instructor:** Darrell D. Darrisaw (*visiting, University of London, United Kingdom*)

**Class Meets:** 307 Kresge

**Office:** 317 Kresge

**Office Hours:** TTH 2:00 - 3:00

**Telephone:** 773-263-3211 ~~or 773~~

**Email:** DDANTHRO@aol.com

**Days/Time:** Tuesday and Thursday

3:30 - 4:50 p.m.

### **Description**

In this rigorous introductory course we will look at the birth of the African-American experience and culture in the United States. In it we will examine African-American culture from its very beginning. We will seek to understand the culture created under black servitude as well as slavery and Reconstruction. We will examine what African-American culture is and seek to understand that much of American culture is African American and vice versa. We will look at these issues from an interdisciplinary perspective because of the very nature of African-American studies as a discipline. Knowledge about the African-American experience is expressed through scholarship in art, literature, anthropology, sociology, history, psychology, and history of science. For the course, however, we will pay particular attention to works of literature, history, and anthropology.

**PREQUISITES:** None. Attendance at first class is mandatory. P/N is allowed but in order to pass students must do all of the work.

**TEACHING METHOD:** Lecture and discussion

### **Course Requirements: Evaluation Method**

1. This class will require a lot from you. You must attend class, do the assigned readings, and be prepared to discuss them. Failure to attend class and do the work will work against you. The course will be taught through lecture and discussion, so you must do the reading; 2. **Your final grade will be based on: a midterm take-home examination, a short 5-7 page typed paper on some aspect of the course readings, and a final take-home examination.** (20%, 20%, 50%); 10% of your course grade will come from a presentation in class. All work submitted for the course should be typed.

**NOTE: YOU WILL HAVE SUFFICIENT TIME TO COMPLETE THE ASSIGNMENTS, SO LATE WORK WILL BE PENALIZED. PLEASE NOTE THIS CAREFULLY!**

### Texts

1. *The Slave Community* by John W. Blassingame, Oxford UP, 1972 (paperback).
2. *The Birth of African-American Culture: An Anthropological Perspective* by Sidney Mintz and Richard Price, Boston: Beacon Press, 1976 (paperback).
3. *Incidents in the Life of a Slave Girl* by Harriet Jacobs; second edition, edited by Jean Fagan Yellin, Harvard UP, 1987 (paperback).
4. *The Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914* by George M. Fredrickson. Wesleyan UP, 1987 (paperback). *This course will deal only with the first 5 chapters of this book.*
5. a packet of readings.

### Academic Integrity

Academic honesty is expected in every aspect of your career as a student. In fact the administration and faculty explain this in a section titled “*Academic Integrity at Northwestern*,” which can be found on the university’s website. Please read it carefully. Cheating--in any form--will not be tolerated. For this course, this means that all work you submit must be your own. You should not collaborate with another student when you do work that is to be submitted for a grade, although you may talk about the course readings and anything else that you like or don’t like about the course. You should not have someone else do your paper for you, or buy a paper from a term paper company, or download a paper on the web, or resubmit a paper that you have submitted for another class. In addition, you must cite properly any information that you take from another person’s work. This includes anything downloaded on the web and anything someone shared with you by word of mouth. Failure to do so violates university policy. Please see me if you are not sure. Students who intentionally violate this policy will have charges brought against them. Their names will be reported to the appropriate university officials.

### Schedule

**Week 1** Introduction: review the syllabus and goals of course; introduce the readings, rules and regulations.

Blassingame, Chapters 1 and 2  
Mintz and Price Chapter 1  
Designated readings from packet

#### **Week 2**

Blassingame, Chapters 3 and 4  
Mintz and Price, Chapter 2  
Designated readings from packet

### **Week 3**

Blassingame, Chapter 5

Mintz and Price, finish.

Designated readings from course packet

**\*\*\*paper assignment to be handed out on Thursday of this week\*\***

### **Week 4**

**\*\*\*\*\*paper assignment is due on Tuesday of this week\*\*late papers will be penalised.**

**\*\*\*Lecture\*\*\*The Slave's Narrative: History is Performed Through Autobiography and Literature**

Read pp. 1-50, *Incidents in the Life of a Slave Girl*

Designated reading from course packet

### **Week 5**

**Midterm take home exam\*\*Given out on Tuesday and returned to me on Thursday.**

Read pp. 50-100, *Incidents in the Life of a Slave Girl*

Designated readings from course packet

### **Week 6**

**\*\*Exams will be returned on Thursday of this week**

Read pp. 100-200, in *Incidents in the Life of a Slave Girl*

Designated readings from course packet

### **Week 7**

Finish *Incidents in the Life of a Slave Girl*

Read Chapters 1 and 2, *The Black Image in the White Mind*

Designated readings from course packet

### **Week 8**

Read Chapters 3-5, *The Black Image in the White Mind*

Designated readings from course packet

### **Week 9**

**Comprehensive review of the course for final take home exam.**

**Take home examination will be given out on the last day of class.**

### **Week 10 Final Take Home Examination.**

**Due on the Day scheduled for the final exam.**







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## ADMINISTRATION AND PLANNING

# Board of Trustees

Administration and Planning > Board of Trustees

### Board of Trustees

The Board of Trustees of Northwestern University establishes policies for the governance of the University and is responsible for general oversight of the management of the institution. The major responsibilities of the Board include:

- 1) advancement of the University;
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## ADMINISTRATION AND PLANNING Board of Trustees

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### Board of Trustees

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\* Indicates Honorary, Non-Voting Trustee



Oct 7, 68

nu's new trustee

# GEORGE JOHNSON

For the first time in Northwestern University's 125-year history, a black man has been elected to the Board of Trustees. George E. Johnson, president of Johnson Products Company, was named to join the 38-member board.

Johnson's Chicago-based cosmetics company is the third largest black-owned firm in terms of dollar value in the country, according to Black Enterprise magazine.

Dr. Raymond Mack, provost at Northwestern commented, "George Johnson is a creative business leader, an outstanding citizen in the community, and a devoted friend of higher education. I am delighted that we shall have the benefit of his experience and counsel on the board of trustees."

Before Johnson's election, Northwestern was the only top university in the Chicago area that did not have a black member on its trustee board, according to a study published by the Chicago reporter information service in its June issue. The study included reports from University of Chicago, University of Illinois Chicago Circle campus, Loyola, DePaul, Roosevelt and Northwestern Universities.

Johnson's election has been received positively by members of the Northwestern community.

"George Johnson is by far a most outstanding individual. His past achievements and contributions are indicative of his motivation and capabilities. I view his appointment to Northwestern University's Board of Trustees as a most outstanding accomplishment for a most worthy individual," said Milton Wiggins, director of African American Student Affairs.

Johnson Products Company sponsors the nationally-syndicated television show, Soul Train. Johnson was named in Ebony magazine, as one of the 100 most influential leaders in the United States.

\*\*\*\*\*  
PRO PROFILES by Elwood N. Chapman

College professors come in all sizes, shapes and types. Some are old pros, while others are young, eager, and capable but inexperienced. Some are colorful campus personalities; others are quiet, reserved, and unexciting. As in all professions, a few are masters while others, you may others, you may feel, should have chosen a different career.

If you are the typical student, you will experience an automatic response to your professors. You will like some from the start. Others you may not. You may have heard rumors or anecdotes about some of the more colorful faculty members. How are they different? What do they expect of you? How can you best work with them so that you will learn the subject matter they teach? Good questions.

(continued on page 5)

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FMO, founded during the academic year 1967, seeks to provide a basis of unity for Black students in our community. It functions under the premise that Black students must unite politically, economically, and socially with the goal of educating themselves to the concept of self-sufficiency and Black collectivity in thought and action. FMO then seeks to provide a social, cultural, and intellectual outlet for the Black students of the community and ultimately to instill in Black students a sense of Black consciousness or awareness. Through this FMO hopes that each individual will develop an identity which defines for them their respective roles in the Black community all over the world.

\*\*\*\*\*

WELCOME BACK!

\*\*\*\*\*

Eventhough we are early into the quarter, there are some Freshmen who have had to face negative impressions of the attitudes of Black students thus far. It's sad that they must now rely on the few close friends they have made to satisfy their hunger for human association. We must be close enough to each other for the sole purpose that no student should feel inferior. We should feel free to extend ourselves to each other in a way that expresses Black unity. When will students on campus face this realization?

The following letter comes from a Freshmen who has made some negative observations:

It's happened! I'm finally at Northwestern University as a Black freshman student!

In my one week of existence here, I've had varied experiences, many of which were good. I am afraid however, that the time has come for realization of the bare facts of large university life.

During the summer my anticipation and confidence was increased threefold with, among other things, correspondence I received from FMO. I saw FMO as a means of, primarily, retaining my identity on a predominantly white campus, but more important, as an organization through which I could become actively involved with, and relate to fellow Black students.

With these ideas in hand, I resolved to denounce my former doubts and give "Black unity" a final chance. The FMO Mass Meeting on September 24 was not the first of my disappointments, but it was, without a doubt, the greatest. Although the facilitators and staff of FMO were clearly sincere in their efforts, and the programs they presented were organized as well as interesting, General Interest, in my opinion, ended with "who was wearing what," and "which sister was finer than which."

Lack of sincerity among the students was evident if not by the turnout, by the reactions displayed at the close of the meeting. During what I thought was an important affirmation of the goals and dedications of FMO to the Black community, many students found more importance in giggling, cracking jokes, or getting phone numbers!!!

Is this to be an indication of the direction in which the interests of the Black students will take??

Pat Miles

\*\*\*\*\*

ELECTIONS!! ELECTIONS!! ELECTIONS!! ELECTIONS!! ELECTIONS!!

# BLACK BEAT

Northwestern Univ.

An up-to-the-minute BLACKBOARD supplement

We would like to take this opportunity to inform you that Dr. Kwame Ture', formerly known as Stokley Carmichael, shall speak at Northwestern University on Thursday, February 16th, 1989

Dr. Ture' (Stokley Carmichael) is a world renown political activist and scholar. He has more than two decades of political experience in the Civil Rights, Black Power and Pan-African Movements. He is probably best known for his involvement with the Black Panther Party and his coining the idea "Black Power." This work has enabled him to develop an intimate understanding of the leading trends within the various movements for civil, democratic and human rights. He has an incisive analysis of the national liberation movements of Africa, The Carribean, North, South and Central America, the Middle East, Asia and Europe.

His coherent, scholarly organization and presentation of facts, ideas and analysis have made him one of the most dynamic and profound lecturers in the world. He presents and persuasively argues for a fundamental alternative philosophy, objective and strategy for the solutions of the many complex problems which impact African (Black) and other oppressed peoples throughout the United States as well as the world.

Dr. Ture' (Stokley Carmichael) has authored Stokley Speaks, and co-authored Black Power. He is presently an organizer for the All-African People's Revolutionary Party.

"Analyzation of the Civil Rights Movement: What Went Wrong?"

Dr. Kwame Ture' aka Stokley Carmichael

Thursday, February 16, 1989

7:00 p.m.

Northwestern University

Annie May Swift Hall

1905 Sheridan Road

Evanston, IL 60201

sponsored by: For Members Only (FMO)

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### University Administration

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 Paula Smolinsky, MA, *Acting Director, Graduate and Off-Campus Housing*  
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 Nedra W. Hardy, BS, *Senior Assistant Registrar*  
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 Diane Perushek, MA, AMLS, *Assistant University Librarian for Collection Management*  
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**Undergraduate Schools**

The following faculty listing, which is current as of spring 2001, shows the highest academic or professional degree and the institution granting the degree. *University* and *College* are usually omitted; familiar abbreviations and short forms are used when appropriate. Faculty rank within the department is given; the word *also* indicates a joint appointment in another department, affiliation with a University center, or an administrative assignment.

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 Lane Fenrich, PhD  
*Assistant Dean for Freshmen and Senior Lecturer in History*  
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*Assistant Dean and Lecturer in International Studies*  
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*Assistant Dean and Senior Lecturer in Chemistry*  
 Susan K. Pinkard, PhD  
*Assistant Dean and Senior Lecturer in History*  
 Richard P. Weimer, MA  
*Assistant Dean*

***African American Studies***

Henry Binford (PhD Harvard)  
*Associate Professor; also History*

Martha Biondi (PhD Columbia)  
*Assistant Professor*

Carole Boyce Davies (PhD Ibadan, Nigeria)  
*Melville J. Herskovits Professor*

Dilip P. Goankar (PhD Pittsburgh)  
*Associate Professor; also Communication Studies*

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*Professor; also Philosophy*

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*Professor; also Anthropology; Director, Program of African Studies*

Michael G. Hanchard (PhD Princeton)  
*Associate Professor; also Political Science*

Nancy K. MacLean (PhD Wisconsin)  
*Associate Professor; also History*

Aldon D. Morris (PhD SUNY Stony Brook)  
*Professor; also Sociology*

Mary Pattillo-McCoy (PhD Chicago)  
*Assistant Professor; also Sociology, Institute for Policy Research*

Sandra L. Richards (PhD Stanford)  
*Professor; also Performance Studies, Theatre*

Eric J. Sundquist (PhD Johns Hopkins)  
*Professor; also English; Dean, Weinberg College*

***African and Asian Languages Program***

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*Senior Lecturer and Director*

Edna G. Grad (PhD Texas)  
*College Lecturer*

Li-Cheng Gu (PhD Oregon)  
*Senior Lecturer*

Wen-hsiung Hsu (PhD Chicago)  
*College Lecturer*

Hong Jiang (MEd Cincinnati)  
*Senior Lecturer*

Eunmi Lee (MA Indiana)  
*Senior Lecturer*

Xiaoxing Liu (PhD Illinois)  
*Lecturer*

Phyllis I. Lyons (PhD Chicago)  
*Associate Professor*

Rami Nair (PhD Northwestern)  
*Lecturer*

Nasrin Qader (PhD Wisconsin)  
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Junko Sato (MEd Massachusetts)  
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Yumi Shiojima (MEd Pennsylvania)  
*Lecturer*

Noriko Taira (MEd Massachusetts)  
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*Professor*

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*Professor*

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*Professor; also Geological Sciences; Senior Associate Dean, Weinberg College*

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*Professor; also Gender Studies*

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William Irons (PhD Michigan)  
*Professor*

Robert G. Launay (PhD Cambridge)  
*Professor*

William Leonard (PhD Michigan)  
*Associate Professor*

Thomas McDade (PhD Emory)  
*Assistant Professor*

## Administration and Faculty

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 Alan K. Cabbage, JD, *Vice President for University Relations*  
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 Rebecca R. Dixon, MEd, *Associate Provost of University Enrollment*  
 Stephen D. Fisher, PhD, *Associate Provost for Undergraduate Education*  
 Eugene Y. Lowe, PhD, *Associate Provost for Faculty Affairs*  
 John D. Margolis, PhD, *Associate Provost*  
 Jean E. Shedd, MM, *Associate Provost*

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William J. Banis, PhD, *Director, University Career Services*  
 Margo C. Brown, MS, *Assistant to the Vice President for Student Affairs*  
 Mary K. Desler, PhD, *Assistant Vice President for Student Affairs*  
 Mark R. Gardner, MD, *Director, Student Health Service*  
 J. William Johnston, MEd, *Director, Norris University Center*  
 Gregg A. Kindle, MA, *Director, Undergraduate Residential Life*  
 George S. McClellan, MS, *Director, Graduate and Off-Campus Housing*  
 G. Garth Miller, BA, *Director, Dormitories and Commons Services and Special Events*  
 Karla Spurlock-Evans, MA, *Associate Dean and Director, African American Student Affairs*

Timothy S. Stevens, PhD, *University Chaplain*  
 William C. Tempelmeyer, MS, *Director, University Housing*  
 Matthew F. Tominey, MS, *Director, Services for Students with Disabilities*

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 Alan Wolff, MSCS, *Manager, Information Systems Office*

#### Registrar's Office

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 Margaret B. Hughes, BA, *Associate Registrar*  
 Nedra W. Hardy, BS, *Senior Assistant Registrar*  
 Michael E. Maysilles, MM, *Assistant Registrar for Scheduling and Registration*  
 Michelle Tran, *Assistant Registrar for Systems and Records*  
 Tamara Iversen Foster, BSIE, *Information Development Specialist*

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Carolyn V. Lindley, MA, *Director, Financial Aid*  
 Patsy Myers Emery, MS, *Senior Associate Director*  
 Virginia Alkemper, BA, *Senior Assistant Director*  
 Adina Andrews, MS, *Senior Assistant Director*  
 Peggy Bryant, *Assistant Director*  
 Katherine Day, BA, *Assistant Director*  
 Samuel Graham Jr., BA, *Assistant Director*  
 Ellen A. Worsdall, MS, *Assistant Director*  
 Angela Yang, MS, *Assistant Director*

#### Undergraduate Admission Office

Carol A. Lunkenheimer, MA, *Director, Undergraduate Admission*  
 F. Sheppard Shanley, MA, *Senior Associate Director*  
 Allen V. Lentino, PhD, *Associate Director of Admission and Financial Aid*  
 Alicia Trujillo, MA, *Associate Director*  
 Worth Gowell, MA, *Senior Assistant Director*  
 Kurt Ahlm, BS, *Assistant Director*  
 Charles Cogan, MA, *Assistant Director*  
 Mike Garrett, MA, *Assistant Director*

Vernee Irving, BA, *Assistant Director*  
Margaret Miranda, MS, *Assistant Director*

#### University Library

David F. Bishop, MSLS, *University Librarian*  
Laurel Minott, AMLS, *Assistant University Librarian for Public Services*  
Diane Perushek, MA, AMLS, *Assistant University Librarian for Collection Management*  
Harry E. Samuels, MS, *Assistant University Librarian for Information Technology*  
Roxanne J. Sellberg, MLS, *Assistant University Librarian for Technical Services*

#### Undergraduate Schools

The following faculty listing, which is current as of spring 1999, shows the highest academic or professional degree and the institution granting the degree. *University* and *College* are usually omitted; familiar abbreviations and short forms are used when appropriate. Faculty rank within the department is given; the word *also* indicates a joint appointment in another department, affiliation with a University center, or an administrative assignment.

#### Weinberg College of Arts and Sciences

##### **Administration**

Eric J. Sundquist, PhD  
*Dean of Weinberg College of Arts and Sciences and Professor of English and African American Studies*  
Michael F. Dacey, PhD  
*Senior Associate Dean and Professor of Anthropology and Geological Sciences*  
Steven L. Bates, PhD  
*Associate Dean and Lecturer in English*  
Jonathan D. Casper, PhD  
*Associate Dean and Professor of Political Science*  
Robert M. Coen, PhD  
*Associate Dean for Undergraduate Studies and Professor of Economics*  
Marie Thourson Jones, PhD  
*Associate Dean and Lecturer in Political Science*  
Daniel I. Linzer, PhD  
*Associate Dean and Professor of Biochemistry, Molecular Biology, and Cell Biology*  
Michael S. Sherry, PhD  
*Associate Dean and Professor of History*  
Devora Grynsban, PhD  
*Assistant Dean and Lecturer in International Studies*  
Marvin J. Lofquist, PhD  
*Assistant Dean and Senior Lecturer in Chemistry*

Gerald L. Mead, PhD  
*Assistant Dean and Associate Professor of French and Italian*

Carl S. Smith, PhD  
*Assistant Dean for Freshmen, Franklyn Bliss Snyder Professor of English, and Professor of History*

Richard P. Weimer, MA  
*Assistant Dean*

##### **African American Studies**

Sandra L. Richards (PhD Stanford)  
*Professor and Chair; also Performance Studies, Theatre*  
Henry Binford (PhD Harvard)  
*Associate Professor and Charles Deering McCormick Professor of Teaching Excellence; also History*  
Martha Biondi (PhD Columbia)  
*Assistant Professor*  
Phillip J. Bowman (PhD Michigan)  
*Associate Professor; also Education and Social Policy*  
Adam Green (PhD Yale)  
*Assistant Professor; also History*  
Michael G. Hanchard (PhD Princeton)  
*Associate Professor; also Political Science*  
Aldon D. Morris (PhD SUNY Stony Brook)  
*Professor; also Sociology*  
Mary Pattillo-McCoy (PhD Chicago)  
*Assistant Professor; also Sociology; Institute for Policy Research*  
Eric J. Sundquist (PhD Johns Hopkins)  
*Professor; also English; Dean, Weinberg College*

##### **African and Asian Languages Program**

Richard Lepine (PhD Wisconsin)  
*Senior Lecturer and Director*  
Edna G. Grad (PhD Texas)  
*College Lecturer*  
Li-Cheng Gu (PhD Oregon)  
*Senior Lecturer*  
Wen-hsiung Hsu (PhD Chicago)  
*College Lecturer*  
Hong Jiang (MEd Cincinnati)  
*Lecturer*  
Eunmi Lee (BA Konkuk)  
*Lecturer*  
Phyllis I. Lyons (PhD Chicago)  
*Associate Professor*  
Junko Sato (MEd Massachusetts)  
*Lecturer*  
Yumi Shiojima (MEd Pennsylvania)  
*Lecturer*  
Noriko Taira (BA Massachusetts)  
*Lecturer*



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 Alan K. Cabbage, MS, MSJ, *Vice President for University Relations*  
 C. William Kern, PhD, *Vice President for Research and Graduate Studies*  
 Marilyn McCoy, MPP, *Vice President for Administration and Planning*  
 Morteza A. Rahimi, PhD, *Vice President for Information Technology*  
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 John D. Margolis, PhD, *Associate Provost*  
 Jeremy R. Wilson, PhD, *Associate Provost*

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G. Garth Miller, BA, *Director, Dormitories and Commons Services and Special Events*

Karla Spurlock-Evans, MA, *Associate Dean and Director, African American Student Affairs*

Timothy S. Stevens, PhD, *University Chaplain*

William C. Tempelmeyer, MS, *Director, University Housing*

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Alan Wolff, BA, *Manager, Information Systems Office*

#### Registrar's Office

Donald G. Gwinn, PhD, *University Registrar*

Margaret B. Hughes, BA, *Associate Registrar*

Steve D. Acuña, BA, *Assistant Registrar for Records Management*

David Klopfenstein, BA, *Assistant Registrar for Scheduling and Registration*

#### Financial Aid Office

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Patsy M. Emery, MS, *Senior Associate Director*

Adina Andrews, MS, *Senior Assistant Director*

Jessica Shisler, BA, *Assistant Director*

Judy H. Lefferdink, BA, *Assistant Director*

Virginia George, BA, *Assistant Director*

Sandy Jackson, BA, *Financial Aid Counselor*

Peggy Bryant, *Financial Aid Counselor*

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Jeanne Lockridge, PhD, *Senior Associate Director*

Allen V. Lentino, PhD, *Associate Director of Admission and Financial Aid*

Allison Gaines Jefferson, MSJ, *Associate Director*

Kurt Ahlm, BS, *Assistant Director*

Angela Ball, MS, *Assistant Director*

Charles Cogan, MA, *Assistant Director*  
 Worth Gowell, MA, *Assistant Director*  
 Elaine Kuo, BS, *Assistant Director*  
 Margaret Miranda, MS, *Assistant Director*

#### University Library

David F. Bishop, MSLS, *University Librarian*  
 Adele W. Combs, MA, *Assistant University Librarian for General Services*  
 Laurel Minott, AMLS, *Assistant University Librarian for Public Services*  
 Diane Perushek, MA, *Assistant University Librarian for Collection Management*  
 Harry E. Samuels, MS, *Acting Assistant University Librarian for Information Technology*  
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#### College of Arts and Sciences

##### Administration

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*Associate Dean and Professor of English*  
 Marie Thourson Jones, PhD  
*Associate Dean and Lecturer in Political Science*  
 Frank Safford, PhD  
*Associate Dean and Professor of History*  
 Michael R. Stein, PhD  
*Associate Dean for Undergraduate Studies and Professor of Mathematics*

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*Assistant Dean and Senior Lecturer in Chemistry*  
 Gerald L. Mead, PhD  
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 Michael S. Sherry, PhD  
*Assistant Dean for Freshmen and Professor of History*  
 Richard P. Weimer, MA  
*Assistant Dean*

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 Leon Forrest (Chicago)  
*Professor; also English*  
 Michael Hanchard (PhD Princeton)  
*Associate Professor; also Political Science*  
 Aldon D. Morris (PhD SUNY Stony Brook)  
*Professor; also Sociology, Institute for Policy Research*  
 Sandra L. Richards (PhD Stanford)  
*Associate Professor; also Performance Studies, Theatre*  
 Fannie T. Rushing (PhD Chicago)  
*Lecturer*  
 Diana T. Slaughter-Defoe (PhD Chicago)  
*Professor; also Education and Social Policy, Institute for Policy Research*  
 Eric J. Sundquist (PhD Johns Hopkins)  
*Professor; also English; Dean, College of Arts and Sciences*

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*College Lecturer*  
 Li-Cheng Gu (PhD Oregon)  
*Lecturer*  
 Wen-hsiung Hsu (PhD Chicago)  
*College Lecturer*  
 Hong Jiang (MEd Cincinnati)  
*Lecturer*  
 Kiyomi Kagawa (MA Illinois)  
*Lecturer*  
 Eunmi Lee (BA Konkuk)  
*Lecturer*  
 Phyllis I. Lyons (PhD Chicago)  
*Associate Professor*

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 C. William Kern, PhD, Vice President for Research and Graduate Studies  
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 Michael C. Weston, JD, Vice President and General Counsel  
 Kenneth J. Wildes Jr., BA, Vice President for University Relations  
 Rebecca R. Dixon, MEd, Associate Provost of University Enrollment  
 Eugene Y. Lowe, PhD, Associate Provost for Faculty Affairs  
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 Jeremy R. Wilson, PhD, Associate Provost

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Allison Gaines Jefferson, MSJ, Associate Director

Tynetta Darden, MPA, Assistant Director

Worth Gowell, MA, Assistant Director

Katherine Jones, BA, Assistant Director

Elaine Kuo, BS, Assistant Director

Christopher Powell, BA, Assistant Director

R. Bret Ruiz, MA, MM, Assistant Director

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James S. Aagaard, PhD, Assistant University Librarian for Information Technology

Adele W. Combs, MA, Assistant University Librarian for General Services

Karen L. Horny, AMLS, Assistant University Librarian for Technical Services

Laurel Minott, AMLS, Assistant University Librarian for Public Services

Don L. Roberts, AMLS, Acting Assistant University Librarian for Collection Management

**Undergraduate Schools**

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Associate Dean for Undergraduate Studies and Professor of Mathematics

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Gerald L. Mead, PhD

Assistant Dean and Associate Professor of French and Italian

Michael S. Sherry, PhD

Assistant Dean for Freshmen and Professor of History

Richard P. Weimer, MA

Assistant Dean

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Charles M. Payne (PhD Northwestern)

Associate Professor and Chair; also Education and Social Policy, Sociology

Leon Forrest (Chicago)

Professor; also English

Michael Hanchard (PhD Princeton)

Associate Professor; also Political Science

Aldon D. Morris (PhD SUNY Stony Brook)

Professor; also Sociology, Center for Urban Affairs and Policy Research

Sandra L. Richards (PhD Stanford)

Associate Professor; also Performance Studies, Theatre

Fannie T. Rushing (PhD Chicago)

Lecturer

Diana T. Slaughter-Defoe (PhD Chicago)

Professor; also Education and Social Policy, Center for Urban Affairs and Policy Research

**African and Asian Languages Program**

Richard Lepine (PhD Wisconsin)

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Muhammad S. Eissa (PhD Al-Azhar)

Senior Lecturer

Edna G. Grad (PhD Texas)

Senior Lecturer

Wen-hsiung Hsu (PhD Chicago)

Senior Lecturer

Kiyomi Kagawa (MA Illinois)

Lecturer

Eunmi Lee (BA Konkuk)

Lecturer

Phyllis I. Lyons (PhD Chicago)

Associate Professor

Magara Maeda (BA Tenri)

Lecturer

Noriko Taira (BA Massachusetts)

Lecturer

**Anthropology**

Timothy Earle (PhD Michigan)

Professor and Chair

Gillian Bentley (PhD Chicago)

Assistant Professor

Caroline H. Bledsoe (PhD Stanford)

Professor

James A. Brown (PhD Chicago)

Professor

# Administration and Faculty

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C. William Kern, PhD, Vice President for Research and Graduate Studies

Marilyn McCoy, MPP, Vice President for Administration and Planning

Morteza A. Rahimi, PhD, Vice President for Information Systems and Technology

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Michael C. Weston, JD, Vice President and General Counsel

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John D. Margolis, PhD, Associate Provost

Roxie R. Smith, PhD, Associate Provost

Jeremy R. Wilson, PhD, Associate Provost

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Mark R. Gardner, MD, Director, Student Health Service

Bruce T. Kaiser, BS, Director, Norris University Center

Gregg Kindle, MA, Assistant Dean and Director, Undergraduate Residential Life

Victor R. Lindquist, MBA, Associate Dean and Director, Placement Center

G. Garth Miller, BA, Director, Dormitories and Commons Services

Karla Spurlock-Evans, MA, Associate Dean and Director, African-American Student Affairs

Tom Roland, MA, MFA, Director, Special Events

Timothy S. Stevens, MDiv, University Chaplain

William C. Tempelmeyer, MS, Director, University Housing

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### Registrar's Office

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Margaret B. Hughes, BA, Associate Registrar

Richard S. Lurie, MA, Assistant Registrar

### Financial Aid Office

Carolyn V. Lindley, MA, Director, Financial Aid

Patsy M. Abel, BS, Senior Associate Director

Mary L. Stonis, BA, Associate Director

Mark J. Mitchell, BS, Assistant Director

Charles W. Munro, BA, Assistant Director

Adina Osborn, MS, Assistant Director

Jessica Shisler, BA, Assistant Director

Judy H. Lefferdink, BA, Financial Aid Counselor

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Jeanne Lockridge, PhD, Associate Director of Admission and Financial Aid

Carmine Salvucci, BA, Associate Director of Admission and Financial Aid

Jean Egmon, MA, Associate Director of Admission

Allison Gaines, MSJ, Assistant Director

Wayne Gordon, MM, Assistant Director

Worth Gowell, MA, Assistant Director

Katherine Jones, BA, Assistant Director

Shanlee McNally, BA, Assistant Director

Joan Miller, MA, Admission Counselor

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Karen L. Horny, AMLS, Assistant University Librarian for Technical Services

Lance Query, AMLS, PhD, Assistant University Librarian for Planning and Administration

Eugene Wiemers, MLS, PhD, Assistant University Librarian for Collection Management

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Associate Dean and Professor of English

Robert C. MacDonald, PhD  
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Michael R. Stein, PhD  
Associate Dean for Undergraduate Studies and Professor of Mathematics

Marie Thourson Jones, PhD  
Assistant Dean and Lecturer in Political Science

Judith N. Levi, PhD  
Assistant Dean for Freshmen and Associate Professor of Linguistics

Marvin J. Lofquist, PhD  
Assistant Dean and Senior Lecturer in Chemistry

Gerald L. Mead, PhD  
Assistant Dean and Associate Professor of French and Italian

Sara L. Schastok, PhD  
Assistant Dean and Lecturer in Art History

Richard P. Weimer, MA  
Assistant Dean

### *African-American Studies*

Leon Forrest (Chicago)

Professor and Chair; also English

Henry C. Binford (PhD Harvard)

Associate Professor; also History

Phillip J. Bowman (PhD Michigan)

Associate Professor; also Education and Social Policy

Madhu Dubey (PhD Illinois)

Assistant Professor; also English

Olakunle George (PhD Cornell)

Assistant Professor; also English

Aldon D. Morris (PhD SUNY Stony Brook)

Professor; also Sociology, Center for Urban Affairs and Policy Research

Charles M. Payne (PhD Northwestern)

Associate Professor; also Sociology, Center for Urban Affairs and Policy Research

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Lecturer

Diana T. Slaughter-Defoe (PhD Chicago)

Professor; also Education and Social Policy

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Senior Lecturer

Wen-hsiung Hsu (PhD Chicago)

Senior Lecturer

Shirley Chang Juan (MA Ohio State)

Lecturer

Kiyomi Kagawa (MA Illinois)

Lecturer

Chizu Kanada (MA British Columbia)

Lecturer

Phyllis I. Lyons (PhD Chicago)

Associate Professor

Ken-ichi Miura (MA Wisconsin)

Lecturer

### *Anthropology*

James A. Brown (PhD Chicago)

Professor and Chair

Gillian Bentley (PhD Chicago)

Assistant Professor

# Administration and Faculty

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John D. Margolis, PhD, Associate Provost

Roxie R. Smith, PhD, Associate Provost

Jeremy R. Wilson, PhD, Associate Provost

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Bruno Adams, BS, Assistant Vice President and Director, University Food Services

Virginia Landwehr, MS, Dean of Students

Margo Brown, MS, Assistant Dean of Students and Director, Student Counseling and Resource Center

Eileen Flanders, MA, Director, International Office

Bruce T. Kaiser, BS, Director, Norris University Center

Gregg Kindle, MA, Assistant Dean and Director, Undergraduate Residential Life

Victor R. Lindquist, MBA, Associate Dean and Director, Placement Center

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Helen M. Wilks, MD, Director, Student Health Service

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Kathryn L. Katz, BS, Assistant Director

Mark J. Mitchell, BS, Assistant Director

Charles W. Munro, BA, Assistant Director

Adina Osborn, MS, Assistant Director

Jessica Shisler, BA, Assistant Director

Judy H. Lefferdink, BA, Financial Aid Counselor

### Undergraduate Admission Office

Carol A. Lunkenheimer, MA, Director, Undergraduate Admission

F. Sheppard Shanley, MA, Senior Associate Director

Jeanne Lockridge, PhD, Associate Director of Admission and Financial Aid

Joan Miller, MA, Associate Director

Allison Gaines, MSJ, Assistant Director

Worth Gowell, MA, Assistant Director

Wayne Gordon, MM, Assistant Director

Joni McMechan, BM, Assistant Director

Richard S. Tompson, BA, Assistant Director

### University Library

John P. McGowan, AMLS, University Librarian

Adele W. Combs, MA, Assistant University Librarian for Public Services

Karen L. Horny, AMLS, Assistant University Librarian for Technical Services and Library Computing  
 Brian Nielsen, MLS, PhD, Assistant University Librarian for Branch Libraries and Information Services Technology  
 Eugene Wiemers, MLS, PhD, Assistant University Librarian for Collection Management  
 Lance Query, AMLS, PhD, Assistant University Librarian for Planning and Administration

### Undergraduate Schools

Each faculty listing that follows shows the highest academic or professional degree and the institution granting the degree. *University* and *College* are usually omitted; familiar abbreviations and short forms are used when appropriate. Faculty rank within the department is given. The word *also* indicates a joint appointment at the same rank in another department. An asterisk (\*) before a name indicates a part-time faculty member.

### College of Arts and Sciences

#### *Administration*

Lawrence B. Dumas, PhD  
 Dean of the College of Arts and Sciences and Professor of Biochemistry, Molecular Biology, and Cell Biology  
 Steven L. Bates, PhD  
 Associate Dean and Lecturer in English  
 Michael F. Dacey, PhD  
 Associate Dean and Professor of Anthropology and Geological Sciences  
 Stephen D. Fisher, PhD  
 Associate Dean for Undergraduate Studies and Professor of Mathematics  
 Frederick D. Lewis, PhD  
 Associate Dean and Professor of Chemistry  
 John R. McLane, PhD  
 Associate Dean and Professor of History  
 Bernard Beck, PhD  
 Assistant Dean for Freshmen and Associate Professor of Sociology  
 Dennis Borden, PhD  
 Assistant Dean and Senior Lecturer in Biochemistry, Molecular Biology, and Cell Biology  
 Richard P. Weimer, MA  
 Assistant Dean  
 Marie Thourson Jones, PhD  
 Assistant Dean and Lecturer in Political Science  
 Sara L. Schastok, PhD  
 Assistant Dean and Lecturer in Art History

#### *African-American Studies*

Leon Forrest (Chicago)  
 Professor and Chairperson  
 Henry C. Binford (PhD Harvard)  
 Associate Professor; also History  
 Charles Branham (PhD Chicago)  
 Lecturer  
 Aaron Horne (DMA Iowa)  
 Lecturer  
 Aldon D. Morris (PhD SUNY Stony Brook)  
 Associate Professor; also Sociology, Center for Urban Affairs and Policy Research  
 Charles M. Payne (PhD Northwestern)  
 Associate Professor; also Sociology, Center for Urban Affairs and Policy Research  
 Sandra L. Richards (PhD Stanford)  
 Associate Professor; also Theatre  
 Diana Slaughter-Defoe (PhD Chicago)  
 Professor; also Education and Social Policy  
 Michael O. West (PhD Harvard)  
 Lecturer

#### *African and Asian Languages Program*

Muhammad S. Eissa (PhD Al-Azhar)  
 Senior Lecturer and Director  
 Edna G. Grad (PhD Texas Austin)  
 Senior Lecturer  
 Wen-hsiung Hsu (PhD Chicago)  
 Senior Lecturer; also Comparative Literature and Theory  
 Shirley Chang Juan (MA Ohio State)  
 Lecturer  
 Richard Lepine (PhD Wisconsin)  
 Lecturer; also Comparative Literature and Theory  
 Phyllis I. Lyons (PhD Chicago)  
 Associate Professor; also Comparative Literature and Theory  
 Ken-ichi Miura (MA Wisconsin)  
 Lecturer  
 Noriko Takada (MA National College of Education)  
 Lecturer  
 Mitsuhiro Umezu (MA Trinity Evangelical)  
 Lecturer

#### *Anthropology*

James A. Brown (PhD Chicago)  
 Professor and Chairperson  
 Caroline H. Bledsoe (PhD Stanford)  
 Associate Professor  
 David William Cohen (PhD London)  
 Professor; also History; Director, Program of African Studies



## Administration and Faculty

### UNIVERSITY ADMINISTRATION

#### University Officials

Henry S. Bienen, PhD, *President of the University*

Daniel I. Linzer, PhD, *Provost*

Eugene S. Sunshine, MPA, *Senior Vice President for Business and Finance*

William J. Banis, PhD, *Vice President for Student Affairs*

Thomas G. Cline, JD, *Vice President and General Counsel*

Alan K. Cabbage, JD, *Vice President for University Relations*

J. Larry Jameson, MD, PhD, *Vice President for Medical Affairs and Lewis Landsberg Dean of the Feinberg School of Medicine*

Marilyn McCoy, MPP, *Vice President for Administration and Planning*

William H. McLean, MBA, *Vice President and Chief Investment Officer*

Sarah R. Pearson, MFA, *Vice President for Alumni Relations and Development*

Morteza A. Rahimi, PhD, *Vice President for Information Technology*

Joseph T. Walsh Jr., PhD, *Vice President for Research*

Eugene Y. Lowe Jr., PhD, *Assistant to the President*

Ronald R. Braeutigam, PhD, *Associate Provost for Undergraduate Education*

Jake Julia, PhD, *Associate Provost for Academic Initiatives and Associate Provost for Change Management*

Michael E. Mills, MA, *Associate Provost for University Enrollment*

Jean E. Shedd, MBA, *Associate Provost for Budget, Facilities, and Analysis*

James B. Young, PhD, *Associate Provost for Faculty Affairs*

#### Office of the Vice President for Student Affairs

Mary K. Desler, PhD, *Associate Vice President for Student Affairs and Dean of Students*

Burgwell J. Howard, MEd, *Assistant to the Vice President for Student Affairs*

Carretta Cooke, MEd, *Executive Director, Multicultural Student Affairs*

Richard R. Thomas, MSA, *Executive Director, Norris University Center*

Shawna Cooper-Gibson, MEd, *Director, African American Student Affairs*

Sheila Driscoll, GSBA, *Director, Business and Finance*

John Dunkle, PhD, *Director, Counseling and Psychological Services*

Lonnie J. Dunlap, PhD, *Director, University Career Services*

Mary G. Goldenberg, MEd, *Director, University Residential Life*

Dominic Greene, MEd, *Director, Fraternity and Sorority Life*

Paul Komelasky, BS, *Director, Northwestern Dining Services*

Donald A. Misch, MD, *Director, University Health Service*

James R. Neumeister, JD, *Director, Judicial Affairs*

Marc Skjervem, MA, *Director, Orientation and Parent Programs*

Helen N. Wood, MS, *Director, Center for Student Involvement; Associate Director, Norris University Center*

Tausak Vanadilok, MA, *Director, Asian/Asian American Student Affairs*

Christian Yanez, MA, *Director, Hispanic/Latino Student Affairs*

Sebastian Contreras Jr., MS, *Associate Director, Norris University Center*

Mark D'Arienzo, MS, *Associate Director, University Housing and Food Services*

Dianne Siekmann, MA, *Associate Director, University Career Services*

Dannee Polomsky, MS, *Manager, Services for Students with Disabilities (Chicago)*

Margaret Roe, MEd, *Manager, Services for Students with Disabilities (Evanston)*

Timothy S. Stevens, PhD, *University Chaplain*

Erica L. Brown, MDiv, *Assistant University Chaplain*

#### Office of the Associate Provost for University Enrollment

##### Office of the Registrar

Patrick F. Martin, MA, *University Registrar*

Nedra W. Hardy, BS, *Senior Assistant Registrar for Course Teacher Evaluation*

Maria S. Munoz, BPhC, *Senior Assistant Registrar for Academic Advisement and Security Administration*

William R. Berry, *Assistant Registrar for Systems*  
 Oralia G. Gomez, *Assistant Registrar for Transcripts, Grading, and Verification Services*  
 Jacquelyn F. C. Rivera, BA, *Assistant Registrar for Scheduling and Registration*  
 Jason Compton, *Manager, Academic Report Services*

**Financial Aid Office**

Carolyn V. Lindley, MA, *University Aid Director*  
 Adina Andrews, MS, *Director, Student Financial Services*  
 Angela Yang, MS, *Director, Financial Aid Operations*  
 Allen V. Lentino, PhD, *Senior Associate Director, Admission and Financial Aid*  
 Brian Drabik, BA, *Associate Director*  
 Mary Stonis, BA, *Senior Assistant Director*  
 Maggie Bleeker, BS, *Assistant Director*  
 Peggy Bryant, *Assistant Director*  
 Michael Frechette, MA, *Assistant Director*  
 Susanna Kwan, BA, *Assistant Director*  
 David Musser, BA, *Assistant Director*  
 Anne Horne, BA, *Coordinator, Federal Work-Study Program*

**Undergraduate Admission Office**

Christopher Watson, MEd, *Dean of Undergraduate Admission*  
 Allen V. Lentino, PhD, *Senior Associate Director, Admission and Financial Aid*  
 F. Sheppard Shanley, MAT, *Senior Associate Director, Admission*  
 Onis Cheatham, MA, *Associate Director*  
 William N. Haarlow, PhD, *Director, College-Admission Relations, Weinberg College*  
 Sophie Kaulas, MSJ, *Manager of Publications and Content Editor*  
 Margaret Miranda, MA, *Senior Assistant Director*  
 Lindsey Cheney, MA, *Assistant Director*  
 Jaime A. Garcia, BS, *Assistant Director*  
 Josiah Jenkins, BA, *Assistant Director*  
 Shannon Kennedy, MSED, *Assistant Director*  
 Anne Kremer, BS, *Assistant Director*  
 Jessyca Latimer, BA, *Assistant Director*  
 Abel Ochoa, BA, *Assistant Director*  
 Laura A. Robinson, MS, *Assistant Director*  
 Tamara Stewart-Hadaway, BA, *Assistant Director*  
 Aaron Zdawczyk, MA, *Assistant Director*

**Information Systems Office**

Amy M. Lammers, MA, *Director of Operations, University Enrollment*  
 Barb Bamburg, BA, *Operations Manager for Admission Services*  
 Robert S. Henkins, BS, *Senior Systems Analyst/Programmer*

**University Library**

Sarah M. Pritchard, MALS, *University Librarian and Charles Deering McCormick Distinguished Chair of Research Librarianship*  
 Stu Baker, BA, *Interim Assistant University Librarian for Information Technology*  
 Jeffrey Garrett, MLIS, *Assistant University Librarian for Special Libraries*  
 Robert C. Michaelson, MALS, *Interim Assistant University Librarian for Public Services*  
 Roxanne J. Sellberg, MLS, *Assistant University Librarian for Technical Services and Resource Management*

**UNDERGRADUATE SCHOOLS**

The following lists of the respective administration and faculty of the undergraduate schools were current as of summer 2008. In the administration lists the administrative title precedes the academic rank. In the department lists faculty rank within the department is given first; an administrative assignment, joint appointment in another department, or affiliation with a University center, if any, follows. The highest academic or professional degree and the institution granting the degree are shown. *University* and *College* are usually omitted; familiar abbreviations and short forms are used when appropriate. The department chair is designated when the appointment was known at the time the catalog went to press.

**Judd A. and Marjorie Weinberg College of Arts and Sciences**

**Administration**

Sarah Mangelsdorf, PhD, *Dean of Weinberg College and Professor of Psychology*  
 Steven L. Bates, PhD, *Associate Dean and Lecturer in English*  
 Craig Bina, PhD, *Associate Dean and Wayne V. Jones II Professor of Earth and Planetary Sciences*  
 Mary E. Finn, PhD, *Associate Dean and Distinguished Senior Lecturer in English*  
 Marie Thourson Jones, PhD, *Associate Dean and Lecturer in Political Science*  
 Marvin J. Lofquist, PhD, *Associate Dean and Senior Lecturer in Chemistry*

- John McLane, PhD, *Associate Dean and Professor Emeritus of History*
- Lane Fenrich, PhD, *Assistant Dean for Freshmen and Charles Deering McCormick University Distinguished Senior Lecturer in History*
- Mark Sheldon, PhD, *Assistant Dean and Distinguished Senior Lecturer in Philosophy*
- Richard P. Weimer, MA, *Assistant Dean*
- Steven W. Cole, PhD, *Director of Faculty Evaluation and Lecturer in Asian and Middle East Studies*
- William N. Haarlow, PhD, *Director of College-Admission Relations and Undergraduate Research and Lecturer in American Studies; also Undergraduate Admission*
- Joan A. W. Linsenmeier, PhD, *Director of Curricular Projects and Senior Lecturer in Psychology*
- Christine Bell, PhD, *College Adviser and Lecturer in Art History*
- Jaime Dominguez, PhD, *College Adviser and Lecturer in Political Science*
- Sheila Donohue, MFA, *College Adviser and Senior Lecturer in English*
- Angela Grant, PhD, *College Adviser and Lecturer in Mathematics*
- Michael Kramer, PhD, *College Adviser and Lecturer in History and American Studies*
- Hilarie H. Lieb, PhD, *College Adviser and Senior Lecturer in Economics*
- James O'Laughlin, MA, *College Adviser and Senior Lecturer in Writing Program*
- Laura J. Panko, PhD, *College Adviser and Lecturer in Biological Sciences*
- Jeanne R. Ravid, MA, *College Adviser and Senior Lecturer in Classics*
- Jeffrey Rice, MSc, *College Adviser and Senior Lecturer in History*
- Andrew Rivers, PhD, *College Adviser and Senior Lecturer in Physics*
- Monica Russel y Rodriguez, PhD, *College Adviser and Senior Lecturer in Anthropology*
- William Savage, PhD, *College Adviser and Senior Lecturer in English*
- Elizabeth Fekete Trubey, PhD, *College Adviser and Senior Lecturer in English*
- African American Studies**
- Darlene Clark Hine (PhD Kent State) *Board of Trustees Professor and Chair; also History*
- Ana Aparicio (PhD CUNY) *Assistant Professor; also Anthropology, Latina/o Studies*
- Henry C. Binford (PhD Harvard) *Associate Professor; also History*
- Martha Biondi (PhD Columbia) *Associate Professor; also History, Political Science*
- Victoria DeFrancesco Soto (PhD Duke) *Assistant Professor; also Political Science, Institute for Policy Research*
- Jennifer DeVere Brody (PhD Pennsylvania) *Professor; also English, Performance Studies*
- Sherwin Bryant (PhD Ohio State) *Assistant Professor; also History*
- Traci R. Burch (PhD Harvard) *Assistant Professor; also Political Science*
- Huey G. Copeland (PhD UC Berkeley) *Assistant Professor; also Art History*
- Dilip P. Gaonkar (PhD Pittsburgh) *Associate Professor; also Communication Studies*
- Doris L. Garraway (PhD Duke) *Associate Professor; also French and Italian*
- Geraldine Henderson (PhD Northwestern) *Associate Professor; also Journalism*
- Barnor Hesse (PhD Essex) *Associate Professor; also Political Science, Sociology*
- Richard J. Iton (PhD Johns Hopkins) *Associate Professor; also Political Science*
- E. Patrick Johnson (PhD Louisiana State) *Professor; also Performance Studies*
- John Keene (MFA NYU) *Associate Professor; also English*
- Carol D. Lee (PhD Chicago) *Professor; also Education and Social Policy*
- Nancy K. MacLean (PhD Wisconsin) *Professor; also History*
- D. Soyini Madison (PhD Northwestern) *Associate Professor; also Performance Studies*
- John Marquez (PhD UC San Diego) *Assistant Professor; also Latina/o Studies*
- Kate Masur (PhD Michigan) *Assistant Professor; also History*
- Charles Mills (PhD Toronto) *Professor; John Evans Professor in Philosophy (Philosophy)*
- Toni-Marie Montgomery (PhD Michigan) *Professor; Dean and Professor, Bienen School of Music*
- Aldon D. Morris (PhD SUNY Stony Brook) *Leon Forrest Professor; also Sociology*
- Larry Murphy (PhD Graduate Theological Union) *Professor; also Garrett-Evangelical Theological Seminary*
- Mary Pattillo (PhD Chicago) *Professor; also Sociology*
- Dylan Penningroth (PhD Johns Hopkins) *Associate Professor; also Wayne V. Jones II Research Professor (History)*

Sandra L. Richards (PhD Stanford) *Professor; also Performance Studies, Theatre*  
 Jennifer Richeson (PhD Harvard) *Associate Professor; also Psychology, Institute for Policy Research*  
 Dorothy Roberts (JD Harvard) *Professor; Kirkland & Ellis Professor of Law; also Institute for Policy Research*  
 Reuel R. Rogers (PhD Princeton) *Associate Professor; also Political Science*  
 Juan Onésimo Sandoval (PhD UC Berkeley) *Assistant Professor; also Sociology, Transportation Center*  
 Nitasha Sharma (PhD UC Santa Barbara) *Assistant Professor; also Asian American Studies*  
 Jacqueline Stewart (PhD Chicago) *Associate Professor; also Radio/Television/Film*  
 Krista A. Thompson (PhD Emory) *Assistant Professor; also Art History*  
 Tracy Vaughn (PhD Massachusetts) *Lecturer*  
 Celeste Watkins-Hayes (PhD Harvard) *Assistant Professor; also Sociology, Institute for Policy Research*  
 Alexander G. Weheliye (PhD Rutgers) *Associate Professor; also English, German*  
 Harvey Young (PhD Cornell) *Assistant Professor; also Performance Studies, Radio/Television/Film, Theatre*

#### *African and Asian Languages*

Licheng Gu (PhD Oregon) *Distinguished Senior Lecturer and Director*  
 Kagan Arik (PhD Chicago) *Lecturer*  
 Mika Changet (MA Illinois Chicago) *Lecturer*  
 Edna G. Grad (PhD Texas) *Distinguished Senior Lecturer*  
 Hong Jiang (MEd Cincinnati, MA Zhongshan) *Distinguished Senior Lecturer*  
 Bruce Knickerbocker (MA Wisconsin) *Lecturer*  
 Eunmi Lee (MA Indiana) *Senior Lecturer*  
 Richard Lepine (PhD Wisconsin) *Senior Lecturer*  
 Hsiu-ling Lin (EdD Massachusetts) *Senior Lecturer*  
 Phyllis I. Lyons (PhD Chicago) *Associate Professor*  
 Rami Nair (PhD Northwestern) *Senior Lecturer*  
 Junko Sato (MEd Massachusetts) *Senior Lecturer*  
 Yumi Shiojima (MEd Pennsylvania) *Senior Lecturer*  
 Jili Sun (PhD Sorbonne Nouvelle) *Lecturer*  
 Noriko Taira (MEd Massachusetts) *Distinguished Senior Lecturer*  
 Lynn Whitcomb (PhD Northwestern) *Senior Lecturer*  
 Judith Wilks (PhD Chicago) *Lecturer*  
 Guofang Yuan (PhD Cleveland State) *Lecturer*

#### *Anthropology*

William R. Leonard (PhD Michigan) *Professor and Chair; also Neurobiology and Physiology*  
 Ana Aparicio (PhD CUNY) *Assistant Professor; also African American Studies, Latina/Latino Studies*  
 Caroline H. Bledsoe (PhD Stanford) *Melville J. Herskovits Professor of African Studies*  
 James A. Brown (PhD Chicago) *Professor*  
 Elizabeth M. Brumfiel (PhD Michigan) *Professor*  
 Micaela di Leonardo (PhD UC Berkeley) *Professor; also Performance Studies*  
 Timothy Earle (PhD Michigan) *Professor*  
 Karen Tranberg Hansen (PhD Washington) *Professor*  
 Katherine E. Hoffman (PhD Columbia) *Associate Professor*  
 John C. Hudson (PhD Iowa) *Professor*  
 William Irons (PhD Michigan) *Professor*  
 Christopher Kuzawa (PhD Emory) *Associate Professor; also Institute for Policy Research*  
 Robert G. Launay (PhD Cambridge) *Professor*  
 Thomas McDade (PhD Emory) *Associate Professor; Weinberg College Board of Visitors Research and Teaching Professor; also Education and Social Policy, Institute for Policy Research*  
 Cynthia Robin (PhD Pennsylvania) *Associate Professor*  
 Monica Russel y Rodriguez (PhD UCLA) *Senior Lecturer and College Adviser*  
 Helen B. Schwartzman (PhD Northwestern) *Professor*  
 Shalini Shankar (PhD NYU) *Assistant Professor*  
 Kearsley Stewart (PhD Florida) *Senior Lecturer*  
 Mary J. Weismantel (PhD Illinois) *Professor; also Spanish and Portuguese*

#### *Art History*

Claudia Swan (PhD Columbia) *Associate Professor and Chair*  
 Christine Bell (PhD Northwestern) *Lecturer and College Adviser*  
 S. Hollis Clayson (PhD UCLA) *Bergen Evans Professor in the Humanities; also History*  
 Huey G. Copeland (PhD UC Berkeley) *Assistant Professor; also African American Studies*  
 Stephen F. Eisenman (PhD Princeton) *Professor*  
 Hannah Feldman (PhD Columbia) *Assistant Professor*  
 Bernadette Fort (PhD Sorbonne) *Professor; also French and Italian*  
 Sarah E. Fraser (PhD UC Berkeley) *Associate Professor*  
 Cecily Hilsdale (PhD Chicago) *Assistant Professor*  
 Christina Kiaer (PhD UC Berkeley) *Associate Professor*  
 Hamid Naficy (PhD UCLA) *Professor; also Radio/Television/Film*

## Administration and Faculty

### University Administration

#### University Officials

Henry S. Bienen, PhD, *President of the University*  
 Eugene S. Sunshine, MPA, *Senior Vice President for Business and Finance*  
 William J. Banis, PhD, *Vice President for Student Affairs*  
 Thomas G. Cline, JD, *Vice President and General Counsel*  
 Alan K. Cabbage, JD, *Vice President for University Relations*  
 J. Larry Jameson, MD, PhD, *Vice President for Medical Affairs and Lewis Landsberg Dean of the Feinberg School of Medicine*  
 Marilyn McCoy, MPP, *Vice President for Administration and Planning*  
 William H. McLean, MBA, *Vice President and Chief Investment Officer*  
 C. Bradley Moore, PhD, *Vice President for Research*  
 Sarah R. Pearson, MFA, *Vice President for Alumni Relations and Development*  
 Morteza A. Rahimi, PhD, *Vice President for Information Technology*  
 Eugene Y. Lowe Jr., PhD, *Assistant to the President*  
 Ronald R. Braeutigam, PhD, *Associate Provost for Undergraduate Education*  
 John D. Margolis, PhD, *Associate Provost for Faculty Affairs*  
 Michael E. Mills, MEd, *Associate Provost for University Enrollment*  
 Jean E. Shedd, MBA, *Associate Provost for Budget, Facilities, and Analysis*

#### Office of the Vice President for Student Affairs

Mary K. Desler, PhD, *Associate Vice President for Student Affairs and Dean of Students*  
 Burgwell J. Howard, MEd, *Assistant to the Vice President for Student Affairs*  
 Catherine E. Whitcomb, PhD, *Assistant to the Vice President for Student Affairs*  
 Carretta Cooke, MEd, *Executive Director, Multicultural Student Affairs*  
 Richard R. Thomas, MSA, *Executive Director, Norris University Center*  
 Shawna Cooper-Gibson, MEd, *Director, African American Student Affairs*  
 Sheila Driscoll, GSBA, *Director, Business and Finance*

John Dunkle, PhD, *Director, Counseling and Psychological Services*  
 Lonnie J. Dunlap, PhD, *Director, University Career Services*  
 Mary G. Goldenberg, MEd, *Director, University Residential Life*  
 Dominic Greene, MEd, *Director, Fraternity and Sorority Life*  
 Paul Komelasky, BS, *Director, Northwestern Dining Services*  
 Garth Miller, BA, *Director, University Housing and Food Services and Special Events*  
 Donald A. Misch, MD, *Director, University Health Service*  
 James R. Neumeister, JD, *Director, Judicial Affairs*  
 Ronnie Rios, BA, *Director, Hispanic/Latino Student Affairs*  
 Marc Skjervem, MA, *Director, Orientation and Parent Programs*  
 Helen N. Wood, MS, *Director, Center for Student Involvement; Associate Director, Norris University Center*  
 Tausak Vanadilok, MA, *Director, Asian/Asian American Student Affairs*  
 Sebastian Contreras Jr., MS, *Associate Director, Norris University Center*  
 Mark D'Arienzo, MS, *Associate Director, University Housing and Food Services*  
 Dianne Siekmann, MA, *Associate Director, University Career Services*  
 Dannee Polomsky, MS, *Manager, Services for Students with Disabilities (Chicago)*  
 Margaret Roe, MEd, *Manager, Services for Students with Disabilities (Evanston)*  
 Timothy S. Stevens, PhD, *University Chaplain*  
 Erica L. Brown, MDiv, *Assistant University Chaplain*

#### Office of the Associate Provost for University Enrollment

##### Office of the Registrar

Patrick F. Martin, MA, *University Registrar*  
 Nedra W. Hardy, BS, *Senior Assistant Registrar for Course Teacher Evaluation*  
 Maria S. Munoz, BPhC, *Senior Assistant Registrar for Academic Advisement and Security Administration*  
 William R. Berry, *Assistant Registrar for Systems*  
 Oralia G. Gomez, *Assistant Registrar for Transcripts, Grading, and Verification Services*

Jacquelyn F. C. Rivera, BA, *Assistant Registrar for Scheduling and Registration*

Jason Compton, *Manager, Academic Report Services*

#### **Financial Aid Office**

Carolyn V. Lindley, MA, *University Aid Director*

Patsy Myers Emery, MS, *Director, Financial Aid Operations*

Adina Andrews, MS, *Director, Student Financial Services*

Allen V. Lentino, PhD, *Senior Associate Director, Admission and Financial Aid*

Angela Yang, MS, *Associate Director*

Brian Drabik, BA, *Senior Assistant Director*

Peggy Bryant, *Assistant Director*

Aaron Hosmon, BA, *Assistant Director*

Susanna Kwan, BA, *Assistant Director*

Anne Horne, BA, *Coordinator, Federal Work-Study Program*

#### **Undergraduate Admission Office**

Christopher Watson, MEd, *Dean of Undergraduate Admission*

Allen V. Lentino, PhD, *Senior Associate Director, Admission and Financial Aid*

F. Sheppard Shanley, MA, *Senior Associate Director, Admission*

Onis Cheatham, MA, *Associate Director*

Grant Thatcher, MA, *Associate Director*

Margaret Miranda, MA, *Senior Assistant Director*

William N. Haarlow, PhD, *Director, College-Admission Relations, Weinberg College*

Barb Bamberg, BA, *Operations Manager for Admission Services*

Sophie Sjöholm, MSJ, *Manager of Print Publications and Content Editor*

Lindsey Cheney, MA, *Assistant Director*

Josiah Jenkins, BA, *Assistant Director*

Shannon Kennedy, MEd, *Assistant Director*

Anne Kremer, BS, *Assistant Director*

Jessyca Latimer, BA, *Assistant Director*

Abel Ochoa, BA, *Assistant Director*

Laura A. Robinson, MS, *Assistant Director*

Tamara Stewart-Hadaway, BA, *Assistant Director*

Aaron Zdawczyk, MA, *Assistant Director*

#### **Information Systems Office**

Amy M. Lammers, MA, *Director of Operations, Admission, and Financial Aid*

Robert S. Henkins, BS, *Director*

#### **University Library**

Sarah Pritchard, MALS, *University Librarian and Charles Deering McCormick Distinguished Professor of Research Librarianship*

H. Frank Cervone, MEd, *Assistant University Librarian for Information Technology*

Jeffrey Garrett, MLIS, *Assistant University Librarian for Collection Management*

Laurel Minott, AMLS, *Assistant University Librarian for Public Services*

Roxanne J. Sellberg, MLS, *Assistant University Librarian for Technical Services*

#### **Undergraduate Schools**

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#### **Judd A. and Marjorie Weinberg College of Arts and Sciences**

##### **Administration**

Daniel I. Linzer, PhD

*Dean of Weinberg College and Professor of Biochemistry, Molecular Biology, and Cell Biology*

Steven L. Bates, PhD

*Associate Dean and Lecturer in English*

Craig Bina, PhD

*Associate Dean and Professor of Earth and Planetary Sciences*

Mary E. Finn, PhD

*Associate Dean and College Lecturer in English*

Marie Thourson Jones, PhD

*Associate Dean and Lecturer in Political Science*

Marvin J. Lofquist, PhD

*Associate Dean and Senior Lecturer in Chemistry*

John McLane, PhD

*Associate Dean and Professor Emeritus of History*

Lane Fenrich, PhD

*Assistant Dean for Freshmen and Senior Lecturer in History*

Mark Sheldon, PhD

*Assistant Dean and College Lecturer in Philosophy*

Richard P. Weimer, MA

*Assistant Dean*

Steven W. Cole, PhD

*Director of Faculty Evaluation and Lecturer in Asian and Middle East Studies*

William N. Haarlow, PhD  
*Director of College-Admission Relations; also Undergraduate Admission*

Christine Bell, PhD  
*College Adviser and Lecturer in Art History*

Jaime Dominguez, PhD  
*College Adviser and Lecturer in Political Science*

Sheila Donohue, MFA  
*College Adviser and Senior Lecturer in English*

Michael Kramer, PhD  
*College Adviser and Lecturer in History and American Studies*

Hilarie H. Lieb, PhD  
*College Adviser and Senior Lecturer in Economics*

Joan A. W. Linsenmeier, PhD  
*College Adviser and Senior Lecturer in Psychology*

James O'Laughlin, MA  
*College Adviser and Senior Lecturer in Writing Program*

Laura J. Panko, PhD  
*College Adviser and Lecturer in Biological Sciences*

Jeanne R. Ravid, MA  
*College Adviser and Senior Lecturer in Classics*

Jeffrey Rice, MSc  
*College Adviser and Senior Lecturer in History*

Andrew Rivers, PhD  
*College Adviser and Senior Lecturer in Physics*

Monica Russel y Rodriguez, PhD  
*College Adviser and Senior Lecturer in Anthropology*

William Savage, PhD  
*College Adviser and Senior Lecturer in English*

Elizabeth Fekete Trubey, PhD  
*College Adviser and Senior Lecturer in English*

#### ***African American Studies***

Richard J. Iton (PhD Johns Hopkins)  
*Associate Professor and Chair; also Political Science*

Henry C. Binford (PhD Harvard)  
*Associate Professor; also History*

Martha Biondi (PhD Columbia)  
*Associate Professor; also History, Political Science*

Jennifer DeVere Brody (PhD Pennsylvania)  
*Associate Professor; also English, Performance Studies*

Sherwin Bryant (PhD Ohio State)  
*Assistant Professor; also History*

Huey G. Copeland (PhD UC Berkeley)  
*Assistant Professor; also Art History*

Dilip P. Gaonkar (PhD Pittsburgh)  
*Associate Professor; also Communication Studies*

Doris L. Garraway (PhD Duke)  
*Associate Professor; also French and Italian*

Geraldine Henderson (PhD Northwestern)  
*Associate Professor; also Journalism*

Barnor Hesse (PhD Essex)  
*Associate Professor; also Political Science, Sociology*

Darlene Clark Hine (PhD Kent State)  
*Board of Trustees Professor in African American Studies; also History*

Sharon Holland (PhD Michigan)  
*Associate Professor; also English*

E. Patrick Johnson (PhD Louisiana State)  
*Professor; also Performance Studies*

John Keene (MFA NYU)  
*Associate Professor; also English*

Carol D. Lee (PhD Chicago)  
*Professor; also Education and Social Policy*

Nancy K. MacLean (PhD Wisconsin)  
*Professor; also History, Institute for Policy Research*

D. Soyini Madison (PhD Northwestern)  
*Associate Professor; also Performance Studies*

John Marquez (PhD UC San Diego)  
*Assistant Professor*

Kate Masur (PhD Michigan)  
*Assistant Professor; also History*

Charles Mills (PhD Toronto)  
*Professor; John Evans Professor in Philosophy (Philosophy)*

Toni-Marie Montgomery (PhD Michigan)  
*Professor; Dean and Professor, School of Music*

Aldon D. Morris (PhD SUNY Stony Brook)  
*Leon Forrest Professor; also Sociology*

Larry Murphy (PhD Graduate Theological Union)  
*Professor; also Garrett-Evangelical Theological Seminary*

Mary Pattillo (PhD Chicago)  
*Professor; also Sociology*

Dylan Penningroth (PhD Johns Hopkins)  
*Associate Professor; also History*

Sandra L. Richards (PhD Stanford)  
*Professor; also Performance Studies, Theatre*

Jennifer Richeson (PhD Harvard)  
*Associate Professor; also Institute for Policy Research, Psychology*

Dorothy Roberts (JD Harvard)  
*Professor; Kirkland & Ellis Professor of Law; also Institute for Policy Research*

Reuel R. Rogers (PhD Princeton)  
*Associate Professor; also Political Science*

Juan Onésimo Sandoval (PhD UC Berkeley)  
*Assistant Professor; also Sociology, Transportation Center*

Nitasha Sharma (PhD UC Santa Barbara)  
*Assistant Professor; also Asian American Studies*

Jacqueline Stewart (PhD Chicago)  
*Associate Professor; also Radio/Television/Film*

Krista A. Thompson (PhD Emory)  
*Assistant Professor; also Art History*

Tracy Vaughn (PhD Massachusetts)

*Lecturer*

Rudolph (Butch) Ware (PhD Pennsylvania)

*Assistant Professor; also History*

Celeste Watkins-Hayes (PhD Harvard)

*Assistant Professor; also Institute for Policy Research, Sociology*

Alexander G. Weheliye (PhD Rutgers)

*Associate Professor; also English, German*

Harvey Young (PhD Cornell)

*Assistant Professor; also Performance Studies, Radio/Television/  
Film, Theatre*

### ***African and Asian Languages***

Licheng Gu (PhD Oregon)

*College Lecturer and Director*

Mohammad Abdeljaber (BA Northwestern)

*Lecturer*

Kagan Arik (PhD Chicago)

*Lecturer*

Mika Changet (MA Illinois Chicago)

*Lecturer*

Edna G. Grad (PhD Texas)

*College Lecturer*

Hong Jiang (MEd Cincinnati, MA Zhongshan)

*Senior Lecturer*

Bruce Knickerbocker (MA Wisconsin)

*Lecturer*

Eunmi Lee (MA Indiana)

*Senior Lecturer*

Richard Lepine (PhD Wisconsin)

*Senior Lecturer*

Hsiu-ling Lin (EdD Massachusetts)

*Senior Lecturer*

Phyllis I. Lyons (PhD Chicago)

*Associate Professor*

Rami Nair (PhD Northwestern)

*Senior Lecturer*

Junko Sato (MEd Massachusetts)

*Senior Lecturer*

Yumi Shiojima (MEd Pennsylvania)

*Senior Lecturer*

Jili Sun (PhD Sorbonne Nouvelle)

*Lecturer*

Noriko Taira (MEd Massachusetts)

*Senior Lecturer*

Lynn Whitcomb (PhD Northwestern)

*Senior Lecturer*

Judith Wilks (PhD Chicago)

*Lecturer*

Guofang Yuan (MA Yunnan Nationality)

*Lecturer*

### ***Anthropology***

William R. Leonard (PhD Michigan)

*Professor and Chair; also Neurobiology and Physiology*

Ana Aparicio (PhD CUNY)

*Assistant Professor*

Caroline H. Bledsoe (PhD Stanford)

*Melville J. Herskovits Professor of African Studies*

James A. Brown (PhD Chicago)

*Professor*

Elizabeth M. Brumfiel (PhD Michigan)

*Professor*

Micaela di Leonardo (PhD UC Berkeley)

*Professor; also Performance Studies*

Timothy Earle (PhD Michigan)

*Professor*

Karen Tranberg Hansen (PhD Washington)

*Professor*

Katherine E. Hoffman (PhD Columbia)

*Assistant Professor*

John C. Hudson (PhD Iowa)

*Professor*

William Irons (PhD Michigan)

*Professor*

Christopher Kuzawa (PhD Emory)

*Assistant Professor; also Institute for Policy Research*

Robert G. Launay (PhD Cambridge)

*Professor*

Thomas McDade (PhD Emory)

*Associate Professor; Weinberg College Board of Visitors Research  
and Teaching Professor; also Education and Social Policy,  
Institute for Policy Research*

Cynthia Robin (PhD Pennsylvania)

*Associate Professor*

Monica Russel y Rodriguez (PhD UCLA)

*Senior Lecturer and College Adviser*

Helen B. Schwartzman (PhD Northwestern)

*Professor*

Shalini Shankar (PhD NYU)

*Assistant Professor*

Kearsley Stewart (PhD Florida)

*Senior Lecturer*

Mary J. Weismantel (PhD Illinois)

*Professor*

### ***Art History***

Claudia Swan (PhD Columbia)

*Associate Professor and Chair*

Christine Bell (PhD Northwestern)

*Lecturer and College Adviser*

S. Hollis Clayson (PhD UCLA)

*Bergen Evans Professor in the Humanities; also History*



## Administration and Faculty

### University Administration

#### University Officials

Henry S. Bienen, PhD, *President of the University*

Lawrence B. Dumas, PhD, *Provost*

Eugene S. Sunshine, MPA, *Senior Vice President for Business and Finance*

William J. Banis, PhD, *Vice President for Student Affairs*

Thomas G. Cline, JD, *Vice President and General Counsel*

Alan K. Cubbage, JD, *Vice President for University Relations*

Lewis Landsberg, MD, *Vice President, Medical Affairs, and Dean, Feinberg School of Medicine*

Marilyn McCoy, MPP, *Vice President for Administration and Planning*

William H. McLean, MBA, *Vice President and Chief Investment Officer*

C. Bradley Moore, PhD, *Vice President for Research*

Sarah R. Pearson, MFA, *Vice President for University Development and Alumni Relations*

Morteza A. Rahimi, PhD, *Vice President for Information Technology*

Eugene Y. Lowe Jr., PhD, *Assistant to the President*

Stephen D. Fisher, PhD, *Associate Provost for Undergraduate Education*

John D. Margolis, PhD, *Associate Provost for Faculty Affairs*

Jean E. Shedd, MBA, *Associate Provost for Budget, Finance, and Analysis*

#### Office of the Vice President for Student Affairs

Mary K. Desler, PhD, *Associate Vice President for Student Affairs and Dean of Students*

Catherine E. Whitcomb, PhD, *Assistant to the Vice President for Student Affairs*

Carretta Cooke, MEd, *Executive Director, Multicultural Student Affairs*

Richard R. Thomas, MSA, *Executive Director, Norris University Center*

Sheila Driscoll, GSBA, *Director, Business and Finance*

Lonnie J. Dunlap, PhD, *Director, University Career Services*

Mary G. Goldenberg, MEd, *Director, University Residential Life*

Johnny B. Hill, MA, *Acting Director, African American Student Affairs*

Paul Komelasky, BS, *Director, Northwestern Dining Services*

Garth Miller, BA, *Director, University Housing and Food Services and Special Events*

Donald A. Misch, MD, *Director, University Health Service*

Kyle Pendleton, MA, *Director, Fraternity and Sorority Life*

Ronnie Rios, BA, *Acting Director, Hispanic/Latino Student Affairs*

Tausak Vanadilok, MA, *Director, Asian/Asian American Student Affairs*

Mark D'Arienzo, MS, *Associate Director, University Housing and Food Services*

John Dunkle, PhD, *Associate Director, Counseling and Psychological Services*

Suellen Johnson, BS, *Associate Director, Norris University Center*

Dianne Siekmann, MA, *Associate Director, University Career Services*

Helen N. Wood, MS, *Associate Director, Norris University Center*

Jen Meyers, MA, *Coordinator, Orientation and Parent Programs*

Margaret Roe, MEd, *Coordinator, Services for Students with Disabilities*

Lupita Temiquel, MA, *Student Judicial Affairs Officer*

Timothy S. Stevens, PhD, *University Chaplain*

Erica L. Brown, MDiv, *Assistant University Chaplain*

#### Office of the Associate Provost of University Enrollment

##### Office of the Registrar

Suzanne M. W. Anderson, PhD, *University Registrar*

Michael E. Maysilles, MMus, *Associate Registrar*

Oralia G. Gomez, *Assistant Registrar*

Nedra W. Hardy, BS, *Senior Assistant Registrar*

Maria S. Munoz, BPhC, *Senior Assistant Registrar*

William R. Berry, *Assistant Registrar for Systems*

Jacquelyn F. C. Rivera, BA, *Assistant Registrar for Scheduling and Registration*

**Financial Aid Office**

Carolyn V. Lindley, MA, *University Aid Director*  
 Patsy Myers Emery, MS, *Director, Financial Aid Operations*  
 Adina Andrews, MS, *Director, Student Financial Services*  
 Allen V. Lentino, PhD, *Senior Associate Director, Admission and Financial Aid*  
 Angela Yang, MS, *Associate Director*  
 Brian G. Christensen, BA, *Senior Assistant Director*  
 Brian Drabik, BA, *Senior Assistant Director*  
 Peggy Bryant, *Assistant Director*  
 Katherine Day, BA, *Assistant Director*  
 Aaron Hosmon, BA, *Assistant Director*  
 Susanna Kwan, BA, *Assistant Director*  
 Anne Horne, BA, *Coordinator, Federal Work-Study Program*

**Undergraduate Admission Office**

Carol A. Lunkenheimer, MA, *Dean of Undergraduate Admission*  
 Keith Todd, BA, *Director of Undergraduate Admission*  
 Allen V. Lentino, PhD, *Senior Associate Director of Admission and Financial Aid*  
 F. Sheppard Shanley, MA, *Senior Associate Director of Admission*  
 Onis Cheathams, MA, *Associate Director*  
 Grant Thatcher, MA, *Associate Director*  
 Alicia Trujillo, MA, *Associate Director*  
 Kevin P. Byrne, BA, *Senior Assistant Director*  
 Margaret Miranda, MA, *Senior Assistant Director*  
 William N. Haarlow, PhD, *Director, College-Admission Relations, Weinberg College*  
 Steven Cline, BA, *Manager of Print Publications*  
 Matthew T. Schauer, BS, *Manager of Admission Services*  
 Landis G. Fryer, BA, *Assistant Director*  
 Antonia Garcia, BS, *Assistant Director*  
 Kenneth Hutchinson, BS, *Assistant Director*  
 Thomas Menchhofer, MEd, *Assistant Director*  
 Janet Olivo, BBA, *Assistant Director*  
 Lauren Williamson, BS, *Assistant Director*  
 Aaron Zdawczyk, MA, *Assistant Director*

**Information Systems Office**

Robert S. Henkins, BS, *Director*

**University Library**

David F. Bishop, MSLS, *University Librarian and Charles Deering McCormick Distinguished Professor of Research Librarianship*  
 H. Frank Cervone, MEd, *Assistant University Librarian for Information Technology*  
 Jeffrey Garrett, MLIS, *Assistant University Librarian for Collection Management*  
 Laurel Minott, AMLS, *Assistant University Librarian for Public Services*  
 Roxanne J. Sellberg, MLS, *Assistant University Librarian for Technical Services*

**Undergraduate Schools**

The following lists of the respective administration and faculty of the undergraduate schools were current as of spring 2005. In the administration lists the administrative title precedes the academic rank. In the department lists faculty rank within the department is given first; an administrative assignment, joint appointment in another department, or affiliation with a University center, if any, follows. The highest academic or professional degree and the institution granting the degree are shown. *University* and *College* are usually omitted; familiar abbreviations and short forms are used when appropriate. The department chair is designated when the appointment was known at the time the catalog went to press.

**Judd A. and Marjorie Weinberg College of Arts and Sciences****Administration**

Daniel I. Linzer, PhD  
*Dean of Weinberg College and Professor of Biochemistry, Molecular Biology, and Cell Biology*  
 Michael F. Dacey, PhD  
*Senior Associate Dean and Professor of Anthropology and Geological Sciences*  
 Steven L. Bates, PhD  
*Associate Dean and Lecturer in English*  
 Ronald R. Braeutigam, PhD  
*Associate Dean for Undergraduate Studies and Advising and Harvey Kapnick Professor in Business Institutions (Economics)*  
 Marie Thourson Jones, PhD  
*Associate Dean and Lecturer in Political Science*

Marvin J. Lofquist, PhD  
*Associate Dean and Senior Lecturer in Chemistry*

Aldon D. Morris, PhD  
*Associate Dean and Professor of African American Studies and Sociology*

Heidi Schellman, PhD  
*Associate Dean and Professor of Physics and Astronomy*

Adair L. Waldenberg, PhD  
*Associate Dean of Business and Finance*

Lane Fenrich, PhD  
*Assistant Dean for Freshmen and Senior Lecturer in History*

Mary E. Finn, PhD  
*Assistant Dean and College Lecturer in English*

Mark Sheldon, PhD  
*Assistant Dean and College Lecturer in Philosophy*

Richard P. Weimer, MA  
*Assistant Dean*

William N. Haarlow, PhD  
*Director, College-Admission Relations; also Undergraduate Admission*

Christine Bell, PhD  
*College Adviser and Lecturer in Art History*

Sheila Donohue, MFA  
*College Adviser and Lecturer in English*

Hilarie H. Lieb, PhD  
*College Adviser and Lecturer in Economics*

Joan A. W. Linsenmeier, PhD  
*College Adviser and Senior Lecturer in Psychology*

James O'Laughlin, MA  
*College Adviser and Senior Lecturer in Writing Program*

Laura J. Panko, PhD  
*College Adviser and Lecturer in Biological Sciences*

Jeanne R. Ravid, MA  
*College Adviser and Senior Lecturer in Classics*

Jeffrey Rice, MSc  
*College Adviser and Lecturer in History*

Andrew Rivers, PhD  
*College Adviser and Lecturer in Physics*

Monica Russel y Rodriguez, PhD  
*College Adviser and Lecturer in Anthropology*

William Savage, PhD  
*College Adviser and Lecturer in English*

Elizabeth Fekete Trubey, PhD  
*College Adviser and Lecturer in English*

Fariba Zarinebaf, PhD  
*College Adviser and Lecturer in History*

### ***African American Studies***

Dwight McBride (PhD UCLA)  
*Leon Forrest Professor and Chair; also Communication Studies, English*

Henry C. Binford (PhD Harvard)  
*Associate Professor; also History*

Martha Biondi (PhD Columbia)  
*Associate Professor; also History, Political Science*

Jennifer DeVere Brody (PhD Pennsylvania)  
*Associate Professor; also English, Performance Studies*

Sherwin Bryant (PhD Ohio State)  
*Assistant Professor; also History*

Dilip P. Gaonkar (PhD Pittsburgh)  
*Associate Professor; also Communication Studies*

Robert J. Gooding-Williams (PhD Yale)  
*Professor; also Philosophy; Director, Alice Berline Kaplan Center for the Humanities*

Michael G. Hanchard (PhD Princeton)  
*Professor; also Political Science*

Barnor Hesse (PhD Essex)  
*Associate Professor; also Political Science, Sociology*

Darlene Clark Hine (PhD Kent State)  
*Board of Trustees Professor in African American Studies; also History*

Richard Iton (PhD Johns Hopkins)  
*Associate Professor*

E. Patrick Johnson (PhD Louisiana State)  
*Associate Professor; also Performance Studies*

John Keene (MFA NYU)  
*Associate Professor; also English*

Carol D. Lee (PhD Chicago)  
*Associate Professor; also Education and Social Policy*

Nancy K. MacLean (PhD Wisconsin)  
*Professor; also History*

Toni-Marie Montgomery (PhD Michigan)  
*Professor; Dean and Professor, School of Music*

Aldon D. Morris (PhD Stony Brook-SUNY)  
*Professor; also Sociology; Associate Dean, Weinberg College*

Larry Murphy (PhD Theological Union)  
*Professor; also Garrett-Evangelical Theological Seminary*

Mary Pattillo (PhD Chicago)  
*Associate Professor and Arthur E. Andersen Teaching and Research Professor; also Sociology*

Dylan Penningroth (PhD Johns Hopkins)  
*Associate Professor; also History*

Sandra L. Richards (PhD Stanford)  
*Professor; also Performance Studies, Theatre*

Dorothy Roberts (JD Harvard)  
*Professor; Kirkland & Ellis Professor of Law; also Institute for Policy Research*

Reuel R. Rogers (PhD Princeton)  
*Assistant Professor; also Political Science*

Juan Onésimo Sandoval (PhD California Berkeley)  
*Assistant Professor; also Sociology, Transportation Center*

Celeste Watkins (PhD Harvard)  
*Assistant Professor; also Sociology, Institute for Policy Research*

Alexander G. Weheliye (PhD Rutgers)  
*Assistant Professor; also English*

### ***African and Asian Languages Program***

Richard Lepine (PhD Wisconsin)  
*Senior Lecturer and Director*

Edna G. Grad (PhD Texas)  
*College Lecturer*

Licheng Gu (PhD Oregon)  
*College Lecturer*

Hong Jiang (MEd Cincinnati, MA Zhongshan)  
*Senior Lecturer*

Eunmi Lee (MA Indiana)  
*Senior Lecturer*

Hsiu-ling Lin (EdD Massachusetts)  
*Lecturer*

Phyllis I. Lyons (PhD Chicago)  
*Associate Professor*

Rami Nair (PhD Northwestern)  
*Senior Lecturer*

Junko Sato (MEd Massachusetts)  
*Senior Lecturer*

Yumi Shiojima (MEd Pennsylvania)  
*Senior Lecturer*

Noriko Taira (MEd Massachusetts)  
*Senior Lecturer*

Lynn Whitcomb (PhD Northwestern)  
*Lecturer*

Judith Wilks (PhD Chicago)  
*Lecturer*

Hongbing Zhang (MA Chicago)  
*Lecturer*

### ***Anthropology***

William Leonard (PhD Michigan)  
*Professor and Chair; also Neurobiology and Physiology*

Caroline H. Bledsoe (PhD Stanford)  
*Melville J. Herskovits Professor for African Affairs*

James A. Brown (PhD Chicago)  
*Professor*

Elizabeth M. Brumfiel (PhD Michigan)  
*Professor*

Michael F. Dacey (PhD Washington)  
*Professor; also Geological Sciences; Senior Associate Dean, Weinberg College*

Micaela di Leonardo (PhD California Berkeley)  
*Professor; also Performance Studies*

Timothy Earle (PhD Michigan)  
*Professor*

Karen Tranberg Hansen (PhD Washington)  
*Professor*

Katherine E. Hoffman (PhD Columbia)  
*Assistant Professor*

John C. Hudson (PhD Iowa)  
*Professor*

William Irons (PhD Michigan)  
*Professor*

Christopher Kuzawa (PhD Emory)  
*Assistant Professor; also Institute for Policy Research*

Robert G. Launay (PhD Cambridge)  
*Professor*

Thomas McDade (PhD Emory)  
*Assistant Professor; also Institute for Policy Research*

Cynthia Robin (PhD Pennsylvania)  
*Associate Professor*

Monica Russel y Rodriguez (PhD UCLA)  
*Lecturer and College Adviser*

Helen B. Schwartzman (PhD Northwestern)  
*Professor*

Kearsley Stewart (PhD Florida)  
*Senior Lecturer*

## Administration and Faculty

### University Administration

#### University Officials

Henry S. Bienen, PhD, *President of the University*

Lawrence B. Dumas, PhD, *Provost*

Eugene S. Sunshine, MPA, *Senior Vice President for Business and Finance*

William J. Banis, PhD, *Vice President for Student Affairs*

Thomas G. Cline, JD, *Vice President and General Counsel*

Alan K. Cabbage, JD, *Vice President for University Relations*

Lewis Landsberg, MD, *Dean and Vice President, Medical Affairs*

Marilyn McCoy, MPP, *Vice President for Administration and Planning*

William H. McLean, MBA, *Vice President and Chief Investment Officer*

C. Bradley Moore, PhD, *Vice President for Research*

Sarah R. Pearson, MFA, *Vice President for University Development and Alumni Relations*

Morteza A. Rahimi, PhD, *Vice President for Information Technology*

Eugene Y. Lowe, PhD, *Assistant to the President*

Rebecca R. Dixon, MEd, *Associate Provost of University Enrollment*

Stephen D. Fisher, PhD, *Associate Provost for Undergraduate Education*

John D. Margolis, PhD, *Associate Provost for Faculty Affairs*

Richard I. Morimoto, PhD, *Associate Provost for Graduate Education and Dean, Graduate School*

Jean E. Shedd, MBA, *Associate Provost for Budget, Finance, and Analysis*

#### Office of the Vice President for Student Affairs

Mary K. Desler, PhD, *Assistant Vice President for Student Affairs*

Catherine E. Whitcomb, PhD, *Assistant to the Vice President for Student Affairs*

Carretta Cooke, MEd, *Director, African American Student Affairs*

Sheila Driscoll, GSBA, *Director, Business and Finance*

Lonnie J. Dunlap, PhD, *Director, University Career Services*

Kathy Hollingsworth, PhD, *Director, Counseling and Psychological Services*

J. William Johnston, MEd, *Director, Norris University Center*

Gregg A. Kindle, MA, *Director, University Residential Life*

Paul Komelasky, BS, *Director, Northwestern Dining Services*

G. Garth Miller, BA, *Director, University Housing and Food Services and Special Events*

Donald Misch, MD, *Director, University Health Service*

Timothy S. Stevens, PhD, *University Chaplain*

Mary G. Goldenberg, MEd, *Senior Associate Director, University Residential Life*

Mark D'Arienzo, MS, *Associate Director, University Housing and Food Services*

John Dunkle, PhD, *Associate Director, Counseling and Psychological Services*

Kiersten Elliott, MA, *Associate Director, University Residential Life and Off-Campus Housing*

Dianne Siekmann, MA, *Associate Director, University Career Services*

John Taborn, PhD, *Associate Director, University Career Services*

Helen N. Wood, MS, *Associate Director, Norris University Center*

Erica L. Brown, MDiv, *Assistant University Chaplain*

#### Office of the Associate Provost of University Enrollment

#### Office of the Registrar

Suzanne M. W. Anderson, PhD, *University Registrar*

Michael E. Maysilles, MMus, *Associate Registrar*

Nedra W. Hardy, BS, *Senior Assistant Registrar*

Maria S. Munoz, BPhC, *Senior Assistant Registrar*

William R. Berry, *Assistant Registrar for Systems*

Jacquelyn F. C. Rivera, BA, *Assistant Registrar for Scheduling and Registration*

#### Financial Aid Office

Carolyn V. Lindley, MA, *Director, Financial Aid*

Patsy Myers Emery, MS, *Senior Associate Director*

Allen V. Lentino, PhD, *Senior Associate Director of Admission and Financial Aid*

Adina Andrews, MS, *Senior Assistant Director*  
 Peggy Bryant, *Assistant Director*  
 Brian G. Christensen, BA, *Assistant Director*  
 Katherine Day, BA, *Assistant Director*  
 Brian Drabik, BA, *Assistant Director*  
 Cory Jones, BS, *Assistant Director of Admission and Financial Aid*  
 Elizabeth M. Lee, BA, *Assistant Director*  
 Angela Yang, MS, *Assistant Director*  
 Suzanne Kwan, BA, *Counselor*  
 Andrea Masseri, BA, *Coordinator for Entering Students*

#### **Undergraduate Admission Office**

Carol A. Lunkenheimer, MA, *Dean of Undergraduate Admission*  
 Keith Todd, BA, *Director of Undergraduate Admission*  
 Allen V. Lentino, PhD, *Senior Associate Director of Admission and Financial Aid*  
 F. Sheppard Shanley, MA, *Senior Associate Director of Admission*  
 Scott D. Ham, MA, *Associate Director*  
 Alicia Trujillo, MA, *Associate Director*  
 Jeffery D. Cooks, MS, *Senior Assistant Director*  
 Margaret Miranda, MA, *Senior Assistant Director*  
 William N. Haarlow, PhD, *Director, College-Admission Relations, Weinberg College*  
 Steven Cline, BA, *Manager of Print Publications*  
 Matthew T. Schauer, BS, *Manager of Admission Services*  
 Melda Beaty, MA, *Assistant Director*  
 Kevin P. Byrne, BA, *Assistant Director*  
 A. Elizabeth Enciso, MA, *Assistant Director*  
 Cory Jones, BS, *Assistant Director of Admission and Financial Aid*  
 Janet Olivo, BBA, *Assistant Director*  
 Erika Sanders, BS, *Assistant Director*  
 Lauren Williamson, BS, *Assistant Director*

#### **Information Systems Office**

Robert S. Henkins, BS, *Director*

#### **University Library**

David F. Bishop, MSLS, *University Librarian*  
 H. Frank Cervone, MSED, *Assistant University Librarian for Information Technology*  
 Jeffrey Garrett, MLIS, *Assistant University Librarian for Collection Management*  
 Laurel Minott, AMLS, *Assistant University Librarian for Public Services*  
 Roxanne J. Sellberg, MLS, *Assistant University Librarian for Technical Services*

#### **Undergraduate Schools**

The following faculty listing, which is current as of spring 2003, shows the highest academic or professional degree and the institution granting the degree. *University* and *College* are usually omitted; familiar abbreviations and short forms are used when appropriate. Faculty rank within the department is given; the word *also* indicates a joint appointment in another department, affiliation with a University center, or an administrative assignment. The department chair is designated when the appointment was known at the time the catalog went to press.

#### **Judd A. and Marjorie Weinberg College of Arts and Sciences**

##### **Administration**

Daniel I. Linzer, PhD  
*Dean of Weinberg College and Professor of Biochemistry, Molecular Biology, and Cell Biology*  
 Michael F. Dacey, PhD  
*Senior Associate Dean and Professor of Anthropology and Geological Sciences*  
 Steven L. Bates, PhD  
*Associate Dean and Lecturer in English*  
 Craig R. Bina, PhD  
*Associate Dean for Undergraduate Studies and Advising and Wayne V. Jones II Professor of Geological Sciences*  
 John S. Bushnell, PhD  
*Associate Dean and Professor of History*  
 Marie Thourson Jones, PhD  
*Associate Dean and Lecturer in Political Science*  
 Marvin J. Lofquist, PhD  
*Associate Dean and Senior Lecturer in Chemistry*

Aldon D. Morris, PhD  
*Associate Dean and Professor of African American Studies and Sociology*

Adair L. Waldenberg, PhD  
*Associate Dean of Business and Finance*

Lane Fenrich, PhD  
*Assistant Dean for Freshmen and Senior Lecturer in History*

Mary E. Finn, PhD  
*Assistant Dean and Senior Lecturer in English*

Susan K. Pinkard, PhD  
*Assistant Dean and Senior Lecturer in History*

Richard P. Weimer, MA  
*Assistant Dean*

William N. Haarlow, PhD  
*Director, College-Admission Relations (also Undergraduate Admission)*

Sheila Donohue, MFA  
*College Adviser and Lecturer in English*

Joan A. W. Linsenmeier, PhD  
*College Adviser and Senior Lecturer in Psychology*

James O'Laughlin, MA  
*College Adviser and Lecturer in Writing Program*

Jeanne R. Ravid, MA  
*College Adviser and Lecturer in Classics*

Jeffrey Rice, MSc  
*College Adviser and Lecturer in History*

Andrew Rivers, PhD  
*College Adviser and Lecturer in Physics*

William Savage, PhD  
*College Adviser and Lecturer in English*

Mark Sheldon, PhD  
*College Adviser and College Lecturer in Philosophy*

Mark P. Witte, PhD  
*College Adviser and Senior Lecturer in Economics*

Fariba Zarinebaf-Shahr, PhD  
*College Adviser and Lecturer in History*

#### **African American Studies**

Dwight McBride (PhD UCLA)  
*Associate Professor and Chair; also English*

Marcus Alexis (PhD Minnesota)  
*Professor; also Economics, Management and Strategy*

Henry C. Binford (PhD Harvard)  
*Associate Professor; also History*

Martha Biondi (PhD Columbia)  
*Assistant Professor; also History*

Jennifer DeVere Brody (PhD Pennsylvania)  
*Associate Professor; also English, Performance Studies*

Dilip P. Goankar (PhD Pittsburgh)  
*Associate Professor; also Communication Studies*

Robert J. Gooding-Williams (PhD Yale)  
*Professor; also Philosophy; Director, Alice Berline Kaplan Center for the Humanities*

Steven Hahn (PhD Yale)  
*Professor; also History*

Michael G. Hanchard (PhD Princeton)  
*Associate Professor; also Political Science*

Richard Iton (PhD Johns Hopkins)  
*Associate Professor; also Political Science*

E. Patrick Johnson (PhD Louisiana State)  
*Assistant Professor; also Performance Studies*

Carol D. Lee (PhD Chicago)  
*Associate Professor; also Education and Social Policy*

Nancy K. MacLean (PhD Wisconsin)  
*Associate Professor; also Wayne V. Jones II Research Professor of History (History)*

Aldon D. Morris (PhD SUNY Stony Brook)  
*Professor; also Sociology; Associate Dean, Weinberg College*

Mary Pattillo (PhD Chicago)  
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Sandra L. Richards (PhD Stanford)  
*Leon Forrest Professor; also Performance Studies, Theatre*

Reuel R. Rogers (PhD Princeton)  
*Assistant Professor; also Political Science*

Juan Onésimo Sandoval (PhD California Berkeley)  
*Assistant Professor; also Sociology, Transportation Center*

Celeste Watkins (PhD Harvard)  
*Assistant Professor; also Sociology*

Alexander G. Weheliye (PhD Rutgers)  
*Assistant Professor; also English*

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Richard Lepine (PhD Wisconsin)  
*Senior Lecturer and Director*

Edna G. Grad (PhD Texas)  
*College Lecturer*

Li-Cheng Gu (PhD Oregon)  
*College Lecturer*

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## STUDENT AFFAIRS

# African American Student Affairs

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Student Affairs

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### History

Prior to 1966, Northwestern University was essentially homogeneous in racial, religious, and socioeconomic terms. Wrote one black student in a letter to the Northwestern Daily in spring 1966, "Race is not a problem because the Negro does not exist here." The truth of this statement would fade quickly, for in fall 1966, over 100 black freshmen entered. The number of black students rose from five enrolled in the class entering in 1965 to 186 students in the class which arrived in the fall of 1973. Total enrollment during that short period ballooned from about two dozen to approximately 700, nearly 10% of the undergraduate population.

The increase in black student enrollment was the direct consequence of a decision made by Northwestern University administrators to actively recruit in black urban centers, particularly Chicago. Cognizant of the latent political potential of Chicago's black community and stirred to action by the national move to end racial inequality and segregation in the American South, these men sought both to bring the "movement" home to Evanston and to assure that Northwestern might place its stamp on what they successfully predicted would become a new generation of "movers and shakers" in Chicago. With seed money from the Wieboldt Foundation and the incentive of continuing support from the Higher Education Act of 1965, Northwestern instituted a program, Summer Academic Workshop (SAW), which eventually led to the matriculation of the 54 freshmen.

The University invited black students to join the Northwestern University community unaware that a significant black presence might present a fundamental challenge to the University's social structure. The University had assumed that, in the spirit of 1960's-style integration, the new black students would quietly assimilate into the dominant structure. They failed to recognize that the prevailing social scene was generally inhospitable and that black students themselves did not arrive as blank slates.

Black students came to Northwestern with a unique cultural and social history that demanded acknowledgement. Neither the curriculum nor the social life on campus recognized the unique perspectives or the cultural and social requirements of the new group. Pressures for change mounted and exploded, catalyzed by the shocking assassination of Dr. Martin Luther King Jr. in early April 1968. On May 3-4, 1968, according to oral and recorded accounts, 110 of 120 black students on campus occupied 619 Clark Street, the Bursar's Office, presenting Northwestern with a list of demands. A peaceful resolution came quickly as student leaders and University officials worked late into the night to hammer out an agreement which committed Northwestern to improve "both qualitatively and quantitatively, the role of black men and women in the activities of the University...." Northwestern agreed to increase the number of black applicants in the admissions pool such that, in the future, one might reasonably expect the numbers of enrolling black students to approximate the percentage of African Americans in the national population (10 - 12%); to encourage the faculty to introduce black studies into the

curriculum; and to create a home base for black students to congregate and pursue their own social, cultural, and political agendas. Just two weeks before the takeover, the University had hired a black counselor to work part-time in Admissions and part-time in Student Affairs. Students objected to a selection process which had excluded them. The May 3rd-4th Agreement assured that black students would be consulted in future employment decisions which directly impacted upon them.

The physical facility won by the students -- popularly known as the House -- was first located at 619 Emerson, and in 1972-73, was moved to a larger facility at 1914 Sheridan Road. At first named Minority Student Affairs and staffed with one professional staff member, the office was renamed African American Student Affairs and grew to encompass three professional staff and two secretaries in 1973.

For more information, check out the [University Archives](#).

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# Northwestern

FOR ALUMNI AND FRIENDS OF NORTHWESTERN UNIVERSITY | SPRING 2005

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Margaret Burroughs' 1996 linoleum cut *Two Worlds*, courtesy of the Mary and Leigh Block Museum of Art

*Margaret Burroughs, Two Worlds, 1996, linoleum cut, 23 x 17 1/2 inches, Mary and Leigh Block Museum of Art, Northwestern University, Gift of Margaret Burroughs, 1996.46.4.*

## Coming of Age

Northwestern's African American studies department is becoming one of the most respected programs on racial studies in the United States.

by Curtis Lawrence

May 1968. The nerves of the country were still raw from the assassination of Martin Luther King Jr. just a month earlier. Parts of Chicago's South Side and West Side had erupted in riots, and many neighborhoods were still simmering with anger. Even Northwestern's idyllic campus — often an oasis from the problems of the city — would not escape the turmoil that rocked campuses across the nation.

On May 3, 1968, more than 100 African American Northwestern students — who felt the University's administration had ignored their demands on a number of issues ranging from housing to curriculum — marched into the Bursar's Office at 619 Clark St. and took over the building for more than a day. The 38-hour lockdown of the modest red-brick building was Northwestern's first sit-in.

But the students did much more than simply get their faces in the Chicago dailies and on the nightly news. They laid the groundwork for one of the most prolific academic programs on campus — the Department of African American Studies.

Included in the discussion of 15 demands that led to the end of the sit-in was a call to add studies in African American history, literature and art to the University's curriculum. After a seven-hour meeting between students and administrators, Northwestern released a lengthy statement including a response to the curriculum demand.

"The administration shares your concern as to the importance of expanding studies of black history and black culture in the University. The introduction of such material through visiting lectureships, courses and research is a matter which the dean of the College of Arts and Sciences will urge upon his departmental chairmen for consideration," the statement read.

The resulting African American studies department was created in September 1972. In the past 33 years the department has risen from its origins of protest to become one of the highest-profile departments on campus and a model for the University's interdisciplinary approach to education. The department is currently developing a doctoral program in African American studies, becoming only the seventh university in the country to do so.

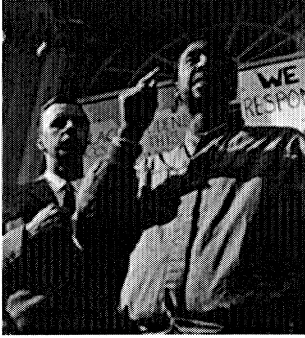
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Student James Turner (G68), right, and former dean of students and vice president for student affairs Roland J. "Jack" Hinz address the media outside the Bursar's Office in May 1968.

*Courtesy of University Archives*

The scene at Northwestern was repeated at colleges and universities across the country through the mid-1970s, says associate professor Martha Biondi, who has joint appointments in the African American studies and history departments and is studying the evolution of African American studies from 1966 through 1977.

"From 1968 to 1975 there were 250 to 350 new [African American studies] programs established across the country. So, it's really an explosive emergence," Biondi says.

But African American studies did not win the respect of academia easily.

"Initially, when the programs started, many people looked down on them, saw them as too political, as concessions to protest that were not truly academic endeavors," Biondi says. "By the 1980s and 90s, we were seeing a growth of high-quality, top-notch scholarship."

Since those tense hours in the Bursar's Office 37 years ago, not only has the interdisciplinary department earned a solid reputation on campus, but it also established a faculty that ranks among the nation's most respected scholars. The 12 core faculty members have written or edited more than 45 books on topics including slavery, civil rights, welfare, the effect of mass incarceration and the role of black women in American history.

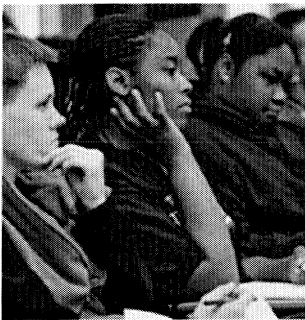
In many ways the Department of African American Studies is at a crossroads — looking back carefully at the inception of the field at Northwestern and other campuses while at the same time attempting to break new ground. The addition of a doctoral component by 2006 will be the department's next bold step.

"I think the field of African American studies has gone through what any field of study would go through in its early evolution, and that is the field is becoming a mature discipline," says department chair Dwight McBride, who has been instrumental in beefing up the department since he came to Northwestern from the University of Illinois at Chicago in 2002.

McBride, who is on leave for the 2004-05 academic year as a visiting researcher at the University of California, Irvine, has seen the number of the department's core professors quadruple from three to 12 since his arrival on campus. The growth of Northwestern's program is another sign that African American studies has developed from a fledgling field of study established out of protest to a respected academic discipline, McBride says.

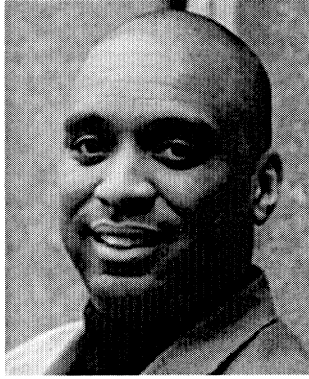
"It is now impossible to do anything you would consider cutting-edge research and scholarship without thinking seriously about the impact and difference that race makes," says McBride, who has written extensively in the area of race theory and cultural studies, including sexuality. "You can hardly come into any intellectual discussion when people are not talking race, gender, sexuality and class."

But after nearly 40 years of establishing a solid reputation at universities across the country, African American studies programs



Students listen to Deborah Gray White, professor of history at Rutgers, the State University of New Jersey, during the 2004 Allison Davis Lecture. Sponsored by Northwestern's African American studies department, the annual lecture is named for the first African American to receive tenure at a major northern university. Davis, who received tenure in 1949 at the University of Chicago, is best known for his work in pointing out the cultural biases of IQ testing in the United States.

*Photo by Jason Reblando*



The African American studies department has grown under the leadership of chair Dwight McBride.

face one of their biggest challenges.

"Now we are at a period where the discipline itself is coming of age," McBride says. "I think we're finally in a position to ask some more difficult questions about where we are as a community that we couldn't ask before for political reasons. Part of the discipline's coming of age is that we can't simply comfort ourselves with talk about the heroes and heroines of our tradition."

For McBride, many of those difficult questions have centered around questions of sexuality. In writing his latest book, *Why I Hate Abercrombie & Fitch: Essays on Race and Sexuality in America* (New York University Press, 2005), he addressed the realities of African American gay life. For too long questions about sexuality and homosexuality "have been silent in African American discourse. The idea was that we couldn't talk about homosexuality in any way."

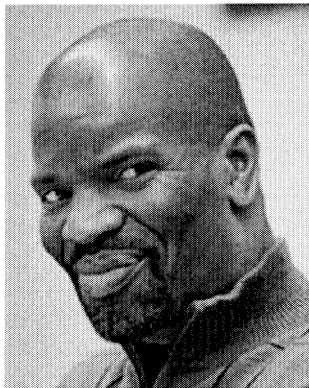
While McBride has strived to push himself outside of previously drawn parameters in his scholarly work, he expects no less from the department he leads. He and his colleagues have already headed in that direction by adding more breadth to the department.

"The curriculum challenges us as teachers to come out of our comfort zone and helps further the goals of 'interdisciplinarity,'" McBride says.

In layman's language that means much more cross-pollination with other academic departments on campus. "We think that having people who are strong affiliates with other departments not only strengthens our relationships with other departments but also brings in a variety of perspectives," McBride says.

The department's inclusion of interdisciplinary philosophy in its curriculum is at the core of Northwestern's culture as stated in the recently released "Highest Order of Excellence II," the University's five-year planning framework.

Following the University's philosophy, the Department of African American Studies draws on 16 affiliated faculty members from 10 departments. The African American studies department prides itself on building academic bridges.

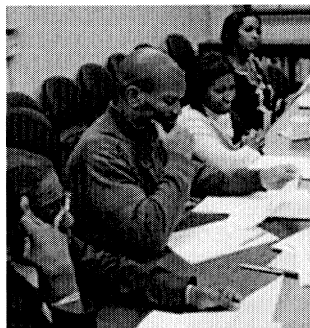


Associate professor Richard Iton, who came to Northwestern from the University of Toronto in 2002, brings expertise in African American politics and the politics of popular culture to his courses.

For example, Biondi recently taught a graduate seminar for the history department, and the history department's Nancy MacLean, who specializes in race, gender and labor issues, taught a course on affirmative action for the African American studies department.

Biondi points to the Center for African American History, a joint project between the African American studies and history departments, as a working example of the interdisciplinary spirit between two departments. Funded by the Weinberg College of Arts and Sciences, the center plans to sponsor three lectures a year as well as other programs and events. The two departments will also share research and work together to disseminate their scholarship to the larger community, according to Darlene Clark Hine, the center's inaugural director.

Photo by Andrew Campbell



African American studies faculty members Sandra Richards, Richard Iton, Celeste Watkins and Badia Ahad meet in Kresge Centennial Hall.

Photo by Andrew Campbell

The center will highlight the Northwestern faculty's strength in areas of African American history as well as in the field of the African diaspora in the Americas by bringing together scholars from the United States, South America, West Africa and the Caribbean.

"It's a way to draw attention to this rich pool of talent and a way to attract top-notch students," Biondi says.

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One of McBride's first hires was Hine, who came to Northwestern in September 2004 from Michigan State University, where she had been instrumental in helping to establish a doctoral program in African American studies. McBride wants Hine to work similar magic at Northwestern, putting it on the map with six other schools across the country with graduate programs. (See "[Forgotten Leaders — Scholar Reveals Historic Role of African American Women](#)".)

"I was persuaded by Dwight's articulation of a vision for African American studies at Northwestern that included the development of a PhD program and by his own energy and intellectual engagement. I also was delighted to come back to Chicago," says Hine, who grew up on the city's West Side.

McBride and his colleagues say there is no better place to create a doctoral program in African American studies.

"Actually, I believe that the more PhD programs in the country, the better, and Northwestern is an ideal place to have such a program when you consider the laboratory of Chicago at our doorstep," Hine says.

Still, she faces a tremendous challenge.

"First you have to develop your own curriculum," Hine says, laying out the task before her. "We want to create something new and something dynamic, something fresh and necessary, something coherent that will attract the very best students out there.

"And because by definition African American studies is interdisciplinary, it means that you have to develop close working relationships with other departments in the arts and humanities. That takes time because you want your students to be able to take courses in English, history, anthropology and sociology, and you want them to have a welcoming environment [in those departments].

"We draw from all of these disciplines," says Hine. "So students getting out of here with a PhD should be able to teach in an African American studies department, but also, depending on their concentration, they can teach in a history department or an English department or in music or art departments.

"Knowledge is not something that you can compartmentalize," Hine says. "I know that there are territorial imperatives that drive some of my colleagues in the academy, but African American studies has

always been about transgressing boundaries and drawing insight from diverse disciplines and perspectives."

Other faculty members in the department have no doubt that the doctoral program will be successful and say it is long overdue.

Richard Iton is among the African American studies professors who had to forge their own way with one foot in a traditional field — political science in his case — and one foot in an emerging field.

"All of us really had to do our traditional doctorate studies plus the additional work to get where we are," says Iton. "It makes sense, I think, to have a program where you don't have to mix and match. The discipline is way beyond that point now.

"We should be the last generation of Frankensteins," Iton says. "One of the exciting things is that the students we're training will receive an education that we didn't have, and it will seem natural to them."

Now, with the creation of the graduate program come new discussions.

"The graduate program in a lot of ways is a reflection and expression of some of the debates about African American studies as a whole," Iton says. "When you produce African American studies PhDs, what do they do? Who employs them? What kind of students do you attract?"

Fortunately, the groundwork for some of those discussions has been laid in the undergraduate program.

Michael Chanin is a 21-year-old Weinberg College of Arts and Sciences junior from Macon, Ga., majoring in American studies and history with a minor in African American studies. He's beginning to grapple with questions about how to use the unique set of skills he will have when he leaves Northwestern (see "[Exploring Inequality](#)").

While the uniqueness of the program leaves students without some of the neat boundaries and directions provided by other majors, it also offers a lot of possibilities.

"Professor McBride is really adamant that the benefit of an African American studies major or minor is that it is really not limiting but allows you the opportunity to go wherever you want to go," Chanin said on his way to his Swahili class during fall quarter. He plans to travel to Africa and work on finding solutions to the AIDS pandemic on that continent. "I'm really interested in global poverty and how we've got these giant gaps in living conditions throughout the world," he says.

With a track record spanning three decades, the African American studies department has the advantage of drawing from the experience of its alumni.

Calvin Holmes (WCAS87), executive director of the Chicago Community Loan Fund, says he thinks the need for an African



American studies program is "more relevant today than ever."

Holmes, who grew up near East St. Louis, says that African American literature and history were nonexistent in his high school. He started in psychology at Northwestern but switched majors after taking a couple of courses in African American studies.

"It was the clearest intellectual turning point for me," says Holmes, who recalled reading Ralph Ellison's *Invisible Man* in his dorm room with the sounds of Lake Michigan waves hitting the beach in the background.

Holmes also was influenced greatly by Leon Forrest, the late former chair of the African American studies department.

"He would say, 'Holmes, come to my office,'" Holmes recalls, remembering his fear that he was in trouble. "He really just wanted to pull me under his wing."

Forrest cautioned Holmes that the young man would be moved to anger by some of the slave narratives and other literature he would study. But Forrest told his student to use his newfound knowledge to "celebrate life and build bridges with people," Holmes says.

In Iton's Black Diaspora and Transnationality fall quarter class, a racially mixed group of students recently met on one of those bridges Forrest may have been referring to. In one class, Iton walked the class through the 1960s — reviewing symbols of the era such as Angela Davis' Afro, the revolutionary rhythms and lyrics of James Brown and the comedy and commentary of Richard Pryor.

"There's a lot of information, a lot of research that falls between the cracks — between the existing disciplines," Iton says. "There are a lot of narratives that you wouldn't be aware of if you were a political scientist or sociologist or an English major."

One of the English majors Iton speaks of was sitting in his class. Weinberg first-year student Monica Harris sought out the African American studies program because it was something that was missing from her education at the Milwaukee high school she attended.

"One of the first things I wanted to do when I got here was to take African American studies classes so I could learn more about my culture," says Harris, who plans on becoming a lawyer. She also sought the class out because she thought it would provide an environment where she could look at her life as an African American in an environment where she was not the minority. African Americans often make up one-third to one-half of the students taking classes in the department.

And in many cases her African American studies professors are African Americans, something Harris thinks is important to students of all races, but especially important to her as an African American.

"I never had friends who had parents who were college graduates,"

Harris says. She was pleasantly surprised to take one of her first Northwestern classes with Iton, who has a doctorate from Johns Hopkins University.

Regardless of race, Harris says everyone takes African American studies seriously as an important part of their education. "A lot of people want to take [African American studies classes] because they are curious about racial issues. There are a lot of people in this class who aren't black. I don't think they are here because they're just throwing this into their schedules. I think they're here because they want to discuss the issues and they have an interest."

Harris was asked to look back at the protest movement that sparked the African American studies program 37 years ago. Was it worth the effort?

"Definitely," Harris says. "In fighting for our own department, it shows that we're making the rest of the world listen, stand up and pay attention."

*Curtis Lawrence (GJ82) is a freelance writer and member of the Journalism Department faculty at Columbia College Chicago. He worked at the Chicago Sun-Times for the past seven years covering urban affairs.*

*Did you enjoy this story? If you have any questions or comments, please e-mail the editors at [letters@northwestern.edu](mailto:letters@northwestern.edu).*

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## And Northwestern Makes Seven

New Black studies program to launch this fall is latest to offer doctorate

BY JAMAL WATSON

EVANSTON, Ill.

**A**fter years of planning, Northwestern University is launching its doctoral program in African-American studies next month, making it only the seventh American university to offer a doctorate in the academic discipline.

Six students will enroll in the doctoral program and will focus on three areas of research: expressive arts, literature and cultural studies; politics, society and policy; and history. Northwestern officials say the program will also have strong Black queer studies and diaspora studies components.

The creation of Northwestern's doctoral program comes at a time when some have questioned the effectiveness of Black studies programs, which took hold on American college campuses in the 1960s and 1970s.

Dr. Richard Iton, an associate professor of African-American studies at Northwestern and its director of graduate studies, says the program will benefit from the university's proximity to Chicago.

"Chicago is well known as a city rich in

Black history and cultural institutions," says Iton. "Within academia, it also is known as home to the largest contingent of relatively young scholars working in the field today."

In addition to Northwestern, Harvard University, Michigan State University, Temple University, the University of California, Berkeley, the University of Massachusetts-Amherst, and Yale University all offer doctoral programs in Black studies. Officials at each school say the programs differ in their individual approaches to the field.

Harvard and Yale, for example, emphasize dual training in recognized traditional disci-



**Dr. Darlene Clark Hine, one of the nation's most prominent Black historians, joined Northwestern as part of its new doctoral program in Black Studies.**

plines such as English, history or sociology. Meanwhile, UMass trains students in two tracks: literary and cultural studies and history. Temple, which boasts the oldest Black studies doctoral program in the nation and well-known scholars like Dr. Molefi Kete Asante, focuses on Afrocentric ideologies and methodologies.

Northwestern has engaged in a bidding war for high-profile faculty members. Two years ago, the university lured

Dr. Darlene Clark Hine, one of the nation's most prominent Black historians, to its campus. Faculty from Northwestern and other Chicago-area institutions, like DePaul University and the University of Chicago, will participate in the doctoral program.

Some conservative intellectuals, like Shelby Steele of the Hoover Institution, have questioned the validity of Black studies program and have argued that they have become too activist-oriented and lack a rigorous pedagogical approach.

Iton scoffs at such criticism.

"Scholars working in this highly interdisciplinary field have done a lot of path-breaking scholarly work in history, the humanities and the social sciences," he says. "Academic programs are not graded on their activist commitments, and African-American studies is not much different in that regard."

Columbia University plans to expand its existing master's program into a doctoral program within the next few years. □



**"Every year, across the country, a dangerously high percentage of students – disproportionately poor and minority – disappear from the educational pipeline."** (Losen & Wald, 2005)

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- President Morton Schapiro

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January 9, 2007 | Schools

### Solidifying a Discipline: Northwestern Offers Black Studies Ph.D.

Northwestern University is home to the first African American studies doctoral program in a major metropolitan area with a racially diverse population, rich African American history and important black institutions.

By Wendy Leopold

EVANSTON, Ill. – With the arrival of five Ph.D. candidates last fall, Northwestern University joined a small, elite group of universities that offer a Ph.D. in African American studies.

Only 12 miles from downtown Chicago, Northwestern is home to the first black studies doctoral program in a major metropolitan area with a racially diverse population, rich African American history and important black institutions.

What's more, students in the program have the opportunity to participate in Chicago's unusually cohesive and vibrant community of African American studies and ethnic studies scholars that visitors from universities elsewhere call unique.

Most important, in joining the six other Ph.D.-granting institutions that include Harvard, Yale and University of California-Berkeley, Northwestern demonstrates its strong commitment to an academic discipline that was born of student protests in the 1960s and for years struggled for respect at the margins of academe.

"The margin forced the center to change and has altered the very ways we produce knowledge," says Dwight McBride, Leon Forrest Professor and chair of Northwestern's African American studies department. "Much of what we now understand as cutting-edge scholarship could hardly have been imagined before the advent of African-American studies, ethnic studies and gender studies."

McBride arrived at Northwestern in 2002 with a mandate to strengthen the African American studies department and create a Ph.D. program to rival the best in the country. Even as he and others at the Weinberg College of Arts and Sciences worked to create the new Ph.D. program, the discipline itself was a topic of debate.

Media and journals covering higher education asked if black studies programs were "past their prime," reported on faculty cutbacks at some universities and wrote of declining student enrollment at others.

According to McBride, rumors of the field's demise have swirled since the first undergraduate programs were established decades ago. "However, few scholars today seriously consider cutting-edge scholarship without thinking about the impact of race."

"Northwestern has made the African American Studies department a priority, and we have recruited a remarkable group of faculty," says Weinberg College Dean Daniel Linzer. "We now have a responsibility and opportunity to train the next generation of scholars in this field."

Calling Chicago an ideal place to do that training, McBride speaks not only of Northwestern's African American studies faculty, its Center for African American History and its incomparable Herskovits Library of African Studies. He also points to the critical mass of young and mid-career scholars of race and ethnicity at Northwestern and other area universities that makes it a dynamic African American studies center.

Under McBride's leadership, Northwestern's black studies faculty has grown from three to 14 core members and from six to 22 affiliates. In recruiting Darlene Clark Hine – who helped shape Michigan State University's black studies doctoral program – McBride brought to campus a leading scholar of the African American experience and pioneer of black women's history.

Zinga Fraser and the four other doctoral candidates – whom faculty call "the first cohort" – will benefit from the lively intellectual community of African American and ethnic studies scholars that McBride and others in Chicago have helped build.

For close to a decade, McBride has played host every year to three to four salon-style evenings of what he calls Chicago's Race and Ethnicity Study Group. Attended by a kind of revolving think-tank of scholars, the informal get-togethers feature a presentation of an individual scholar's work-in-progress.

"These are very different from academic presentations in a classroom or lecture hall," McBride says of the gatherings in his Chicago

Emergency Communication

home. "It's important to make them homey, to keep a fire going and to create an atmosphere in which we can relax and associate the intellectual work we all do with pleasure."

The result: "There's something really powerful about seeing all these intellectuals -- a moveable faculty of scholars and graduate students of African American and ethnic studies -- gathered in my living room exchanging ideas," he says.

Board of Trustees Professor Hine, who grew up on Chicago's West side, says it is a kind of community that simply did not exist when she was in graduate school or, for that matter, in the 35 years of her 38-year academic career not lived in Chicago.

She emphasizes the importance of that community and sees it reflected in the fact that, with two exceptions, all Northwestern African American studies faculty share offices on a single corridor of Crowe Hall at the heart of campus.

"The offices of black studies faculty at other universities often are scattered throughout campus so there's no 'there' to the departments," explains Richard Iton, associate professor and graduate director of African American studies. "Here we share space and actually like each other."

Shared quarters and frequent contact naturally spur interdisciplinary discussion and thinking that find their way into faculty scholarship. "I am a different scholar because of these encounters," McBride insists. Hine agrees: "Separating scholars of African American studies from one another mitigates against strengthening a discipline and encouraging the field."

Hine was a graduate student at Kent State in 1970 when, in an unforgettable moment, she watched as national guardsmen drew their guns on student protesters, killing four and injuring nine. She decided then that creating "a new world" required teaching a "new kind of history."

If black women's history was not going to be limited to mention of abolitionist Sojourner Truth and underground railroad leader Harriet Tubman, it was going to be Hine's job to create the new history.

"African American studies is all about transgressing boundaries and disciplines and making discoveries by exploring different fields and perspectives," Hine says. "I literally had to teach myself to do the interdisciplinary research my work demanded. That won't be true for today's doctoral candidates. They'll be better, more efficient interdisciplinary scholars as a result."

Educated at Berkeley, Columbia, Cornell, Stanford and the University of Illinois at Urbana-Champaign, the new cohort came to Northwestern with experience in African American studies and interdisciplinary thinking. Fraser, for example, received a master's degree in African American studies from Columbia University. In an award-winning thesis, she examined issues of gender and race in the leadership of the Congressional Black Caucus.

In small lectures, workshops, informal dinners and conversations, she has found a welcoming community. "I never anticipated how coming into conversation with different sorts of people the way we do would help me think about my own project," Fraser says. "Academia can be a cold place, but here the faculty are always thinking what else can we do for you."

New cohort members Kortney Ryan Ziegler and Patricia Lott cite the confluence of scholars at Northwestern as their main reasons for studying here. Ziegler, whose work looks at black lesbian solo performance artists, will study with Hine, McBride, Sandra Richards, Jennifer Brody, E. Patrick Johnson, Sharon Holland and others. Lott, who did graduate work at Berkeley, came to work with Richards and McBride, who share her interest in slavery and memory.

All three plan to do some work at nearby universities. "If students want to add a professor from another campus to their dissertation committee, we'll happily do what it takes to make that possible," McBride says. Fraser, Lott and Ziegler already have been in contact with or will take classes with faculty members at the University of Chicago and University of Illinois-Chicago.

Late last year, McBride invited 70 people to his Rogers Park home to celebrate the department's new doctoral students and faculty. "Seeing them all together was the crowning moment of my five years at Northwestern," he says. Far from working at the margins of academe, African American studies today is on scholarship's cutting edge.

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University Wire

January 24, 2007 Wednesday

## First Northwestern U. students seek doctorates in African American studies

**BYLINE:** By Julie French, Daily Northwestern; **SOURCE:** Northwestern U.

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Northwestern University's African American studies department became the seventh at a national university to offer a doctoral program when its first five Ph.D. candidates arrived on campus last fall.

"There's definitely the feeling of being part of history," graduate student Tera Agyepong said.

Agyepong chose NU for its wide array of classes and the personal relationships that can be built with faculty members who aren't overburdened with too many graduate students. Agyepong is pursuing a law degree and a doctorate in African American studies with an emphasis on politics, society and culture.

"There's no other program in the country that has that kind of focus," she said. Studying how public policy has affected blacks is great preparation for her intended career in academia and pro bono legal work, she said.

NU is now part of an elite group of schools including Harvard University, Yale University and the University of California at Berkeley. The NU program distinguishes itself from others by focusing on the interdisciplinary nature of the field, said Richard Iton, the department's director of graduate studies.

"It represents a big achievement in terms of putting African American studies on the map," he said.

The program is arranged around three basic areas: expressive arts, history and social sciences.

"It is important to have an academic program that can allow us to get to the full range of issues of race, because race has something to do with everything we study in the humanities and social sciences," Iton said.

Because there are so few African American studies doctoral programs, each university offering a program has been able to separate itself from its peers, said Abu Abarry, the director of graduate studies at Temple University. According to Abarry, Temple started the United States' first doctoral program in African American studies in 1991.

Michigan State University, for example, is known for its emphasis on religion and spiritual studies, Abarry said. Berkeley focuses on sociology and gender studies, and Temple offers classes in socioeconomic and cultural studies. "We are grateful that we have more institutions offering Ph.D.s in the field," Abarry said. "I think we should have even more."

Temple currently has about 25 students and as its faculty shrank, the program had to restrict admission. The creation of new programs, especially at prestigious schools like NU, will help further validate the discipline, he said.

The demand for African American studies grew out of the civil rights movement in the 1960s, but by the 1980s, when Temple was developing its graduate program, the discipline had reached a low point in interest. As more programs have been added, the popularity of African American studies has increased, Abarry said.

Agyepong said she felt honored to be one of the first students in NU's program.

"The only disadvantage is not having people to ask who have been ahead of you," Agyepong said.

First Northwestern U students seek doctorates in African American studies University Wire January 24, 2007 Wednesday

Professors sometimes face a similar problem because none of them have a Ph D in African American Studies, Iton said. When NU was setting up the program, people from other schools including University of Massachusetts, Amherst were brought in to advise.

This type of collaboration will only become easier with the continuing expansion of the discipline into different areas of the country, Abarry said.

Another program student, Patricia Lott, earned her Master of Arts in African American studies at Berkeley but chose to transfer to NU to finish her Ph D.

"I felt that I would get much much more support here for the type of work I was doing," said Lott, who studies the portrayal of slavery by historians and writers.

Lott also said she looked forward to working with and learning from her classmates.

"We will be very proactive and involved in creating the direction and setting the standards for which direction the program will go in the future," she said.

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## NU cultural programs often hard earned

SEARCH

By Alexandra Finkel

Published: Friday, May 29, 2009

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May 3, 1968. 7:05 a.m. A student approaches Northwestern's Bursar's Office, tells the guard on duty he's picking something up and is promptly admitted. After other students create a diversion, the guard leaves and in the next hour, almost 100 other students enter the office, secure the doors and windows and post signs that read, "This building has been occupied by AASU (Afro-American Student Union) and FMO (For Members Only)." The non-violent protest of the university's treatment of the black student population begins.

More than 40 years later, students are still fighting for ethnic and cultural representation in NU's academic curriculum. In the past year, the university has seen the development of a Latina/Latino studies program and proposals for two new programs - an Islamic studies program and a Native American program.

But not all subject areas are created equal.

While African-American studies boasts its own department, Asian American studies has remained a program.

A department can hire and tenure professors while programs cannot, said Mary Finn, Weinberg's associate dean for undergraduate academic affairs. Departments used to hire the program faculty members, who held their full appointment there. Recently, however, programs can assist in hiring professors through joint-appointments but cannot directly offer professors tenure.

### The Riot's effect

Thirty-eight hours after graduate student James Turner, Weinberg '69, led students in the Bursar's Office sit-in, administrators ended the protest with the promise to address the students' concerns: higher black enrollment and more African-American studies courses. The event set the stage for the development of the Department of African-American Studies four years later in 1972.

Campus memory generally positions the origins of the Department of African-American Studies as a response to the incident, said Martha Biondi, the department's director for undergraduate studies.

"Students said, 'I'm tired of sitting in courses and reading books by people who aren't anything like me,'" said Weinberg Dean Sarah Mangelsdorf, who attended a conference in the fall commemorating the 40th anniversary of NU's black student movement.

Turner, now a professor of African and African-American studies at Cornell University, said the protest shaped who he is, the history of black education in the United States and NU's history.

"We were risking the future of our lives and our careers and if it had gone differently, it could have ended badly," he said. "It was a risk we understood, though not as much as we do now, but a risk we were prepared to take."

Faculty members originally pushed for the development of a program, but FMO, NU's black student alliance, fought for an autonomous department, which took nearly a decade to take shape.

But it wasn't until the late 1970s that the African-American studies major emerged.

In an atmosphere where African-American studies was not considered a serious academic endeavor, creating courses and finding qualified faculty members was difficult and a gradual process, Biondi said. Ten years ago there were three faculty members - now 13 professors hold appointments.

Biondi said the department, which is small by campus standards, must expand in order to progress and improve, but is at a standstill.

The department has filled its "lines," or the specific number of tenure-track positions reserved for assistant, associate and full professors, Finn said. Weinberg is only able to dole out so many, and although Mangelsdorf has pledged the economic downturn will not affect new hires, creating additional faculty lines is uncommon, she said.

### 'No Program, No Peace.'

Nearly 30 years after the Bursar takeover, in February 1995, the Asian American Advisory Board sent a proposal to University President Henry Bienen outlining the creation of an Asian American studies program.



"I am not against this program," Bienen responded in a letter to the board. "I am against arbitrary deadlines to do this or that. I suspect that a gradual phasing in of courses and programmatic ideas might make sense as a start of a new venture. This is how we generally proceed in developing new programs."

Two months later, on April 12, 1995, 150 students marched from the Rock to the Rebecca Crown Center chanting, "No Program, No Peace." They challenged Bienen to face the crowd, but he did not emerge, and later claimed he was not in his office.

"It's just not an appropriate mechanism for talking about curricular reform," Bienen told The Daily in response to the students' outcry. "I'm interested in talking to people, not listening to chants."

The same day, 17 students pitched tents around the Rock and began a hunger strike that lasted nearly two weeks.

After a month, two additional rallies and several meetings with the administration, the students ended their protest. Citing budgetary concerns, members accepted the university's commitment to allocate funds for the creation of four courses the following year.

Four years later, in 1999, the Asian American studies program was established with two core faculty members. The program currently offers a minor in Weinberg and has four core faculty members and 34 students enrolled in the minor, said Jinah Kim, the assistant director for the program.

The program does not have any current plans to work toward becoming a department, but is trying to strengthen its roles in hiring and tenuring faculty, she said.

"The program model seems to work, but I think one of the things that would help us is more autonomy," Kim said. "Perhaps, if we were able to tenure our faculty."

#### **Persistence in Latina/o community**

Students have already enrolled in the new Latina/Latino studies program, said Mónica Russel y Rodríguez, interim program director.

Established in March, the program was the result of nearly 10 years of student involvement. Their efforts began in 2000 with a protest at the Rock and continued with an 800-signature petition. The Associated Student Government passed a bill supporting the initiative in 2006.

"The persistence stretched out over years," Russel y Rodríguez said. "There was a kind of continuity that really demonstrated the importance of this program."

Mangelsdorf said the study of cultures like the Latina/Latino community is "increasing our understanding of humanity."

"How would you not want to understand Latinos - their history, their language, their culture - when the population in this country is anticipated to be more people whose first language is Spanish than English," she said. "Wouldn't we want to understand the culture and its history?"

While Russel y Rodríguez said she hopes the program will expand in the future, she is content with its current state.

"We need to make sure we have a smoothly running major and minor for undergraduates before we move forward," she said. "A program is a good first step because we realize that it takes several millions of dollars to start a department. Now is not the time to ask about that."

#### **Understanding Diversity**

A more complete understanding of the country's diversity would also include programs in Islamic studies and Native American studies, Russel y Rodríguez said.

In fall 2007, the ASG Academic Committee worked together with the Muslim Cultural-students Association to create a proposal for an Islamic studies program. Last spring, the two student organizations helped create the Islamic Studies Committee, which includes 10 students as well as ASG support and help from various student groups, faculty members and departments and programs at NU, said group President Dulce Acosta-Licea.

The new program would allow students to raise awareness of Islamic culture, Acosta-Licea said.

"It's a way for a person with a non-Islam background to learn more about it," the Weinberg junior said. "We want to get rid of that ignorance and misconceptions that surround Islam."

The program would be strictly academic and would include classes in interdisciplinary studies like history, religion and anthropology, said religion Prof. Ruediger Seesemann, the committee's adviser.

Seesemann and the students involved said they are striving to differentiate such a program from the Middle Eastern studies minor, which exists in the Asian and Middle East studies program. The program would put Islam and the scope of the religion as the focus of inquiry rather than treating the subject as a geographic region like the Middle East, Seesemann said.

"It would be focused on the role Islam plays in the cultural history of the Middle East and beyond," he said.

There has also been a desire to establish a Native American studies program. but the initiative lacks student support.

"I'm a pragmatist, I don't just grow programs - I don't believe in top-down building programs just for the sake of building programs," Mangelsdorf said. "I have to know that there's interest. Tell me if there's interest."

She added that for a program to be considered viable, it has to have "a critical mass of people who teach courses, who have substantive interests and we have to float some courses and see whether there are students who are interested."

The lack of a program in Native American studies leaves "a gaping hole in our intellectual fabric," Russel y Rodríguez said.

Psychology Prof. Doug Medin is working to formulate a proposal for a program in Native American studies. Medin, who has done research in native communities, said the issues the communities faces are relevant and important.

"Maybe having a program like this will attract native scholars," he said. "But it's also important for non-native students to learn about Native American culture."

While the program has the support of other faculty members, going forward is difficult without student support, Medin noted.



With students as well as administrators who want to bring the lessons of the university's Qatar expansion back to NU, an Islamic studies program has enough community support to have a proposal prepared for the dean by the end of the fall, Acosta-Licea said.

However, the creation of a Native American studies concentration is more uncertain. If faculty are able to find a shared interest and students "vote with their feet," a program with that focus will be closer to reality, Mangelsdorf said.

"I think cultural understanding is one of the most important parts of an arts and sciences education," she said. "It teaches you about how your cultural lens is not the only way to view the world."

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**Editor's note:** The original version of this article incorrectly referred to the Asian American studies program as the Asian-American studies program. Additionally, the article implied that 30 students were enrolled in the Asian American studies courses, while there are actually 34 students enrolled in the minor and many more enrolled in the courses. Furthermore, the article stated that the program was working to become a department when in fact, that is only the case for the far future.

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**New faces among black studies scholars**

*The student body is becoming more diverse, as is the faculty. The movement began 40 years ago at San Francisco State.*

By Dawn Turner Trice | March 05, 2009

Reporting from Chicago — Shawn Alexander can recognize the look immediately. It's one of surprise when a student enters his African American studies class and finds, standing at the front, a white guy.

"Years ago, it happened more," said Alexander, 38, who teaches at the University of Kansas. "I'd see the kids walk into my room, look down at their registration cards and up at me, and then walk out to make sure they had the right classroom."

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Around the country this year, college campuses are celebrating the 40th anniversary of African American studies programs. Although blacks make up the majority of the faculty, white scholars increasingly are making their mark.

It may be the ultimate in inclusion, as well as irony, in a discipline that emerged out of the Black Power movement of the late 1960s to challenge the white status quo. If African American history looks back at the black experience, African American studies tries to examine it from the inside out.

White scholars have pursued doctorates in African American history in relatively large numbers. But whites with doctorates in black studies -- as well as those who teach in the field -- remain fairly rare.

Martha Biondi, an associate professor of African American studies and history at Northwestern University, said she believes her racially mixed group of students places far more stock in her passion for her craft than in the fact that she's white.

"There probably are students who wouldn't enroll in a black studies course with a white professor," said Biondi, 44, whose doctorate is in African American history. "But it's my view that students are incredibly open-minded. They may at first say, 'I wonder if this person is qualified,' but students want a teacher who performs well, and, at the end of the day, that's how they'll judge you."

From the beginning, the goal of African American studies -- with its immersion in black culture, literature, history, politics and religion -- was to critique and strengthen social justice policies for people of African descent.

**Vibrant ideas**

Biondi was reared in a predominantly white, small town in Connecticut. She remembers being against President Nixon when she was in the third grade, watching black news affairs programs on television and reading her babysitter's copies of "The Nation." As a teen, she aspired to become a civil rights lawyer.


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**New faces among black studies scholars**

*The student body is becoming more diverse, as is the faculty. The movement began 40 years ago at San Francisco State.*

By Dawn Turner Trice | March 05, 2009

"Early on, I found the 1960s movements to be very vibrant, particularly the ideas of democracy and equality and freedom," Biondi said. "They were intellectually compelling ideas."

African American studies programs emerged as more black students arrived on college campuses in the 1960s and encountered racism. They believed universities could help by adding more black professors along with courses that reflected their experiences and sensibilities.

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The first program began in 1969 at San Francisco State University. Nathan Hare, who headed the department, said its mission was to create a new approach to scholarship that would lead to changes on campus and in the community.

"We were uniting the academy with the street," said Hare, who holds doctorates in sociology and clinical psychology. "We wanted to elevate black scholarship, but it wasn't like no white person could touch it. Just like it wasn't like black students should only take black studies courses."

By 1973 nearly all of the country's major universities had a black studies program, but the transition was less than smooth.

When Mark D. Naison began teaching at New York's Fordham University in 1970, he didn't just encounter skepticism about a Jewish guy teaching in the discipline.

"There was a group of Black Nationalist students who completely rejected me doing this," said Naison, 60, who wrote about the experience in his book "White Boy: A Memoir." "I wasn't who they had fought for, and they would try to stare me down. I grew up in Brooklyn; I'm not a small person. I stared back."

At the time, Naison said, he was living with a black woman, was doing community organizing and had been ostracized in the white community. "I stared back because I had nowhere else to go."

Naison has used rap music to teach history (he goes by the name "Notorious Ph.D.") and appeared on comedian Dave Chappelle's TV show flaunting his knowledge of black history. But Naison said he's sensitive to his place as a member of the majority who's in a profession where he's a minority.

"I refused to be department chair until I was there nearly 20 years," Naison said. He did chair the department in the early 1990s and will do so again next fall.

**Drawn to history**

At Northwestern, Tom Edge is part of the newest generation of white professors entering the field. Edge, 33, received his doctorate in African American studies in May from the University of Massachusetts.

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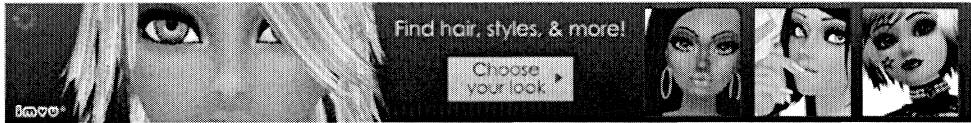
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## New faces among black studies scholars

The student body is becoming more diverse, as is the faculty. The movement began 40 years ago at San Francisco State.

By Dawn Turner Trice | March 05, 2009

What's changed most dramatically in the discipline over 40 years is the student body, which is far more racially diverse. Edge said that although he's had a positive experience in the classroom, he has faced some pushback from friends for his choice of study.

"If you're white and studying black culture, then you must be in the midst of some identity crisis," he said.

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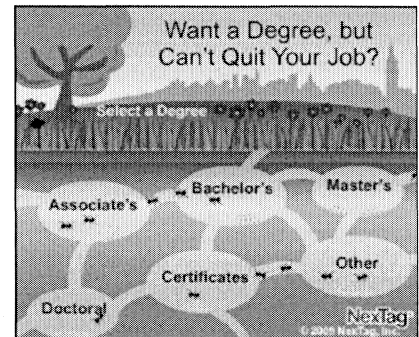
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Edge was drawn to black studies as he began to learn just how much had been omitted from history class at his New Jersey high school.

"Almost always it's my white students who ask me how I became interested in the field," Edge said. "Many of them have learned history the way I did, and when they see how black history fits in, they begin to understand its richness."

A visiting professor this year, Edge opted not to have his picture placed on the Web page of the black studies department. At first he did so for no particular reason, but he now believes it's better for students to learn he's white on the first day of class.

"There are no expectations on how I'm going to do," he said. "Instead, students judge me by what's going on in the classroom. I do my best to present information to them as thoroughly as possible. They can see how much I love doing this, and that's more important than anything else."

dtrice@tribune.com

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Northwestern University Library  
Collection Development Policy Statement

African American Studies  
by Kathleen E. Bethel  
February 11, 1999

**I. Brief overview of the collection**

**A. History of the collection**

Not applicable

**B. Broad subject areas emphasized or de-emphasized**

Humanities and social science disciplines (i.e., anthropology, art and archaeology, drama, comparative literature, American literature, economics, education, geography, government, history, linguistics, mass media, music, philosophy, religion, sociology, and women's studies) are emphasized. Materials on all aspects of Black life and culture are collected. Most relevant materials are held in the Main Collection of the University Library.

**C. Collection locations**

Materials on African American life and culture are found throughout University Library units (e.g., African-American art in the Art Library; health care and folk medicine at the Galter Health Science Library; African American music in the Music Library; rare and ephemeral materials in Special Collections; and videocassettes in the Mitchell Multimedia Center).

**II. Purpose or objectives**

Resources in African American studies are collected not only to meet instructional needs for specific courses offered as part of the African American Studies Department but also as general resources in support of courses offered within disciplinary boundaries (e.g., history, sociology, anthropology, political science, and others) in the Weinberg College of Arts and Sciences. These materials also support instruction in the Schools of Speech, Music, Education and Social Policy, Kellogg Graduate School of Management, as well as the professional schools of law and medicine. Faculty, research, graduate and undergraduate interests are reflected in a wide variety of academic areas, particularly in the humanities and social sciences.

**III. Library unit or title of the selector responsible for this collection**

African American Studies Reference Librarian and Bibliographer

**IV. Scope of the subject coverage**

**A. Language**

English is the major language of the collection. Works in Spanish, French and German are collected on a limited basis.

**B. Geographical scope**

Although no area is specifically excluded, historical emphasis is placed on the contiguous United States. Materials on the Black diaspora in other areas of the Western Hemisphere (e.g. Canada, the Caribbean, Central and South America) are collected

**C. Chronological scope**

No chronological periods are excluded.

**D. Publication dates collected**

The University Library collects current publications extensively and earlier centuries selectively

**E. Formats and genres**

**1. Inclusions**

Monographs and serials, including newspapers, are collected most intensively. Statistical information, documents, technical reports, pamphlets, video, and audio materials are acquired as relevant. Dissertations are acquired only when requested by faculty. Microform collections are acquired when appropriate. Reference materials of all types are collected. Attention is given to publications from small African American presses.

2. *Exclusions*

No formats are specifically excluded

**V. *Acquisitions procedures affecting collection policies***

A. *Standing Orders*

There are few standing orders, primarily for monographic series.

B. *Approval plans and blanket orders*

A profile is established with the university library's primary vendors

C. *Gifts and exchanges*

Gifts are welcome. There is no exchange program.

**VI. *Duplication with other NU library units***

There is limited duplication to materials in the Law and Health Science Libraries and non-circulating materials in Special Collections.

**VII. *Expensive purchases***

The small collection development budget for African American Studies precludes the purchase of expensive items. Support for expensive purchases of African American Studies materials is sought annually from the University Library's General Fund.

**VIII. *Interdisciplinary collections***

The Melville J. Herskovits Library of African Studies, and where appropriate, the Art Collection, Music Library and Curriculum Collection carry overlapping materials.

**IX. *Purchases with endowed funds***

Not applicable

**X. *Cooperation with other libraries***

A. *Other resources, including local, regional or national libraries*

The Vivian G. Harsh Collection of Afro-American Life and Culture, the Chicago Public Library's premiere collection on Black life is a frequent referral. Strong area academic collections include the University of Illinois at Urbana-Champaign and the University of Illinois at Chicago.

B. *Consortia*

Not applicable

**XI. *Policies for purchasing journal article reprints or electronic files on demand***

Not applicable

**XII. *Other factor of local importance***

The Chicago area has a rich array of collections that support research in African American Studies. These include diverse collections such as the Chicago Public Library, the Newberry Library, the Chicago Historical Society, the Center for Research Libraries, and the Race Relations Library of the Chicago Urban League.

**XIII. *Collection levels***

Conspectus number:

3 - Instructional support level: a collection that is adequate to support undergraduate and most graduate instruction or sustained independent study; that is, a collection adequate to maintain knowledge of a subject required for limited or generalized purposes of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of important writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

Language codes:

E – English language material predominates; little or no foreign language material in the collection.



**F – Selected foreign language material included, primarily Western European, in addition to the English language materials.**

**Records of the Department of African-American Student Affairs, 1966-2001**  
**Series 30/14**  
**Boxes 1- 3**

**History**

The history of the Department of African American Student Affairs (AASA) at Northwestern University dates back to the mid-1960s. A Black Student wrote a letter to the Northwestern Daily protesting the low enrollment of African-American students in the University. In response, 54 Black freshmen enrolled in the University for the fall of 1966. The University used funding from the Wieboldt Foundation and support from the Higher Education Act of 1965, to institute a program called the Summer Academic Workshop (SAW) to encourage African American student enrollment and familiarize the new students with college life.

Concern about African-American student enrollment at Northwestern University prompted a decision to recruit in Black urban areas, mostly in Chicago. By 1973, the number of Black students rose significantly and represented approximately 10% of the undergraduate population. Despite increased success recruiting African-American students, Northwestern University remained unaware of the challenges and consequences of integrating black students into the University's social structure. The curriculum and social life on campus failed to recognize the different perspectives or the social and cultural needs of the new black student population.

The shocking assassination of Dr. Martin Luther King Jr. in April of 1968, led to a strong will for change. In May of 1968, 110 of 120 black students on campus took over the Bursar's Office, and presented Northwestern with a list of demands. An agreement was reached and Northwestern increased the number of admissions to reflect the percentage of African Americans in the national population, introduced Black studies courses into the curriculum, and a created a headquarters for Black students to congregate and engage in their own social, political, and cultural activities under the administration of the Vice President for Student Affairs.

The facility the students won was popularly known as the House. The first location of the House was at 619 Emerson, and in 1972-73, it was moved to larger quarters at 1914 Sheridan Road. The office located in the House was first named Minority Student Affairs, and had one professional staff member. The name was changed to the Department of African American Student Affairs (AASA) in 1973.

The mission of the AASA is to support the completion of undergraduate academic programs by African Americans and Black students, and foster a positive sense of community at Northwestern University.

The Department of African American Student Affairs (AASA) has overseen the operations of many organizations on campus, including For Members Only (FMO), Black Greek organizations, the Northwestern Community Ensemble, Black Athletes Uniting for the Light (BAUL) and Northwestern University Black Alumni Association. AASA also administered University programs including the Summer Academic Workshop. Popular events during this

**Records of the Department of African-American Student Affairs, 1966-2001**  
**Series 30/14**  
**Boxes 1- 3**

time included Black History/Liberation Month, A Musical Evening with Our Elders, Brown Bag Lunches, and the Christmas Bazaar.

See also: University Archives Student Activities General Files (especially FMO files) and Serial Publications such as *Blackboard* (Call# 31/00/027 and online).

**Description of the Series**

The Records of the Department of African American Student Affairs (AASA), filling three boxes and spanning the years 1966 to 2001, contain valuable information on the development of the Black community at Northwestern University. The bulk of the records consist of historical information and materials relating to organizations, programs, and events under the sponsorship of the office.

The **Historical Records** of the Office of African American Student Affairs (AASA) date from ca.1968 and constitute the agreements between the faculty, administration, and the community, and state the ideology behind the founding of the organization. The **Administration** records date from ca.1976, and hold lists of Northwestern's black administrators, a draft of the Hearing and Appeals Board, and an activity report from 1978.

**General Lists** of black students are included from 1966 to 1973, as well as lists of black students by department from 1974 to 1976, and a black student directory from 1975-1976. The records documenting the "New Black House" range from 1972 to 1973. Included is correspondence relating to the costs of remodeling the facility, furniture, and floor plans.

**Brochures** describe the AASA facility (the House), services, programming, and student organizations under the umbrella of the Office of African American Student Affairs. **Clippings** date from 1966 to 2001, mostly from *The Daily Northwestern* and other area papers, and start with the emergence of black students at Northwestern University. Articles about the House and cultural programs are included in addition to coverage of racial conflict on campus. **Press Releases** announce new academic positions, events, and activities dating from 1973 to 1982.

Topics in the **General Correspondence** file span the years 1969 to 1974, and run the gamut from admissions, student issues, and administration, to the House, programs, and internships. The correspondence from 1981-1999 is very sparse. **Reports and Statistics** relate to the academic progress of Black students, administration relationships with Black students, and the distribution of financial aid during the period between 1965 and 1979.

The **African American Music Alliance** file records the administration and activities of the student group in 1996. The **African American Student Affairs Advisory Council** contains the year-end report of the Council for 1994-1995. Records pertaining to Black Athletes Uniting for the Light (BAUL), an organization that protects the rights of Black athletes at Northwestern

**Records of the Department of African-American Student Affairs, 1966-2001**  
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University, are dated from 1968 to 1980. A scrapbook documenting the 1980 scandal involving a past Northwestern football coach, Rick Venturi and player, Dana Hemphill dominates the file. **Blackboard**, first published by FMO ca. 1971, is the magazine for and by the Black student community. The file includes correspondence and records from 1999-2000 relating to financing and publishing the magazine. These For Members Only (FMO) records from 1968 to 1992 contain a copy of the FMO policy statement, student correspondence, and various proposals. **The Northwestern Community Ensemble** records consist of the operational correspondence and financial planning of their programs. **The Northwestern University Black Alumni Association** records include a sampling correspondence about the formation and operation of the organization from 1976-1997.

An important subset of Black student organizations are Black Sororities and Fraternities. Correspondence from 1976-1994 pertaining to managing and facilitating Black Greek life, including facilitating housing and events for Black fraternities and sororities, is included in **Black Greek, General**. Representatives from affiliated Black Sororities and Fraternities form the **Black Greek Council**, housed by the Department of African American Student Affairs. Their file includes records and correspondence reflecting the meetings and events sponsored by the Black Greek Council and crises it managed from 1974-1994. **Black Greek Organizations, General** contains correspondence pertaining to individual Black Greek organizations when the collection does not include a body of correspondence for that organization. Correspondence, (often relating to disciplinary difficulties within the organizations,) program materials and official publications for the individual Black Sororities **Alpha Kappa Alpha** and **Delta Sigma Theta** and the Black Fraternities **Alpha Phi Alpha**, **Kappa Alpha Psi**, and **Omega Psi Phi** from 1984-1994 are filed separately by organization.

The **Events** presented by the Department of African American Student Affairs (AASA) between 1970 and 1990, are documented with flyers, programs, and schedules for events and activities. Records regarding **Black History/Liberation Month/Week** contain schedules, posters and flyers dating from 1977 to 1989. Flyers from the **Brown Bag Lunch** lecture series date from 1982 to 1985, and flyers and correspondence regarding the **Christmas Bazaar** range from 1979 to 1988. **A Musical Evening with our Elders** includes records from 1979 to 1990, starting with the first installment in 1979, starring Thomas Dorsey, Phil Cohran, Willie Dixon and Jimmy Ellis. Included are flyers, correspondence, financial records, photographs, and some biographical information on some of the performers.

The Department of African American Student Affairs participated in many University programs involving the Black Community on Campus. **General Programs** included the Cultural Diversity Project during new student week and the LEAD program in 1990. The office also participated in the **African American Exchange Program**. Records include correspondence and about the program from 1976-1977. **The Summer Academic Workshop** was first initiated to introduce Black students to college life at Northwestern University. The records from 1975 to 1981 contain correspondence relating to the program, lists of participants, lists of staff, student evaluations of the program, schedules, and drafts of evaluation forms.

**Records of the Department of African-American Student Affairs, 1966-2001**  
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**Boxes 1- 3**

The Department of African American Student Affairs often played a role in campus-wide racial conflict. The series includes correspondence pertaining to issues surrounding **Campus Police Relationship to Black Students** from 1994-1995. The conflict and resulting University efforts surrounding **Faculty and Student Diversity Issues** in 1989 are recorded in clippings, correspondence, and reports about the issue. Struggles between the African-American campus community and the University Administration around **Housing Issues** are reflected in correspondence pertaining to racial problems, and also records of policy implementation in the residence halls from 1968-1972.

**Student Projects**, dated 1973, 1975, and undated, relate to the Black experience at Northwestern University.

As the official advocate for the needs of Black students at Northwestern University, the Office of African American Student Affairs often received copies of correspondence regarding particular incidents of conflict, particularly racial conflict, on and off campus, and the disciplining of African-American students. This correspondence from 1972-2000 is collected in **Incident Reports and Disciplinary Reports**.

Materials in each folder are arranged chronologically by date, with undated materials at the back of the folder.

**Provenance:** These records were transferred to the University Archives by James Britt of the Office of African American Student Affairs on October 20, 2003, as Accession No. 03-191. Additional records were added to this series by Jerre Michlin of the Office of African American Student Affairs on May 4, 2004, as Accession No. 04-63 and by Karla Spurlock-Evans, formerly of the Office of African American Student Affairs on May 4, 2004, as Accession No. 04-65.

**Restrictions:** Permission to view "Incident Reports and Disciplinary Reports" file must be obtained from the University Archivist.

**Separations:** Approximately six inches of duplicate materials was discarded. A number of photographs were transferred to the University Archives Photograph Collection, and a number of serials were transferred to the University Archives Serials Collection. Materials unrelated to the Department of African American Student Affairs were added to the University Archives General Files (Record Group 11).

**Processors:** Sheryl Orlove and Liora Cobin; Spring 2004.

**Reformatted by:** Rachel C. Teuer; July 9, 2004.

**Records of the Department of African-American Student Affairs, 1966-1992**  
**Series 30/14**  
**Boxes 1- 2 (including one half-size box)**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>	
1	1	Historical Data	1968, n.d.	
	2	Administration	1976, n.d.	
	3	Personnel	1995, n.d.	
	4	Lists of Black Students	1966-1976	
	5	New Black House (1914 Sheridan Rd.)	1972-1973	
	6	Brochures	n.d.	
	7	Clippings	1966-1998	
	8	Press Releases	1968-1982	
	9	General Correspondence	1969-1974, 1981-1999	
	10	Reports and Statistics	1965-1979	
			<b>Organizations</b>	
	11	African American Music Alliance	1996	
	12	African American Student Affairs Advisory Council	1995	
	13	BAUL (Black Athletes Uniting for the Light)	1968-1980	
14	<i>Blackboard</i>	1999-2000		
2	1	FMO (For Members Only)	1968-1992	
	2	Northwestern Community Ensemble	1972-1999	
	3	Northwestern University Black Alumni Association	1976-1997	
	4	Black Greek, General	1976-1994	
	5	Black Greek Council	1974-1994	
	6	Black Greek Organizations, General	1988-1994	
	7	Alpha Kappa Alpha	1987-1994	
	8	Delta Sigma Theta	1988-1994	
	9	Alpha Phi Alpha	1984-2001	
	10	Kappa Alpha Psi	1987-1994	
	11	Omega Psi Phi	1989-1991	
			<b>Events</b>	
12	Event Flyers and Schedules	1970-1990		
3	1	Black History/Liberation-Week/Month	1977-1989	
	2	Brown Bag Lunch	1982-1985	
	3	Christmas Bazaar	1979-1988	
	4	Musical Evening with Our Elders	1979-1990	
	5	Musical Evening with Our Elders (photographs)	1980-1981	
			<b>Programs</b>	
	6	General Programs	1989-1990	
7	African American Exchange Program	1976-1977		

**Records of the Department of African-American Student Affairs, 1966-1992**  
**Series 30/14**  
**Boxes 1- 2 (including one half-size box)**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
	8	Summer Academic Workshop	1975-1977
	9	Summer Academic Workshop	1978-1981
	10	Housing Issues	1968-1972
	11	Faculty and Student Diversity Issues and Protest	1989
	12	Campus Police Relationship to Black Students	1994-1995
	13	Student Projects	1973, 1975, n.d.
	14	Incident and Disciplinary Reports, Restricted	1972-2000

**Student Protests and Strikes at Northwestern University, 1965-1979**  
**Series 31/6/89**  
**Box 1**

**History**

The development of student protests and strikes at Northwestern University reflected the national fusion of youth popular and alternative cultures with political activism of the 1960s and 1970s. Throughout these years, demonstrations stemmed mainly from opposition to military conflict in Vietnam, but also included national and international political issues, including the presence of the NROTC on campus, the Vietnam draft, the bombing of Southeast Asia, anti-Nixon sentiments, support for the Black Panthers and resistance to structural racism within the university.

In general, these events were peaceful demonstrations that caused more administrative anxiety than physical harm or legal action. However, campus and Evanston police were needed to disperse the crowds in a few protests, and a few arrests were made. As the flyers and handouts which advertised them show, some of the activities were closer to social events, some were vehemently and radically political, and some fell in the middle.

The first major protest action of this era was the Black Student Sit-In at the Bursar's Office in May, 1968. The immediate cause of the sit-in was the administration's refusal to accede to a set of demands submitted on April 22 by For Members Only (the black undergraduate organization) and the Afro-American Student Union (the black graduate student group), but the underlying motivation was the long-standing feeling among black students that the university permitted and even encouraged racism on campus. On May 3, 1968, the students organized a sit-in at the University Bursar's office. They refused to leave until the administration accepted their list of demands. The strike ended 38 hours later. By the end of the week, the university had conceded to a few of the students' demands, but sidestepped action on others. The student protestors submitted another list of demands. Eventually, the university began negotiations with the students which resulted in several important changes implemented over the next few years.

Student protests against the Vietnam War and specifically against the NROTC (Naval Reserve Officer Training Corps) persisted throughout this time period. (Note: The week-long student strike resulting from the Kent State shootings in May, 1970, is described and documented in a separate collection.) Students participating in these strikes felt that, by allowing the NROTC to operate on campus, the university as an institution openly supported the war in Vietnam, as well as supporting capitalist industries' contribution to the war. By demonstrating at NROTC events, students who also opposed the military draft showed their opposition to the university's military allegiance. The culmination of the student strikes came in April of 1975, when 16 students were arrested in Norris Student Center for protesting at an NROTC sponsored event. In a backlash against the arrests, students organized a rally and a picket at the court where the students were held on trial on May 16th. These protesters demanded that all charges against the students be dropped and that, above all, the NROTC leave the Northwestern campus.

**Description of the Series**

The Student Protests and Strikes Collection consists of diverse materials that document political demonstrations and protests organized by students, spanning from August 1965 through October 1979. Each event included in this collection documents a segment of the history of Northwestern students' political activism. The collection as a whole illustrates the ascendance of political activism among NU students and faculty, both as the product of individual actors and



**Student Protests and Strikes at Northwestern University, 1965-1979**  
**Series 31/6/89**  
**Box 1**

circumstances affecting the NU community as well as the product of the state of American youth at large.

The collection includes items that evince the planning and execution of various strikes, sit-ins, teach-ins, boycotts, demonstrations and discussions, and also contains materials more generally pertaining to student protest, political expression and alternative youth culture in America in the late 1960s and 1970s. Materials include newspaper clippings, flyers, formal demands from and negotiations with the university administration, magazine articles, administrative memos and speeches.

The collection is organized into 22 folders, most of which represent a separate event or time period. Other folders contain a collection of materials, such as flyers or clippings, that document a range of activities. Folders are arranged chronologically, and materials are chronologically arranged within each folder.

A number of the documents in this collection were accumulated in 1973 by Robert Mayo, Professor of English. A letter from Mayo in the first folder of the collection explains how he gathered the documents and remarks on the short lived success of the revolutionary aspirations that propelled the "strike period" at Northwestern.

**General Materials** relating to student activism span the years 1968 to 1970 and include articles published in larger newspapers, administrative reports and speeches from other universities and a thesis, all of which describe the youth political and cultural galvanization during the 1960s and 1970s. These documents ethnographically examine the culture merge with youth political activism on a national level.

**Flyers** dating between 1968 and 1979 reflect the diversity of events transpiring on campus. Flyers from events advertise a grape boycott, general strikes organized by the Marxist Student Revolutionaries, demonstrations against the war in Southeast Asia, opposition to the draft, NROTC opposition, anti-Nixon sentiment, and racial egalitarianism.

The note comprising **Student Activism in 1965** shows two individuals' refusal to support groups that do not unanimously and publicly oppose the war in Vietnam.

The materials in the **Student/Faculty Protest** file document student and faculty opposition to the war in Vietnam in 1967, including correspondence, newspaper clippings, publicity and teach-in materials that record the process by which students obtained the signed opposition of 247 professors to the war in Vietnam.

The **Dow Chemical Company Demonstration** revolted against the on-campus recruiting of a company that produced napalm, a flammable gasoline-like liquid used for warfare. From student statements of repugnance towards the company and Northwestern for letting Dow recruit on campus, to administrative correspondence and formal plans to avoid and minimize student outcry on the day of recruitment, to newspaper publicity, these papers reveal the intricate student planning and administrative containment of the Dow Demonstration. Ultimately, the 500 student peaceful demonstration articulated anti-war sentiment and left questions regarding the demonstration's infringement on Dow's freedom of speech.

In organizing the **Black Student Sit-In** of May, 1968, students occupying the university Bursar's office wanted the university to improve race relations on campus by persuading the administration to concede to their formal demands. Included in these demands were increased admissions and financial aid for black students, creation of an all-black dorm and student center,

**Student Protests and Strikes at Northwestern University, 1965-1979**  
**Series 31/6/89**  
**Box 1**

addition of a Black Studies curriculum, and desegregation of the university's real estate holdings in Evanston. These records combine official statements from the university administration, the student protestors, the negotiations between the two, policy statements and press coverage of the sit-in.

**NU Sit-In Clippings** augments the materials in the preceding folder. These newspaper articles from papers such as *The Daily Northwestern*, *Northwestern News* and *The Chicago Tribune* record the negotiations between the university administration and the student protestors as well as the varied support and opposition that the university received for conceding to some of the students' demands.

To prove that "students are people, not machine parts," the line-up of events planned for **Disorientation Week** in September, 1968, included discussions, lectures, a peace march, parties, and films. Flyers and handouts document the events, and include a broadside urging students not to answer the required Student Information Test.

A full schedule of discussions on **March 4, 1969**, confronted the students' suspicion of the role their work carried within the military-industrial complex. These committee programs, the schedule and a flyer advertise discussions regarding the anti-ballistic missile, mass media, recruitment on campus, the relationship between students' politics and their financial aid allotments, and the question of democracy's existence within the military-industrial establishment.

In the **Anti-NROTC and Vietnam Moratorium** activities, NU students critiqued all elements of the campus that they viewed as politically complicit with the Vietnam War. Newspaper clippings, a profile of new "law violators" as being youthful upper-class protestors from the university, flyers, literature handed out at the moratoriums and politically charged information sheets constitute this folder. These documents reflect growth of suspicion of student demonstrators by the administration, and the growth of suspicion of authority and structural support of militancy, the Vietnam War and other nebulous issues. **Clippings** combine press coverage of the NROTC protest and the Vietnam Moratorium, articles regarding the general state of the administration of the university, and a *Chicago Tribune* article arguing that the many unsung heroes on college campuses are not causing trouble by staging riots. These clippings reflect the public interpretation of the events engrossing the Northwestern campus.

Student supporters of **Black Panthers** chairman Fred Hampton arranged a discussion after Hampton's death (assumed murder by "the pigs," in sympathizers' eyes). Flyers and statements advertise a benefit dance, a teach-in, a movie screening, discussions, a picket and a demonstration.

Dating from 1970, **General Protest Activities (not including May strike)** materials include faculty correspondence, a statement to the community, flyers newspaper clippings, information and handouts distributed at protests. The events covered in these papers include anti-Vietnam demonstrations, on-campus property destruction, draft opposition, environmental advocacy, as well as opposition to wages and policy at GM.

The participants in the **Medical School Sit-In** of May, 1970, protested the nationally determined compulsory service of medical school students to the army. These reports and formal demands exhibit participants' refusal to go to war as medical troops, because they suspected that they would be drafted as combat soldiers. They also protested the increasing disparities between

**Student Protests and Strikes at Northwestern University, 1965-1979**  
**Series 31/6/89**  
**Box 1**

wealthy and poor patients and the scarcity of black medical students, and called for a People's Health Free University.

The **Student Protest 1971** folder includes flyers, correspondence, official university statements and student statements. These documents refer to anti-war sentiment, the Israeli diaspora, Kent and Jackson State sympathizers, and opposition to the draft.

The **Student Protest 1972** folder also includes flyers, correspondence, official university statements and student statements. These materials document demonstrations, strikes, teach-ins, sit-ins in opposition to the air war, the blockade in Vietnam, President Nixon, heightened cost of housing and NROTC. **Clippings** from *The Daily Northwestern* augment the materials in the preceding folder. Two *Chicago Tribune* articles report on larger war protests in Chicago.

Materials relating to the **1973 Protest on Vietnam** includes flyers, newspaper clippings and handouts from student demonstrations regarding anti-war meetings, participation in a national demonstration in Washington, D.C. a march, a teach-in and speakers. These papers particularly speak to the breadth of events and demonstrations in which students took part .

In a series of **Anti-ROTC Demonstrations** in 1975, students opposed the university's implicit support of the war through its military training programs. Flyers, newspaper clippings and handouts document the student opposition of NROTC presence at NU, and also show the backlash after 16 demonstrators were arrested at an NROTC in April, 1975.

**Faculty Activism** is documented by correspondence and a clipping from *The Daily Northwestern*. This folder depicts the faculty support for political candidates including Eugene McCarthy, and for outspoken Vietnam War opponent Staughton Lynd.

**Provenance:** The material relating to Student Protests and Strikes was separated from two accessions, 74-120, donated to the University Archives by Robert Mayo on September 22, 1979, and 80-114, transferred to the Archives by Thomas Lifka, Associate Dean of Students, on August 4, 1980. Materials from the University Archives General Files were also incorporated into this collection.

**Restrictions:** None.

**Separations:** Items not relevant to this collection (including those relating to activities that did not take place at Northwestern University or did not involve Northwestern University student organizations) remain in the original boxes. See accession cards for 74-120 and 80-114 for contents. A few materials relating to the SDS and Young Americans for Freedom were added to the existing folders in the Student Activities (General Files). Materials relating to the Anti-Vietnam-War strike of May, 1968, were separated to form Series 31/6/88.

**Processor:** Alison Kanosky, Summer 2006

**Cross-References:** For the Anti-Vietnam-War Strike of May, 1970, see [Series 31/6/88](#). For Black Student Sit-in of May, 1968, see the Archives' Subject files, Room 110, and the digital exhibit at <http://www.library.northwestern.edu/archives/exhibits/1968/1968.html>

**Student Protests and Strikes at Northwestern University, 1965-1979**

**Series 31/6/89**

**Box 1**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Dates</u></b>
1	1	Robert Mayo Letter	1973
	2	Student Activism: General	1968- Apr.1970
	3	Flyers: General	Sept. 1968- Oct.1979
	4	Anti-Vietnam-War Letter	August 18, 1965
	5	Student/Faculty Anti-War Protest	Apr.- Dec., 1967
	6	Dow Chemical Company Demonstration	Feb.- Apr., 1968
	7	Black Student Sit-in	Apr.- Oct., 1968
	8	Black Student Sit-in, Clippings	May 1968- Jul., 1971
	9	Disorientation Week	Sept., 1968
	10	March 4 Committee	March 4, 1969
	11	Anti-NROTC; Vietnam Moratorium	Jan. 1969- Jan. 1970
	12	Clippings	Mar.- Dec., 1969
	13	Black Panthers	Dec. 1969- Jan. 1970
	14	General Protest Activities (not including May strike)	Dec. 1967- Jan. 1970
	15	Medical School Sit-in	Apr. 28- May 19, 1970
	16	Student Protest	Jan.- June 1971
	17	Student Protest	Apr.- Sept., 1972
	18	Clippings	May 9- 14, 1972
	19	Protest on Vietnam	Jan.- Oct. 1973
	20	ROTC Demonstrations	Apr.- Nov. 1975
	21	Faculty Activism	May 1968- n.d.

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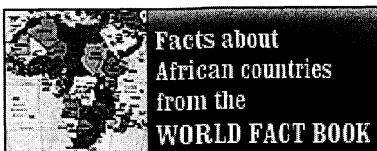


**Collections : ARCHIVAL MATERIALS**

Archival and manuscript collections in the Herskovits Library include personal papers, photographs, records, and microforms. Restrictions may apply to the use of selected individual papers and records.

<b>Manuscript Collections</b>			
<b>Collection Number</b>	<b>Title of Collection</b>	<b>Span Dates</b>	<b># of Boxes</b>
Africana Manuscripts 1	<a href="#"><u>Abdullah Abdurahman Family Papers</u></a>	1906-1962	7
Africana Manuscripts 2	<a href="#"><u>Alexander Hepple Papers</u></a>	1937-1964	15
Africana Manuscripts 3	<a href="#"><u>Vernon Anderson Papers</u></a>	1921-1980	2
Africana Manuscripts 4	<a href="#"><u>Leo Kuper Papers</u></a>	1952-1966	21
Africana Manuscripts 5	<a href="#"><u>Lavinia Scott Papers</u></a>	1930-1959	4
*Africana Manuscripts 6	<a href="#"><u>Melville J. Herskovits Papers</u></a>	1906-1963	187
*Africana Manuscripts 6/1	<a href="#"><u>Melville J. Herskovits Biographical Materials</u></a>	1920-1996	1
Africana Manuscripts 7	<a href="#"><u>African Studies Association Papers</u></a>	1957-1980	50
Africana Manuscripts 8	<a href="#"><u>Vernon McKay Papers</u></a>	1935-1977	121
Africana Manuscripts 9	<a href="#"><u>Claude Barnett Research Collection</u></a>	1950-1970	41

About the Collection  
Program of African Studies



*Africana Manuscripts 10	<u>Gwendolen M. Carter Papers (82 Scrapbooks)</u>	1915-1977	180
*Africana Manuscripts 11	Africana Curriculum Project Records	1965-1968	17
Africana Manuscripts 12	Clignet-Swegen African Data Printouts	1965-1975	35
*Africana Manuscripts 13	<u>Program of African Studies Records</u>	1955-1983	25
Africana Manuscripts 14	American Committee to Keep Biafra Alive Records	1966-1980	2
Africana Manuscripts 15	Black Sash Papers	1928-1963	4
Africana Manuscripts 16	(Vacant)		
*Africana Manuscripts 17	<u>Dennis Brutus Papers</u>	1946-1977	8
Africana Manuscripts 18	(Vacant)		
*Africana Manuscripts 19	Economic Survey of Liberia Records	1956-1962	8
*Africana Manuscripts 20	David Jolly Papers	1945-1966	2
Africana Manuscripts 21	Edward Roux Clipping Scrapbook Collection	1941-1964	4
Africana Manuscripts 22	Toward Freedom Newsletter Records	1937-1975	7
Africana Manuscripts 23	<u>Lorenzo D. Turner Papers</u>	1913-1973	52 (9 RCS, 1 DF)
Africana Manuscripts 24	William B. Lloyd Jr. Papers	1942-1983	7
Africana Manuscripts 25	International Journal of African Historical Studies	1968-1978	27
*Africana Manuscripts 26	Dennis Brutus Defense Committee Records	1963-1983	4
*Africana Manuscripts 27	Program of African Studies - Seminar on Africa, Seminar Records	1949-1958	1

\* Collections held by the Northwestern University Archives; all remaining collections are held by the Melville J. Herskovits Library of

African Studies.

**Last reviewed:** August 31, 2007

**Melville J. Herskovits  
Library of African Studies**

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**Records of the Program of African Studies, ca.1955-1983**

**Series 35/13**

**Boxes 1- 60**

**History**

Northwestern University's Program of African Studies, founded in 1948, was the first program on Africa in the nation and the first multidisciplinary program at Northwestern. Developed by anthropologist Melville J. Herskovits to train a corps of scholars maintaining African interests across disciplinary lines, the Program grew to include core and associated faculty from such diverse disciplines as African-American studies, art history, history and literature of religions, law, management, medicine, music, and technology, as well as anthropology, history, political science, and sociology.

Following Herskovits' death in 1963, Gwendolen M. Carter, formerly of Smith College, became director of the Program in 1964. Assisted by Associate Director Ibrahim Abu-Lughod, Carter presided over considerable expansion of the Program and of African studies in general. At Carter's retirement in 1974, linguist Abraham Demoz became director, assisted by Assistant Director Fay A. Leary. In September 1980, political scientist John Paden became the director of the Program.

Founded with Carnegie Corporation funding, the Program has received support from a number of public and private sources outside the university, among them the Ford Foundation, the Office of Education, and the National Endowment for the Humanities. Private benefactors have also been cultivated. Numerous special projects and seminars have been conducted by the Program, including a Ford Foundation funded project to study factors affecting national unity; summer institutes in Ghana and Ethiopia; Office of Education sponsored seminars for high school teachers; and a project, also sponsored by the Office of Education, to design curriculum for a basic course in African Studies.

African languages, which were not stressed in the Program's early years, became a major part of the curriculum in 1964 with the establishment of the Department of African Languages (later the Department of Linguistics). Supported by Office of Education Language and Area grants, this department has offered training in a wide range of African languages, including, at various times, Yoruba, Twi, Swahili, Hausa, Amharic, Akan, and Arabic.

The Program has long maintained close contact with Africa and with Africanists from around the world. Visiting professors and lecturers are traditional, the Monday Night Lecture Series, one of the Program's oldest activities, draws both the Northwestern community and the general public to hear prominent Africanists. In addition, the Program strongly encourages both students and faculty to do field work in Africa, often supporting such research with various fellowships and grants.



**Records of the Program of African Studies, ca.1955-1983**  
**Series 35/13**  
**Boxes 1- 60**

**Description of the Series (Boxes 1-25)**

The Program of African Studies Records consist of correspondence, memos, proposals, reports, and related administrative material pertaining to the organization, special projects, and routine activities of the Program of African Studies Office. Dating mainly from the late 1960's and early 1970's, the files are arranged alphabetically by subject, and fill 25 boxes. Many of the larger subject files, especially those consisting primarily of correspondence, are organized chronologically.

**Cross References:** Additional material pertaining to the Program of African Studies may be found in the papers of the Program's first two directors, Melville J. Herskovits and Gwendolen M. Carter. The Herskovits Papers are especially valuable, as they document the founding of the Program and its early years.

**Provenance:** Most of the Program of African Studies Records were transferred to the Melville J. Herskovits Library of African Studies from the Program offices around 1974. Additional material was added after being separated from the Herskovits and Carter Papers.

**Restrictions:** None.

**Separations:** One inch of duplicates were discarded.

**Processor:** Lisa B. Williams, July 1982

**Records of the Program of African Studies, ca.1955-1983**  
**Series 35/13**  
**Boxes 1- 60**

**Description of the Addition (Boxes 26-56)**

The addition to the Records of the Program of African Studies fills thirty-one boxes and spans the period 1960-1981. The records are divided into six categories: administrative; African studies in the United States; newspaper clippings; publications; public presentations; and summer training programs.

The **administrative records** are organized into four subgroups: correspondence; courses; faculty, staff, and students; and financial.

General correspondence is arranged chronologically and documents relations with other African Studies programs, visits, lectures, and important African issues. Subject correspondence is arranged in folders according to topical headings. The intra-university correspondence includes letters and memoranda relating largely to administrative and University wide concerns. Within topically organized folders the intra-university correspondence is chronologically arranged.

Course records typically include lecture notes, syllabi, reading lists, examination questions, and student papers reflecting the Program's curricular offerings. Materials relating to multiple courses are usually found within each folder. Records pertaining to Anthropology B25 (Africa: An Interdisciplinary Survey) and D25 (Modern Africa) are foldered separately.

The faculty, staff, and students records are arranged alphabetically by subject heading. The material includes rosters of Program faculty and students, student and faculty application materials, correspondence, and related materials. Several folders of curriculum vitae and related correspondence pertaining to Program appointments are alphabetically arranged and filed at the end of this body of records.

The financial records are organized topically under the following major categories: African National Unity Projects, Fellowships, the Ford Foundation, and the United States Office of Education. Lesser categories are grouped together at the front of the records. All categories are arranged alphabetically by key word of topical heading. The bulk of the records consist of grant applications and reports along with related correspondence.

The **African Studies in the United States** records concern sponsors of African study other than Northwestern's program. This category is divided into general records arranged alphabetically by topical headings and thereafter by conference groupings including the African Literature Association and the Association of African Studies Programs. The conference records contain mostly papers, newsletters, and pertinent correspondence and brochures.

A small amount of **newspaper clippings**, which originate from a variety of newspapers, are arranged in folders by subject heading.

**Records of the Program of African Studies, ca.1955-1983**

**Series 35/13**

**Boxes 1- 60**

The **publications** records include material relating to the Program's Publications Committee, and feature correspondence on lecture series material intended for publication.

The **public presentations** records are divided into three categories: general, Monday Night Lecture Series, and programs. The general group contains two folders of correspondence and one folder of material relating to the Field Museum of Natural History. The Monday Night Lecture Series featured a series of talks open to the public and sponsored every quarter by the Program. There was usually one lecture per week during the academic year but the number per night and dates of the lectures did vary occasionally. The records are arranged chronologically, and typically include lecture schedules and descriptions, along with related correspondence. The program subgroup is arranged alphabetically by subject heading, and details various other events sponsored by the Program.

The **summer training program** records are arranged alphabetically by subject heading and contain information on seminars and research programs. There are three subgroups: the Chicago African Studies Seminar, which contains general correspondence and the publication Newsletter (vol. 1, no. 1-vol. 4, no. 6); high school and college institutes which were operated with grants from the Educational Professions Development Act; and the Institute on Africa, sponsored by the University of Wisconsin.

**Provenance:** The Program of African Studies records were transferred to the University Archives in three separate accessions. The bulk of the records, consisting of forty-eight archival boxes, were received on June 10, 1985 from the Program of African Studies via Hans Panofsky, Curator of the Melville J. Herskovits Library of African Studies (Accession #83-160). The two other accessions were received on November 9, 1983 (Accession #83-160) and February 2, 1984 (Accession #84-27) and were comprised of five archival boxes and two folders, respectively. Both were transferred to the University Archives by the Herskovits Library.

**Restrictions:** The administrative records (Boxes 26-41) may be used only with permission of the University Archivist.

**Processors:** Jyotika Viridi and Timothy J. Waltz; June-November, 1990.

**Scanned and Reformatted by:** Francine Keyes, February 2005

**Description of the Addition, 1960-1980**

This addition to the Records of the Program of African Studies fills 4 boxes and spans the dates 1960 to 1980, with the bulk of the materials dating from the mid-1970s. The records are divided into two main categories: correspondence; and grants and proposals.

Two additional folders document conferences and seminars sponsored by the Program, including an attendance list for the 1960 Contemporary South Africa Conference, and conference planning information for a South Africa Conference.

**Records of the Program of African Studies, ca.1955-1983**

**Series 35/13**

**Boxes 1- 60**

**Correspondence** is organized into three subseries: administrative correspondence; general administrative correspondence; and subject files.

The bulk of the records consists of the **administrative correspondence** of the directors of the Program: Gwendolen Carter (1967-1974) and Abraham Demoz (1974-1980); the assistant director, Fay Leary (1975-1980); and the program coordinator, Beth Miller. Most of the correspondence was generated by Fay Leary. Administrative correspondence is arranged chronologically and documents relations with other African Studies programs, other departments within and outside Northwestern University, and information about donations.

**General administrative correspondence**, organized chronologically, consists mainly of letters and copies of letters forwarded to the Program by other departments within the University, or correspondence of general relevance to the Program from other institutions.

**Subject correspondence** folders are arranged alphabetically according to topical headings and contain reports and correspondence. Materials are arranged chronologically within each folder. Folders document a variety of topics, including the progress of Black Studies and International Studies programs, South Africa divestiture (including a small number of newspaper clippings), the ICARIS conference on racism, language priorities in African studies, and field research study in Africa. The Final Reports folder contains reports on library, course enrollment, and information on school, department, faculty, and lecture series.

**Grants and proposals** are arranged alphabetically by title and consist of applications for federal assistance and proposals for projects including a study of urban growth in Africa, the effects of drought, and the establishment of an International Center.

**Provenance:** The addition to the Records of the Program of African Studies were transferred to the University Archives by the Africana Library on November 9, 1983, as Accession # 83-160.

**Restrictions:** None.

**Separations:** Four inches of duplicate and extraneous material were discarded.

**Processor:** Rehana Khan, Summer 2006.

**Records of the Program of African Studies, ca.1955-1983**  
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**Boxes 1- 60**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
1	1	Advanced Research Projects Agency Proposal Advisory Committee (ARPAPAC)	
	2	(ARPAPAC)	1964-1967
	3	(ARPAPAC)	1967
	4	(ARPAPAC)	1968-1971
	5	(ARPAPAC)	1971-1972
	6	(ARPAPAC)	n.d.
	7	Africa House	
	8	<i>Africa Report</i>	
	9	African-American Institute	
2	1	African-American Institute	
	2	African-American Studies	
	3	African and American Universities Program	1963-1964
	4	African Art	1963-1971
	5	African Curriculum Project	
	6	African Dance Project	
	7	African Heritage Association	
	8	African Law	
	9	African Liaison Committee	
	10	African Music (The Traceys)	
	11	African Studies Association	
3	1	African Studies Association	
	2	African Studies Fellowships and Scholarships	
	3	African Studies in African Universities	1962-1972
	4	African Studies in the United States	
	5	African Studies in the United States	
	6	African Trade Unions	
	7	African Universities Program	
	8	Africana Library	
4	1	Agency for International Development	
	2	Agriculture in Underdeveloped Countries	
	3	American Academy of Arts and Sciences	
	4	American Association of University Women	
	5	American Committee on Africa Committee of Conscience Against Apartheid	
	6	American Council on Education	

**Records of the Program of African Studies, ca.1955-1983**

**Series 35/13**

**Boxes 1- 60**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
4	7	American Foreign Service Association	
	8	Angola	
	9	Announcements of Program of African Studies Events	
	10	Audiovisual Materials	
	11	Beyer, Barry	
	12	Bibliographies	
	13	Budgets and Receipts	
5	1	Budgets and Receipts for National Unity Grant	
	2	Burrows, Vinnie (Northwestern University Arts Festival)	1965
	3	Carnegie Corporation/Carnegie Endowment for International Peace	1966-1970
	4	Carter, Gwendolen (Correspondence)	1963-1974
	5	Carter Interview	
	6	Carter Trip	1966
	7	CCTA/CSA Nigeria	1962
	8	Center for Social Science Research	
	9	Center for Social Science Research Annual Spring Report of Operations	
	10	Certificate of African Studies	
6	1	Chicago Council on Foreign Relations	
	2	Clignet, Remi	
	3	Committee on Future of International Studies	
	4	Committee on Teaching About Africa - Correspondence (General)	
	5	Committee on Teaching About Africa - Correspondence	1961-1969
	6	Committee on Teaching About Africa - Correspondence	1970-1971
	7	Committee on Teaching About Africa - Correspondence	1972-1974
	8	Committee on Teaching About Africa - Correspondence	n.d.
	9	Council for Intersocietal Studies	1967-1970
7	1	Council on Foreign Relations	
	2	Data Bank	
	3	Data Sheet	1971
	4	De Malherbe Proposal	
	5	De Pauw University	
	6	Directors of African Programs in the United States	
	7	Documentation Center for African Studies	
	8	Duplicated Material	

**Records of the Program of African Studies, ca.1955-1983**

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**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
7	9	EDPA Institute for College Teachers	1969
	10	EDPA Institute for High School Teachers	1969
	11	EDPA Papers	
	12	EDPA Correspondence	
8	1	EDPA Materials Distributed to Participants	
	2	EDPA Technical Reports, Evaluations, Questionnaires	
	3	Education and World Affairs	
	4	Encyclopedia Africana	
	5	Espenshade, Edward	
	6	Esso Foundation	1971-1972
	7	Ethics of Research	1965-1966
	8	Ethiopia	
	9	Ethnocentrism	
	10	Faculty	
	11	Faculty Prospects	
9	1	Faculty Prospects	
	2	Faculty Prospects	
	3	Faculty Prospects	
	4	Faculty Prospects	
	5	Faculty Prospects	
	6	Faculty Prospects	
10	1	Faculty Prospects	
	2	Faculty Prospects	
	3	Faculty Announcements	
	4	Faculty Meetings	1967
	5	Faculty Research	
	6	Faculty Seminars	
	7	Ford Foundation Correspondence	1960-1972
	8	Ford Foundation Reports	1958
	9	Ford Foundation Reports	1969-1970
11	1	Foreign Language and Area Centers	1968-1969
	2	Foreign Language and Area Centers	1968-1969
	3	Foreign Language and Area Centers	1970-1971
	4	Foreign Language and Area Centers	1972-1973
	5	Foreign Language and Area Studies Fellowship Program	1961-1968
	6	Foreign Language and Area Studies Fellowship Program	1968

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
11	7	Foreign Language and Area Studies Review	1968-1970
	8	Foundations	
12	1	Foundations	
	2	French Clippings	
	3	Friends of the Program of African Studies	
	4	General Funds, Requests, and Grants	
	5	General Funds, Requests, and Grants	
	6	General Information about the Program of African Studies	
	7	Ghana Dancers	1968-1969
	8	Ghana Questionnaire	
	9	Globalization	
	10	Graduate School Statistics	1959-1960
	11	Department of Health, Education, and Welfare	
13	1	Herskovits, Frances	1972
	2	Herskovits, Melville	1961-1963
	3	Herskovits, Melville	1963
	4	Herskovits Memorial Lectures	1968-1971
	5	High School Teaching Materials	1963, 1969
	6	High Schools in the Chicago Area	1968
	7	Human Relations Area Files	1963
	8	University of Ibadan Joint Linguistics Program	
	9	University of Ibadan: Panofsky Trip	
	10	Institute for University Studies	
	11	Institute of Achievement of Human Potential	
	12	Institute of International Education	
	13	Interdepartmental Seminar on Contemporary Africa	
	14	International Congress of Africanists Accra	1962
	15	International Program in Law and Related Disciplines	
14	1	International Programs	
	2	International Union for Conservation of Nature and Natural Resources	
	3	Israel	
	4	Jenkins, George	
	5	Joset, Paul	
	6	Killie Campbell Collection	
	7	Kraeder, Laurence	
	8	Languages and Linguistics	



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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
14	9	Lectures by Program of African Studies Faculty	1966
	10	Libya Proposal	
	11	Mailing Lists	1965-1968
	12	Merriam, Alan	
15	1	MFLF Program and Fulbright-Hays Fellowship	1965-1969
	2	Microfilming of Portuguese Archives	1967
	3	Minute Book	1958-1959
	4	National Defense Education Act	1962
	5	National Defense Education Act	1965-1969
	6	National Defense Education Act	1970-1972
	7	National Defense Education Act Application	1963
	8	National Defense Education Act Centers	1965
16	1	National Defense Foreign Language Fellowship	
	2	National Endowment for the Humanities	
	3	National Institute of Mental Health	
	4	National Research Council	
	5	National Science Foundation	
	6	National Unity Project	
	7	National Unity Project - Progress Report	
	8	Nigerian Conference	1967
	9	University of North Africa	1968-1969
	10	Northwestern University - Anthropology Department	
	11	Northwestern University - College of Liberal Arts	
	12	Northwestern University - Graduate School	
	13	Northwestern University - Music Department	
	14	Northwestern University - Political Science Department	
	15	Northwestern University - Press	
17	1	Oral History Conference	
	2	Oral History Conference Correspondence	
	3	Oral History Conference Proposals	
	4	Paden, John	1968-1969
	5	Paden, John	1969-1975
	6	Peace Corps Material	
	7	Peace Corps Volunteer Letters	
	8	University of Pennsylvania	
18	1	PhD's in Program of African Studies	

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
18	2	Photographs	
	3	Political Activism	
	4	Press Releases	1960-1961
	5	Program Possibilities	1967-1968
	6	Programs and Press Clippings	1961-1962
19	1	Publications Committee	
	2	Publications and Manuscripts	1957-1973
	3	Reports	
	4	Research Committee	1972
	5	Research Ideas	1965-1966
	6	Research Proposal for Cameroon Study	
	7	Rockefeller Foundation	
	8	Secretaries	1961-1962
	9	Seminar Plans and Personnel	1962-1963
	10	Seminar Reports	1958
20	1	Seminar Reports	1958
	2	Smith, Kline, and French Fellowship Report	1961
	3	Snyder Committee	
	4	Social Psychology	
	5	Social Science Research Council	1966-1968
	6	South Africa	
	7	South African Meeting Correspondence	1971-1972
	8	South African Meeting Documents	
21	1	South African Institute of Race Relations	
	2	Southern Africa Speakers	
	3	Correspondence	1964-1965
	4	Correspondence	1966
	5	Documents and Undated Correspondence	
	6	"Stability and Change in South Africa"	
	7	Staff	
22	1	State Department	1963-1969
	2	State Department	1970
	3	[skipped number]	
	4	State Department	1971-1974
	5	Steering Committee	1961

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
22	6	Stevenson Institute	
23	1	Student Committees	
	2	Student Papers	
	3	Student Research	
	4	Students - Correspondence	
	5	Students - Job Requests	
	6	Students - Prospective	
	7	Students - Prospective	
	8	Students - Prospective	
24	1	Students - Vitae	
	2	Summer Institute Proposal (Northwestern)	
	3	Summer Program Proposal (Duquesne-Guinea)	
	4	Summer Seminar 1967 - Correspondence	1966 - Jan. 1967
	5	Summer Seminar 1967 - Correspondence	Feb - May 1967
	6	Summer Seminar 1967 - Correspondence	June 1967 -1968
	7	Summer Seminar 1967 - Documents	
25	1	Summer Seminar in Ghana Proposal	1969-1970
	2	Syllabi	
	3	Tunis Report	
	4	Twentieth Anniversary of Program of African Studies	
	5	United Church Women	
	6	United Nations Scholarships	1966-1968
	7	US Information Agency (filming)	1966, n.d.
	8	Visiting Lecturers	
	9	Visitors	
		<b>Correspondence: General</b>	
26	1	Correspondence	Jul 1975
	2	Correspondence	Aug 1975
	3	Correspondence	Sep 1975
	4	Correspondence	Oct 1975
	5	Correspondence	Nov 1975
	6	Correspondence	Dec 1975
	7	Correspondence	Jan 1976
	8	Correspondence	Feb 1976
	9	Correspondence	Mar 1976
	10	Correspondence	Apr 1976

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
26	11	Correspondence	May 1976
	12	Correspondence	Jun 1976
	13	Correspondence	Jul 1976
	14	Correspondence	Aug 1976
	15	Correspondence	Sep 1976
	16	Correspondence	Oct 1976
	17	Correspondence	Nov 1976
	18	Correspondence	Dec 1976
	19	Correspondence	Jan 1977
	20	Correspondence	Feb 1977
	21	Correspondence	Mar 1977
	22	Correspondence	Apr 1977
	23	Correspondence	May 1977
	24	Correspondence	Jan-May 1979
27		<b>Correspondence: Subject</b>	
	1	Addis Ababa Meeting	1973-1974
	2	African Studies Association	1976-1977
	3	California - Los Angeles, University of	1977
	4	Illinois - Urbana-Champaign, University of	1976-1977
	5	Michigan State University	1976-1977
	6	State, Department of	1972
	7	State, Department of	1973-1974
		<b>Correspondence: Intra-University</b>	
	8	Gwendolen M. Carter	1976-1979
	9	College of Arts and Sciences	1972-1973
	10	College of Arts and Sciences	1974-1975
	11	College of Arts and Sciences	1976
12	Graduate School	1969-1977	
13	International Scholars Office	1971-1978	
28	1	Music, School of	1970-1977
	2	Research and Sponsored Programs, Office of	1971-1973
	3	Research and Sponsored Programs, Office of	1974-1977
		<b>Courses</b>	
	4	Courses	1964-1965
	5	Courses	1965-1966
	6	Courses	1966-1967
	7	Courses	1967-1968
8	Courses	1968-1969	

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**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>	
28	9	Courses	Fall 1969	
	10	Courses	Winter 1970	
	11	Courses	Spring 1970	
	12	Courses	Fall 1970	
	13	Courses	Winter 1971	
	14	Courses	Spring 1971	
	15	Courses	Fall 1971	
	16	Courses	Spring 1972	
	17	Courses	Fall 1972	
	18	Courses	Winter 1973	
	19	Courses	Spring 1973	
	20	Courses, Anthropology B25	1971-1973	
	21	Courses, Anthropology B25	1975-1976	
	22	Courses, Anthropology B25	1976	
	29	1	Courses, Anthropology B25	1977
		2	Courses, Anthropology B25	1976-1977
		3	Courses, Anthropology B25	1977-1978
		4	Courses, Anthropology B25	Spring 1978
		5	Courses, Anthropology B25	Fall 1978
		6	Courses, Anthropology B25	Winter 1979
		7	Courses, Anthropology B25	Winter 1980
		8	Courses, Anthropology D25	1971
9		Courses, Anthropology D25	1972	
10		Courses, Anthropology D25	1975	
		<b>Faculty, Staff and Students</b>		
11		Applications from Americans	1972-1973	
12		Applications from Americans	1973-1974	
13		Applications from Americans	1974-1975	
14		Applications from Americans	1975-1976	
15		Applications from Non-Americans	1972-1973	
16	Applications from Non-Americans	1973-1974		
30	1	Applications from Non-Americans	1974-1975	
	2	Applications from Non-Americans	1975-1976	
	3	Certificate of African Studies	1965-1970	
	4	Certificate of African Studies	1971-1972	
	5	Faculty	1969	
	6	Faculty Prospects	1970	
	7	Orientation	1968-1973	

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
30	8	Personnel Information	1971-1974
	9	Potential Students	1979-1980
	10	Potential Students	1980-1981
	11	Publications Committee	1967-1969
	12	Questionnaires	1977
	13	Requests for Application Material	1975
	14	Requests for Application Material	1978
	15	Retired Personnel	1968-1974
	16	Retired Personnel	1968-1974
	17	Salaries	1968-1976
	31	1	Student and Faculty Lists
2		Student-Faculty Committee	1970-1972
3		Visiting Position Inquiries	1976-1977
4		Curriculum Vitae, A	
5		Curriculum Vitae, B	
6		Curriculum Vitae, C	
7		Curriculum Vitae, D	
8		Curriculum Vitae, E	
9		Curriculum Vitae, F	
10		Curriculum Vitae, G	
11		Curriculum Vitae, H	
12		Curriculum Vitae, I	
32	1	Curriculum Vitae, J	
	2	Curriculum Vitae, K	
	3	Curriculum Vitae, L	
	4	Curriculum Vitae, M	
	5	Curriculum Vitae, N	
	6	Curriculum Vitae, O	
	7	Curriculum Vitae, P-Q	
	8	Curriculum Vitae, R	
	9	Curriculum Vitae, S	
	10	Curriculum Vitae, T	
	11	Curriculum Vitae, U-V	
	12	Curriculum Vitae, W-Z	
33		<b>Financial</b>	
	1	African National Unity Projects	1966
	2	African National Unity Projects	1965-1967

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>	
33	3	African National Unity Projects	1968-1969	
	4	African National Unity Projects	1969	
	5	African National Unity Projects	1968-1972	
	6	African National Unity Projects	1966-1976	
	7	Agency for International Development	1969	
	8	Agency for International Development	1975-1976	
	9	Budgets	1960-1976	
	10	Carnegie Corporation	1969-1971	
	11	Correspondence	1972	
	34	1	Correspondence	1970-1973
		2	Correspondence	1970-1974
3		Financial Aid	1969	
4		National Endowment for the Arts: Artists in Residence	1973	
5		National Science Foundation	1970-1971	
6		Research Proposals	1972	
7		Rockefeller Foundation	1971-1973	
		<b>Fellowships</b>		
8		American Association of University Women	1969	
9		Awards	1966-1969	
35	1	Correspondence	1965-1969	
	2	Information	1966-1970	
	3	Information	1971-1972	
	4	Information	1970-1972	
	5	Information	1970-1974	
	6	Information	1975	
	7	Information	1972-1977	
	8	Intersocietal Studies, Council for	1968-1970	
36	1	National Science Foundation	1969	
	2	National Unity	1969	
	3	National Unity	1970	
	4	Program of African Studies	1966-1970	
	5	U.S. Office of Education, Fulbright-Hays	1968	
	6	U.S. Office of Education, Fulbright-Hays	1969	
	7	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1967-1968	
	8	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1966-1968	
	9	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1968-1969	

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
36	10	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1969-1970
	11	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1970-1971
	12	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1971-1972
37	1	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1972-1973
	2	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1972-1974
	3	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1976
	4	U.S. Office of Education, Nat'l Defense Foreign Lang Research	1972-1977
		<b>Ford Foundation</b>	
	5	Application for Three Year Grant	1970
	6	Budget	1973-1977
	7	Correspondence	1970-1972
	8	Correspondence	1972-1973
	9	Correspondence	1970-1974
	10	Correspondence	1974-1976
	11	Correspondence	1975-1979
	12	Correspondence	1977-1980
	13	Annual Reports	1961-1971
38	1	Annual Reports	1961-1973
	2	National Unity Research in Africa Report	1967-1973
	3	Technical Report	1973-1974
		<b>National Endowment for the Humanities</b>	
	4	General	1971-1972
	5	General	1971-1977
	6	Grant Application	1970-1971
	7	Grant Application	1971-1972
	8	Grant Application	1971-1977
		<b>United States Office of Education</b>	
	9	Correspondence	1968-1970
	10	Correspondence	1972-1974
	11	Correspondence	1975-1977
39	1	Correspondence	1973-1978
	2	Correspondence	1976-1978
	3	Correspondence	1976-1978
	4	Georgia Project	1971-1972
	5	Georgia Project	1971-1972
	6	Grant Applications	1974-1975
	7	Grant Applications	1974-1976



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39	8	Grant Applications	1975-1976
	9	Grant Applications	1975-1976
40	1	Grant Applications	1975-1979
	2	Grant Applications	1978-1980
	3	Grant Applications	1979-1980
	4	Grant Applications	1988-1991
	5	Group Project Abroad	1979-1980
	6	International Council for Educational Development	1968-1971
	7	Plan of Operation	1965-1966
	8	Plan of Operation	1966-1967
	9	Plan of Operation	1967-1968
	10	Plan of Operation	1968-1969
	11	Plan of Operation	1969-1970
41	1	Plan of Operation	1970-1971
	2	Plan of Operation	1971-1972
	3	Plan of Operation	1972-1973
	4	Plan of Operation	1973-1976
	5	Research Program, Professors Demoz and Berry	1977-1978
	6	Research Program, Professors Demoz and Berry	1979-1980
	7	Technical Report	1965-1966
	8	Technical Report	1966-1967
	9	Technical Report	1967-1968
	10	Technical Report	1969-1970
	11	Technical Report	1970-1971
	12	Technical Report	1972-1973
			<b>AFRICAN STUDIES IN THE UNITED STATES</b>
	13	General	1971-1976
	14	African Literature Conference: Registrants	1976
	15	African Studies in the United States, Gwendolen M. Carter	1976
42	1	Association of African Studies Programs	1971-1973
	2	Association of African Studies Programs	1977-1979
	3	Association of African Studies Programs	1979
	4	Association of African Studies Programs	1980
	5	Foreign Area Studies, Reports and Recommendations	1978
	6	McCall, Michael: Appointment Books	1974-1975
	7	Wingspread Conference	1979
		<b>Conference Groups: African Literature Association</b>	

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>	
42	8	Papers	1976	
	9	Papers	1976	
43	1	Papers	1976	
	2	Papers	1976	
	3	Papers	1976	
	4	General	1976	
	5	General	1976	
	<b>Conference Groups: Association of African Studies Programs</b>			
	6	Board Meeting	1978	
	7	Brochure Materials	1977	
	8	Brochure Materials	1977	
	9	Conference	Mar 1974	
10	Conference	Feb 1975		
44	1	Conference	Feb 1975	
	2	Conference	Oct 1975	
	3	Conference	Mar 1976	
	4	Conference	Nov 1976	
	5	Conference	1976-1977	
	6	Conference	Mar 1977	
	7	Conference	Nov 1977	
	8	Conference	Feb 1978	
	9	Conference	Nov 1978	
	10	Conference	Nov 1978	
	11	Correspondence	1974-1977	
	12	Correspondence	1978	
	13	Correspondence	1978	
	14	Correspondence	1978-1979	
	15	Correspondence	1979	
45	1	Correspondence	1979	
	2	Correspondence	1977-1980	
	3	Executive Committee	1978	
	4	Finances	1977	
	5	General	1977	
	6	General	1978-1979	
	7	General	1978-1979	
	8	General	1979	

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
45	9	Parren J. Mitchell Luncheon	1978
	10	Newsletter	1974
	11	Newsletter	1975
	12	Newsletter	1976
	13	Newsletter	1977
	14	Newsletter	1978
	15	Newsletter	1972-1978
	16	Newsletter	1979
	17	Newsletter	1979
	18	Teaching Material	1976
		<b>NEWSPAPER CLIPPINGS</b>	
46	1	General	1978-1979
	2	Black-White Relations	1978
	3	Catherine Taylor Incident	1971
		<b>PUBLICATIONS</b>	
	4	Publications Committee	1970-1974
	5	Publications Committee	1971
	6	Publications Committee	1972
	7	Lecture Series	1970
		<b>PUBLIC PRESENTATIONS</b>	
	8	Correspondence	
9	Correspondence		
	10	Field Museum Outreach Packets	
		<b>Monday Night Lecture Series</b>	
47	1	Clippings	
	2	Flyers	
	3	History	
	4	Lectures	1965-1966
	5	Lectures	1966-1967
	6	Lectures	1967-1968
	7	Lectures	Fall 1969
	8	Lectures	Winter 1969
	9	Lectures	Spring 1969
	10	Lectures	Fall 1969
	11	Lectures	Winter 1970
	12	Lectures	Spring 1970
		13	Lectures

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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
47	14	Film Series	1969-1970
	15	Lecture Lists	1966-1970
	16	Lectures	Winter 1971
	17	Lectures	Spring 1971
	18	Prospective Lectures	1968-1971
	19	Lectures	Fall 1971
	20	Lectures	Winter 1972
	21	Lectures	Spring 1972
	48	1	Literature Lectures
2		Prospective Lectures	1972-1973
3		Lectures	1972
4		Lectures	Fall 1972
5		Lectures	Winter 1973
6		Lectures	Spring 1973
7		Lectures	Fall 1973
8		Lectures	Winter 1974
9		Lectures	Spring 1974
10		Lectures	Fall 1974
11		Lectures	Winter 1975
12		Lectures	Spring 1975
13		Lectures	Fall 1975
14		Lectures	Winter 1976
15		Lectures	Spring 1976
16		Lectures	Fall 1976
49	1	Lectures	Winter 1977
	2	Shaffer Lectures	1976-1977
	3	Lectures	Spring 1977
	4	Lectures	Fall 1977
	5	Lectures	Winter 1978
	6	Lectures	Spring 1978
	7	Lectures	Spring 1978
	8	Lectures	Fall 1978
	9	Lectures	Spring 1979
	10	Potential Speakers	1977-1979
	11	Lectures	Fall 1979
		<b>Programs</b>	
	12	African Outreach	1976
13	African Outreach	1976-1977	

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50	1	African Outreach	1976-1977	
	2	African Outreach	1976-1977	
	3	African Outreach	1976-1978	
	4	African Outreach	1979	
	5	African Outreach	1979	
	6	African Outreach	n.d.	
	7	African Presence Week	Spring 1972	
	8	African Presence Week	Spring 1973	
	9	African Presence Week	Spring 1974	
	10	African Presence Week	Spring 1975	
	11	African Presence Week	Spring 1976	
	12	African Presence Week	Spring 1977	
	13	African Presence Week	Spring 1978	
51	1	African Experience: Registrants	1977	
	2	DuSable Institute	1977	
	3	General	n.d.	
	4	Peggy Harper	1977	
	5	Harsh Institute	1977	
	6	Lectures	1977-1978	
	7	Lobi Xylophonist	1976	
	8	Mali Griots	1978	
	9	Grace Moore	1979	
	10	Ofosu-Appiah	1977	
	11	Unitarian Church	1978	
	12	Carter G. Woodson Workshop	1977	
	13	Carter G. Woodson Workshop	1979	
			<b>SUMMER TRAINING PROGRAMS</b>	
	14	African Themes in the Classroom	1968-1976	
	15	African Themes in the Classroom	1976	
	16	African Themes in the Classroom, Registration	1976	
	17	Ethiopian Studies	1966-1969	
	18	Ghana Seminar	1966	
19	Ghana Seminar	1968		
52	1	Ghana Seminar, Proposal	1969	
	2	Ghana Seminar	1969	
	3	Ghana Summer Institute	1969	
	4	International Living Experiment	1971-1975	
	5	Language Institute	1972	

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52	6	Operation Crossroads	1971-1972	
	7	Operation Crossroads	1974-1976	
	8	Overseas Summer Seminar	1968	
	9	Research Proposals	1973-1974	
	10	Special Requests	1973-1974	
	11	Summer Research	1974	
			<b>Chicago Area African Studies Seminar</b>	
	12	Correspondence	n.d.	
	13	Correspondence	1977	
	14	Correspondence	1977	
	15	Newsletter - Vol.1 No.1		
	16	Newsletter - Vol.1 No.2		
	17	Newsletter - Vol.1 No.3		
	18	Newsletter - Vol. 1 No.4		
	19	Newsletter - Vol.1 No.5		
	20	Newsletter - Vol.1 No.6		
	21	Newsletter - Vol.1 No.7		
	22	Newsletter - Vol. 1 No.8		
	53	1	Newsletter - Vol.2 No.1	
		2	Newsletter - Vol.2 No.2	
		3	Newsletter - Vol.2 No.3	
		4	Newsletter - Vol.2 No.4	
5		Newsletter - Vol.2 No.5		
6		Newsletter - Vol.2 No.6		
7		Newsletter - Vol.3 No.1		
8		Newsletter - Vol.3 No.2		
9		Newsletter - Vol.3 No.3		
10		Newsletter - Vol.3 No.4		
11		Newsletter - Vol.3 No.5		
12		Newsletter - Vol.3 No.6		
13		Newsletter - Vol.3 No.7		
14		Newsletter - Vol.3 No.8		
15		Newsletter - Vol.4 No. 1		
16		Newsletter - Vol.4 No.2		
17		Newsletter - Vol.4 No.3		
18		Newsletter - Vol.4 No.4		
19		Newsletter - Vol.4 No.5		
20		Newsletter - Vol.4 No.6		
		<b>Education Professions Development Act</b>		

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53	21	Evaluations	1968
	22	High School Institute	1968
	23	High School Institute	1968
	24	High School Institute, Final Report	1968
	25	College Institute	1969
	26	College Institute	1969
	27	College Institute	1969
	28	College Institute	1969
54	1	College Institute	1969
	2	College Institute, Admissions	1969
	3	College Institute, Bibliography	1969
	4	College Institute, Evaluations	1969
	5	College Institute, Evaluations	1969
	6	College Institute, Final Report	1969
	7	College Institute, Housing	1969
	8	High School Institute	1969
	9	High School Institute	1969
	10	High School Institute	1969
	11	High School Institute, Admissions	1969
	12	High School Institute, Application Requests	1969
	13	High School Institute, Budget	1969
	14	High School Institute, Correspondence	1969
	15	High School Institute, Final Report	1969
	16	High School Institute, Grant Proposal	1969
55	1	High School Institute, Proposal and Planning	1969
	2	High School Institute, Teaching Material	n.d.
	3	Summer Institute, Acceptance Letters	1970
	4	Summer Institute, Administrative	1970
	5	Summer Institute, Bibliography	1970
	6	Summer Institute, Budget	1970
	7	Summer Institute, Correspondence	1970
	8	Summer Institute, Course Material	1970
	9	Summer Institute, Evaluations	1970
56	1	Summer Institute, Films	1970
	2	Summer Institute, Final Report	1970
	3	Summer Institute, Materials	1970
	4	Summer Institute, Participants	1970

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56	5	Summer Institute, Proposal and Guidelines	1970	
	6	Summer Institute, Proposal	1971	
	7	Summer Institute, Proposal	1972	
		<b>Institute on Africa</b>		
	8	General	1974	
	9	Bibliography	Jan 1974	
	10	Bibliography	Feb 1974	
	11	Bibliography	Mar 1974	
	12	Bibliography	Apr 1974	
	13	Bibliography	May 1974	
		<b>Additions, 1960-1980</b>		
	57		<b>Conferences, Seminars</b>	
		1	Attendance List for Contemporary South Africa	1960
	2	South Africa Conference	1977-1980	
		<b>Correspondence: Administrative</b>		
	3	Carter, Gwendolen M.	1968-1977	
	4	Demoz, Abraham	1974-1977	
	5	Demoz, Abraham	1978-1980	
58	1	Leary, F.A.	1975-1976	
	2	Leary, F.A.	1977	
	3	Leary, F.A.	1978	
	4	Leary, F.A.	1979-1980	
	5	Miller, Beth V.	1977-1979	
59	1	<b>Correspondence: General Administrative</b>	1968-1976	
	2	<b>Correspondence : General Administrative</b>	1977-1980	
		<b>Subject Files</b>		
	3	Black Studies	1969-1970	
	4	CFIS, ISIS	1971-1974	
	5	Divestiture South Africa	1978-1980	
	6	Final Reports	1979-1980	
	7	ICARIS Conference	1978	
	8	Linguistics	1973-1978	
	9	Linguistics / African Languages	1972	
	10	NU Law School Field Research in Africa	1970-1972	
	11	Political Science Department	1970-1975	



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<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
59		<b>Grants and Proposals</b>	
	12	Application for Federal research Grant	1977-1979
	13	Comparative Study of Urban Growth	1972
60	1	Drought Eco-Stress Budget Proposal Draft	1975-1976
	2	Drought Proposal Draft	1975
	3	H.E.W. Grant Information	1976-1977
	4	H.E.W information	1979
	5	Proposal for an International Center	n.d.

**Dennis Brutus (1924- ) Papers, 1960-1984**  
**Series 35/17**  
**Boxes 1-38**

**Biography**

Dennis Brutus, poet and South African expatriate, was born in Southern Rhodesia in November, 1924. Parents Francis and Margaret were both South Africans teaching in Rhodesia. Brutus spent the majority of his early years in Port Elizabeth, in South Africa's Eastern Cape Province, and as a young man he attended St. Augustine's Teacher Training College. In 1944, Brutus entered Fort Hare University, a black student university from which many prominent black South Africans graduated.

Brutus completed his degree, in Psychology and English, in 1947, and was awarded the Chancellor's Prize. He taught high school and worked in the Department of Social Welfare as a social worker for the so-called colored population. During this period Brutus became involved in non-racial sports associations. In 1961 Brutus was involved as an organizer of black and mixed race South Africans in the attempt to bring about a national convention of all racial groups. He was subsequently banned from political activity for five years, and was dismissed from his teaching position. He studied Law at the University of Witwatersrand in 1962 and 1960.

In 1968, the South African Non-Racial Olympic Committee (SAN-ROC) was formed, and Brutus was elected first President. In May of 1963 Brutus was arrested for contravention of his banning orders. In August of that year he escaped from South Africa. He was arrested by the Portuguese secret police in September 1963, and was returned to Johannesburg, shot in the back during an escape attempt, and imprisoned at Robben Island. Released and banned again in 1965, Brutus was granted an exit visa and left with his family for London the following year.

In London Brutus worked in sports campaigns and with Canon Collins at International Defense and Aid. In 1970, he was offered, and accepted, a visiting professorship at the University of Denver. In July of 1971, Brutus was arrested for sitting down on Center Court at Wimbledon to protest racism in sport. In 1971 he took a post at Northwestern University in the English Department, where he has since 1973 served as Professor. In 1983, after a prolonged conflict with the United States Immigration and Naturalization Service, Brutus was granted political asylum.

Professor Brutus, who has been called the "poet laureate of South Africa"\*, has published extensively, and has nine collections of his poetry in print, including *Letters to Martha*, *A Simple Lust*, *China Poems*, and *Stubborn Hope*. His poetry has appeared in numerous magazines and journals. He is the recipient of a number of prizes, including the Freedom Writer's Award (1975) and the Kenneth David Kaunda Award for Humanism (1979), and is one of the founders of the African Literature Association. He is involved with a number of political organizations whose concerns include racism in sport and the United States divestment movement. He lectures widely.

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\* *The Horizon History of Africa* (New York: American Heritage Publishing Co., Inc., 1971), pp. 620-324.

**Dennis Brutus (1924- ) Papers, 1960-1984**

**Series 35/17**

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Brutus' teaching career at Northwestern University spanned the years 1971 to 1985. After a visiting professorship at Swarthmore College (1985-86), Brutus went on to a professorship at the University of Pittsburgh, holding a joint appointment in the English and the Africana Studies departments. He also held the post of Distinguished Visiting Humanist at the University of Colorado, Boulder. Since 1985, Brutus received honorary degrees from Worcester State College (MA), University of Massachusetts-Amherst, and Northeastern University. He was awarded the Langston Hughes Medallion from City University of New York in 1986 and the Paul Robeson Award for Artistic Excellence, Political Consciousness, and Integrity in 1989. Publications since 1984 include *Salutes and Censures* (1984), *Airs and Tributes* (1988), and *Still the Sirens* (1993).

**Description of the Series (Boxes 1-8)**

The Dennis Brutus Papers comprise correspondence, papers associated with specific organizations and events, and numerous drafts of poems, both handwritten and typed. The bulk of Brutus's correspondence falls within the period 1960-1973, and consists of family and other personal correspondence, correspondence related to teaching positions, and individual folders for correspondence with key persons. The Papers also contain much sports-related material, including but not confined to the International Committee Against Racism In Sport (ICARIS) and the South African Non-Racial Olympic Committee (SAN-ROC). Brutus's work with the International Defense and Aid Fund and other anti-racial groups is documented as well. There are also a number of notebooks and daybooks with poetry and journal entries from the 1960s. A large portion of the Papers consists of manuscript drafts and typescripts of Brutus's poetry, including a small number of complete manuscripts of published poetry works.

**Provenance:** The Dennis Brutus Papers were donated to the Northwestern University Archives by Professor Brutus in 1983 as Accession #83-157.

**Restrictions:** The Dennis Brutus Papers can only be accessed with permission of the University Archivist.

**Processor:** Joshua Lazerson July 9, 1985.

**Dennis Brutus (1924- ) Papers, 1960-1984**  
**Series 35/17**  
**Boxes 1-38**

**Description of the Addition (Boxes 9-22)**

This Addition comprises diaries, calendars, and datebooks from the late 1960s and early 1970s, transcripts of an extended autobiographical interview and other printed biographical materials. Included as well are correspondence, much of it with Bernth Lindfors of the University of Texas at Austin, and material relating to sport, Brutus' visa problems, and correspondence with friends and family, and with publishers; poetry, including manuscripts for a number of published works, typescripts, some unpublished, and an annotated copy of *Letters to Martha*. Brutus was a co-founder of the Troubador Press, and his work with the Press is documented in the Addition. The Addition also includes numerous drafts of poems, arranged by title, and unsorted newspaper clippings, dating from the 1960s to the 1980s.

**Provenance:** These additions to the Brutus Papers have been received beginning with that of November, 1983 (Accession #83-158), September 17, 1984 (Accession #84-155), and concluding with that of October 8, 1984 (Accession #84-185).

**Restrictions:** The Dennis Brutus Papers can only be accessed with permission of the University Archivist.

**Processor:** Joshua Lazerson July 9, 1985.

**Description of the Addition (Boxes 23-38)**

This addition to the Dennis Brutus Papers dates between 1960 and 1984, with the bulk of the papers coinciding with Brutus' term at Northwestern University. There is some overlap in subject matter and date spans with the original series, the previous addition, and the separate Records of the Dennis Brutus Defense Committee (Series 35/26). The materials in this addition fall into five general categories: biographical materials, correspondence, teaching files, works by other writers, and Brutus' own writings.

**Biographical** materials include CVs, certificates, bound calendars and daily minders, news clippings and magazine articles, interviews and transcripts of taped interviews, unpublished papers about Brutus or reviews of his work, and posters and announcements of Brutus' appearances. Materials are arranged in rough chronological order.

**Correspondence** has been grouped into four sub-categories: General, Subject, University, and Sports, although the General Correspondence also contains items pertaining to the three latter groups. Correspondence files contain incoming and copies of outgoing letters; invitations to and announcements of speaking engagements; flyers and newsletters from

**Dennis Brutus (1924- ) Papers, 1960-1984**  
**Series 35/17**  
**Boxes 1-38**

organizations Brutus was involved in; postcards and greeting cards; and poetry written by others (students and fellow poets). Some correspondence may have poetry (by students or other poets) attached or included. In some cases, Brutus wrote poems or poetry fragments on the back of unrelated letters; in these instances, a photocopy of the document is filed in the appropriate location, and the original, with the poem, is filed under Poetry.

General correspondence files span the years 1973 to 1982, and include three folders of undated material. Subject files are arranged alphabetically, beginning with Brutus family correspondence; items are arranged in rough chronological order within the subject folders. Subjects include individuals, as well as organizations in which Brutus was extensively involved, such as the African Literature Association, the International Aid and Defense Fund, and the Dennis Brutus Defense Committee. Subjects warranting separate folders also include the 1973 lecture tour arranged for Brutus by Bernth Lindfors of University of Texas-Austin, correspondence documenting Brutus' deposit of his papers at Northwestern University, and material relating to his visiting professorship at the University of Texas-Austin (1974-1975). Correspondence dating from his tenure as visiting poet at Amherst College, 1981-1982, is included in the General Correspondence files.

Northwestern University correspondence dates between 1971 and 1982 and includes interdepartmental and University memos and correspondence with students and colleagues. Sports correspondence reflects Brutus' fight against racism in organized sports and includes letters and reports about sports events and anti-racism organizations. See also the manuscript by Richard Lapchick (Box 36, folders 4-5); Lapchick was guided by Brutus in the preparation of this doctoral dissertation (for Virginia Wesleyan University) on apartheid in sport.

With the exception of one folder containing course syllabi and reading lists, Brutus' **Teaching Files** consist of student essays written for Brutus' classes in English literature and composition and in African literature at Northwestern. The essays, filling nearly six boxes, date between 1970 and 1984. They are arranged by course title and chronologically by year, when these were evident. Many essays are undated, and some give no indication of date or course title.

In addition to Richard Lapchick's dissertation, this addition also contains items written by **writers other than Brutus**, including a paper on poet Arthur Nortje by G.M. Nkondo, photocopies of Nortje's poems, and a variety of poetry and prose pieces and fragments dating between approximately 1966 and 1981. These have been arranged chronologically when possible; many are unidentified or undated.

**Brutus' writings** include speeches and speech notes, poetry in various stages of completion, and notes. Perhaps most important are drafts of three works-in-progress: *Austum Schizophrenics Journal* (1967-79), *Notebook* (1970) and *Egyptian Sequence* (1974). *Austum Schizophrenics Journal* and *Egyptian Sequence* remained unpublished (correspondence with publishers about these works can be found in the correspondence files). Writing notebooks and

**Dennis Brutus (1924- ) Papers, 1960-1984**  
**Series 35/17**  
**Boxes 1-38**

fragments document Brutus' creative process; fragments and notes include lines or entire poems inscribed on a variety of materials from paper napkins and envelopes to airplane tickets, magazine ads, and receipts.

**Provenance:** This addition was received by the University Archives as Accession # 90-113 on August 3, 1990.

**Restrictions:** The Dennis Brutus Papers can only be accessed with permission of the University Archivist.

**Separations:** One cubic foot of duplicate or extraneous materials was discarded. Audio cassettes of interviews and lectures by Brutus were separated to the University Archives' Audio collection. A few items, mostly relating to sports events in Africa, were separated and transferred to the Melville J. Herskovits Library of African Studies at Northwestern University.

**Processors:** Gerald Kendrick and Janet Olson, aided by student assistants Kate MacLean, Andrew Reinbold, and Bifen Xu, 1999-2000.

**Scanned and Reformatted by:** Francine Keyes, March 2005

**Dennis Brutus (1924- ) Papers, 1960-1984**  
**Series 35/17**  
**Boxes 1-38**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
1	1	Biographical material	n.d.
		<b>Correspondence</b>	
	2	General correspondence	to 1968
	3	General correspondence	1969
	4	General correspondence	1969
	5	General correspondence	1971-73
	6	Northwestern University	1972-73
	7	Notes	n.d.
	8	Prison Letters	1963-64
2	1	Publishers	1970-73
	2	Public Appearances	1970-73
	3	Sport	1969-73
	4	Jacinta Brutus	1970
	5	Julian Brutus	1966, 1972-73
	6	May Brutus	1970
	7	Tony Brutus	1970
	8	Gwendolyn Carter	1972-73
	9	Central Michigan University	1970
	10	George Houser	1969-70, 1972-73
	11	Isaiah	1970, 1972
	12	Cindy Kahn	1970
	13	Bernth Lindfors	1969-70, 1972-73
	14	McGill University	1970
	15	T.O. Newham	1969-70, 1972-73
	16	Hans Panofsky	1971-79
	17	Samba Ramsamy	1972-73
	18	Trevor Richards	1972-73
	19	Sybil Sticht	1968-70, 1972-73
	20	University of Denver, Correspondence and Teaching materials	1968-70
	21	Claude Wauthier	1972
		<b>General Files</b>	
	22	Academic Notes	n.d.
	23	Anti-apartheid material	n.d.
	24	Anti- racial organizations and work (clippings)	n.d.
3	1	Anti-racial organizations and work	1960-70
	2	Arthur Ashe South Africa visit	1970
	3	Human Rights Day	1967-69

**Dennis Brutus (1924- ) Papers, 1960-1984**

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**Boxes 1-38**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
	4	ICARIS Papers (International Committee Against Racism in Sport)	1970-72
	5	ICARIS Papers	1973-74,1977
	6	International Defense and Aid Fund, Miscellaneous Clippings	n.d.
	7	International Defense and Aid Fund	1967-69
	8	International Defense and Aid Fund	1970-73
	9	Northwestern University Speaking Engagements	1972-73
4	1	Pan-African Culture Festival	1969
	2	Pan-African Culture Festival 1969	1969
	3	Pan-African Culture Festival 1969	1969
	4	Release of Political Prisoners Campaign	1967
	5	SAN-ROC Papers (South African Non-Racial Olympic Committee)	1962-63
	6	SAN-ROC Papers	1966
	7	SAN-ROC Papers	1967
	8	SAN-ROC Papers	1968
	9	SAN-ROC Papers	1969
	10	SAN-ROC Papers	1969
5	1	SAN-ROC Papers	1970
	2	SAN-ROC Papers	1971
	3	SAN-ROC Papers	1972
	4	SAN-ROC Papers	1973, 1977
	5	SAN-ROC Papers	n.d.
	6	SASA Papers (South Africa Sports Association)	n.d.
	7	Sports	1946, 1957, 1960-76
	8	Sports	1966-1972
	9	Sports (clippings)	n.d.
	10	Supreme Council for Sport in Africa	1966-67, 1972-73
	11	South Africa	n.d.
		<b>Poetry</b>	
6	1	<i>Sirens, Knuckles, Boots</i>	1963
	2	<i>Thoughts Abroad</i>	1970
	3	<i>Strains</i>	1975
	4	Arthur Nortje, <i>Dead Roots</i>	1973
	5	Notebooks	1963-66
	6	Notebooks	1969-1970
	7	Notebooks and exam books with poetry and prose entries	1962-1970
7	1	Poems, manuscript drafts	n.d.



**Dennis Brutus (1924- ) Papers, 1960-1984**  
**Series 35/17**  
**Boxes 1-38**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
	2	Poems, manuscript drafts	1962
	3	Manuscript drafts	1963
	4	Manuscript drafts	1966
	5	Manuscript drafts	1967
	6	Manuscript drafts	1968
	7	Manuscript drafts	1969
	8	Manuscript drafts	1969
	9	Manuscript drafts	1970
	10	Poems (typescripts)	n.d.
	11	Poems (typescripts)	1960
	12	Poems (typescripts)	1969
	13	Poems (typescripts)	1962
	14	Poems (typescripts)	1963
	15	Poems (typescripts)	1965
	16	Poems (typescripts)	1966
	17	Poems (typescripts)	1967
	18	Poems (typescripts)	1968
	19	Poems (typescripts)	1969
	20	Poems (typescripts)	1970
	21	Poems (typescript)	1962-1970
	22	Poetry, other authors	n.d.
8	1	Poems (typescript)	n.d.
	2	Poems (copies)	n.d.
	3	Poems (drafts)	n.d.
	4	Poetry reviews	n.d.
	5	Poems (notes and correspondence)	n.d.
	6	Poems (notes and correspondence)	n.d.
	7	Poems (manuscript and typescript)	n.d.
	8	Poems (manuscript and typescript)	n.d.
	9	Poems (manuscript and typescript)	n.d.
	10	Poems (manuscript and typescript)	n.d.
	11	Poems (fragments)	n.d.
	12	Poems (publication)	n.d.
	13	Poems (publication)	n.d.
	14	Essays	n.d.
		<b>Diaries</b>	
9		Port Elizabeth, South Africa	1956
		London	1968

**Dennis Brutus (1924- ) Papers, 1960-1984**  
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**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
		London	1969
		London	1970
		London	1971
		Place unspecified	1971
		Evanston	1971
		Evanston	1972
		Evanston	1972
		Evanston	1973
		Calendars	1969,1972
		Notebooks	1963, 1967, 1972
		<b>Biographical</b>	
10	1	Autobiographical sketch	1963-79
	2	Biography, transcript	1974
	3	Escapes, transcript	1974
	4	Escapes, transcript	1974
	5	Court and prison, transcript	1974
	6	Prison, transcript	1974
	7	Post-prison, poetry, transcript	1974
	8	Visa problems, transcript	1974
	9	Family history, transcript	1974
	10	Tickets and travel schedules	1974
		<b>Appearances and Speaking Engagements</b>	
	11	Papers and talks, announcements	1971-77
	12	Appearances and meetings, NU	1972-80
	13	Speaking engagements, USA	1966-80
	14	Speaking engagements, USA	1967-78
	15	Speaking engagements, abroad	1969-79
	16	Speaking engagements, abroad	n.d.
	17	Contracts	1968-70
	18	Speeches	1970-75
		<b>Organizations and Events</b>	
	19	Memberships	1960-1978
	20	ALA, DBDC, CAAA, AAA, SALIG	1972-82
	21	NU Divestment campaign, clips	1978
	22	Press releases	1969-82
	23	Writings on sport	1970
		<b>Interviews and Tape Transcripts</b>	
11	1	Interviews with Brutus	1969-74

**Dennis Brutus (1924- ) Papers, 1960-1984**

**Series 35/17**

**Boxes 1-38**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
	2	Interview, Adelugba, transcript (2 copies)	1974
	3	Interview, Adelugba, (incomplete copy)	1974
	4	Interview, transcript	1974
	5	African literature class, transcript	1974
	6	Interview with Bernth Lindfors	Aug.1970
	7	Radio Programs, Iowa State University	n.d.
	8	Radio Programs, University of Texas	Dec.1974
	9	Contemporary African Arts	1974
<b>Correspondence - Bernth Lindfors</b>			
12	1	Brutus to Bernth Lindfors	n.d.
	2	Brutus to Lindfors	1969-70
	3	Brutus to Lindfors	1971
	4	Brutus to Lindfors	1972-73
	5	Brutus to Lindfors	1974-75
	6	Brutus to Lindfors	1976-79
	7	Brutus to Lindfors	1980-82
	8	Lindfors to Brutus	1969-82
	9	Letters, Lindfors, Various Correspondents	1970-71,1981-82
<b>General Correspondence</b>			
13	1	General Correspondence	1970-82
	2	Anti-apartheid correspondence	1971-81
	3	Handwritten notes	n.d.
	4	Handwritten notes	n.d.
	5	Arthur Nortje	1973-80
	6	Personal	1971-79
	7	Publications	1970-80
	8	South Africa Non-Racial Olympic Committee (SAN-ROC)	1971-81
	9	Speaking invitations	1970-79
	10	Visa	1981-82
<b>Poetry</b>			
14	1	"Blackscape" (Typescript)	n.d.
	2	"Chapter by Chapter Outline" (Typescript)	n.d.
	3	"China Poems" (Ms.&Ts. and Related Materials)	1975
	4	"Denver Poems" (Typescript)	1970
	5	"From a Civil Prison" (Ms.& Ts.)	n.d.
	6	"If This Life is in Fact All We Shall Know" (Typescript)	1967
	7	"Poems for a Reading" (Ms.)	1978

**William H. Exum (1942-1986) Papers, 1965-1985**  
**Series 11/3/1/1**  
**Boxes 1-4 (including one half-size box)**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
1	1	Biographical materials	1976-1986
		<b>Education Files</b>	
	2	NYU readings, notes, exams	1964-1967
	3	NYU graduate papers	1964-1966
	4	Ph.D. Dissertation, pp. 1-164	1974
	5	Ph.D. Dissertation, pp. 165-304	1974
	6	Ph.D. Dissertation, pp. 305-Bibliography	1974
		<b>Correspondence</b>	
	7	Alphabetical list of correspondents	1970-1985
	8	Correspondence	1971-1972
	9	Correspondence	1973-1974
	10	Correspondence	1975-1978
	11	Correspondence	1979-1980
	12	Correspondence	1981
1			
	1	Correspondence	1982
	2	Correspondence	1983
	3	Correspondence	1984-1985
		<b>Teaching Files</b>	
	4	Sarah Lawrence reading lists	1969-1973
	5	Williams reading lists & syllabi	1973-1974
	6	Williams reading lists & syllabi	1974-1975
	7	Williams reading lists & syllabi	1975-1976
	8	Williams reading lists & syllabi	Spr, 1977
	9	Williams course outlines, syllabi, bibliographies	1973-1978
	10	Northwestern exams	1977-1978
	11	Northwestern, "Social Meaning of Race" reading lists and exams	1978
	12	Northwestern reading lists & exams	1978-1979
	13	Northwestern syllabi & exams	1979-1980
	14	Northwestern syllabi & exams	1980-1981
	15	Northwestern syllabi & exams	1981-1982
	16	Northwestern syllabi & exams	1982-1983
	17	Tenure materials-presentations and reviews	1976-1982
3			
	1	Tenure-course syllabi & exams	1977-1982
	2	Tenure-proposals & reports	1979-1981
		<b>Publications</b>	
	3	"The University-Church Analogy"	1975
	4	"Black Student Unions"	1978

**William H. Exum (1942-1986) Papers, 1965-1985**  
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Education, House of Representatives, United States Congress in support of H.R. 14365 and S. 3319 "The School Integration Innovation Act of 1976," August, 1976 (Box 2 Folder 17).

The publication files are comprised of copies of printed articles and copies of manuscripts. These are arranged in chronological order by date or approximate date of publication with the title noted on the individual folders. A list of publications is included in Exum's vitae.

**Provenance:** The University Archives acquired the William H. Exum Papers on May 5, 1986 as Accession #86-59, and May 19, 1986 as Accession #86-77 from Leon Forrest, Chair, Department of African-American Studies.

**Separations:** Thirty-five audio cassettes were transferred to the University Archives' audio cassette collection (AC 166). Duplicate vitae, class bibliographies, and exams were discarded.

**Processor:** Ellen C. O'Brien; April 19, 1989.

**Scanned and reformatted by:** Francine Keyes, February 2005

**William H. Exum (1942-1986) Papers, 1965-1985**

Series 11/3/1/1

Boxes 1-4 (including one half-size box)

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
	5	“Inequality and Academic Careers: The Problem of Minority Faculty”	1979-1980
	6	“Plus Ca Change...? : Racism”	1980
	7	“How Unique are Academic Institutions”	1980-1982
	8	“The Partly Opened Door: Conflict of Values”	1980-1982
	9	“The Partly Opened Door: Conflict of Values & Limited Access in American Education”	1980-1982
	10	Manuscript - <i>Paradoxes of Protest</i> pp. 1-154	1980-1984
	11	Manuscript - <i>Paradoxes of Protest</i> pp. 155-260	1980-1984
	12	Manuscript - <i>Paradoxes of Protest</i> pp. 261-373	1980-1984
	13	Manuscript - <i>Paradoxes of Protest</i> pp. 374-Ref	1980-1984
4	1	<i>Paradoxes of Protest</i> - rev. prospectus & several revised chapters	1980-1984
	2	Publishers letters - <i>Paradoxes of Protest</i>	1982
	3	“Barriers to Progress of Women and Minority Faculty”	1982
	4	“Affirmative Action & Higher Education: Some Implications for Scholarly Publications”	1982
	5	“Affirmative Action & the University Press”	1982
	6	“Affirmative Action & the University Press”	1983
	7	“Climbing the Crystal Stairs: Values”	1982
	8	“Making it at the Top” (with co-authors)	1984
	9	“Academia as an Internal Labor Market”	1984

**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

**BIOGRAPHY**

Leon Richard Forrest was born January 8, 1937 at Cook County Hospital in Chicago to Adelaide Green Forrest (1920-1964) and Leon Forrest, Sr. (1918-1971). His mother's family was Catholic and from New Orleans. His father's family were Baptists from Bolivar County, Mississippi. Leon Forrest Sr., who worked as a bartender on the Santa Fe railroad, moved to Chicago with his wife and grandmother in the late 1920s. Leon Forrest's great-grandmother Katie helped raise him until the age of nine. His father composed song lyrics and did some recording and his mother loved music and wrote short stories.

Forrest grew up in a middle-class African-American neighborhood on the South Side of Chicago. He attended Wendell Phillips, an all African-American elementary school where he won the American Legion Award as the best male student in his class. A friend of Forrest's father let the family use his address so that Leon could attend the highly regarded and racially integrated Hyde Park High school. A mediocre student, Forrest excelled in creative writing. He went on to attend Wilson Junior College (later Kennedy-King). His parents divorced in 1956. When Forrest's mother remarried, she and her husband opened a liquor store where Leon worked as clerk and relief bartender while attending Roosevelt University. He took courses in journalism and playwriting at Wilson and Roosevelt and briefly studied accounting.

In 1960 Forrest took a playwriting course at the University of Chicago, but soon dropped out of college and was drafted. He spent his tour of duty in Germany working as a Public Information specialist, reporting on troop training and writing feature stories for the division newspaper. He wrote plays in his off-duty hours.

Upon his discharge, Forrest returned to his parents' liquor store to tend bar while taking extension courses at the University of Chicago. There he met and befriended Professor Allison Davis, social anthropologist, and educational philosopher and English professor John G. Cawelti.

Shortly after attending the March on Washington in August 1963, Forrest moved into a small room in a building filled with musicians, painters, retired professors and writers. Forrest purchased a typewriter and began his first novel while working as an office boy for the Catholic Interracial Council's Speakers Bureau. His play, *Theatre of the Soul*, was performed at the Parkway Community House, Chicago, in November 1967.

By 1970 Forrest had written for and edited several South Side community newspapers, among them *The Woodlawn Booster*, *The Englewood Bulletin*, *The Chicago Bulletin* (1964-1967), and *The Woodlawn Observer* (1967-1970). In 1969 Forrest joined *Muhammad Speaks*, the newspaper of the Muslim movement, as associate editor, writing on the arts. He was promoted to managing editor in 1972, serving for a year. He was the last non-Muslim editor of this newspaper.

On September 25, 1971, Forrest married Marianne Duncan. That year he completed his first novel, *There is a Tree More Ancient than Eden*, parts of which had been published previously. Saul Bellow's praise for the work (box 1, folder 8) was helpful in achieving publication in May of 1973. Ralph Ellison wrote the forward for *There is a Tree More Ancient than Eden*, endorsing

**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

it to Random House editor Toni Morrison. The next year Forrest published a six-hour interview with Ellison in *Muhammad Speaks* (box 7, folder 2). In 1977 Random House published Forrest's second novel, *The Bloodworth Orphans*. Forrest's verse-play *Recreation* was set to music and performed in 1978. In 1982 *Soldier Boy, Soldier*, an opera (box 8), was produced at the University of Indiana, Bloomington. In 1984 Random House published Forrest's third novel, *Two Wings to Veil My Face*. This won Forrest the Du Sable Museum Certificate of Merit and Achievement in Fiction, the Carl Sandburg Award, the Friends of Literature Prize and the Society of Midlands Authors Award for fiction. April 14, 1985, was proclaimed by Chicago mayor Harold Washington as Leon Forrest Day (box 1 folder 3).

In 1987 Another Chicago Press brought out Forrest's first three novels in paperback. Toni Morrison wrote the forward for *Two Wings to Veil My Face* (box 4, folder 3). Another Chicago Press published a paperback version of Forrest's fourth novel, *Divine Days*, in July 1992, but a fire destroyed most of the copies and Another Chicago Press's distributor went bankrupt. Despite these setbacks, the book received the *Chicago Sun-Times* Book of the Year Award for best local fiction (box 1, folder 5). The next year Another Chicago Press and W. W. Norton issued a hardback version of *Divine Days* and Norton published a paperback version in January 1995. The literary magazine *Calaloo* devoted part of its Spring 1993 (V. 16 no. 2) issue to Forrest's writings.

Among the articles Forrest wrote for Chicago journals were "Soul in Motion," on ecstasy in the Black Baptist Church (*Chicago Magazine* July 1985), and an article for the *Chicago Tribune Bookworld* (April 24, 1994), "Remembering Ralph Ellison" (box 7, folder 2). A collection of Forrest's essays, entitled *Furious Voice for Freedom*, came out in 1992 and was reprinted as a paperback as *Relocations of the Spirit* in March, 1994. When Ralph Ellison died the next month, Forrest was selected to deliver the eulogy. In 1997 Forrest received a special honor, a 60<sup>th</sup> birthday party at the Art Institute of Chicago, which had not hosted a similar event since honoring Saul Bellow twenty years before.

Forrest cited many influences on his writing, among them African American oral tradition such as the blues, jazz--particularly Charlie Parker, the oral and written works of Dylan Thomas, the religions of his parents and the writings of William Faulkner, Eugene O'Neill and Ralph Ellison.

Forrest's twenty-four year teaching career began in 1973, after a meeting with Jan Carew, chair of the recently created Northwestern University Department of African American Studies. Dean of the College of Arts and Sciences Hannah Gray offered Forrest a five-year contract as Associate Professor teaching African American literature and creative writing.

Forrest was recommended for tenure by Provost Raymond Mack in 1978, and two committees voted in favor of tenure, but Dean Rudolph Weingartner refused. In 1981 Forrest gave the inaugural Allison Davis lecture, an annual Northwestern University event (box 2, folder 1) on Herman Melville's *Benito Cereno* (notes box 2, folder 3). In the spring of 1984 Forrest was promoted to full professor by Dean Weingartner.



**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

Forrest served as chairman of the Northwestern African American Studies department from 1985 to 1994, and also held a professorship in the English department. He served on the Diversity Committee and the Alliance for Success, an organization supporting the advancement of minorities at Northwestern University. Forrest lectured at several U.S. universities, including Yale, Brown, Tufts, Wesleyan, Notre Dame and Harvard. He had a reputation as a masterful teacher, innovator, and mentor and challenging author. His most popular courses included Survey of African American Literature, Literary Techniques in Creative Writing, Art of James Baldwin, Black Presence in Faulkner, Literature of Deviance, Dostoevsky's Way, Studies in Spiritual Agony and Rebirth, Sermons in the Bible, Black Families in Literature, Art of Ralph Ellison and Five Major Poets.

Leon Forrest taught until his death, which came after a long bout with prostate cancer, on November 6, 1997. He was honored in a memorial ceremony at Northwestern on January 30, 1998. Forrest's novel *Meteor in the Madhouse* was published posthumously in 2000.

See also:

*Studies in the Use of Oral Tradition in Contemporary African American Literature.* Joanna Grimes, Ph D. Dissertation, Northwestern University 1980

*Fingering the Jagged Grain.* Keith Byerman, University of Georgia Press, 1985.

*In the Light of Likeness—Transformed,* Contemporary Authors Autobiography Series 1987, v. 7 pp. 21-23 (box 7, folder 2).

*From Folklore to Fiction.* H. Nigel Thomas, Greenwood Press 1989 (box 7, folder 6)

*The Yeast of Chaos: An Interview with Leon Forrest.* Molly McQuaid, *Chicago Review* v. 43 nos. 2-3, pp. 43-52 (box 7, folder 6).

*Playing the Changes: From Afro-modernism to the Jazz Impulse.* Craig Werner, University of Illinois Press, 1994.

Interview in the *Newsletter of the Northwestern Center for Writing Arts* February 1996 (box 7 folder 2).

*Leon Forrest, Introduction and Interpretation.* Ed. John C. Cawelti, Bowling Green State University Popular Press, 1997 (box 7, folder 7-8)—note particularly the bibliography, pp.334-358.

Videotape of Leon Forrest Birthday Celebration: University Archives VC # 626

**DESCRIPTION OF THE SERIES:**

The Leon Forrest Papers consist of 8 boxes spanning the years 1954 to 1998. The bulk of the papers consist of manuscripts and proofs of his first four novels.

**Biographical Files** are arranged chronologically. Biographical materials include Forrest's curriculum vitae and a chronology of his life and works (box 1, folder 1), a photocopy of pages from the family bible listing significant birthdays and events (box 1, folder 2), awards and certificates, photocopies of pages from *Aitchpe*, his Hyde Park High School yearbook, newspaper clippings, and correspondence (relating mostly to his work at Northwestern). The records within each file are arranged chronologically.

The **Northwestern University** sub-series is comprised mostly of class notes and research notes for his classes and writings. These notes are in no particular order. There are also folders relating

**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

to his teaching and as head of the Department of African American studies. The records within these three folders are arranged chronologically.

Folders in the **Books and Publications** sub-series contain manuscripts, galley and page proofs of his first four novels, and other writings. The folders containing the novels, *There is a Tree More Ancient than Eden*, "Sub-Rosa"—published previously and later incorporated into *There is a Tree More Ancient than Eden--The Bloodworth Orphans*, *Two Wings to Veil My Face*, and *Divine Days* are arranged in order of publication. Of particular interest is the forward, signed by Toni Morrison to *Two Wings to Veil My Face* (box 4, folder 3). This sub-series also includes articles by and about Forrest, the libretto to the opera *Soldier, Boy Soldier*, reviews of Forrest's books, and the manuscript for *Leon Forrest, Introduction, and Interpretation*,--a collection of literary critiques of Forrest's work edited by his friend John C. Cawelti. Box 8 contains the undated musical scores for *Ancestral Voices* and *Soldier Boy, Soldier* with music by composer T. J. Anderson and words by Forrest.

**PROVENANCE:** The Leon Forrest Papers include materials transferred to the University Archives by the Department of African-American Studies (Accession No. 93-106 on August 18, 1993), and materials donated by Kathleen Bethel (Accession No. 97-154 on September 8, 1992), by Leon Forrest (Accession No. 96-95 on June 25, 1996), and by Marianne Forrest via Jerral West (Accession No. 98-115 on June 26, 1998). Biographical materials from the University Archives' Faculty Biographical Files were also incorporated into the Papers.

**RESTRICTIONS:** Permission to use Box 1, Folder 9 must be sought from the University Archivist.

**SEPARATIONS:** Approximately four inches of duplicate or extraneous matter were discarded. Three wooden liquor boxes, which originally housed Forrest's manuscripts, were transferred to the University Archives' artifacts collection.

**PROCESSOR:** Peter Gunther February 7, 2001.

**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

**Addition, 1954-1999, Boxes 9-11**

This addition to the Leon Forrest Papers fills one and one-half boxes, plus one dropfront box, and spans the years 1954-1999. The bulk of the addition consists of materials relating to *Meteor in the Madhouse*, Forrest's last novel. A scrapbook of newspaper clippings documents Forrest's career as a journalist.

*Meteor in the Madhouse* was left unfinished when Forrest died in 1997. At the request of his widow, Marianne Forrest, the manuscript was edited by his long-time friends John Cawelti and Merle Drown, who co-wrote an extensive introduction and appendix. As described by Cawelti, "*Meteor in the Madhouse* is made up of five interconnected novellas framed by an account of what turns out to be the last days in the life of Joubert Antonine Jones, the character whose narrative of a crucial week in his young manhood is the basis of [Forrest's 1992 novel] *Divine Days*" (Editors' Introduction, pp 14-15). The book was published by TriQuarterly Books in 2000.

Materials relating to the novel include a page proof of the book and several folders of notes and drafts. Although two folders were clearly labeled to indicate the chapters (or novellas) to which they pertain, most of the notes and drafts are not easily identifiable. The Appendix to the book offers some clues, but the intertwined and overlapping nature of the novellas and their close connection to Forrest's earlier work make it very difficult to determine which sections eventually were used in which chapters/novellas. Certain series of pages are numbered, but there is no consistent numbered run of chapters, and most of the pages are not connected to adjoining pages. Groups of pages that were paper-clipped together have been stapled to retain their connection with each other.

A dropfront box holds scrapbook pages filled with clippings of the articles Forrest wrote during his journalistic/editorial career. Dates range from 1954 to 1972, with the majority of the clippings dating between 1966 and 1972. Clippings document Forrest's roles as editor, movie and theater reviewer, reporter or editorialist for *The Woodlawn Booster*, *The Englewood Bulletin*, *The Chicago Bulletin* (1964-1967), *The Woodlawn Observer* (1967-1970), and *Muhammad Speaks* (1969-1973). Forrest's journalistic work reflects the time period, the constituency served by the newspapers, and his own interest in the African-American experience.

The scrapbook pages are numbered from 3 to 123, but clippings are not in chronological order. Additionally, many clippings are undated, some pages are missing, and some pages are lacking clippings or portions of clippings. In many cases, clippings have become detached from the original scrapbook pages and have been glued to sheets of acid-free paper. (Acid-free paper was also interleaved between pages to retard further deterioration.) Page numbers have been transferred to these new sheets. Almost all of the clippings represent articles written by Forrest; a notable exception, on page 42, is a "Teen Chatter" column from the *Daily Defender* of January 2, 1954, reprinting a Christmas poem written by Hyde Park High School student Leon Forrest. The columnist adds that "Leon, we feel, shows a great deal of promise and we strongly urge him to

**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

keep up the good work.” Loose clippings and unidentified clipping fragments were attached to three sheets of paper at the end of the scrapbook.

Other items in this addition to Forrest’s papers include one folder of correspondence with T.J. Anderson, the composer with whom Forrest worked on the libretto for *Soldier Boy, Soldier*; and an undated notebook containing ideas and notes for writing projects. Teaching materials consist of one course syllabus, a master’s thesis, and a set of grade records, which Forrest kept in calendar/appointment books rather than in ledgers. A few pieces of general correspondence were interfiled in the Correspondence folders in Box 1 of the series.

**Provenance:** This addition to the Leon Forrest Papers was donated to the University Archives by Marianne Forrest on August 17, 2001, as Accession Number 01-134.

**Restrictions:** None.

**Separations:** None.

**Processor:** Janet Olson, December 2001.

**Addition, 1978, Box 8**

One musical score, to *Re-Creation, A Liturgical Music-Drama*, with words by Forrest and music by T.J. Anderson, including an inscription from Anderson to Forrest dated April 12, 1978, was added to Box 8.

**Provenance:** This score was separated from Accession Number 03-104, Records of the Music School, on July 14, 2003.

**Restrictions:** None.

**Separations:** None.

**Processor:** Janet Olson, July 2003.

**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Dates</u></b>
		<b>Biographical</b>	
1	1	Personal data	n. d.
	2	Forrest Family	1911-1993
	3	Awards	1954-1998
	4	<i>Aitchpe</i> Yearbooks	1952-1954
	5	Clippings	1975-1992
	6	Obituaries	1997-1998
	7	Programs including Leon Forrest or his work	1976-1994
	8	Correspondence I	1975-1991
	9	Correspondence II	1992-1997
		<b>Northwestern University</b>	
	10	African American Studies Department Salaries RESTRICTED	1982-1987
	11	Grade sheets/Student evaluations	1976-1996
	12	Class Notes I	n. d.
	13	Class Notes II	n. d.
	14	Alliance For Success	1989
2	1	Allison Davis Lecture and Writings	1993-1994
	2	Notes on Romare Beardon	n. d.
	3	Notes on <i>Benito Cereno</i>	n. d.
	4	Notes on Ralph Ellison	n. d.
	5	Notes on Toni Morrison	n. d.
	6	Notes on Richard Wright	n. d.
	7	Notes on the Blues	n. d.
	8	Various Notes	n. d.
		<b>Books and Publications</b>	
2	9	Manuscript: " <i>Sub-Rosa</i> "	n. d.
	10	Manuscript: <i>There is a Tree More Ancient Than Eden</i> , pp. 1-100	n. d.
	11	Manuscript: <i>There is a Tree More Ancient Than Eden</i> , pp. 101-196	n. d.
	12	Galley Proofs: " <i>Sub-Rosa</i> "	n. d.
3	1	Page Proofs: <i>There is a Tree More Ancient Than Eden</i>	1973
	2	Manuscript: <i>Bloodworth Orphans</i> pp. 1-100	n. d.
	3	Manuscript: <i>Bloodworth Orphans</i> pp. 101-200	n. d.
	4	Manuscript: <i>Bloodworth Orphans</i> pp. 201-300	n. d.
	5	Manuscript: <i>Bloodworth Orphans</i> pp. 301-400	n. d.
	6	Manuscript: <i>Bloodworth Orphans</i> pp. 401-489	n. d.
	7	Galley Proofs: <i>Bloodworth Orphans</i> pp. 1-245	n. d.
	8	Galley Proofs: <i>Bloodworth Orphans</i> pp. 246-384	n. d.

**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

**Container List**

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Dates</u>
3	9	Galley Proofs: <i>Bloodworth Orphans</i> pp. 1-233	n. d.
	10	Galley Proofs: <i>Bloodworth Orphans</i> pp. 234-383	n. d.
4	1	Page Proofs: <i>Bloodworth Orphans</i>	1992
	2	Copy Page Proofs: <i>Bloodworth Orphans</i> Introduction and Chapter 1--Another Press edition	n. d.
	3	Manuscript of forward for <i>Two Wings to Veil My Face</i> by Toni Morrison	n. d.
	4	Manuscript: <i>Two Wings to Veil My Face</i> pp. 1-100	n. d.
	5	Manuscript: <i>Two Wings to Veil My Face</i> pp. 101-200	n. d.
	6	Manuscript: <i>Two Wings to Veil My Face</i> pp. 201-300	n. d.
	7	Manuscript: <i>Two Wings to Veil My Face</i> pp. 301-409	n. d.
	8	Galley Proofs: <i>Two Wings to Veil My Face</i> pp. 1-136	1983
	9	Galley Proofs: <i>Two Wings to Veil My Face</i> pp. 137-297	1983
5	1	Galley Proofs: <i>Two Wings to Veil My Face</i>	1983
	2	Page Proofs: <i>Two Wings to Veil My Face</i>	1983
	3	Manuscript: <i>Divine Days</i> pp. 1-151	n. d.
	4	Manuscript: <i>Divine Days</i> pp. 152-314	n. d.
	5	Manuscript: <i>Divine Days</i> pp. 315-545	n. d.
6	1	Manuscript: <i>Divine Days</i> pp. 546-699	n. d.
	2	Manuscript: <i>Divine Days</i> pp. 700-850	n. d.
	3	Manuscript: <i>Divine Days</i> pp. 851-1000	n. d.
	4	Manuscript: <i>Divine Days</i> pp. 1001-1300	n. d.
	5	Manuscript: <i>Divine Days</i> pp. 1301-1440	n. d.
	6	Manuscript: <i>Divine Days</i> pp. 1441-1650	n. d.
7	1	Manuscript: <i>Divine Days</i> pp. 1651-1829	n. d.
	2	Articles by Leon Forrest	1972-1996
	3	Libretto to <i>Soldier Boy, Soldier</i>	n. d.
	4	Two book jackets	1977-1984
	5	Reviews of Leon Forrest's Works	1972-1997
	6	Articles about Leon Forrest	1982-1995
	7	Manuscript: <i>Leon Forrest, Introduction, and Interpretation</i> Ed. John C. Cawelti pp. 1-184	1997
	8	Manuscript: <i>Leon Forrest, Introduction, and Interpretation</i> Ed. John C. Cawelti pp. 185-358	1997
8		Musical Scores for <i>Ancestral Voices</i> and <i>Soldier Boy, Soldier</i>	n. d.
		Musical Score for <i>Re-Creation, A Liturgical Music-Drama</i>	ca. 1978

*Northwestern University Archives • Evanston, Illinois*

**Leon Forrest (1937-1997) Papers, 1952-1999**

**Series 11/3/1/3**

**Boxes 1-11, including two dropfront boxes**

**Container List**

<b><u>Box</u></b>	<b><u>Folder</u></b>	<b><u>Title</u></b>	<b><u>Dates</u></b>
9	1	Correspondence: T.J. Anderson	1980-1985
		<b>Teaching files</b>	
	2	Syllabus, African-American Studies A45 ("The Oral Tradition and the Creative Process")	n.d.
	3	Grade books	1972-1999
	4	Master's Thesis by Sarah E. Hoisington	1997
		<b>Publications</b>	
	5	<i>Meteor in the Madhouse</i> (page proofs and cover letter)	1999
	6	Draft: <i>To the Magical Memory of Rain</i> (part of <i>Meteor in the Madhouse</i> )	n.d.
	7	Draft: <i>By Dawn's Early Light: The Meteor in the Madhouse</i>	n.d.
	8	Synopsis and notes: <i>The Adventures of Joubert Jones</i>	n.d.
	9	Drafts and notes: <i>Meteor in the Madhouse</i> (1 of 4)	n.d.
10	1	Drafts and notes: <i>Meteor in the Madhouse</i> (2 of 4)	n.d.
	2	Drafts and notes: <i>Meteor in the Madhouse</i> (3 of 4)	n.d.
	3	Drafts and notes: <i>Meteor in the Madhouse</i> (4 of 4)	n.d.
	4	Notes: "New Works, Sources and Resources"	n.d.
11		Scrapbook: Clippings (newspaper articles by Leon Forrest)	1954-1972





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April 15, 2008

50th Anniversary: Martin Luther King, Jr. @ NU

Dr. Martin Luther King, Jr. spoke at Northwestern on April 15 and 16th, 1958 when he delivered the 1958 Mars Lectures.



From an April 2, 1958 Press Release:

Dr. Martin Luther King Jr., pastor of the Dexter Avenue Baptist Church in Montgomery, Ala. and leader of the bus segregation protest there in 1956, will deliver Northwestern University's Mars lecture series April 15 and 16.

"The Crisis in Human Relations" and "The Christian Answer" will be discussed in two lectures by King. Both lectures, open to the public without charge, will begin at 8 p.m. in the Technological Institute auditorium, Sheridan rd. at Noyes st., Evanston.

King, 29, became a much admired religious leader when he used "only the weapons of love and non-violence" in directing the bus boycott. A native of Atlanta, Ga., he was graduated from Morehouse College and Crozier Theological Seminary. He received his doctorate in systematic theology from Boston

University in 1955.

The lecture series was established by the will of Dr. Gerhardt C. Mars, a Northwestern alumnus and former Methodist minister. The will provided funds for a series of annual lectures on progressive Christianity.

Faculty chairman of this year's series is Franklin D. Scott, professor of history, who lives at 2657 Orrington ave., Evanston.

["Martin Luther King To Give 2 Talks Here"](#), Daily Northwestern, 4 April 1958.

["Boycott Leader Gives Human Relations Talks"](#), Daily Northwestern, 15 April 1958.

["King Outlines Basic Causes of Race Issues,"](#) Daily Northwestern, 16 April 1958.

["Integration Leader King Advocates International Non-Violence Policy,"](#) Daily Northwestern, 17 April 1958. ([Part One](#), [Part Two](#))

["King Preached to NU, But Crowds Came Out,"](#) Daily Northwestern, 18 April 1958.

1958 Mars Lecture Program ([Part One](#), [Part Two](#), [Part Three](#))

| [TrackBack](#)

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## Martin Luther King To Give 2 Talks Here

Famed integration leader and spokesman Dr. Martin Luther King, Jr., Southern Baptist minister, will deliver Northwestern's Mars lecture series Apr. 15 and 16. The 29-year-old Negro minister of Montgomery, Ala., became

### Brand to Sing in Folk Concert

Folk singer Oscar Brand will present an evening of folk song on Friday, Apr. 18, in Tech auditorium. The concert is sponsored by the Society of Folk Arts.

Brand has been featured for the past seven years on New York City's station WNYC with a half-hour program of folk music. His record albums include numerous collections of "Bawdy Songs and Back Room Ballads," two volumes of "Laughing America," and an album of "American Drinking Songs," with Jean Ritchie.

### Final Chamber Concert Soon

Northwestern's Chamber Music Society will give its final concert of the season at 4 p.m. Sunday, Apr. 13, in Lutkin hall.

The program will include the quartet in D Minor; "Death and the Maiden," by Franz Schubert; "Woodwind Quintet, Op. 24, No. 2," by Paul Hindemith, and Bohuslav Martinu's "Piano Quartet No. 1." Members of the Chamber Music Society, all NU music school faculty members, are Jill Bailiff, soprano; Emil Eck, flute; Philip Farber, French horn; Eduardo Fiorelli, violin; Robert Mayer, oboe; Gui Lombaerts, piano; Rolf Persinger, viola; Dudley Powers, cello; Angel Reyes, violin; Wilbur Simpson, bassoon, and Jerome Stowell, clarinet. The concert is open to the public.

prominent in 1956 when he led a year-long boycott against the Montgomery transit system. His efforts were at least partly responsible for winning integrated buses for Negroes.

King will discuss "The Crisis in Human Relations" and "The Christian Answer" in his two Mars talks. Lectures will be held at 8 p.m. each evening in Tech auditorium and are open to the public without charge.

A native of Atlanta, Ga., King graduated from high school when he was 15. He attended Morehouse college in Atlanta for four years.

King graduated first in his class from Crozier Theological seminary in Pennsylvania. He was named the seminary's outstanding student and was president of the student body.

The controversial minister took his doctorate in systematic theology at Boston university in 1955. While there, in 1953 he married Coretta Scott, a voice major at the New England Conservatory of Music.

During the Montgomery bus boycott, King received much national publicity in magazines and newspapers. At that time he was also president of the Montgomery Improvement association, a group of about 100 ministers formed to promote integration.

The Mars lecture series was established by the will of Dr. Gerhard C. Mars, Northwestern alumnus and former Methodist minister. The will provided funds for series of yearly lectures on progressive Christianity.

Faculty chairman of this year's series is Franklin D. Scott, history professor.

Daily

# Northwestern

Free Voice in a Free University

LETTERS

Readers support commuter honesty and physical education for Northwestern students. See letters, page 2.

Evanston, Illinois

Tuesday, April 15, 1958



MARTIN LUTHER KING  
To Speak Today

## Boycott Leader Gives Human Relations Talks

The man who became famous by leading a bus boycott for civil rights will speak at Northwestern today and tomorrow.

Dr. Martin Luther King, who headed the "Montgomery Improvement association" during the city's much publicized bus boycott in 1956 and 1957 will discuss "The Crisis in Human Relations" at 8 p.m. today in Tech auditorium.

The second of his Mars lecture talks tomorrow will be "The Christian Answer" at the same time and place.

The Montgomery boycott, which thrust King into national limelight, began Dec. 5, 1956, when Mrs. Rosa Parks, a negro woman, refused to give up her seat to a white male passenger. She was arrested and fined \$14.

As a result of this incident, leaflets were dropped in the Negro community urging the bus boycott. On the day of the trial 50,000 Negroes in Montgomery refused to ride the bus line until they received courteous treatment on integrated buses.

The protest was effective because Negroes accounted for 75 per cent of the bus line's passengers. It was estimated that the bus company lost more than \$1,000 per day because of the boycott. The Montgomery Improvement association organized a car pool of 300 cars for ex-bus riders.

City officials answered the boycott with compromises, arrests, and physical violence. But King and his followers accepted the philosophy of non-violent resistance.

"Violence solves no social problems; it merely creates new and more complicated ones," he said. "We must be willing to work hard and sacrifice for integration," he also said. When King was arrested and his house was bombed, his point was proved.

"Long live the king!" was the cry of King's supporters when he

left the court after being arrested for his action in the boycott. King received a fine and suspended sentence.

The extreme tension in race relations in the South today can be explained by the revolutionary change in the Negro's evaluation of himself, King said. He no longer considers himself inferior, and he is determined to struggle against injustice. "Framework and unity are also necessary in this fight for inte-

gration," according to King. "It means a recognition of the fact that every segment of the Negro race is significant. Our final objective is civil rights."

"We cannot afford to slow up. We have a moral obligation to press on, our self-respect to maintain, but even more we must press on because of love for America and the democratic way of life," King has said in regard to his integration efforts.

## Three Hurt, One Jailed In Accident

A Northwestern commuter and two grads were hospitalized when a car driven by an Evanston youth collided with the rear of their automobile, completely demolishing it.

Jack David, LA '58, and NU grads Carl E. Horn and Peter P. Piotrowicz, suffered back, neck and spinal injuries in the collision Friday night. David also suffered a leg injury.

Police arrested a 21 year-old Evanston youth, driver of the other car, for driving under the influence of alcohol and following too closely.

The accident occurred on Asbury in Evanston, one and one-half blocks north of Western. David was driving at the time.

The impact drove David's car 120 feet into a metal fence and billboard, completely wrecking it. The car came to a halt a scant two feet from the North-

## Counselors Favor MIC Board Plan

Upperclass dormitory counselors are solidly behind the Men's Interhouse council judicial board plan.

Their support of the plan, with only minor changes suggested, was affirmed by Stanley Krippner, Foster house counselor, at the MIC meeting last night.

Krippner, speaking for himself and three other upperclass men's dorm counselors, praised the present judicial plan as a "much better and more coherent practical plan," than MIC's earlier attempt, and "well worth waiting two more quarters."

However, he pointed out several minor changes that the counselors have suggested.

The statement in the judicial plan that the "accuser must act as prosecutor" in cases concerning rules violations was attacked by the counselors, Krippner said.

He pointed out that not all students have the ability to

himself.

3. A public or private hearing may be held rather than a jury trial.

Krippner pointed out, however, that the counselors are overwhelmingly in favor of the board as it stands now. He said they are "delighted to have their disciplinary burdens relieved, leaving them primarily to their counseling duties."

## Staff Named For Waa-Mu

Additional positions on "Sing No Evil," 1958 Waa-Mu production have been announced.

Writers, composers, and lyricists

**Daily**  
**Northwestern**

Evanston, Illinois

*Free Voice in a Free University*



Wednesday, April 16, 1958



**WORKMEN SHOW PROGRESS** made on the conversion of classrooms to biology laboratories now being done in Swift hall. The four new labs, along with areas for live specimens, are expected to be completed by fall quarter. (Photo by Schuette)

## King Outlines Basic Causes Of Race Issue

### Cites Reactionary Elements, Change in Negro Position

by CRICKET STANTON

The leader of the controversial 1956 bus segregation protest in Montgomery, Alabama, outlined the basic causes of the present crisis in human relations to an overflow crowd in Tech auditorium last night.

Dr. Martin Luther King, Jr., called the Southern crisis the result of "determined resistance of reactionary elements in the South," and "a radical change in the Negro's evaluation of himself."

"Many public officials, using the power of office for irresponsible behavior, are arousing morbid fears and abnormal antipathy in the uneducated masses, leading them to violence," King said.

White moderates no longer feel free to discuss the problems involved in desegregation because of the actions of radical Southern organizations.

He pointed out that the Ku Klux Klan is using violence to discourage desegregation, drawing members from underprivileged groups who see in the rise of the Negro a threat to their political and economic status.

"The white citizens' councils, because their members are from a higher social and economic group, have a halo of respectability," King said, "but are determined to preserve segregation."

"Their methods are threats, intimidations and economic reprisals against Negroes and whites who support desegregation."

White Southerners have argued that they were solving the racial problem until outside pressures caused a split, King said.

"But when subject people move toward progress, they do not create a cleavage but reveal an existing one, which apologists for the old order have tried to conceal."

"Segregation at the bottom is merely a form of slavery with certain niceties," King argued. "So long as the Negro maintained a subservient attitude, peace reigned—a negative peace. It was peace at the price of human servitude," King said.

Briefly tracing the history of

## Eisenhower, Speaking Contest This Afternoon

Speeches, in the form of the Kirk Oratorical contest and Earl D. Eisenhower speaking at a journalism invocation, will be given this afternoon.

Four finalists—Allen Sachsel, Sp '59, Thomas Brunner, Sp '59, Loures, Sp '58 and Chuck Remsburg, Jour '58—will compete in the Kirk finals at 3:30 p.m. in Harris Hall.

First prize is \$100, with second and third prizes of \$25 each. The finalists were screened from other participants in a preliminary round.

Eisenhower, brother of the Chief Executive, and public relations director of the Life newspapers in LaGrange, will speak on "The Community Newspaper" at 4 p.m. in Fisk auditorium.

He previously directed two small-town radio stations and a small newspaper, coming to the Suburban Life in LaGrange in May, 1954.

An electrical engineering graduate of the University of Washington, Eisenhower worked in ship-

## Juniors to Hold Dinner Sunday In Glenview

The Fort in Glenview will be the scene of the annual junior class dinner at 5 p.m. Sunday.

For those who need rides, taxis will be leaving Scott hall between 4:30 and 5:30 p.m.

Ogden Talbot, master of ceremonies, will introduce the "Most Eligible Bachelor" candidates. The dinner entertainment will be coordinated with the theme of the Prom, "The Scotch Hop."

Participants will be Patsy Peterson, Ron Hasmann, Mike Carney and his combo, Spero Pastos, Paula Johnson, Ramona Weiss, Sandy Shull, Jayne Riley, Jan Luoma and Pat Dumas.

## Church Choirs Concert Sunday

Men and choirs from several churches will participate in a concert at 4 p.m. Sunday in the Fisk auditorium.

## McKeon to Talk On Rhetoric

Richard P. McKeon, professor of philosophy at the University of Chicago, will speak on "Deliberation, Communication, and Controversy: Problems for Rhetoric Today" at 3:30 p.m. tomorrow in Harris 108.

McKeon's speech will be the highlight of a colloquium, which is being given under the auspices of Northwestern's public speaking department. The colloquium is the second of a series and is open to the public.

## "Water Colors" Dolphin Theme

Shades of the rainbow will be the theme of the 1958 Dolphin show, "Water Colors." The opening and closing numbers of the show will be based on the theme.

The chief character, an artist,

(CONTINUED ON PAGE 2)

# Integration Leader King Advocates International Non-Violence Policy

The theory of non-violent resistance being used by Southern desegregationists conceivably be applied to foreign relations, according to Dr. Martin Luther King, integration leader.

"In the field of foreign relations, we no longer have a choice between non-violence and violence, but between non-violence and non-existence," King said in an interview yesterday.

He gave three steps for a policy of international non-violence: disarmament, suspension of nuclear tests, and abolishing internal violence of spirit.

**"Each nation must maintain an attitude of understand-**

**ing, good will, and compromise," King said. An "intransigent attitude in the state department" should be avoided, he continued.**

"The old doctrine of an eye for an eye and a lick for a lick leaves everybody blind," he said. "Somebody must break the chain."

People may influence government by broader use of methods already started — petitions, gaining the support of influential people,

seeking outstanding scientists to support their position, King

**In the South, non-violence is gaining ground and attracting attention, King said. "The majority of Southern youth are more openminded than their parents and grandparents," he said. "They are more willing to listen and discuss questions involving non-violence."**

This openmindedness is part of the educational process, King

(CONTINUED ON PAGE 2)

## **King ...**

(CONTINUED FROM PAGE ONE)

ed.

“Years ago textbooks and churches condoned segregation, and people grew up in an atmosphere of segregation,” he said. “But now there is a greater exposure to the modern world and ideas.”

In his concluding speech last night at Tech, King repudiated violence as a means of achieving social justice.

“History is repleat with the bleached bones of nations and communities who refused to follow the precept: lay down your arms.”

King emphasized that non-violence is not a method for cowards. Negroes must have a willingness to accept suffering without retaliation.”

“The Negro’s only defense is to meet every act of illegality and immorality by remembering there are hundreds of thousands ready to take their place beside him as victims,” he said.

SIDELINES

# King Preached to NU, But Crowds Came Out

by SAM JAMESON  
(Asst. Managing Editor)

Dr. Martin Luther King is a minister and it was evident to those present at the Mars lectures he gave here Tuesday and Wednesday. King's "lectures," judging from one Wednesday night on "The Christian Answer," were delivered in sermons. But they were intelligent, well-reasoned sermons and the overflow crowd was highly impressed.

King didn't say too much that was new, nor did he propose a radical solution to the integration problem. This analysis of the "old" standard and program is no immediate solution except for the program.



The integration spokesman, who became famous as leader of the Montgomery bus boycott in 1956-57, stressed moral and religious concepts in his speech Wednesday.

He attacked acquiescence as a reaction to suppression of one's rights as immoral on the ground that it was an action of selling out for comfort and safety.

He also called violence immoral as a method of securing one's rights and advocated non-violent resistance as a way to win the enemy by persuasion and awakening moral conscience in him.

King's arguments were highly emotional, but it was a quiet emotion. It was an emotion liberally spiced with quotes.

King did not drop names in an effort to impress people with his education. His whole speech was tinged with a sincerity that seemed real to an official college audience.

The audience, which kept filling the Tech auditorium until it overflowed fully a half hour after King started his lecture, was dead silent as the minister closed his remarks.

His last words were a plea for help in the fight for integration: "If you can't fly, if you can't run, walk. If you can't walk, crawl. But whatever you do, keep moving."

Few people in the front rows stood up. Quickly the rest of the crowd joined them in a demonstration.

The crowds that turned out to hear King certainly refuted the sentiment of people who say, "It's the use of getting out-of-town speakers." No one will be able to hear them anyway."

People did come to hear King. And the majority of the audience was composed of students.

Clubs of speakers who have a name for themselves and something to say are brought there will be turnouts. It's an approach to better education that hasn't been tried too often—at least this year.

Copies of King's talks may be obtained by sending a post card to the Mars Lecture committee, Northwestern.

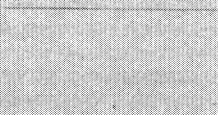
## Book Store Probe Ends

Recommendations for the operation of a non profit used book store will be submitted to Dean of Men Joseph Boyd within a week.

An Alpha Phi Omega committee has completed a study of a similar system in operation at the Illinois Institute of Technology.

Recommendations of the committee will include APO management of a store on campus and an opening date in winter quarter, 1958-59.

Under the proposed plan students will set their own price when selling the used books.



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THE 1958 MARS LECTURE SERIES

of

NORTHWESTERN UNIVERSITY

presents

DR. MARTIN LUTHER KING, JR.

*Pastor, Dexter Avenue Baptist Church  
Montgomery, Alabama*

April 15 and 16  
8:00 p.m.

*Technological Institute Auditorium  
Evanston Campus*

Open to the Public Without Charge

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NORTHWESTERN UNIVERSITY INFORMATION

TWO LECTURES . . .

THE CRISIS IN HUMAN RELATIONS

*Tuesday, April 15*

THE CHRISTIAN ANSWER

*Wednesday, April 16*

THE MARS LECTURES

The income from a trust fund comes annually to the University through the will of Dr. Gerhardt C. Mars, an alumnus and former Methodist minister, who died in 1929. This income is for the purpose of maintaining a series of annual lectures on the subject of Progressive Christianity. The income is disbursed by a committee of five, composed of the President of the University and four professors—one each from the faculties of Philosophy, Physical or Biological Science, History, and Letters.

Previous Mars Lecturers have been Dr. Harry Emerson Fosdick, Dr. Charles H. Malik, Dr. George Buttrick, and Dr. John Baillie.



The Rev. Dr. Martin Luther King, Jr. became one of the most admired religious leaders in the world when he used "only the weapons of love and non-violence" in directing the 1956 bus segregation protest in Montgomery, Alabama.

The 29-year-old pastor of Montgomery's Dexter Avenue Baptist Church is a native of Atlanta, Georgia. He was graduated from Morehouse College in 1948 and Crozier Theological Seminary in 1951 where he was first in his class. In 1955 he received the degree of doctor of philosophy from Boston University in the field of systematic theology.

Dr. King has been awarded honorary degrees from Morehouse, Chicago Theological Seminary of the Federated Faculties of the University of Chicago, and Howard University. He has received more than forty other awards for his leadership in the Montgomery movement.

## MARS LECTURE FUND

From the will of Dr. Gerhardt C. Mars:

"The general spirit inspiring the institution, and which I hope may govern the administration of said Foundation is the acceptance of the underlying spiritual and moral principles of the Christian religion as a divine, historic revelation; but, as this divine revelation is a treasure in earthen vessels, the outer forms of which treasure must change from age to age with the expanding developments of history, it is necessary to restate over again from time to time the underlying truth; or, in other words, set forth the significance of the Christian consciousness in terms of modern culture.

"As Christianity itself, at the beginning, was an outcome, and a once modern restatement, of long ages of Hebrew and Greco-Roman development, so the faith once delivered to the saints, working its way as a leaven through all the expanding changes of history, must needs undergo a reinterpretation by taking on the outer forms of modern thought. This is but a cruder way of saying what the great Master himself told his disciples, namely, that 'greater works than these shall ye do, because I go to the Father,' and that 'after the spirit of truth is come, he shall lead you into all truth.' As life, as shown by history, is progressive, so Christianity, as it applies to unfolding life, is progressive.

"In this spirit and with this understanding are these lectures to be conducted."

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# THE NATURE AND CONTEXT OF BLACK NATIONALISM AT NORTHWESTERN IN 1971

FREDDYE HILL

*Department of Sociology  
Southern University at Baton Rouge*

**Sociological research on contemporary black nationalism** has done little to portray the complexity of contemporary black nationalist orientations (Smith, 1971; Vander Zaden, 1973). Indeed a disproportionate amount of the existing research (Bracey et al., 1970; Meier, 1951-1952) concerns the nationalistic activities of several decades ago. But what of more recent examples of black nationalism?

The image of black nationalists as "extremists" who are only interested in "returning to Africa" serves as a convenient label for many outsiders to the movement, but is it really an adequate representation of contemporary black nationalist behavior?<sup>1</sup> The research reported here is predicated on the assumption that such labels often understate and distort the diversity of values and behaviors involved in the most recent flowering of black nationalism among Afro-Americans.

My research addresses two questions: (1) is contemporary black nationalism among students a set of beliefs and practices reflecting a single norm or several; and (2) what are the life experiences which seem to correlate with these black nationalist orientations? The data reported here are derived

from formal interviews with black Northwestern University students as well as my participation in and direct observation of their daily activities. Black nationalism is conceptualized as a social and political movement with a set of goals, demands, ideologies, and programs which define and describe the problems of Afro-Americans in the existing social and political arrangement, often black people throughout the diaspora and on the continent of Africa, and which specify and justify solutions to these specified problems. Its essential principle is intraracial interdependence and coordination.

The paper is organized in the following manner: (1) discussion of the sample; (2) discussion of the logic underlining the use of Guttman scaling; (3) presentation of the scalogram analysis; (4) discussion of black-student life experiences which contribute to these scale results; and (5) recommendations for future research.

### THE SAMPLE

There are several reasons for using a student sample to study the normative complexity of black nationalism and those social experiences which contribute to it. First, as Vincent Harding (1970: 75-100) suggests, in the last two decades it has been the activities, struggles, and ideals of students which have been the most accurate harbingers of black struggle in America. They have pushed forward in civil rights demonstrations, voter registration, and more recently, they have supported black nationalist activities, locally, nationally, and internationally. A second reason is that most of the literature on attitudes toward race militancy, civil disorders, and nationalism show that youths and young adults are overrepresented (see Hahn, 1970: 352; Goldman, 1970: 204-206) in the expression of support for such activities.

it facilitated researcher access to interviews as well as observations of the interactive process involving the campus situation, the various circumstances of the students, and the kinds of activities and organizations in which they participated. The researcher's graduate student status in the campus environment undoubtedly maximized respondent trust and cooperation. Furthermore, that access made available the kinds of ongoing observations which generate educated hunches and empirically grounded generalizations.

The survey data in this study were obtained from black students enrolled in Northwestern University during spring quarter 1971. A stratified random sample of 120 students was drawn from the total number of Afro-American undergraduates with each class having a proportional number of its students represented in the sample. The freshman class had the largest number of students with the senior class having the least number of students. There were four times as many freshmen as seniors on the campus, not only because of the expected rate of attrition but also because in that year Northwestern enrolled proportionately more Afro-Americans, making the Afro-American population ten percent of the total student population. A 97-item questionnaire with both open-and-closed-ended questions was constructed in an attempt to measure forms of black nationalism, their distribution in the college sample, their relationship to selected demographic characteristics, and other variables related to the Afro-American experience. Questionnaires from 36 freshmen, 26 sophomores, 24 juniors, and 12 seniors (a total of 98) were used in the analysis.

### **THE LOGIC OF GUTTMAN SCALING**

One of the two objectives of my study is to determine if (for my sample) black nationalism is unidimensional, i.e., if it



is expressive of one race norm or more than one. Accordingly, I used an attitude measuring procedure known as Guttman scaling. Guttman scaling (Edwards, 1957) attempts to collect and array a set of statements which all represent a single norm or attitude and which together permit the ranking of persons relative to each other on that dimension.<sup>2</sup> It attempts to develop an ordinal measurement of a single norm or attitude which will systematically differentiate among persons. A Guttman scale allows one to infer that persons who rank high on a dimension will have a highly predictable pattern of response to items (statements) which represent lesser degrees of strength on that dimension. The higher the ranking relative to others on the dimension, the higher the level of predictability in the pattern of response on all scale items.

Since social behavior is quite complex, perfect Guttman scales are a remote ideal. Thus, the proportion of errors in response predictability are used to measure the degree of approximation to the perfect scale. Measurement ranges from a low of (0.0) to a maximum of (+1.0). This measurement is called the coefficient of scalability and the minimum level of scalability (acceptable scale) is conventionally set at .60 (Menzel, 1953).

Items or statements in the questionnaire were constructed to represent black nationalist themes mentioned or made implicit in literature written by and about black nationalists (Baraka, 1972, 1971a, 1971b). In addition, I participated in and listened to regular seminars run by FMO students which were devoted to discussing the nature of black nationalism and the race responsibilities of black students. Although the themes which emerged from the student seminars are similar to those which are found in the literature, there are some important differences. For example, although the theme of economic nationalism (economic cooperation between black owners, producers, and consumers to effect race uplift) is prevalent throughout the literature, items representative of

this theme were not included in the questionnaire because it was not a prominent theme among the students at Northwestern. The students, because they were in constant real and perceived conflict with the university, applied black nationalist perspectives to analyses of their immediate situation on a predominantly white campus as well as to topics traditionally discussed in academic communities: culture, formal education, and politics.

### DATA ANALYSIS

It proved impossible to construct a single Guttman scale of black nationalism. The highest coefficient of scalability achieved in attempting to develop a single unidimensional scale was .58. Thus, black nationalism as manifested among this sample of students does not represent a single race norm.

**TABLE 1**  
**TABLE OF ITEMS: GUTTMAN SCALES OF AFRO ORIENTATION**  
**(Males and Females)**

	Scale Item	Percentage of Students Each Scale Step Discriminates
6	Black Americans should join forces with oppressed people around the world.	24
5	What do black Americans have in common with African peoples?	47
4	Africa is your homeland.	68
3	African students should have more informal contact with blacks.	80
2	Do you have plans to go to Africa to tour or stay?	80
1	What racial designation do you prefer being called?	98
		n=98
	Coefficient Scalability	.67

Nonetheless, the Guttman scaling procedure did lead to two acceptable scales of black nationalism, which I labeled Afro and Separatist. The Afro Scale (see Table 1) was the only one of the two nationalist scales which could represent and rank both male and female students. On the other hand, the Separatist Scale was developed in a combined male-female form (Table 2) as well as in two gender-specific (see Tables 3 and 4) versions. The items in these tables reflect the separatist continuum in that they range from total separation to more limited political, social and educational separatism.<sup>3</sup> Yet comparison of Tables 3 and 4 with each other, as well as with Table 2 shows that there are differences in the items which differentiate and rank among male and female black students. The more extreme items could be included in the male version whereas the female version did not discriminate these as extreme items (e.g., "there cannot be a coalition between poor blacks and poor whites").

**TABLE 2**  
**TABLE OF ITEMS: GUTTMAN SCALE OF SEPARATISM**  
**(Males and Females)**

Step	Scale Item	Percentages of Students Each Scale Step Discriminates
8	Separation of whites and blacks is the only solution to the race problem.	13
7	Emphasis on birth control is not genocide.	32
6	Education is not responsible for black people moving away from their culture.	44
5	Blacks should start a nation of their own.	59
4	Black people in America are a colonized people.	78
3	Blacks are an oppressed people.	86
2	What racial designation do you prefer being called?	96
1	Culture is an important aspect of the struggle.	97
0		98
		n=96
	Coefficient of Scalability	
	.67	

**TABLE 3**  
**TABLE OF ITEMS: GUTTMAN SCALE OF SEPARATISM**  
**(Female Respondents)**

Step	Scale Item	Percentages of Students Each Scale Step Discriminates
7	Separation of whites and blacks is the only solution to the race problem.	5
6	The focus of the current movement is for equality, better jobs, the struggle to enable all blacks to move into the mainstream of American life.	14
5	Emphasis on birth control is not genocide.	26
4	Blacks should start a nation of their own.	40
3	There cannot be a coalition between poor blacks and poor whites.	54
2	Would you support a third party made up of only Afro-Americans?	73
1	Culture is an important aspect of the struggle.	98
0		100
		n=57
	Coefficient of Scalability .61	

An interesting feature of the separatist scales (Tables 2, 3, and 4) is that one of the items, "blacks should start a nation of their own," is located almost in the middle of the scales rather than at the extremes of the scales. This suggests that the students feel that the creation of a black nation does not necessarily involve the physical separation of blacks and whites. This finding is consistent with Walters' argument (1973) that black nationalism in America does not fit the classical definitions and descriptions of nationalism because of the uniqueness of the black experience. Thus, the desire for blacks to create a nation of their own may or may not be land oriented. The available data of this research does not indicate how the students define the concept of nation; however, the location of the item which represents this concept in the scale suggests that it has meaning which does

**TABLE 4**  
**TABLE OF ITEMS: GUTTMAN SCALE OF SEPARATISM**  
**(Male Respondents)**

Step	Scale Item	Percentage of Students Each Scale Step Discriminates
9	Separation of whites and blacks is the only solution to the race problem.	19
8	There cannot be a coalition between poor blacks and poor whites.	26
7	Emphasis on birth control is not genocide.	31
6	The focus of the current movement is for equality, better jobs, the struggle to enable all blacks to move into the mainstream of American life.	36
5	Black militants and white radicals could form a coalition.	41
4	Education is not responsible for black people moving away from their culture.	54
3	Blacks should start a nation of their own.	71
2	Blacks are oppressed.	83
1	Culture is an important aspect of struggle.	95
		n=41
Coefficient of Scalability		
.62		

not necessarily involve the physical separation of blacks and whites (see Wirth, 1936, 1945; Handman, 1921; Smith, 1971).

The differences in the percentage of males and females at the high end of each scale can be explained by several factors. First, females tend to be less exposed to the kinds of activities and interactions which are important in influencing receptivity to nationalist values. There are structural and "traditional" barriers which restrict the kind of activities females participate in and also affect the nature of the interaction process. It is especially true for this sample since over fifty percent of the students came from large, urban, midwestern communities. Most of the students came from Chicago and Cleveland which suggests certain built-in struc-

tural barriers. Females from these areas are less likely to participate in a wide range of activities than males. There are several reasons for this. Most parents tend to restrict the mobility of their daughters in large urban areas as a form of protection; therefore, they are less likely to be exposed to the same kinds of activities as are males. This is exacerbated by the fact that many Afro-Americans in large areas tend to restrict their activities to their own neighborhoods rather than participate in activities in other areas of the city. Unless the females live in areas where there is a lot of nationalist activity, they would be restricted from participation.

Observation also suggests, although the data are insufficient, that Afro-American females at Northwestern take a secondary role in the political activities because they feel it is an abominable wrong to compete with men. Also, many of the women are uninterested in politics or ideologies (see Matthews and Prothro, 1966; Morris, 1967). They often are active participants in FMO on committees and in other activities but seemingly are not as affected by this participation as others are.

## DISCUSSION

There are several reasons why no single scale could be constructed to measure black nationalism. Perhaps the most obvious and most important reason is that the literature on black-white encounter in America, several forms of black nationalism have always existed.

The second reason, and a very important reason, has to do with the nature of the items in the questionnaire. There appear to be two kinds of items which were used to construct the scales. The first can be classified as feeling items and the second, action items. Most of the students scored on the feeling items with fewer scoring on the action items. The action items were more discriminating than the

feeling items. The item "blacks are an oppressed people" is an example of a feeling item. "Separation of whites and blacks is the only solution of the race problem" is an example of an action item. Both kinds of questions, as these examples illustrate, contain nationalist values, beliefs, and sentiments. It appears that in order to construct a single measure to measure all forms, there has to be a separation of the feeling items from the action items. In fact this dichotomy distinguishes several of the forms of nationalism. Black separatism can be viewed as action nationalism. The distinctions are blurred by the fact that the forms of black nationalism are not mutually exclusive.

Methodologically, a decision has to be made as to what aspect of black nationalism is to be measured before questions can be constructed. It appears from this limited attempt to measure black nationalism that a single scale may be constructed if the two kinds of questions are separated. A future paper will attempt to separate the two kinds of questions in an attempt to build a single scale. If a single scale can be constructed, it may well lead to more insight into the nature of black nationalism among college students.

A finding of this study on the relationship between parents' occupation and students' position on the scale fails to support one of the most solidly established generalizations in the explanation of political attitudes and behavior (tables not shown). Most studies of black students' attitudes and political behavior found that those students from high socioeconomic status had more militant attitudes and higher participatory rates in the civil rights movement than those from lower socioeconomic statuses. These data suggest just the opposite in that students of those parents who are in lower occupational categories, outside the labor market, or deceased, score higher on all of the scales except on the Afro scale which has a curvilinear distribution of frequencies at its most extreme end.

It is difficult to draw any firm conclusions with regard to the relationship between parents' occupations and students' positions on the scales because of the small number of respondents whose parents are employed in lower occupational categories, deceased, or outside the labor market. The distribution does suggest that there are several strains of the forms of nationalism among the students and that those whose parents have low status occupations are slightly overrepresented among those who are most nationalistic.

One possible explanation for this notable departure from earlier findings may be due to the "romanticization of being black and poor" among college students. Those who were from lower socioeconomic backgrounds were expected to be more nationalistic than those from middle and high socioeconomic status. Indeed, there were many rituals which dramatized these expectations and social definitions of those from lower economic status. The students often explained the behavior and attitudes of each other based on their class affiliation. Middle- and upper-class students were not expected to hold militant attitudes, while most of the attitudes, values, and beliefs of the lower-class students were legitimized because they were from the "community."

This does not negate the fact that the experiences of being black and poor in America will often influence the perspectives of students from such backgrounds. Rather it suggests that there are variables operating within a situation which can diminish or strengthen certain attitudes, values, and beliefs. The key, however, seems to be one of social definition. That is, the students from low socioeconomic status are "defined as and (they themselves) expect to be militant."

Another factor operating to produce the high frequency of students from the lower class on the extreme end of the scale is the fact that the year in which the sample was taken, large numbers of freshmen had been selectively recruited because of their low socioeconomic status. Most of the freshmen who were recruited to the university came from this category.



Since the men scored higher on all of the scales and since freshmen tend to score higher on the scales, this lends support for this alternative explanation. It is important to note that these students were selected by an admission committee composed of representatives from FMO. This suggests that the black admission committee-members selected those black students who had certain characteristics the students felt were important to the values and goals of the organization. Two of these goals were to select more males who did not meet the traditional admission requirements and that at least half of the freshmen class consist of students from families with low socioeconomic status.

There is a third plausible explanation as to why Afro-American freshmen at Northwestern tend to score higher on all of the black nationalist scales than upperclassmen. This explanation is found in the socialization process of the entering class of 1970, socialization in the context of leadership crisis and organizational ineffectiveness in FMO. The organization was not meeting the social needs of the students.

Each year Afro-American students hold their own freshmen orientation week to "better equip the freshmen to deal with the university and to familiarize them with the Afro-American community." While most of the orientation week activities follow the basic patterns of most freshmen orientation programs, there are a variety of unique activities which operate to project and to reinforce certain nationalist values, beliefs, and attitudes. For example, the freshmen were taken to see the Kumba Workshops, a group of players on the Southside whose drama reflects many aspects of black nationalism.

More important, however, the freshmen class of 1970 was socialized by an FMO leadership which expressed commitment to Pan Africanism. These leaders had adopted this philosophy about two weeks prior to freshmen orientation after participating in the All African Peoples Congress in

Atlanta. The freshmen were told that FMO was a Pan-Africanist organization and that they should view themselves as Pan-Africanist.

This proclamation by the leadership helped to set the tone as to what beliefs, values, and sentiments would be acceptable to the organization. The history of Afro-American students at Northwestern was used to legitimize the organization, its leadership, and its philosophy. The dramatization of the student takeover of the student finance office (Pitts, 1975) and the Triangle Incident of 1969 also appears to have predisposed many of the freshmen to action, especially the men. FMO was portrayed as one of the most militant and most viable Afro-American student organizations in the country. This view was substantiated by the takeover, "Triangle," and the numerous other "defined victories." It appears that most of the freshmen readily accepted the proclaimed values, beliefs, and goals of FMO.

#### **DISCUSSION OF IMPORTANT FINDINGS**

It seems correct to say that black nationalism can be measured by the use of scales. The construction of the scales has allowed for the measurement of a concept about which there is little knowledge as to how to directly measure it. The scales have been extremely useful in that there were expected relationships between black nationalism and certain variables. The scales have allowed for the measurement of these relationships.

It can be said that the college environment influences the interpretations given to black nationalism. This, however, is not a mechanically produced influence, rather, it derives from the active experiences of the student. It appears that the definitions and feelings toward black nationalism are related to both the experiences and the activities of the students. It should be stressed that the issues and concerns of students may not be found in the general population. Those

students who were actively involved in all facets of FMO activities appear to have scores higher on the nationalism scale. This particular fact is hidden in that all of the students, about ninety-eight percent, claimed membership in the organization. However, a close examination of the data and observation reveals that the nature of their involvement is important in assessing nationalist values, beliefs, and feelings.

There are widespread manifestations of black nationalist beliefs at Northwestern centered around racial solidarity and cultural nationalism. The dominance of these forms of nationalism seem to be due to the experiences and the activity of the students. There are variations in interpretations and definitions. The greatest difference in interpretation is between males and females. Females seemed to be less nationalistic than males.

### **RECOMMENDATIONS FOR FUTURE RESEARCH**

The primary limitation of the research design of this study was overreliance on the literature of black nationalism in the construction of questions. Also, there was an overreliance on concepts which grew out of a student-organized seminar as the dominant themes of black nationalism on this campus. Not enough attention was given to the activities of the students and the kind of meaning that can be derived from their activities.

The design did not include enough questions on the past organizational and social activities of the students which could have revealed a great deal of information concerning the influence of the Northwestern environment on black nationalist feelings among the students. Related to this was the lack of information on the kinds of cliques formed among students. For example, the expressions of black nationalism on the north campus of the university seem distinct from those on the south campus. Differences in preferred music and life styles grew up around different

clique formations among blacks and the latter undoubtedly exerted some influence on political attitude formation. There was also no attempt on my part to examine gender variation based on possible differences in the dominant concerns of males and females at this stage in their lives. Although I reject Lash's assumption (1969) that Afro-American males are more militant or nationalistic than females because it is a way of rebelling against the "black matriarchy," it now appears that the consciously "male-oriented" daily activities of some black male students is related to variations in nationalist feelings and manifestations. Again, important information could have been gained by attempting to collect data on the kinds of activities they engage in both on and off campus. Basically, what I seem to miss in this respect is the kind of influence that sexist norms in some strains of black nationalism have on students' perception of who they are and what they should be about. For example, certain forms of black nationalism place a great deal of emphasis of what it means to be a black *man*. This appears to have a tremendous influence on many Afro-American men and has a definite relationship to their interpretation of black nationalism.

In essence, then, I would in a future study include more questions which would have been constructed from the activities of the students. Also, close examination would be given to the kinds of organizational affiliations students have. The creation of other organizations, such as Black Folks Theatre and the Northwestern Ensemble (a gospel choir), affords the opportunity to examine how other organizations and activities influence students' definitions and interpretations.

## NOTES

1. This myopic conceptualization and perjorative description of black nationalism has resulted in studies which do not reflect the many different

expressions, manifestations, and forms of the phenomenon. The few studies which attempt to measure black nationalism generally use separatist indicators (desire for back to Africa and/or a territorially separate black state) as expressions of nationalist orientations (Marx, 1967; Brink and Harris, 1967, 1964). Such items are methodologically weak and do not begin to assess black nationalism or black nationalist attitudes. These items only represent one of the many forms of black nationalism.

2. An item is defined as discriminatory if it can be used to differentiate respondents on the basis of their responses to certain items. Nondiscriminatory items are defined as having low-scale error for each category, high frequencies, and a small number of discriminators. A nondiscriminatory statement is of very little value in determining which statements will be of maximum benefit in constructing a scale ordering items and respondents. That is to say, nondiscriminatory items do not improve the accuracy in reproducing responses. Such items are deleted from the scale with the hope that scalability will improve.

3. The idea of a continuum of separatist values is also discussed by Feagin (1971: 167-180). The initial Separatist Scale contained thirteen items which were representative of the separatist continuum. Because the initial coefficient of scalability was only .54, several items were dropped in an attempt to raise it to an acceptable level. It is important to note that the items which were removed from the initial scale were included in the gender-specific version of the scale. The items were: "There cannot be a coalition between poor blacks and poor whites"; "Black militants and white radicals could form a coalition"; "Would you support a third party made up of only Afro-Americans"; "The focus of the current movement is for equality, better jobs, and the struggle to enable blacks to move into the mainstream of American life"; "Education is not responsible for black people moving away from their culture"; "All black people should return to Africa." The removal of these items raised the coefficient of scalability to .67.

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# THE POLITICALIZATION OF BLACK STUDENTS Northwestern University

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**The mid-sixties** saw a rapid increase in the number of blacks attending college, much of it occurring at predominantly white campuses. Part of the increase reflects historical trends in formal education among American blacks, but much of it reflects the encouragement of black enrollment by interested white institutions, governmental and private. Significantly, by 1968 large numbers of black students were involved in organizations and demonstrations on both predominantly black and white campuses, a development which few policy makers or ordinary citizens had expected. This paper looks at a particular group of blacks, those who became a politicalized mass at Northwestern University between 1966 and 1969. The objectives of this analysis are twofold: (1) to explain fluctuations in black student political activity as influenced by the organization of the campus and competition between racial norms among blacks; and (2) to describe different orientations to middle-class status which are apparent among those who have recently graduated.

The discussion is organized in the following manner: (1) an analysis of the past and current political context of black

college enrollment, relating this to other developments in American society; (2) a discussion of the Northwestern University campus social order and the norms brought to it by blacks in the mid- and late-sixties; (3) an analysis of the politicalization process over a three-year period; and (4) reflections on the dilemma posed for the black struggle by increases in the number of college-educated blacks.

### THE POLITICAL CONTEXT

The consistent pattern of relationships between white and black Americans has been the former's domination and exclusion of the latter. The mechanisms of control have changed, but the overall result has been remarkably consistent. The South was unprepared for the end of slavery and resorted to naked force to reestablish racial control. Since the Civil War, the North has been able to "have its cake and eat it too," i.e., the North has been able to pursue economic priorities without relinquishing racial dominance. The institutional complementarity and efficiency of Northern urban areas has allowed these same results to be achieved with far less dependence upon overtly racial barriers. Lip service to nondiscriminatory practices has not prevented real estate agents from manipulating blacks' access to property, industry from reserving skilled positions for whites, or unions from ignoring unorganized black labor.

This system of racial controls has continued at the same time that American economic institutions have steadily reduced the need for unskilled labor, while increasing the need for larger markets at home and abroad. This economic dynamic, plus conscious discrimination and "credentialism" have combined in a trend toward eliminating from the productive process substantial portions of the black population (Boggs, 1970). Since formal education is so important to developing the skills and credentials which are necessary to

successful participation in the U.S. economy, it is instructive to look at the way that racial differentiation in education has operated to complement the overall pattern of race relations. For the century between the Civil War and 1964, the majority of black college students attended traditionally black institutions. Although black enrollment has shown a consistent and dramatic increase during this century (Crossland, 1971: 34), it is evident that until the last few years these graduates have seldom been allowed to participate in the same labor markets as whites.

More than thirty years ago, in examining the forces which had shaped Negro education in Alabama, Horace Mann Bond (1969: 290) wrote:

The education of Negroes at public expense in Alabama has depended upon the social and economic utility which this education was thought to have for the class of white persons in control of legislation and finance. Whether this control has been that by slave-owners, humanitarians, planters, financiers or white farmers and workers, it is obvious that each has wished to provide for Negroes an education designed to meet its own concept of Negro status in the social and economic order.

As one of his examples, Bond pointed to the labor and educational policies of the Tennessee Coal and Iron Company, a subsidiary of U.S. Steel. After U.S. Steel acquired the subsidiary in 1906 it upgraded black labor to positions formerly reserved for whites. This was one to reduce its dependence on white labor which was being vigorously organized by unions. In order to accomplish this transition to a more manageable labor force, the Tennessee Company had to upgrade the health, education, and work habits of black workers who heretofore had been trained for lower occupations. Thus, the company established towns entirely owned by it where black workers enjoyed a standard of living unlike that available to industrial or agricultural workers in other parts of the South. The quality of education and medical care

provided to these workers was linked to the national labor situation with which U.S. Steel was attempting to cope.

Bond's conclusion, written in the late 1930s, has contemporary relevance for two reasons: (1) it prepares us to understand the argument that rapid increases in blacks attending prestigious white universities like Northwestern represent only one of several responses by elements of the dominant racial group to the challenge of the black struggle; and (2) he reminds us that the dominant group (whites) is not homogeneous, but rather is composed of numerous institutional powers which frequently conflict in their attempts to respond to the "race problem." The Nineteenth Congress slashed money for model cities, rent supplements, and rejected a rat control bill. At the local level, state, municipal, and private police forces were reinforced. Major businesses and the federal government, however, have expressed interest in sponsoring the mobility of more blacks (Turner, 1960: 855-867; Allen, 1970: 193-245). Recruitment of more blacks into higher education, particularly at predominantly white schools, is the primary means chosen for promoting greater legitimacy for the American opportunity structure among blacks.

Recent increases in black enrollment in academically selective, white colleges are politically significant for the very reason that credentials and training made available to them are *atypical* of opportunities made available to most blacks. Pressure from civil rights groups and a liberal environment for both financial aid to students and eradication of formal racial barriers in higher education (1965 Higher Education Act), all contributed to the initial programs to recruit black students to several prestigious schools in the mid-1960s. Nationwide disruptions by blacks added further impetus to this selective recruitment. However, most of the substantial increases in overall black enrollment in college since 1968 (Crossland, 1971: 32-35) have come at nonelite, predominantly white, two-year colleges. Whether or not a two-year college education will have incremental value in improving the position of

most blacks remains to be seen. The total picture of what is happening—the high unemployment, the programmatic phasing out of many traditionally black colleges (Daedalus, 1971), the move toward a volunteer army, the very high dropout rates in urban black high schools, extreme differences in the quality of higher education available to blacks—clearly indicates that status and mobility differences among blacks are increasing. Schools like Northwestern are currently training and certifying that portion of an emerging black middle-class which has the best prospects for upper-middle-class participation in the American occupational structure. Whether such highly certified blacks serve consciously or not to legitimize “the system,” to insulate white institutions from black discontent, is an important question for the future of race and class inequality in the United States.

### **AN OVERVIEW OF BLACK STUDENT POLITICALIZATION**

Development of political consciousness among a subordinate category of people is always problematic. Unequal status provides but an important precondition for widespread politicalization; additional social factors are always involved to facilitate or hinder a collective political response. The following narrative focuses on the growth and maintenance of race consciousness among a particular stratum of the black population introduced into a particular environment. Race consciousness is defined (Pitts, 1974) as behavior addressed to maintaining advantages or overcoming disadvantages accruing to one's racial group. These advantages and disadvantages are the product of structured inequality. Three sets of factors appear to be important in generating black student politicalization in predominantly white colleges: (1) the societal context of structured inequality and prevailing manifestations of interracial conflict; (2) the prevailing social order of

a particular campus; and (3) the collective behavior norms and level of ambition among entering black students. The first set of factors, societal inequality and manifestations of race conflict have already been discussed. Now we proceed to a sketch of the salient characteristics of Northwestern University in the late 1960s.

#### THE NORTHWESTERN CAMPUS

Northwestern University is a small school (6,500 undergraduates), largely directed to training and certifying candidates for upper-middle-class status and occupations. Meritocratic norms permeate the academic environment and are reflected in the training and research orientation of its faculty, as well as in the high achievement profiles of the students. However, meritocratic performance was not the sole, nor even the most important, preoccupation of Northwestern students of the mid-1960s. Invidious practices and ascriptive norms were apparent everywhere. In March 1964, a Mrs. Prudence J. Scarritt told the *Daily Northwestern* that her job in the admissions office from September 1959 to October 1961 had been to designate the religion and race of applicants. Jews were only about ten percent of the freshman class in 1965 (Emphasis: *Daily Northwestern Magazine*, December 3, 1969). American blacks totaled 26 in the same year (*Daily Northwestern*, March 2, 1966), fewer even than blacks from African countries. Traditionally, Northwestern students come largely from upper-middle-class backgrounds, often having fathers who are business executives. Selective recruitment policies within a strong fraternity-sorority system helped to perpetuate a status hierarchy among students based on such factors as wealth, ethnic and religious background, and physical attractiveness (with a high premium on nordic features). With few exceptions blacks were not recruited into this status system.<sup>1</sup> Black students, nearly

eighty percent of whom were males on athletic scholarship, were almost as peripheral to the campus social environment as the many blacks who worked as janitors, kitchen help, and maids.

Bringing 54 nonathletic blacks into the university in 1966 represented a significant first step in diversifying the composition and moral order of the campus. Nonetheless, this move initially represented the reform vision of a small faculty committee on admissions policy and new personnel in the admissions office.<sup>2</sup> Most of the university, particularly the student body, had not anticipated this recruitment, nor the challenge it posed for the campus. Scholastically competitive but differentiated into a caste-like social order among middle-class whites, Northwestern was a lonely environment for students who didn't become integrated into its social clubs.

#### **NORMS AMONG BLACK STUDENTS**

The most salient factors contributing to the eventual politicalization of black students were the normative perspectives they brought to the campus. Black students who entered Northwestern after 1965 brought two distinct but overlapping and frequently competing modes of behavior which are quite prevalent among American blacks. Race consciousness and race communion are indicative of the extent to which race relations in the United States have produced generalized inclinations to quasi-group behavior among blacks. Black students, despite differences in status and regional origin, constituted a nascent group from the moment they entered the university, sharing honor, stigma, elation, and frustration.<sup>3</sup> This nascent group, not simply individuals, became politicalized in their attempts to cope with the campus environment.

Race-conscious persons and organizations (Drake and Cayton, 1970) want to "further the Race." Black race-

consciousness aims to alleviate or even reverse blacks' unequal status vis-à-vis whites. This behavior is not of recent origin, nor is its expression limited to a narrow range of ideologies or actions. It is evident in famous black spokesmen such as Frederick Douglas, W.E.B. DuBois, and Martin Luther King, Jr. It is also evident in the behavior of less visible persons. Furthermore, it is equally evident among so-called "integrationists" and "black nationalists." The Civil Rights Movement of the fifties and sixties, a particular historical expression of this race purpose, emphasized the benefit which would accrue to blacks (and whites) from interracial associations based on similar class status and mutual interests. In contrast, most of the race ideology and activity which came into prominence in the late 1960s places primary stress on group solidarity, i.e., race-conscious cooperation between blacks. Black students who entered Northwestern in 1966 were overwhelmingly sympathetic to the objectives of the Civil Rights Movement, but few saw themselves as crusaders or activists. Their experiences between 1966-1969 reflect much of the general pattern of change in race consciousness among young blacks from an "integrationist" to a "black nationalist" perspective.<sup>4</sup>

Race communion was the single most important factor operating among black arrivals to produce a group. In relationships characterized by communion (Schmalenbach, 1961: 331-347) the feeling experienced is the basis of the relationship, i.e., the interaction between individuals is affective and an end in itself. When applied to the black students under discussion, it simply means that the overwhelming majority were inclined to treat other blacks as significant others (see Ballard, 1973: 55) just because of race. Quite literally, blacks arriving on the white campus actively searched for other blacks and introduced themselves to each other. Even today it means that blacks on campus more often than not make a point of nodding hello to other blacks



passing by even though they may not be acquainted. This interaction also pulled many black university-service workers into a network based among black students.<sup>5</sup>

Black communion has some of the outward characteristics of group solidarity forms of race consciousness, in that both have developed in response to a history of race dominance by whites and emphasize intraracial norms and interactions. They differ, however, in a significant way; the practice of communion provides its own reward, while race-conscious behavior can be recognized by its intent to advantageously affect the status and welfare of blacks vis-à-vis whites.

It is very easy to misinterpret the meaning of the above comments, so a word of caution is offered. The term communion need not connote harmony to the neglect of friction. Almost all of the black students participated in this network of interactions, but it is still possible to point to nucleations of preferred interaction within the communion. Communion does not equate with homogeneity of thinking. As one might expect, most blacks found their closest friends within this pattern of interaction; but then it follows that persons who disliked each other were "linked" to each other by this pattern of normative interaction. Black communion is based on the reciprocal imputation of significant similarity, of which Afro-American ancestry is but the initial and qualifying indicator. Beyond that initial qualifier, the range of intimacy among participating persons varies.

The final important characteristic of blacks recruited to Northwestern in 1966 was their firm expectation for continued academic success and upward socioeconomic mobility. Their parents typically held stable blue- and lower white-collar employment. Compared to most blacks, they were middle class; compared to whites at Northwestern they were materially disadvantaged. However, their high-school-class rankings and career aspirations suggest that these blacks were at least as ambitious as their white counterparts. Many entered with plans to enter graduate and professional

schools.<sup>6</sup> Understandably, the most prevalent sign of race consciousness among arriving black freshmen was an identification of racial progress with their own career aspirations and hopes for social acceptance.

### THE FIRST YEAR

The first year academic adjustment of black freshmen was more successful than their social adjustment. Many of them were placed on academic probation at the end of fall quarter, but almost all showed substantial improvement during winter and spring quarters. On the other hand, their social adjustment was consistently frustrating. This crucial first year can be understood in terms of four themes: (1) their "instinctive" dependence upon racial communion along with their decreasing faith in the benefits of face-to-face interaction with whites; (2) their quest for a recognized and legitimate group status in the campus social order; (3) their trial-and-error efforts at building a formal organization; and (4) black students' increasing alienation from the university administration.

### Communion and Interracial Interaction

The reciprocal expectations involved in communion are largely taken for granted. For this reason, face-to-face interaction among black students became a major medium of communication. Information about the campus, the frustrations of black students, and other matters, was disseminated and verified through this informal but "natural" network. For example, during the first days of the quarter, the university permitted several white coeds to change their room assignments because their parents refused to have them room with blacks. The matter was reported in the *Daily Northwestern*, but the "inside" view of these events was conveyed to blacks via casual gatherings among themselves.

Black students wanted to take certain aspects of their environment for granted. They wanted to believe that "black people are the same everywhere." There were quite a few indicators which they took as supportive of this belief. Most of them had low or modest family incomes which were more similar to each other than to that of typical white students. All but one or two blacks placed a high evaluation on "soul music," which dances ought to be danced, and esthetic judgments about "how to dance," i.e., they were emphatically ethnocentric in these areas. Those interested in athletics enjoyed sharing norms of excellence as measured by black achievements in baseball, basketball, and football. Finally, black students felt comfortable in their perception that all blacks shared a feeling of "us." Several who came from decidedly middle-class and nonghetto backgrounds experienced some initial discomfort, but gradually all but one or two adjusted to accept the normative authority of the group.

In light of these strong norms it is understandable that certain types of black-white student interactions gradually came to be seen as a challenge to the communion. The small set of whites who attempted to participate fully in the network of black communion were generally resented. Their readiness to use typically black vernacular, to assume their acceptance among an assemblage of blacks, even their efforts to "dance like blacks" was viewed as presumptuous. If there are no boundaries to the network of preferred interaction, then its situational character (the presence of whites) and sense of intimacy are likely to be undermined. Furthermore, since many of the "intruders" were female, black females perceived an aggressive encroachment on their field of males.

Symbolic expressions of the communion seemed to require collective affirmation in a special event. As the campus homecoming (late fall quarter) approached, concern arose among blacks as to what they were going to do about

celebrating the occasion. Dances in dormitory basements were tolerable as a general practice, but only a very special dance in a special setting would be acceptable for this occasion. An all-school homecoming dance was already scheduled for a large Chicago hotel, complete with several rock and roll bands. Significantly, there was very little discussion among blacks about whether they ought to attend. Most felt that a black-sponsored party was a "must." The possibility that they might be unable to stage a successful black homecoming dance was anticipated with a sense of communal shame. The dance was held at a nearby hotel and many guests from nearby Chicago and Evanston attended. Their homecoming dance was the most rewarding event of the school year for most black students.

### **Quest for Legitimacy**

Despite the intimacy of communion, blacks felt that they, as a group, were not an acknowledged part of the campus; their presence seemed illegitimate. Most entered the university with a commitment to make racial "integration" work, i.e., they were anxious to participate in the material and normative reward structures of predominantly white institutions. As persons enrolled in the university, they had access to the curriculum content, competition, and grades which would presumably payoff in career advancement. Integration into the formal reward structure of the university was primarily a matter of individual academic effort and persistence. On the other hand, there existed no formal mechanisms for crossing that threshold of acceptance which automatically concedes the worth of a person's background.

Neither the campus social order, nor the academic arena afforded them a sense of dignity. Many blacks reported that white students seemed to ignore them. Many also reported that white roommates did not share their love of black music. Whites living in dormitories were visibly annoyed when large

crowds of blacks would enter a dormitory lounge to generate spontaneous dances.<sup>7</sup> Black students who petitioned the university to reactivate chapters of traditionally black fraternities and sororities found the administration reluctant to do so. Among reasons offered (Daily Northwestern, April 19, 1967) was the argument that this would be a step backward.

In the classroom some blacks came to resent both liberal and conservative white perspectives on race relations. For example, acting on the writer's suggestion, fifteen black undergraduates registered for a spring quarter sociology lecture and discussion course, *Social Inequality: Race, Class and Power*.<sup>8</sup> A great deal of heated debate took place in this class, sometimes involving black and white students, at other times only involving whites. In the initial weeks of the course, blacks were inclined to debate opinions which seemed to them uninformed or racist. As the course progressed, even the most patient blacks began to posit "irreconcilable" differences between themselves and their opponents.

A vocal minority of liberal white students often argued against conservative positions on current campus issues such as: (1) whether the university should support open housing in surrounding Evanston; (2) whether the university should take disciplinary action against a fraternity whose minstrel-faced members had harassed a black coed; and (3) whether the student senate should investigate racial and religious discrimination in fraternity and sorority recruitment. As whites debated how whites ought to relate to blacks, the latter grew more cynical and aloof. The very experience of being fought over was demeaning to blacks and only served to alienate them from those whites who saw themselves as friends of the race.

The sense of illegitimacy had a noticeable affect on interactions among black students. As fall quarter progressed, they became more sensitive to the expensive life style around them. Almost all of them were receiving financial aid and held work-study jobs to earn money. Most Northwestern

students were not on financial aid and did not work.<sup>9</sup> Several blacks complained of condescending remarks from whites who questioned their right to be in the university. These invidious circumstances were reflected in the frustrations that blacks brought to their interactions with each other. Well before the homecoming dance, blacks began to complain about having to use dormitory lounges for their dances. A group of five or six males began to drink heavily and accuse several girls of being "too bourgeois." The spontaneity of the lounge dances diminished as cliques formed and bickering increased. By the middle of winter quarter, one of the more middle-class girls suggested to the writer that more racial integration would occur if blacks were less clannish.

#### **Experiments in Organization-Building**

The first organized effort to achieve a legitimate black presence on campus came at the beginning of winter quarter. Two or three blacks and their several white associates announced the formation of the Afro-American Culture Club (Daily Northwestern, January 20, 1967) which would promote "cultural exchange." This venture hardly got off the ground before it flopped. More than forty blacks attended the first meeting, anxious to see what was involved. About thirty white students attended and sat in the front of the room. A white professor of history delivered a brief talk on the abuse of black people and how their history had been distorted and neglected. Many blacks left the meeting wondering what the organization was to accomplish and reticent about the role of whites. A smaller meeting was scheduled to draw up a constitution which was to be voted on by the general body at a second general meeting. Ten people came to this meeting and more than half were white. Four white females and one black male volunteered to write the constitution. Ironically, even this gathering failed to clarify the organization's philosophy. The whites suggested

concrete activities such as fraternity dances and bus tours of the ghetto so that other whites could be educated about black life in the United States. Although they lacked alternatives, blacks who attended this meeting later admitted resentment of the whites who seemed prepared to run the organization. The Afro-American Culture Club ended with a second general meeting that was poorly attended.

A second collective effort to address the needs of blacks was limited to black students and began in mid-May of 1967, two or three weeks before the end of the school year. This venture came about while the sociology course, *Social Inequality*, was in progress. Doubtlessly, it reflected some of the black experiences with whites in that course. Eight undergraduates and two graduate students (including the writer) went to a YMCA in Evanston to discuss the merits of starting an all-black student organization. The fact that only ten students were interested enough to attend this reasonably well-publicized meeting is evidence of the disillusionment that most blacks felt about previous attempts to form an organization. School was nearly over for the year and few wanted to risk another futile gesture when final examinations were near. Perhaps because of this selective factor, those who attended were not long in deciding to give such an organization a try. The reasons for starting the organization ranged from the principle of black self-determination of group objectives to gut-level justifications such as those voiced by several of the black girls. They voiced very harsh judgments of white girls, describing them as brazen, promiscuous, and eager to join black activities so that they could get at black males.

Those who attended the May meeting decided to act immediately as an ad hoc committee to initiate lectures and discussions which would appeal to the black students on campus. Through the professional contacts of a particular graduate student, two nationally prominent black educators came to Evanston to speak to Northwestern black students.

Approximately thirty-five or forty students attended each of these lectures which were held in the black community in Evanston so that they would not be "bothered" by persistent whites or by the school administration. Students responded enthusiastically to these meetings and felt that they needed more gatherings with people who could inform them and help them extract meaning from their experiences.

The school year ended with a fragmented black-student group. The ad hoc committee had not operated long enough to win the allegiance of most of the students, though it was successful enough that many wanted to see more. It was clear that black students wanted some sort of organization which would be responsive to their concerns. Both a large integrated club and an all-black committee had been attempted, but the question still remained as to what kind of organization would be most acceptable to the majority of blacks. Further, it was not clear what objectives it would address.

### **Grievances**

A few words should be said about the growing alienation of some black freshmen from the university administration. As a case in point, a sizeable number of blacks developed a less than favorable attitude toward the financial aid office. The financial aid office develops a financial aid "package" (scholarships and loans) for each Northwestern student receiving aid. This office also administers the federally subsidized work-study program whereby needy students can earn money for working at part-time jobs in and near the university. Administrators of the office felt (interview with dean of admissions, October 1973) that they were at least fair in meeting the needs of black students. But a number of the freshmen (more than ten) were openly disgruntled. Two common complaints concerned the work-study jobs: (1) that the hours were inflexible; and (2) that the jobs were compulsory. Technically, the jobs were in fact optional. That



some blacks felt that the jobs were compulsory may suggest something of the economic strain they and their families experienced in attempting to meet their financial obligations. Many students were worried about their ability to repay university loans. Students' perception that working hours were inflexible suggests that some of the employers benefiting from this new pool of cheap labor had yet to appreciate the academic demands placed upon student-employees.<sup>10</sup>

Several students complained to the university about their jobs and about the size of their debts. According to student reports, they were unable to persuade administrators that their plight was real. During spring quarter, one black student reported (to several blacks) that a university official had said that in the future more attention would be given to recruiting blacks who possessed more substantial middle-class resources, culturally and materially. Reportedly, they were thought to present fewer problems in adjusting to the campus, i.e., they wouldn't complain as much.

## SECOND YEAR

Programmatic development of black student organization and politicalization started with the summer of 1967. The second preparatory program for incoming freshmen recruited 34 Chicago-area blacks with backgrounds similar to those of the previous year, i.e., a good number had parents who were teachers, postal workers, and the like. The political importance of this summer can be stated succinctly: the lessons of the previous year were wedded to race-conscious enthusiasm imported from the Chicago ghetto. The writer and several upperclassmen who were counselors in the program decided among themselves to initiate a black student organization which would address the various needs of the black student population. Using the summer to plan, they readied a structure and a preliminary program to offer to incoming freshmen and returning upperclassmen. Their objective was

to facilitate a smooth transition into the coming year by presenting black students with a prototype of an organization, thereby hopefully avoiding a repetition of some of the previous year's trials and frustrations. They were convinced that a racially integrated organization would not work. They presented their plan to the students in the summer program. The students were very receptive to the idea and committed themselves to publicizing the organization among other new freshmen and upperclassmen when school opened in the fall. A significant indicator of the crecive race consciousness which characterized this cadre before they entered their freshmen year was their behavior during and after the civil disturbances in Detroit that summer. Each night they gathered before the television to watch the news and to cheer the "rioters." When they left campus at the end of the summer preparatory program, the incoming freshmen executed a group project. Using the "rock," a large stone on the south end of campus covered with innumerable layers of previously painted student announcements, the black freshmen wrote: "BLACK POWER," "MALCOLM," "RAP," "DETROIT '67," "STOKELY IN '68." Destined for middle-class status, these incoming students nevertheless attributed legitimacy to the black insurrections.

#### FALL QUARTER 1967

The developments of fall quarter were characterized by the interplay between programs aimed at nurturing communion, the development of a threat to the black student population, and a cheap, but significant victory for black students. The upperclassmen who initiated the new black student organization, FMO (For Members Only), administered it for approximately two months before stepping down to permit popular elections. It is instructive to look at what was achieved during these two months and what was left undone. From its very beginning during the summer, the originators of FMO had envisioned the organization as an instrument of both com-

munion and race consciousness. From their point of view, black students needed political force to protect themselves from insensitivity and exploitation on the part of the university. However, their first priority was to establish a base of confidence in the feasibility of collective endeavor. Their theory of controlled social change was simple: start by building communion and proceed to the development of race consciousness which could then be channeled into pressure on the university for changes. By what means was this transformation to be accomplished? The leaders attempted to stimulate the reading of black and radical literature, thus they encouraged discussion groups. Even though race consciousness did develop appreciably during this year, this theory received inconclusive support. Many other factors intervened to make inferences more complex.

The less political, but still significant emphasis on communion was promoted through: (1) an orientation for all incoming black freshmen (approximately 60-70 students); and (2) the giving of two large parties at which membership in FMO was solicited. In sponsoring the orientation and parties FMO continued to hold their activities off campus to avoid white interference. Once the base of communion was firmly reinforced and underclassmen were eager to participate in the decisions, the upperclassmen stepped down from their self-appointed positions in mid-October.

On several occasions during the fall of 1967 blacks spoke of harassment by whites living in the fraternity houses. Several reported that beer cans were thrown at them from upstairs windows. Because the university had shown reluctance to act decisively when similar charges were made during the previous year, blacks rarely spoke to officials about their present difficulties. Finally, a large-scale altercation happened late in November, involving large numbers of black students and the members of Sigma Chi fraternity. Police were called onto campus and arrested two blacks, both visiting from Chicago. Blacks were angered at: (1) the degree of force used

by the police; (2) the fact that only blacks were arrested; (3) the charge (mob action); and (4) the high bail (\$5,000). Rapid mobilization occurred: the visceral reaction of members of Sigma Chi and some of the members of neighboring white fraternities caused the entire black student community to come together, partly in a spirit of race consciousness and certainly for fear of bodily harm. The very negative reaction to the police also contributed to the sudden unity.

At a time when tension ran high within both racial groups, FMO was inoperative. Composed of any and all blacks who cared to join, it was too heterogeneous; it lacked the structure for an immediate response. It made no statements, no decisions, and called no meetings. Indeed, until after the event was over, no voices were audibly raised suggesting that FMO, as an organization, ought to respond. It was probably the case that much of its rank-and-file membership thought of it solely as a social club! Events had arisen before it had a chance to get off the ground.

However, black students' response to the Sigma Chi incident was nonetheless monolithic. The structure of communication among them and the forcefulness and strategy of several acknowledged but informal black leaders combined to form an effective pressure group for disciplinary action by the university. The previously discussed pattern of interaction, communion, facilitated the contacting of virtually every black enrolled in the university within eight hours of the incident. Ten o'clock Sunday, the morning after the fight, well over one hundred blacks, undergraduates and graduates, came together to decide on a course of action. For the next week, until the university was moved to take disciplinary action against involved individuals, the fraternity, and FMO, blacks continued to assemble en masse, to discuss, and to demonstrate.

The characteristics and strategy of student leaders during this crisis are noteworthy. As might be expected, they were more militantly race conscious than the majority of students.

Two of the four students who were prominent at this time were graduate students and had had prior experience in activist organizations. The strategy of leaders was to demand that the university take decisive steps to control racial violence and to make it clear that future acts of intimidation or violence would result in stern disciplinary action. The fact that blacks felt that they were "in the right" is not as significant as the paradox between a militant tone and a less-than-revolutionary demand. In retrospect, it seems that the more experienced of the student leaders were aware of the paradox, but were being pragmatic in mobilizing and maintaining mass support. Student support for either civil disobedience or more aggressive action was not as strong as attendance at the first group meeting might imply. At that meeting, everyone felt that something ought to be done, but far fewer were committed to anything beyond *asking* for administrative action by the university. After that first meeting, a march of approximately seventy black students to the university president's mansion helped to convince most of them of the indifference of university officials. Taking deliberate care to keep the group orderly, polite, and quiet, leaders of the march requested an opportunity to discuss the incident and brewing racial tension with the president. Visibly annoyed by the gathering at his door, the president instructed the students that he was busy, could not be interrupted, and referred them to the attention of subordinate officials. Not only did the president's cool reception undermine much of the legitimacy black students attributed to administrative fairness, their belief in the rewards of "respectable" behavior also was diminished. March leaders were quick to instruct their supporters that whether they behaved "nice" or "like niggers," the response of white institutions was little influenced by questions of right or wrong. Several subsequent meetings with university officials convinced black students of the need for more pressure. Finals were approaching in seven days and blacks realized

that the initiative would be lost unless the university could be forced to act immediately.

In a meeting of all 120 blacks on campus, it was decided to present the university with a list of minimum demands which should be met within two days, or else. The "or else" was left vague for a couple of reasons. For one, any clearly defined threat could be countered; second, though every student was convinced that the demands were worthless without potential muscle, there was a large group of students, probably more than half, who were convinced that students would be unable to get the university to comply with the demands, one of which called for the immediate social suspension of Sigma Chi, pending an investigation of the matter. Also, there was the fear of suspension from school, loss of scholarship, and physical harm at the hands of police. Several of the most forceful negotiators spent six hours of the deadline day, wrestling with administration officials over the demands. Undoubtedly the mass meetings of blacks while this was going on contributed to the image of a unified black front. Actually, unity was only partial at this point. During the negotiations those who proposed stopping the regionally televised basketball game that evening were aware that probably no more than forty or fifty students were willing to take this action.

The university, aware that there would be embarrassing action if they attempted to avoid making a decision, finally placed the fraternity and FMO on social suspension, pending an investigation. Without exposing the factions of militancy and fear within their ranks, blacks had learned that as a unified black front, they had power. As individuals, the university was willing to ignore them as it had frequently done before. Significantly, many blacks began to believe that their enrollment in the university was based on the university's calculation of self-interest in private and government funding and public relations. The Sigma Chi incident, which

did not receive campus publicity until after Christmas, taught black students that Black Power was possible.

#### WINTER QUARTER 1968

An analysis of the events of winter quarter 1968 indicates that the preoccupations of black and white students were becoming more and more divergent. Throughout winter quarter, the most popular focus of white activists was the objective of living unit autonomy. Student leaders consistently pressured the university administration for the right to formulate the regulations which would apply to their living units. An allied objective which they pursued was a liberalization of the hours during which people of the opposite sex were able to visit in each others' rooms. Compared to the previous spring quarter, there was much less public passion displayed in crusading for the improved welfare of blacks, on campus or in the Evanston community. While there were always some whites to whom this remained an important issue, on the whole a close reading of the *Daily Northwestern* for this period indicates that other issues had become more significant for white readers and newspaper staff alike. On the other hand, developments among black students, including their contacts with blacks off campus, stimulated a significant increase in race consciousness.

The first significant event of the winter quarter was the Symposium on Violence sponsored by the university in late January. This four-day event in January brought many prestigious persons, but the most memorable remarks were made by black panelists: scholars Charles Hamilton and Vincent Harding, Mozambique freedom fighter, Eduardo Mondolane, and Omaha barber and black spokesman, Ernest Chambers. Although both whites and blacks gave these four their undivided attention, their reactions were quite different. Blacks were impressed at the amount of agreement among the black speakers and cheered any militant state-

ments which attacked the legitimacy of American institutions. The great majority of whites in the audience, students and others, were silent during these bursts of applause by black students.

Through contact with these symposium speakers black students became more aware of race consciousness in other parts of the nation and the world. Before and after the public sessions black speakers and black students sought each other, conversed, and shared a mutual bond. At the larger of these private sessions, blacks who heretofore had had little exposure to race-conscious arguments were able to listen and raise questions. The most obvious effects of these discussions on black students were a more informed group and improved morale. Soon after the symposium, a small group of blacks, perhaps twenty, attended the black culture program at a nearby college. Likewise, some of the same students began to attend an Afro-American cultural center in Chicago's Black Belt.

Increases in race consciousness were not confined to a few students. Whites who wrote in the school paper to criticize blacks for sitting in homogeneous clusters in the cafeteria and for desiring the reactivation of black fraternities were told by several black letter writers (*Daily Northwestern*, January 25 and 26, 1968) to mind their own business. In English classes using William Styron's book on Nat Turner's slave revolt, black students objected to the author's interpretation of the slaves' motivations. Tired of explaining to white audiences the liabilities of being black, black students began to refuse offers to speak to gatherings of students and professors. Feeling that such gatherings were of little value for those blacks who participated in them, the leadership of FMO let it be known that they expected honorariums from white groups, on campus or off, who wanted to be addressed by black students. The latter position was aimed less at accumulating funds than at reversing the terms of intercourse between whites and blacks.



The most important development within black student ranks was the crystallization of a self-elected cadre devoted to activity based on black (race) consciousness. Selecting among blacks only those who showed clear support for the goal of Black Power, the eight to ten initiators of AASU (Afro-American Student Union) agreed upon the necessity of activity consistent with that goal. Within a couple of months of their first meeting in early February, the AASU membership rose to approximately fifteen. The stated justification for limiting the growth of the organization was to minimize dissensus and to maximize flexibility and active participation. Members made a deliberate attempt to behave as a collegium, as opposed to a hierarchial organization.

Most of AASU's initial activity was oriented to blacks off campus. They maintained contact with black student groups on other campuses, both locally and nationally. They established contacts with black nationalist organizations in Evanston. They also initiated contact with black ministers who supported activism. When picketing black students in Orangeburg, South Carolina were shot by police, members of AASU publicized the event in the *Daily Northwestern* (February 20, 1968) and solicited funds from anyone who wanted to contribute to the funeral expenses. Members of the organization made a point of contributing to the relief efforts which followed black rebellions in April of 1968. Each contributing one or more days of time, AASU members delivered food and clothing donated by unaffected communities (black and white) to the victims of the outbursts. Instances such as these where AASU accepted and even sought aid from whites demonstrate their instrumental and pragmatic approach to whites. They remained consistent in their perception of nationwide and international oppression of blacks (and other nonwhites) by white institutions. They were characterized by a sense of struggle and racial mission.

The formation of AASU exacerbated normative tensions among black students. Members of FMO who were not

invited to join were quick to realize that the existence of AASU implied that their own commitment to the black struggle had been judged and found wanting. The successful use of group pressure in the Sigma Chi incident had increased the popularity of the only existing black organization, FMO. The resolution of that incident had strengthened the image that blacks had of their unity and thus contributed to an awareness of their communion. It had also attracted blacks who expected to see more examples of collective endeavor, i.e., race consciousness. At a time when many blacks were beginning to enjoy the feeling of constituting a potent group, an elite had emerged among them.

The official commitment of AASU to the support of FMO did little to reassure those in the latter who felt that AASU was competing for the resources of FMO. The most respected leaders of FMO were known to be members of AASU. The visible leaders during the Sigma Chi crisis and some, but not all, of the officers in FMO were also members. However, it was also the case that ordinary members of FMO constituted half the membership of AASU. AASU's orientation to projects associated with blacks in the surrounding community was taken by some critics as evidence that they cared little for campus activities. Indeed, the more noticeable and successful AASU's off-campus activities became, the more these critics argued that FMO was being short-changed.

The first black girls on campus to wear their hair without altering its texture, the Natural, were members of AASU. This was a visible indication of a more selective communion among AASU members and helped generate envy and distrust among nonmembers. A small clique developed among some of the girls who continued to alter their hair. They called members of AASU, "Afro-Jets," demonstrating their sense of threat derived from the assertion of a black beauty standard.

The public recognition of tensions between FMO and AASU resulted in concerted efforts by members of the latter to participate more fully in FMO. At this point, the activist

and race-conscious societal perspective of AASU members began to influence the expression of relative deprivation and race consciousness generated by local conditions. Late in winter quarter leaders of FMO and AASU began to collect grievances that black students had against the university. The set of demands presented to the administration during the following quarter reflected the grafting of local and national black grievances.

#### **SPRING QUARTER 1968**

The April 3 assassination by a white man of Dr. Martin Luther King made a monumental but different impact on white and black Americans. Given the previous developments on campus, this phenomenon was observable in clear form at Northwestern. Student Senate was in a crucial discussion of the living-unit autonomy question when word came that Dr. King had just been shot. After a brief moment of silence, the discussion resumed at the point at which it had been interrupted by the announcement. At the close of the session, the persons who had made the announcement denounced the body for its insensitivity to King's death. An embarrassed Student Senate hurriedly gave unanimous approval to a letter to be sent to the president and vice-president of the university urging that Northwestern take a strong corporate stand (Daily Northwestern, April 5, 1968) for open-occupancy legislation in Evanston. In the ensuing four weeks, several hundred white students expressed their grief and/or guilt by participating in open-housing demonstrations in the city of Evanston. These demonstrations were organized and led by churchmen in Evanston.

While "recognized" leaders of both races spoke of King's death as a bereavement of mutual significance to all, it appears that great numbers of black Americans did not share this sentiment. The burned cities were testimony to their identification of property with white control and the latter with Dr. King's death. At Northwestern the closing of ranks

among black students was immediately evident. The day following the shooting, a general memorial service was conducted in the university chapel. The chaplain attempted to get a black student to address the gathering, but the request was turned down. Blacks came together in their own meeting where they could express the welled-up emotion they felt in communion with each other. Yet the growing race-consciousness among them explains why individuals frequently reminded each other of the necessity to draw more from this event than the mere solidarity of grief. In death, even more than in life, black students looked upon King as more than a good man—he was a black leader. The knowledge that they were separated from the numbers of their brothers and sisters in Evanston and nearby Chicago caused the group to restrain its members from any overt violence. However, even during the media's temporary effort to withhold from the news information regarding the rebellions, black students were confident that blacks in the nation's ghettos were in fact responding to the racial enemy. The official silence was interpreted as support for this belief. Black students also sensed that the military forces of the nation were poised to strike at all black uprisings, and thus they felt they were being watched as potential threats to white property and persons.

Indeed the dominant white mood on campus and in the community at large was fear of what blacks might do. On the day of the funeral, in the middle of the week, Northwestern and merchants in Evanston both closed their doors. Those white students who were hopeful that blacks would attend campus memorial services on this day were disappointed. Rumors of what blacks were up to circulated among white students. Few whites (Daily Northwestern, April 9, 1968) left the campus for several days. Blacks walking into a crowded room could bring it to almost complete silence.

On the day of King's funeral almost all black students left the campus to go to the black community in Evanston.

There, in the community center, they held their own memorial service. Nearly all of the black students from nearby National College of Education also joined. African students, whose presence on the campus has traditionally been sponsored by the Program of African Studies, joined the gathering and voiced solidarity with Afro-Americans. A black minister from the community held services for them. By this time, several days after the shooting, there were no tears, only determination and a martial spirit. The students spent the time before the minister's arrival in defining the meaning of King's death. For the first time, because of his death, a majority of black students had come to the conclusion that liberal as well as conservative whites were committed to the repression of blacks. Liberals were seen as primarily interested in committing blacks to nonviolence. More than ever, black students felt that they would have to take the responsibility for changing their environment at Northwestern.

Here, even more than during Sigma Chi crisis, race-conscious members of AASU and FMO articulated and helped shape group sentiments. In planning and executing the affairs of the day, a significant characteristic of the black student community was revealed. The less visible members of AASU, particularly the most recent recruits, were still very much a part of the normal pattern of friendship cliques within FMO. Thus, their support for race-conscious perspectives and more visible spokesmen undoubtedly contributed to the legitimacy and trust that rank-and-file members gave these perspectives and the group spokesmen who articulated them. The penetration of the black student population by cadre members was unplanned and largely unrecognized. In late April it was to provide the substructure for almost total mobilization of the black student population in support of demands given to the university.

In late April black students presented their demands to the university administration. While attempts were made to keep

these negotiations quiet, reportedly some third party leaked their entire list of demands to the *Daily Northwestern*. Ironically, these demands of the university became known to whites on the campus on the same day that the vice-president of the university announced that the administration was granting living unit autonomy. The objectives of white and black student movements matured within two weeks of each other. The remaining days before blacks (97 of approximately 120) took over the student finance building to force the university to act on the demands saw a series of public relations maneuvers by both university officials and black students.

It is not the purpose of this paper to analyze those tactical maneuvers or the strategy devised to gain access to the finance building. Suffice to say that the demonstration achieved university concessions on virtually all of the student demands. Here, I will briefly summarize the major demands black students made upon the university. There were six basic demands:<sup>1 1</sup>

- (1) Increase the number of black students in the university until their percentage of university enrollment matches their proportion in the general population (10-12%). Guarantee that at least 50% of entering black freshmen come from inner-city schools where disadvantaged blacks are most concentrated.
- (2) Increase financial aid for all black students so that they can put more effort into their academic studies and less into university-solicited summer jobs designed to enable students to pay their school expenses.
- (3) Allow individual black students to choose whether to live in a university living unit composed solely of blacks.
- (4) Provide FMO with a building large enough to serve as a Black Student Union (social center). Also supply FMO with a list of names and addresses of all black students entering Northwestern so that organization can more efficiently coordinate formal communications among black students.

- (5) Establish a Black Studies curriculum and recruit black faculty members into the university to teach that curriculum.
- (6) Institutionalize black student participation in or even control of decision-making which affects the welfare of black students and the scholarly interpretation of black people.

The demands can be looked at from two perspectives, as expressions of ideology and in terms of their likely consequences for inequality relationships. One or more varieties of race-conscious ideology can be seen in all six demands. So-called "integrationists" and many "black nationalist" enthusiasts agreed with the intent of demands one and two, while only persons of the latter persuasion (including typical black student organizations of the late 1960s and early 1970s) supported demands three through six. For black-nationalist-oriented students, demands for separate housing, a Black Student Union, a Black Studies curriculum, and black student decision-making power were issues of group self-determination, group status, and resources for political socialization. The desire to reproduce a black social environment in the midst of white institutions, race communion, is most apparent in demands for separate housing and a Black Student Union. However, it is also true that some of those who supported the demand for Black Studies were less concerned with promoting a serious and improved study of blacks in the New World than removing themselves from unpleasant contact with whites.

A structural perspective, one which asks the likely impact of achieving these demands, suggests some ironic conclusions. Demands for increased black enrollment and more financial aid indicate a strong attachment to the American status and mobility system. A nominally black-nationalist-oriented student movement actually demanded increased participation and subsidy, insisting all the while that it desired group autonomy.<sup>1 2</sup> Similarly, the demand for Black Studies would make a so-called "racist institution" responsible for institu-

tionalizing a program of study which many black activists sought (seek) to insulate from white influence. Despite strong white opposition to Black Studies in many universities, the desire to force Black Studies into a legitimate status in American universities suggests another example of integration into the status quo. Overall, most FMO militancy directed at the administration pressures it to take more responsibility for incorporating blacks into the university.

Only number six, a demand for black student power in the university has radical implications for changing any inequality relationships. Administrators and faculty members fully understand that students, black or white, are a subordinate "class" within the university, and there is no widespread sentiment for giving them power over either the educational "product" or the professional staff which gets credit for producing it. Consequently, since 1968, black students have achieved considerable participation in the university but no power over faculty or administration.<sup>1 3</sup>

#### **1968-1969: POSTCONFRONTATION YEAR**

Much of the Northwestern black student experience during the 1968-1969 school year might be described as the unexpected return to normalcy when the devil disappeared (Coser, 1956), i.e., the normal set of internal problems which developed when their enlarged niche within the university reduced their sense of exploitation and threat.<sup>1 4</sup> This should be viewed in light of the contradiction that most blacks felt between the normative prescription for monolithic unity among blacks and the actual state of affairs. The political unity which they had demonstrated in May led them to expect consensus within the racial communion. Those who now lived on "black corridors" in university dormitories found that their relationships with roommates and neighbors were not immune to strife. Indeed, because of their consensual expectations and their acquaintance with all of their neighbors each incident where one individual inconvenienced



another became a communal problem. When the pledges of a fraternity used the black corridor for drilling, their abuse of other students' privacy was discussed within the FMO general meeting. Fraternities and sororities had to make concerted efforts not to upstage one another in scheduling parties on the same day or in competition with FMO events. Perhaps the most bizarre example of mundane individual problems raised to collective significance was the FMO-sponsored debate over tensions between males and females arising out of allegations by some of the former that the latter were not generous enough with their sexual favors. Needless to say no organizational policies came out of this heated discussion.

One of the consequences of black unity and an image of racial pride was the opening up to black students of new options within the university. Along with the increased numbers of blacks, this meant that a few were in position to choose between the norms of the black student community and organizational and/or personal interactions with interested whites. Sometimes this signified that the individual attached little significance to the racial communion, but this seems to have characterized a minority of the cases. Nevertheless, for those persons in FMO who sought to function as enforcers of normative orthodoxy, these deviant patterns of interracial contact seemed a threat to black unity.

The normative tension between race consciousness and communion persisted. This was particularly evident when the communion was institutionalized on a more selective basis than that of the general black-student population. Members of black fraternities and sororities were continually arguing with spokesmen for race consciousness who questioned the ability of such social organizations to further race consciousness. Ironically, some of the former members of AASU were now attempting to combat nucleations based on nonpolitical criteria, i.e., communion as opposed to race consciousness.

Finally, differential statuses had evolved among blacks. Typically, upperclassmen were given (and expected) more

respect than lowly freshmen. This very common form of stratification was amplified by the tendency of some upper-classmen to stress their participation in the glamorous events of the previous spring. Indeed during the 1968-1969 school year one of the FMO officers made the prophetic comment that the community needed another external threat, similar to the Sigma Chi event, to produce the excitement and unity of the previous year.

Spring quarter 1968 provided the external threat and the black community mobilized; however, the effort sapped its vitality. An incident wherein a white cafeteria worker in a girls' dorm allegedly insulted and manhandled a black girl quickly escalated to an evening raid by more than twenty black males on the alleged manhandler's fraternity house and its occupants. In the furor which followed it was evident that most of the campus and a substantial part of the blacks did not think the retaliation proportionate to the alleged offense. The attempt of FMO to protect the accused students was characterized by bitter internal arguments as concrete measures had to be agreed upon. Disciplinary action by the university against the accused students (suspensions) increased the pressure on the organization, which felt that the judicial process was unfair. Alternative courses of action were suggested. Some felt that university property should be destroyed; others felt that only a mass withdrawal from the university would generate the political pressure to have the severity of punishment reduced. A few felt that the organization was not obliged to do anything because members had not been consulted prior to the action. The black student community felt compelled to take some corporate action, but statements to the white campus community implying that forceful action was to follow were little more than rhetoric.

The example of the previous year haunted everyone's vision. However, the same solution was not mechanically reproducible. The one extraordinary display of mass unity,

the May confrontation, had been preceded by a fortuitous combination of political education, overlap between political cadre and mass, and a series of events which allowed a group enemy to be agreed upon. Similar conditions had not preceded the most recent crisis. When, by popular vote, blacks agreed to support a hunger strike of 21 students to dramatize what they felt were unjust penalties, they achieved mass black-student support, but compromised their cherished image of militancy. The retaliatory act was based on a standard of justice which sought no legitimacy outside the race. The hunger strike (which did not work) was an appeal to the conscience of the "outsiders."

The gap between these two collective postures illustrates how rare it is to mobilize a total student community (black or white) for struggle. The black student population at Northwestern was clearly supportive of its members. However, this was in spite of distinctions and normative differences among them, not because there were no differences.

### **REFLECTIONS ON RACE CONSCIOUSNESS AND SOCIAL STRUCTURE**

Several years have passed since the events described in this paper. Black student enrollment at Northwestern is nearly six hundred and FMO continues to be a vital medium of both race communion and a black-nationalist-oriented form of race consciousness.<sup>1 5</sup> As I mentioned earlier, these behaviors are not of recent historical origin and they are currently very evident in all stratum of the black population. Looking at these earliest cohorts of blacks at Northwestern (and similar elite schools), I see the question is not whether race communion and consciousness among them will disappear once they are beyond the campus environment. In the absolute, these behaviors probably will continue among numbers of highly educated blacks as long as they are related

to a subjugated minority by family ties, common experiences of color, and a continuing need for a lower class constituency. More interesting questions are: (1) how widespread and important will communion and race consciousness be among this cohort? (2) toward what objectives will their race-conscious action be directed; (3) which part of the total black population stand to benefit from their race-conscious activity; (4) what are the likely effects on inequality of continued communion and/or race consciousness among an educated black middle-class.

Racial communion will be far less important in structuring the daily interactions of these recent graduates than it was in the campus environment. Small, residential situations such as Northwestern's campus structure a relatively enclosed set of interactions among persons (students) who have the same nominal status and largely similar use of available time. True, there are faculty and administrators, but they are clearly differentiated from students by superior status, authority, age, and the fact that they are paid for their activity. The fact that most are white is but one more important factor of stratification. School situations like this (or for that matter, prisons and the military) are conducive to sustaining communion among subordinates. In such a situation, racial communion is more than a mere nod of the head to a passing stranger of the same race; it is an ongoing attempt to maintain a social world which reflects the experiences and norms of black American life.

Most of these former students will now structure their daily activities around the exigencies of their careers.<sup>16</sup> They will work in discrete formal organizations which are characterized by hierarchy and functional differentiation. Some of the specific work organizations will be predominantly white while others will not; in either case, their workplace associations will be influenced by differences in status, authority, and uses of available time. The practice of racial communion will not necessarily die; rather it will be relegated

to a residual role. In the workplace it serves to bring blacks of comparable status and ambition together for friendly small-talk. My unsystematic but widespread interactions with other college-educated blacks suggests that communion will continue to be practiced outside of the workplace, particularly where ecological factors associated with middle-class living put these blacks in closer proximity to whites than to other blacks. Young black couples living in middle-class predominantly white neighborhoods often comment that they make a special effort to keep their children in regular contact with other black children so that they will "grow-up black." Be that as it may, beyond the campus situation, racial communion is once again a set of normative interactions which are best exemplified by a nod of the head between passing black strangers or a "Black Power" handshake. These interactions afford emotional rewards to the participants or perhaps assuage an individual's guilt feelings about living much better than his fellow blacks. Where racial communion in the workplace carries over to association outside, it continues to show the influence of status and occupational differentiation.

Black college graduates who are likely to dedicate their daily activities to promoting racial uplift and liberation from oppressive structures are a minority, even among those who have participated in an aggressive student movement. First of all, despite their collective mobilization in the campus situation, ideological commitment to institutional change is unevenly distributed among the blacks discussed in this paper. I estimate that a minority of them actually grapple with the dilemma of how to reconcile race consciousness and the dictates of their careers. I do not have the impression that recent involvement in a race-conscious student movement has been sufficient to determine many of their occupational careers. There are those, of course, who deliberately attempt to infuse a race-conscious perspective into their careers and community service. But even for these persons, the race-

conscious movement seems to have added a level of purpose and legitimacy to career activity substantially determined by personal interest, aptitude, and earlier training. Typically, these persons choose law, social work, primary and secondary teaching, the arts, historical, and social science scholarship as careers through which they hope to make race contributions. It is worthy of note that those who are most emphatic in their ideological orientation often avoid the business world because of their perception that capitalist enterprise is incompatible with service to an oppressed people.

Some of the black Northwestern graduates have settled in the Chicago and Evanston area. Most, but not all, grew up on Chicago. At least ten or fifteen of them interact regularly.<sup>17</sup> When they do, the topic of racial solidarity frequently comes up. Some are anxious to find ways to use their black alumni ties for purposes of racial uplift in local politics and educational reform. In extended discussions they grapple inconclusively with questions such as: (1) what are the ways to interface the activities and skills of middle-class blacks with the needs of the black majority; (2) how can inter-organizational cooperation among predominantly black organizations be encouraged; and (3) can black middle-class aspirations be channeled into actions which are likely to challenge significantly the inequality structures which define the position of blacks in the United States? This kind of questioning is not peculiar to blacks who have recently graduated from Northwestern (see Katznelson, 1970: 465-480), but it would be hasty to conclude that it will necessarily produce truly innovative behavior among the majority of the black middle-class. My recent observations of college-educated blacks suggest that ideologically guided blacks are less than a majority.

Most recent black graduates, regardless of whether or not they have been active in a black student movement, are now likely to exhibit what I might label "reactive" race consciousness. They enter the same occupations as those favored by

the more ideological blacks, but are not categorically opposed to working in the business world. They display race-conscious activity most conspicuously when they perceive either a personal advantage or a threat from whites or predominantly white institutions to their jobs, status, communities, or middle-class prerogatives. Similarly, there is considerable evidence that many middle-class blacks are willing to make instrumental use of racial communion to accomplish personal or nonracial objectives. Black marketing-consultants are especially prominent in this regard (Chicago Sun-Times, November 18, 1973: 101), often promising businesses (mostly white-owned) that black experts can manipulate and interpret the "culturally different black market" to increase business sales. Many young middle-class blacks express a nominal acceptance of "black consciousness," but feel uncomfortable about infusing it into job situations which either do not directly relate to issues of race or which are likely to be intolerant of its expression. Future signs of race consciousness among this majority are more likely to reflect their circumstances within discrete organizations and sectors of the economy than a generalized ideological commitment to group liberation.

Though graduates of an elite school, students discussed in this paper face essentially the same structural situation as many other college-educated members of a growing black middle-class.

It is currently popular among some black middle-class persons to deny significant normative differences and antagonistic class differences among blacks. There are two ways that this is typically done. First, some argue that despite differences in income, job security, and education, middle-class blacks share the same "values" as lower-class blacks. I suggest that these values are too frequently no more than the spontaneous network of interaction and expectations which I have termed racial communion. As this paper has shown, participation in communication has emotional benefits, but it

in no way indicates a political stance vis-à-vis inequality. Second, statements of race consciousness on the part of middle-class persons and organizations are too often taken at face value. Aside from the issue of sincerity, there is always the possibility (probability) that such statements reflect the interest and/or ideological perspective of the more advantaged stratum within the race. True enough, class collaboration within an oppressed minority may often benefit both classes, but it is naive to expect that a bourgeois stratum advocating racial uplift will deliberately attempt to revolutionize the class-based institutions which support its advantages. On several occasions, black college students have espoused the cause of black workers on campus (maids, janitors, laborers), but this does not mean that most black students are opposed to the inequality system which guarantees that such workers will be paid less than college-educated persons. Although the following remark by Lerone Bennett (*Ebony*, August 1973: 55) undoubtedly expresses the sincere commitment of some middle-class blacks, one should not overlook the legitimacy it bestows on many persons who are now able to cloak their personal ambitions in a higher legitimacy:

There are to be sure, conflicting class interests within the black community, but these conflicts are non-antagonistic since the black middle class is not now and never has been the principal employer of black workers. For this reason, class collaboration is possible and necessary in the black community. The black middle class needs the black lower class for it cannot save itself without the strength of the masses and the rootedness of black culture. The black lower class needs the black middle class for it cannot save itself without the skills and resources of the black middle class.

Class collaboration within the racially oppressed group may indeed be "necessary," but it is nonetheless desirable for scholars to place these relationships and their ideological reflections into critical perspective. Hopefully, this paper highlights some of the resilience of the black struggle as well as problems that it faces.



## NOTES

1. The writer was an undergraduate on athletic scholarship at the university from 1961 through 1966.

2. Dean of Admissions William Ihlanfeldt has been most helpful in providing insight into circumstances surrounding policy changes in regard to expansion of financial aid to students and recruitment of minority students.

3. The writer began graduate work in sociology in fall quarter 1966 with the intention of studying black student responses to an environment with which I was well acquainted. From September until May 1967 I directly observed and interviewed them through informal conversations. In January 1967 I administered questionnaires to thirty of the fifty-four freshmen. Until May I refrained from offering them any advice concerning adjustment to campus. From May through June 1968, I became an active participant in activities involving both undergraduates and graduates. I was an initial member of two student organizations which developed in this period. After June 1968, academic and professional responsibilities precluded me from day-to-day participation in the black student community. Instead I attended several organization meetings and made a point of talking to informants who were differentially located in the black student population and the FMO hierarchy.

4. The terms "integrationist" and "black nationalist" are not intended to convey precise definitions. They are important distinctions within a range of race consciousness, but they are essentially connotative.

5. This pattern was also evident among blacks at Northwestern prior to 1966. Of the 26 blacks there during the 1965-1966 school year, 20 were athletes.

6. Seventy-eight percent of those who entered Northwestern as freshmen between 1966 and 1969 have graduated from that institution. Many have gone on to graduate and professional training.

7. I observed this on several occasions and it was reported to me by black students.

8. I was one of ten teaching assistants in this course, so it provided me with an opportunity to observe them in a classroom situation directly related to my research interest.

9. In 1973-1974, the university directly assisted 41% of its freshmen. In 1972-1973, more than one-third of the freshmen and more than half of the seniors worked part-time. Thus, the working student is now less of a deviant than he or she was in 1966. Since tuition costs have risen more sharply than the income of middle-class families, many whites presently receive financial aid whose families could have afforded the tuition of a decade ago. Children of the truly wealthy might have an even heavier representation in the enrollment, if it were not for aid to talented middle-class whites.

10. The student handbook still discouraged students from working, an indicator of a norm which was to become outmoded in subsequent years as more and more students worked to meet rising tuition costs.

11. In the original document these six demands are listed under ten points. The complete set of demands appears in Bracey et al., 1969: 476-485.

12. This point is made in a provocative essay by Perkins and Higginson (1971). Perkins and Higginson were participants in the Northwestern black student movement.

13. Black faculty representation on campus has increased from two to more than twenty, but few of them are sympathetic to granting students power over faculty careers and work activities.

14. This discussion of the 1968-1969 school year deliberately overlooks black students' increased activism in the surrounding Evanston community. This significantly influenced militancy and organizing among high-school blacks, but amounts to a separate story. Most of this community activism was done by former members of AASU who had disbanded their organization during the summer. The successful confrontation with the university had brought them increased visibility from nonstudents and students on other campuses. A number of blacks at Northwestern were either envious or jealous of their stature, so ASSU members decided to dissolve their formal entity. Finally, at the beginning of fall quarter 1968, graduate members of FMO voluntarily withdrew their right to hold office in the organization so that it might be more responsive to undergraduate desires. A small number of undergraduates were noticeably pleased to have the older competitors step aside.

15. The writer is now teaching in the sociology department at Northwestern University. FMO norms and black student activities are revealed in their monthly publication, *BLACKBOARD*.

16. The writer is currently preparing a follow-up study of blacks who graduated in the years 1970, 1971, 1972, 1973. This will focus on their campus and postgraduate experiences. A parallel study of white Northwestern graduates from the same years is also planned.

17. The writer participates in these discussions.

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The University of Maryland Baltimore County is seeking a distinguished scholar as Director of African-American Studies. The candidate should have research and teaching experience related to one of the three areas of the program: Africa, African Diaspora, or Community Involvement Studies. The candidate also should have demonstrated capability in administration and community service. Inquiries, applications, or nominations should be directed to:

Chairman of Search Committee  
African-American Search Committee  
Administration Building, Room 701  
University of Maryland Baltimore County  
Baltimore, Maryland 21228



## **AFRO 500: CORE PROBLEMS IN AFRICAN AMERICAN STUDIES**

Professor Abdul Alkalimat (Gerald McWorter)  
Office: Department of African American Studies (1201 W. Oregon)  
Email Contact: mcworter@illinois.edu  
Office Hours: 10-12 every Tuesday and by appointment

Wednesday 10:00 – 12:50, Conference room, Afro Studies House

Overview: This course is about the historical construction and fundamental intellectual architecture of the field of academic scholarship called African American Studies (Black Studies, Africana Studies) from 1966 – 2009. By focusing on key questions, a close reading of selected texts will guide us through the threads of inter-textuality to fully grasp the trans-generational discourse that continues even as we engage in this course. We will cover seven basic questions:

1. What is African American Studies?
2. What is Africa and why is this important?
3. What is Black power?
4. What is Black culture?
5. What is Black consciousness?
6. What is the history of Black Studies?
7. What is the crisis of Black Studies leadership?

There are three activities in this course: reading, researching, and “reasoning.”

**Reading:** For each question raised in this course there will be listed required and optional readings. Students are encouraged to write marginal notes on the pages of your readings as we will be doing a close read of the materials: There are five required texts for purchase (there will be others on line for free, and some in the library):

1. Walter Rodney, *How Europe Underdeveloped Africa* (1972, 1981)
2. Peniel Joseph, *Waiting ‘Til the Midnight Hour: A Narrative History of Black Power in America* (2006)
3. James Smethurst, *The Black Arts Movement: Literary Nationalism in the 1960s and 1970s* (2005)
4. Fabio Rojas, *From Black Power to Black Studies: How A Radical Social Movement Became an Academic Discipline* (2007)
5. Houston Baker, *Betrayal: How Black Intellectuals Have Abandoned the Ideals of the Civil Rights Era* (2008)

Each text will be covered over two weeks. The first session will include a short lecture by Alkalimat, followed by a close reading on the text – Bring text to class! The second session will start with each student reading a one page reflection on one point, including an idea on how research might pursue this idea.

**Researching:** Each student will be assigned a Black Studies Program on an Illinois campus for an individual research project. The assignment is to compile a documentary history of the program, and write an introduction according to guidelines that connects

the case study to the general trends discussed in the readings. Each student will be granted a budget for their project. You will be expected to communicate (phone, fax, email, etc.) with relevant contacts and make at least a one day visit to the campus to collect data. It is expected that each volume will be at least 200 pages. The final document has to be turned in as a PDF digital file at the time of our scheduled final exam.

**Reasoning:** In the tradition of Rastafarian “reasoning” we will ground with our brothers and sisters in Illinois Black Studies at a state wide conference that our course will host. This is the 30<sup>th</sup> anniversary of the founding of the Illinois Council for Black Studies (1979-1986) here at the University of Illinois.

Grades:

1. Research 50%
  2. Reading 40%
  3. Reasoning 10%
- TOTAL = 100%

Schedule and readings for each key question:

## What is African American Studies?

8/26

Required readings

- a. <http://eblackstudies.org/ny/alkalimat-new-york-complete.pdf>
- b. <http://eblackstudies.org/ca/complete.pdf>
- c. <http://eblackstudies.org/su/complete.pdf>
- d. [http://eblackstudies.org/may2009/draft\\_report\\_black\\_studies\\_journals\\_dec\\_2008.pdf](http://eblackstudies.org/may2009/draft_report_black_studies_journals_dec_2008.pdf)
- e. [http://eblackstudies.org/may2009/urbana\\_index.htm](http://eblackstudies.org/may2009/urbana_index.htm) (choose any three chapters)

Suggested readings

- a. Maulana Karenga, Introduction to Black Studies (1993)
- b. Norment, The African American Studies Reader (2007)
- c. Masama and Asante, The Encyclopedia of Black Studies (2004)
- d. Perry Hall, In the Vineyard: Working in African American Studies (1999)
- e. Anderson and Stewart, Introduction to African American Studies (2007)

## What is Africa?

9-2, 9-9

Required readings:

- a. Walter Rodney, How Europe Underdeveloped Africa (1972)
- b. Countee Cullen, “What is Africa to me?” (its online)
- c. John Coltrane, Africa (google video to hear a recording)
- d. John Biggers (check google images)
- e. Lois Jones (check google images)

Suggested readings:

- a. Kwame Nkrumah, Ghana (1957) and Towards Colonial Freedom (1945)
- b. Ngugi wa Thiongo, Devil on the Cross (1987)
- c. Babu, African Socialism or a Socialist Africa (1981)
- d. Pat Manning. The African Diaspora (2009)
- e. Ron Walters, Pan Africanism in the African Diaspora (1993)

## What is Black Power?

9-16, 9-23

Required readings:

- a. Peniel Joseph, Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America (2006)
- b. The Detroit Speeches of Malcolm X (<http://www.brothermalcolm.net/>)

Suggested readings:

- a. Adam Clayton Powell, Marching Blacks (1945)
- b. Richard Wright, Black Power (1954)
- c. Carmichael and Hamilton, Black Power (1967)
- d. Barbour, The Black Power Revolt (1968)
- e. Allen, Black Awakening in Capitalist America (1969)
- f. James Cone, Black Theology and Black Power (1969)
- g. Barbour, The Black Seventies (1970)

## What is Black Culture?

9-30, 10-7

Required readings:

- bibli ←
- a. Smethurst, The Black Arts Movement (2005)
  - b. in Baraka and Neal, eds, Black Fire (selections by Leslie Lacy, Harold Cruse, James Boggs, Baraka ["Black art"], Neal ["and shine swam on"])

Suggested readings:

- a. Leroi Jones, Blues People (1963)
- b. Larry Neal <http://www.nathanielturner.com/larrynealchronology.htm> (see link to article on the Black Arts Movement)
- c. Kalaamu ya Salaam <http://aalbc.com/authors/blackartsmovement.htm>
- d. Collins and Crawford, eds, new thoughts on the black arts movement (2006)
- e. Lewis, A Power Stronger Than Itself: The AACM and American Experimental Music (2008)
- f. Van Deburg, New Day in Babylon: The Black Power Movement and American Culture, 1965-1975 (1992)

## What is Black Consciousness?

10-14, 10-21 Required readings:

- a. Alkalimat, ed, *Paradigms in Black Studies: Intellectual History, Cultural Meaning, and Political Ideology* (1990)
- b. Frazier, "The Failure of the Negro Intellectual" (1962) Search in google books

Suggested readings:

- a. *History*: August Meier and Elliot Rudwick, , *Black History and the Historical Profession* (1986)
- b. *Sociology*: Joyce Ladner, *The Death of White Sociology: A Reader* (1973)
- c. *Economics*: Francille Wilson, *The Segregated Scholars: Black Social Scientists and the Creation of Labor Studies* (2008)
- d. *Psychology*: Robert Guthrie, *Even the Rat was White: A Historical View of Psychology* (1976)
- e. *Anthropology*: Ira Harrison and Faye Harrison, ed, *African American Pioneers in Anthropology* (1998)
- f. *Mathematics*: Scott Williams, *Mathematicians of the African Diaspora* <http://www.math.buffalo.edu/mad/index.html>
- g. *Communications*: Ronald Jackson and Sonja Givens, *Black Pioneers in Communications Research* (2006)
- h. *Philosophy*: Leonard Harris, *Philosophy Born of Struggle: Anthology of Afro-American Philosophy from 1917* (1983)

## What is the History of Black Studies?

10-28, 11-4 Required Readings:

- a. Fabio Rojas, *From Black Power to Black Studies: How a radical social movement became an academic discipline* (2007)
- b. browse <http://eblackstudies.org/may2005/>

Suggested readings:

- a. Davis and Hill, *A Bibliographic Guide to Black Studies Programs in the United States* (1985)
- b. Robinson, Foster, and Ogilvie, eds, *Black Studies in the University* (1969)
- c. Blassingame, ed, *New Perspectives on Black Studies* (1973)
- d. Turner, ed, *The Next Decade: Theoretical and Research Issues in Africana Studies* (1984)
- e. Rooks, *White Money Black Power* (2006)



## **What is the crisis of Black Studies leadership?**

11-11, 11-18 Required readings:

- a. Baker, *Betrayal* (2008)
- b. Kilson, <http://www.h-net.org/~africa/sources/KilsononGates.html>

Suggested readings:

- a. Banks, *Black Intellectuals: Race and Responsibility in American Life* (1996)
- b. Person-Lynn, *First Word: Black Scholars, Thinkers, Warriors* (1996)
- c. Bowser and Kushnick, *Against the Odds: Scholars who challenged racism in the twentieth century* (2002)
- d. Forman, *The Making of Black Revolutionaries: A personal Account* (1972)
- e. McMurry, *Recorder of the Black Experience: A Biography of Monroe Nathan Work* (1985)
- f. Wade-Lewis, *Lorenzo Dow Turner: Father of Gullah Studies* (2007)

## **What has been the Black Studies experience in Illinois?**

12-2 Reports by students

## **AFRO 500: GUIDELINES FOR RESEARCH PROJECT**

1. Select a campus and get approval: Reimbursement up to \$300 – no booze.
2. Become totally familiar with the current website – first part of your volume is a print down of the current website
3. Reach out to establish contacts:
  - a. email the dept chair and solicit their support
  - b. email/call the library and check on the campus archives
  - c. email local campus newspaper for info and if they have an archive
  - d. check dissertation abstracts for any thesis work on the campus or about the campus
4. Arrange a visit to the campus:
  - a. Try and go for two days – go up early day 1, work all day, spend the night, then work all Day 2 and head home.
  - b. Try and have at least two interviews
  - c. Targets:
    1. copy all college catalogue material from 1966 to 2009 on Black Studies
    2. copy all student newspaper material about the founding
    3. check the college archives (trustees, president, and dean)
    4. Call ahead and see if the local newspaper has an archive with stuff
    5. Find oldest Black faculty or staff and get an interview
  - d. make sure you are in touch with the dept secretary and that you are on the schedule to be there
5. Survey: try and get a list of all previous heads/chairs and faculty
  - a. make up a five question survey
  - b. gather emails and phone numbers and get in touch
  - c. make a request on H-Afro-Am
  - d. concentrate on the founders
6. Outline of volume:
  - a. introduction: a story of your experience putting the book together and how its contents fit with your readings this term
  - b. The institution
  - c. The birth of Black Studies
  - d. The leadership
  - e. The faculty
  - f. The courses
  - g. The Students
  - h. The scholarship
  - i. The politics
  - j. The community



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Rojas Fabio *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*. Baltimore: Johns Hopkins University Press, 2007

Williamson, Harold F. & Payson S. Wild (1976), *Northwestern University, A history, 1850-1975*, Northwestern University Press

### 2) Articles in journals

Hill Freddy, *The Nature and Context of Black Nationalism at Northwestern in 1971*, *Journal of Black Studies*, Vol. 5, n°3, Mar., 1975, pp. 320-336

Pitts, James P., *The politicalization of Black students: Northwestern University*, *Journal of Black Studies*, Vol. 5, N°3, Mar., 1975, pp. 277-319

### 3) Articles in Newspapers

Barnett Sam, West Joshua, Millstein Ben, *Protest marks the beginning of new black enrolment initiatives*, *North by Northwestern*, Oct. 13, 2008

Chen Jennifer, *Even More of a Minority, Black enrolment at NU halved in last 30 years*, *The Daily Northwestern*, Nov. 21, 2006

Curtis Lawrence, *Coming of age, Northwestern's African American department is becoming one of the most respected programs on racial studies in the United States*, *Northwestern magazine*, Spring 2005

Elahi Amina, West Joshua, *Despite efforts, NU's black enrolment continues to fall*, *North by Northwestern*, Sep. 22, 2008

Finkel Alexandra, *NU Cultural Program often had earned*, *The Daily Northwestern*, May 29, 2009

French Julie, *Group Encourages Black Students to apply to NU*, *The Daily Northwestern*, Oct. 16, 2006

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Watson Jamal, *And Northwestern Makes Seven*, *Noteworthynews*, Aug. 24, 2006.



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<http://library.northwestern.edu/archives.news/archives/2008/04/>

<http://jstor.or/stable/2783741>  
Article by Freddy Hill

<http://jstor.org/stable/2783740>  
Article by James P. Pitts

<http://www.northwestern.edu/aasa/history.html>  
Articles about the origin of Black Studies at Northwestern, website of African American Students Affair of Northwestern University

<http://nuformembersonly.ning.com/>  
Website of the association For Member Only which played a major role in the foundation of Black Studies at Northwestern

<http://www.northbynorthwestern.com/>  
A daily newsmagazine of campus life, culture and entertainment for Northwestern University in Evanston, Illinois.





Marie-Edith Lenoble is a ph.D student in comparative literature at Paris IV-Sorbonne University. In 2009-2010 she was an exchange student and a teaching assistant at University of Illinois at Urbana-Champaign. Her major fields of research are the relationships between poetry and politics in postcolonial literature in Haïti, South-Africa and the United States. She is actually working on a french translation of *The Empire Writes back* by Aschcroft, Griffiths and Tiffin and on a french publication of the work of Dennis Brutus (to be published by Laurence Teper editions).

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#### **Conference Papers and Presentations:**

“Les langues totalitaires à l’épreuve de la schizophonie. Etude de l’Oiseau Schizophone de Frankétienne”, (June 2008) Interdisciplinary Conference, University of Montpellier III, published on the Internet : [http://www.msh-m.fr/article.php3?id\\_article=497](http://www.msh-m.fr/article.php3?id_article=497)

“Spiraliser la langue : l’écriture schizophone de Frankétienne”, (Feb. 2009), International Conference, University of Tunis, Carthage. Editions Academia-Bruylant, forthcoming.

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