



CLARENCE HAMPTON
Black Studies Curriculum Associate

As an answer to the Black Student Union demands made in the fall of 1968, a comprehensive Black Studies Program, the only one of its kind in the Bay Area, was initiated at Berkeley High. Clarence Hampton was named Curriculum Associate for Black Studies on November first and has spent the past months perfecting the program. New Black teachers were hired (another one of the demands made by the BSU) to teach the new courses. Hampton emphasized hiring Black teachers for students to identify with. Black teachers establish rapport with Black students. Since Black teachers have experienced these problems, students can relate to their experiences. Hampton added that White teachers can help tremendously by integrating the materials of their courses and by seeing that they are well taught.

The new courses are Afro-American Literature, Afro-American Economics, Afro-American Journalism, Swahili, Afro-Haitian dance, African Civilization and the expansion of two classes that already existed, History of Jazz and Afro-American History. Besides the newly hired teachers, Mrs. Ellane Hammond teaches History, Mr. Eugene Brooks with Afro-Economics, Mrs. Jacqueline White and Mrs. Letitia, Woodson, both with Afro-American Literature, Mr. William Reidsema with Journalism (whose class produced its own newspaper, The Ujamaa), and Mr. William Elliott assisted Mrs. Jacqueline Hardester teaching the History of Jazz.



We Black people must define ourselves and establish Black standards. By looking at our past we can give direction to our present and future.

R. D. Navies Coordinator Black Studies Program



Mr. Navies visits Mrs. Hammond's Afro-American Journalism Class

PUBLIC TESTIMONY

One speaker addressed the Board.

UNION REPRESENTATIVES

Jeff Tudisco, President, Berkeley Federation of Teachers; and, Jenny Lipow, Business Agent, Public Employees Union, Local 1, were present but did not address the Board.

SUPERINTENDENT'S REPORT

- Dr. Steele expressed sympathy to the family of Mr. Richard Endsley, Principal, Berkeley Adult School, on the loss of his mother.
- Superintendent Steele extended sympathy on behalf of the Board, staff and community, to the family of Mr. Richard Navies, Department Specialist, African-American Studies, Berkeley High School, who expired the week before Easter. Mr. Navies was the creator of the Berkeley High School African-American Department, the only high school department of its kind in California.

She reassured the staff and community that the African-American Studies Program would continue at Berkeley High School.

Dr. Steele announced that the Navies family has requested that anyone wishing to make donations should do so to the African-American Marrow Donor Associate, P.O. Box 4111, Oakland, CA 94614.

African American Studies

African American Studies Courses

	9th	10th	11th	12th
A			African American History 1/2	
B			African American Literature	African American Literature
E	Kiswahili 1/2	Kiswahili 3/4	Kiswahili 5/6	Kiswahili IB (SL)
F	Afro Haitian Beginning Dance**		Afro Haitian Advanced Dance	
G				African American Economics *
				African American History 3
			African American Journalism	African American Journalism Advanced
			Black Psychology (F) Sociology & Anthropology (S) (The Psychology & Sociology of Black Male/Female Relationships)	Black Psychology (F) Sociology & Anthropology (S) (The Psychology & Sociology of Black Male/Female Relationships)

* Courses with asterisks meets additional BHS graduation requirements (see course descriptions).

** Once a student takes Afro Haitian Beginning Dance, s/he can move into the Advanced class in any year.

The African American Studies Department, the only one of its kind in the United States, is a unique learning environment within Berkeley High School. It focuses on the African American experience relative to the national and global perspective. The humanities based courses take students on a journey through Africa’s glorious past, the Trans-Atlantic slave trade, and the African American dynamics as an integral part of the development of our nation through history, literature, language, dance, drama, and spoken word.

THE MISSION OF THE AFRICAN-AMERICAN STUDIES DEPARTMENT IS:

- ▶ To empower students with a positive sense of identity, purpose, and direction.
- ▶ To educate students and the greater community with an awareness and appreciation for the accomplishments, contributions, history, and culture of people of African descent.

- ▶ To encourage students to strive for excellence and embrace the attributes of the African-American SPIRIT: Strength, Perseverance, Imagination, Responsibility, Integrity, and Talent.

African American Studies courses, offered through the African American Studies Department, fulfill elective requirements in the various other BHS departments. For example, African American Literature fulfills elective credit for English and African American History 1/2 fulfills the US History requirement. In addition, all African American Studies courses fulfill the ethnic studies requirement. African American Studies courses can be found listed under either the African American Studies Department or in the various departments for which they provide credit.

History

AFRICAN AMERICAN HISTORY 1/2 (P) YEAR · 10 CREDITS

This course is designed to study the influence of African upon America and the world. The saga of the African American is traced from his African origins in Ethiopia and Egypt through slavery in America to the Civil War, and up to the “Harlem Renaissance.” This course may be taken by students in grades 10-12 and meets the UC/CSU US History requirement. UC/CSU (a)

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English

AFRICAN AMERICAN LITERATURE (P) YEAR · 10 CREDITS

This African American Studies course is an intensified study of African American writing from Lucy Terry to Leroi Jones. A multi-pronged teaching approach is used: aesthetic, cultural, social, and historical. The course may be taken by students in grades 10-12 concurrently with the required English course in a student’s learning community. UC/CSU (b)

Electives

AFRICAN AMERICAN HISTORY 3 (P) YEAR · 10 CREDITS

This course is designed to study the struggles and accomplishments of the African American from the end of the “Harlem Renaissance” period through the cataclysmic Second World War, the tumultuous Civil Rights era, and the Black consciousness movement to the present. This course may be taken by students in grades 10-12 as an elective. UC/CSU (g)

AFRICAN AMERICAN ECONOMICS (P) SEMESTER · 5 CREDITS

This dynamic course is designed, first of all, to familiarize students with the concepts and terminology of basic economics that they may encounter in life or on any objective test. Secondly, the course acquaints students with the relation of the African American community to the American economy as a whole. Finally, the instructor examines the role that African Americans have played in the establishment of the American economy. Assignments are geared toward providing students with hands-on experiences of basic economic survival in the cities of modern America. Assignments focus upon basic financial planning, credit trap avoidance, real estate and car purchases, entrepreneurship and meeting the needs of providing food, shelter and clothing for one’s family in the 21st century. This course satisfies economics requirement for graduation. UC/CSU (g)

BLACK PSYCHOLOGY (P) FALL · 5 CREDIT

SOCIOLOGY & ANTHROPOLOGY (P) SPRING · 5 CREDIT

THE PSYCHOLOGY AND SOCIOLOGY OF BLACK MALE/FEMALE RELATIONSHIPS

Black Psychology is an examination of the development of thought and mentality of African people from independent Africa, and how it was changed by the experience of slavery and colonialism. The course consists of three 5-week units and one 3-week unit. The titles of these units are African-Indigenous Psychology (first 5 weeks), The Psychology of Slavery (second 5 weeks), The Psychological Legacy of Slavery (third 5 weeks), and The Future of African-centered Thought (final 3 weeks). All of these units are examined from the perspective of Africans and in an American and world context. This is not be a lecture course; major emphasis is on classroom discussion of the historical experiences of African and African- American people. The major objective of the course is to impart a clear knowledge of what African-Centered thought is and how it can be used to better the condition of African people in America and around the world. Grade 12 students only. Open to 11th grade students by consent of instructor. UC/CSU (g)

AFRICAN AMERICAN JOURNALISM (P) YEAR · 10 CREDITS

This course is designed to help students understand and produce mass media, which relate to the African American community in general and to the African American student in particular. The main emphasis in this course is in news analysis and the basic principles of writing news articles. Students in this course are contributing reporters to the UJAMAA, the African American Studies newspaper. UC/CSU (g)

AFRICAN AMERICAN JOURNALISM, ADVANCED (P) YEAR · 10 CREDITS

This course follows African American Journalism. Advanced students will assume more responsibility for editing, layout, and monitoring of reporters from African American Journalism. **PREREQUISITE:** Completion of AFAM Journalism or consent of instructor. UC/CSU (g)

World Language Courses

KISWAHILI 1/2 (P) YEAR · 10 CREDITS

This is the introductory course in Kiswahili language. Listening and pronunciation are the most important aspects at this level. Students are taught basic vocabulary, with emphasis on present and past tense. Students

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are required to master the map of Africa in order to understand where in Africa this language is spoken. In the second semester, students work on future tense and negative aspects of all tenses. Students write more complex sentences and use Kiswahili in communicative activities. UC/CSU (e)

KISWAHILI 3/4 (P) YEAR · 10 CREDITS
Students are introduced to the noun classes of Kiswahili and are encouraged to speak more in class. They write short compositions about their daily life experiences and other things that occur in their lives and surroundings. Students perform translation from English to Kiswahili and vice-versa. In the second semester, each student is given a teaching project whereby s/he actually teaches in class. **PREREQUISITE:** “C” or better in Kiswahili 1/2 (P). UC/CSU (e)

KISWAHILI 5/6 (P) YEAR · 10 CREDITS
This course is based on more advanced oral and written communication skills. Every student is expected to pick one project to work on. The course continues with more translation, reading and composition writing. Students will be intensely involved in advanced grammar review. **PREREQUISITE:** “C” or better in Kiswahili 3/4 (P). UC/CSU (e)

IB KISWAHILI B (SL) YEAR · 10 CREDITS
Kiswahili B SL is a course tailored to help students develop their skills as speakers, listeners, readers and writers of a world language. Students will learn vocabulary and word order of the language to converse intelligibly and write articles in Kiswahili. They will also read and comprehend text written in the Kiswahili language. The course will include a thorough review of Kiswahili grammar, extensive reading for a significant expansion of vocabulary, frequent in-class presentations, and regular writing assignments of increasingly complex nature. The Kiswahili B SL course will afford students the opportunity to reach a higher degree of competence in the language and use it (skill and language) to explore the culture of its speakers, who are mostly the people found in the countries of Eastern and central Africa. They will also explore the place, past and present, of Kiswahili speakers in the global community. Students will be capable of taking the SL level IB exam in the spring of their senior year. **PREREQUISITE:** “C” or better in Kiswahili 3/4 (P). UC/CSU (e)

Performing Arts Elective Courses

▼ **NOTE:** The following courses can earn credit in either **PERFORMING ARTS** or **PHYSICAL EDUCATION**

AFRO-HAITIAN BEGINNING DANCE (P) YEAR · 10 CREDITS
As one of the courses of the African American Studies Program, the objective of this course is to present means which can understand African and African-derived cultures through direct experience in the education of music and dance and its relationship to and influence on contemporary dance. While providing historical structure, technique and discipline, students are exposed to a wide variety of dance styles and are provided with an alternative learning atmosphere, which is beneficial physically, mentally and spiritually. Open to both males and females. UC/CSU (f) (PE credit)

AFRO-HAITIAN ADVANCED DANCE (P) YEAR · 10 CREDITS
This is the most intense level of African Dance. Students deal with folklore and mythology as manifested in ceremonies and rhythmic movements. The interrelations of music, dance and dance/drama are explored. Students, by choreographing a piece to be performed on stage, are able to make comparative analysis of the varied dance forms and how one has influenced the other. For the advanced student, this course provides an opportunity to accurately depict and perpetuate African, African-derived folklore and other dance forms in performances on stage; to better acquaint teachers, parents, fellow students and the public with Africa’s past, present and future. **PREREQUISITES:** 11th and 12th grade students. “C” or better in Beginning Afro-Haitian Dance, and/or teacher approval. UC/CSU (f) (PE credit)

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