

## PROPOSAL FOR ESTABLISHING A BLACK STUDIES PROGRAM

Submitted to University of California by the Afro-American Student Union - Spring 1968

### 1.0 Introduction

The young Black people of America are the inheritors of what is undoubtedly one of the most challenging, gravest, and threatening set of social circumstances that has ever fallen upon a generation of young people anywhere in history. We have been born into a hostile and alien society which loathes us on condition of our skin color. Our intimidated and frightened parents, not less but more victimized, have been unable to tell us why. Sentenced to inanity, subservience, and death, from our beginning, many of us came to regard our beautiful pigmentation as a plague. It should surprise no one that the first thing we discovered was our "souls", as we were so bare and totally lacking anything else. Unless there be reason for mis-understanding---let us make it clear that we neither cry nor complain to anyone about being left with our "souls", because the soul is sufficient unto itself. We act now because we realize, beyond any doubt, that our "souls", i.e., that which is all and the end of us, has been stifled to the point that we can no longer bear it. We have been forced to the point where we must (and will) insist on those changes that are necessary to our survival. There is nothing less to settle for and nothing less will do.

The college and university campuses of America are a long way from where most of us come. Our homeland (known to white folks as the GHETTO) is hardly conducive to the growing of ivy. "Mother wits" was our thing, not encyclopedias. We have been the companions of every evil, cycle, syndrome, or mania that would strike fear in the hearts of our white compatriots. Those of us who survive have seen everything but the end. This many of us stayed by

treking from our homeland to your midst; to

We could not have imagined what awaited us.

As students on the white college and university campuses of America we have learned something which we choose never to forget.

WE ARE NOT WHITE. WE DO NOT WISH TO BE WHITE. WHAT IS GOOD FOR WHITE PEOPLE IS OFTENTIMES WORSE THAN BAD FOR US.

Education in America, as we have come to know it, is a strictly utilitarian endeavor. The colleges and universities have not been established for the sake of education. The colleges and universities are the wholesale producers of a designated mentality conducive to the perpetuation and continuation of America's present national life. A national life which we have witnessed to be in total and complete contradiction to the wholesome development and survival of our people. There is little need to detail the sad circumstances of our plight in American society. This tale is already well known. Not even the blind and insane could deny or refute the unspeakable horrors that American has wrought upon its citizens of color. Finally, we have witnessed white America's long overdue self-admittance of its racism. Thus, knowing and recognizing fully the gravity of the circumstances under which we labor, we are moving to institute all those changes prerequisite to our survival in an openly hostile country. While our elders share the burden of these circumstances, it is clear to us that this is a burden too great for them to shoulder alone; that we, the young, must shoulder the major portion of this burden; that we, the young, are the key link to the survival of our kind; that we must therefore call unto and surround ourselves with resources of all kind and material which will aid us in preparing for this great task. A qualitative change in our education is necessary to this end.

The black student in America has, for as long as anyone can remember, been the victim of mental brutality, character subversion, and inundate alienation from his black community. His value to his community at the end of his college or university career has been zero. His community has thereby been left without the element most essential to its regeneration and construction---its aware young people. Black students can no longer afford to be educated away from their origins. Henceforth, our education must speak to the needs of our community and our people. We can no longer prostitute our minds to the vain and irrelevant intellectual pursuits of western society while our community lies in ruin and our people are threatened with concentration camps. This would amount to intellectual shuffling and we are determined to shuffle no more.

It is important to note here that our proposal is not a product of reaction. We are well beyond reaction. We are addressing ourselves to a basic change of attitude. This change is primarily a product of self discovery. A kind of self discovery which has snatched our minds from the rank of a historically insignificant, persecuted, minority and placed us among the world's majority populace which is crying from one end of the earth to the other that "we are". We are decided that we alone can define ourselves, that we are beautiful despite the white negative concept of us, that we have a history, an art, and a culture that no race or nation can stamp out our "souls" no matter the intensity of this foolish effort.

We must therefore ask with unrelenting insistence that our future education be radically reformed. We demand a program of "BLACK STUDIES", a program which will be of, by, and for black people. We demand that we be educated realistically; and that no form of education which attempts to lie to us, or otherwise mis-educate us will be accepted.

If the university is not prepared to educate us in such a way that our education may be relative to our lives, then we ask that the university prepare itself to do so immediately. If the university will not prepare itself to address our educational needs, then we ask that the university accept no more of our parents' tax money which it has used in the past to mis-educate us.

We have outlined a proposed course of study which we believe necessary not only for our education but for our very survival. We ask that this proposed program be considered in the light of the stark realities of American society. We ask that this program be considered because the destruction of our minds and the current rate of attrition for our students can no longer be tolerated. We ask that this program be reconsidered because nothing less will do.

## 2.0. Black Studies Program: Organization and Administration

The Black Studies Program will be directed and coordinated by the Black Studies Coordinator who will be directly responsible to the Chancellor. Toward the primary goal of establishing a Department of Afro-American Studies, the BSC will be generally involved in ground work activities necessary to bring this goal to fruition. His immediate and initial responsibility will focus around the following: 1) Hiring staff, 2) Evaluating, Establishing and Coordinating courses, 3) Recruiting and hiring faculty, and 4) Coordinating the recruiting and selecting of Black studies students.

## 2.1. Recruiting and Hiring Staff

In order to effectively and efficiently work toward the long range goal of a Department of Afro-American Studies and to engage in the necessary steps towards this end, the Black Studies Coordinator will need staff aid commensurate with this task. If one is to avoid bogging down the BSC in minute details and inundate him with trivia and other activities that are not essential to his primary responsibilities, and if the University's commitment to bringing about the innovative academic impact of the Black Studies Program is to be "real", the following positions are irreducible minimums: Assistant to the BSC, Administrative Assistant, Student Affairs Officer, Personal Secretary, and Secretary. The responsibilities of the Assistant to the BSC will be to establish community-based Black Studies programs, establishing Black Studies programs within U.C. Extension, coordinating other special programs and events, and representing the BSC and speaking on his behalf as needed.

The Administrative Assistant will have the following responsibilities:

1) Preparing, coordinating and otherwise dealing with all fiscal and budgetary matters; 2) Assisting in preparation of reports and doing appropriate research as needed; and 3) Managing the office in the absence of the two ranking officials.

The Student Affairs Officer will have responsibilities for:

1) Assisting students in areas of need; 2) Acting as liaison between EOP, SOS, and other programs relating to minority students, 3) Offering counseling services to Black Studies students, and 4) Coordinating Freshmen and Senior Seminars. Both the Personal Secretary and the Secretary will carry out responsibilities traditionally characteristic of such roles. All of these positions will be filled within a month after the Black Studies Coordinator has been hired.

## 2.2. Evaluating, Establishing and Coordinating Courses

While the Black Studies Program will be housed initially in one of the social science departments, i.e., Sociology, many of its courses will be offered in the various schools and departments comprising the University community (see Section 3.0). The need then to assess and evaluate the nature of the existing courses toward the end of determining the nature of appropriate Black Studies courses to be offered is paramount and will be an important responsibility of the BSC. Sitting in consultation with the appropriate personnel of the various disciplines, the BSC will make recommendations regarding the courses to be offered.

Once the matter of the general nature of given courses has been established and the question of staffing such courses has been adequately dealt with, the problem of scheduling and coordination of courses in a manner consistent with the purposes of the Black Studies program will be addressed.

Until such time as a Department of Afro-American Studies is established, the responsibilities stated above are continuous and ongoing.

## 3.0. Black Studies Curriculum

The following courses and the departments in which they are to be offered are listed below for instructional purposes only. They should be seen as indicators of the types of courses that could be offered and be consistent with purposes of the Black Studies Program. Since the titles given below came out of many long and intense discussions among Black students and professors on this campus and with the same on other campuses, it can be anticipated that much effort will go into seeing courses developed along the thematic lines suggested here. Indeed, there are other course

topics that could have been listed; however, it would be both impractical and improper to spell out a long list of areas or their content without the BSC and his pending relationships with various department heads. With the above qualifications the remainder of this section is offered.

## BLACK STUDIES PROGRAM

### -Proposed Courses-

#### ANTHROPOLOGY

1. Introduction to Black Anthropology (physical)
2. Cultral Anthropology
  - a. Survey to African Anthropology
  - b. Survey to Afro-American Anthropology
3. Upper Division-  
Comparative Black Anthropology

#### ART

1. Survey of African Art
2. Introduction to Afro-American Art
3. Survey of Contemporary Afro-American Art
4. Introduction to Revolutionary Black Art

#### DRAMATIC ARTS

1. Afro-Americans and the Theatre
2. Workshop- (improvisation)

#### CRIMINOLOGY

1. Social Control and the Black Community (series: A,B,C)
2. Police in the Black Community

#### ECONOMICS

1. Economics of Racism
2. Current Economic Problems of Afro-Americans

#### EDUCATION

1. Education (knowledge) of the Black Man (series: A,B,C)
2. Survey of Education from elementary to college level
3. Seminar - Upper Division



ENGLISH

1. Survey of Afro-American Literature
2. Introduction to Black Prose and Poetry
3. The Black Writer in America
  - a. Historical
  - b. Theoretical

HISTORY

1. Black America
2. U.S. History from Black Perspective (satisfies Amer. Hist. requirement)
3. Survey of Black Heroes in Western History

HUMANITIES

1. Humanism in Perspective

LINGUISTICS

1. Ghetto Language
2. Survey of Black Dialect

MUSIC

1. Music and the Black Man
2. Contemporary Afro-American Music
  - a. Religion and Blues
  - b. Jazz
  - c. Rhythm and Blues
  - d. New Musics

PHILOSOPHY

1. Black Thought in the 20th Century
2. Introduction to African Philosophy

POLITICAL SCIENCES

1. Political Problems of Black Americans
2. The American Government--Black Perspective (satisfies institution requirement)
3. Racism, Colonialism, and Apartheid
4. Black American and Third World (politics of liberation)



PSYCHOLOGY

1. Psychology of Racism
2. Black Economical and Social Psychology

SOCIAL WELFARE

1. Black Social and Political Welfare

SOCIOLOGY

1. Sociology of the Black Family
2. Black Social Movements
3. Black Social Institutions
4. Urbanization of Black People
5. Organization of the Black Community

NOTE: Psych courses to be conducted on group session basis, allowing for students who have already taken the course to participate in discussion with currently enrolled students.

#### 4.0. Student Profile in Black Studies

In the profile projected below only Black Studies courses are included. Certain courses offered in other schools and departments will be highly recommended (some will be mandatory). Yet other courses will be suggested to the student depending on the student's needs and area of concentration. In every case each student will be counselled by the BSP staff, and evaluated after each academic year.

#### Freshman Year

To be completed during the first quarter:

1st Qtr: ORIENTATION TO BLACK STUDIES PROGRAM (10 units)

Three 1-1/2 hr sessions per week and two section meetings. An overview of the Black Experience from Economic, Historical, Political, and Sociological perspectives.

#### Freshman-Senior Seminar

Each Freshman is required to enroll in one such seminar. These seminars will be very informal and will focus on academic, personal, social and other problems experienced by Freshmen (Because there will be no BSP seniors until the second or third year of operation, the Student Affairs Officer will recruit minority upper-division and graduate students to participate in these seminars. No credits will be offered.

2nd & 3rd Qtrs: Within these quarters the student is expected to have completed the following courses:

The History of the United States  
(A Black Perspective)(5 units)

Introduction to Black Cultures (5 units)

Sociology of the Black Family (5 units)

Sophomore Year

During and before completion of his sophomore year, the following courses have to be satisfied:

Racism, Colonialism, and Apartheid  
(Political Science - 5 units)

Economics of Racism  
Economics - 5 units

Urbanization of Black People  
Sociology - 5 units

Psychology of Racism  
Psychology - 5 units

Junior Year

The student will declare his area of concentration. He will complete the rest of the Black Studies courses offered in that particular discipline and take other appropriate courses offered within that discipline, i.e., research and methodology courses.

In combination with courses he may be taking, the student is expected to spend the second and third quarters in the field (community). Assisted by a faculty member of the Black Studies Program, the student will engage in researching some problem consistent with his area of concentration. The main vehicle to be used in undertaking this task will be participant-observation.

History 4A and 4B must be completed before the second quarter of the Junior year.

Senior Year

The first quarter will be spent in seminar with other seniors who have been in the field. The seminar will be conducted by the faculty of the Black Studies Program.

Second and Third Quarters

The student will spend these two quarters preparing his seminar Dissertation based on his field experiences. In addition, he will conduct Freshmen-Senior seminars on a rotating basis with other seniors.

After completion of this program and other requirements, the student will be awarded the Bachelor of Arts degree in Afro-American Studies.

5.0. Recruitment and Selection of Black Studies Students

Because the primary vehicle for bringing minority youngsters to the campus is the Educational Opportunity Program (EOP) and since the majority of those to be engaged in Black Studies will be minorities, recruiting and selection of Black Studies Students will be done within the framework provided by the EOP. One third of minority students normally coming under the EOP will be selected and admitted to Black Studies by the Black Studies Selection Committee. This committee will be comprised of the BSC, the University's Admissions Officer, and the ranking Officer of the Afro-American Students' Union, or their designated alternates. These students are to be seen as EOP Students and therefore entitled to the same benefits.

Since non-EOP minority students and non-minorities are not excluded from being Black Studies Students, a second source for recruiting BS students is available. In any case all students seeking admissions to the BS Program must be selected and admitted by the Black Studies Selection Committee.

## 6.0. Black Studies Programs

In addition to the curriculum stated above for those who expect to receive a B.A. degree in Afro-American studies, the Black Studies Program will offer Black curriculum through three essential programs:

1) Community-based, 2) U.C. Extension, and 3) Experimental courses.

### 6.1. Community-Based Programs

The need pointed out in the Introduction to this proposal is not limited to those who have been fortunate enough to have arrived at the University scene. Indeed, if others are to entertain hopes of doing the same or otherwise "get themselves together" it is imperative that the dissemination of a Black Studies format not be delineated by the boundaries characterizing the University of California. Apart from the question of Black Studies any cleavage between the University and the community is at the expense of both. One natural vehicle for closing the gap that exists, and for strengthening relationships is to offer services and programs, under the auspices of the University, that speak to certain needs of community residents and at the same time make it convenient and comfortable for them to partake of such programs and/or services.

The Black Studies Program purports to address this situation by establishing within the community, at 5 or 6 locations, certain Black studies courses that are geared to involve residents to the maximum extent as both students of, and contributors to those courses to be offered. Under the direction of the BSC the Assistant will identify and work with various local organizations, groups, and institutions to establish such courses and

their times and locations that are desired by them. While some of the courses will be staffed by personnel hired by the BSC, others will be staffed by talented students involved in the Black Studies Program.

## 6.2. Experimental Programs

One innovative appendage to the University body that has come about recently is the idea of students establishing courses that speaks to their needs and interests (BED, CEP). Use of such a program is rare and therefore the exception rather than the rule. The Black Studies Program envisions experimental programs as being intrinsic to its operations and one of its essential characteristics.

Black Studies students will be encouraged, aided, rewarded, and expected to put together courses in areas where they have strong interests, whether they get the opportunity to actually instruct in them or not. Where they do have the desire to instruct such courses every effort will be made to give these students the opportunity either in community-based curricula and/or as a part of the experimental structure existing on campus.

## 6.3. Extension Programs

Consistent with the desire of the Black Studies Program to share knowledge, information, understanding, and differing perspectives with all who come into contact with the University, the Black Studies Program will offer, on a limited basis, Black Studies courses in the U.C. Extension. The processes alluded to in 2.1 will be utilized in bringing about such courses.

### 7.0. Rational for Hiring Black Faculty

Like other areas of American life, racism has had its effects on the University Community. Lily-white student bodies have been taught by lily-white teachers from a lily-white, middle class perspective. The product of this union has been, and continues to be, scholars who view the world from a unidimensional perspective, lacking both the understanding and knowledge that comes from realizing and appreciating the existence of equally important world views.

As alluded to in the introduction, only by including that which has been systematically excluded--the Black experience--can the University begin to adequately address itself to and prepare its students for living in the world as it is, and work to change it to what it should be.

The Black Studies Program places high premium on employing the services of Black people who have demonstrated academic ability and/or who are in possession of information, knowledge and talent necessary to teaching courses to be offered under the Black Studies Program.

To this end every effort will be made to have those people who have established themselves in the academic arena, however, academic reputation will not be the key or the sole criteria for hiring BSP faculty. It will be the goal of the program to secure the talents of the best Black people available regardless of academic credentials. Indeed one of the main reasons for the paucity of "credentialed" Blacks is the institutionalized racism present at all levels of the educational system.

In addressing the problem pointed out in the first portion of this section and in establishing and maintaining the integrity of Black Studies,



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the program spoken to in this proposal offers a natural vehicle which must be utilized to the maximum degree.

It is understood that many of the Black teachers will be categorized as Instructors and lecturers on full, half or part-time basis. Others, having certain academic credentials, may be employed in more prestigious and lucrative positions. In any case, the combined efforts of the Administration, the various schools and departments, and the Black Studies Program, to implement the Chancellor's commitment to hire more Blacks, could have immediate impact on eliminating the existence and effects of a traditional "eye-sore" - Racism.

## BUDGET ESTIMATE-FIRST YEAR OPERATION

Personnel

Black Studies Coordinator	15,000 - 22,000
Asst. to Black S.C.	13,000
Administrative Assistant	10,000
Student Affairs Officer	9,800
Personal Secretary	6,500
Secretary	6,000
15 Lecturers at 10,000 per	150,000
	<u>210,300</u>
Fringe Benefits at 13%	27,334
	<u>244,634</u>
Subtotal	
Consultant	
200 days at 100 per	20,000
Miscellaneous	25,000

Permanent Equipment

19 Flat Top Executive Desk at 150 per	2,850
19 Executive chair at 95 per	1,805
2 Steno desk at 150 per	300
2 Steno chair at 25 per	50
2 Dictating Machines at 250 per	500
2 Typewriters at 250 per	500
10 Side chair at 35	350
15 File Cabinets at 90	1,350
6 Card Cabinets at 100	600
10 Office bookcases 75	750
	<u>9,055</u>
Subtotal	

Supplies

Postage	1,000
Stationary-forms	3,000
	<u>4,000</u>
Subtotal	

Travel

Cross country (10 RT's) at 600	6,000
Mileage 10,000 miles at .10 per	1,000
	<u>7,000</u>

Grand Total	\$302,689
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